

Learning Area: Social Studies

Unit 2.5: How can we own land in Uganda

Learning Outcome: Understand the different types of land ownership.

Evidence of Achievement: Draw a table that illustrates the features of the four different types of land ownership.

Observation

When learners are in groups, observe their various discussions.

Do their discussions show a good level of understanding about the different types of land ownership in Uganda?

Conversation

To check their understanding, ask questions such as:

- Why are there four different types?
- What are the advantages of disadvantages to the owner or tenant?
- “Can you suggest an alternative system of land ownership?”

Activity

Drawing on what they have learned about the four types of land tenure in Uganda, learners are asked to draw a table that sets out the features of each type of tenure.

Product

Is the table accurate?

Does it contain all four types?

Does it illustrate the different features of the types of land ownership?



Triangulation Examples

Learning Area: Languages

Unit 1.3: My family

Learning Outcome: Understand the relationship between family members.

Evidence of Achievement: Describe the relationship among people in the family using appropriate nouns, possessives and demonstrative pronouns. Following the structures:

- i) This is + possessive + noun
- ii) This is + name
- iii) She/he is + profession/occupation

Observation

When learners are in groups performing role-play observe their introductions and interactions. Are they using appropriate structures, nouns, possessives and demonstrative pronouns?

Conversation

When learners are in groups performing role-play ask them the prompt questions as above. Can they respond using the learnt language and structures above?

Activity

Group role play

Tell learners, "a foreign friend has visited your family. Introduce your family members to him/her. Tell them that they should:

explain the relationship between you and the introduced person

tell his/her name

tell his/her profession/occupation

Others in the group can ask prompt questions such as:

Who is this?

What is his/her name?

What does he/she do?

Learners take turns to introduce the family and to ask prompt questions.

Composition writing

Show learners a family photograph. Explain that they are one of the children in the photograph. Ask them to write a composition of around 100 words to introduce the people in the photograph to a foreign friend. Explain that they need to use appropriate possessives, nouns, names and professions/occupations. This should take one hour.

Product

The composition about relationships among family members is written in sentences and uses the learnt structures.