

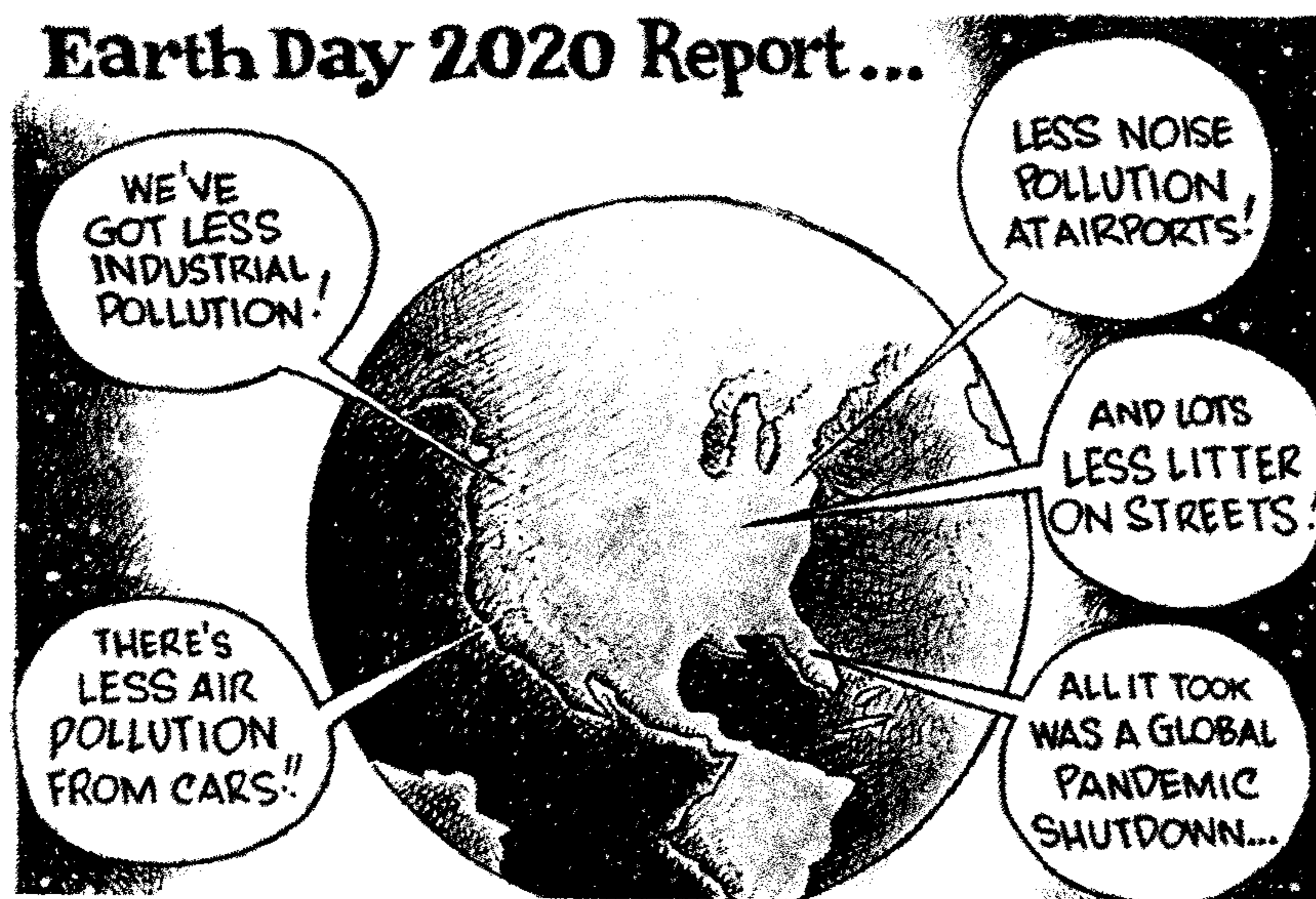
Crestview Primary School

Social Sciences

Teacher: Miss Ramothwala

Grade 7

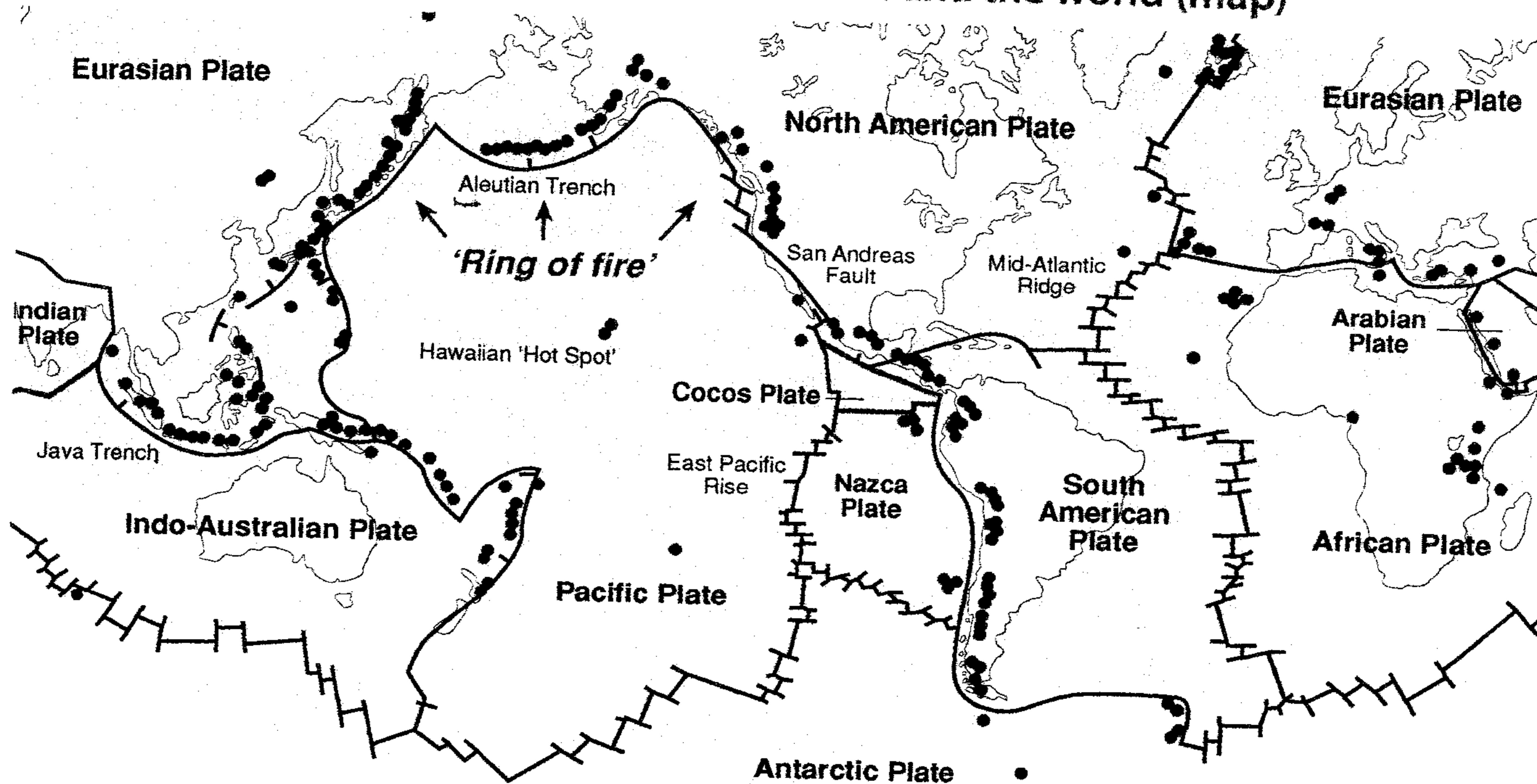
Week 4-5



- All work must be pasted in the relevant work book.
- Geography work must be pasted in the geography workbook.
- Do not complete all work in one day.
- Remember to make page borders.

Unit 2 Volcanoes

Volcanoes – location around the world (map)



Source: Adapted from <http://geography-site.co.uk/pages/physical/earth/volcanoes/ring%20of%20fire.html> (accessed on 22 April 2012)

Figure 2.8: Location of volcanoes around the world

The map above shows the plates and the world's volcanoes. It is clear to see that nearly all the volcanoes are found on plate boundaries because the movements of plates cause fissures through which volcanoes can form.

The map also shows the Ring of Fire, which is a zone where earthquakes and volcanic eruptions occur frequently. It encircles the basin of the Pacific Ocean. It is shaped like a horseshoe and it is 40 000 km long. 90 per cent of the world's earthquakes and 81 per cent of the world's

strongest earthquakes occur along the Ring of Fire. It has more than 75 per cent of the world's volcanoes. The Ring of Fire is a direct result of plate tectonics.

Source: Swisshippo/Dreamstime.com

Activity – Volcanoes around the world

1. Where are all the volcanoes usually found?
2. What is the ring of fire
3. Which four plates have no volcanoes around them?
4. What advice would you give to people who live near volcanoes.
5. Why do you think people choose to live in places that are near volcanoes? Give one reason

The Eyjafjallajökull Volcanic Eruption in Iceland in April 2010. The volcano caused a massive ash cloud to form, which meant that flights in and out of Europe had to be cancelled for several days because ash poses a significant danger to aircraft engines.

Why volcanoes occur

Volcanic eruptions are among the Earth's most powerful and destructive forces. In the Earth's mantle it is so hot that some rocks melt and become a thick flowing substance called magma. Eventually some of the magma pushes through vents and fissures in the Earth's surface. A volcanic eruption occurs.

Magma that has erupted is called lava. Lava can come to the surface as a gentle lava flow or with a violent explosion. In violent explosions the magma blasts into the air and breaks apart into pieces that range in size from tiny particles of ash to house-size boulders. These are called volcanic bombs.

The molten lava can cause immense damage if the eruption is in a populated area. In the last 200 years 200 000 people have been killed by volcanoes.

Keywords

vents: holes in rocks through which magma flows

fissures: cracks in rocks through which magma flows

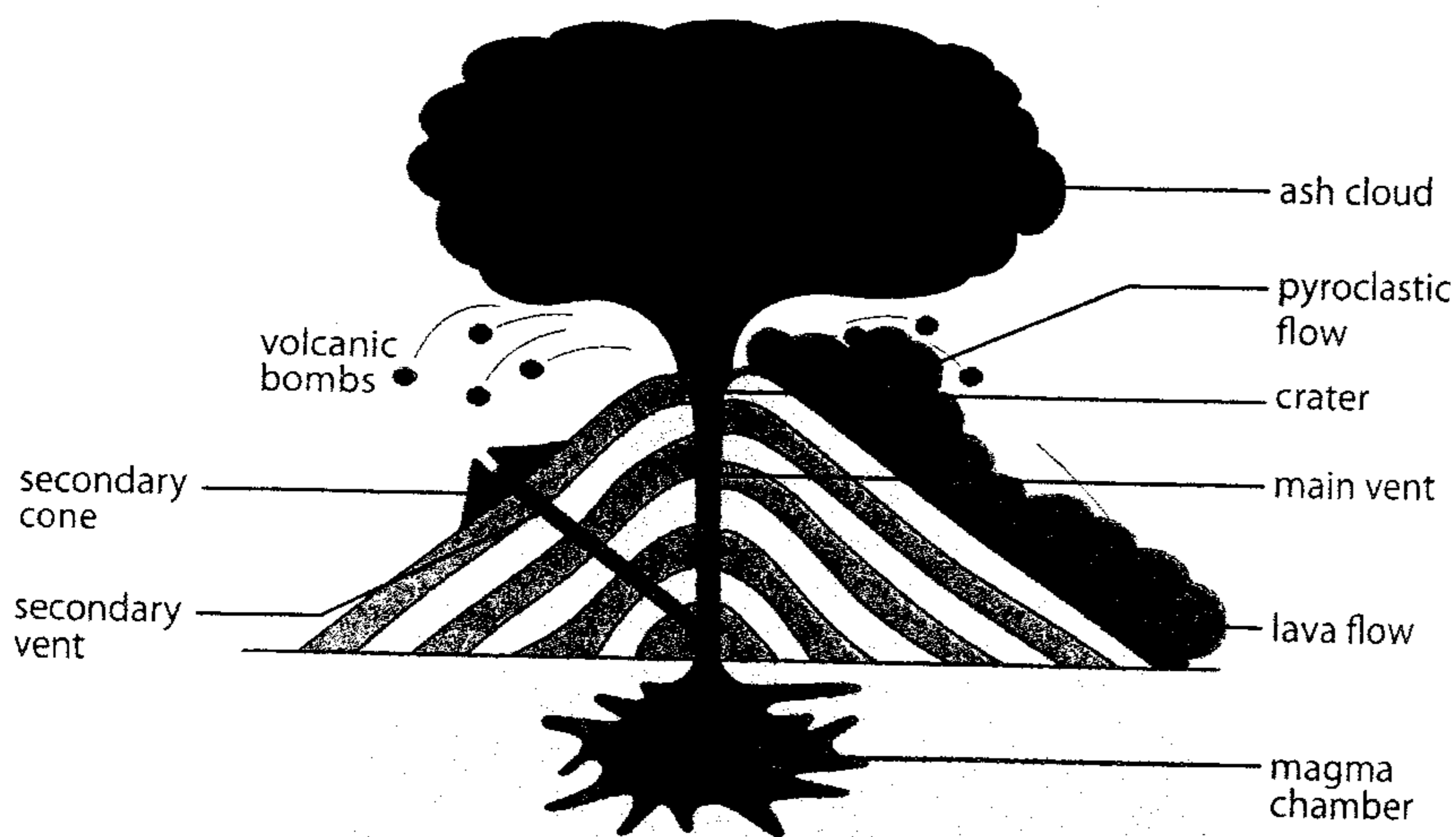


Figure 2.9: The features of a volcano

Source: Anthony Hamby

Activity 2.3 Discuss volcanoes

15 minutes

1. Draw a diagram of a volcano and label its main features. (10)
 2. Why are volcanoes found at plate boundaries? (2)
 3. Why is the area around the Pacific Ocean called the "Ring of Fire"? (4)
- [16]

Fun facts

The Pilanesberg Game Reserve in the North West Province is the site of a volcano. It last erupted 1 200 million years ago, but it has left its mark on the landscape, which is very beautiful.

The Prince Edward Islands in the Sub-Antarctic Indian Ocean are about 1 800 km from Port Elizabeth and are officially part of South Africa. The islands were formed by volcanoes and there is an active volcano on Marion Island, one of the islands in the group.

Mount Nyamulagira in the Democratic Republic of the Congo is an active volcano on the African continent.



Keywords

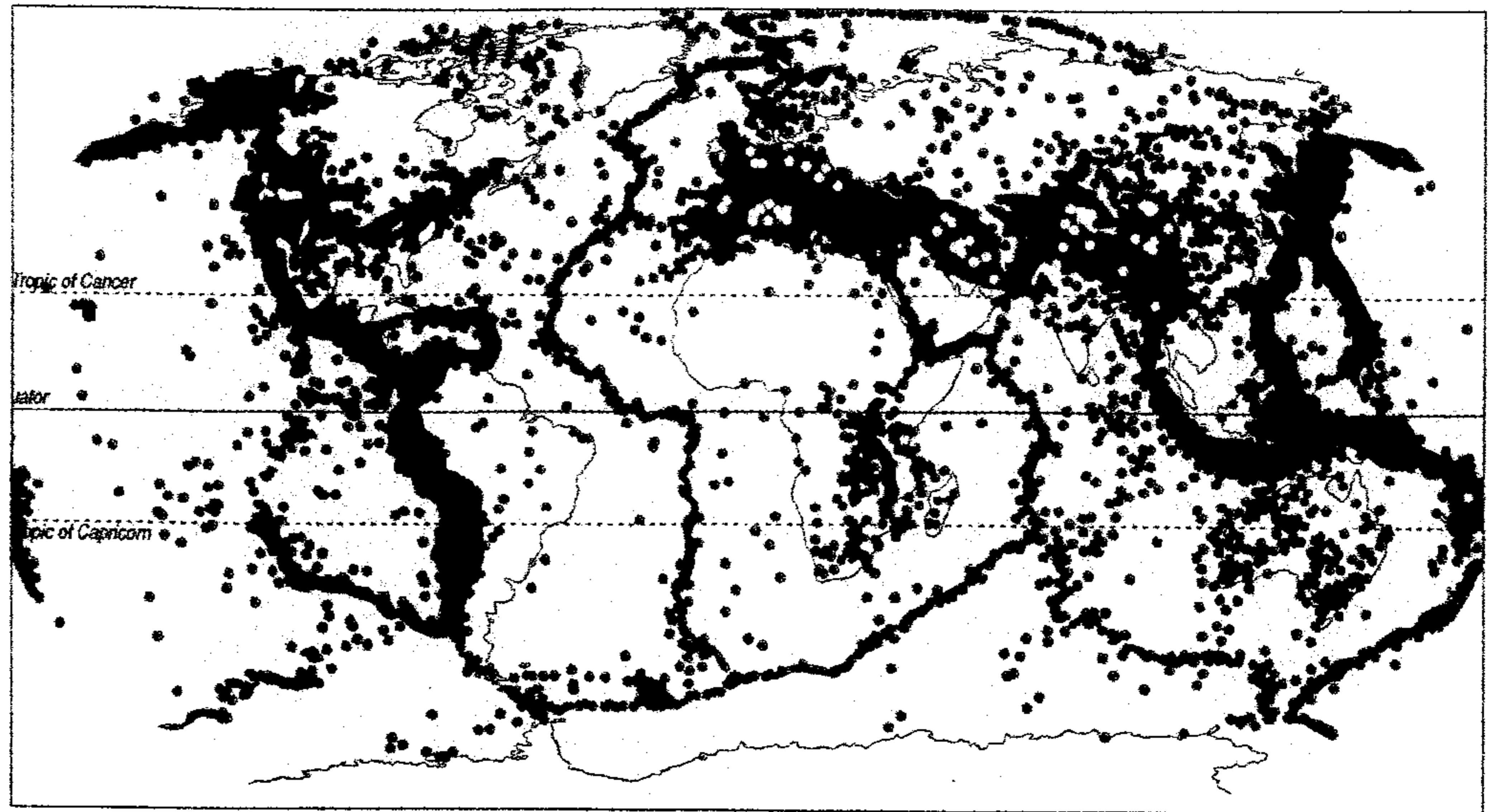
catastrophe: disastrous event causing or liable to cause widespread damage or death

seismic: to do with fault earthquakes or tremors

fault: a movement of rock layers in the Earth's crust caused by stress

Unit 3 Earthquakes

Location of earthquakes around the world (map)



Source: Adapted from www.nasa.com (accessed on 22 April 2012)

Figure 2.10: Earthquake locations according to NASA

Earthquakes are not randomly distributed around the Earth. Earthquakes occur most frequently along plate boundaries. These zones, along which plates move, are therefore areas that will always be prone to earthquakes. It is along these boundaries where plates shift and slide. The San Andreas Fault in California is a good example of plates sliding past each other. It is only the very powerful earthquakes that result in a catastrophe and are a risk for people.

Activity – Earthquakes

Answer all questions

1. Define the word catastrophe.
2. Name two catastrophes that would occur due to an earthquake.
3. What happens at plate boundaries that causes earthquakes?
4. Which part of the world do Earthquakes occur the most?

Seismologists, who study earthquakes, say that an earthquake happens every ten seconds but the majority of these quakes are not strong enough to be felt.

The Moment Magnitude Scale is used to rate the magnitude or strength of an earthquake on a scale of 1 to 10. This scale has been used since the 1970s by most countries across the world. Before this, the Richter scale was used. The Richter scale also used a scale of 1 to 10 to rate the strength of earthquakes.

The causes of earthquakes – link back to plate movements

Think of what happens when you throw a stone into a pond of water. When the stone hits the water it causes a splash and creates circular waves which move away from the centre. The same thing happens when an earthquake occurs. There is a movement in the Earth's crust and shock waves move from that point outwards. These waves are called seismic waves.

The point under the ground where the earthquake starts is called the focus. The epicentre is the point directly above the focus on the surface of the Earth.

As the tectonic plates move along fault lines, they build up pressure. If the plates slip, energy is released in the form of waves. This causes the shaking that is associated with an earthquake.

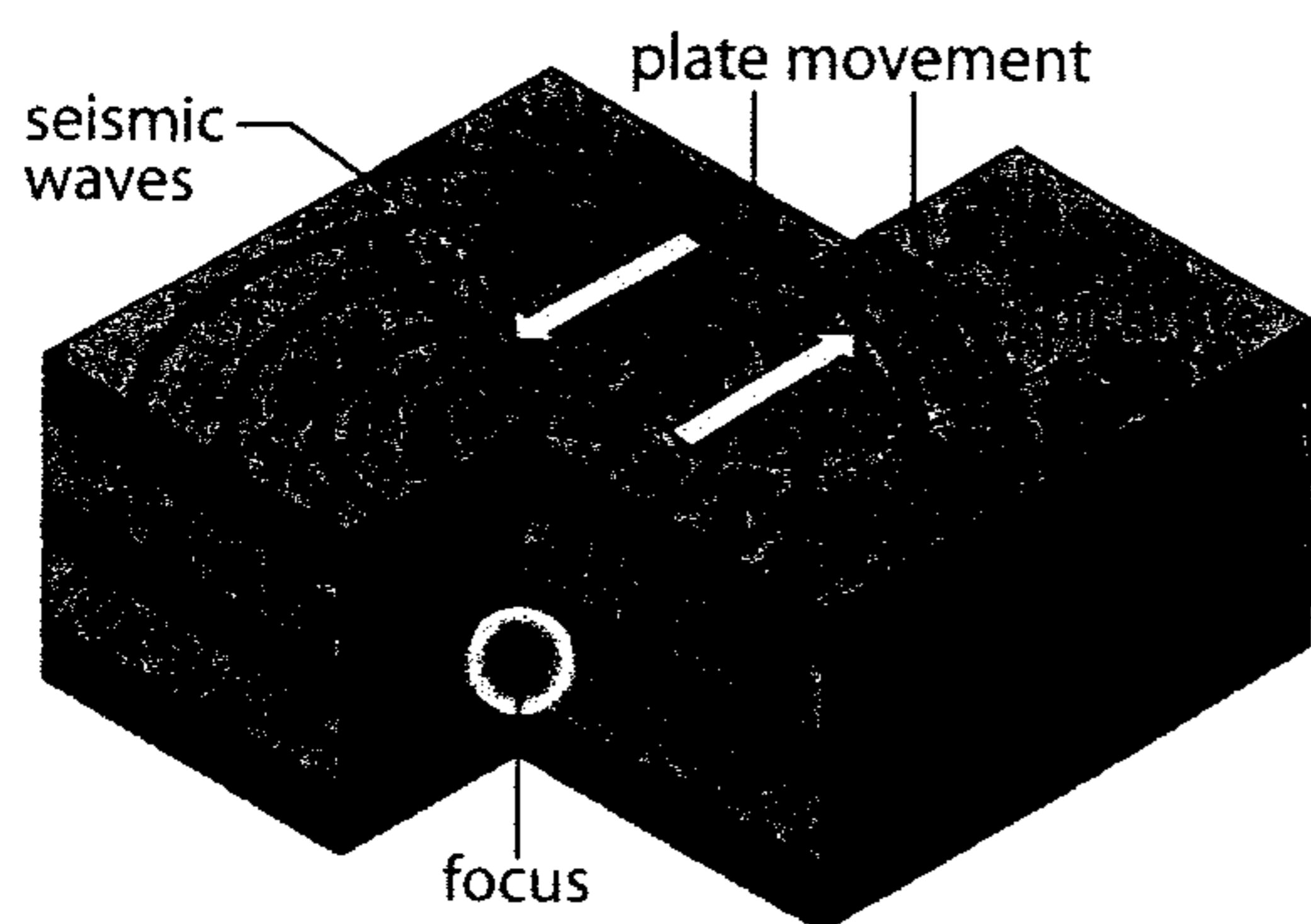


Figure 2.11: Plates sliding past each other causing an earthquake.

Activity 2.4 Discuss the causes of earthquakes

20 minutes

1. Draw a labelled diagram to show how earthquakes are caused. (4)
2. a) Define the focus of an earthquake. (2)
b) Define the epicentre of an earthquake. (2)
3. Explain how the movement of tectonic plates causes an earthquake. (4)
4. What do you call a person who studies earthquakes? (1)

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★ Tips

Slowly but firmly rub your hands together. Can you feel how they seem to stick for a moment before sliding? This action can be compared to the way that the tectonic plates move against each other and then slip, causing an earthquake.

Slave markets

Slaves were **auctioned** like cattle. Their teeth and eyes were examined to see if they were healthy. The slave traders would rub fat all over their bodies to make their skins shine. Young, strong or pretty slaves fetched high prices. Slaves who had something slightly wrong with them (such as being, crippled, having weak joints, a curved back or a narrow chest) fetched low prices.

Slaves who had previously worked on plantations and had skills such as building, **carpentry** and cooking or those who could read and write, sold very well. One of the cruellest things about the auctions was that when family members were sold to different buyers, they would never see each other again. Even little children would be parted from their mothers.

Activity 2.5 Slave auctions

60 minutes

Answer the following in your exercise book:

1. Why were slaves' teeth and eyes examined at auctions? (1)
2. Why do you think slave traders wanted the slaves' bodies to shine? (2)
3. Is the statement, "Slave mothers sometimes never saw their children again," true or false? Give a reason for your answer. (3)
4. Being enslaved denies people their human rights. Name two things done to slaves which denied them their human rights. (4)
5. Make an anti-slavery poster trying to get a message across to plantation owners that slavery is cruel and that it should be stopped. (10)

[20]

Keywords

auctioned: sold or offered for sale to whichever buyer paid the highest price

carpentry: making things from wood. Woodwork is part of Engineering Studies at some schools and colleges

Numbers of slaves that were taken to America

The actual number of men, women and children who were snatched from their homes in Africa and transported in slave ships across the Atlantic, either to the Caribbean islands or to North and South America, will never be known. Writers vary in their estimates, but there is no doubt that their numbers run into millions. Historians say that about 12 million Africans were transported to North America through the Trans-Atlantic slave trade.

1666 - 1776	3 million (250 000 died on the voyage)
1680 - 1786	2 130 000
1716 - 1756	3,5 million
1776 - 1800	A yearly average of 1 850 000

The above statistics are from the following article by Jose Luciano Franco:

'The Slave Trade in the Caribbean and Latin America.' in *The African Slave Trade from the Fifteenth to the Nineteenth Century Reports and papers of the meeting of experts organized by Unesco at Port-au-Prince, Haiti, 31 January to 4 February 1978.*

What happened to the raw materials that slaves produced?

The cash crops were harvested and were packed onto ships and taken to England, where they were made into products in factories. Cotton was woven into material, which was made into clothes. Sugar cane was turned into sugar to sweeten foods and drinks. Tobacco was made into pipe tobacco and chewing tobacco.

These products were sold to people in Britain and exported to British colonies to be sold there at big profits.

Source I: Table showing numbers of slaves taken across the Atlantic to North America, South America and the Caribbean

ACTIVITY 2 Understand, recall, deduct from and interpret information

(Assessment aims and skills: 1, 2, 3, 6, 7)

- Read Source C on page 137 and explain how Equiano was captured.
 - What feelings did Equiano have at the time?
 - Look at Source D on page 137 and explain what happened at a barracoon.
- Look at Source E on page 137 and explain how slaves were taken to America.
- From Sources D and E, what feelings do you think slaves had?
- Why do you think so many slaves died on board the ship?
- What is being sold in Source F on page 138?
- What word is used in Source G on page 138 to indicate that slaves were regarded in the same way as goods?

Read Source H on page 138 very carefully. With a partner, write down a list of words which describe how slaves must have felt when being sold at an auction.

According to Source I above, how many slaves were taken to America?

Use all the sources in this section to write a paragraph which explains how slaves were captured, sold and transported to America, and how they were sold again once in America. Your paragraph will be marked with the rubric on

Cannot extract evidence or extracts evidence from text and sources in a very basic way. Uses evidence only partially to answer question or cannot answer question.	0-30 %
Extracts evidence from text and sources that is mostly relevant and relates to some extent to the question. Uses evidence from text and sources in a satisfactory way.	40-70 %
Extracts evidence from text and sources that relates well or very well to the question. Uses evidence from text and sources very effectively in an organised paragraph that shows a clear understanding of the topic.	80-100 %

Unit 4 The impact of the Transatlantic slave trade on slaves

What it was like to be a plantation slave in the American South

Plantations were huge farms in the southern states of America (Virginia, Louisiana, Georgia and South and North Carolina).

There were different kinds of slaves on the plantations. The top positions were held by cooks, house cleaners, babysitters, washer women and carriage drivers. These slaves worked inside the houses and out of the harsh weather. The "missa" or mistress and the "massa" or master also had personal slaves.

Most slaves worked very hard in the fields from sunrise to sunset six days a week. They were looked after by strict overseers who usually had whips in their hands.

Slaves had no rights and very few possessions. Slave masters gave slaves new names and **branded** their bodies. They were allowed to be Christians but were not allowed to practise their traditional religions. No drums were allowed in case they sent messages to other slaves to organise rebellions.

Slave owners encouraged slave women to have children so that they could use them as slaves too. In some places, women were promised that they would be set free once they had produced fifteen children.

If a slave talked back to the master, did not work hard enough or was caught in a fight, he or she would be punished in various ways. These punishments could include being whipped, placed in chains, put into a small cage with bread and water for a few days, being forced to wear a metal collar and many other **inhumane** punishments. The slave owners did not kill the slaves for fear of losing the money that they had paid for them.

Activity 2.7 Slaves on the plantations

30 minutes

1. Name two things that slaves in Africa could do that slaves in America could not. (2)
2. If you were a slave, what job would you prefer to have done and what job would you hate to have done? Give reasons for your answer. (4)
3. Name four rights that people have today that slaves on the plantations did not have. (4)
4. Why were slaves punished? (2)
5. Rate these punishments from 1 to 5 with 1 as the least painful and 5 as the most painful. Give reasons for your choices.
being denied food; being lashed with an iron-tipped whip;
being branded; having to wear chains on your feet for four days;
being separated from your family after four days. (5)



Keywords

branded: the slave owner's initials would be burnt onto the slave's skin with a red hot iron
inhumane: very cruel