

Week 9:

Dear Grade Fours,

Hope you are all well and staying safe!

Thank you to all of you who are working so hard to keep up with your work. I am proud of all of you!

I miss you!

Mrs. Martins.



Personal & Social Well Being (PSW)

1. Read the information about food from different cultures in your textbook on pages 100 - 101 as well as the information page given.
2. Choose a culture which interests you and draw up a menu which includes a starter, a main meal and a dessert/pudding. (Use the page provided).

Religious Education (RE)

1. Mark and do corrections (if needed) in grey pencil (HB) for the Religious Education Test you did last week.
2. Study the Index Page for the topics we will be covering in Religious Education in Term Three.

Naturals Science & Technology (NS/TECH)

1. Mark and do corrections (in grey HB pencil) if necessary for the work on Struts and Frame Structures.
2. Read the information about Indigenous Structures on pages 48 – 49 of your textbook as well as the given information page.
3. Complete Activity One (Indigenous Structures)

Menus from different cultures in South Africa.

South Africans enjoy eating many different types of foods. These types of foods come from different cultures and many foods reflect the history of our country.

- ❖ Babotie, sosaties and chutney are made from the combination of recipes brought by the early European settlers and the richly spiced and curried dishes of the Cape Malays.
- ❖ Many people whose forefathers came from Italy, China, France Greece and Portugal still cook their food in the traditional way. Shops sell the foods and spices they need and different restaurants also serve these traditional foods.
- ❖ The Cape Malays and Durban Indians still use a wide variety of Eastern spices in their cooking. Curries, samoosas and other traditional foods are always available in Indian restaurants around South Africa..
- ❖ South Africans love to braai by cooking their meat over an open fire. Many South Africans enjoy meals with lots of meat, salads and vegetables. The meat and vegetables often come with either potatoes, rice or ground corn that is used to cook 'pap' or samp. The 'pap' is rolled into balls and dipped into gravy or eaten with stewed meat. Sometimes the 'pap' is just eaten with vegetables and herbs. Samp is often eaten with beans.
- ❖ Sweet food and puddings including milk tart and koeksisters are also enjoyed.

Can you identify each of these traditional South African foods?



Menus From Different Cultures

Each culture has its own traditional foods. Here are some examples.

A Xhosa meal:

Umgqusho is made from samp, sugar beans, beef stock, salt and oil. It takes over two hours to cook but it makes a healthy and delicious meal.

A Muslim meal:

A typical Muslim menu is meat and vegetable curry eaten with *rooti* and rice.

A Hindu Meal:

A typical Hindu meal is *chappatis*, *dal*, vegetables such as onions, tomatoes, green beans and brinjals and rice. Hindus are vegetarians so their meals do not contain meat.

An Afrikaans meal:

Part of the Afrikaans culture is having *braaivleis*. The meat is cooked over a fire. The cooked meat is eaten with salads such as rice salad, beetroot, a green salad and potato salad.

A Jewish meal:

Jewish people eat a special meal on a Friday evening. They first eat *challa* which is plaited bread. They then have chicken soup with noodles, flavoured by fish such as chopped herring with pumpkin fritters. They do not eat milk and meat in the same meal.

Choose a culture other than your own which interests you. Draw up a menu which includes a starter, a main meal and a dessert/pudding for your chosen culture. You may add pictures or illustrations to your work.



MY MENU

(_____ Culture)



LORETO CONVENT SCHOOL
RELIGIOUS EDUCATION REVISION TEST
TERM TWO
GRADE FOUR
(MEMORANDUM)

TOTAL (25)

Circle only the correct answer.

(5)

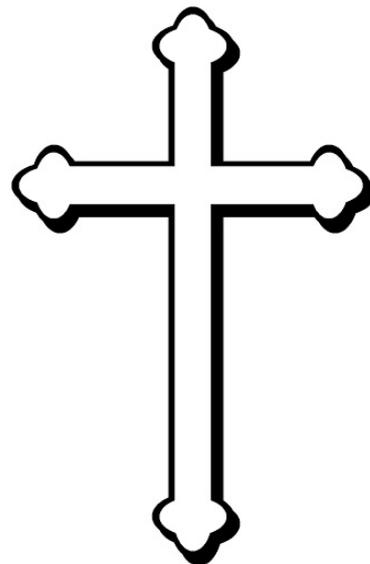
1. The kingdom of heaven is like:
a) **A pearl**
b) A tree
c) An eagle

2. Mary was:
a) a descendant of Jesus
b) **a descendant of King David**
c) a descendant of John the Baptist

3. The word Eucharist means:
a) Prayer
b) **Thanksgiving**
c) Holy

4. The word 'gospel' means:
a) A parable
b) A symbol
c) **Good News**

5. A cross is a symbol of:
a) Judaism
b) Great courage
c) **Christianity**



6. Explain what the following symbol is and explain why it was used.

(3)



Many years ago, Christians were not allowed to practise their religion freely. They had to develop secret signs/symbols to invite friends to celebrate the Eucharist. The Greek spelling of the word Fish contained the first five letters of the phrase – JESUS CHRIST GOD'S SON SAVIOUR. It was a symbol that secretly invited Christians to celebrate the Eucharist without authorities knowing.

7. During the Eucharist (Holy Communion) we give thanks to God for Jesus, God's son who became one of us.

Fill in the missing words in the Bible verse from the book of Matthew.

(4)

'While they were eating, Jesus took **bread** and when he had given thanks, he broke it and gave it to his disciples, saying "Take eat; this is my **body**.

Then he took a cup, and when he had given thanks, he gave it to them saying "Drink from it all of you. This is my **blood** of the covenant which is poured out for many for the **forgiveness** of sins.'



8. Give ONE word for each of the following.

(5)

8.1 A metal plate which carries the bread during communion	paten
8.2 This is always kept burning to remind us of Jesus' presence	sanctuary lamp
8.3 The container used for wine during communion	chalice
8.4 An image of the cross to remind us of the sacrifice Jesus made for us.	crucifix
8.5 A rectangle of white cloth used by the priest to clean the chalice during communion.	purificator

9. Identify each of the following items.

(4)

<p>9.1</p> 	<p>Holy Water Font</p>
<p>9.2</p> 	<p>Altar</p>
<p>9.3</p> 	<p>Church</p>
<p>9.4</p> 	<p>Ciborium</p>

10. Look at the picture below and answer the questions that follow by circling only the correct answer. (4)



❖ **The picture is depicting (showing) the:**

- a) crucifixion of Jesus
- b) transfiguration of Jesus
- c) **annunciation of Jesus' birth.**

❖ **Mary was engaged to:**

- a) **Joseph**
- b) Jesus
- c) John

❖ **The angel ... gave Mary the good news.**

- a) Raphael
- b) **Gabriel**
- c) Michael

❖ **The angel told Mary that:**

- a) She would give birth to a son and was to name him Jaruis.
- b) **She would give birth to a son and she was to name him Jesus.**
- c) She would marry Joseph.

TOTAL (25)

Religious Education

(Term 3)

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MEMORANDUM

Complete Activity 8.1 on page 46 of your textbook and answer the questions 1 – 7.

1. Build Structure
2. Build Structure
3. Build Structure
4. Yes (without the strut)
5. Gently press the opposite corners together.
6. No
7. Yes the strut makes the square stronger.

ACTIVITY ONE:

Are the following statements **true** or **false**?

1. Strong materials are used to build structures.
True
2. Materials can be strengthened by changing their shape.
True
3. Tubing is a way of strengthening materials.
True
4. A frame structure is made of different parts joined together.
True
5. A strut is not part of a frame structure.
False
6. Struts are joined into rectangular shapes.
False
7. A strut makes a structure stronger.
True
8. A function of a frame structure is to hold something up..
True
9. Struts can strengthen a bridge.
True
10. An example of a frame structure is bridge.
True

Indigenous Structures:

People build different types of traditional houses from raw materials all over the world. A range of natural materials are used. In some areas there are plenty of grass and reeds. Others have plenty of rocks and clay. They sometimes have cow dung and wood to mix with clay. Some places have many wild animals from which they can use the hides while people living in very cold areas even build houses from blocks of ice. Such materials are **indigenous** to that area. In every part of the world, we find **indigenous traditional homes**.

All over the world there are different shapes of structures used for indigenous housing;

They can be used grouped into the following: beehive structures, cylinder or circular shaped covered with a cone-shaped roof, a triangular shape standing on the ground, a square house with a cone-shaped roof. People all over the world used these strong shapes way back in history. The beehive structures were used by the Zulu, Swazi and Nama people to make huts. The Xhosa people built circular or cylinder shaped rondavels and made a cone-shaped roof on top. The wigwam of the American Red Indians was a cone-structure standing on the ground.

Examples of indigenous houses of Southern Africa:

A round shape is used in many traditional domestic structures around the world. The dome was chosen as the shape for the Zulu beehive hut and the Nama matjieshuis of South Africa.

A **Nama matjieshuis** – a rounded structure that has a framework of branches over which handmade reed mats are placed and secured.



A **Zulu** huts frame is made of sapling poles placed in a circle. After the frame is complete, it is thatched with grass.



This shape has been chosen for many traditional domestic structures because it is naturally strong. It does not need inside pillars to hold up the structure and the rounded shape stands up to bad weather conditions. Rain can run off it easily and the wind blows around it. Air can flow more easily inside a round shape than a rectangular shape.

Traditionally, Zulu people live in beehive-shaped huts. The Zulu word for such a hut is a ***uguqa***. The men in the community construct huts by making a flexible framework of flexible young trees in the form of an arch. They tie the branches together to form triangles. The

women weave ropes and mats from grass. The mats are laid over the wooden frame of the hut from bottom to top. They tie mats to the framework with thick grass ropes.

The Xhosa people traditionally built their huts around a cattle enclosure. Their homesteads were built in a group to accommodate their families. The huts used to be made of grass and reeds woven around a framework of saplings but over the past one hundred years this was replaced by round huts with cone-shaped roofs. The walls of these huts are made from wattle and daub (a material traditionally used in building walls consisting of a network of interwoven sticks and twigs covered with mud or clay) and they support the roof which is made from thatching grass. It is a wooden frame structure with struts supporting the poles that hold up the thatched roof. Braces are used to make the joints of the poles stronger and a central pole holds up the roof. The floor is made of cow dung and the soil from an ant heap which is then compressed to give a good floor covering that can be polished to make it shine. These materials are available locally, are not difficult to find and they are not expensive. The huts are therefore easy to maintain. Most of the materials have little impact on the environment.



Traditional Xhosa Huts

Nama 'Matjieshuis'

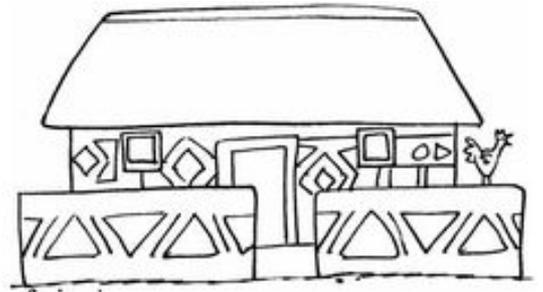
The Nama people live in the Richtersveld: a dry harsh area in the Northern Cape. They used to live a nomadic life (moved around a lot) so they needed homes that could be put up and taken down easily. The 'matjieshuis' is a dome-shaped structure made of woven reeds. The framework is made of other saplings and then reed mats are tied onto them. This is where the term 'matjies (little mats) comes from. This type of house is still made today.

Modern Houses:

Modern houses, such as low cost housing, use materials that are different to traditional homes. Some of these houses have corrugated iron roofs that are nailed onto wooden planks.

These roofs have been folded to give them strength. Struts are used to strengthen the wooden planks that support the roof and concrete bricks and cement are used to build walls. Windows made from glass are put into a steel frame and the door is made from wood. These materials are available in urban (built up/town) areas.

ACTIVITY ONE (INDIGENOUS STRUCTURES)



1. Circle only the correct answer

A ‘matjieshuis’ is:

- a) A dome shaped structure made of woven reeds
- b) A frame structure made with sapling poles thatched with grass
- c) A home with corrugated iron roof nailed onto wooden planks.

2. A traditional Zulu hut is called a:

- a) Uguqu
- b) Rontabile
- c) ‘Matjieshuis

3. A traditional Xhosa hut is called a:

- a) Rontabile
- b) Uguqu
- c) Matjieshuis

4. Explain what the word **indigenous** means.

5. List three advantages of a dome shaped structure.

6. Indigenous people used materials in their environment to build their houses.
Complete the table below. Some answers have already been filled in for you.

People	Materials used to build houses	Houses they built
Inuit People from Alaska	ice blocks	
Zulu people from Kwa-Zulu Natal	young trees (saplings) covered with grass mats	
Nama people		'matjieshuis'
Xhosa	poles, wattle and daub, thatch	
Bedouin people from the Sahara Desert		tents