

Social Studies

Standard Four
Pupil's Book

4



Tanzania Institute of Education



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Social studies

Standard Four Pupil's Book



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Dr Aneth A. Komba
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Introduction

This is the second book in a series of five books for Social Studies in primary schools. The book is prepared according to the 2016 Social Studies Syllabus for Primary Schools issued by the Ministry of Education, Science and Technology. The book is divided into eleven chapters which are: Our environment, Historical events, Weather, Our culture, Relationships in the society, Our heroes, Use of maps in our environment, Solar system, Our resources, Production activities, and Opportunities in our environment. Each chapter contains activities and exercises. You are encouraged to do all activities and answer all questions. This will facilitate acquisition of all the intended skills, knowledge, and attitudes.

Chapter One

Our environment

Introduction

In Standard Three, you learnt the components of school environment and how to clean your classroom. You also learnt how to plant trees, flowers and grass in the school compound. In this chapter, you will learn the components of our rural and urban environments. You will also learn practices that destroy the environment in a village, street and town. In addition, you will learn different activities for conserving the environment.

The meaning of environment

The term environment refers to all things that surround us. The environment is made up of different natural and man-made features. Natural features include forests, mountains, lakes, valleys, rivers and oceans. Man-made features include buildings, roads and factories. All these features, make the environment. Some of the features are found in rural areas while others are found in urban areas. In this case there are rural and urban environments.

Rural and urban environments

Rural and urban environments are different. The difference is on features, infrastructure, economic activities and social services.

The rural environment is made up of villages composed of several hamlets. Many houses are less modern like those roofed by grass. Most of the roads in rural areas are unpaved and dusty. A large part of the land is used mainly for settlement and farming.

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There are very few or no factories and industries in rural areas. Social services such as healthcare, electricity, water supply and education are less developed.

The urban environment is made up of cities and towns. The houses in urban areas are mostly modern and roofed with iron sheets. Many roads in urban areas are paved. The land is also used for settlement and business activities like factories, industries and trade activities. There are many economic activities in urban areas. Social services such as healthcare, electricity, water supply and education are more developed.

Study the following pictures and answer the questions that follow.



Figure 1: A rural environment

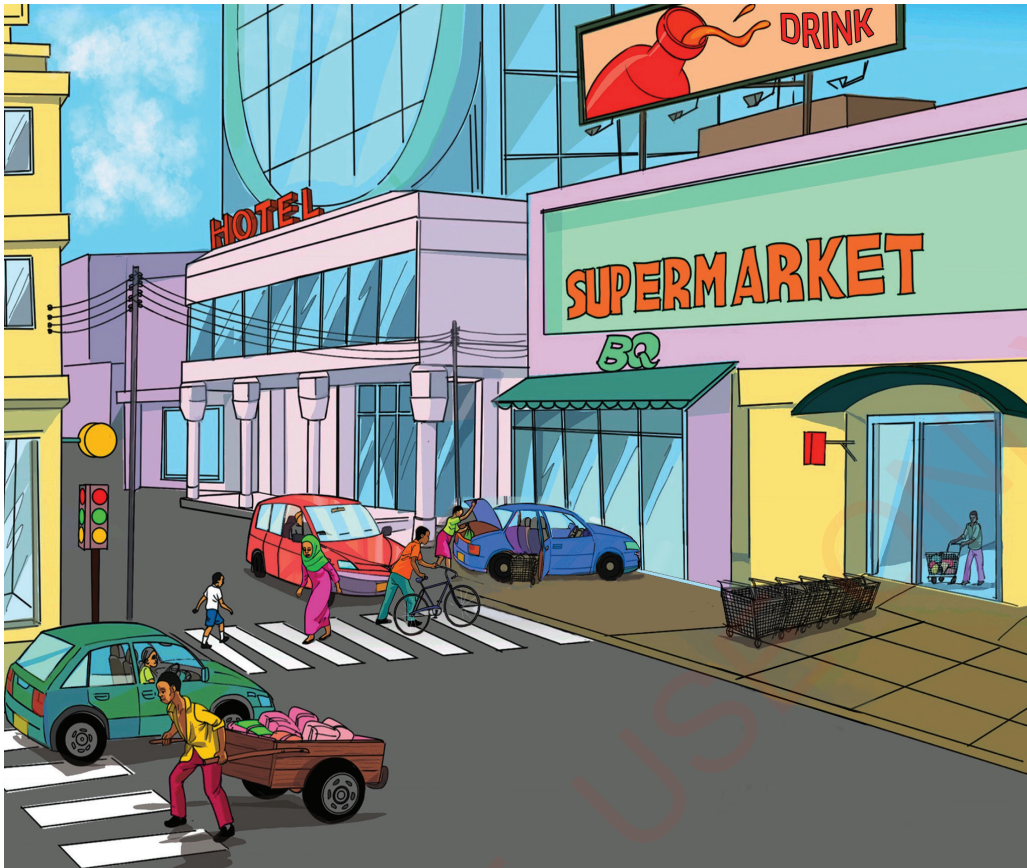


Figure 2: *An urban environment*

Questions

1. Mention three other things which are found in your environment but not shown in Figure 1 and 2.
2. What is the difference between features found in rural and urban environments?
3. Mention three social services that are available in urban areas.
4. What are other two activities that take place in your environment but are not mentioned in the text?
5. List other two social services that are available in your environment.

Activity 1

In collaboration with your fellow pupils and the Social Studies teacher, do the following.

1. If your school is located in a village, visit a nearby town, but if it is located in an urban area, visit a nearby village.
2. During the visit, identify the key parts of the environment. Write them down and make a presentation in class.

Exercise 1

Answer the following questions:

1. Mention four features that make a rural environment or an urban environment.
2. Mention five features that are found in your environment.
3. Explain the importance of the five features found in your environment.

Read the text below, study the pictures and then answer the questions that follow.

Environmental degradation

Environmental degradation refers to a decrease in quality of the components of the environment. In some places the environment has been degraded and in some other places the environment has not been degraded.

Human beings conduct various activities that may lead to environmental degradation in one way or another. Examples of such activities include charcoal making, lumbering and mining. These activities if not properly managed may harm the environment. Uncontrolled industrial waste may pollute water in lakes, rivers and oceans. Smoke from cars, air craft,

trains and industries cause air pollution. Bad practices such as littering, tree cutting, cultivation in hilly areas, and the use of unsuitable pesticides contribute to environmental degradation. A degraded environment is not suitable for crop cultivation, grazing or human settlement. Figures 3, 4 and 5 below show activities which cause environmental degradation.



Figure 3: Tree cutting



Figure 4: Poor waste disposal



Figure 5: Sand quarrying

Questions

1. What will be the impact of environmental degradation if it continues?
2. Mention four activities in your area that are destructive to the environment.
3. Why do you think the activities you have mentioned are taking place?
4. What action should you take if you find someone destroying the environment in your area?

Activity 2

In a group of five pupils, visit a nearby area within a village or town, and do the following:

1. Observe and identify different human activities found in that area.
2. Observe and list any three activities that degrade the environment in that area.

3. List down the observable environmental problems found in that area. Present and discuss them with your fellow pupils in class.

Read the following passage and answer the questions that follow.

Zipora used to live with her aunt in Pwaga Village. She loved to participate in environmental conservation activities in her village. After a while, livestock keepers arrived in their village with large herds of livestock. The number of people and livestock increased. Suitable land for crop production decreased so much that people started to cultivate in hilly areas and river banks. The area became too small for the large number of livestock. This led to overgrazing. Similarly, there was need for more houses, hence sand was quarried from rivers for construction purposes. Likewise, a rise in fuel prices forced people to cut down trees for firewood and charcoal. All these contributed to the reduction of the village forest and led to environmental degradation in Pwaga Village.

One day, Zipora went to visit her brother in the city. Once she arrived, she was surprised to see that even in cities there was environmental degradation. She found that there was improper solid waste disposal. There were poor drainage systems where open sewage systems were directed to residential areas and along the roads. In addition, there was a lot of noise coming from garages, workshops, bars and street hawkers. As time went on, Zipora was not comfortable with the environmental degradation in her village and in the town she visited. This motivated her to learn more about environmental conservation. She believed that education on environmental conservation would help her to educate the community on how to conserve the environment

for a better life. When she completed secondary education, she joined a college where she studied a course on environmental management.

Questions

1. Based on the passage you have read, what are the activities mentioned that contribute to environmental degradation in the following areas?

| No | Village | Town |
|-----|---------|------|
| (a) | | |
| (b) | | |
| (c) | | |
| (d) | | |
| (e) | | |

2. Mention three key aspects that you have learnt about the environment.
3. Do you think the decision made by Zipora to join college to study environmental management was right?
4. Give two reasons to support Zipora's decision.

Effects of environmental degradation

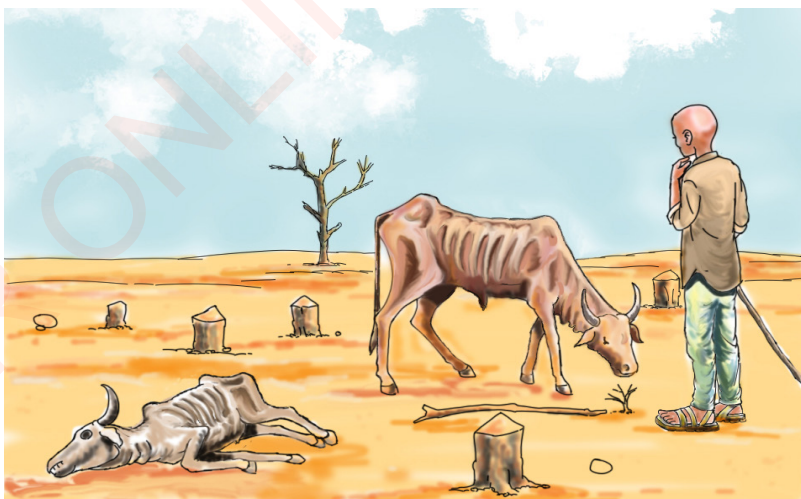


Figure 6: Drought caused by environmental degradation

The environment is very important in supporting all living organisms on the earth. If we do not take care of the environment, our lives will be in danger. Environmental degradation leads to several effects. The effects are as follows:

- (a) Loss of forests which are important in the formation of rainfall and provision of clean air;
- (b) Loss of wild animals and other living organisms due to destruction of their habitats;
- (c) Global warming;
- (d) Frequent occurrence of hazards such as droughts and floods;
- (e) Occurrence of epidemics such as cholera, malaria, dengue and typhoid;
- (f) Soil erosion due to loss of vegetation, overgrazing, and poor farming practices;
- (g) Reduced water levels in dams, lakes and rivers; and
- (h) Water pollution which may cause death to marine organisms including fish.

Activity 3

1. Study the environment in your area. Write down various activities related to environmental degradation and present them in class.

Environmental conservation

Environmental conservation is the act of protecting, caring for and preserving the environment. Environmental conservation is very important because a conserved environment ensures the survival of living organisms. It also ensures careful use of available resources in the environment for the benefit of the present and future generations.

Environmental conservation in a country takes place at different levels. The government has set up institutions and offices to manage the environment. There are environmental offices at village, street, ward, district, regional, and national levels. In addition, at each level there are various health and environmental conservation committees. The committees encourage people to participate in different environmental conservation activities. These activities include tree planting, general cleaning of the environment and cleaning of the sewage canals. At various levels, the committees have by-laws that are used to enforce environmental conservation activities. Fines are charged from offenders who break the by-laws. For example, in Moshi town, the fine for littering the ground is fifty thousand Tanzanian shillings. Therefore, we should conserve our environment to protect our lives and the lives of other organisms.

Study the following picture and then answer the questions that follows.



Figure 7 : *People being educated about environmental conservation*

Questions

1. Name three environmental conservation activities you have studied in the picture.
2. What have you learnt from the picture in Figure 7?
3. Name two other conservation activities that are not listed in the picture.

Activity 4

- (a) Plant flowers at school by adhering to the following steps.
 1. Make a terrace with suitable soil or find a good pot and fill it with suitable soil.
 2. Find a flower seedling of your choice .
 3. Plant the flower seedling.
 4. Water the flower seedling frequently.
- (b) Write five sentences to explain how you and your colleagues conserve your school environment.
- (c) Visit your local government office or authority. Collect information on environmental conservation or local environmental conservation activities taking place. Present the information in class.

Importance of environmental conservation

The following are the benefits of conserving the environment:

1. A well conserved environment provides living organisms with a habitat, for example wild animals in national parks and game reserves;
2. A good environment provides people and other living organisms with fresh air, and therefore, good health;
3. A conserved environment provides living organisms with adequate water supply. Availability of water is important

for human use, animals, irrigation, industrial use and several other uses;

4. A conserved environment promotes other economic activities such as tourism. Wild animals living in well-conserved parks attract tourists; and
5. A well-conserved environment provides food for human beings, animals and other living organisms.

Excercise 2

Answer the following questions:

1. Name other environmental conservation benefits not mentioned in the text you have read above.
2. Write five sentences to explain the benefits of environmental conservation in your street or village.

Excercise 3

Answer the following questions:

1. Write a short passage on conserving the environment in your village.
2. Explain how you will apply the skills you have learnt in this chapter in your daily life.
3. Describe the actions we must take to conserve our environment.

Write **TRUE** if the statement is correct and **FALSE** if the statement is not correct.

1. The environment is conserved by pupils only _____

2. Buildings, animals and vehicles are some of the things that make up the environment _____
3. Good agricultural practices conserve the environment _____
4. A large number of livestock in one area prevents environmental degradation _____

Vocabulary

| | |
|----------------------------------|---|
| Course | a plan of study on a specific subject |
| Environmental degradation | decline in the quality of environmental components such as land, water and air due to inappropriate use |
| Erosion | removal of the upper part of the land by agents such as water and wind |
| Flood | overflow of water on land |
| Global warming | Is the increase in the average Earth's surface temperature |
| Irrigation | application of water on land to sustain the growth of crops |
| Street hawker | someone who walks along the streets carrying and selling various goods at a retail price |

Chapter Two

Historical events

Introduction

In this chapter, you will learn about historical events that occurred in your family, school and society. You will learn how to collect information about those events. You will also learn how to keep historical records for future use. This chapter is important to you because it will enable you to keep records of your family, school and society for future use.

Historical events in society

Think

1. Important events in your life like your birthday, the day you started school and any birthday of your family members.
2. Are these events easy to remember?
3. Why?

Events which are important and have significant impact on life are easy to remember. Events which occurred in the past and have significant impact to individual's life and society in general are known as historical events. Historical events are considered important because they attract attention of many people in a society. Historical events to family members may be a birth or death of a family member, religious celebrations like Baptism, *Hakika*, *Maulid* and Confirmation. The community historical events may be a day when a minister visited your school or any national event. Furthermore, national historical

events may include the Independence Day of our nation, the death of our father of the nation, the first President of the United Republic of Tanzania, Mwalimu Julius Kambarage Nyerere, and the Zanzibar Revolution Day. All these provide significant examples of historical events in our society. Therefore, historical events must have significant impact on a particular society.

Activity 1

1. Think of any important event which occurred in your school.
2. Explain to your friend why you think that the event is important.
3. Narrate two main enjoyable events that happened in your society and to your fellow pupils in your classroom.
4. Identify any sad event that happened in your village or street and briefly describe it.
5. Mention enjoyable events that happened recently in your family.
6. What ceremonies are held from time to time in your family?

Read the following story then answer the questions that follow.

Our Social Studies teacher invited a guest speaker to our classroom. The name of the guest speaker was *Mzee Kahonda*. He was invited to narrate to us the historical events that occurred in his family. We were all anxious to hear his narration. Therefore, we prepared ourselves to ask him questions in order to understand important events from his family. The following was the conversation between *Mzee Kahonda* and the Standard Four pupils.

Mzee Kahonda: Good morning Standard Four pupils.

Pupils: Good morning, Mzee Kahonda.

Mzee Kahonda: How are you today?

Pupils: We are fine sir. How are you?

Mzee Kahonda: I am fine. How are you doing in your studies?

Pupils: We are doing well, sir.

Mzee Kahonda: Your Social Studies teacher invited me to narrate to you the historical events which happened in my family. I have a lot to tell you, but I will share with you some events which I remember most in my life. If you have something to ask, feel free to ask. Ok!

Pupils: Yes Sir.

Mzee Kahonda: Ten years ago, a huge fire broke out in my family house. It was so sudden that I could not do anything apart from running out with my grandchildren to escape from the fire. The fire burnt the house and everything in it. I lost everything including foodstuff, clothes, my grandchildren's school uniforms, and books. I was shocked and saddened by this terrible event. My family as well as neighbours were all shocked by this unfortunate event.



Figure 1: *Standard Four pupils listening to a narration by Mzee Kahonda*

Shortly after finishing his narration about the fire outbreak, Mzee Kahonda allowed the pupils to ask him questions as he had promised. Halima was the first pupil to ask a question.

Halima: What was the source of the fire outbreak?

Mzee Kahonda: The source of the fire was a defect in the electrical system in the house.

Katembu: Oh!! It is very sad to hear about that, Mzee Kahonda. What happened after that event?

Mzee Kahonda: My family suffered greatly. It was such

a tragic event. We lost everything we had. However, shortly after the fire accident, our relatives, friends and neighbours supported us. We got some of the basic needs like food, clothes, building materials, and money from them. Through their support, we were able to build a new house and buy other household items. We managed to control the situation and got back to normal life. We are very thankful for their support.

Machupa:

I am happy to learn that you got support from friends, neighbours and relatives which helped your family to go back to normal life after that disaster.

Mzee Kahonda:

Thank you very much for your sympathy. But I have also witnessed some good events in my life.

Runia:

What were they about?

Mzee Kahonda:

One was about our village annual harvest festival.

Runia:

Oh! Good news. Could you tell us about it, please?

Mzee Kahonda:

Certainly, yes. About two years ago, my clan held a big festival to celebrate new annual harvest. We celebrated the produce harvested from our farms. In the past two years, we harvested about

one hundred bags of rice. As usual, my clan organised the annual harvest festival which is conducted every year at the end of the harvest season. Harvest festivals constitute one of the popular parties held in our village. Usually, these festivals are organised alongside a series of traditional dances, plays, and music. There is also plenty of food, soft drinks and local brew. People from different places meet to celebrate the event.

I remember this event because we ate plenty of food, performed traditional dances and enjoyed different drinks. People also sang traditional songs and danced happily. It is one of the big parties, which are held yearly in our village.

Kagoma:

That sounds interesting; but how did the family members benefit from these ceremonies?

Mzee Kahonda:

That is a very good question. My dear grandsons, and daughters, these ceremonies brought family members together, strengthened unity, and promoted cooperation among village men and women. During these festivals, people not only enjoyed being together after the harvest, but also maintained their culture and prepared for the next season. Thank

you for inviting me and thank you for listening.

Pupils: Thank you Mzee Kahonda (All clapped for Mzee Kahonda).

Teacher: Thank you so much Mzee Kahonda, our guest speaker, for coming. Pupils, I hope you have enjoyed listening to this narration.

Pupils: Yes, Madam! We have enjoyed and benefited a lot from him.

Halima: Please Madam! Will you invite Mzee Kahonda once again in the near future?

Teacher: That's a good idea, Halima. You are welcome back Mzee Kahonda.

Mzee Kahonda: Thank you very much indeed. It was my pleasure to talk to you today. I wish you all the best in your studies.

Pupils: Thank you Mzee Kahonda. Goodbye!

Mzee Kahonda: Goodbye!

From Mzee Kahonda's narration, we see that events happen in every family and in our society. While some of the events may have happened recently, others happened many years ago. In addition, some of those events are enjoyable while others are sad. Wedding ceremonies, birthday parties, dancing competitions and harvest festivals are good examples of enjoyable events in a society. Events such as sickness, deaths, funerals, accidents and thefts are examples of sad events in

our society.

Historical events at Kibeho Primary School

Up to 2008, Kifute Village had no schools. The villagers recognised that the absence of schools in their village forced their children to walk long distances to study in other villages. Hence, the children got tired by the time they arrived at school. Parents wanted their children to attend school and study more comfortably and successfully. In order to achieve this goal, the villagers started to contribute money and their labour to build a school. Finally, they built a school in Kitufe Village. The school was named Kibeho Primary School.

In 2008, the school was registered and enrolled its first pupils. The villagers continued to support the teachers and the school administration in order to improve the performance of their pupils. Since its foundation, the school committee in collaboration with teachers, the headteacher, parents and pupils have made various efforts to improve the pupils' performance and discipline. Many important historical events have happened at this school. Some of those events are shown in Table 1.

Table 1: Events which happened at Kibeho Primary School from 2012 to 2016

| Year | Events |
|------|--|
| 2012 | <ol style="list-style-type: none">1. Kibeho Primary School hosted the Uhuru Torch festival in the village.2. The best pupil in Standard Four examinations at the regional level came from Kibeho Primary School. |
| 2013 | <ol style="list-style-type: none">1. The Ward Interschool Sports Competitions were held at Kibeho Primary School. The school became the winner in football and basketball competitions.2. Three new classrooms were officially opened at Kibeho Primary School. |

| | |
|------|---|
| 2014 | <ol style="list-style-type: none">1. The first Standard Seven graduation ceremony was held at the school.2. The school held a party to welcome new teachers. |
| 2015 | <ol style="list-style-type: none">1. The Regional Commissioner visited Kibeho Primary School.2. The school organised a ceremony to congratulate the best pupil in the Standard Seven National Examinations. |
| 2016 | <ol style="list-style-type: none">1. Development partners donated new computers to the school.2. Standard Four classroom roof was destroyed by wind.3. The school mourned the death of a Standard Four pupil. |

Activity 2

1. Visit your headteacher's office.
2. Ask for events that have happened at your school.
3. List all important events that have happened at your school.
4. Arrange them in the order in which they happened (see Table 1).

Carefully, study Figure 2 and then answer the questions in exercise one.



Figure 2: Pupils recording information on athletics competition

Exercise 1

Answer the following questions:

Imagine you were selected to record the sports events shown in Figure 2.

1. What tools would you use to record this event?
2. Which tools do you normally use to record lessons at school?

Activity 3



1. Ask your parents or other relatives about events that happened in your family in the past.
2. Write down the events in your notebook by indicating the time they occurred.
3. Imagine that a textile factory around your area was being destroyed by a fire outbreak. Discuss the following questions with fellow pupils:
 - (i) What tools would you use to record this event?
 - (ii) How would you inform other people about this event?
 - (iii) How would you keep information on this event?

Methods used to collect historical information

Information about historical events can be obtained from various sources in our society. We can obtain historical information by listening to narratives given by people who witnessed the events. We may also interview people to get information on a particular historical event. In addition, we can visit the area where the event occurred to collect information. Furthermore, we can get historical information through listening to the radio and watching television. Sometimes, we get information on historical events by reading newspapers and books. Nowadays, people may use their mobile phones and computers to get

information on various historical events. Finally, information on past events can be obtained by visiting libraries, archives and museums.

Recording information on historical events

It is important to record historical events that have happened in our families, schools and society. We may record such information using tools such as notebooks, cameras, voice and video recorders or mobile phones. Such tools help us to record information in the form of written documents, pictures, video, and audio records. Written documents, pictures, video and audio records may be useful in the future in order to inform other people about the events that happened in the past. We may also use the information to review past events. It is very important to record all important events that happened around us. This is because it helps us to share that information with other people, and to remind ourselves about past events that happened a long time ago in our community.

Keeping records of historical events

It is very important to keep information of recorded historical events properly. If you keep records of historical events properly, the information can be used in the future for various purposes. They can be used to write the history of your family, school community or nation. They can also be shared with other generations. You can also use them for reviewing past events.

Keeping academic records at school

There are academic activities and events which need to be recorded and kept. You need to keep school academic records for future reference. Figure 3 shows the tools used for keeping school academic records. Study the figure and then answer the questions that follow.

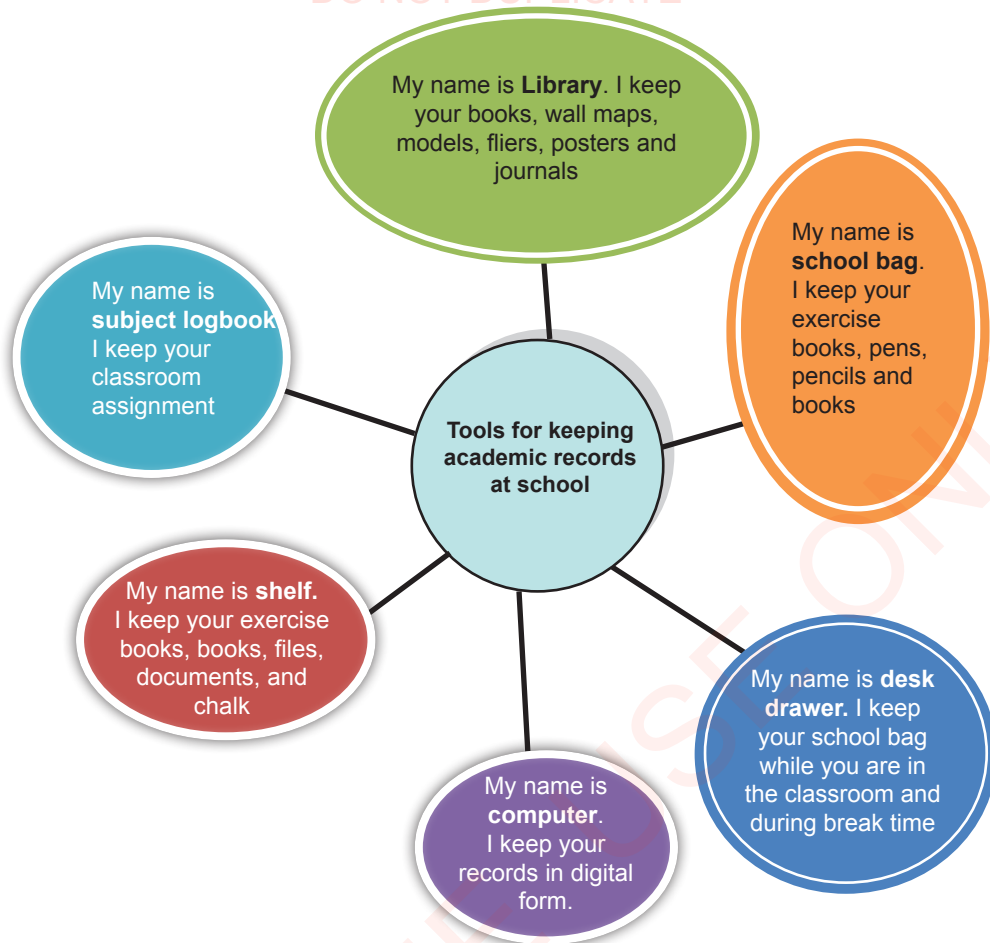


Figure 3: Tools used for keeping academic records in school

Exercise 2

Answer the following questions:

1. Mention two methods you can use to obtain information on various historical events.
2. What tools will you use to record historical information when visiting a particular place such as a national park?
3. List three reasons for keeping historical records.
4. Write down tools used for keeping school academic records.

Importance of keeping records of historical events

It is very important to keep records of historical events and activities occurring in our society. These can be records of your school, family, or society. Why is it important to keep records of these events and activities? Record keeping is important because it helps us to have a good memory of the events that occurred in the past. If we do not keep records of events, they will easily be forgotten. For example, if parents do not record the birthdates of their children, it will be very difficult for others to know the birthdates when the parents are absent.

We also need to keep records of events that happen in our families and communities. In this way, we shall remember those events for a long time. Record keeping helps us to review the events that occurred in the past. Records give evidence of past activities and cultural practices such as how people lived and behaved in the past. You can also have evidence of sad events that occurred in the past and how people managed them. In addition, keeping records of the past helps the new generation to learn from the past and correct their mistakes.

Exercise 3

Answer the following questions:

1. Mention two things you have learnt from the passage on methods of keeping records of historical events and activities in school.
2. List four benefits which a community gets by keeping records of their historical events.
3. What may happen to a family which does not keep records of their past events?
4. Write down three things you have learnt in this chapter.
5. Explain the importance of recording information on various historical events.

6. Mention three tools you can use to record information during a school football match.
- 8: Write **TRUE** for the correct statements and **FALSE** for the incorrect statements.
 1. You collect information on a sports and games event by using a notebook and a pen. _____
 2. Recording past events that happened in your school is wastage of time. _____
 3. Information on historical events can be shared with other people through stories. _____
 4. Museums are places where various historical records are kept. _____
 5. You can learn a lot about your parents' wedding day by looking at photographs taken on that day. _____

Vocabulary

| | |
|-------------------------|---|
| Community | a group of people who live together sharing the same ways of life |
| Event | an incidence or happening |
| Historical event | an event which occurred in the past and has significance |
| Narrative | a story or a process of telling or giving information |
| Record | information kept in the written/digital/tape record |
| Wisdom | good understanding of issues, or fair judgment of happenings |

Chapter Three

Weather

Introduction

In Standard Three, you learnt about weather conditions in your environment. You learnt about one element of weather, temperature, and how to measure it. You also learnt how to protect yourself from hot and cold conditions. In this chapter, you will learn more on the concept of weather, its elements and changes. You will also learn about rainfall, the effects of heavy rainfall and how to avoid its effects.

The concept of weather

Weather refers to the day-to-day atmospheric conditions of a given area recorded over a short period of time usually, hours or days. In a given day, the atmosphere can be cloudy, sunny, hot or cold. It can be rainy or humid. Weather consists of conditions like wind, rain and temperature. It also consists of clouds, humidity, air pressure and sunshine. Weather conditions affect how we dress and the type of clothes we wear. For example, we wear light clothes on hot and sunny days. On cold days, we wear jackets and sweaters, or rain coats in rainy conditions. We can play outdoor sports and games under sunny conditions. There are specific areas for recording weather and specific people dealing with weather. A place used to record weather information is called a weather station. The study of weather is called meteorology. A person studying weather is known as a meteorologist. Each weather condition is recorded by a specific instrument.

Elements of weather

The elements of weather include temperature, rainfall, sunshine, cloud cover, wind, humidity and air pressure.

Temperature

This refers to the degree of hotness or coldness of a body, a thing or a place. Temperature is measured using an instrument called thermometer. The measurements of temperature are expressed in Degrees on a Centigrade ($^{\circ}\text{C}$) or Fahrenheit ($^{\circ}\text{F}$) scale.

A thermometer consists of a scaled tube that contains a liquid called mercury. On the top of the mercury there is a metal index. When the temperature is high the mercury inside the tube rises thus pushing the metal index to a certain reading. When the temperature is low, the mercury goes down, pulling down the metal index to a certain reading. Figure 1 below shows a thermometer. Note the mercury and the two scales used to measure the temperature.

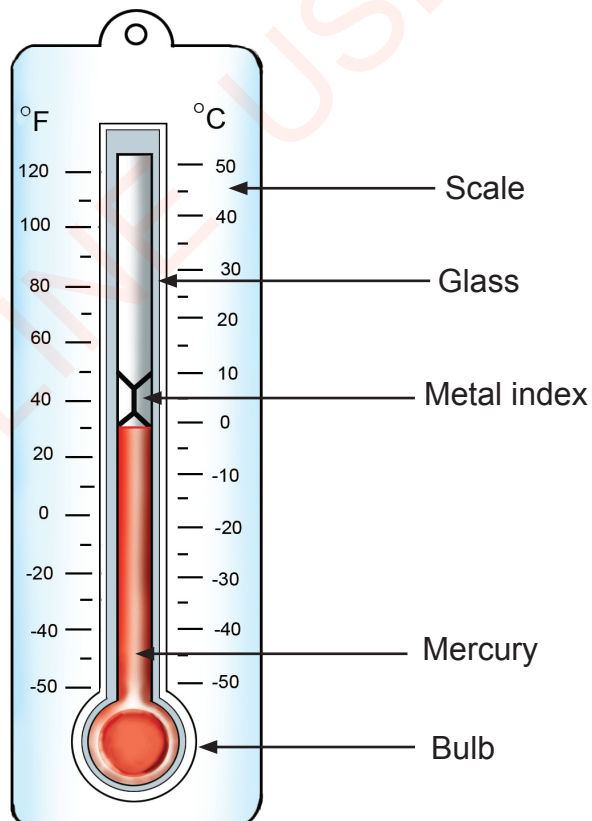


Figure 1: A thermometer

Rainfall

Rain refers to the water droplets that fall from the clouds to the earth's surface. Rainfall is the amount of rain that falls in a particular place for a particular period. The instrument for measuring rainfall is called a rain gauge. A measurement of rainfall is expressed in millimetres (mm).

A rain gauge has a container with a funnel and collecting bottle. The container is sunk into the ground. When it rains the funnel channels the rain water into the collecting bottle. Thereafter, the bottle is removed and the collected water is measured using a measuring cylinder. Figure 2 shows the structure of a rain gauge.

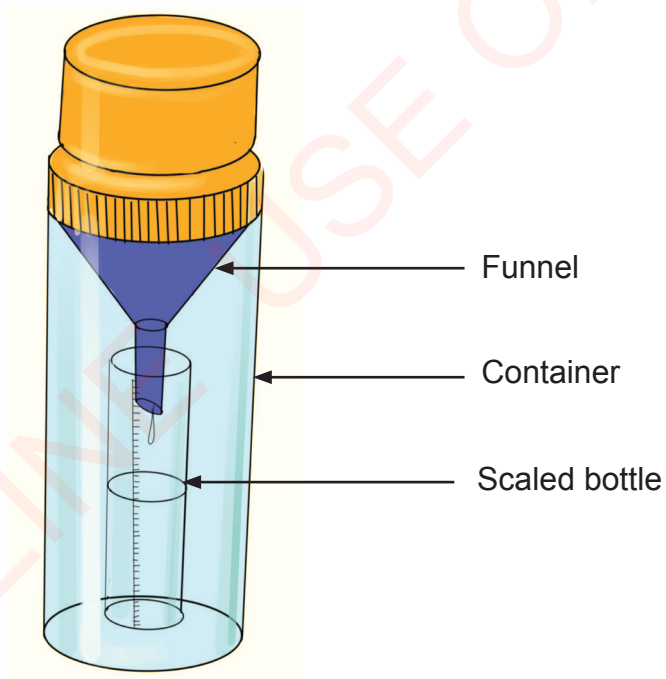


Figure 2: A rain gauge

Activity 1

1. Observe the weather condition at your school and discuss it in class.
2. In groups of five pupils, identify and present in class the importance of rainfall in your area.

Exercise 1

Answer the following questions:

1. Define the term weather.
2. List seven elements of weather.
3. What do you understand by the term temperature?
4. What instrument is used for measuring temperature?
5. What is the standard unit for measuring temperature?
6. What instrument is used for measuring rainfall?
7. What is the unit of measure for rainfall?
8. Draw a rain gauge and label its parts.

Humidity

Humidity refers to the amount of water vapour or moisture present in the air. The instrument for measuring humidity is called a hygrometer. This instrument measures the percentage of moisture present in the air. Figure 3 below shows a hygrometer.

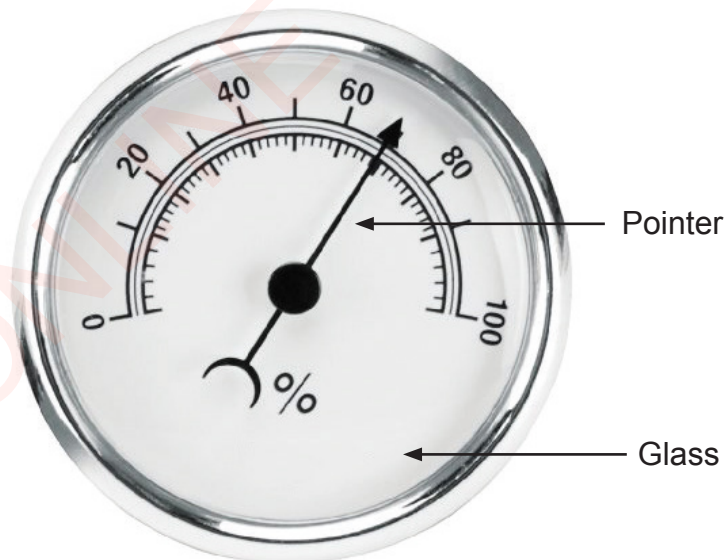


Figure 3: A hygrometer

Wind

Wind is defined as moving air or air in motion. It is characterised by speed and direction. The instrument for measuring wind speed is called an anemometer. The anemometer has three to four cup shaped bowls which rotate by the power of wind. This rotation shows the speed of wind. The speed of wind is measured in kilometres per hour (km/h). Figure 4 shows an anemometer.

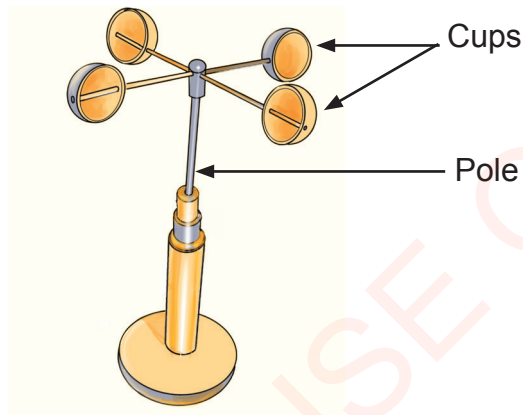


Figure 4: An anemometer

Wind direction is measured by an instrument known as wind vane. The instrument has a loose arrow on top which helps to show the direction of blowing wind. Below the arrow, it has an indicator of four cardinal directions. Figure 5 shows a wind vane.

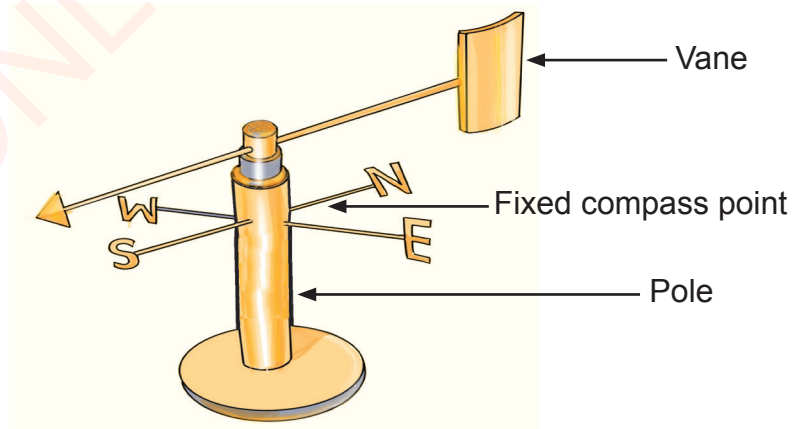


Figure 5: A wind vane

Sunshine

Sunshine is the light and heat that comes from the sun. It can also be expressed as the direct rays from the sun. The instrument used to measure sunshine is called a sunshine recorder. This tool is made up of clear glass that allows sun rays to pass through. Figure 6 shows a sunshine recorder.

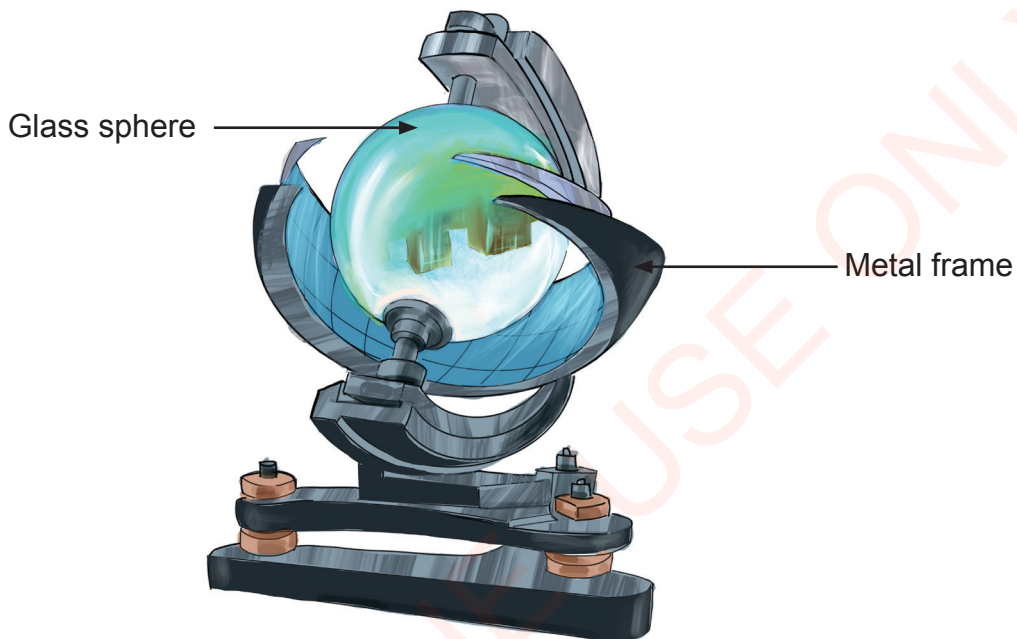


Figure 6: *A sunshine recorder*

Air pressure

Air pressure is the weight of air pressing down on the earth. Sometimes it is known as atmospheric pressure. Air pressure is measured by an instrument known as a barometer. This instrument consists of a sealed tube and a container of mercury. Reading occurs when air exerts pressure which pushes the mercury into the sealed tube. The standard unit of measure for pressure is millibars (mb). A barometer should be placed in a special building in order to protect it from rain. Figure 7 shows a barometer.

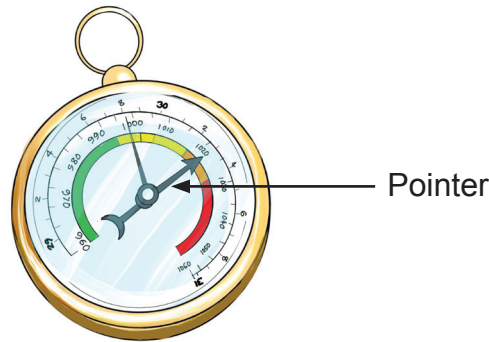


Figure 7: A barometer

Cloud cover

Cloud cover is the fraction of the sky covered by visible clouds. Cloudiness is measured by observing and estimating the fraction of the sky covered by clouds, in units called oktas. If you look up at the sky and mentally divide it into eight fractions, each fraction is called an eighth or an okta. If the sky is completely clear, that is measured as zero oktas and if the sky is totally covered by clouds it means all eighths are used to accommodate the clouds 8 oktas. Four oktas would represent a sky that is half covered by clouds.

Exercise 2

Answer the following questions:

1. Describe the weather conditions in your environment.
2. Mention the instruments used for measuring the following elements of weather.
(a) Temperature (b) Rainfall (c) Humidity (d) Air pressure
3. Draw the following instruments: (a) a thermometer (b) an anemometer (c) a rain gauge
4. Mention the instrument used for measuring the temperature of a human body.
5. What is the name of a place where weather is recorded?

Activity 2



In groups of five pupils:

1. Observe and identify the weather conditions experienced during the morning, afternoon and evening hours for a period of one week.
2. Record the observed weather conditions in your exercise book and present them in class.

Change in weather conditions

We have learnt that the condition of the atmosphere in a given place changes frequently. These changes can be observed within hours, days or weeks and even months. Sometimes the atmosphere may be cloudy with high humidity and high temperature. After some few hours, it may rain. The rainfall may stop after a few hours and the atmosphere may be sunny again. Therefore, the elements of weather constantly change. We can observe fewer elements of weather in a particular day and sometimes much more elements on another day. Changes in weather conditions affect our daily activities.

Read the following passage then answer the questions that follow.

Adrean and Fadhili are pupils of Palingo Primary School located in Kulungu Village. The village receives regular rainfall. Kulungu Village is surrounded by Lake Poma, rivers and a thick forest. In the evening, Fadhili and Adrean prefer to do exercises in the playground close to their home.

One day, Fadhili and Adrean went to the ground with their sports gear. Suddenly, Fadhili noticed that there was a sudden weather

change. There was an indication that it was going to rain. It was chilly, and dark as the sky was covered with heavy clouds. Fadhili raised his head to look up and the whole sky was covered with thick clouds. In some parts, the clouds were thick and black. Thunderstorms could be heard from the East. The strength and speed of the wind increased and it was blowing from the direction of the rain. Indeed, this was a sign that it was going to rain. Fadhili said, “My friend, it is going to rain very soon, we have to go home!”

Both agreed to go back home. When Fadhili arrived at home, he collected cereal crops that were left to dry under the sun. He also led the livestock inside the house to protect them from the rain. Adrean collected his clothes and took out a bucket to collect rain water. Thunder, lightning and wind increased. Suddenly, it started raining heavily.

Changes in weather can have positive impact on the environment. For example, when it rains, we get enough water. Water is important for plants and animal growth. We use water for domestic and industrial purposes. In addition, when it rains, it helps to lower the temperature of a place. Rainfall is important for organisms that live in water and on land. It is the source of water for rivers, dams, lakes and oceans. When it rains, the soil gets enough water to support plant growth.

On the other hand, too much rainfall may have several disadvantages. Heavy rainfall may cause floods which affect residential areas, crops, livestock, roads, railways, power lines and bridges. In addition, floods may lead to outbreaks of disease such as cholera and typhoid. It may cause death to human beings and domestic animals. Too much rainfall also causes soil erosion where the top soil is washed away.

Questions

1. What have you learnt from this passage?
2. From the passage, mention four signs of rainfall.
3. What did Adrean do before it started raining?
4. Why do you think the village of Kulungu receives regular rainfall?
5. Mention three benefits of rain that were not mentioned in the passage you have read.
6. Explain how you can identify clouds which show that it is going to rain.
7. Mention five uses of rain water at your home.

Activity 3



1. Go outside the classroom and check if it is windy, humid or raining. Tell others what you have observed.
2. Tell your fellow pupils about the weather condition in your region taking into account:
 - a. Rain months
 - b. Dry months
 - c. Signs of rain
3. What are the activities carried out during the rainy season in your region?

Study the following picture and then answer the questions that follow.



Figure 8: *The effects of heavy rains*

Questions

Answer the following questions:

1. What are the effects of heavy rains as seen in Figure 8?
2. Mention other effects of heavy rainfall in your residential area.

Activity 4



Imagine your friend lives in an area with frequent heavy rains. He or she has invited you to visit him at his home.

1. Briefly describe the precautions you will take before you pay him a visit.
2. What issues on weather conditions would you ask before you go?

Protection against heavy rains

It is well known that rainfall is important for both animals and plants. However, sometimes rainfall is accompanied by cold, thunder, and wind. Heavy rain is also accompanied by lightning and thunderstorms. This condition affects human and animal health. We are advised to wear heavy clothes such as jackets, sweaters, and trousers to protect ourselves from cold. In order to avoid the impact of thunder, we are advised to avoid sitting or standing under tall trees when it is raining. Tall trees are good conductors of electricity carried by thunderstorms. Playing in the rain is dangerous for our health. We should also protect ourselves from the rain by staying in safe and secure places. If the rain is accompanied by thunderstorms, move immediately to the nearest building, avoid standing under trees and electricity poles.

Sometimes you may be required to continue with your activities when it is raining. To do so, you must wear a rain jacket. The rain jacket does not allow water to penetrate. In addition, we use umbrellas when it is raining. You are also advised to wear water proof shoes or gumboots. In areas with heavy rain, it is advisable not to live in areas likely to be affected by floods. It is advised to build brick houses in elevated areas. It is important to watch or listen weather forecast through local news and social media. This will provide you with more information about weather changes.

Exercise 4

Answer the following questions:

1. Briefly explain the importance of rainfall in your daily life.
2. List any four negative effects of weather changes.

3. Mention any four advantages of weather changes in our daily activities.
4. Explain how you can protect yourself from the impacts of heavy rains.
5. What is the name of the liquid that is found in a thermometer?
6. What is the instrument used for measuring rainfall?
7. What is the name of a person specialising in studying weather?

Exercise 5

Answer the following questions:

1. What is the meaning of weather?
2. Explain the meaning of weather changes.
3. What are the effects of heavy rain that you have witnessed or heard about?
4. Mention five signs of rainfall.
5. If you were living in areas with frequent heavy rains, what precautions would you take?
6. Write **TRUE** if the sentence is correct and **FALSE** if the sentence is incorrect.
 - (a) Loss of property and death to organisms are the impacts of heavy rainfall _____
 - (b) The instrument used to measure rainfall is called a barometer _____

- (c) The four elements of weather are sun, rain, wind and clouds _____
- (d) When working in the rain you should wear a rain jacket _____
- (e) One of the means of reducing the impacts of rainfall is cutting down all trees _____
- (f) We wear heavy clothes when it is sunny _____

7. Match the items in list A against those in list B by writing the letter of the correct sentence beside the item number.

| LIST A | LIST B |
|--|--|
| (i) Signs of rainfall _____ | (a) barometer |
| (ii) Clouds which bring rainfall _____ | (b) dark clouds, thunder and lightning. |
| (iii) Advantages of rainfall to plants and human beings _____ | (c) frequent rainfall |
| (iv) Farming throughout the year _____ | (d) rainfall |
| (v) Atmospheric pressure _____ | (e) get water for growth of crops and domestic use |
| (vi) The main source of water to rivers, lakes and oceans _____ | (f) thunderstorms and red clouds |
| | (g) anemometer |
| | (h) dark or grey clouds |

Vocabulary

| | |
|-----------------------|--|
| Atmosphere | the air or gases surrounding the Earth |
| Forecast | to predict or estimate future events |
| Infrastructure | physical structures such as roads, buildings and power |
| Okta | Is a unit used to express the estimated degree of cloudness in a sky of a particular place at a particular point of time |
| Reflect | throw back light, heat or sound |
| Thunder | a loud crashing noise heard after a lightning |

Chapter Four

Our culture

Introduction

In Standard Three, you learnt how different ethnic groups in Tanzania greet each other. You also learnt traditional dances and songs in our country. In this chapter, you will learn the importance of cooperation in promoting our culture. You will also learn the meaning and importance of cooperation. Specifically, you will learn about cultural practices which strengthen cooperation in our society. In addition, this chapter will enable you to develop a behaviour of cooperating with other people in promoting our culture, patriotism, and national unity in Tanzania.

Cooperation among people in the society

If you think about your life as a pupil, you will realise that while at school, you cooperate with your fellow pupils in many ways. You also help and support others in achieving a certain goal. Similarly, other pupils support you to accomplish a certain goal or activities. Such kinds of support are either in studies, sports or in cleaning the school compound. These activities carried out at school and in the society in general are important in promoting our culture. These united actions and support are known as cooperation. Cooperation is a process or act of working and interacting with someone else to achieve certain goals in and outside the society. Cooperation also simplifies interactions in the society. For example, people in a society cooperate in happy and sad occasions such as weddings and funerals. People may also cooperate in other activities including farming, fishing and trade in the process of promoting economic development in the society. See Figure 1 (a), (b), and (c) for illustration on cooperation activities in the society.

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Study the following pictures and then answer the questions that follow.



Figure 1 (a)



Figure 1 (b)



Figure 1 (c)

Figures 1 (a), (b) and (c): *Activities showing cooperation among people in a society*

Exercise 1

Answer the following questions:

1. List the main activities shown in Figure 1 (a), (b) and (c).
2. Mention all the activities in which you cooperate with your fellow pupils at school.

3. List the activities which people in your village or street do together.
4. Mention two enjoyable activities in which people cooperate in your area.

Strengthening cooperation among people in the society

Several cultural practices, activities, and events promote cooperation among the people in our society.

Read the following conversation between Omari and Anna to learn more activities that strengthen cooperation in the society; then answer the questions that follow.

Omari: How are you Anna?

Anna: I am fine, thank you.

Anna: How are you doing?

Omari: I am quite well, Anna.

Omari: May I ask you a question?

Anna: Certainly, yes! Go ahead.

Omari: Do you know any activity that people do together in our society?

Anna: Of course yes. There are many activities, Omari. However, which activities would you like to know about?

Omari: I understand, there are many activities in the society which people do together. I would like to know the specific activities that people in your society cooperate with one another.

Anna: All right. May be, we should look at your own society first.

Omari: Fine, in our society, people cooperate in both happy and sad moments. In happy moments, they cooperate in activities such as farming, fishing, business and various ceremonies. But in sad moments, they cooperate in occasions like funerals, accidents and in natural hazards like famine, earthquakes and floods.

Anna: That's great Omari. Our societies are similar in many ways. In my society, people work together to build schools, construct roads and clean up the environment. However, during sad moments, people cooperate in taking care of the sick, supporting funeral activities and handling disasters such as floods and fire outbreaks.

Omari: It is good to note that Anna! This is a good way of living in the society. We need to teach our children this useful cultural practice. This will help them to cooperate, promote our good cultural ties, patriotism and national unity in the country as they grow up.

Anna: That's right! Parents should cooperate at the household level so that their children can develop good behaviour and cultural practices right from the beginning.

Omari: I agree with you. Cooperation needs to begin at the family level. Thereafter, it should expand to the village, schools, and the society in general.

Anna: I understand your concern, Omari. Let us do all we can to strengthen cooperation among the people

in our society. Cooperation is important because it helps us not only to promote our cultural values, but also to strengthen our national unity and patriotism.

Omari: Thank you very much for your time, Anna.

Anna: Thank you too. I wish you a good day. Goodbye!

Omari: Goodbye!

Exercise 2

Answer the following questions:

1. From the conversation between Omari and Anna, name three cultural activities which are important in strengthening cooperation in the society.
2. Apart from the cultural activities mentioned in the above conversation, what other activities can strengthen cooperation in a society?
3. Mention three activities which you often do to cooperate with your fellow pupils at school.
4. What activities do people in your area do to maintain cooperation during sad moments?
5. Mention cultural activities which are done by Tanzanian communities in order to maintain cooperation during happy moments.
6. Write three advantages of working together with your fellow pupils or neighbours in the society.

Cooperation among community members

Read the following passage and answer the questions that follow.

The people in Changarawe Village cooperate in many ways. They cooperate in happy events and activities such as farming, wedding ceremonies, traditional dances and initiation ceremonies. They also help one another in the course of disasters caused by fire, floods and storms. Adults, both men and women, participate in funeral activities when a villager passes away. The village is known for these good relationships. For example, one day, the village Chairperson announced sad news to all people of the village. An old man called *Mzee Makopo* passed away. He requested the villagers to attend the funeral ceremony. This was shocking news in Changarawe Village. *Mzee Makopo* was very famous in this village. He was well known by all villagers. He owned large farms in the village. Many villagers attended the burial ceremony. They brought firewood, maize flour, rice and money to support the family of the deceased. From this example, it is clear that the villagers have a culture of supporting funeral services by bringing necessary items like food and money. This is done to show support and good will to the family of the deceased.

During *Mzee Makopo's* funeral, women and girls prepared food for the people who attended the funeral. Young men prepared the tomb for burying the body of the deceased. Older men supervised these activities to ensure everything was

done properly. Before the villagers paid their last respect to *Mzee Mkopo*, food was served and people ate together. Then the corpse was carried to the tomb for burial. All the people participated in these burial activities.

Thereafter, a representative from *Mzee Makopo's* family thanked the villagers for their cooperation during the ceremony. After that, villagers returned to their homes. However, a few of them stayed a little longer to console members of the deceased's family. In the course of time, all the villagers departed to their households to continue with their normal life and nation building duties.

Apart from funeral ceremonies, people in this village cooperate in many other activities. Every year the villagers hold a big party to celebrate the harvest season. This ceremony is usually held after crops have been harvested. Many people attend the festival. They eat different types of food and drink different beverages. They also sing traditional songs and dance happily during the occasion.

The people in Changarawe Village communicate in their local language while doing these activities. They greet and speak in their own language. In this way, they maintain their culture and unity. The villagers are also hardworking. They work hard in their farms and other daily activities. They cooperate during the farming season by inviting other villagers to support them. Visitors travelling to this village interact and cooperate with their

hosts in various occasions. Good cooperation, hard work and love for the local language help the villagers to maintain their culture over generations. Generally, children learn cooperation and cultural practices. This helps the people of Changarawe to maintain trust and unity among themselves. Cooperation in Changarawe Village promotes not only good cultural practices and values, but also strengthens the sense of patriotism among the people in our nation.

We have learnt that people in the society cooperate in various activities such as in weddings, harvesting and funerals. When people cooperate in such activities, they preserve cultural values, they become united, patriotic, and may improve their living conditions.

Exercise 3

Answer the following questions:

1. Write a suitable heading for the passage above.
2. What have you learnt from this passage?
3. Mention activities which were conducted by the people in Changarawe Village to maintain cooperation during sad moments.
4. List all activities which were done by the people of Changarawe Village to maintain cooperation during happy moments.
5. Write a list of activities which your family does to maintain cooperation with your neighbours.

Activity 1

1. Organise an event.
2. List activities you are planning to do during that event.
3. Explain how your friends will be engaged in that event.
4. Explain why you plan to engage your friends in that event.

Behaviour which weaken cooperation in the society

We have seen how you cooperate with your fellow pupils in carrying out many activities. In some cases, you may be cooperating more with your friends than other pupils. However, some of your friends may behave differently.



Think of the following behaviour of one of your friends.

- (a) He/she is selfish.
- (b) He/she begins to share your personal information with other pupils.
- (c) He/she tells other pupils lies about you.
- (d) He/she feels disappointed when you pass examinations.
- (e) He/she is jealous of the new things you buy.
- (f) He/she steals other students' belongings.
- (g) He/she is regularly absent from school.
- (h) He/she does not perform his or her responsibilities.

It is obvious that these behaviours will weaken your relationship. You will even lose trust in him or her and break the relationship. Therefore, soon afterwards, you completely stop cooperating with him/her.

Similarly, in a society, cooperation among people may end for various reasons. It may end when people become selfish, jealous, lazy and disrespectful. We need to avoid such behaviour in order to maintain unity and cooperation in our societies.

Exercise 4

Answer the following questions:

1. Mention three types of behaviour that may weaken cooperation between you and your fellow pupils.
2. What should we do when our friends show the kinds of behaviour mentioned above?
3. What will happen to a community if people do not cooperate in their activities?

Activity 2

1. Find out if any pupil has stopped cooperating with his or her friends.
2. Ask him or her the reasons why he or she stopped to cooperate with his or her friends.
3. Write those reasons in your exercise book.
4. Narrate them to your classmates.
5. Advise your friend on things to do in order to build good relationship with other people.

Exercise 5

Answer the following questions:

1. List the main lessons you have learnt in this chapter.
2. Mention three main benefits of maintaining good cultural practices in our societies.
3. List four examples of bad types of behaviour which may weaken cooperation.
4. Give three reasons for building good relationships in our communities.

Write **TRUE** for the correct statement and **FALSE** for the incorrect statement.

5. It is not normal for people in Tanzania to cooperate in activities such as weddings, harvesting and funerals.

6. Speaking our traditional languages promotes our culture.

7. You must cooperate with everybody in the society.

8. It is important for people to participate in every event in their community _____

Vocabulary

Cooperate assist each other; work together

Deceased a person who recently died

Disappoint depress, make unhappy

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| | |
|----------------------------|---|
| Floods | flowing water that submerges land that is usually dry |
| Honest | be truthful; sincere |
| Initiation ceremony | a ritual to mark a passage of or transformation to a new role |
| Jealous | not pleased by another person's gains; envious |
| Selfish | not considering other people and their needs |
| Tomb | a place (usually underground) for burying a dead person |

Chapter Five

Relationship in the society

Introduction

In Standard Three, you learnt about the origin of a family. In addition, you learnt about the relationships in your family as well as ways of building and maintaining good relationships with your friends at home and at school. In this chapter, you will learn the meaning of social relationships. You will also learn the origin of your clan. Furthermore, you will learn about the ancient communal relations. Finally, you will learn about ancient feudal social relations.

Meaning of relationship

Relationship is the way in which two or more people associate and link together. Relationships may exist between one person and another or between one group of people and another or between two societies. It may also exist between one nation and another. When people, societies or nations maintain strong connections among themselves, it is a sign of good relationship.

Activity 1

1. Do you have any relationship with someone in your classroom?
2. Why do you relate with him/her and not with others in the classroom?
3. Share the responses with your fellow pupils.

In order to live well and happily, you have to develop good relationship with people around you. This must begin at the family level. You should live in good relationship with your

parents, siblings and other relatives in your family. You ought to maintain good relationship with your fellow pupils at school and other people in your community.

It is important to note that good relationship is built and maintained. You should treat people equally in order to build good relationship. Avoid discriminating against anybody because of his/her gender, ethnic group, religion, race or social position in the society. We have to work and connect with all people who are willing to cooperate with us in various activities. Good relationship improves teamwork and performance. People who relate well with each other are likely to work together better and achieve their goals.

Our clan

Think



1. The meaning of the word clan
2. The name of your clan
3. The clan in which your father and mother belong

Everybody belongs to a family. Besides, we have close relatives such as paternal uncles and aunts who share the same name. Therefore, a clan is a combination of families who share common ancestors and are organised around a founding ancestor. In the past, members of a clan lived in the same area. However, currently, it is difficult for members of the same clan to live in the same area due to movement. Many people move away from their clan areas for work and establish their settlements in other places.

Read the following conversation and answer the questions that follow.

Our Social Studies teacher, Mr Furaha, invited a guest speaker to our class. The name of the guest was *Mzee Kingu*. He was invited to talk to us about clans and how they expand. We were all anxious to hear his talk. This was the conversation.

Mr Furaha: Good morning *Mzee Kingu*.

Mzee Kingu: Good morning Mr Furaha.

Mr Furaha: We are lucky to have you in our class today. *Mzee Kingu* is going to talk to us about his clan and how it has expanded over time. You are welcome *Mzee Kingu*.

Mzee Kingu: Thank you Mr Furaha. I am also happy to be here with my grandchildren. How are you my grandchildren?

Pupils: We are fine. How are you too, *Mzee Kingu*?

Mzee Kingu: I am fine my grandchildren. Today, I am going to talk about my clan. I am the first child of Rushashele's family. My mother is Hedaya. I have two brothers and three sisters. My brothers are Kamleti and Kipala. I am married to Zena. My brothers are married too. Kamleti is married to Dengura, and Kipale is married to Dumeka. My sisters are Lucy, Halima and Bhoke. All of them are married to different families. Therefore, my father, my two brothers, my three sisters, the daughters, the sons and I belong to the same clan. This applies to societies whose descendants follow the father's side. However, there are

societies in Tanzania that follow the mother's side.

First pupil: What is the name of your clan?

Mzee Kingu: Our clan is known as the Rushashele clan.

Another pupil: Do you have children?

Mzee Kingu: Yes I have. My wife and I have three children. Their names are Zebedayo, Hamisa, and Karomo. Hamisa is already married. She is married to Hatibu and they have two children. These children are my grandchildren. They are also the great grandchildren of my parents.

Another pupil: Do your brothers and sisters have children as well?

Mzee Kingu: Yes, my brothers and sisters have children and grandchildren too. These children are also the great grandchildren of our father, Rushashele.

Mr Furaha: Thank you very much *Mzee Kingu* for sharing with us your clan tree. I hope my pupils have enjoyed and learned a lot from your talk. I think from now on, they can talk about their family trees and later their clan trees.

Mzee Kingu: Thank you very much. Feel free to call me again. Good luck in your study on relationships.

Pupils: Thank you grandfather. Goodbye.

Figure 1 is an illustration of a clan tree and how family members relate in a clan

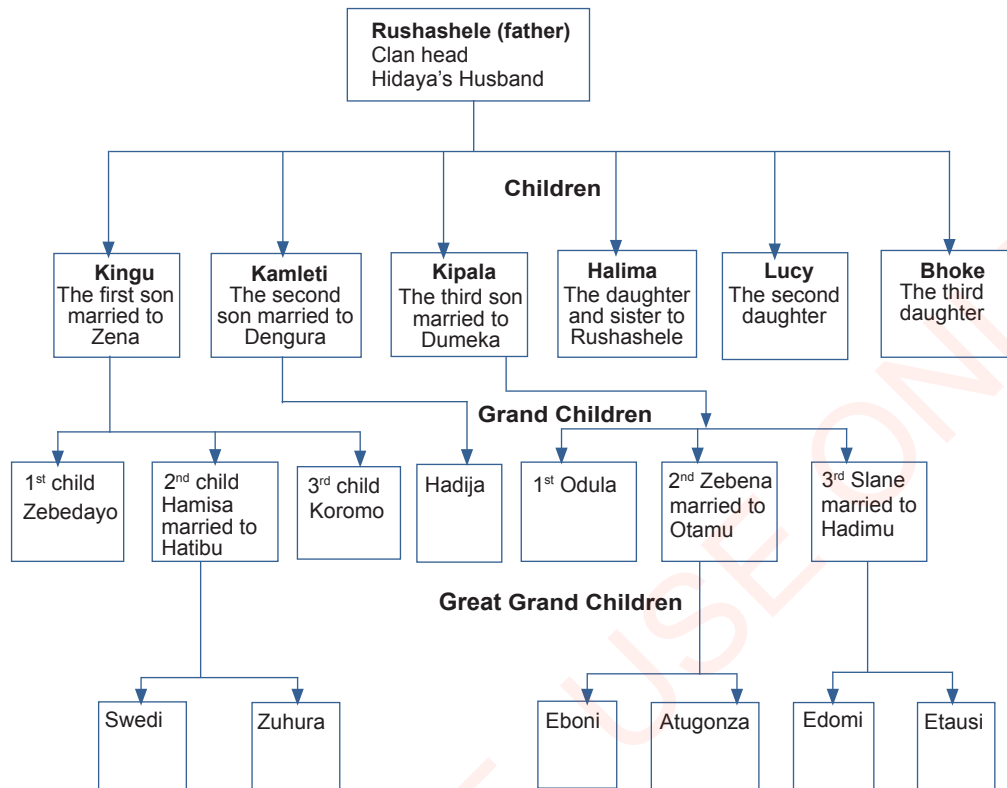


Figure 1: Rushashele's clan tree

Questions

Answer the following questions:

1. Who are the members of Rushashele's clan?
2. How many grandchildren do Kipala and Dumeka have?
3. What are the names of the great grandchildren of Rushashele?
4. How many families are there in Rushashele's clan?
5. How would Zuhura and Swedi address Zena?
6. How would Zuhura and Eboni address Rushashele?

Activity 2

1. Find out from your parents or relatives, the names of your grandparents.
2. Write them in your exercise book.

Communal societies

Read the following dialogue between Masoko and Ujima and answer the questions that follow.

Masoko: Hello Ujima.

Ujima: Hello Masoko. How are you?

Masoko: I am fine, thank you. Your name sounds interesting. Would you mind telling me a bit about your name, please?

Ujima: What exactly do you want to know about my name?

Masoko: I would like to know exactly what the name Ujima means.

Ujima: Okay, my name is Ujima but it exactly means communalism in English.

Masoko: Great! Your name is very interesting. It must have a unique origin.

Ujima: Oh yes! My name owes its origin to the first system of human life in history. The name represents the way people worked and shared products of their labour in the society. Therefore, I am representing the first social and economic mode of production in the history of human beings. During the period of communalism,

societies which lived under the communal mode of production were called communal societies. This is because the societies collectively owned the major means of production. Again, the societies had a number of common characteristics. Firstly, the major means of production including land, forests and all natural resources were owned communally. Secondly, people lived together in small communities and worked collectively to produce their basic needs such as food, shelter and clothing. Thirdly, they shared the products of their work. Fourthly, they had crude technology, hence they produced mainly for subsistence and not for sale.

Masoko: That is interesting! But did families own properties during the communal mode of production? If yes, how did they own them?

Ujima: All properties like working tools, food, livestock, farm products and others belonged to the whole community. All means of production such as land, water sources, forests and others belonged to the whole community. However, the major means of production and properties were distributed equally among the clan members according to their needs.

Masoko: How did people live during the communal mode of production?

Ujima: People lived, worked together and shared everything they produced. Every person who was old enough to work, had to work in order to get basic needs

such as food, shelter, and clothing. There was no exploitation of one person by another. There were no classes in communal societies. There was also no oppression of one person by another. Lastly, there was no gender or age discrimination. Every person was respected and treated fairly. These were the most important characteristics of communalism.

Masoko: What tools did people use during the communal mode of production?

Ujima: They used crude and simple tools such as hand hoes.

Masoko: What do you mean?

Ujima: They used stone and wooden tools at the beginning. For example, they used to cut meat with sharpened pieces of stone. They sowed seeds using wooden sticks. The level of technology was very low therefore the people in communal societies could not produce surplus. With time, iron was discovered in some societies. People started to make simple iron tools. Iron making societies exchanged iron tools with food, clothes or livestock from other societies. The discovery and use of iron tools led to a significant increase in production in the societies.

Masoko: How were these communities governed?

Ujima: There was no formal leadership. Activities and duties were distributed based on age and sex. Youths, women and men all had specific work. Each group had its leader. For example, youth leaders

coordinated and monitored youth responsibilities, good relations and respect among them. Women also had their leaders who united them in reducing challenges which affected both women and children. Elders were respected by all people in these communities. They made final decisions in the communities. They held meetings to decide on important matters concerning their community in general. They also made decisions to solve community problems such as encroachment by wild animals, famine or major diseases. Male elders also settled family and clan conflicts.

Masoko: Do we still have communal societies in Tanzania?

Ujima: Currently, we do not have societies which live on typical communal life. However, there are few societies, which still practise some of the elements of communal life. Examples of such societies are the Hadzabe who are found in some parts of Manyara, and Singida regions. Others include the Sandawe people of Dodoma Region in Central Tanzania.

Masoko: Thank you very much my friend for your brief explanation about the origin of your name and its relationship with the communal mode of production.

Ujima: It has been my pleasure to talk to you today. Stay well my friend and goodbye.

Masoko: Goodbye.

Exercise 1

Answer the following questions:

1. Define the term communalism.
2. Why was production low in communal societies?
3. List three characteristics of communal mode of production.
4. Outline the major means of production during communalism.
5. Name the owners of the major means of production in the communal societies.

Activity 3

1. Observe the way people live today in your own community.
2. Are there elements of communalism in it?
3. Write down some elements of communalism you have observed.
4. Explain those elements to your fellow pupils in class.

Feudal societies

Societies which lived under the feudal mode of production were called feudal societies.

Read the following conversation and then answer the questions that follow.

Granddaughter: Good evening grandfather.

Grandfather: Good evening my granddaughter. How are you?

Granddaughter: I am fine. It is good that you are enjoying time alone. Can I talk you?

Grandfather: Yes, you can.

Granddaughter: I would like to know how people lived in the past.

Grandfather: What precisely, would you like to hear about?

Granddaughter: I would like to hear how people lived, related to each other and produced in the feudal societies.

Grandfather: Oh! That's ok. Feudal societies existed during feudalism. Feudalism was a system of life in which land was owned by few rich people in the society. The rich people were called landlords or feudal lords. All other people were landless. People who had no land were obliged to rent it from the landlords. People who rented land were known as tenants or serfs. Tenants/serfs were poor. Therefore, they had to work on the land of the lords in order to produce their food and other basic needs. In some places, the landlords gave the serfs land, but they were required to pay rent.

Granddaughter: Who were the serfs/tenants?

Grandfather: Serfs/tenants were landless people who worked for the landlords. They owned their labour power; thus, they had to work on the land of landlords to maintain their subsistence. Serfs were more or less like slaves. They were controlled by their landlords.

Granddaughter: Why didn't these serfs engage in other activities?

Grandfather: There were no other means of production during this time. Land was the major means of production in feudal societies. But it was owned by landlords. So in order to survive, they had to work for the landlords.

Granddaughter: Oh! So how did the serfs/tenants pay for the land which they were given by landlords?

Grandfather: That is a good question. There were three forms of rent, which serfs had to pay to the landlords. Firstly, tenants/serfs paid rent in the form of labour. Tenants worked in the plots they rented for their own subsistence. Then they worked in the landlords' plots. Secondly, they paid rent in kind. In this type of rent, serfs or tenants offered the landlords a portion of what they produced as payment. In later times, they paid rent in the form of money.

Granddaughter: Grandfather, were tenants happy with that life?

Grandfather: No! Not at all! They had no other means to survive in that system. The tenants led a poor and dependent life.

Granddaughter: What about the relationship between the landlords and the tenants?

Grandfather: The relationship between the landlord and the tenants was based on the ownership and control of land, on one hand, and the tenants' labour on the other. That's all! Landlords were very powerful. In some cases, they

used force to evict tenants from their land, when they failed to comply with their rules.

Granddaughter: Awful! How could these tenants/serfs survive? It seems this was a very unfair social relationship.

Grandfather: That's true my granddaughter. Landlords overexploited tenants. Tenants became the main producers during the feudal system. They worked in their small rented farms as well as in the landlords' farms. Some of them worked in the landlords' homes as domestic servants. The landlords did not work. They lived luxurious lives through the renting system. Feudalism was indeed an exploitative mode of production. It allowed exploitation of serfs by the landlords.

Granddaughter: Did people in feudal societies conduct trade of any kind?

Grandfather: In feudal societies people generally produced for their own needs. However, later when their surplus increased, they started to trade to get other commodities which they did not produce. For example, tenants could exchange some of the crops from their rented farms with other products such as clothes, working tools, and salt. There was no money at that time, so they used the barter system. Barter was a system whereby people exchanged goods for goods or services instead of money.

Granddaughter: How were feudal societies governed?

Grandfather: Well, feudal societies were governed by kings or chiefs. The kings and their subordinates were given power to own and control land in the feudal state.

Granddaughter: Which societies in Tanzania experienced feudalism?

Grandfather: There were few societies which experienced a feudal mode of production in Tanzania. Examples of such societies were the *Haya*, *Waha*, *Hangaza*, *Chagga*, *Pare* and *Nyambo*, the coastal people of Tanzania Mainland and the Island of Zanzibar. In *Buhaya* societies, the feudal mode of production was known as the “*Nyarubanja*” system. The mode of relationship in the *Nyarubanja* system was between “*batwazi*” (landlord) and “*batwana*” (serfs/tenants). In coastal areas, this form of feudalism was known as “*Umwinyi*”. This system was also practised in Zanzibar where the landlord (*Mwinyi*) controlled land which was the means of production. Serfs who were called “*watwana*” rented land from them. “*Mwinyi mkuu*” was the greatest landlord in this area.

This mode of production was also practised in other neighbouring countries. For example, societies in Buganda called this mode “*Nvunjo*” and “*Busulu*”. The landlords who were also chiefs in these areas were called *Bataka*. In addition, the “*Bakopi*”, were peasants, also

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called tenants or serfs. In this society, the serfs paid rent in the form of “*akasamvu*”. This was a kind of rent in form of labour. They also paid rent in the form of “*obusulu*”. This was a kind of rent in the form of products.

Granddaughter: Do we have societies which are still practising this mode of production in Tanzania?

Grandfather: No! Nowadays, there are no such societies in Tanzania. However, some elements of the feudal mode of production exist in our society but in different forms.

Granddaughter: Thank you so much grandfather. May you live long and enjoy your life!

Grandfather: Thank you my granddaughter. Good luck! Hope we can talk next time about other modes of production which existed in our societies.

Granddaughter: Sure! Goodbye!

Grandfather: Goodbye!

Exercise 2

Answer the following questions:

1. Define the term feudalism.
2. Briefly explain the relationship between landlords and peasants in the feudal mode of production.
3. Mention two common features in the feudal societies.
4. List societies which practised the feudal mode of production in Tanzania.
5. Mention the main types of rent in the feudal societies.

Activity 4

1. Carefully observe the current human life system in your community.
2. Do you notice any features of feudalism in it?
3. Write down some elements of feudalism that you have noted.
4. Explain them to your fellow pupils in the class.

Exercise 3

Answer the following questions:

1. Define the following terms:
 - (a) Clan
 - (b) Communalism
 - (c) Feudalism
 - (d) Feudal lords
 - (e) Serfs
2. List three activities which people in communal societies carried out together.
3. List features of communal societies.
4. Mention four societies in Tanzania which experienced the feudal mode of production.
5. Write **TRUE** if the statement is correct and **FALSE** if the statement is incorrect
 - (a) A clan is made up of grandparents, parents and children only. _____
 - (b) There was no exploitation in communal societies.

(c) Feudalism was the first mode of production experienced by human beings. _____

(d) In feudal societies most people did not own land. _____

6. In the following table, match items in **Column A** with the corresponding items in **Column B**. For each item, write the letter of the correct answer.

| Column A | Column B |
|--|---|
| 1. The owners of land in feudal societies _____ | i. the Hadzabe |
| 2. The system of life in which property was owned collectively by all people _____ | ii. cooperation in various activities |
| 3. The mode of production in which land was the major means of production _____ | iii. families which share the same origin |
| 4. One of the characteristics of feudalism _____ | iv. there was no surplus produced |
| 5. Clans are _____ | v. the existence of a exploitation of one person by another |
| 6. _____ build good relationships | vi. feudalism |
| 7. _____ experienced feudalism | vii. the court of law |
| 8. _____ still experience communalism | viii. elders in the clan |
| 9. Serfs/tenants _____ | ix. the Haya |
| | x. the Nyamwezi |
| | xi. the feudal lords |
| | xii. communalism |
| | xiii. poor peasant farmers |

7. For each of the following questions select the most correct answer and write its letter in the space provided

1. We build good relationships with our neighbours by:-

- (a) giving them gifts
- (b) living with them in the same house ()
- (c) visiting them every day
- (d) doing various activities together.

2. Communities in Tanzania which still practice some elements of communal life are:-

- (a) the Pare and Hadzabe
- (b) the Hadzabe and Sandawe ()
- (c) the Haya and Nyambo
- (d) the Hadzabe and Nyamwezi.

3. Serfs paid land rent in the form of:-

- (a) farm products, money and labourers
- (b) farm products, rent and money ()
- (c) farm products, rent and labour
- (d) farm products, money and domestic servants.

Vocabulary

Characteristics

important qualities of a person or a thing

Collectively

doing some activity together in cooperation

Evict

expel someone from a farm or house

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| | |
|---------------------------|--|
| Family | parents and their children; and sometimes their grandchildren |
| Livestock | domestic animals such as cattle, goats, sheep and donkeys |
| Mode of production | the way people produce in order to survive or the kind of economic system in a society |
| Portion | part of something |
| Race | a group of people with similar physical characteristics especially skin colour |
| Relationship | the way people act towards each other |

Chapter Six

Our heroes

Introduction

In Standard Three, you learnt about the leaders who have led the United Republic of Tanzania since her independence. You also learnt their contributions in achieving social, political and economic development in the country. In this chapter, you will learn about heroes and how they are honoured in our society. You will also learn about the heroes who fought against foreign invasion and the reasons for resisting foreign invasion in our country. Lastly, you will learn how to honour both heroes and heroines in our societies.

Qualities of heroes/heroines

Every person can be a hero in his or her society. A hero may be a young or an old person. Heroes in a society can either be males or females. Heroes and heroines are people guided by the spirit of love and patriotism to their society and to the nation in general.

Read the following story and answer the questions that follow.

One day, a gang of thieves invaded Makele Village at midnight. All people were fast asleep. The thieves stole herds of cattle, sheep and goats and took them away. The next day, early in the morning, the villagers noted that their herds had been stolen. The villagers were all shocked by the incident. People started screaming, crying and shouting everywhere. They did not know how to find their stolen herds. It was such a shocking incident in Makele Village.

Some of the courageous young men and women including Marina, Jonas and Abdul calmed down the villagers. They promised that they would chase the thieves and bring back

the stolen animals. The villagers were very doubtful about the promise made by the youths. This was mainly because the village was surrounded by a dense forest which had many wild animals. The villagers thought that the thieves might have gone very far from the village because the herds were stolen at midnight. They were worried about the security of the youths who were going to find the thieves.

Shortly, Marina, Jonas, Abdul and their friends left the village in search of the thieves and the stolen herds. They carried traditional weapons including machetes, spears and knives. They walked and covered a long distance day and night in pursuit of the thieves. On the way, they came across a lion. They did not step back; they fought the lion and killed it. They tirelessly continued with their mission to search for the thieves and bring back the stolen herds.

In the course of the search in the forest, they managed to spot the herds of cattle and sheep at a distance. They walked cautiously to make sure they reached the place unnoticed. When they came close, they were seen by the thieves. Thereafter, serious fighting started between the young villagers and the thieves. They did not retreat from the battle. The battle was stiff indeed. After a long fight, the young villagers defeated the thieves. The thieves ran away and left the stolen herds of cattle and sheep behind.

The young villagers took back the herds to the village. They had to walk the long distance again for three days before arriving at their village. But they did not despair.

Finally, they arrived at the village. When the villagers saw them coming back with the herds of cattle, sheep and goats, they shouted in praise of the young warriors.

The villagers sang and danced to welcome the heroes. People were heard singing “come and see the heroes and heroes of

our time! They deserve to be praised and honoured! Let us sing and dance, our heroes have come back.” The villagers congratulated Merina, Jonas and Abdul on defeating the thieves and bringing back their herds.

After a series of songs and dances, the head of the village and elders declared the three young villagers as heroes and heroines of the village. All villagers appreciated their work and decided to honour them as the village heroes and heroines.

There are many heroes or heroines in our societies today. Female heroes are called heroines while males are called heroes. Heroes and heroines have several qualities in common. Heroes and heroines are courageous men and women who are recognised, admired, and respected in the society.

Heroes or heroines help a society in time of trouble and difficulty. Sometimes they sacrifice their lives to protect the lives and wealth of their people. They love and protect the society. They never give up easily. They struggle not only for their own interests but also for the society. These are the most important characteristics of heroes and heroines.

Exercise 1

Answer the following questions:

1. Define the word hero or heroine?
2. What are the characteristics of a hero or heroine?
3. Are there any heroes or heroines in your school? Mention their names and state why you think they are heroes or heroines.
4. Mention five things you can do in order to be a hero or heroine in your family.

Activity 1

1. Ask your parents or guardians about the heroes and heroines they know in your village/street.
2. Request them to explain why they consider them as heroes or heroines.
3. Write a summary of every hero or heroine explained in the story and share it with your fellow pupils in class.

Heroes who fought against colonial invasion

So far, you have learnt about heroes and heroines and their struggles to protect the lives of people and wealth in their societies. Heroes and heroines have existed for many years. Some of the earliest heroes fought against exploitation, oppression and foreign control of our country from the beginning of colonial invasion between the 1880s and the 1910s.

Read the following passage and answer the questions that follow.

Colonial rule in Tanganyika took place during the last quarter of the 19th century. However, the process of colonial invasion of our country began earlier in the mid-19th century with the coming of colonial agents. These agents included explorers, missionaries, and traders. They came to explore our country's wealth, spread Christianity and make false treaties with our ancestors. The explorers included John Rebmann, Richard Burton, John Speke and David Livingstone. David Livingstone was both an explorer and a missionary. Some of these explorers penetrated to the farthest interior of our country, up to Ujiji. For example, David Livingstone made a trip to Ujiji and Lake Tanganyika. On his way, he campaigned for the abolition of slave trade and opened up missionary centres in various parts of our country.

Missionaries were preceded by traders. One of the prominent traders was Carl Peters, who was sent by the German East African Company. Carl Peters established trade contracts with the people of the coast and the interior of East Africa. Although, these foreigners came to explore our country's wealth and resources, they also spread Christianity and made several treaties with Africans in our country. For example, David Livingstone was not merely an explorer and a missionary as he claimed. In reality, he was a colonial agent advocating British commercial and colonial expansionism in our nation.

Similarly, Carl Peters did not just sign trade contracts with indigenous people, but he also made treaties on behalf of the German government's interests. He signed several false treaties with local chiefs. One of his false treaties was made with Chief Mangungo of Msovero in Usagara area in Kilosa, Morogoro Region. He made the same kind of treaty with *Mangi Meli Rindi* in Kilimanjaro. The treaties forced African chiefs to submit their loyalty and land to Germans unknowingly. These treaties are considered false because they were written in a foreign language that African chiefs did not understand. In addition, the translators gave false translation which misled the chiefs to sign the contracts that led to the loss of their land, power and freedom. Carl Peters under the German East African Company made the same false treaties in our country.

The false treaties made way for the Germans to come in our country between 1884 and 1885. The Germans invaded and declared full control of our country and named it German East Africa. Because of the invasion, the indigenous people lost their land and freedom in the country. The Germans established big coffee, rubber, sisal and oil seed plantations where indigenous people were forced to work for long hours with little or no payment. The people taken from one region

to another were forced to work in their plantations with little payment. The Germans punished indigenous people severely, including hanging them to death for minor mistakes. They forced people to pay taxes such as head and hut taxes. Moreover, the Germans forced people to produce some cash crops and sell them at cheap prices. Furthermore, they wanted to produce raw materials for industries in their home country at low cost. Generally, the Germans exploited the wealth of our country especially mineral and animal products. At the same time, the Germans wanted to make our country their market where they could sell goods produced in their home industries.

However, African chiefs and the indigenous people did not tolerate the German colonial occupation and their brutality. In addition, people were not ready to lose their freedom and land. They started to fight against colonial invasion to regain their lost land and freedom. The chiefs organised resistance and wars against the foreigners in different parts of our country. The tension was everywhere. Table 1 shows some of the early heroes who resisted against the German colonial invasion in our country.

Table 1: Early heroes of Tanzania

| No | Name of the Hero | Area |
|----|-----------------------------|---|
| 1 | Hassan bin Omari Makunganya | He led African resistance against the Germans in Kilwa Kivinje in 1890. He fought against them until he was captured and hanged to death in public under a mango tree in Kilwa Kivinje. |

| | | |
|---|----------------------|---|
| 2 | Bwana Heri | He led the Zigua people to resist German colonial invasion in Tanga in 1890. |
| 3 | Abushiri bin Sultani | He organised the people of coastal areas to fight against the German colonial invasion around 1888-1889. This war was fought along the coastal areas from Tanga (Pangani) to Lindi and Mikindani. The coastal people fought to reclaim their land they had lost to the Germans. Abushiri continued to fight for a long time. This situation forced the Germans to seek for assistance. Many German officers and African mercenary soldiers were hired to fight him. Eventually, Abushiri was betrayed, captured and hanged to death in Pangani in 1889. |
| 4 | Mangi Meli | He led the Chagga to fight against the colonial invasion around the slopes of Mount Kilimanjaro. He organised a very strong battle over his area until he was captured and hanged to death in public in 1890. |
| 5 | Chief Mkwawa | He was a ruler of the Hehe in Iringa. He organised the war against the Germans between 1891 and 1898 to prevent them from occupying his territory. The war lasted longer due to good war tactics and organisation of Chief Mkwawa. Eventually, Mkwawa was defeated, thus he killed himself in 1898. He was not ready to be captured by the Germans. |

| | | |
|---|-----------------------|---|
| 6 | Kinjekitile Ngwale | He organised the Majimaji war between 1905 and 1907. This war spread in large areas of the southern part of our country especially in Umatumbi and Kilwa. Many societies joined this war. This war was among the fiercest in our country. People revolted against German land grabbing, forced labour, and German oppression. |
| 7 | Isike | Isike organised the Nyamwezi to resist German invasion in Unyanyembe in Tabora in 1891. This was his hereditary area. He was a strong leader equipped with a strong army. He was ready to fight to death to resist the German conquest. Germans could not fight Isike until they allied with Arabs. |
| 8 | Machemba | He led the Yao in Masasi and Tunduru to fight against the Germans in 1890. He organised a strong battle against the Germans over his area. |

All the leaders described in Table 1 represent examples of our earliest national heroes. They loved our nation and they were patriotic to our nation. These leaders organised wars and revolts in their areas in order to fight against German colonial invasion, exploitation and oppression without fear. They were in the front line fighting against European intrusion in our country. The leaders were ready to sacrifice their lives in the course of fighting for the freedom of African societies and the country. They organised armies to fight the foreigners.

In fighting against the colonial invasion, they provided their fighters with weapons such as spears, arrows, bows and machetes. Some of the leaders obtained locally made guns called muskets. The leaders trained their soldiers on war tactics to defeat the invaders in the early attacks. Having been defeated by Africans in some initial attacks, the Germans allied with some African societies to fight and defeat militarily African societies in our country which were relatively strong militarily.

Apart from men, women participated in the struggle against colonial invaders. Some of the women administered protective medicines to African fighters. Women took care of children and livestock while men were in the front line fighting. Thus, women loved their societies and sacrificed their lives in defending their country. That is why they came to be known as heroines. We should therefore, honour all our national heroes and heroines.

Exercise 2

Answer the following questions:

1. Briefly explain why the Germans invaded and colonised our country.
2. Outline the reasons why African societies fought against colonial invasion in our country.
3. Choose two heroes described in Table 1 and explain why they are considered as heroes.

Activity 2

1. Discuss with your friend what we should do in order to honour our national heroes.
2. Present your suggestions in class before your fellow pupils.

Challenges and lessons from our heroes

Our heroes experienced many difficulties fighting against the colonial invasion. They experienced strong military attacks from colonial invaders. The Germans, for example, were very cruel during the colonial conquest and in administering their colonies. They were not willing to leave our country peacefully because they wanted to utilise our country's resources for their own economic development.

Additionally, African societies did not have strong armies to challenge and defeat the colonial invaders. Most African soldiers mainly used traditional weapons such as spears, arrows and machetes to fight against the colonial invasion in our country. Hence, many of the indigenous fighters died during the wars. But they did not fear the foreigners nor did they retreat; they continued to resist the foreign invasion. However, many African societies were defeated due to the superior military weapons the Germans used.

Some of the African heroes used magic tactics in fighting the enemies. Yet, the belief in magic powers was false. As a result many Africans were defeated in many battles. The Majimaji war was an example of the use of magic beliefs during the resistance against the Germans.

In addition, African societies were disunited. Most of them fought alone in the struggle against foreign invaders. They did not cooperate with their neighbouring societies in fighting the invaders. Lastly, there were local puppets who betrayed their fellow Africans and supported the Germans. The puppets fought on the side of the Germans against their neighbouring societies. This made it easy for the Germans to win the battles.

Despite these difficulties and failure of African resistance against the colonial invasion, resistance provided significant lessons to Africans and the colonisers. First, it left a mark that Africans

were not ready to be colonised in their own country. Secondly, the battles forced the Germans to change their administrative system. They became less oppressive than before. But this did not make Africans stop their struggles against the colonisers. They continued struggling for a long time against the colonial dominance. Thirdly, Africans learnt the danger of disunity in fighting against the colonial invasion. Therefore, the resistance laid the foundation for future mass nationalism.

African leaders and early African heroes used war as a means of fighting against colonial invasion because it was difficult to stop the invaders peacefully. However, war was not the only way of settling conflicts among people.

Under normal situations, it is much better to use peaceful means such as negotiations. Through negotiations we may agree on the best way of solving a problem that might lead to a conflict. We may also ask somebody to assist in reaching an agreement to end conflict. This method is called mediation. Through negotiation and mediation we can restore peace and cooperation between us and our neighbours.

Exercise 3

Answer the following questions:

1. Mention the method used by our early country heroes in their struggle against colonial invasion.
2. What kind of weapons did our early country heroes use in their struggle against colonial invasion?
3. Mention the main challenges which our leaders experienced during the struggle against colonial invasion.
4. Apart from military confrontation, name other methods which can be used to settle disagreements with our neighbours.

Activity 3

1. Ask your parents or guardians about German oppression in our country during their colonial dominance.
2. Write the given explanation in your exercise book.
3. Share the story with your fellow pupils.

Honouring our heroes and heroines

Our heroes and heroines sacrificed their lives for our society. They played important roles in the history of our nation. Therefore, we must always remember and honour them. There are several ways of remembering and honouring the heroes and heroines of our nation.

Read the following passage and answer the questions that follow.

The people of Tanzania remember and honour the heroes of our nation. Heroes and heroines are honoured in various ways such as singing praise songs for them and celebrating their bravery each year. Some of our musicians have composed songs which remind us of the lives and achievements of our heroes. We also celebrate nationally every year, on 25th July, to commemorate the sacrifice made by our heroes and heroines.

Apart from these initiatives, people have written books and short stories on the lives of the heroes of our country. By reading these books and short stories, we learn about their lives and how they sacrificed their lives for our country. Additionally, there are buildings named after our national heroes and heroines.

We have many streets, roads, buildings, stadiums, airports, schools, hostels, dormitories and army battalions which are named after our national heroes.

Some towers and statutes have been erected to honour our national heroes. All these are some of the ways our country uses to honour our national heroes. These initiatives help our new generations to learn about our national heroes and appreciate their contribution to the development of our country.

Activity 4

1. Find a song which praises our national heroes.
2. Name the composer of the song and write down the words that make up the song.

Exercise 4

Answer the following questions:

1. Mention five ways in which our national heroes are remembered and honoured.
2. List names of streets, roads, schools, hospitals and villages in your district which have been named after national heroes.
3. Mention two Tanzanian musicians who have composed songs about our national heroes.
4. Why did the Germans invade and colonise Tanganyika?
5. What can you do in school to become a hero or heroine?
6. How can people remember and honour both heroes and heroines in their own village or town?

7. Write **TRUE** for correct statements and **FALSE** for incorrect statements.

1. The Germans wanted to develop our country. _____
2. During the struggle against German oppression and domination our heroes were sometimes defeated because they were fewer compared to the German forces. _____
3. One way of remembering and honouring our heroes is by writing praise poems for them. _____
4. War can always be avoided. _____
5. Negotiation and mediation are the best ways of settling conflicts if people agree to use them. _____
6. Heroes and heroines are people who love their society so much that they can sacrifice their lives for its safety and growth. _____

8. Choose the correct answer and write down its letter.

1. We can get information about heroes in our society by:-
 - (a) reading books and other writings
 - (b) examining their behaviour ()
 - (c) looking at their school records
 - (d) studying their speeches and photographs.
2. The following are the reasons for German invasion in Tanganyika except to: ()
 - (a) get cheap labourers for their plantations
 - (b) conduct trade with local chiefs
 - (c) get raw materials for their industries in Germany
 - (d) get people to work in their industries in Germany.

3. Mtemi Isike was the leader of ()
(a) The Hehe
(b) The Nyamwezi
(c) The Zaramo
(d) The Sukuma
4. When the Germans left German East Africa after the First World War, Tanganyika ()
(a) became independent
(b) fell under British control
(c) became rich and powerful
(d) began to honour her heroes and heroines.

9. Match the items in column A with the corresponding items in column B

| Column A | Column B |
|--|-------------------------|
| 1. He was the leader of the Hehe tribe. _____ | (a) The Maji Maji War |
| 2. He organised the Majimaji war. _____ | (b) Chief Mkwawa |
| 3. _____ resisted against the Germans in Unyanyembe areas. | (c) Chief Isike |
| 4. _____ resisted Germans in coastal areas from Pangani. | (d) Kinjekitile Ngwale |
| | (e) Abushiri Bin Sultan |
| | (f) Bwana Heri |
| | (g) Mchemba |

Vocabulary

| | |
|----------------------------|--|
| Battle | fighting between armies during a war |
| Commercial crops | crops produced for sale |
| Composer | a person who writes a song, poem or story |
| Corporal punishment | punishment which causes physical pain to a person |
| Domination | control over people or society |
| Encounter | come face-to-face with somebody or something |
| Evil | bad or damaging or enjoy harming others |
| Hero | a person who shows great courage and succeeds in struggle |
| Honour | respect or recognise somebody for his/her good actions or courage |
| Indigenous people | early inhabitants of an area or belonging to a particular place rather than coming from somewhere else |
| Oppress | suppress or prevent somebody from living freely |
| Praise song | a song sang in recognition of a person's contribution to society |

Chapter Seven

Use of maps in our environment

Introduction

In Standard Three, you learnt to draw pictures of different objects found in the classroom. You also learnt to draw maps of different objects found at your school compound. In this chapter you will learn about map symbols and how to draw a map of your school. In addition, you will learn how to draw and use cardinal points.

Map symbols

A map is defined as a representation of the earth or part of the earth's surface on a flat sheet of paper, chalkboard, wall or ground. The field of study and practice of making maps is called cartography. A person specialized in making or drawing maps is called a cartographer.

When drawing a map, features are represented by symbols. We use symbols to represent real objects because normally the size of real objects is too big to be presented on a piece of paper.

Study the following map and answer the questions that follow.

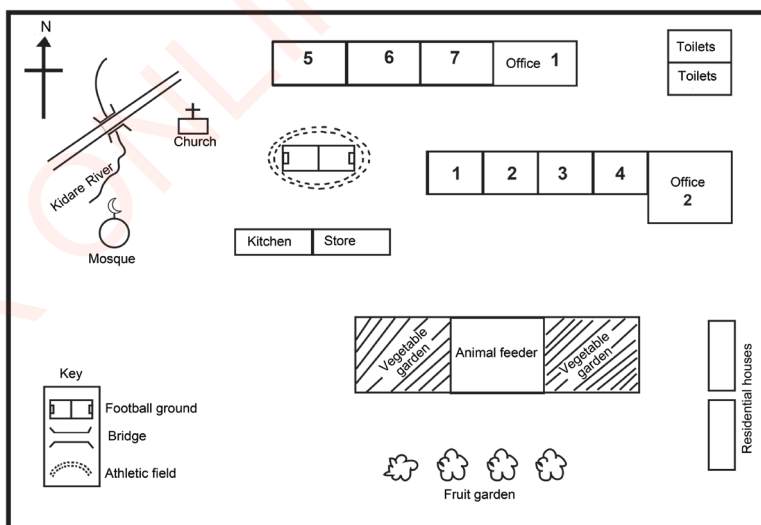


Figure 1: Kidare Primary School

Questions

1. What is a symbol in a map reading?
2. Draw the symbols of the following features as they appear on the map in Figure 1.
 - (a) River
 - (b) Bridge
 - (c) Main road
 - (d) Fruit garden
 - (e) Residential houses

You can see from the map that real objects can be represented by drawings. The drawings representing real objects on the map are known as symbols. There are specific symbols that are normally used on map drawings. They represent real features found in a particular environment. The symbols represent features such as churches, mosques, water tanks, rivers and mountains. They also represent houses, bridges, railways and footpaths. Moreover, symbols represent village borders, gardens, farms and water wells.

Our school map

Maps are very important in our day-to-day activities. They are important because they provide us with information of a given area. In addition, they enable us recognise boundaries resources, rivers and roads of a particular area. The map of our school shows classrooms, toilets, school offices, boundaries, physical features, vegetation cover and roads or path ways.

It is possible to draw a map of a real object by using an aerial photograph of that object.

Activity 1

Draw a map of Kidare Primary School in your exercise book as shown in Figure1.

Materials needed when drawing a map

Before you draw any map, make sure that you have the following items:

1. A piece of plain paper: This is used as a flat sheet where the map is sketched or drawn;
2. A ruler: This is used to draw straight lines on a map. It is also used to measure the distance between points on a map sheet. Also a ruler is used to draw a linear scale, frame and compass direction;
3. A pencil: This is used to draw symbols and lines when sketching a map;
4. An ink pen: This is used for writing the map title and labelling its features;
5. Eraser or a rubber: This is used to erase unrequired material; and
6. A divider: This is used to hold the pencil when drawing circles.

Essentials of a map

A map should have all important elements or essentials of a map. Therefore, a good map should have the following elements, **the title, the compass direction, a frame, the key and a scale.**

Drawing our school map

Walk around the school while taking note of the position of different features. Then do the following:

1. Decide a **map scale** to be used. A map scale is the ratio that shows the relationship between the distance on the map and the actual distance on the ground. We use a scale in drawing a map because it is not possible to draw the real image or the whole surface on a sheet of paper. Therefore, we use a scale to reduce the size of a real picture so that it fits on a flat sheet of paper;
2. Draw a **frame** in your exercise book. A frame is also referred to as a margin. It is drawn to mark the area covered by the map;
3. Draw the **symbols** of objects found in your school environment. The objects can be flower gardens, trees, a flag post and others;
4. Draw the **key**. A map key is the interpretation of symbols used on a map. The key is used in order to enable the map-reader to understand the objects or features presented on a map, for example buildings, a school, houses and play grounds. The key always appears at the bottom of the map;
5. Draw a **North** direction at the top of the map. This is a cross sign with an arrow pointing to the North. It is also called compass direction. The arrow shows the North of the map, hence enables the reader to know all the directions of places on the map; and
6. Write a **map title**. The title of a map is a name or a heading of a map. It gives information about what the map is about because maps are drawn for various purposes. For example, a map can be drawn to show administrative regions, physical features and mining areas.

Exercise 1

Answer the following questions:

1. List the materials needed when drawing a map.
2. Describe the steps to follow when drawing a map.

Activity 2

Draw a map of your home compound taking into consideration all essentials of a map, and submit it to your Social Studies teacher when it is ready.

Cardinal points

In any movement you make, you are always walking towards a certain direction. Each direction has a name. A compass assists us to know the directions. It also enables us to tell the direction of different features for example a church, a mosque and a bridge, and how to reach them. A compass has four main directions or cardinal points called North, South, East and West. The cardinal points are represented by initials, 'N' for North, 'S' for South, 'E' for East and 'W' for West.

Do the following activities to identify the cardinal points.

1. Go out of your classroom in the morning. Draw a circle on the ground;
2. Stand up at the centre of the circle facing the direction of sun rise. Then walk about three foot steps towards that direction. Mark this point as East;
3. Go back to the centre of the circle and turn back to face where the sun sets. Move about three steps towards that direction. Mark this point as West;

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4. Go back again to the circle and turn to the direction where the sun rises. Turn to your right-hand side and move about three footsteps and mark this point as South;
5. Go back to the circle and turn to the direction of the sun rise. This time turn to your left-hand side. Move about three footsteps and mark this point North;
6. By using a wooden stick, draw a straight line from each direction you have marked towards the centre of the circle; and
7. Study your drawing and draw it in your exercise book. Your drawing should be similar to Figure 2. These are the four main cardinal points, namely, North, East, South and West.

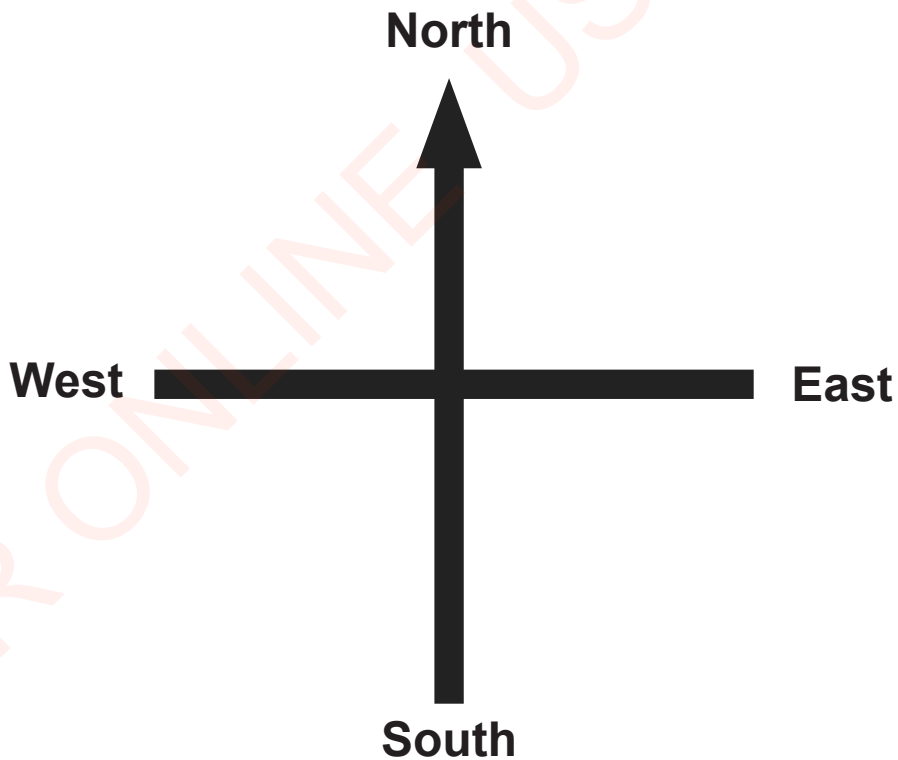


Figure 2: *The cardinal points*

Exercise 2

Answer the following questions:

1. What are the benefits of using cardinal points?
2. From which direction does the sun rise?
3. Go out of your classroom and write the direction of the following objects from your classroom.
 - (a) Your home
 - (b) Headteacher's office
 - (c) School bell
 - (d) Boy's toilet
 - (e) School post sign-post.
4. Explain what would happen in the absence of cardinal points.

Activity 3

In a group of five pupils prepare a model of cardinal points. Use flat wooden bars and other necessary materials. Present the cardinal points in class.

Locating features using cardinal points

We use cardinal points to identify the location of objects in the environment or on a map. A map must have the North direction indicator. Using this symbol, it is very simple to know the other three directions, that is South, East and West.

Study the following map and answer the questions that follow.

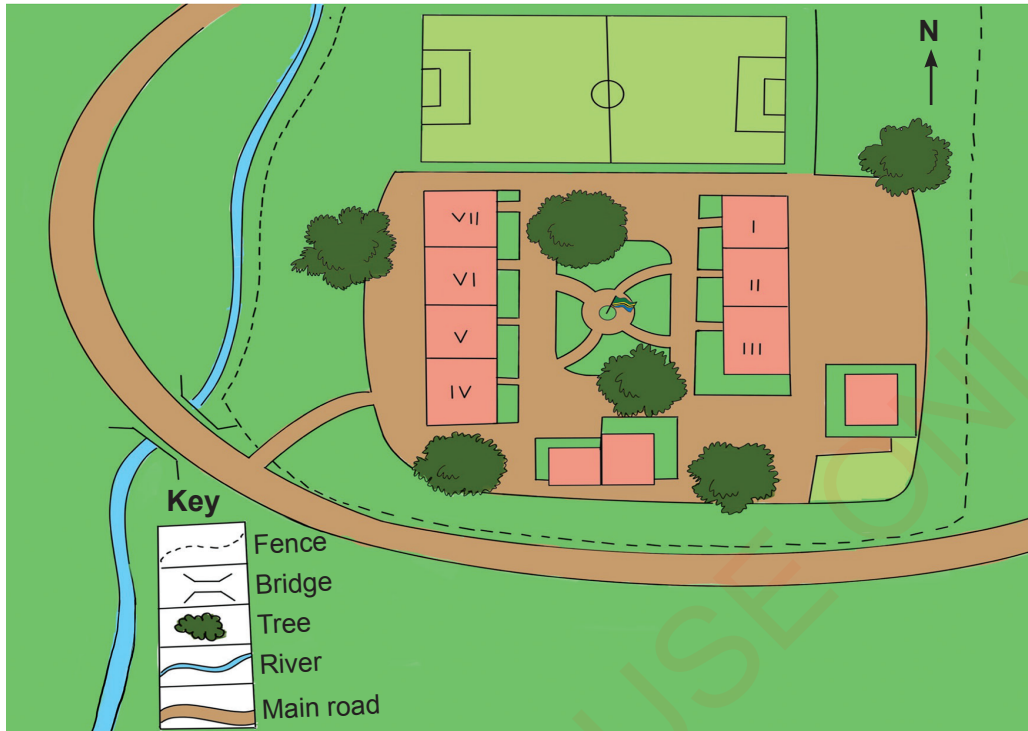


Figure 3: A map of Kidare Primary School

Questions

1. Which features are located on the northern side of the main road?
2. What is the location of the teachers' office from the football ground?
3. What is the location of the school toilet from Standard Four classroom?

Activity 4

Go outside your classroom, and then tell the direction of your home from the following:

- (a) The staff room (b) school toilets (c) football ground

Exercise 3

Answer the following questions:

Match the items in list **A** with the correct items in list **B**.

| LIST A | LIST B |
|---------------------|--|
| 1. Map symbol _____ | (a) list of symbols and their meanings |
| 2. Frame _____ | (b) square or rectangular margin |
| 3. Key _____ | (c) cardinal points |
| 4. Boundary _____ | (d) an instrument used to indicate the location of a place |
| 5. Compass _____ | (e) lines showing the demarcation of an area on a map |
| | (f) drawings used to represent features on a map |

Write **TRUE** for the correct sentence and **FALSE** for the incorrect sentence.

- Pencil, exercise, rubber, and ruler are tools for drawing a map. _____
- The sun sets towards the western side. _____
- In maps, the compass is located on the left side of a map. _____
- A circle is the symbol of a mosque on a map. _____
- When drawing a map, it is necessary to consider the essentials. _____

Complete the following table by drawing a picture of a real object and its corresponding symbol.

| Name of a real object | Picture | Symbol |
|-----------------------|---------|--------|
| 11. A rail way line | | |
| 12. A tree | | |
| 13. A well | | |
| 14. A river | | |
| 15. A bridge | | |

Vocabulary

Cardinal points the four main points of the compass (North, West, East and South)

Cartography a science of drawing maps

Compass an instrument which shows the direction of the magnetic North

Vegetation plants found in a particular area

Chapter Eight

Solar system

Introduction

In Standard Three, you learnt about components of the Solar system. In this chapter you will learn about the Solar system, and acquire knowledge on identifying natural light in our environment. Finally, in this chapter, you will learn about the differences between light from the Sun and that of the moon.

The concept of Solar system

The Solar system is the arrangement of planets and other heavenly bodies in relation to their position from the Sun. The Solar system is made up of the **sun, planets, asteroids, meteoroids, comets** and the **moons**. The sun is the biggest body of the Solar system. It is the only body in the Solar system which generates its own light and heat. The Sun is at the centre of the Solar system surrounded by eight planets. The planets are **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune**. Mercury is the closest planet to the sun while Neptune is the farthest planet from the Sun. Each planet revolves around the Sun following its path which is called an orbit. Every planet has its own orbit.

Figure 1 below shows the arrangement of the planets in the Solar system.

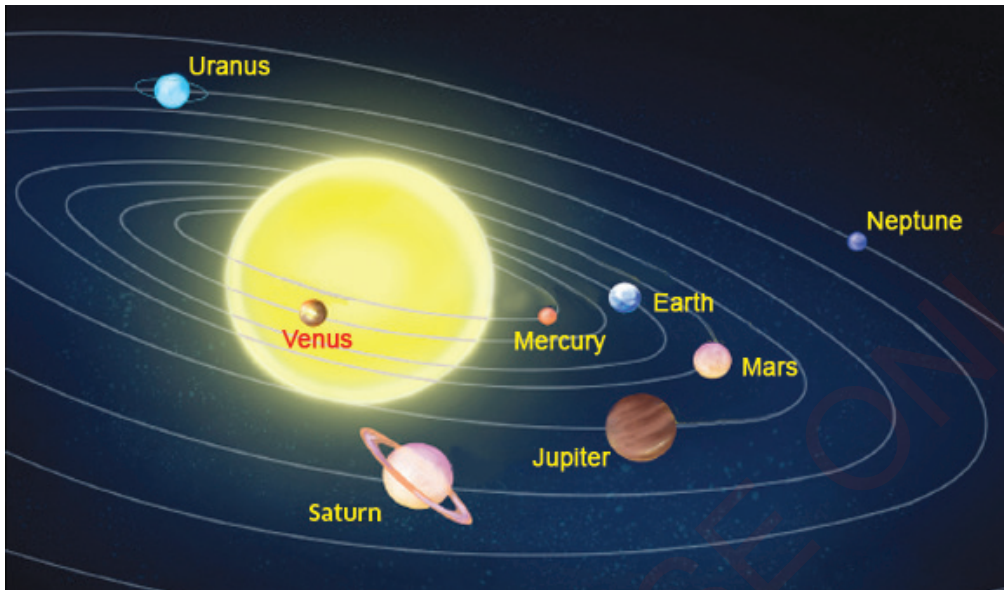


Figure 1: *The Solar system*

The following poem will help you to understand the arrangement of planets in the Solar system.

Eight planets around the Sun
Listen as I describe each one.

Mercury? Here! number one,
Closest planet to the Sun.

Venus? Here number two,
Shinning bright just like new.

Earth? Here! number three,
Earth is the home to you and I.

Mars? Here number four,
Red and ready to explore.

Jupiter? Here number five,
Leading planet that is massive.

Saturn? Here number six,
With rings of dust and ice that mix.

Uranus? Here number seven,
A planet rolled high in heaven.

Neptune? Here number eight,
With one dark spot whose size is big.

Exercise 1

Answer the following questions:

1. List the planets in the solar system.
2. Which planet is farthest from the sun?
3. Which planet is the largest in the solar system?
4. Which planet is the closest to the sun?
5. What is the position of the Earth in the solar system?

Activity 1

Prepare a solar system model, the sun should be at the centre. Use pieces of paper to make different shapes of planets. You can place an orbit using a thread. Remember the Sun should be large and with yellow and red colours. You can then present your work in class.

Objects found on Earth

The planet Earth consists of different things on it such as rocks, rivers, mountains animals and plants. All together they form the environment. You should note that the environment consists of both living and non-living things.

Study the following picture then answer the questions that follow.



Figure 2: Some of the things found on the Earth

Questions

1. Name five things found on the Earth as seen in Figure 2.
2. What other things are found on the Earth?
3. Name other five things found in the area you live.

The Earth is the only planet in the Solar system that is currently known to support living organisms. It has an atmosphere filled with different gases that enable living organisms to survive. The atmosphere consists of different gases such as hydrogen, oxygen, carbon dioxide and nitrogen. More than one third of the Earth is covered with water. Water is an important component of the earth that supports all forms of life.

In the past, it was believed that the Earth was flat. However, scientific findings have proved that the shape of the Earth is spherical.

Two main movements of the Earth

The Earth has two movements: rotation and revolution.

- (a) Rotation is the movement of the Earth on its own axis. It takes 24 hours or one day to make a complete rotation.
- (b) Revolution is the movement of the Earth around the sun along its orbit. It takes about 365 days or a year for the earth to revolve around the sun.

The Earth consists of both living and non-living things. Examples of non-living things include oceans, buildings, rocks, mountains and plains. Other non-living things found on earth are rivers, the atmosphere, lakes, soil and air. Examples of living things include animals, plants, insects, birds, fish and human beings.

Exercise 2

Answer the following questions:

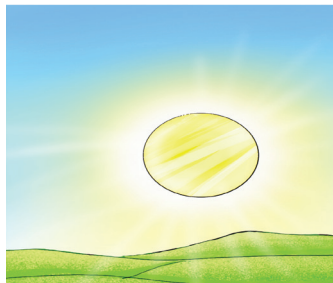
1. Why is the Earth the only planet containing living things?
2. What is the shape of the Earth?
3. Mention the movements of the Earth.
4. What is the importance of water to living organisms?

Sources of natural light in the environment

Moon



Sun



Meteor



Figure 3: Sources of natural light in our environment

Read the following conversation between the Sun, Moon and Meteor then answer the questions that follow.

MOON: I am the moon, a natural satellite, I am proud of my size, there is no one like me.

SUN: Look at you! You are not even as large as the Earth! Don't be so proud of yourself! Now, look at me; you and your friends surround me. I am the biggest.

MOON: Look here! your size does not matter! You can be big but lazy! You see! You just shine during the day and sleep during the night. While you are asleep, I give the Earth natural light and the Earth loves me for that. Now, do not envy me because I give the Earth my natural light which is not harmful.

SUN : Ha ha ha haa! You make me laugh! Let me ask you, where do you get the light that you give to the Earth? For your information, I am the source of that light to you and the Earth as well. I know your secrets! You reflect the light I generate to the Earth during the night.

METEOR: Okaay! I have heard you guys! You have your merits but no one is better than me. I am the meteor and you cannot play around with me. None of you has been to the Earth. You and the Sun are very far away from human beings. Whenever I go to the Earth, human beings make me a tourist attraction. Just ask people from Mbozi in Songwe; they will tell you about me.

SUN: Ha ha haa!! oh, you do not know me! I am the Sun, the closest star to the Earth! I am your father and your mother. I don't have to go anywhere. I can

make my own light energy and heat. You do not have that ability. That is why you go around me singing and praising me.

MOON: No way! I revolve around the Earth from West to East. Through this revolution, human beings can count the days within a month.

METEOR: Oooh! Who doesn't know me? Sometimes I pass through the atmosphere at a very high speed and produce an amazing light! Human beings enjoy watching me.

SUN: It is okay if you underrate me! But I help plants to make their own food. In addition, I give vitamin D to human beings. Why don't you agree that I am the most important?

METEOR: Dear Moon! Let us agree that the Sun is the best star. Look! It is the only star next to us; other stars are far away from us.

MOON: Okay! Let us accept that the sun is important not only to us but also to the Earth. However, the sun should also accept that we are important! Therefore, all of us are important.

SUN: Yes, I agree that all of us are important to the life of human beings.

Questions

1. Mention the objects which give out natural light?
2. What is the main source of light energy?

Study the following picture, and answer the questions that follow.



Figure 4: Use of Solar energy

Questions

1. What do you see in the picture?
2. Mention the use of solar energy in your daily life.
3. At what time of the day can people perform their activities and why?
4. Why is moonlight not as bright as sunlight?
5. Why is moonlight not as hot as sunlight?

Read the following passage and answer the questions that follow.

The difference between sun-light and moon-light

The Sun and the Moon provide light to the Earth. During the day, sun-light is very bright and this prevents the Moon from being seen. Sunlight is used for different activities. Moonlight

is not as bright as sunlight and it shines during the night. The Moon reflects the light from the Sun to the Earth.

The Sun has stronger light energy than the Moon. Heat energy from the Sun helps in the formation of rain, but the moonlight does not. Moreover, Solar energy is used by plants to make their own food. Indeed, the Sun is very important to all living things on Earth.

Questions

1. Which objects reflect light to the Earth during the night?
2. Mention any three differences between the Sun and the Moon.
3. Why doesn't moonlight generate heat energy?
4. Mention the objects that produce natural light.
5. What is the main source of natural light?
6. Mention five uses of sun-light.

Activity 2

In a group of four, discuss what would happen in the absence of the Sun. Write the answer in your exercise book.

Exercise 3

Answer the following questions:

1. Draw the solar system and write down the names of its planets.
2. Mention the benefits of the sun, moon and the meteor to human beings.
3. Mention something new you have learned after studying the solar system.

Match the items in **LIST A** with the correct items in **LIST B**

| LIST A | LIST B |
|--------------------------------|-------------------------------------|
| 4. Sun | (a) largest planet |
| 5. Earth | (b) the farthest planet to the Sun |
| 6. Jupiter | (c) source of light |
| 7. Neptune | (d) a living planet |
| 8. Mercury | (e) components of the solar system |
| 9. Orbit | (f) the fourth planet from the Sun |
| 10. Mars | (g) the Earth's path around the Sun |
| 11. Asteroid, Comet and Meteor | (h) the closest planet to the Sun |
| 12. Saturn | (i) total number of planets |
| | (j) dwarf planet |
| | (k) a planet with a ring |

Write **TRUE** for the correct statement and **FALSE** for the incorrect statement

13. Meteor is the source of light on Earth. _____
14. The Solar system has ten planets. _____
15. The path of the planets around the Sun is called an orbit. _____
16. The planet with a ring is known as Mars. _____
17. The Sun revolves around the Earth during the night. _____

Vocabulary

| | |
|-------------------|--|
| Axis | an imaginary line along which a body moves |
| Revolution | movement of an object in a circular way around another |
| Revolve | move in a circle on a vertical axis |
| Rotation | an act of turning at the centre of something |

Chapter Nine

Our resources

Introduction

In Standard Three you learnt about the importance of natural resources and ways to conserve them. In this chapter, you will learn how to identify resources found in your village, street, or ward. You will also analyse various ways to preserve and protect the resources in your village, street or ward. In addition, you will learn about resources found in your district.

Resources found in villages and towns

A resource is anything that has value and needed by people. Natural materials become resources when humans give value to them. Resources may include energy, services, knowledge, or other assets that can be used to produce a benefit to human beings. The value of a resource increases as its availability decreases.

There are several resources found in our villages or towns. These resources are used in the villages and towns. If they are used wisely, they contribute to the development of our villages or towns.

Follow the conversation between Lulu and Bahati. Thereafter, identify the resources which are available in your village or town.

Bahati: Hello Lulu! How are you?

Lulu: I am quite fine, how are you too?

Bahati: I am doing well as well, though a bit tired.

Lulu: Why are you tired?

Bahati: I was engaged in the repair of buildings in our village. It was a tough job that took us about a day.

Lulu: Ooh! Good job! Congratulation for taking care of your resources! We also take care of our resources that is why we have plenty of them.

Bahati: Lulu, you said that there are many resources in your village. What are they?

Lulu: We have resources like shops, houses and vehicles. We also have forests, livestock, rivers, minerals and land in our village.

Bahati: Ooh! Congratulations Lulu! These are great achievements for the people in your village. But, how do you use those resources? I mean, how do your people benefit from the resources?

Lulu: That is a very good question, Bahati. Normally the resources are used for several purposes. For example, the presence of shops and land contributes to both employment creation and income generation for families. Forests provide us with traditional medicines that cure people's diseases. Furthermore, forests contribute to rainfall formation which is very important to us. Our crops need rain to grow well. Besides, forests provide us with timber for the construction of our houses. In addition, forests, provide us with charcoal and firewood for cooking. Land with good vegetation, on the other hand, provides us with pastures for our livestock to feed on. Livestock provides us with beef, milk and manure all of which contribute to family income.

Bahati: We have land, water resources, electricity and forests. On top of that, we have playgrounds, buildings and infrastructure for communication networks. Honestly, if we use these resources properly, they will speed up development. Therefore, it is our responsibility to take good care of the resources. Unfortunately, some of us misuse them. For example, some people burn forests and do not dispose of waste properly. In addition, they engage in illegal harvest of the forests. It is also illegal for livestock to graze in forests and catchment areas. Our water sources and forests are degraded when such illegal practices continue.

Lulu: Yes, indeed such practices must be dealt with accordingly. We have the responsibility to educate each other on the importance of preserving and protecting our resources. For example, in our village, we preserve our resources by educating the villagers and establishing by-laws. Therefore, we must preserve and use our resources carefully so that they are not degraded or depleted.

Exercise 1

Answer the following questions:

1. What lessons have you learnt from the conversation that can be used in managing the resources available in your village or street?
2. List down any three resources available in Lulu's village.
3. Mention three resources found in Bahati's village.

4. What are the resources found in your village, street or ward?
5. What are the uses of the resources found in your village or town?
6. What are the practices that destroy the resources in your village or town?
7. What measures would you take if you find someone destroying the resources in your village or town?

Study the following pictures and answer the questions that follow.



Figure 1: Resource degradation



Figure 2: *Practices that conserve resources*

Questions

1. What have you observed in both pictures?
2. What would you advise on the activities carried out in Figure 1?
3. What is the effect of the activities carried out in Figure 2 on conserving our natural resources?
4. Have you seen the same practices in your village or town as in Figure 1? What measures have been taken to stop those practices?

Resources in our ward

A ward is a local administrative division of a city, town or district. Typically, a ward is represented by a councillor. A councillor is elected by residents of a particular ward. In rural areas wards are composed of more than one village. In urban areas wards are made up of more than one street.

There are different resources which are available in all villages and streets that form wards. The resources can be owned by individuals, families, villages or wards. Wards have more resources than individual villages.

Follow the conversation between Martha and Beka about the resources available in wards.

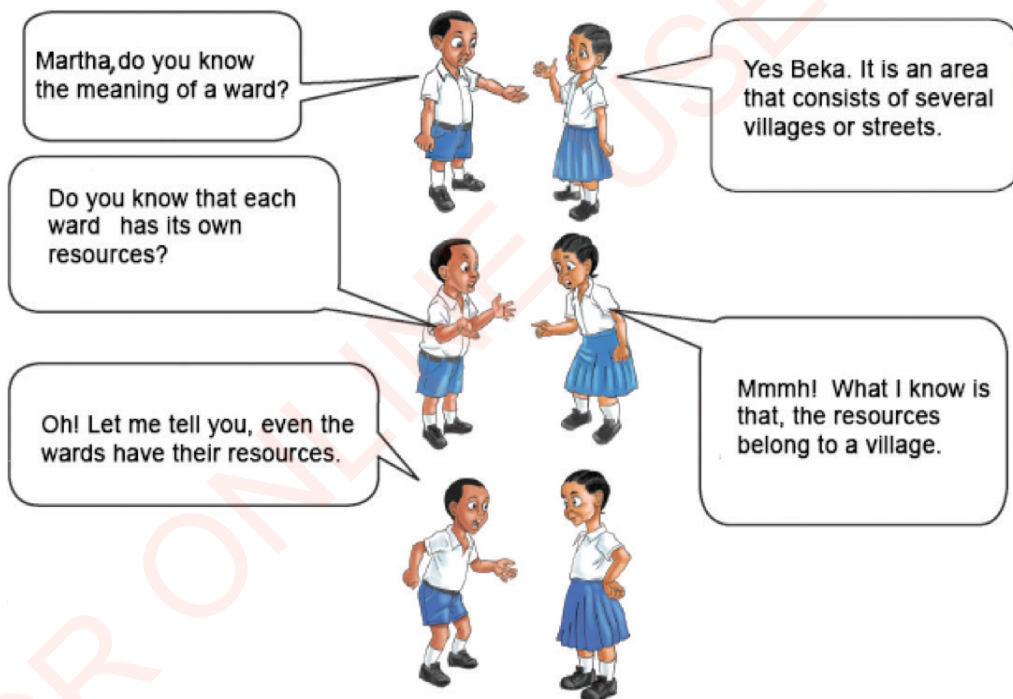


Figure 3: Conversation on ward resources

Sometimes the resources in wards are similar to those available in villages. Examples of resources available in wards include dams, forests, land, rivers, national parks and game reserves,

and mining. Others include buildings that provide services to people like schools, courts and health centres. Also, there are parking areas and different types of vehicles.

Similar to villages, there are practices which are harmful to resources in the ward. The practices include unplanned construction of houses and cultivation near catchment areas. Others include poor farming, overgrazing and pollution. Also practices like burning and the cutting down of forests destroy the resources. In addition, poor mining activities and poor farming methods like shifting cultivation contribute to the degradation of the resources. Everyone is responsible for taking good care of the available resources for the development of the people and the nation.

People in the ward need to be aware of the resources available in their wards. They need to protect and conserve the resources for their own benefit. The resources in wards can be conserved in several ways. Examples of ways of conserving resources include proper construction of houses and awareness raising on the importance of the available resources. Others include establishing by-laws, and proper farming practices.

Exercise 2

Answer the following questions:

1. Mention the natural resources available in your ward.
2. Mention harmful practices to resources in your ward.
3. In your opinion who is responsible for conserving the resources in your ward?
4. What should be done to conserve the available resources in your ward?

Activity 1

With the guidance of your teacher, visit a nearby ward, observe and identify the available resources. List them down.

Resources in our district

Read the following text, then answer the questions that follow.

There are several resources in our district. The resources are important for our day-to-day activities. The resources include mining, forests, national parks and game reserves, rivers and dams. Others include land, factories, roads, public buildings, wells, communication infrastructure and electricity.

Land is an important resource that contributes to the development of people. This is because all other resources depend on land. This is to say, land is the *mother* of all other resources. Land is important as it supports agriculture, construction of infrastructure like buildings, roads, railways and airports. All these are used for trade, transportation and communication. Also, land is important for mining activities, water sources, forests, national parks and others.

There are challenges in conserving the resources. These include pollution, poor farming methods, degradation of water sources, deforestation and improper waste disposal. These challenges threaten the health of the people and animals since they may cause diseases and other health problems.

In our district, we conserve and protect our resources in different ways. We protect water sources and infrastructure such as railways, roads and electricity from damage by bad people. We also prohibit deforestation activities and plant trees to prevent soil erosion. In addition, we have a general cleanliness programme at the end of each month.

Questions

1. What is the name of your district?
2. Mention any five resources found in your district.
3. Mention four advantages of resources available in your district.
4. What practices are harmful to the resources available in your district?

Activity 2

Identify and discuss resources available in your district and their importance.

Exercise 3

Answer the following questions:

1. Name three ways that can be used to conserve resources.
2. What might happen if the resources in your district or ward are not well conserved?
3. Write **TRUE** if the statement is correct and **FALSE** if the statement is incorrect.
 - (a) Burning trees, dumping waste and destroying water sources are actions that conserve resources. _____
 - (b) Crops from a farm are a resource that does not increase the income of farmers. _____
 - (c) Building, livestock, furniture and telephone poles are some of the resources. _____

- (d) A road is used for fishing, agriculture, trade and livestock activities. _____
- (e) Human beings are resources. _____
- (f) It is not good to repair resources as soon as they are damaged. _____
- (g) If we do not properly manage resources, we will have development. _____
- (h) Wood, charcoal, and medicinal plants are forest products. _____
- (i) Land is the mother of all resources. _____

4. Match the items in list A with those in list B by writing the letter of the correct answer beside the item number.

| LIST A | LIST B |
|--|--|
| 1. Land, rivers and minerals _____ | (a) water sources. |
| 2. Repair _____ | (b) activity that destroys resources. |
| 3. Employment, Business _____ | (c) community resources. |
| 4. Cutting trees _____ | (d) opportunities arising from the use of resources. |
| 5. Roads, buildings, electricity poles _____ | (e) resources |
| | (f) one way to conserve resources. |

Vocabulary

| | |
|---------------------|--|
| By-law | a rule made by society at a village, street or ward to control behaviour of people |
| Construction | action of building something |
| Pasture | land covered with grass suitable for grazing |
| Pollution | presence of something in the environment that is harmful or with poisonous effects |
| Recreation | activity done for enjoyment when someone is not working |
| Recycle | convert waste into reusable objects |
| Repair | restore to a good condition |
| Resource | anything that has value and needed by people |

Chapter Ten

Production activities

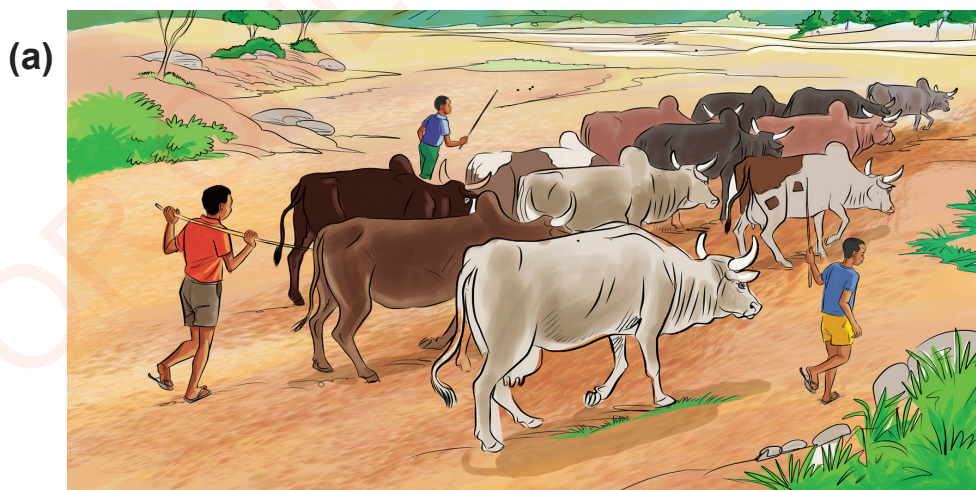
Introduction

In Standard Three, you learnt about different production activities carried out at the family level and responsibilities carried out by everyone in the family. In this chapter you will learn about economic activities carried out at village, ward or division levels. In addition, you will be able to learn about problems faced by production activities.

Production activities in rural and urban areas

Production refers to activities that human beings do to make products for own use or sale. In rural and urban areas production activities are carried out at village, ward or division levels. People in our village, ward, division, district, region and country are engaged in different production activities. The purpose of doing these activities is to sustain livelihoods. Among the major production activities in urban areas, include trade, transportation and industries. In urban areas production activities take place within streets or wards.

Study the following pictures and answer the questions that follow.



(b)



(c)



Figure 1: Development activities

Questions

1. Which production activities have you observed in the pictures labelled a, b and c in Figure 1?
2. What is the purpose of doing production activities?
3. List four production activities which are taking place in your village or street.

Read the following story then answer the questions.

Faidika is a village located in Kigoma region. People in this village mostly engage themselves in crop farming. The crops include vegetables, cassava, beans and fruits. Villagers use these crops for food at home and sell some in order to earn money for other needs. Apart from crop farming they also practice livestock keeping. Many people sell meat, milk, eggs and chicken. The practice of raising livestock as a livelihood activity is known as pastoralism. Neighbouring villages benefit a lot from Faidika Village. They come to buy meat, rice, eggs, chicken and other products.

Furthermore, Faidika people conduct fishing activities. Fishing involves trapping or catching fish from water bodies. They do fish in the village ponds. They use fish for their own food and sell some in the village market. Motorcycles are a major means of transport used in Faidika Village to transport fish, crops and livestock products for selling in neighbouring villages.

The presence of Kantwa Forest creates opportunities for other development activities like tourism and timber production. The tourism industry deals with the provision of goods or services to facilitate business and entertainment to tourists away from their home environment. The forest is rich in attractive animals, birds and trees. People from different places visit Faidika Village to watch monkeys, birds and chimpanzees. These people are

called tourists. When tourists come, they sleep in special rest houses which belong to the villagers. The village earns a lot of money from provision of goods and services such as food, accommodation, traditional dances and clothes.

Lumbering is yet another development activity in Faidika Village. Wood and logs are transported from the village forest to the village centre and finally to the city by hired trucks. Faidika Village owns a small furniture workshop for making things like chairs, tables, beds, cupboards and others.

Questions

1. Name two production activities related to forests that take place in Faidika Village.
2. Mention three things produced by pastoralist activities at Faidika Village.
3. What is the major means of transport used in Faidika Village?
4. What production activities do you like and why?
5. What are the development activities practiced by local residents in your area?

Activity 1

In groups of five pupils, visit a nearby school environment, and observe and list production activities taking place in the area.

Needs of the people in a village or street

My name is James. I am from Maingu Village. In our village, we do not have good and reliable roads to transport our farm and livestock products. Similarly, we need a school since our children walk long distances to school.

My name is Neema, I am from Kibugu Village. In our village, we need tap water to save the villagers from the difficulty of walking long distances in search of water. Also, we need a health centre to provide us with health care services. We need a place to sell our products as well.

My name is Haruna, I come from Maisha Street. Currently, our street has no electricity. If we get electricity, I can study better during the night. Also, when I grow up, I will start a small business for selling cold drinks and offer communication services such as selling airtime vouchers to users of mobile phones.

Exercise 1

Answer the following questions:

Fill the needs in the space provided in the table by putting a (√). Use the information you have read. One space has been filled in as an example.

| Needs | Maingu Village | Kibugu Village | Maisha Street | Needs of your village /street |
|---------------|----------------|----------------|---------------|-------------------------------|
| Road | | | | |
| School | | | | |
| Water | | | | |
| Water | | (√) | | |
| Electricity | | | | |
| Health centre | | | | |

In order to earn a living and daily needs, human beings are involved in different production activities. Such activities include farming, fishing, mining, and livestock keeping and selling various things.

In farming, crops that are cultivated are either food crops or commercial crops. Food crops include maize, beans, potatoes and rice. Commercial crops include coffee, tea, cotton and sisal. Commercial crops are sent directly to factories to produce goods or products. Moreover, other people are involved in keeping poultry, donkeys, cows, sheep and goats. The people involved in these activities are called pastoralists.

Furthermore, mining is one of the major production activities. This is done through digging up the land in order to reach underground minerals such as diamond, gold, tanzanite, copper, silver, salt and iron.

Production activities are important in meeting different people's needs in wards. The needs include health care, education, safe and clean water, electricity and dispensaries. Production activities create employment opportunities and generate income among the people. Truly, production activities are helpful in people's lives. Figure 2 shows Standard Four pupils together with their teacher visiting a market place to find out what activities are carried out in the area.

Activity 2

Visit the local government office in your ward:

- (a) Ask for resources available in your ward.
- (b) Ask for people's needs in your ward.
- (c) With your Social Studies teacher and other pupils visit various production activities in your street or village. Record how those activities are carried out.



Figure 2: Pupils with their teacher visiting a market place

Exercise 2

Answer the following questions:

1. List all the activities that are taking place in the picture in Figure 2.
2. Have you ever visited any development activity?
3. If you happen to be visiting a village or street market in your area, what questions will you ask people doing the activities?
4. What do you think the pupils achieved in their visit?

Activity 3

Prepare questions about production activities. Ask your Social Studies teacher, then, present the answers in the class.

Challenges in production activities

So far you have learned that large numbers of people are involved in various production activities. These activities take place in regions, cities, villages and wards. People who carry out these activities face many challenges. It is important to learn how to overcome challenges that affect production activities both at individual and national levels.

Read the following challenges faced by the people of Malengo Village.

Villagers at Malengo Village engage in various production activities. Some of them graze cattle, cultivate crops and others catch fish. In the course of doing their activities, they encounter a number of challenges. First, the village members have conflicts among themselves. This occurs mainly between farmers and pastoralists. Due to fear, they fail to engage in their day-to-day activities effectively. Land should, therefore, be well allocated to fulfil the needs of both crop farmers and pastoralists. Moreover, the villagers need to be educated on the importance of living together peacefully.

Another challenge is the use of poor working tools in production, especially in agriculture and fishing. This leads to poor harvest. As a result, ordinary farmers cannot compete favourably with better equipped farmers. In addition, markets for their products are scarce and not motivating. The government should put more emphasis on more modern tools and technology in production activities. Furthermore, it should also help farmers to search for suitable markets for their products.

Roads and railway lines are common means of transport in Malengo Village. However, these means of transport are poor. Most of them are not in good condition to support the movement of people from one place to another. This becomes worse during the rainy season. Urgent initiatives should be taken to improve the current infrastructure including roads and railways before building new ones. This will make the transportation of products from one place to another more efficient.

Moreover, another challenge is inadequate capital to introduce more production activities. This challenge is faced by many people in Malengo Village. This is because the little they earn or produce cannot be ploughed back for further production activities. They need first, education on how to plan and run a business. Second, the government and financial institutions such as banks should find a way of helping them to get soft loans. This can be done in groups or managed individually but with friendly conditions attached to repayment of the loans.

The villagers believe that they can do better if the challenges are addressed accordingly. This will in turn boost production and people's standard of living.

Exercise 3

Answer the following questions:

1. From the story you have read, list four challenges faced by development activities in Malengo Village.
2. Identify the challenges related to development activities faced in your village or ward.
3. Explain what you can do to resolve the challenges occurring in development activities.

4. Fill the blanks in the following text with suitable words chosen from the list below.

infertile land, sisal, coffee, agricultural activities, drought, cutting down trees, maize, beans, bananas.

A farm is a piece of land where people carry out____
Farmers produce crops such as_____,
when there is insufficient rainfall,_____occurs. Poor
methods of farming may lead to poor_____if in
our environment _____happens, it will lead to
insufficiency of rainfall and a rise in temperature.

Vocabulary

Development activities

all operations and activities related to development including agriculture, drilling of wells construction of roads and railways

Capital

financial resources that businesses use to fund their operations like buying machines

Financial institutions

organisations such as banks or insurance that provide financial services and security.

Chapter Eleven

Opportunities in our environment

Introduction

In Standard Three you learnt about different economic activities found in productive land with sufficient rainfall. In this chapter you will learn about different opportunities available in different parts of Tanzania. You will learn about opportunities available in forests, national parks, and mining. Finally, you will learn how best you can benefit from the available opportunities.

Opportunities available in mining areas

Mining is the extraction of valuable materials or minerals from the earth. There are different mining activities in different parts of Tanzania. Places where mining activities take place are called mining areas. Mining areas offer several opportunities to the people. For example, some people are employed in mining activities as miners or operators of mining machines. Other people engage in selling different goods and services to people who work in mines. Yet others engage in the transportation of goods, people and services.

Figure 1 shows example of minerals found in Tanzania.

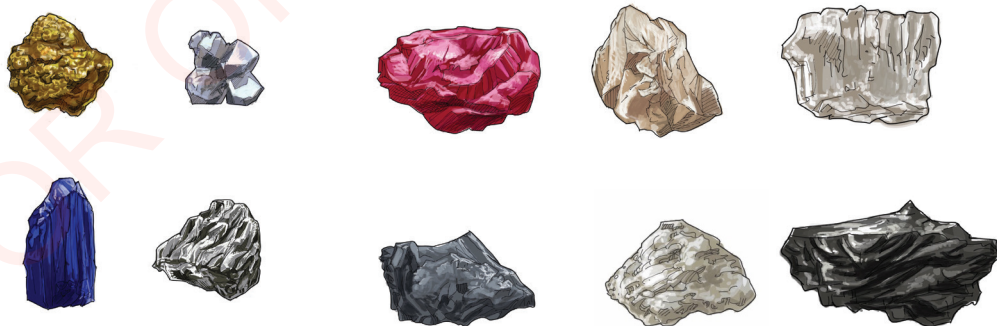


Figure 1: *Examples of minerals found in Tanzania*

The following table presents some of the minerals found in Tanzania and their location.

| S/n | Mineral | Location |
|------|-----------|---|
| i. | Tanzanite | Mererani in Manyara |
| ii | Copper | Mpanda in Katavi and some parts of Morogoro |
| iii | Coal | Songwe and Kiwira in Mbeya, Rukwa, Ruvuma and Mchuchuma in Njombe |
| iv | Iron | Morogoro, Njombe and Mbeya |
| v | Limestone | Amboni-Tanga, Same-Kilimanjaro and Kinondoni - Dar-es-Salaam |
| vi | Salt | Uvinza – Kigoma, Dar-es-salaam, Singida, Bagamoyo |
| vii | Gold | Geita, Kahama-Shinyanga, Kiabakari –Mara |
| viii | Diamond | Mwadui-Shinyanga |
| ix | Tin | Karagwe-Kagera |
| x | Uranium | Namtumbo-Ruvuma, Manyoni-Singida, Bahi-Dodoma |
| ix | Phosphate | Minjingu near Lake Manyara, Panda Hill in Mbeya |

Study the following pictures and answer the questions that follow.

(a)



(b)



Figure 2: *Some types of activities carried out in mining areas*

Questions

1. List opportunities offered by mining areas.
2. What would you prefer to do if you were living near mining areas?
3. What is the importance of mining?
4. List five minerals obtained from mining activities and their uses.

Opportunities available in forest areas

A forest is a large area of land covered by large trees. There are two types of forests namely natural and planted. Natural forests grow naturally in an area. Planted forests are those

planted by human beings. There are several natural and planted forests in our country. Examples of natural forests in Tanzania are Mitarure in Kilwa, Mgori in Singida, Muhewesi in Tunduru, Igombe in Tabora, Buyungu in Kibondo, Luhekei in Mbinga and Shengena in Same. Examples of planted forests in Tanzania include Sao Hill in Mufindi, North Kilimanjaro forest in Kilimanjaro and Kawetere in Mbeya. All these types of forests provide several opportunities to people.

The forests are very important as they provide people with both charcoal and firewood. Many people use charcoal and firewood as sources of heat and energy for cooking and drying. In cities and towns there is a very high demand for charcoal. This is because cities and towns have a large number of people. Many people in cities and towns use charcoal for cooking. Forests also provide timber for building, construction and furniture making. Currently, there is a high demand for hard wood timber in towns and cities due to a rapid increase in buildings, furniture making, and construction activities. Forests are sources of food like honey, fruits, tree leaves for medicine, seeds and stems. Furthermore, some roots have medicinal values, hence they are used as traditional medicines. Fortunately, many people prefer honey and fruits consumption for health reasons. This has increased demand on forests as sources of food as well as medicines. As a result, forest products are very expensive and not easily accessible. Some trees are special for the production of paper, hard board, plywood and chip board, but the production of these items is not enough to satisfy the needs of a fast growing population.

Study the following and then answer the questions that follow.

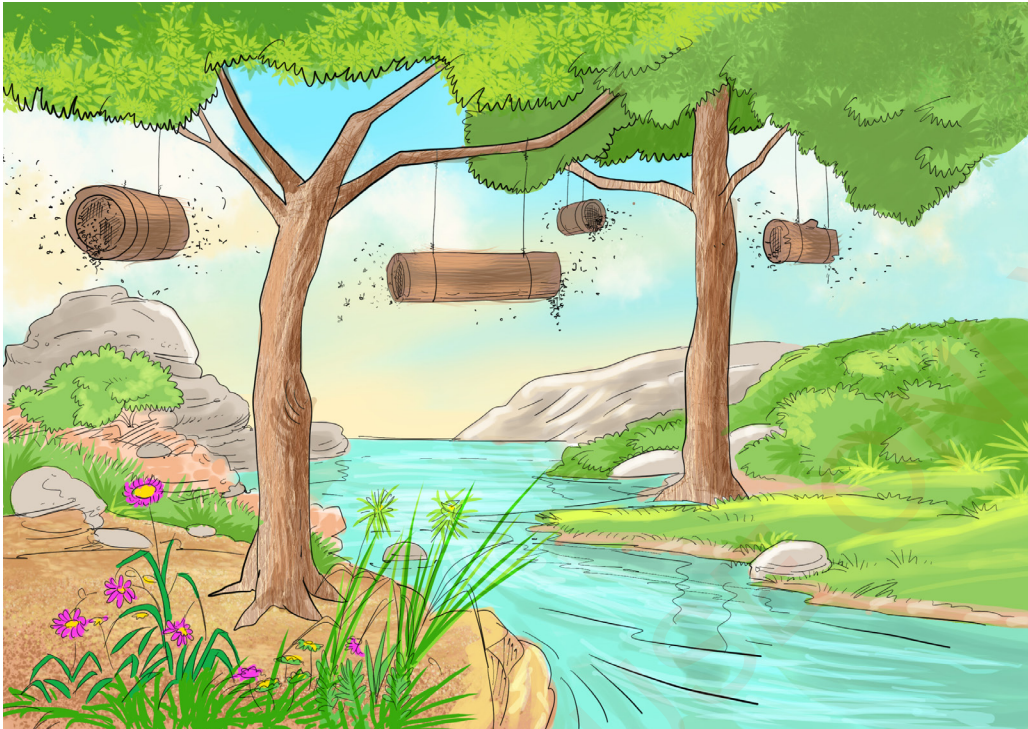


Figure 3: Activities available in forest areas

Questions

1. Define the term forest.
2. Mention three opportunities available in areas with forests.
3. What activities can be carried out in areas with forests?
4. Mention five products obtained from a forest.
5. What is the importance of a forest in your village or district?

Opportunities available in areas with national parks

Wild animals are found in special areas called national parks and game reserves. There are many national parks and game reserves in Tanzania. Examples of national parks found in Tanzania are Serengeti, Tarangire, Mikumi, Katavi, Lake

Manyara, Ruaha, Ngorongoro, Udzungwa, Burigi, Mahale mountains, Mount Kilimanjaro, Kitulo, Gombe and Saadani. Examples of game reserves include Kigori, Selous, Kizigo, Ugala and Biharamulo. The national parks and game reserves have animals such as lions, zebras, hyenas, rhinos, antelopes, monkeys and different types of birds.

People are neither allowed to hunt animals in game reserves nor in national parks. They must have a special permit. The meat of wild animals is called game meat. Many people wish to eat game meat but it is rarely available. People are also allowed to visit the national parks and see wildlife. These people are called tourists. Some national parks are visited by a large number of tourists while other national parks are visited by a few tourists. This happens because in such national parks there are insufficient tour operators and the parks are not well marketed.

Study the following picture then answer the questions that follow.

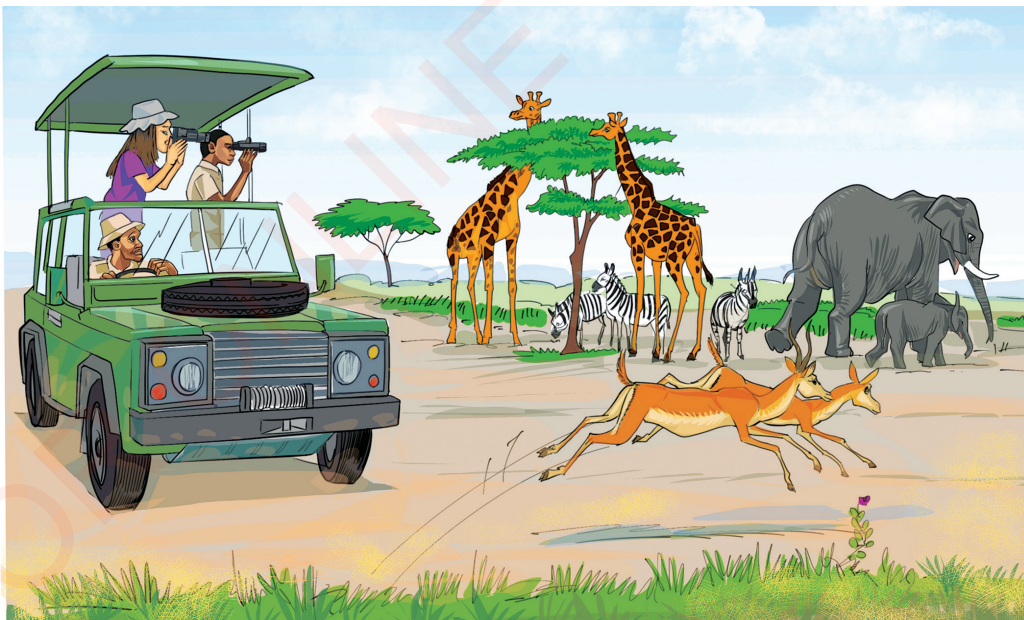


Figure 4: *Activities in areas with national parks*

Questions

1. List the type of activities observed in Figure 4.
2. Name five national parks found in Tanzania.
3. List the names of animals shown in Figure 4.
4. Which animal attracts you the most and why?
5. Suggest at least five business opportunities which can be found in the area.

Activity 1

- (i) Organise a study tour with your Social Studies teacher to one of the following places.
 - (a) A mining area
 - (b) A national park
- (ii) List four opportunities available in that area.

Read the following text and answer the questions that follow.

The presence of wild animals in national parks and game reserves is very important. It is beneficial to both the people and the nation. It develops tourism which is an economic activity. Tourism generates foreign currency from tourists who come from outside the country. Foreign tourists pay taxes and fees in foreign currency. Tourism offers employment opportunities to many people like drivers, hotel attendants, tour guides, porters, cooks and many others. Small scale industries can develop because of tourism. These include carving, basketry, weaving, pottery, hair plaiting and shoe making. This is because tourists prefer locally made goods. Therefore, national parks contribute much to the financial well-being of people.

Questions

1. What are the benefits of national parks to people and the nation?
2. Mention any four small industries that may develop due to tourism.
3. Mention five groups of people who get employed through tourism activities.
4. Mention five animals found in the national parks in Tanzania.
5. What is the main production activity carried out in areas with wild animals?
6. List four advantages of having wildlife in our national parks
7. Suppose you were living close to a national park, what activity would you do to earn income?

Activity 2

1. With the guidance of the teacher, visit a nearby village to observe and identify available opportunities.

List them in your exercise book and present your work in class.

Exercise 1

Answer the following questions:

1. List five things that come from minerals.
2. Identify four things found in forests.
3. List any three opportunities that national parks provide.

Write **TRUE** for a correct statement and **FALSE** for an incorrect statement

4. Dogs, buffaloes, rabbits and lions are wild animals _____
5. Forest products are used to make doors _____
6. Mererani is an area that produces iron ore _____
7. People get medicines from forests to treat different diseases _____

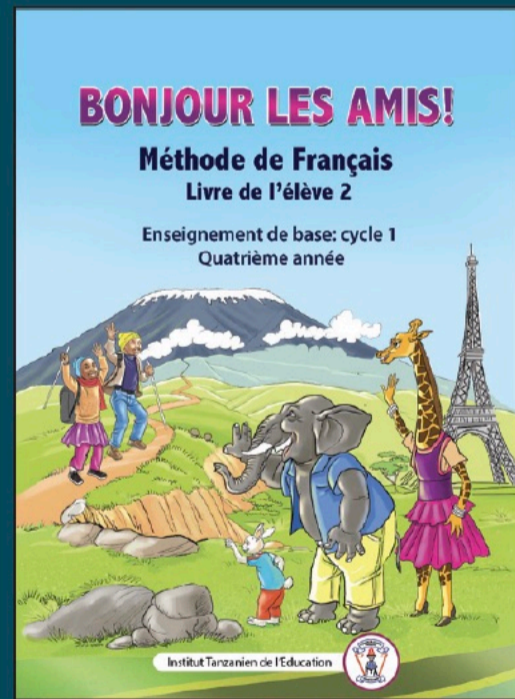
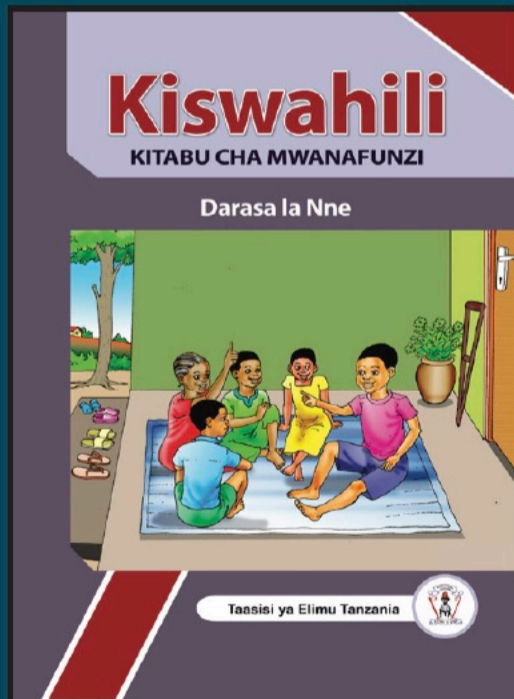
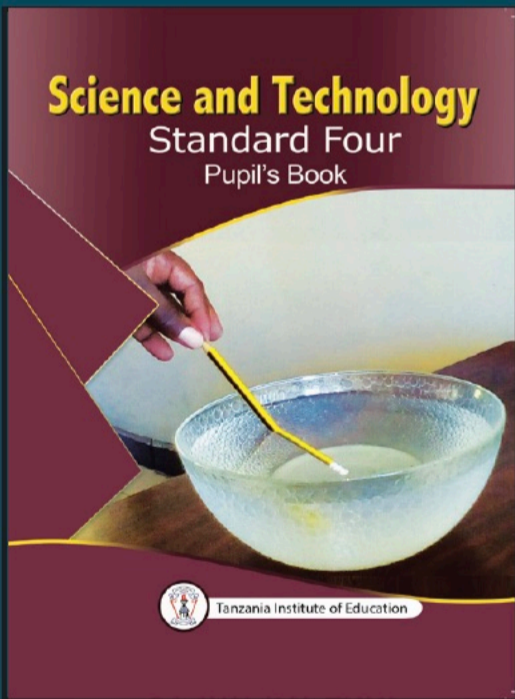
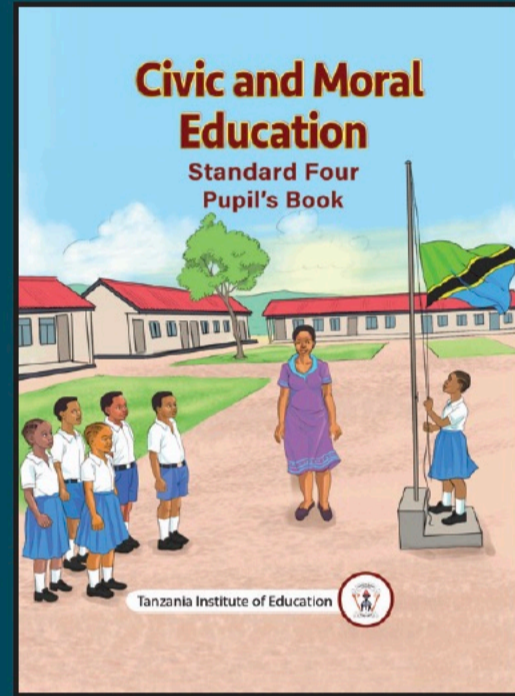
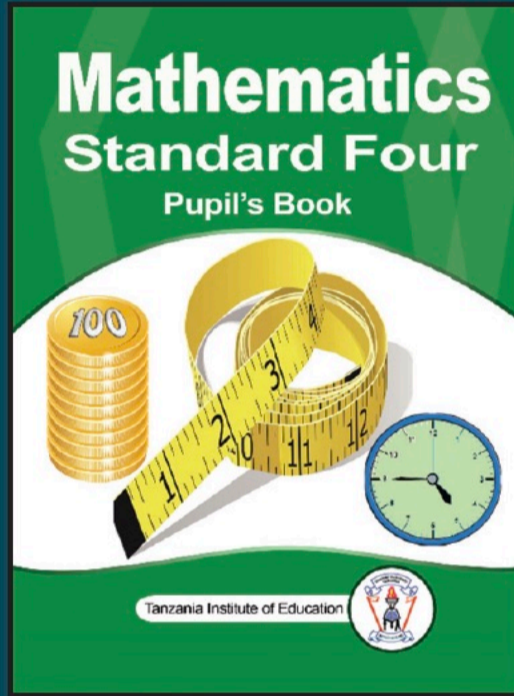
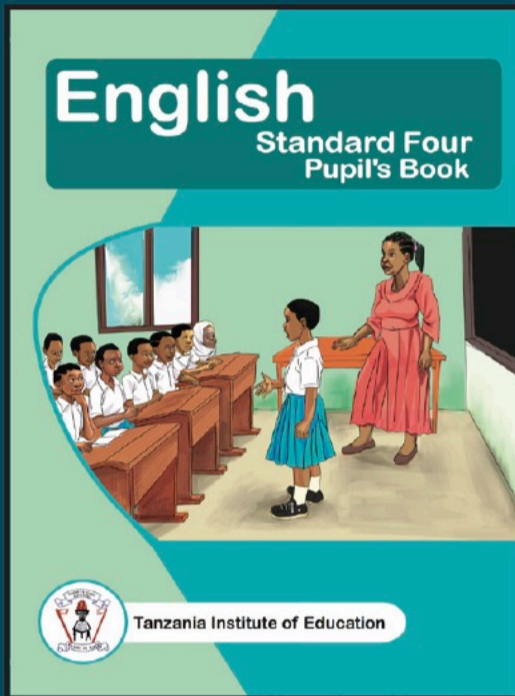
Vocabulary

| | |
|----------------------|--|
| Accommodation | building, room or rooms in which someone may live or stay |
| Consent | permission to do something |
| Currency | money that a country uses |
| Goods | things that are produced to be sold |
| Opportunities | chances that make it possible to do something |
| Park | an area where people go to walk, play or relax |
| Product | material which is the outcome of a process |
| Tourism | a business of providing services and entertainment for people who are visiting a place for pleasure |
| Wild life | animals and other living organisms that grow and live in the bush or forest without being kept by human beings |

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Standard Four



Social Studies

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Pupil's Book

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