Social Studies

Standard Six

Pupil's Book

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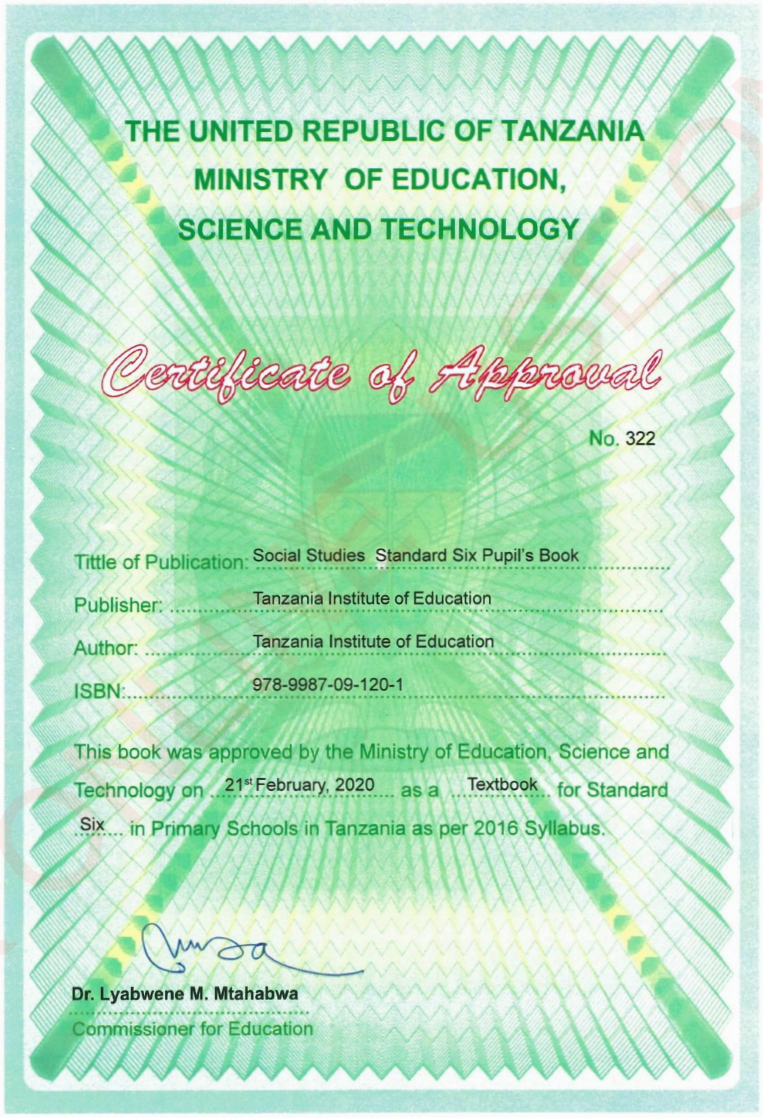
Social Studies

Standard Six

Pupil's Book



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Commissioner for Education

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Table of contents

Acknowledgements v

Introduction vi

Chapter One

Hazards associated with environmental destruction 1

Chapter Two

Keeping records of historical events 20

Chapter Three

Weather 39

Chapter Four

Our culture 52

Chapter Five

Cooperation between Tanzania and other African countries 66

Chapter Six

African heroes and the liberation of Africa 100

Chapter Seven

Liberation struggles against neo-colonialism in Africa 133

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SOCIAL STUDIES STD 6.indd 3 30/07/2021 11:47

FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Eight

Uses of maps..... 143

Chapter Nine

The solar system 154

Chapter Ten

Resources of Tanzania 166

Chapter Eleven

Economic activities in Tanzania..... 196

Chapter Twelve

Entrepreneurship 214

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SOCIAL STUDIES STD 6.indd 4 30/07/2021 11:47

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Dr Aneth A. Komba

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Introduction

This is the fourth book in a series of five textbooks on Social Studies for 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. This book consists of 12 chapters, which are Hazards associated with environmental destruction, Keeping records of historical events, Weather, Our culture, Cooperation between Tanzania and other African countries, African heroes and the decolonisation of Africa, Liberation struggles against neo-colonialism in Africa, Uses of maps, The solar system, Resources of Tanzania, Economic activities in Tanzania, and Entrepreneurship. The book includes passages, illustrations, practical activities, short stories, and exercises that enhance learning. You are encouraged to do all activities and exercises. This will enable you to develop the intended competencies.

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Chapter One

Hazards associated with environmental destruction

Introduction

In Standard Five, you learnt about activities that can lead to environmental destruction. These activities include agriculture, livestock keeping, charcoal making, mining, and industrial production. If these activities are done without following environmental laws and regulations, they may cause environmental destruction. You also learnt about the effects of environmental destruction. In this chapter, you will learn about the concepts of climate change, global warming and the relationship between human activities and global warming. You will also learn about the relationship between hazards and global warming, the effects of global warming and strategies to deal with them. Likewise, you will learn about ways of controlling environmental destruction. The acquired knowledge and skills from this chapter will help you to carry out your daily activities without negatively affecting the environment, hence avoiding hazards. They will also enable you to identify ways of avoiding environmental destruction and managing hazards.



Remember

Meaning of environmental destruction

Activities that can cause environmental destruction

The concept of climate change

Climate is the average weather conditions of a place observed and recorded over a long period of time, usually 30 years or more. For example, temperature and rainfall are important elements of climate. If an area is known to have an average temperature of 25°C and an average annual rainfall of 1 000 mm, it means those conditions are average records of 30 years or more. If the average conditions change significantly after the

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period of 30 years or more, then the condition can be termed as climate change.

It is important to know the climate of a particular area because it shows long-term trends in the elements of weather such as rainfall, temperature, atmospheric pressure, humidity, sunshine, clouds, and wind. These elements do change according to the seasons of the year and the location of a specific place. However, these elements are interdependent. A change in one element can lead to a change in another element. The climate of an area has a close relationship with the human activities that can be practised in the area, such as agriculture. In addition, climate determines the types of vegetation cover and organisms that can live in a particular area.

The climate of any place on the Earth's surface is affected by the following major factors:

(a) ***Latitude****:* This is the distance from the equator. Areas that are close to the equator receive higher amounts of sunshine than areas that are far from the equator. Thus, these areas experience higher temperatures and rainfall than areas that are far from the equator, such as the North and South Poles;

(b) ***Elevation (altitude)****:* Areas at high altitudes above sea level such as Kilimanjaro, Arusha, Iringa and Njombe are normally cold and receive high amounts of rainfall. As the altitude increases, temperature decreases. Areas at lower elevations such as Dar es salaam, Tanga and Mtwara have higher temperatures; and

(c) ***Topography (relief)****:* This is the shape and features of an area such as mountains and valleys. Mountainous areas, such as Usambara, affect wind and rainfall patterns. The eastern side of the mountain receives moist winds from the ocean. Due to the mountain, the moist wind is forced up to form clouds and finally rainfall. The western side receives dry winds, hence little or no rainfall at all. In addition, mountainous areas are cold because the high elevation lowers their temperature.

Climate change occurs when changes in the normal climatic conditions cause a new global climate pattern for decades or centuries. In our era, climate change is mostly caused by global warming.

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Exercise 1

Answer the following questions:

1. What is climate?
2. Explain the meaning of climate change.
3. Why is it important to know the climate of Tanzania?

Global warming

Global warming is a gradual increase in the average temperature of the Earth's surface. This is due to the increased levels of greenhouse gases in the atmosphere. These gases include carbon dioxide, water vapour, methane and ozone. Although there has been an increase in temperature over several thousand years, the recent global warming has been increasing more rapidly from the 20th century due to human activities. Such an increase in temperature can be determined by comparing temperature records from different times, such as between seasons of the year or from one decade to another.

The relationship between human activities and global warming

Since the 19th century, there have been major revolutions in agricultural and industrial sectors together with technological advancement. These human activities have increased the production of greenhouse gases, especially carbon dioxide. Additionally, natural hazards, such as volcanic eruptions, produce various greenhouse gases. When these gases are produced, they rise to the atmosphere to form a blanket layer. This layer is the one that helps the trapping and preventing some of the reflected sunrays from the Earth's surface to escape to outer space. Therefore, the blanket layer maintains the appropriate temperatures necessary for life on Earth.

However, an increase in the production of greenhouse gases caused by human activities has led to the formation of a thicker layer of greenhouse gases. This has contributed to the increase in global warming and hence climate change. This means that the increased level of greenhouse gases blocks a larger amount of infrared radiation from the Earth's surface than usual. Research shows that human activities have contributed more to the increase than the natural factors of the climate system. Some of the human

SOCIAL STUDIES STD 6.indd 3 30/07/2021 11:47

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activities that have contributed to global warming include cutting down trees (deforestation) and using fossil fuels.

Deforestation

Natural vegetation, especially forests, reduces the amount of reflected sunlight and radiation from the Sun to the Earth's surface, hence reducing surface temperature. In addition, forests reduce carbon dioxide in the atmosphere. Therefore, the existence of forests helps to reduce global warming. In contrast, deforestation increases carbon dioxide in the atmosphere, thus contributing to global warming.

The decrease in forest cover has contributed to the increase in greenhouse gases in the atmosphere. There have been high rates of deforestation to meet human needs for agriculture and settlements. For example, it is estimated that Tanzania loses 372 000 hectares of forests yearly through deforestation for fuel, building materials, furniture, and agriculture. Obviously, if this rate of deforestation continues, our forests will be lost, thus contributing to global warming.

Using fossil fuels

The industrial revolution in western countries has largely contributed to the use of fossil fuels in industrial and transport sectors. Demand for fossil fuels is still high worldwide. Energy from fossil fuels is used in various sectors such as industry, power, transportation, and construction, despite the existence of alternative energies such as solar and wind. For example, almost 95% of the energy used in transportation worldwide comes from fossil fuels. However, the use of fossil fuels produces greenhouse gases that accelerate global warming and, eventually, climate change. For example, almost 78% of the greenhouse gases produced from 1970 – 2011 came from fossil fuels. Figure 1 shows some of the human activities which contribute to the increase of greenhouse gases in the atmosphere.

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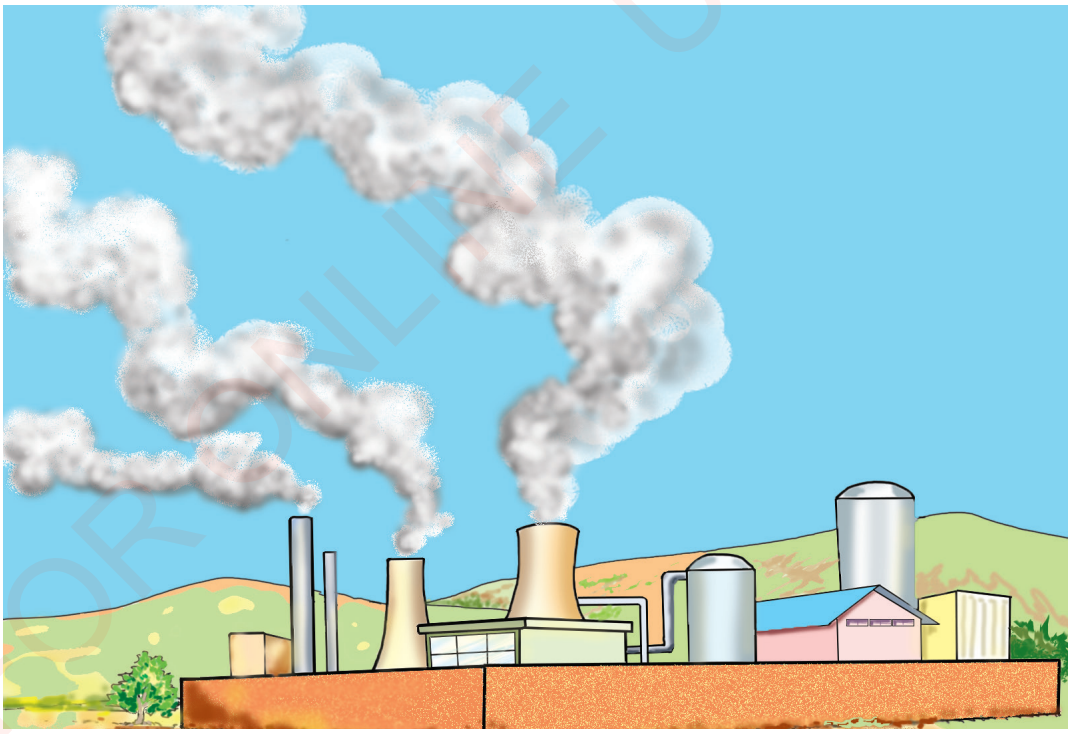
(a) Burning of forests and shrubs
Source: Tanzania Forestry Research Institute



(b) Industrial activities

SOCIAL STUDIES STD 6.indd 5 30/07/2021 11:47

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(c) Deforestation
Source: Tanzania Forestry Research Institute

Figure 1 : *Human activities which contribute to the increase of greenhouse gases in the atmosphere*

Exercise 2:

Answer the following questions:

1. Describe how the activities shown in Figure 1 can contribute to global warming.
2. What are the expected effects on the area shown in Figure 1 (c)?
3. Explain how forests can help in reducing greenhouse gases from the atmosphere.

Relationship between global warming and hazards

Through environmental destruction, human beings have played a major role in accelerating global warming and, eventually, climate change. Climate change can lead to or increase the effects of hazards on human activities and infrastructure.

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A hazard is a sudden event that has the potential to cause a disaster. Hazards can be natural or man-made. Natural hazards are caused by natural forces and might have negative effects on humans and the environment. Examples of natural hazards include drought, earthquakes, floods, hurricanes or storms, volcanic eruptions, landslides and mudflows. Other hazards are caused by human influence or activities. These include accidents (on the roads, waterways, railways, airways, industries), domestic fires and forest fires. Likewise, unplanned settlements and improper solid waste disposal may cause blockage to waterways and sewage systems. This may lead to the occurrence of floods during the rainy season. Hazards may lead to disasters, causing widespread suffering in society, destruction of property, or environmental destruction. For example, severe drought may lead to food shortage, hunger, malnutrition, and deaths. Floods may seriously damage properties, infrastructure, and crops. They may also kill people and livestock.

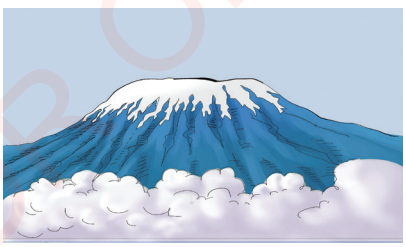
Effects of global warming

Global warming has caused climate change in many areas of the world. Global warming has the following effects:

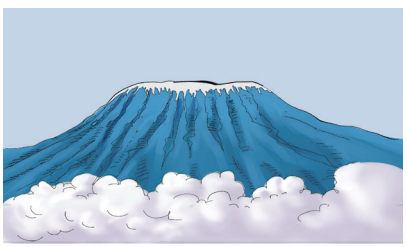
(a) Frequent recurrences of weather and climate related hazards such as drought and flooding;

(b) Frequent recurrences of storms and strong winds;

(c) Melting of snow from higher mountains and areas covered with glaciers. Figure 2 shows a decrease in the snow cover on Mount Kilimanjaro over time.



(a) Mount Kilimanjaro before global warming



(b) Mount Kilimanjaro after global warming

Figure 2: *The effects of global warming on Mount Kilimanjaro*

SOCIAL STUDIES STD 6.indd 7 30/07/2021 11:47

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(d) The occurrence of heavy rainfall in a short time, causing floods: Global warming increases sea surface temperature, causing high evaporation to the atmosphere. Increased evaporation leads to the formation of clouds and heavy rains, which may cause floods; and

(e) Melting of ice and snow from the Earth's poles: This leads to a rise in sea level. The sea-level rise threatens settlements for the people living on islands and in coastal areas.

Exercise 3

Answer the following questions by referring to Figure 2.

1. What is the difference between the snow cover found in Figure 2 (a) and 2 (b)?
2. Explain the reasons that could cause the observed differences in the snow cover found on the mountain.
3. How can we reduce the ongoing impacts of global warming on Mount Kilimanjaro?

Hazards associated with global warming

One of the effects of global warming is the increased frequency in occurrence of hazards such as drought and floods. A detailed explanation of these hazards and their impacts on human beings is provided below:

Drought: Drought is a prolonged period of abnormally low rainfall in a certain area. Usually, during drought, rainfall is below average. On one hand, the shortage of rainfall creates water shortage which affects human activities. On the other hand, the dry season is a normal phenomenon in a calendar year. It is one of the seasons in the year with no or very little rainfall. Drought is a serious hazard in the world. In Tanzania, drought affects regions found in central and northern zones such as Dodoma, Arusha, Manyara, Singida, Kilimanjaro, Shinyanga, and Simiyu. Drought is associated with the scarcity of water, food, and pasture for animals. In addition, during drought, there are high temperatures during the day and very low temperatures during the night, with strong winds in areas not covered with vegetation. These are due to changes in climate, which last over long periods. Therefore, the impacts of drought are usually severe.

SOCIAL STUDIES STD 6.indd 8 30/07/2021 11:47

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Impacts of drought

The occurence of drought can cause damage to people, livestock, and crops. The impacts of drought tend to be more severe due to climate change. Figure 3 shows the impacts of drought on livestock. Farmers and pastoralists are much more affected by drought. Some of the effects of drought are as follows:

(a) Death of people and livestock due to lack of food and water;

(b) Damage of crops, which causes food scarcity;

(c) Loss of income by farmers and the government due to death of livestock and poor harvests;

(d) Destruction and erosion of the top soil by wind due to prolonged drought;

(e) Drying of water sources such as rivers, dams, wells or streams and reduced levels of water in lakes and dams;

(f) Reduced supply of hydro electric power due to low water levels in hydro electric power generating dams;

(g) Movement of wild animals to human settlements searching for pasture and water;

(h) Increased conflicts between farmers and pastoralists due to lack of water and green pasture for animals; and

(i) Occurrence and increased intensity of forest fires, threatening lives of people and animals.

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Figure 3: *Effects of drought on livestock in Tanzania*

Source: https://www.p.dw.com/p/2xgka

Exercise 4

Answer the following questions:

1. Explain the difference between a dry season and drought.
2. What is a hazard?
3. Explain the relationship between climate change and drought.

Strategies for responding to drought

Drought is a hazard that occurs slowly. Farmers, livestock keepers, and other stakeholders can prepare and respond to drought through strategies such as the following:

(a) Planting drought-tolerant crops and short-season crops such as cassava, millet and sorghum (see Figure 4);

(b) Encouraging good farming practices to conserve soil, water, and fertility;

(c) Encouraging irrigation farming;

SOCIAL STUDIES STD 6.indd 10 30/07/2021 11:47

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(d) Raising awareness of conservation agriculture, irrigation, selection of good varieties of seeds, and better usage of agricultural inputs;

(e) Encouraging modern and better ways of livestock keeping, such as reducing the number of livestock and encouraging breeds that can tolerate drought conditions;

(f) Strengthening early warning systems to provide timely and reliable information on rainfall conditions; and

(g) Preparing response plans to deal with drought.



Figure 4: *Sorghum, one of the drought tolerant crops*

Source: http://www.kilimoboratz2.blogspot.com

Exercise 5

Answer the following questions:

1. How can we respond to drought in our area?
2. What is the relationship between drought and food availability in our environment?

Floods

Flood is a natural hazard through which a dry area is suddenly covered with water for a particular time. This hazard can lead to serious disasters, such as death of people, destruction of properties and infrastructure.

SOCIAL STUDIES STD 6.indd 11 30/07/2021 11:47

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Floods occur due to several reasons. One of them is the occurence of heavy rainfall over a long or short time. Another cause is the overflow of water from rivers, dams, lakes, and oceans. This forces water to cross or form a new way through settlements, farms, industries and business centres. Floods can occur when dams burst under pressure of water which is used for power generation or irrigation. Such dams can also burst due to technical problems.

Moreover, floods may be caused by melting of ice and snow from the north and south poles because of global warming and climate change. Global warming is also responsible for increased ocean temperatures. The rise in ocean temperature increases evaporation to the atmosphere. Continuous evaporation can lead to severe storm and hurricanes which lead to heavy rains and floods in coastal areas.

Furthermore, bad solid waste management can cause floods in our homesteads. When the environment is littered with solid waste during the rain, waste and other materials may be carried by water to waste canals and trenches. When such canals are blocked, they may cause floods during heavy rains. Figure 5 shows a blocked waste canal due to the accumulation of waste.



Figure 5: *A blocked waste canal*

Source: http://www. muungwana.co.tz

SOCIAL STUDIES STD 6.indd 12 30/07/2021 11:47

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When water fails to find its natural passage due to blockage, it causes flooding leading to negative impacts on people, livestock, and other organisms. Floods also destroy crops and settlements. Figure 6 illustrates the impacts of floods on human settlements. Look at the pictures and answer the questions that follow.



Figure 6: *Floods in human settlements*

Exercise 6

Answer the following questions:

1. Explain the impacts of floods.
2. How can we reduce the impacts seen in the pictures?
3. What are the causes of floods in your region?

Flood-prone areas include low-lying areas below highlands, coastal areas, and unplanned human settlements such as the Msimbazi valley in Dar es Salaam. Other areas are those adjacent to river banks, near lakes or big dams, and areas without forests, grass or shrubs.

Impacts of floods

Floods as one of natural hazards can cause disasters. Such disasters affect the community and the environment in the following ways:

(a) Loss of human and animal lives;

(b) Destruction of infrastructure such as roads, railway lines, communication systems, water supply, and sewerage systems;

SOCIAL STUDIES STD 6.indd 13 30/07/2021 11:47

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(c) Destruction of settlements and properties;

(d) Loss of properties, people, and livestock as they are washed away by floods;

(e) Destruction of crops and other plants on the land, putting the country at risk of hunger and diseases;

(f) Polluting the environment via poisonous chemicals that may get into water from mining areas, factories and human settlements; and

(g) Lack of electricity, communication, and clean water due to the destruction of infrastructure.

Strategies for reducing the impacts of floods

The impacts of floods can be prevented or reduced in a number of ways. These include the following:

(a) To avoid living in flood-prone areas such as valleys, near dams, and unplanned settlements;

(b) To ensure that the environment is always clean, for example by cleaning wastewater canals in our surroundings;

(c) To have sustainable town and city development plans in order to avoid establishing settlements in flood-prone areas;

(d) Planting grass and trees to protect the soil from water erosion; and

(e) Raising public awareness of protection against floods.

Controlling environmental destruction

The United Republic of Tanzania has taken measures to control environmental destruction and respond to disasters. The measures include establishing rules and regulations to manage the environment, encouraging environmental conservation activities, and promoting the use of alternative sources of energy.

Environmental Management Act

Tanzania enacted the Environmental Management Act number 20 of 2004. The Act prohibits activities that can destroy the environment. This is the

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main law for Environmental Conservation in Tanzania. The law prohibits construction along the oceans, beaches, lakes, rivers or dams. It also prohibits people from burning forests and littering water sources using any wastes and chemicals.

Other things that the Act prohibits include mining sand from beaches and diverging or blocking water from its natural course. This Act has helped in reducing environmental destruction because whoever goes against the Act is punished by the law. Examples of such penalties include paying fines, demolishing the unplanned settlements along water sources and mountains, and prosecuting those responsible for breaking the law.

Forest Act

To reduce the production of greenhouse gases, the Forest Act number 14 of 2002 controls the use of forest products and reduces forest destruction. If this law is fully implemented, it will ensure the existence of forests and reduce emission greenhouse gases.

The 30% excise duty on used vehicles

In order to reduce emission of greenhouse gases from used vehicles and other pieces of equipment, the government has imposed an additional tax on non-utility vehicles which are more than 10 years old from the date of manufacture. According to the Tanzania Revenue Authority (TRA), the current tax on vehicles is 30% for vehicles older than 10 years. This law aims at encouraging people to buy newer vehicles with less negative impacts on the environment. This will reduce environmental pollution through greenhouse gases and other pollutants.

Use of alternative sources of energy

An alternative source is any source which is used instead of the primary source. Currently, firewood and charcoal are major sources of energy for cooking in Tanzania. Using alternative sources of energy reduces environmental pollution. Such alternative sources may be coal and charcoal made from remains of crops or timber. Figure 7 shows charcoal made from timber remains.

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Figure 7: *Charcoal made from timber remains*

This type of charcoal helps in reducing environmental pollution. The advantage of using this type of charcoal as an alternative source of energy is that it maintains environmental cleanliness and reduces deforestation. Cooking gas can also be an alternative source of energy. It is our task to encourage using alternative sources of energy and discourage using energy that pollutes the environment.

Alternative sources of energy to Hydro Electric Power (HEP)

The alternative sources of energy to hydro electric power include solar energy and natural gas. We can generate electricity using solar panels in sunny areas as well as using natural gas.

Natural gas electricity

Natural gas is harnessed from the soil and rocks through drilling and used as a fuel. Natural gas can be used to generate electricity. Such electricity can help to reduce the use of hydro electric power to generate electricity. The use of electricity from natural gas has contributed to the increase in electricity to the national grid. Figure 8 shows part of equipment for harnessing natural gas electricity.

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Figure 8: *Harnessing natural gas electricity at Kinyerezi, Dar es Salaam*

Solar Energy

Solar energy is derived from the sun. This energy can be converted into electricity. Solar energy is an alternative source of energy to generate electricity for different items such as lights, fridges, television sets, phones, and cookers. Figure 9 shows a street light that uses solar energy.



Figure 9: *Street light that uses solar energy*

SOCIAL STUDIES STD 6.indd 17 30/07/2021 11:47

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Exercise 7

Answer the following questions:

1. Name important factors that affect the climate of Tanzania.
2. Explain human activities that contribute to global warming.
3. What strategies can be used to address the impacts of the following hazards:
   (a) Floods
   (b) Drought
4. Explain the impacts of deforestation in your region.
5. Explain the importance of reducing greenhouse gas emissions in our country.

Write "True" for a true statement and "False" for a false statement.

6. Hazards are caused by planting enough trees. _____
7. Human activities that produce greenhouse gases are the major sources of global warming. _____
8. The use of alternative sources of energy can minimize the rate of environmental destruction. _____
9. Unplanned construction of houses causes floods. _____
10. Digging trenches and ditches for drainage water to distant places can reduce the effects of floods in our environment. _____

Vocabulary

Atmosphere	a layer of different gases, moisture and air that surrounds the planet
Disaster	a serious disruption of the functioning of the society due to a hazardous event such as floods or drought causing negative impacts on human, property, economic or the environment

SOCIAL STUDIES STD 6.indd 18 30/07/2021 11:47

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Fossil fuels	kinds of fuel formed by natural processes from remains of buried dead organisms, such as bacteria and animals
Greenhouse gases	gases that can absorb and emit energy radiation in the atmosphere: They can cause greenhouse effects, hence global warming
Hazard	a process, phenomenon, or human activity that may cause a disaster leading to death, property damage, environmental degradation, or social disruption
Humidity	amount of water vapour in the atmosphere
Infrared radiation	is a type of radiant energy that is invisible to human eyes but that we can feel as heat
Sun radiation	radiant energy emitted by the sun

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Chapter Two

Keeping records of historical events

Introduction

In Standard Five, you learnt about various historical events that occurred in Tanzania from 1961 to 2002. You also learnt about different sources of historical information and how to collect such information. In this chapter, you will learn about recording historical events and arranging them chronologically. In addition, you will learn about the methods of keeping records of historical events, their advantages and challenges. You will also learn about the importance of keeping those records. The acquired knowledge and skills from this chapter will enable you to apply the methods of keeping records of historical events in your daily life.

The concept of historical records

Historical records comprise information about events that occurred in the past and that are kept by the concerned society in different periods. These records can be of a person, family, street, school, village, ward, division, district, region, or nation. For an event to be historical, it must have unique characteristics. For example, a historical event must:

(a) Be important in the whole society;

(b) Show a unique difference when compared to other events;

(c) Have social, political or economic impact to the people; and

(d) Have significant effects on society (such as the effects of war, earthquake, accident, or death).

Arranging records of historical events

Records of historical events can be arranged by using different ways. For example, events can be arranged to show the following:

(a) The place where it occurred: For example, the event of Tanganyika's independence took place at the Uhuru National Stadium in Dar es Salaam Region.

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(b) The period when the event occurred: For example, by mentioning the following:

(i) The date of the event: This can be done by showing the day, month, and year of the event. For example, Tanganyika gained her independence on 9th December, 1961.

(ii) Decade: A period of ten years

(iii) Century: A period of one hundred years

(iv) Millennium: A period of one thousand years

(c) The chronological order: Historical events can be arranged chronologically from the first event to the last one. Table 1 shows an example of events that are arranged in chronological order.

Table 1: Historical events in Tanzania arranged chronologically

S/N	Event	Year
(a)	The Maji Maji War	1905-1907
(b)	Independence of Tanganyika	1961
(c)	The Zanzibar Revolution	1964
(d)	Free Market economy	1986
(e)	Multi-party system	1992
(f)	The first presidential election in Tanzania under the multiparty system through which Benjamin William Mkapa was elected as the third president of the United Republic of Tanzania	1995

Importance of arranging historical events chronologically

The chronological arrangement of historical events helps to relate historical events. It also helps to identify important historical events in different periods and how they contributed or hindered the development of a particular community.

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SOCIAL STUDIES STD 6.indd 21 30/07/2021 11:47

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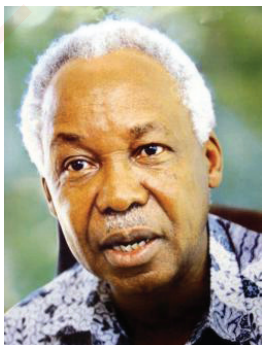
Activity 1

1. Write your day, month, and year of birth.
2. Ask and write the dates, months, and years of birth of your family members (for example, grandfather, grandmother, father, mother, brother and sister).
3. Using the information obtained in Tasks 1 and 2 above, draw a table in your exercise book and arrange the birthdays of your family members in a chronological order.

Read the following passage and answer the questions that follow.

Julius Kambarage Nyerere was born in 1922 in Butiama Village, Musoma District, Mara Region. He was one of the 26 children of Chief Burito of the Zanaki ethnic group. In his childhood, Mwalimu Nyerere spent time tending his father's livestock. At the age of 12, he joined Mwisenge Primary School in Musoma for basic education. This school was about 30 kilometres from Butiama Village. Thereafter, he joined Tabora Boys Government Secondary School for secondary education. After completing his studies, Mwalimu Nyerere pursued a Diploma in Teaching at Makerere University in Kampala, Uganda from 1943 to 1945.



Mwl J. K. Nyerere

He returned to Tanganyika and worked as a teacher at St. Mary's Secondary School in Tabora. Currently, the school is known as Bishop Mihayo University College, part of the St. Augustine University of Tanzania. In 1949, he got a scholarship to pursue a Master of Arts (MA) degree in History and Economics at Edinburgh University in Scotland. Mwalimu became the first Tanzanian to pursue a Master's degree in Britain.

When he returned from school, Mwalimu Nyerere taught History, English and Kiswahili at St. Francis College which is currently called Pugu Secondary School. In 1953, he was elected President of Tanganyika African Association (TAA). In 1954, he transformed TAA into a political party for nationalistic struggles in Tanganyika. The party was called the Tanganyika African National Union (TANU).

SOCIAL STUDIES STD 6.indd 22 30/07/2021 11:47

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Mwalimu Nyerere was elected to the Legislative Council during the 1958-1959 elections. In September 1960, he was appointed Chief Minister of the responsible government, and, in May 1961, he was appointed Prime Minister in the Internal Self-Government. Moreover, on 9th December 1961, Tanganyika attained her independence, and Mwalimu Nyerere became the first Prime Minister of independent Tanganyika. In January 1962, he resigned from his position as Prime Minister so that he could concentrate on strengthening his party, (TANU) and preparing nation-building ideologies. He also became the first President of the Republic of Tanganyika from 1962 to 1964. Then, he became the President of the United Republic of Tanzania which was formed after the union between Tanganyika and Zanzibar. Mwalimu Julius Nyerere and Sheikh Abeid Aman Karume facilitated the union between these two countries on 26th April, 1964. In 1977, TANU merged with the Afro-Shiraz Party (ASP) to form Chama Cha Mapinduzi (CCM). Mwalimu Nyerere became the first chairperson of CCM.

Mwalimu Nyerere was the President of the United Republic of Tanzania from 1964 to 1985. In 1985, Mwalimu Nyerere willingly retired from the presidency. However, he continued to be the chairperson of CCM until 1990. After his retirement as President, Mwalimu Nyerere spent most of his time in his village, Butiama, living as a farmer.

In August 1999, Mwalimu Nyerere was taken to St. Thomas Hospital in England for medical treatment, where he was hospitalized until his death on 14th October 1999. Following his distinguished leadership, Mwalimu Nyerere is popularly known as the Father of the Nation of the United Republic of Tanzania.

Exercise 1

Answer the following questions:

1. Draw a table with three columns, showing the serial number, name of the event, and the year of the event in the last column. Use the information you have read in the history of the Late Mwalimu Julius Kambarage Nyerere to prepare a chronological order of his life and leadership events.
2. How old was Mwalimu Julius Nyerere when he joined Makerere University?

SOCIAL STUDIES STD 6.indd 23 30/07/2021 11:47

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Keeping records of historical events

Keeping records of historical events is a method of keeping information about past events which happened in society. Keeping historical records aims at passing such information from one generation to another.

Methods of keeping records of historical events

There are various methods of keeping important records of historical events. These methods depend on the nature of information about the events. The first method of keeping records of historical events is through oral narratives. The second method is through historical sites. The third one is through museums. In addition, historical records are kept through written documents. Examples are books, reports, newspapers, journals and electronic materials. Generally, the advancement of science and technology has contributed greatly to the change and development of the methods of keeping records of historical events. Such technological advancements have led to the use of electronic means to keep records. These methods of keeping records are described in more detail below.

Keeping records of historical events through oral narratives

It is the earliest method of keeping historical records, which was adopted before the development of science and technology. In this method, the information about past events is shared or transmitted through oral narratives. People who witnessed, heard or were told about events such as wars, weapons, culture, politics, and leadership kept this kind of information in their memories. Moreover, when the information was needed, these people were sought in order to provide it orally. Oral narratives were common in many Tanzanian societies. For example, in some societies, records of historical events were kept through naming children in relation to certain events. Names were, therefore, associated with important historical events such as floods, famine, drought, and war in order to keep records of what happened during their birthdays.

The information kept is passed from one generation to another or from one person to another through oral narratives. The narratives can be in the form of stories, poems, riddles or songs. Generally, apart from being the earliest method of keeping historical records, oral narratives are very useful even today. Importantly, this method has advantages and challenges.

SOCIAL STUDIES STD 6.indd 24 30/07/2021 11:47

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Advantages of using oral narratives to keep records of historical events

The following are the advantages of using oral narratives to keep records of historical events.

(a) These helps to get past information easily. Compared to other methods of keeping records of historical events, oral narratives are easier to obtain. This method provides information through the word of mouth. It does not need any extra skills, other than just listening.

(b) These helps to collect and keep past events of society. The use of genres such as proverbs, stories, and legends during narration helps to build and retrieve memories about the past.

(c) These promotes the culture of society. Narratives of historical events help to understand past customs and traditions. Since oral narratives are given by elders to young people, they carry the customs and traditions of the past generation to the next one. The generation that receives these narratives, in turn, narrates them to another generation. Thus, past customs and traditions are known to the new generation.

(d) These entertains people. Narrating past events entertains people. In narrating, elders use various styles which do not bore their listeners; thus, it entertains and attracts them to listen. The narration may go hand in hand with songs, proverbs, and jokes which entertain the listeners.

(e) These maintains good morals and behaviour in society. Through oral narratives, people learn about traditions, customs, religion, politics, and economy. Thus, oral narratives educate by providing guidelines on the better way to live. Narratives passes from one generation to another focus on teaching better ways of living in society.

(f) These can be used by all people, including the illiterate. Keeping information through oral narratives does not require literacy. Both literates and illiterates can get information. Therefore, this method is the most inclusive of all other methods.

(g) These represents the originality of an event. In many instances, oral narratives are given by a person from one generation to another gemeration. Therefore, he or she gives first-hand information. Oral

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narratives also allow expressing true feelings visually. Thus, they give a true picture of the way an event happened.

Challenges of keeping oral historical records

There are various challenges of keeping oral historical records. The following are some of them:

(a) Biasness: Oral narratives are sometimes influenced by the bias of the narrator. The authenticity of oral narratives can be questionable when the narrator has a personal interest in the story. The narrator might exaggerate the information he/she shares for his/her own benefits. For example, the narrator can consciously lie that his society won a war against another society.

(b) Forgetfulness and possibility of distortions: If a long time has passed since the event happened, the narrator might forget some facts about the event. The narrator can also intentionally add unwanted or false information. In addition, information may be distorted when it passes through many people across different generations. People usually tell others what they heard, understood, and remembered from the previous narrator. They also tell stories which interest them most or serve their personal interests.

(c) Prone to loss: There are possibilities of losing historical information if the narrator dies or suffers from loss of memory because of ageing or sickness.

(d) Dependence on human capacity: Keeping the memory of historical events and the ability to retrieve it depend on the ability of the person to correctly capture that particular information. These include one's ability to listen, understand and analyse what is being narrated. The lower the person's ability, the greater the chance of distortion of such historical information.

(e) Reflection of the culture of the narrator: Oral narratives are related to the narrator's culture; therefore, these narratives are best understood by people with similar cultures, such as language. If the listener comes from a different cultural background, it might be difficult for him or her to understand the narratives being told.

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SOCIAL STUDIES STD 6.indd 26 30/07/2021 11:47

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(f) Difficulty in the actual dating of events: It is especially difficult to remember the exact day, month or year when an event happened. This becomes difficult especially when the narrator gives narratives related to ancient customs and traditions.

How to overcome the challenges of using oral narratives

The following ways can be used to overcome the challenges of using oral narratives:

(a) Interview more than one person on the same event;

(b) Use other sources to verify the same information; and

(c) Understand the narrator's culture.

Exercise 2

1. Briefly explain the meaning of keeping records of historical events.
2. Write down the benefits of keeping historical records through oral narratives.
3. Mention the challenges of keeping historical records through oral narratives.
4. Suggest ways to reduce the challenges of keeping records of historical events through oral narratives.
5. Give reasons for continuing to rely on oral narratives as a method of keeping records of historical events in society.



Activity 2

1. Gather oral narratives about the origins of your village or street from people living in your area.
2. Write the gathered narratives in your exercise book and narrate them to your fellow pupils in the classroom.

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Historical sites

Historical sites are places that keep historical records. Such records can include fossils of animals or humans, old buildings, old paintings, and tools used by past or ancient human beings. Historical sites may also contain cultural remains or settlements by ancient human beings. These remains of historical events are kept in their original places. Thus, historical sites are protected from being destroyed or lost. The following are some examples of historical sites in Tanzania:

Oldupai Gorge (Arusha): The Oldupai Gorge is a famous historical site in Tanzania and across the world because it has the remains of the oldest human being. This site is important because it is where the skull of the oldest human on earth was discovered. This skull is known as *Zinjanthropus boisei*. This discovery was done by Dr Louis Leakey and his wife, Dr Mary Leakey, who conducted archaeological excavation in Oldupai Gorge in 1959.

Engaruka (Arusha): This historical site is found in the Ngorongoro district. It is one of the most important Iron Age archaeological site in eastern Africa. It is also famous for having the remains of the earliest agricultural irrigation systems used in the past.

Isimila (Iringa): This historical site is found 20 kilometres from Iringa town. The site is important because it contains remains of the Old Stone Age tools. These tools were used by people of that area.

Kilwa (Lindi): This historical site is located in Lindi Region. The site is important because it contains remains of the old buildings built by Arabs, including mosques as well as traces of the slave trade.

Kaole and the Old Bagamoyo City (Pwani): These are two major historical sites located in Pwani Region.

Kaole ruins are famous for the remains of mosques, Jewels and other things brought and used by merchants from the Middle East. Kaole was among the main commercial centres along the coast of East Africa before the colonial period. Foreigners from Asia and Arab countries such as Oman and the Persian Gulf arrived at the Kaole area for commercial activities. It is believed that the remains of buildings and jewels in the Kaole area were used in the 13th century.

SOCIAL STUDIES STD 6.indd 28 30/07/2021 11:47

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The Old Bagamoyo City was one of the largest centres of the slave trade. Slaves collected from various parts of the country were sent to Bagamoyo before being shipped to Zanzibar, Arabia, and elsewhere. As a result, Bagamoyo contains remains of the buildings used for the slave trade. This area also contains remains of the first Catholic Church in Tanganyika. In the beginning, the missionaries settled in this area and built churches. In addition, there are cemeteries of early missionaries who died in Bagamoyo. There are also memories of the German colonial rule. All these remains are kept for future generations.

Kondoa-Irangi (Dodoma): This site is found in the Kondoa district, Dodoma Region. The site contains various cave drawings and rock paintings. These drawings depict the past human environment of hunters who lived during the pre-colonial or ancient time.

Figure 1 shows some of the historical sites found in Tanzania.

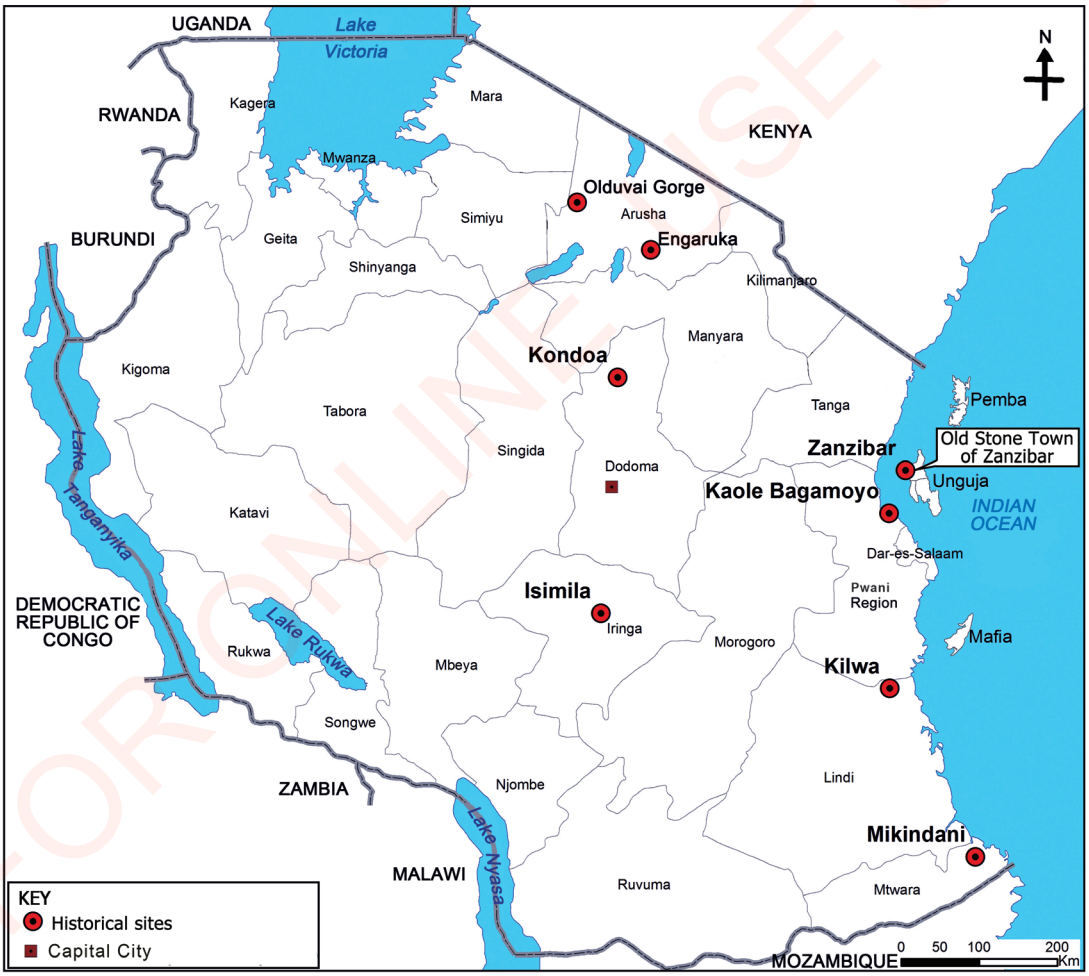

Figure 1: *Some historical sites in Tanzania*

SOCIAL STUDIES STD 6.indd 29 30/07/2021 11:47

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Advantages of using historical sites to keep records of historical events

The following are the advantages of using historical sites for keeping historical information:

(a) They preserve ancient records that enable historians to interpret them and reconstruct the history of the places and their people. Historical sites keep actual social, cultural, and economic remains of the past people;

(b) They attract tourism;

(c) They provide employment to people working in those sites;

(d) They provide information to researchers who study the past, such as historians and archaeologists; and

(e) They preserve the culture of the area concerned.

Challenges of using historical sites to keep records of historical events

The following are the challenges of using historical sites to keep records of historical events:

(a) Some materials and tools in these sites can easily be destroyed if they are not well preserved;

(b) Some of these sites are not easily accessible because they are located in remote areas;

(c) A few specialists can interpret the remains in the sites; and

(d) These sites can be easily destroyed by natural disasters such as earthquakes, floods, or hurricanes.

Exercise 3.

1. Name four sites with historical remains in Tanzania.
2. List the benefits of keeping records of historical events through historical sites.
3. List the challenges of keeping records of historical events through historical sites.

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Keeping historical records in museums

Historical records are also kept in museums, which are special buildings for keeping records of all sectors such as culture, economy, politics, sports, science and technology. Museums keep records of things such as weapons, tools of production, jewels as well as human and animal fossils. Museums can be national, institutional, regional, district, village or family. Tanzania has established national museums in various places to keep its past historical memories. Examples of the National Museums of Tanzania are the National Museum and House of Culture located at Shaaban Robert Street in Dar es Salaam, the Village Museum located at Kijitonyama in Dar es Salaam, and the Mwalimu Julius Kambarage Nyerere Memorial Museum in Butiama, Mara. In addition, there are the Maji Maji Memorial Museum in Ruvuma, the Arusha Declaration Museum, and the Natural History Museum in Arusha. Figure 2 shows some of the National Museums of Tanzania.

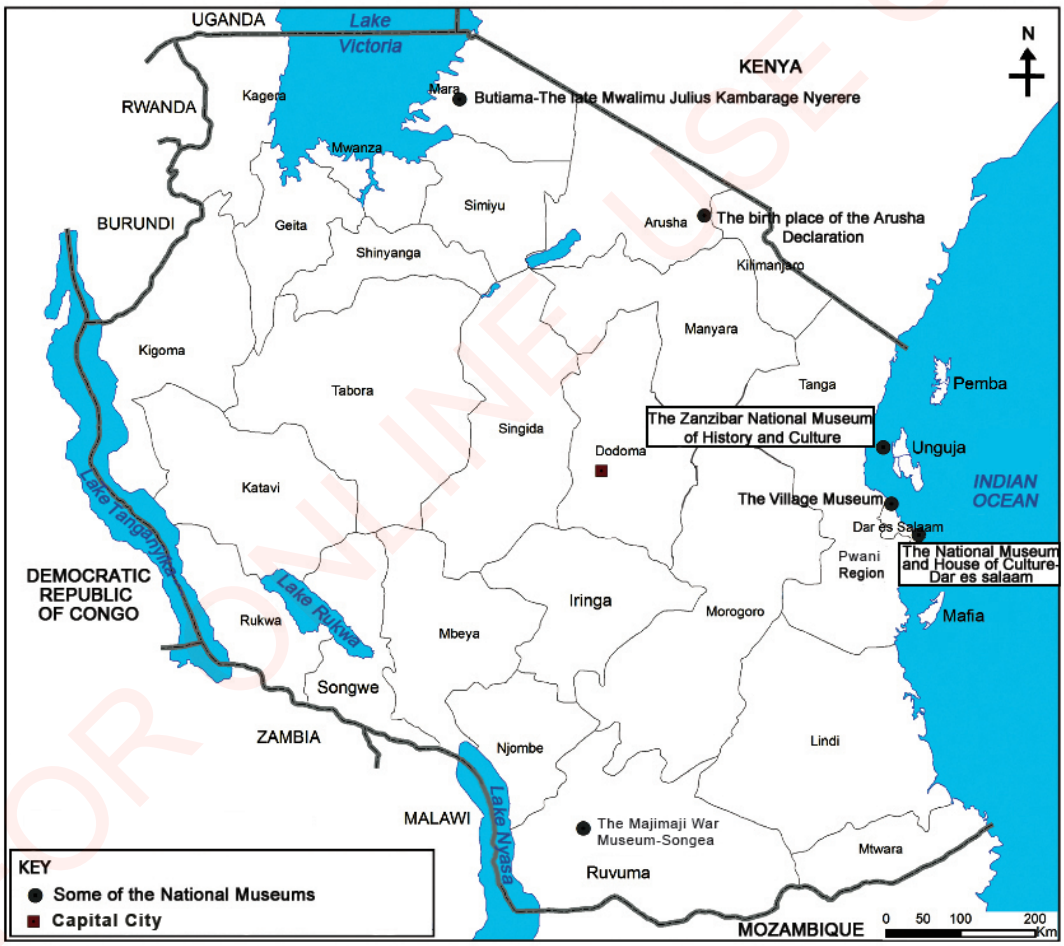

Figure 2: *Some of the National Museums of Tanzania*

SOCIAL STUDIES STD 6.indd 31 30/07/2021 11:47

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Figures 3 and 4 also show some of the buildings of the National Museums of Tanzania.



Figure 3: *Part of the National Museum and House of Culture located at Shaaban Robert Street in Dar es Salaam*



Figure 4: *Part of the Village Museum located at Kijitonyama in Dar es Salaam*

Advantages of using museums for keeping records of historical events

There are many advantages of using museums for keeping records of historical events. Some of these advantages are as follows:

(a) Museums are safe places to store historical records and keep different kinds of tools used in the past. Historical information can be found and accessed at once and in its original state. For example, the car used by

SOCIAL STUDIES STD 6.indd 32 30/07/2021 11:47

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the Father of the Nation, Mwalimu Julius Kambarage Nyerere, on the independence day of Tanganyika, is still kept at the National Museum and House of Culture in Dar es Salaam.

(b) Records are well kept; therefore, they cannot be easily lost, damaged, or destroyed.

(c) Museums are centres of tourism. They attract both domestic and foreign tourists. Thus, they can be a good source of both domestic and foreign currencies.

(d) Museums provide employment opportunities. Each museum has employees who make sure that the records are well preserved and provide accurate information about those records. Museums employ curators, exhibitors, and educationists.

(e) Museums entertain people who visit them.

(f) Museums are used to preserve the culture of the respective area or society.

Challenges of using museums for keeping historical records

There are challenges of using museums for keeping historical records. Some of these challenges are as follows:

(a) It is expensive to build and maintain museums;

(b) Materials kept in museums cannot be borrowed. They can only be seen by physically visiting the museums;

(c) Some materials are easily damaged if storage and handling procedures are not well observed;

(d) Some materials, such as buildings and large equipment, cannot be stored in museums; and

(e) Since some museums are located far, it is difficult for all people to visit them and access the preserved information.

Exercise 4

Write 'True' for a correct statement and 'False' for an incorrect statement.

1. Museums are places used to preserve historical research reports. _____

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2. Museum workers excavate and search for the remains of tools used by ancient humans. _____
3. The remains of ancient buildings are preserved in the respective national, regional, or district museums. _____
4. Museums do not only serve as sources of foreign currencies but also as sources of entertainment. _____

Keeping historical records using written documents

The advent of technology has led to the availability of written historical information. Different historical records have been kept in writing. These include letters, maps, diaries, pictures, newspapers, magazines, journals, books, and meeting or conference minutes. Other examples of written historical records are government official documents like political declarations, circulars, decrees, and administrative texts, which were written for preserving information. These documents are kept in private and public archives. An archive is a collection of historical records or a place in which public or individual records or historical materials are preserved. One of the large archives in Tanzania is the Tanzania National Archives which is located in Dar es Salaam along Vijibweni Street, in Upanga. There are other zonal government archives in different regions such as Dodoma, Mbeya, Arusha, and Mwanza. Other written documents are kept in libraries.

Advantages of using written documents to keep records of historical events

There are several advantages of using written documents to keep historical records. Some of those advantages include the following:

(a) Written records last longer;

(b) Written information cannot be distorted easily because it is accessed in its original form;

(c) Written records can be used to minimise the limitations of oral narratives;

(d) They provide access to historical information to many literate people;

(e) It is easy to translate written records into other languages; and

(f) It is not easy for the reader to change or add information as it is with oral narratives.

SOCIAL STUDIES STD 6.indd 34 30/07/2021 11:47

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Challenges of using written documents to keep records of historical events

There are several challenges of using written historical information. Some of these challenges are as follows:

(a) Illiterate people cannot read written information to get historical records;

(b) The writing of historical documents such as books is time consuming and expensive;

(c) Written records are open to multiple and sometimes contradictory interpretations depending on the perspective of the user. For example, different historians can use the same written records but interpret the facts differently;

(d) It is difficult to correct written information if it is misleading; and

(e) Written records can be destroyed and lost due to disasters such as fires, floods, earthquakes, or hurricanes.

Keeping historical records in electronic form

The advancement in science and technology has enabled historical information to be kept on electronic devices. Electronic devices include audio devices, DVDs, websites, webpages, and discs. The information which is kept on electronic devices is called a soft record. Records such as pictures, drawings, remains of past or ancient tools, text and oral narratives can be kept on electronic devices. These copies can later be deposited and kept in the national, regional, district, ward, village or private record offices.

Advantages of keeping historical records in electronic form

There are several advantages of keeping historical records in electronic form. Some of these advantages are as follows:

(a) Historical records, such as sounds, narratives, and photos which are kept on electronic devices, are available to the whole society in their original form;

(b) Electronic storage devices can easily keep large amounts of information (soft copies) depending on the capacity of the devices and the technology used; and

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(c) It is easy for many people to access and share the historical information kept on the electronic storage device at the same time. For example, when information stored is shown on television, many people can easily watch it at the same time.

Challenges of keeping historical records in electronic form

There are several challenges of keeping records of historical events in electronic form. Some of these challenges are as follows:

(a) Keeping such information needs highly specialised professionals in preserving records in electronic form. This also includes a careful selection of those storage devices;

(b) Handling of electronic copies needs to comply with the conditions associated with those copies. For example, the copies are not supposed to be kept in dusty, humid, very hot or cold places;

(c) If not well kept, soft records are easily damaged, thereby losing their quality; and

(d) It is expensive to keep records in this way because other devices such as computers always require electricity.

Exercise 5

Answer the following questions:

1. Mention two advantages of keeping written historical records.
2. Name three electronic devices which can be used to store written historical information.
3. Explain the challenges of keeping records electronically.
4. Explain two advantages of using electronic storage devices to keep records of historical events.

The importance of keeping records of historical events

Keeping records of historical events is important for society and the nation. Its importance is as follows:

(a) It helps to link the current society with past events;

(b) It preserves our culture;

SOCIAL STUDIES STD 6.indd 36 30/07/2021 11:47

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(c) It helps to keep the political, economic, and technological records of the respective society from one generation to another;

(d) It promotes patriotism;

(e) It helps the nation to assess changes in her citizens' life economically, politically, socially, culturally, and technologically from the ancient period to the present; and

(f) It helps the society to learn from past events.

Exercise 6

Write "True" for a true statement and "False" for a false statement.

1. Archaeology is a place for keeping records and tools used in ancient times. _____
2. The oral narrator of historical events can modify the content of the narrative due to his/her own interests. _____
3. Government archives need specialized professionals in order to preserve the documents stored in them. _____
4. The development of science and technology has caused the old methods of keeping historical records to be out of date. _____
5. Keeping records using electronic method is better than using hard copies such as paper. _____

Choose the correct answer.

6. _____ shows the paintings and culture of ancient people.
   - (a) Kondoa Irangi
   - (b) Amboni Cave
   - (c) Kalenga, Iringa
   - (d) Bagamoyo.
7. _____ is the place where the oldest human skull was discovered.
   - (a) Isimila (Iringa)
   - (b) Kondoa (Dodoma)

SOCIAL STUDIES STD 6.indd 37 30/07/2021 11:47

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(c) Kaole (Coast)

(d) Oldupai Gorge (Arusha)

8. _____ discovered the oldest human skull in Tanzania.
   (a) Dr Mary George and Dr George Lincolin
   (b) Dr Louis Leakey and Dr Mary Leakey
   (c) Dr Gorge Louis and Dr Mary Leakey
   (d) Dr Majid Said and Dr Braghash Said

Briefly answer the following questions:

9. Name four historical sites that contain the remains of ancient tools in Tanzania.
10. Explain three disadvantages of using oral narratives to keep records of historical events.
11. Name three characteristics of a historical event.
12. How many years are there in half a century?
13. Describe the relationship between archaeology and museums.
14. What can be done for historians to write an unbiased history of a particular society? Give two reasons.

Vocabulary

Archive	a collection of historical documents or records providing information about a place, institution, or group of people
Disk	an electronic tool used to store information
Museum	a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited
Technology	scientific knowledge applied to the use of objects such as tools or machinery
Webpage	is a set of data or information, which is designed to be viewed as part of a website
Website	an Internet site with one or more pages that can provide information about a specific subject on the Internet

SOCIAL STUDIES STD 6.indd 38 30/07/2021 11:47

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Chapter Three

Weather

Introduction

In Standard Five, you learnt about the meaning of wind, reasons for the occurrence of wind, as well as the advantages and disadvantages of wind. You also learnt about wind measurement. In this chapter, you will learn about the meaning of weather and the elements of weather, which are temperature, pressure, precipitation, humidity, clouds, and sunshine. You will also learn how to measure the elements of weather. The acquired knowledge and skills from this chapter will enable you to use the knowledge of weather in your daily activities such as in cultivation, livestock keeping, fishing, tourism, transportation, construction, sports and entertainment.



Think

The importance of knowing the weather condition of the environment in which you live

The concept of weather

Weather is the condition of the atmosphere at a particular place and time. It shows the degree of hotness or coldness as well as dryness or wetness of the atmosphere. It also shows calmness or storm as well as the amount of clouds and sunshine in the atmosphere. The elements of weather are recorded over a short time such as hours, days, and weeks.

Measuring and recording the elements of weather

It is very important to measure and record the elements of weather. Measuring and recording the elements of weather help us to know the weather condition of a particular place. They also help to know the climate of different areas. This enables people to plan their activities at a particular time as well as to take necessary environmental precautions.

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Weather is measured by recording its elements which are temperature, humidity, rainfall, wind, clouds, sunshine, and atmospheric pressure.



Activity 1

Observe today's weather at your school and write a short report on what you have observed.

Weather is measured and recorded at a weather station. A weather station is an established area where daily elements of weather are measured and recorded by using specific instruments. The instruments that are kept in the weather station include thermometers, a wind vane, anemometer, rain gauge, hygrometers, a sunshine recorder, and barometers. An increase or decrease in one element of weather may affect other elements. All elements of weather have a significant role in human life and the environment as a whole. The following sections describe the meaning and measurement of various elements of weather.

Temperature

Temperature is the degree of hotness or coldness of a body or place. The weather is hot when the temperature is high, and it is cold when the temperature is low. An increase or decrease in temperature has a positive or negative impact on the life of living organisms and their environment. An example of a positive impact of increased temperature is increased decomposition of organic matters, which increases soil fertility. An example of the negative impacts of increased temperature is death of animals and drying of vegetation. Temperature also influences the growth of plants and the formation of rainfall.



Activity 2

Put water into two empty buckets. Place one bucket in the classroom (in the shade) and the other outside the classroom (in the sun). Leave the buckets with water for four hours; thereafter, study the temperature of water in each bucket. Write a short report on your observation.

SOCIAL STUDIES STD 6.indd 40 30/07/2021 11:47

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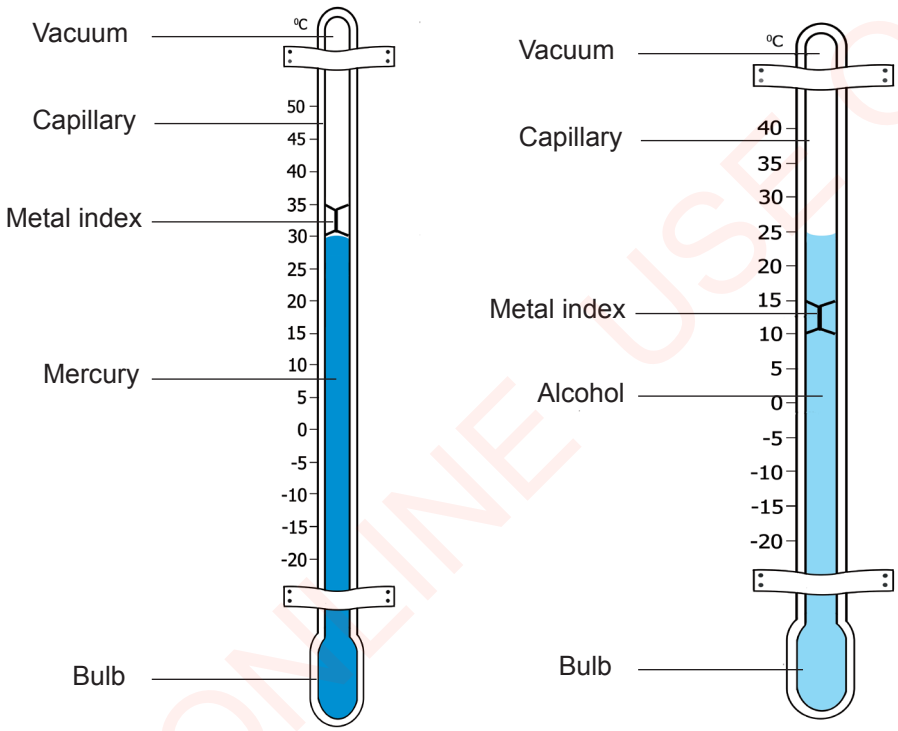
Measuring temperature

Temperature is measured by using a thermometer. There are two main types of thermometers, which are maximum and minimum thermometers. The maximum thermometer measures the highest temperature reached in a day. The minimum thermometer measures the lowest temperature reached in a day. Temperature is measured in degree Celsius (^{0}C) or Fahrenheit (^{0}F).

The measurement process is done by reading the highest or lowest temperature reached in a day. Figure 1 shows the diagrams of a maximum thermometer and a minimum thermometer.



(a) Maximum thermometer (b) Minimum thermometer

Figure 1: *A maximum thermometer and a minimum thermometer*

Both maximum and minimum thermometers are kept in a Stevenson screen. The Stevenson screen is a white-painted wooden box mounted on a four legged stand used to keep thermometers. Its white colour reflects light, thus preserving the degrees of the temperature measured not to be affected by sunrays. Figure 2 shows the Stevenson screen.

SOCIAL STUDIES STD 6.indd 41 30/07/2021 11:47

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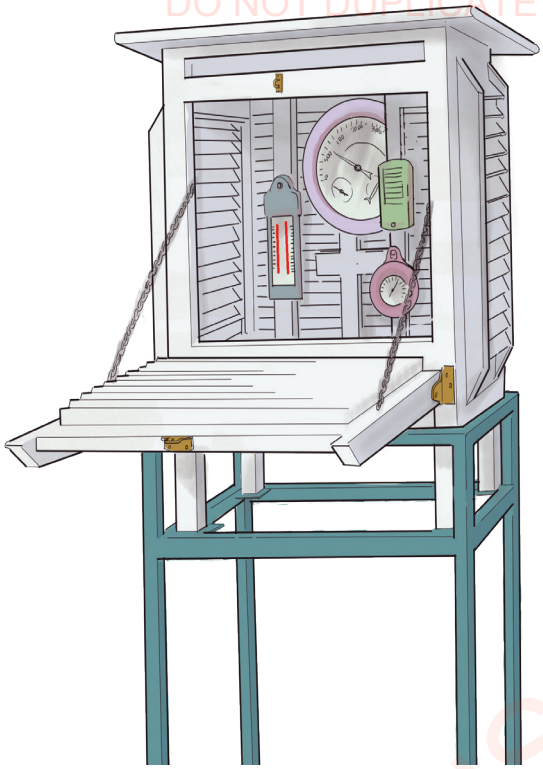

Figure 2: *Stevenson screen*

Steps to be followed in measuring temperature

(a) Take the thermometer from the Stevenson screen and put it in a calm place;

(b) Leave the thermometer for about four, six, or twelve hours;

(c) After that period, read the amount of temperature reached. The maximum thermometer will show the highest temperature reached in a day. The minimum thermometer will show the lowest temperature reached in a day; and

(d) Record the amount of temperature shown in the thermometer on a special chart.

Note: Remember to return the thermometer back to the Stevenson screen.

The maximum and minimum temperatures that are recorded in a day are used to calculate the daily range of temperature. They are also used to calculate the mean daily temperature.

SOCIAL STUDIES STD 6.indd 42 30/07/2021 11:47

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Exercise 1

Answer the following questions:

1. What is temperature?
2. Mention two types of thermometers.
3. Mention the names of the degrees used in measuring temperature.

Humidity

Humidity is the amount of water vapour in the atmosphere. Water vapour is the water which has changed from a liquid state to a gas state. Humidity is highly related to atmospheric temperature. Heat from the Sun rises the temperature of water bodies and causes evaporation of water from the sea, rivers, lakes and other areas with water. As a result, it forms water vapour in the atmosphere. Moreover, increased temperature due to the Sun causes evapotranspiration from plants. The level of humidity increases or decreases depending on the increase or decrease in temperature of a particular area. Humidity helps to predict the amount of rain that can fall. It also helps to estimate the amount of temperature of a particular area.



Activity 3

Boil water in a container and observe how it evaporates in the air.

Measuring humidity

Humidity is measured in percentage (%) by using an instrument called a hygrometer. There are two types of hygrometers. One type measures the amount of humidity by directly recording the percentage of water vapour in the air using arrows without using thermometers. Another type consists of two thermometers. During measurement, it is important to note the following:

(a) One thermometer is wrapped in muslin at its lower part and dipped in a container of water to make the muslin wet (a wet-bulb thermometer); and

SOCIAL STUDIES STD 6.indd 43 30/07/2021 11:47

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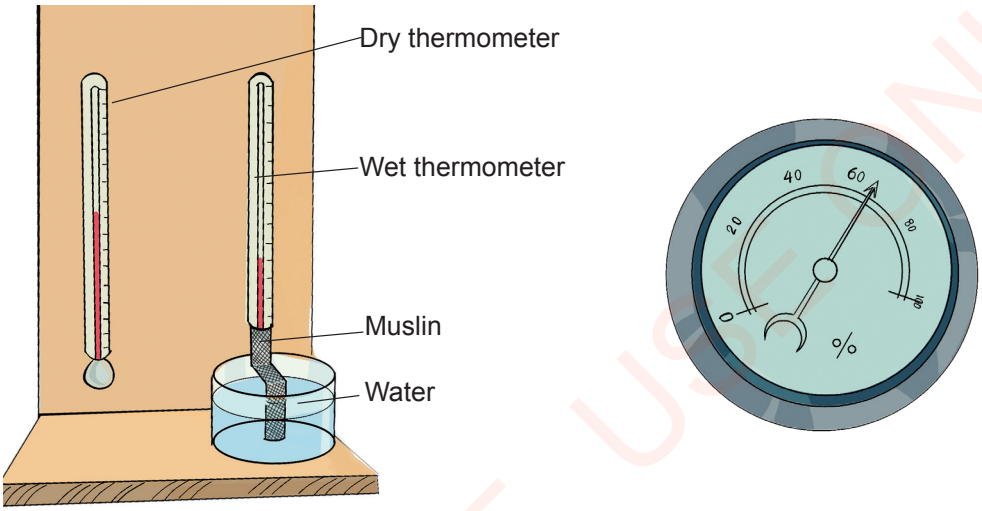
(b) Another thermometer is left without muslin (a dry bulb thermometer).

In measuring humidity, the difference in the readings obtained from the two thermometers is considered. If there is no difference between the two readings, the humidity in the air is very high. This means that the air cannot hold any more water vapour. When the difference is small, the humidity in the atmosphere is high. Humidity becomes low when there is a big difference between the wet and dry bulb thermometers. The hygrometer records the amount of humidity reached in a day in percentage. Both thermometers are kept in the Stevenson screen. Figure 3 presents the two types of hygrometers.



(a) Hygrometer with two thermometers (b) Hygrometer with an arrow

Figure 3: *Hygrometers*

Exercise 2

Answer the following questions:

1. What is water vapour?
2. Explain how humidity forms.
3. How is humidity measured?

Atmospheric pressure

Atmospheric pressure is the weight of air on the Earth's surface in a given area. It is caused by the accumulation of different gases at one point of

SOCIAL STUDIES STD 6.indd 44 30/07/2021 11:47

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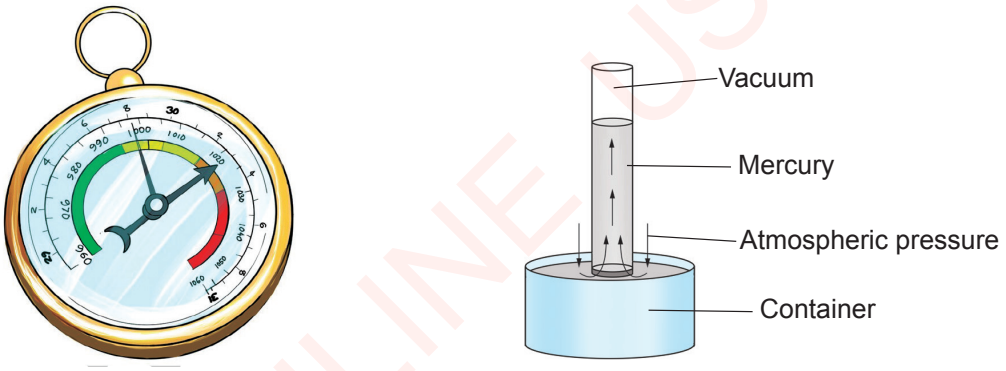
the atmosphere. These gases are oxygen, hydrogen, nitrogen, and carbon dioxide. The pressure resulting from these gases differs from one place to another. However, even in one area, the atmospheric pressure changes depending on the increase or decrease in the quantity of the gases accumulated. Differences in atmospheric pressure lead to the occurrence of wind. When the temperature of a place increases, the atmospheric pressure decreases. The differences in temperature between two places cause the movement of air from a high-pressure area to a low-pressure area. This moving air is called wind.

Measuring atmospheric pressure

Atmospheric pressure is measured in millibars by an instrument called a barometer. There are two types of barometers, namely a mercury barometer and an aneroid barometer. Both barometers perform the same task of recording atmospheric pressure. However, the mercury barometer is bigger and more frequently used in weather stations compared to the aneroid barometer. Figure 4 illustrates the aneroid and mercury barometers.



(a) An aneroid barometer (b) A mercury barometer

Figure 4: *Barometers*

Exercise 3

Answer the following questions:

1. How is atmospheric pressure measured?
2. What is the effect of the accumulation of different gases in one area?

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Rainfall

Rainfall is the falling of tiny water droplets on the Earth's surface from the atmosphere after the melting of condensed clouds.



Remember

The day it rained where you live
The activities you did when it rained

When the sun shines on the Earth's surface, the heated air becomes lighter. The lighter air carries moisture and rises to the atmosphere. As the air continues to rise, temperature decreases. As the temperature decreases, the water vapour accumulates and reaches the dew point, where the air cannot hold any more moisture. The water vapour continues to accumulate and the weight increases. This process is called condensation. The accumulated water vapour falls down in the form of tiny water droplets. The tiny water droplets are called rainfall. Rainfall supports the growth of plants. It provides water for human beings and other living organisms. Figure 5 shows how rain is formed.

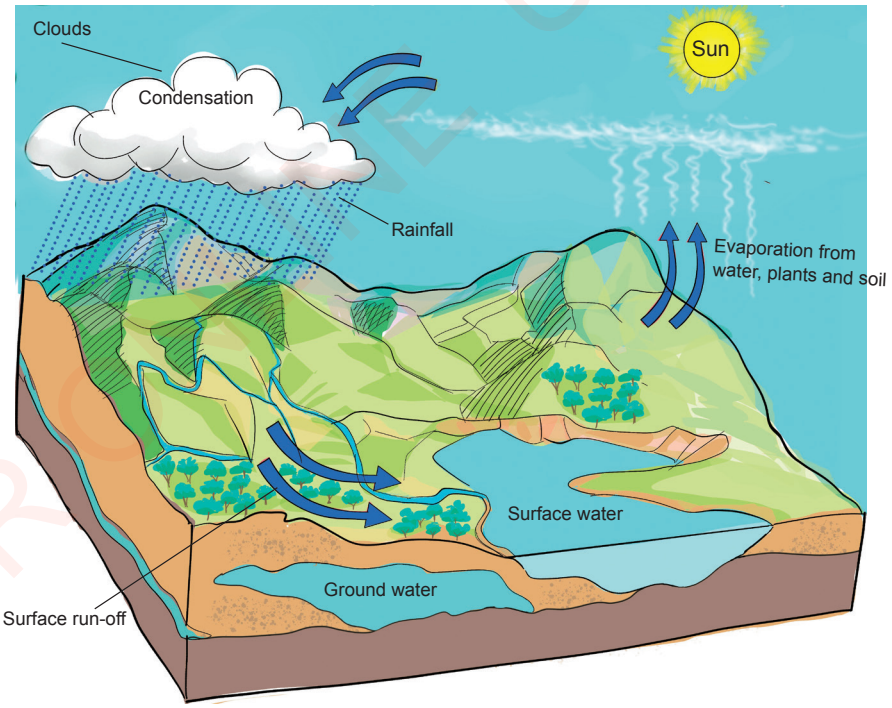

Figure 5: *The formation of rain*

SOCIAL STUDIES STD 6.indd 46 30/07/2021 11:47

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Measuring and recording rainfall

Rain is measured by collecting droplets of water falling from the atmosphere by using a rain gauge. This helps to get the amount of rain in a particular area for a specific period of time. Rainfall is measured in millimetres. The rain gauge is made up of four items, which are the funnel, collecting jar or cylinder, outer case, and the measuring cylinder. The collecting jar or cylinder is placed in the outer case. On top of the collecting jar or cylinder, the funnel is placed to collect rain droplets and direct them into the cylinder. The outer case is placed about 30 centimetres high above the ground. If the collecting jar or cylinder becomes full before the rain stops, it is removed, and the collected rainwater is poured in the measuring cylinder. The cylinder is put back into the outer case until the rain stops. After the rain, within 24 hours, the daily rainfall measurements are recorded on a chart. Figure 6 shows the rain gauge.

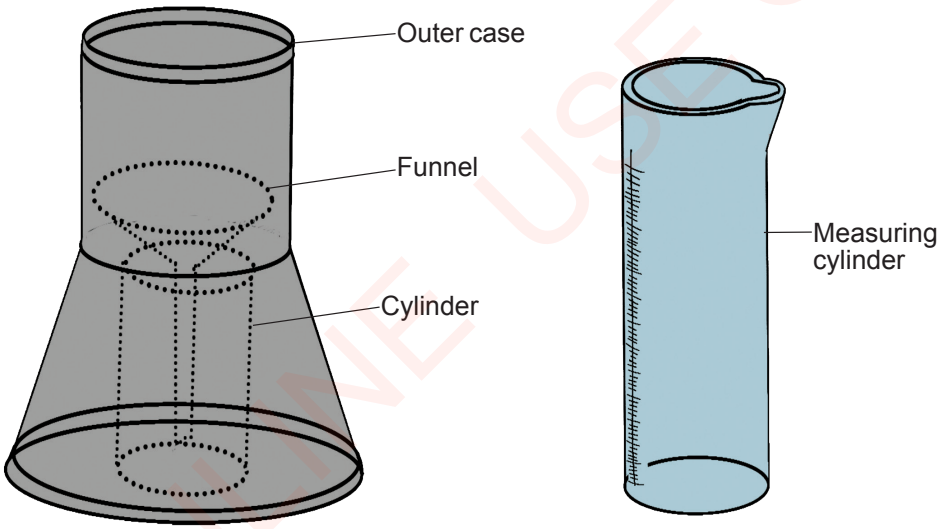

Figure 6: *Rain gauge*

Activity 4

Collaborate with your fellows to make a simple rain gauge. Then show how rainfall is measured by using the instrument you made.

SOCIAL STUDIES STD 6.indd 47 30/07/2021 11:47

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Exercise 4

Answer the following questions:

1. What is rainfall?
2. How is rain formed?
3. How is rainfall measured?
4. Mention five advantages of rainfall in the area you live.

Sunshine

Sunshine is the light caused by sun rays which reach the Earth's surface without being blocked in the atmosphere. Sunshine is one of the elements of weather which are essential for the survival and well-being of living organisms. Sunrays are a source of heat, light, and energy that are essential for life on Earth. Sunlight gives us vitamin D. It also gives us light during the day. It helps in growing plants through photosynthesis and in drying grains and clothes.

Measuring sunshine

Sunshine is measured in hours, years, or the average of hours in a day. It is measured by an instrument called a sunshine recorder. The instrument measures the sunlight that reaches the Earth's surface in a particular area. The instrument is in the form of a glass sphere put in a metal frame. The instrument is also connected to a card for detecting sunrays that reach a particular area of the Earth's surface every day. The card records the sunshine in hours and minutes. During the day, the sunshine burns the recording card. This process occurs only when the Sun is shining. At the end of the day, the card is removed from the instrument and the hours and minutes that become the amount of sunlight for the day are read. Figure 7 shows the sunshine recorder.



Figure 7: *Sunshine recorder*

SOCIAL STUDIES STD 6.indd 48 30/07/2021 11:47

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Activity 5

In collaboration with your fellow pupils, discuss the importance of sunshine and write a short report on your discussion.

Exercise 5

Answer the following questions:

1. What is sunshine?
2. How is sunshine measured?

Clouds

Clouds comprise a mass of small water droplets or ice crystals floating in the sky. The shape, height, and movement of clouds play an important role in determining the weather condition which is likely to occur in a particular area. They also help to know whether it is going to rain. In addition, clouds protect us from intense sun rays during the day. Weather forecasters monitor cloud trends to get accurate information for various purposes. There are three main categories of clouds based on altitude. These categories are listed below:

(i) High clouds

(ii) Middle clouds

(iii) Lower clouds

Measuring and recording clouds

The amount of clouds is measured by using special cameras mounted on satellites moving around the sky. Clouds are also measured by optical estimation using our eyes. The measurement of clouds is an Okta.

Activity 6

Get out of the classroom, look at the sky to the furthest distance that you can see (the horizon). Then write a brief statement on your investigation.

SOCIAL STUDIES STD 6.indd 49 30/07/2021 11:47

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Exercise 6

Answer the following questions:

1. Mention three basic categories of clouds.
2. Mention three advantages of clouds.



Activity 7

With the help of parents or guardians and school administration, team up with your classmates to visit a weather station. Measure various elements of weather by following the instructions of the meteorologist. Then, write the results in your exercise book.

Exercise 7

Briefly answer the following questions:

1. What is weather?
2. What is the importance of observing weather conditions in the areas we live?
3. Explain the importance of the six elements of weather in human life.

Write "True" for a true statement and "False" for a false statement.

4. Sunlight is important only to humans. _____
5. Elements of weather are recorded and kept in a weather station. _____
6. When water vapour increases in weight via condensation, it falls on the Earth's surface as rain. _____

Fill in the blanks.

7. The rain gauge is placed at the height of _____ centimetres above the ground for collecting rainwater droplets.

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8. Planning for various human activities depends on the accurate information on _____ of a particular area.
9. Water in the oceans, lakes, rivers and valleys rises to the atmosphere through _____.
10. An instrument that measures the amount of humidity or water vapour in the air is called _____.
11. An instrument that measures the temperature of an object or place is called _____.

Vocabulary

Centigrade	an international scale for measuring the temperature of a particular area in ^{0}C (Celsius)
Decomposition	a process by which organic substances are broken down into simpler organic matter
Fahrenheit	an international measuring unit (scale) for the temperature of a particular area in ^{0}F
Okta	an international scale of measuring cloud cover in a particular area
Vacuum	empty space in which there is no air or any other gas
Water vapour	water that has changed its state from liquid to gas

SOCIAL STUDIES STD 6.indd 51 30/07/2021 11:47

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Chapter Four

Our culture

Introduction

In Standard Five, you learnt about the concept of culture and elements of culture, such as traditions, customs, language, sports and arts. You also learnt about the importance of culture in society. In this chapter, you will also learn about the concept of culture, examples of Tanzanian culture and the importance of culture to the nation or society. The acquired knowledge and skills from this chapter will help you to maintain the Tanzanian culture.



Think

Tanzanian culture

The importance of culture in the society

The concept of culture

Culture is a total way of life. It consists of customs, taboos, social behaviour, ideas and practices found in a particular society. Things such as language, dressing, food, traditions, customs, sports, arts and beliefs are examples of culture. These things act as the identity of a particular society and differentiate one society from another. People in a society or nation are identified and differentiated by their culture. For example, as an element of culture, language identifies society. As you listen to someone speaking, you can identify him/her as, for example, a Sambaa, Zaramo, Ngoni, Sukuma or Haya.

Culture grows with the development of society in terms of economy, politics, social relations, and the interaction between people in their environment. The development of culture takes time. This development occurs after people agree on certain behaviour, norms and principles. Generally, culture is an important heritage in society. It builds and maintains patriotism. This is

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because culture identifies and defends society. Culture unites people based on love and respect. Elements of culture such as customs and traditions are transmitted from one generation to another.



Activity 1

Ask your parents or guardians about their customs and traditions (culture). Then write about the following:

1. Customs and traditions of your ethnic group
2. Good cultural practices taught in your society
3. Differences between the current and old customs and traditions of your society

Tanzanian culture

What do you think is the culture of Tanzania? It can be difficult to identify the culture of Tanzania. This is because Tanzania has more than 120 ethnic groups which speak more than 120 languages. These groups also differ in traditions, customs, sports, foods as well as dressing and dancing styles. In this section, you will learn about the main pillars of culture in all ethnic groups in order to describe Tanzanian culture. The identified similarities from societies will enable you to identify Tanzanian culture.



Think

How can we identify the culture of Tanzania?

Customs and traditions of Tanzania

Tradition is a belief, principle, or a way of acting that people in a particular society or group have been following for a long time. Traditions are usually inherited and transmitted from one generation to another. Traditions give people ways of thinking and living in a particular society. Generally, traditions reinforce the values and norms of a particular society. They create a sense of belonging in the society.

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Customs and traditions include the inherited ways of guiding people to live successfully in their society. The systems and conducts include religious beliefs, education, procedures, ethics, and behaviour. Customs generally explain common ways of doing things. They explain relations, regulations, and laws of society. They also give rules and regulations of education, cooperation, language use, maintaining peace, and positive attitudes towards work.

Customs and traditions also include things such as initiation ceremonies (initiation of boys and girls into adulthood), dressing styles, food, drinks and traditional medicines. Customs and traditions can change due to time and the development of science and technology. However, changes occur after members of a respective society agree on such changes.

Let us look at some of the Tanzanian customs and traditions in order to identify Tanzanian culture.

Jando and *Unyago* (initiation of boys and girls into adulthood)

Initiation of boys and girls into adulthood, which is *Jando* and *Unyago,* is among the oldest traditions in some Tanzanian societies. It teaches youths to become better members of the society. *Jando* is boys' initiation into manhood. This initiation marks the transition of a boy to manhood. *Unyago is* girls' initiation to womanhood. This initiation marks a transition of female youths from girlhood to womanhood. These kinds of initiations are practised by many Tanzanian societies. Such societies include the Kurya, Maasai, Gogo, Mbulu, Kaguru, and Ngoni. However, each society practices initiation in its own ways. During initiation ceremonies, youths are taught good behaviour, ethics, laws and principles governing their respective societies. The teachings emphasize the following:

(a) Education and life skills;

(b) Love and respect for others;

(c) Self-reliance;

(d) Cooperation in various undertakings such as work, wedding, funeral, and childcare;

(e) Love for work (hard work);

SOCIAL STUDIES STD 6.indd 54 30/07/2021 11:47

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(f) Self-care and environmental cleaning;

(g) Youth care during adolescence development;

(h) Environmental conservation;

(i) Protection of society and patriotism;

(j) Caring of children, elders, sick people and the family; and

(k) Respecting all people, both elders and children.

Although there are different ethnic groups in Tanzania, these initiation teachings have similar foundations. Thus, in summary, these similarities constitute Tanzanian culture.

Currently, many societies have abandoned these initiations. However, youths are still taught about our customs and traditions in schools. They are also taught through radio, television, magazines, conferences, meetings, older people, and cultural ceremonies.

Exercise 1

Answer the following questions:

1. Identify the main foundations of Tanzanian customs and traditions.
2. Describe five things which youths are taught during the initiation of boys and girls into adulthood.

Dressing



Activity 2

Ask your parents or guardians about your traditional dressing style. Then do the following:

1. Describe your traditional dress, such as its type, style and appearance.
2. Differentiate between your traditional dressing style and modern dressing styles.

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Tanzanian societies had various kinds of dressing, which differentiated and identified one community from another. However, there were common things in their dressing. Tanzania's traditional dresses had the following common characteristics:

(a) They were decent.

(b) They were clean and attractive.

(c) They reflected the societal, environmental and cultural values of the respective society.

(d) Some dresses related to specific events such as ceremonies, bereavement and war.

Figure 1 shows examples of some traditional dresses and dressing styles of different Tanzanian ethnic groups.



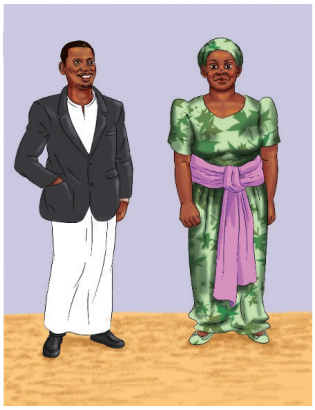
(a) The Maasai traditional dress



(b) The Datoga traditional dress



(c) The Ngoni traditional dress



(d) The Haya traditional dress

Figure 1: *Traditional dresses of some Tanzanian ethnic groups*

SOCIAL STUDIES STD 6.indd 56 30/07/2021 11:47

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Exercise 2

Study the pictures in Figure 1 and answer the following questions in groups:

1. Identify the similarities in these traditional ethnic dresses.
2. Explain attractive things in those dresses.
3. Describe the good features in traditional dresses that we can currently adopt and maintain.

Tanzanian traditional foods and utensils

Tanzanian societies had different types of traditional staple foods. Some of these foods included bananas, maize, millet, finger millet, rice, cassava, sweet potatoes, beans, peas, groundnuts, meat, milk, and so on. Although some of these staple foods were common in many societies, they differed in the way they were prepared and eaten. For example, bananas were prepared differently. Some societies cooked bananas by mixing them with beef, beans, fish, green gram, milk or vegetables. Other societies ate bananas when ripe, and others baked them before eating.

Traditional cookery did not involve much frying. Tanzanian traditional foods had all essential nutrients such as protein, carbohydrate, vitamins and fat. Cooking involved the use of traditional oil such as coconut, groundnut, simsim and palm oil. However, some changes occurred in cooking after the interaction between people from different cultures.

Despite the changes, it is important to value our traditional foods because they are healthier and better than some foreign foods. Traditional foods energize our bodies, build them, and protect them from diseases. Traditional foods also helped people who lived in the past to live longer. We should value our traditional foods as one of the ways of maintaining our culture.

People prepare and eat food in accordance with events. For example, in some societies, the foods cooked and eaten during weddings differ from the foods cooked during funerals. Tanzanians are still using traditional foods in different events. This is done to maintain unity and cooperation in their societies.

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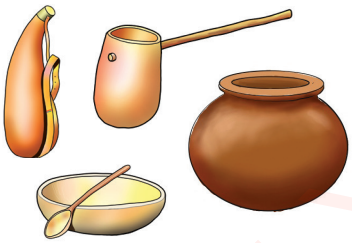
Past societies used traditional utensils in preparing and serving traditional foods. They used banana leaves and wooden utensils, bamboo utensils, and clay utensils. Figure 2 shows some common foods and utensils which were used to prepare and serve various traditional foods in Tanzania.

(a)



(b)



(c)



(d)



(e)



(f)



Figure 2: *Some Tanzanian traditional utensils (a and b) and common foods (c-f)*

Traditional Dance

Traditional dance and music are also elements of Tanzanian culture. As you learnt in Standard Four, Tanzanian societies used different instruments, such as traditional drums, flute, *marimba* and *zeze (banjo)* in traditional dances. Figure 3 shows the traditional dance and musical instruments used by various Tanzanian ethnic groups.

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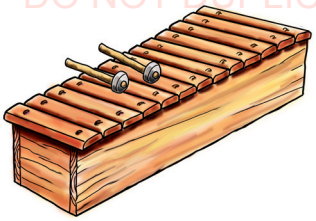
Traditional drums


Wooden Marimba


Flute

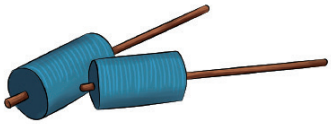
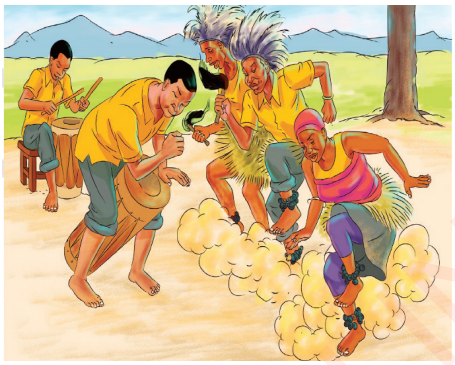

Manyanga (Shakers)

Figure 3: *Some traditional musical instruments*

People sang, danced, jumped, and shook their bodies in traditional dances. Not only did the traditional dances educate and entertain people in their societies but also helped to maintain their health. Traditional dances and music are still performed in many societies. Traditional dances are performed on special occasions and ceremonies, such as weddings, harvests, initiations, and funerals. This is done to maintain our cultures. They also show our society's identity. It is crucial to appreciate your culture since it identifies you. Figure 4 shows examples of traditional dances in Tanzania.


(a) The Sindimba dance of the Makonde


(b) The Akasimbo dance of the Haya


(c) The Mganda dance of the Manda and Nyasa


(d) The Mdundiko dance of the Zaramo

Figure 4: *Some Tanzanian traditional dances*

SOCIAL STUDIES STD 6.indd 59 30/07/2021 11:47

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Sports and games

Past societies also engaged themselves in various sports and games. Some of these sports and games required using energies. Examples are wrestling, boxing, *rede,* and athletics. Other sports like *Bao* required calculations and critical thinking to play. Sports and games were played in order to do exercise and maintain cooperation and friendship. Generally, sports and games fostered cooperation and patriotism in society.



Activity 3

With the help of your parents or guardians, do the following:

1. Identify different types of traditional foods in your ethnic group.
2. Identify traditional utensils used in your ethnic group for (a) preserving food (b) cooking food (c) serving food (d) taking different drinks.
3. Explain the importance of traditional dances.

Effects of old customs and traditions

Many old customs and traditions were relevant to our societies. However, some customs and traditions in such societies were harmful. Female genital mutilation, which was done during girls' initiation into adulthood, is an example of bad customs and traditions. The following are some of the effects of female genital mutilation:

(a) It affects the smooth working of a female's body;

(b) It damages the female reproductive organs and thus affects reproductive health;

(c) It causes heavy bleeding which may cause death during delivery;

(d) It may spread sexually transmitted diseases such as HIV/AIDS since the process involves the use of the same tool such as a blade on more than one girl; and

(e) It may lead to death because of too much bleeding during circumcision.

SOCIAL STUDIES STD 6.indd 60 30/07/2021 11:47

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Female genital mutilation is prohibited in Tanzania. Educational campaigns are also conducted to discourage this tradition due to its devastating effects. Girls' initiation ceremonies should focus on developing life skills and providing reproductive health education. Societies should stop female genital mutilation but concentrate on teaching other relevant values. It should be noted that, during initiation ceremonies, girls are taught many other important things. For example, girls are taught to respect the law, cooperate with others, observe hygiene, work hard as well as care for the family and society.

Besides female genital mutilation, other bad customs and traditions had negative effects on health, society, and economy. Some of those customs and traditions involved denying girls their rights to education, promoting early and forced marriage for young girls, killing innocent people because of witchcraft and superstitious beliefs, killing children born with disabilities, inheriting widows, and denying inheritance rights to women. Therefore, all harmful customs and traditions should be abandoned in our society.

Exercise 3

Answer the following questions:

1. Explain five effects of female genital mutilation in Tanzania.
2. Mention four bad customs and traditions in Tanzania. Why do you think they are bad?
3. Mention good customs and traditions practised by the past Tanzanian societies which you think should be maintained.

Strategies for promoting Tanzanian culture

Many people perceive some traditional taboos, rules, regulations, and behaviour as outdated; thus, they should not be practised. These perceptions stem from their lack of understanding of the meanings and intentions of those taboos, rules, regulations, laws and behaviour when they were introduced. Most of them were introduced for different purposes. More specifically, they were introduced to warn, educate, condemn and teach certain behaviour in a particular society. However, the harmful ones need to be abandoned. Harmful customs and traditions can be changed when society sees their negative effects.

SOCIAL STUDIES STD 6.indd 61 30/07/2021 11:47

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Ways of eradicating harmful customs and traditions

Customs and traditions have a strong base in society. They were introduced in order to address the challenges that the society faced. Thus, eradicating bad customs and traditions is supposed to be done carefully. The following are some of the ways to eradicate harmful customs and traditions in our society.

(a) Negotiate with the respective society. Negotiations help the society to understand the importance of abandoning such customs and traditions;

(b) Educate the society. People should be educated on the effects of harmful customs and traditions. Education is important because it helps people to understand the negative effects of bad traditions. Additionally, it gives people insights into addressing similar challenges that they faced in the past;

(c) Eradicate harmful traditions. This can be done at individual or society levels. Thus, it is better for an individual or the society concerned to willingly decide to abandon such harmful customs and traditions; and

(d) Impose and enforce rules and regulations to prohibit harmful traditions and customs. The government in collaboration with the concerned societies should impose rules and regulations against harmful traditions.



Think

Effective ways of fighting harmful customs and traditions in our society

The importance of culture in society

Culture is very important in our society and the nation. It guides the whole system of life. It also defines the nation and its survival. Culture helps the society or nation to do the following:

(a) Maintain national unity and cooperation;

(b) Identify themselves as one nation with a strong base of customs and traditions;

(c) Protect national resources;

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(d) Focus on developmental activities;

(e) Promote a sense of patriotism;

(f) Recognise national culture and differentiate it from foreign cultures;

(g) Promote love and respect for the nation; and

(h) Help people understand the history of their nation or society.

As a nation, Tanzania realizes the importance of culture. Thus, it has always been educating people on the importance of our culture and honouring it. Different efforts have been taken in order to maintain our culture. For example, in 1967, the National Swahili Council (NSC) was established and given the power to supervise and develop the Kiswahili language in Tanzania. The language was also formally approved to be used in social, economic, and political domains. Since then, the language has been used as a major means of communication on television, radio and arts to present our ideologies, ethics, and culture. Furthermore, Kiswahili was declared as the national language of Tanzania. This is because the language is spoken by the majority of Tanzanians. Therefore, it carries our national culture. Tanzania ethnic communities could hardly unite or cooperate without having one unifying language.

The National Arts Council (NAC) was also formed in 1984 to revive, develop, and promote Tanzanian art. Apart from overseeing art, NAC has been using Kiswahili to promote culture. Many art festivals have been performed in Kiswahili. All these efforts have been done to emphasise, promote, and preserve Tanzanian cultural practices.

The Ministry of Information, Culture, Arts and Sports has a role to oversee and promote our culture nationally. Different arts and cultural activities have been revived and promoted to maintain our culture. For example, the ministry has been promoting arts and sports in order to honour our culture.

Furthermore, the key aspects of culture such as unity and cooperation, appreciation of hard work, dignity, love for the nation, and protecting national resources, have been emphasised in our nation to build patriotism.

Leaders have created different slogans to promote the foundations of our culture. For instance, the first President of the United Republic of Tanzania,

SOCIAL STUDIES STD 6.indd 63 30/07/2021 11:47

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the Late Mwalimu Julius Kambarage Nyerere, emphasized self-reliance and hard work to ensure our independence. He realised that hard work reduces dependency. Leaders devised slogans which promoted the culture of hard work. Among these slogans are *Uhuru na Kazi, Kazi ni Kipimo cha Utu* and *Hapa Kazi Tu*. All these slogans have been promoting the culture of hard work and patriotism. Therefore, our nation recognises that culture is the basis of development, cooperation, unity, peace, and harmony. A person who loves and appreciates his/her culture becomes patriotic.

The effects of not promoting national culture

The following can be the effects of not promoting national culture:

(a) People lose principles to lead them in life;

(b) The nation lose its identity;

(c) The nation cannot trace its ancestry, memory, and history;

(d) The nation lose the foundations for its unity and cooperation;

(e) People denounce their culture and imitate behaviour, rules and regulations of other societies; and

(f) People lose a sense of patriotism.

Exercise 4

Write "True" for a true statement and "False" for a false statement.

1. All old cultures are outdated. _____
2. Culture expresses origins, history and systems of a respective society. _____
3. The National Swahili Council (NSC) has a role of supervising and promoting artworks in Tanzania. _____
4. Tanzanian culture was largely developed during the colonial period. _____
5. Negotiation with the respective society does not help to fight outdated traditions. _____

SOCIAL STUDIES STD 6.indd 64 30/07/2021 11:47

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Answer the following questions

6. Explain the importance of culture in society.
7. Describe good things which are taught in your society.
8. Identify the basis of Tanzanian culture.
9. Mention possible disadvantages of not promoting culture.
10. How does a person who respects culture become patriotic?
11. Identify ways of fighting harmful customs and traditions.
12. Mention four old traditions which have negative effects on our societies.

Vocabulary

Colonialism	a situation of one country to dominate another country economically, politically, socially, and culturally
Female Genital Mutilation	circumcision of girls as a rite of passage to adulthood or womanhood
Patriotism	one's love and commitment to his/her society or nation

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SOCIAL STUDIES STD 6.indd 65 30/07/2021 11:47

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Chapter Five

Cooperation between Tanzania and other African countries

Introduction

In Standard Five, you learnt about the reasons for the cooperation between Tanzania and European as well as Asian countries before colonialism. You also learnt about the economic, social and political effects of the cooperation in Tanzania. In this chapter, you will learn about the cooperation between Tanzania and other African countries after independence. You will also learn about the reasons and areas for establishing that cooperation. Moreover, you will learn about the advantages and challenges of maintaining that cooperation as well as precautions to be taken before initiating cooperation. The acquired knowledge and skills from this chapter will enable you to appreciate the importance of cooperation between Tanzania and other African countries and to utilise economic, social, political, and technological opportunities available in those countries.



Think

1. A friend in your class, at school, or at home.
2. The reasons for choosing only him or her as your friend.
3. Things that both of you do together.
4. Whether your friendship had ever been ended.
5. Things that may break up your relationship.

The meaning of cooperation

Cooperation is the situation in which individuals within or outside the continent decide to work together on agreed affairs. Such affairs may be social, economic or political. Cooperation can also involve countries in the same region. People and nations can work together to achieve a common purpose. Tanganyika established cooperation with many African countries

SOCIAL STUDIES STD 6.indd 66 30/07/2021 11:47

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after gaining independence in 1961. In 1964, Tanganyika and Zanzibar united to form the United Republic of Tanzania. Since then, Tanzania continued to build cooperation with other nations for economic, social, political, and diplomatic reasons. Mwalimu Julius Kambarage Nyerere and Sheikh Abeid Amani Karume were the founders of the early cooperation between Tanzania and other African countries.

Currently, the cooperation between Tanzania and other African countries is guided by the Policy of Economic Diplomacy. The policy seeks to exploit good economic opportunities available in international cooperation for the betterment of Tanzanians.

Areas of cooperation between Tanzania and other African countries



Think

1. Good economic, social, technological, and political cooperation between Tanzania and other African countries
2. Five African countries which have good cooperation with Tanzania

Tanzania has established and maintained good cooperation with other African countries in political, economic, technological, and social areas.

Political cooperation

This is cooperation in political aspects. Political cooperation between nations can act as a catalyst for economic, social, and technological cooperation. Political cooperation is also established for diplomatic and strategic reasons. For example, Tanzania has ambassadors who represent the nation in other countries with which we cooperate. They represent the nation in economic, political, technological, social and cultural issues. For example, Tanzania has ambassadorial offices in countries such as South Africa, Algeria, Burundi, Comoro, Ethiopia, Kenya, Malawi, and the Democratic Republic of Congo. Other countries include Egypt, Mozambique, Nigeria, Rwanda, Uganda, Zambia, and Zimbabwe. Sometimes, a country may have an embassy in one country which serves other countries in the same region. For example,

SOCIAL STUDIES STD 6.indd 67 30/07/2021 11:47

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Tanzania's embassy in Nigeria serves other countries in the West African region.

Countries which cooperate with Tanzania have opened their ambassadorial offices in the country, and they have their ambassadors in the country. Example of countries which have opened their ambassadorial offices in Tanzania include Kenya, Uganda, Zambia, South Africa, Malawi, Zimbabwe, Angola, Burundi, and Rwanda. Presidents of the countries in cooperation visit each other to strengthen diplomatic relations by attending celebrations of national importance such as independence days and presidential inaugurations after the general elections. The presidents may also visit another country to resolve conflicts, attend a funeral ceremony when a president or former president of a friendly nation dies, or attend international conferences.

Economic cooperation

This cooperation is based on economic affairs such as trade, business, energy, agriculture, and transportation. Economic cooperation between Tanzania and other African countries promotes economic development within and between the countries in cooperation. Furthermore, economic cooperation removes trading obstacles between the countries. In addition, economic cooperation helps cooperating countries to share resources. Tanzania benefits from her cooperation with other countries in the areas of trade, energy, transportation, and business. Other countries which cooperate with Tanzania also benefit. For example, landlocked countries, such as Rwanda, Burundi, the Democratic Republic of Congo and Uganda, import and export goods using Tanzanian ports and harbours. Economic cooperation also focuses on removing barriers to allow free trade between countries as well as to increase the free movement of people, labourers, goods and capital across cooperating nations. Economic cooperation may take the form of inter-regional trade. In this case, the cooperation focuses primarily on trade between the cooperating countries. Inter-regional cooperation increases the level of trade and commodity exchange between the countries. Generally, inter-regional trade cooperation is good as it reduces higher prices and tariff barriers associated with foreign markets.

Economic cooperation can also take the form of joint relations in economic activities. For example, the good diplomatic relations between Tanzania and Zambia facilitated the construction of the TAZAMA oil pipeline from

SOCIAL STUDIES STD 6.indd 68 30/07/2021 11:47

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Dar es Salaam in Tanzania to Kapiri Mposhi in Zambia. Moreover, the good diplomatic ties between Uganda and Tanzania has facilitated the adoption of a plan to construct the oil pipeline from Hoima in Uganda to Tanga in Tanzania. Economic cooperation is done to strengthen economic development within and between countries. African countries cannot provide themselves with adequate economic needs because their economies are still under-developed. In order to overcome such challenges, they need to cooperate with other countries. The countries in cooperation sign agreements in order to strengthen their economic and diplomatic relations.

Social cooperation

This cooperation focuses on social issues such as education, sports, health, and culture. This cooperation is established to promote friendship, social relations and development within and between the countries in cooperation. For example, people in cooperation can engage in sports to maintain their friendship. One of the examples of sports activities among the African countries is the Kagame Cup football competition under the Council for East and Central Africa Football Association (CECAFA). This Association involves national football federations from Central and East Africa.

In education, universities from different countries have established student exchange programmes in different areas in order to promote diplomatic ties and good cultural practices among the partner countries in Africa. Through this cooperation, students from different countries meet, engage, and strengthen unity among themselves. Cultural aspects such as language, food, dressing and traditional sports are shared across countries. Therefore, they build good relations and friendship.

Technological cooperation

Technological cooperation focuses on sharing technology and expertise among partner countries. Countries with good cooperation can assist or exchange technological skills and experts such as doctors, teachers, and engineers. Technological cooperation helps to promote and improve technology among the countries in cooperation.

SOCIAL STUDIES STD 6.indd 69 30/07/2021 11:47

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Exercise 1

Answer the following questions:

1. Mention two founders of Tanzania's cooperation with other nations.
2. Mention three countries in Southern Africa which have good cooperation with Tanzania.
3. Mention three indicators which show that one country has good diplomatic cooperation with other nations.
4. Mention two advantages which Tanzania gets for opening embassies in other countries.

Ways used to form and promote cooperation between Tanzania and other African countries



Activity 1

In groups, discuss the following questions and present your answers in the classroom:

1. Have you ever heard that leaders of Tanzania have visited foreign countries?
2. If your answer is yes, which country did they visit?
3. What were the reasons for their visit?
4. Have you ever heard or seen foreign leaders visiting Tanzania?
5. Why did these foreign leaders visit Tanzania?

Leaders of countries which are in good cooperation use many ways to establish and strengthen their cooperation. The heads of member states start by establishing good political, social, economic and technological relations among themselves. In addition, they establish cooperation in order to develop diplomatic activities such as having official and unofficial visits to each other. Furthermore, they open embassies or high commissions and appoint ambassadors and other officials in the partner country. The following

SOCIAL STUDIES STD 6.indd 70 30/07/2021 11:47

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are ways used to establish and strengthen cooperation between Tanzania and other African countries:

(a) *Holding neighbourhood conferences and symposia:* Countries can establish cooperation in activities which promote good culture. For instance, the heads of states can invite each other to attend conferences and cultural festivals. Through these invitations, visitors learn the culture of the host country.

(b) *Meeting and participating in various sports and competitions:* Sports can be used to establish and promote cooperation between Tanzania and other African countries. Tanzania strengthens cooperation with her neighbouring countries by paying visits to each other and playing friendly or competitive international matches. Sports such as football, netball, volleyball, athletics, and darts promote love and welfare between partner countries. Similarly, sports strengthen friendship, unity and solidarity between member states. Considering these sports, the heads of states see the need to establish cooperation between them.

(c) *Selling and buying goods and services from neighbouring countries:* It is a common practice for neighbouring countries to establish commercial relations. Tanzania for example, can sell electricity to the neighbouring countries. By selling products to other countries, the country may get foreign currencies. These currencies can be used to promote economic and social development like industrialisation, social and physical infrastructures. All these may further strengthen cooperation among the partner countries.

(d) *Consolidation and assistance to human needs during national disasters*: When the country is hit by disasters such as floods, earthquakes, drought and hurricanes, neighbouring countries console the citizens of the affected country. Apart from consoling them, they give them assistance in the form of food, medicine, shelter, and building equipment. This good act of assistance helps to build and promote cooperation between the countries as well as between their citizens.

(e) *Exchange of technology and experts:* Another way of establishing and strengthening cooperation is through exchanging technology. For instance, Tanzania has contracted an Egyptian company to construct

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a hydro electric power dam in the Rufiji River valley. The company has Egyptian experts who share their expertise with Tanzanian experts. Accordingly, such Tanzanian experts gain more experience for their career development. It is a good opportunity for exchanging technologies and skills. In addition, it promotes commercial relations between the two countries hence promoting cooperation between them.

(f) *Provision of transport services among the partner countries:* The transportation sector is an important catalyst for the establishment and development of cooperation between nations. This sector enables economic growth for the development of the community and the respective country. Transport simplifies the interaction between people, countries and even regional groupings. In addition, transport simplifies conducting economic, social, political and cultural activities between and among the countries in cooperation. This simplification is an important foundation for promoting cooperation between one country and another. Moreover, transport reduces the costs of trade transactions. Thus many nations find themselves establishing cooperation in order to assist each other in transportation. For example, the Tanzania and Zambia Railway Authority (TAZARA) was established to promote transport services and diplomatic ties between Tanzania and Zambia.

Cooperation between Tanzania and African regional groupings

Tanzania is a member of various regional groupings in Africa. For instance, Tanzania is a member of the African Union (AU), the East African Community (EAC), and the Southern African Development Community (SADC).

African Union (AU)

The African Union is the cooperation of African countries that make up the continent of Africa. This cooperation was officially launched in 2002. It has its roots in the Organisation of African Unity (OAU) which was formed on 25th May, 1963 in Addis Ababa, Ethiopia. In 2002, the OAU was transformed and gave birth to the African Union (AU). The headquarters of the cooperation remained to be in Addis Ababa, in Ethiopia. Figure 1 shows the flag and emblem of the African Union, while Figure 2 shows the countries that form the African Union.

SOCIAL STUDIES STD 6.indd 72 30/07/2021 11:47

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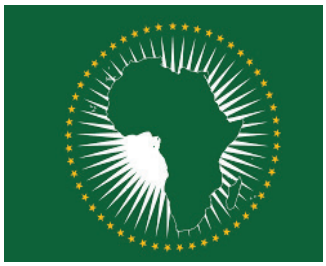

(a) The African Union flag



(b) The African Union emblem

Figure 1: *The flag and emblem of the African Union*



Figure 2: *Member countries of the African Union*

SOCIAL STUDIES STD 6.indd 73 30/07/2021 11:48

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The objectives of the African Union

The main objective of forming the African Union was to promote unity and solidarity among the African nations. Under this main objective, the African Union had the following specific objectives:

(a) To promote the cooperation of African countries so that citizens can get development;

(b) To eradicate all forms of injustice in the African continent, including racism, neo-colonialism, exploitation, and oppression;

(c) To defend sovereignty, territorial integrity, and independence of its member states;

(d) To struggle for economic independence;

(e) To coordinate efforts to achieve better life for the people of Africa;

(f) To promote sustainable development in the continent at the economic, social and cultural levels;

(g) To promote political and social unity as advocated by the founders of Pan-Africanism;

(h) To promote good governance, democracy, respect for human rights and rule of law;

(i) To promote peace and security in the continent; and

(j) To build people-centred development which utilises the talents of women and youths.

The African Union works with other international organisations in the implementation of its objectives. Some of those organisations are the United Nations High Commissioner for Refugees (UNHCR); the United Nations Children's Fund, formerly known as the United Nations International Children's Emergency Fund (UNICEF); the Food and Agriculture Organisation (FAO); as well as the International Labour Organisation (ILO).

Achievements of the African Union

The African Union has many achievements. The following are some of them;

(a) Resolution of some political conflicts through negotiations;

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(b) Development of regional cooperation such as the Southern Africa Development Community (SADC), the East African Community (EAC), and the Economic Community of West African States (ECOWAS);

(c) Creation of the African Development Bank (AfDB) which provides soft loans with low-interest rates to African countries;

(d) Improvement of the lives of citizens of the member states; and

(e) Building infrastructures which encourage development among member states.

Challenges facing the African Union

Wherever there are achievements, there are challenges. What is needed is to have various strategies for solving or minimizing those challenges. The following are some of the challenges facing the African Union:

(a) Economic dependence: Loans and aid from imperialist countries negatively affect the organisation;

(b) Food shortage which causes famine and deaths of Africans almost every year;

(c) Poor infrastructures which affect economic growth in many member countries;

(d) High level of poverty in Africa;

(e) Civil wars which lead to famine, refugees, and deaths;

(f) Shortage of funds to run the Union; and

(g) Environmental degradation, caused by climate change and unplanned human activities such as deforestation and unauthorised burning of vegetation.



Think

Ways to overcome the challenges facing the African Union

SOCIAL STUDIES STD 6.indd 75 30/07/2021 11:48

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Ways to overcome the challenges facing the African Union

To address the challenges facing the African Union, Africans are supposed to do the following:

(a) To stop violence and crime in the member states;

(b) To conserve the environment in order to fight climate change which leads to food insecurity;

(c) To give equal economic, political and educational opportunities to all people especially the youth, women and those with special needs in order to bring peace and harmony;

(d) To prepare an enabling environment for smooth trade by removing trade barriers, reducing taxes or custom duties, and controlling the quality of domestic and foreign goods;

(e) To set an effective control system of financial markets;

(f) To improve investments from within and outside the African Union in order to increase income for each member state;

(g) To apply principles of good governance in the public sector, for instance, effective management of public resources such as funds, people, and equipment;

(h) To ensure effective management of health services in order to minimize the spread of diseases;

(i) To improve infrastructure such as roads, railways, ports and airports;

(j) To improve the accessibility of energy by using alternative sources such as wind, solar and natural gas; and

(k) To reduce poverty by creating more employment opportunities.

Working on the issues mentioned above will help Africa to achieve sustainable development in the continent.

SOCIAL STUDIES STD 6.indd 76 30/07/2021 11:48

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Exercise 2

Answer the following questions:

1. Mention three reasons why Tanzania has established cooperation with other countries.
2. Define the concept of economic diplomacy.
3. Mention three reasons for establishing the African Union.
4. What can be done to help Tanzania continue to strengthen relations with other countries?
5. One of the challenges of the African Union is poverty. What should be done to address this challenge? Provide two suggestions.

The East African Community (EAC)



Think and find out

1. The number of countries within the East African Community.
2. Important things about the East African Community.

Read the following passage

The history of the East African Community can be traced back to the period of colonialism in the early 20th century. The British colonisers created customs duty as well as trade and agricultural tariffs in order to facilitate the smooth running of the East African colonies of Kenya, Uganda, Zanzibar, and Tanganyika. More specifically, the East African colonies of Kenya and Uganda formed a customs union in 1917, and the cooperation was later extended to the Tanganyika colony in 1927. This cooperation was later followed by the formation of the East African High Commission in 1948. The Commision operated up to 1961 when the East African Common Services Organisation was established. The East African Community was formed in 1967 and incorporated the countries of Kenya, Uganda, and Tanzania which were formerly ruled by the British.

SOCIAL STUDIES STD 6.indd 77 30/07/2021 11:48

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This East African Community aimed at unifying East African countries politically, socially, economically, and culturally. It also aimed at promoting technological research, defence and security. These countries agreed to cooperate in special economic areas, such as transport and communication, agricultural research, livestock, forestry services, airline, and railways. Many corporations were formed to oversee those activities. Some of those corporations were the East African Railways and Harbours, the East African Airways, the East African Posts and Telecommunications, and the East African Development Bank.

The members of the Community also agreed to promote industrial development. Accordingly, they agreed to minimise competition between industries in the Community. That is, if an industry is in one of the member states, it should produce goods for all three countries. Hence, the goods produced in East Africa could be bought by East Africans. This aimed to solve the challenge of lacking market for East African goods. For example, there was only one tyre industry known as East Africa General Tyres which was located in Arusha, Tanzania. This industry produced tyres for the entire East African market.

The former East African Community survived for 10 years (1967-1977). During this period, the three member states had different political and economic ideologies. Kenya was practising African capitalism; Tanzania was under African socialism and self-reliance; Uganda was under the rule of dictator Idd Amin. Idd Amin's regime caused economic and political chaos in Uganda, which hindered her participation in the Community's activities. As for Kenya, she demanded more representations in many decision-making committees in the Community. In this situation, the cooperation between the member states suffered and the Community collapsed in 1977. In 1983, the East African Community was formally dissolved and all property was distributed. Thereafter, each country concentrated on her plans such as industrial development.

In 1993, three heads of state from the East African countries namely Ali Hassan Mwinyi of Tanzania, Yoweri Museveni of Uganda and Daniel Arap Moi of Kenya signed a Treaty for East African Co-operation in Kampala and established a Tri-partite Commission for Co-operation. This Commission was formed to coordinate economic, social, political, cultural and security issues in East Africa. On 30th November 1999, three heads of state, namely

SOCIAL STUDIES STD 6.indd 78 30/07/2021 11:48

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Daniel Arap Moi of Kenya, Benjamin William Mkapa of Tanzania and Yoweri Kaguta Museveni of Uganda, signed a treaty of establishing the East African Cooperation. In 2000, these heads of state signed a treaty of inaugurating the new East African Community in Arusha, Tanzania. Among the issues they agreed to work on were customs union, common markets, monetary union and political federation. The agreement also established new decision making and implementation organs such as the General Assembly of Heads of State, Council of Ministers, East African Court of Justice, East African Legislative Assembly and the EAC Secretariat.

Figure 3 shows the flag and emblem of the East African Community.



(a) The East African Community flag



(b) The East African Community emblem

Figure 3: *The East African Community flag and emblem*

Other countries in the Great Lakes Region joined the Community later. Those countries are Burundi, Rwanda, and South Sudan. While Burundi and Rwanda joined the Community in 2007, South Sudan joined it in 2016 to make a total of six member states in the Community. Figure 4 indicates the six member states of the East African Community.

SOCIAL STUDIES STD 6.indd 79 30/07/2021 11:48

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Figure 4: *The six member states of the EAC*

SOCIAL STUDIES STD 6.indd 80 30/07/2021 11:48

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Table 1 The member states of the EAC, their respective flags and years of joining the Community.

No.	Country	Flag	Year of joining the EAC
1.	Tanzania		2000
2.	Kenya		2000
3.	Uganda		2000
4.	Rwanda		2007
5.	Burundi		2007
6.	South Sudan		2016

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SOCIAL STUDIES STD 6.indd 81 30/07/2021 11:48

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Table 2 Presidents of the East African Community member states in 2019

No.	Country	Picture and name of the President
1.	Tanzania	 H.E John Magufuli
2.	Kenya	 H.E Uhuru Kenyatta
3.	Uganda	 H.E Yoweri Museveni
4.	Rwanda	 H.E Paul Kagame
5.	Burundi	 H.E Pierre Nkurunziza
6.	South Sudan	 H.E Salva Kiir

SOCIAL STUDIES STD 6.indd 82 30/07/2021 11:48

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Objectives of the East African Community (EAC)

The following are the objectives of the EAC:

(a) To promote political, economic, and social cooperation among the member states for the benefits of their people;

(b) To reduce poverty among citizens of the member states of the EAC;

(c) To strengthen peace, defence and security;

(d) To promote gender equality;

(e) To build good relations between the government and the private sector; and

(f) To promote sustainable use of the natural resources found in the member states.

With those objectives, the Community formed a customs union in January 2005 and a common market in 2010. The Community also intended to establish an EAC common currency by the year 2012 and finally the EAC political federation.

Organs of the East African Community

The EAC has two main operating organs. These organs are those which make decisions and those which implement the decisions.

Decision making organs of the EAC

The major decision making organ of the Community is the General Assembly of heads of the member states. This assembly is the main organ which decides on issues related to policy and daily functioning of the Community.

The General Assembly is normally held once per year. During this Assembly, the chairperson of the Community is chosen on the rotational basis. For instance, in 2016, His Excellency President John Joseph Magufuli was chosen as the chairperson of the Community for one year.

Other decision making organs of the Community are the Council of Ministers and the EAC Legislative Assembly (EALA). The Council meets twice per

SOCIAL STUDIES STD 6.indd 83 30/07/2021 11:48

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year. One of their meetings precedes the General Assembly to prepare the meeting of the heads of the member states. The Council links the General Assembly with daily operations of the Community.

The EAC Legislative Assembly contains 27 parliamentarians from the National Parliaments of the member states. It makes the law which guides the daily functioning of the Community. It also approves the annual budget of the Community.

Implementation organs of the EAC

The EAC implementation organs are the Secretariat, the EAC Court of Justice and Sectoral Committees. The Secretariat is the permanent organ which carries out the daily functions of the Community.

The EAC Court of Justice administers justice affairs such as hearing of cases brought to its attention about issues within the Community.

The EAC Sectoral Committees interpret and implement the decisions of the Council of Ministers for each sector, develop programmes, and supervise their implementation.

Exercise 3

Answer the following questions

Match the descriptions in Column A with correct items in Column B

No	Column A	Column B
1.	Tanganyika joined the EAC Customs Union	A. 1999
2.	Establishment of the East African High Commission	B. 1967-1977
3.	The duration in which the former EAC existed	C. 2016
4.	The re-establishment of the EAC	D.1917
5.	South Sudan joined the EAC.	E. 2005
		F. 1948-1961
		G. 2000
		H. 1927
		I. 2017
		J. 1948

6. Briefly describe two decision making organs of the East African Community and explain the functions of each organ.

SOCIAL STUDIES STD 6.indd 84 30/07/2021 11:48

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Achievements of the EAC

The following are the achievements of the EAC:

(a) Reduction of the cooperation obstacles between member states, for instance, the availability of travel documents within each member state;

(b) Improvement of cooperation in sectors such as education and public services: For example, people are allowed to seek and secure employment in any member state. Upon securing a job, the individual will be required to abide by the laws and regulations of the hosting country;

(c) Establishment of the East African Business Council: This has enabled private investors to start and run businesses smoothly within the member states. For example, the Cooperative and Rural Development Bank (CRDB) of Tanzania has branches in Burundi. In addition, the Kenya Commercial Bank (KCB) has opened branches in Tanzania and other member states in the Community;

(d) Some of the challenges in the transport and communications sector have been resolved. Almost all member states are connected by road. For example, Tanzania and Burundi are connected by road through the Kigoma region. Moreover, Tanzania and Kenya are connected by road through Horohoro, Sirari, Namanga, Rongai, and Holili. Tanzania and Rwanda are connected by road through the Rusumo border. In addition, plans to construct a crude oil pipeline to transport oil from Hoima in Uganda to the Tanga port in Tanzania are underway;

(e) There are collective efforts to strengthen the defence and security of the member states. The member states have agreed to defend their boundaries against any invasion or attack from enemies such as terrorists; and

(f) Establishment of the East African Common Market in 2010: It led to common tariffs to the goods produced within the member states.

Challenges facing the East African Community

Apart from the above achievements, the EAC faces the following challenges:

(a) Shortage of capital for industrial development: To a larger extent, the EAC member states' economies depend on agriculture, livestock, and

SOCIAL STUDIES STD 6.indd 85 30/07/2021 11:48

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minerals. Products from these economic activities are exported while raw; therefore, they fetch low prices. The foreign currency obtained from this export is too small to support industrialisation;

(b) Shortage of experts and heavy machines for refining and adding value to our exported goods;

(c) Shortage of funds to run the EAC's projects;

(d) Mistrust among the EAC member states: For instance, in 2019, Rwanda closed her borders with Uganda. This is because Rwanda accused Uganda of supporting and training her enemies. Uganda then reacted by closing her borders with Rwanda;

(e) Lack of a common currency, contrary to the earlier plan of introducing a common currency by 2012;

(f) Failure to adopt a political federation as originally agreed;

(g) Terrorist threats and attacks, such as the Westgate and Gharissa terrorist attacks in Kenya between 2013 and 2018;

(h) Failure to reduce poverty among the citizens of the EAC member states; and

(i) Affiliation of member states to multiple regional groupings.

Strategies for addressing the challenges facing the EAC

The following are some of the strategies for addressing the challenges facing the East African Community:

(a) Developing an industrial economy

The industrial economy will enable producing industrial goods needed in member countries and surplus for export to earn foreign currencies. Such industries will also use raw materials from agriculture and mining. Moreover, the industries will facilitate processing raw materials to add value. In addition, the industrial economy will offer more employment opportunities to citizens. This will enable the member countries and their citizens to earn more income and reduce poverty;

SOCIAL STUDIES STD 6.indd 86 30/07/2021 11:48

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(b) Common interest

The EAC leaders should have a common interest when negotiating with other regional groupings in Africa and the world at large. This will enable the EAC to voice its opinions to defend its interests before others;

(c) Stable leadership

The EAC member states should stabilize their leadership systems and promote the rule of law. This will save the countries from internal conflicts which may lead to civil wars, famine, poverty, and deaths;

(d) Improve anti-terrorist systems

This involves improving and modernising anti-terrorist systems in order to fight terrorism. This will improve the defence and security of member states; and

(e) Cultural cooperation

Widen the cooperation of member states in cultural affairs in order to unify the ethnic communities in the EAC. This will promote interactions between such people in the EAC.

Exercise 4

Answer the following questions:

1. Briefly explain two achievements of the EAC.
2. Briefly explain three reasons for the collapse of the EAC in 1977.
3. Outline three reasons for encouraging the development of industrial economy among the EAC member states.
4. What should be done to reduce poverty among the citizens of the EAC member states?

Southern African Development Community (SADC)

This cooperation involves 16 member countries found in the southern part of Africa. It was formed in 1992. Its main objective was to strength regional cooperation. Figure 5 shows the SADC member states, and Table 3 shows member states and their respective flags.

SOCIAL STUDIES STD 6.indd 87 30/07/2021 11:48

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Figure 5: *SADC member states*

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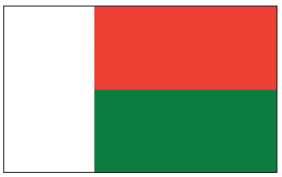
Table 3: The SADC member states and their respective flags

No.	Country	Flag
1.	South Africa	
2.	Angola	
3.	Botswana	
4.	Comoro	
5.	Democratic Republic of Congo	
6.	Eswatini	
7.	Lesotho	
8.	Madagascar	

SOCIAL STUDIES STD 6.indd 89 30/07/2021 11:48

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No.	Country	Flag
9.	Malawi	
10.	Mauritius	
11.	Mozambique	
12.	Namibia	
13.	Seychelles	
14.	Tanzania	
15.	Zambia	
16.	Zimbabwe	

SOCIAL STUDIES STD 6.indd 90 30/07/2021 11:48

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Objectives of SADC

The South African Development Community has three main objectives:

(a) To eradicate poverty among the citizens of the member states and promote economic development;

(b) To strengthen peace and security of the member states; and

(c) To improve the living conditions of the citizens of the member states.

In addition, this Community has the following specific objectives as listed in the 1992 cooperation agreement:

(a) To promote economic growth which is necessary for reducing poverty and improving the living standards of the people in the Community;

(b) To develop ethical systems in politics and to build stable institutions;

(c) To promote and safeguard peace and security;

(d) To promote the development of member states in order to be self-reliant and independent;

(e) To accomplish the national, regional, and international strategies, programmes, and plans;

(f) To increase employment opportunities in the member states;

(g) To achieve the sustainable use of natural resources and better protection of the environment; and

(h) To promote and strengthen the long-term historical, social and cultural cooperation between countries in the regional cooperation.

These objectives would be realised if the cooperation among the member states is good. This cooperation requires strong democratic foundations, equality, and sustainable development.

Achievements of the SADC

The following are the achievements of the SADC:

(a) The member states have made efforts to promote peace and security in the region;

SOCIAL STUDIES STD 6.indd 91 30/07/2021 11:48

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(b) The Community has implemented national, regional and international plans, strategies and programmes; and

(c) The Community has promoted historical, social and cultural cooperation in the region.

Challenges facing the SADC

The South African Development Community faces the following challenges:

(a) Many citizens of the member states are still living in dire poverty;

(b) Most of the institutions in the member states are yet to establish stable ethical systems in politics and public services. For example, corruption is still a major challenge in the member states;

(c) The member states have dependent economies. This interferes with their efforts to develop economic independence and impairs their ability to make independent decisions;

(d) The member states have not yet created sustainable employment opportunities. This is caused by their lack of a solid industrial base and poor utilization of resources;

(e) The member states have not yet achieved sustainable environmental conservation. Therefore, they have not achieved sustainable utilisation of natural resources;

(f) There are still political conflicts in some of the member states, which sometimes cause wars. Examples of such conflicts are the internal conflicts in Burundi and the Democratic Republic of Congo (DRC) as well as the xenophobic attacks in South Africa; and

(g) Most of the member states have multiple memberships of other regional groupings.

Ways of overcoming the challenges facing the SADC

Some of the ways of overcoming the challenges facing the SADC are as follows:

(a) Leaders of the member states should innovate and implement profitable economic projects;

SOCIAL STUDIES STD 6.indd 92 30/07/2021 11:48

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(b) Institutions within the member states should build stable systems which promote ethics in politics and public services;

(c) The cooperation should build an independent economy, especially the industrial economy;

(d) The cooperation should increase and improve employment for its citizens. This will be possible by promoting innovation, building an industrial economy, and effectively utilising raw materials among member states;

(e) The citizens should work hard;

(f) The leadership and administrative systems should be strengthened in order to stop corruption and oppression so as to bring development to the citizens; and

(g) To strengthen environmental conservation activities in order to achieve the sustainable use of the natural resources of the member states.

The above solutions may enable the SADC to overcome its challenges.

Exercise 5

Answer the following questions:

1. Mention two specific objectives of the SADC.
2. Explain three achievements of the SADC.
3. Briefly describe three ways of overcoming the challenges facing the SADC.
4. Briefly describe three measures of increasing and promoting employment among the SADC member states.

Reasons for Tanzania to cooperate with other countries and regional groupings

Tanzania cooperates with many countries in and outside Africa. She is also a member of regional groupings such as the African Union, the EAC, and the SADC. The following are the reasons for Tanzania to cooperate with other countries and to be a member to regional groupings:

(a) To find solutions to various economic challenges: Cooperation with other countries stimulates trade development among partner countries.

SOCIAL STUDIES STD 6.indd 93 30/07/2021 11:48

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Trade between two or more countries is known as international trade. In this trade, the participating countries obtain foreign currencies which help them to increase their foreign currency reserves. For example, Tanzania trades with Kenya, Uganda and Rwanda;

(b) Cooperation creates the possibility of Tanzania to receive humanitarian aid when faced with disasters. For example, in 2017, Tanzania received humanitarian aid from both within and outside Africa to deal with the earthquake disaster which occured in Kagera. The earthquake caused deaths of people and destruction of properties. Many people were left without shelter, food or clothes in Kagera. Kenya, Uganda, and other friendly nations provided humanitarian aid which included money, food, clothes and building materials to Tanzania. Likewise, Tanzania provided humanitarian aid to Mozambique due to deadly floods after being hit by *Cyclone Idai* in 2019. This hurricane caused floods which killed many people in Mozambique;

(c) Cooperation with other countries enhances peace and security in the partner countries. If a country has good relations with its neighbouring countries, it will have less threat of invasion. Enemies cannot use the borders of a partner country to invade another partner country. This situation leads to peace and harmony among the partner countries;

(d) Cooperation promotes the development of expertise in the economy, technology and other areas. As a result, sharing of expertise would benefit even the less developed member states, especially in the areas mentioned above; and

(e) Tanzania gets loans to finance its development projects. These projects, in turn, improve the living standards of the people.

Exercise 6

Answer the following questions:

1. List two social advantages which Tanzania gets from her relations with other African countries.
2. Mention two possible disadvantages that Tanzania can get if it doesn't cooperate with other African countries.
3. Mention five challenges facing the SADC.

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Advantages of establishing cooperation with countries and regional groupings

There are several advantages of establishing cooperation with countries and regional groupings. The following are some of those advantages:

(a) It improves cooperation in implementing decisions made by partner countries. For example, when the Apartheid government of South Africa refused to abolish the policy of racism, member states of the Organisation of African Unity (OAU) ratified a decision to prohibit all South African planes to pass through their airspace. This was one of the sanctions to pressurise the South African apartheid government into stopping racism;

(b) It strengthens the economy of partner countries through exchanging experts, trading together, and removing barriers in various sectors;

(c) It resolves conflicts peacefully between countries or within a country. For example, Mwl. Julius Kambarage Nyerere and William Benjamin Mkapa were mediators in the Burundi internal conflicts;

(d) It strengthens the defence and security of the partner states by coming up with joint strategies defend their borders as well as to protect resources such as wildlife, minerals, forest products, fishing and others;

(e) It enables partner states to cooperate socially. This is noticed in events such as joint preparations for various sports. This kind of cooperation strengthens unity, peace, and good relations;

(f) It provides aid and loans. For instance, Tanzania gets loans from the African Development Bank (AfDB) because she is a member of the African Union; and

(g) It enables partner countries to overcome challenges of society, including the fight against cultural traditions that violate human rights.

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Challenges of establishing cooperation between countries



Think

1. If you ever had a friend
2. Did you experience any challenges in your friendship?
3. If your answer in 2 is yes, explain the challenges.

A country may experience challenges in cooperating with other countries. Some of these challenges are as follows:

(a) Some of the citizens may imitate harmful foreign cultural practices;

(b) It may endanger national security due to the interaction between administrative systems and the conduct of political activities and government business .

(c) Citizens of one country may develop interests in the partner countries' working environments. This might decrease manpower in their home country;

(d) There is a possibility of a country to lose resources when the cooperation ends. This may lead to permanent hostility and enmity;

(e) Chaos may erupt among citizens of the partner countries. There can be several reasons for this; one of them being the feeling among the citizens of one country that their jobs are being taken by foreigners. For example, Xenophobic attacks have been happening in South Africa due to this reason; and

(f) Receiving and hosting refugees may lead to negative impacts. For instance, some refugees may engage in criminal activities in the host country. For many years, Tanzania has been receiving refugees from neighbouring countries such as Burundi, the Democratic Republic of Congo (DRC), and Rwanda. Criminal cases by refugees have been reported in the neighbouring regions such as Kigoma, Katavi, Kagera, and Tabora.

SOCIAL STUDIES STD 6.indd 96 30/07/2021 11:48

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Generally, cooperation between countries has both advantages and disadvantages. It is, therefore, recommended that member states should frequently engage in discussions to minimise the possibilities of conflicts between them.

Important considerations to be taken in cooperation

In order for cooperation to last, several issues should be taken into consideration before and after its establishment. Table 4 shows important issues to consider before and after establishing cooperation between countries.

Table 4: Important considerations to take before and after establishing cooperation between countries

Before cooperation	During cooperation
Study the country with which you want to establish cooperation. Make sure it is not threatening the security of your citizens.	Implementation of the cooperation agreement by focusing on the agreed priorities.
Identify the advantages and challenges of the cooperation you seek to establish.	To assess and evaluate the cooperation to identify implementation challenges and devise strategies to address them
Prepare a formal agreement stipulating key areas of cooperation	Maintain close communication between partner governments at the executive levels
Understand the countries involved in signing the cooperation agreement	Maintain close political, economic, technical, social, and cultural cooperation

Exercise 7

1. Mention one issue that can lead to conflicts between citizens of one country and that of the partner country in cooperation.
2. Explain two considerations a country has to take before establishing cooperation with another country.
3. What should be done after one country has established cooperation with another country?

SOCIAL STUDIES STD 6.indd 97 30/07/2021 11:48

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Exercise 8

Write "True" for a true statement and "False" for a false statement.

1. Tanzania has partner countries both in and outside Africa. _____
2. The cooperation among East African countries began in 1967. _____
3. One of the objectives of the old East African Community was to make the countries socialist. _____
4. Exchanging experts between countries will help African countries to have strong economies. _____
5. Improving economic and technological cooperation is a strategy for strengthening political cooperation between countries. _____

Choose the most correct answer and write its letter in the space provided.

6. Among the important organs which help to direct the East African Community are _____.
   (a) Legislative Assembly and the Speaker
   (b) Legislative Assembly and Court of Justice
   (c) Court of Justice and the Judges
   (d) Secretariat and Prime Ministers
7. Conducting an investigation before establishing cooperation between countries helps _____.
   (a) To know the opportunities of the partner country so as to benefit
   (b) To understand the security situation of a partner country and the precautions to take
   (c) To help citizens who experience problems
   (d) To implement the agreement
8. The countries which established cooperation with Tanganyika during colonialism were _____.
   (a) Kenya and Mozambique

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SOCIAL STUDIES STD 6.indd 98 30/07/2021 11:48

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(b) Uganda and Rwanda

(c) China and Mozambique

(d) Kenya and Uganda

Briefly answer the following:

9. Explain two things which Tanzania must consider before establishing cooperation with another country.
10. Mention two challenges that Tanzania faces by cooperating with other countries.
11. Explain how transport networks strengthen cooperation between countries.
12. Mention 6 members of the East African Community (EAC) by starting with the youngest to the oldest members of the Community.
13. Describe two things which Tanzania is supposed to do after establishing cooperation with another country.
14. The 39th SADC General Assembly was held in Tanzania in 2019. Who was elected Chairperson of the Community?

Vocabulary

Customs duty	tax that people pay for importing or exporting goods
Diplomacy	the management of relationships between countries; or the art and practice of conducting negotiations between nations
Federation	political cooperation of countries or provinces in which the member states or provinces retain a big share of power to make their own decisions
Programme	a plan or a series of actions which an individual or nation designs to achieve something important
Resource	a useful or valuable possession of a country, organization, or person
Technology Transfer	the transfer of new technology from the originator to a secondary user, especially from developed to developing countries in an attempt to boost their economies

SOCIAL STUDIES STD 6.indd 99 30/07/2021 11:48

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Chapter Six

African heroes and the liberation of Africa

Introduction

In Standard Five, you learnt about the European colonial invasion of Africa, African resistances against colonial invasion, and colonial rule. In this chapter, you will learn about African liberation struggles, the reasons for the liberation struggles in Africa, and the techniques used in the liberation struggles. You will also learn about the African heroes who led the liberation struggles, the challenges of the liberation struggles in Africa, and lessons learnt from the heroes of liberation struggles. The acquired knowledge and skills from this chapter will enable you to recognise and appreciate the past liberation struggles and cherish African heroes who participated in the struggles.

Liberation struggles against colonialism in Africa

The liberation of the African continent involved efforts by Africans to free themselves from colonialism. In other words, liberation involved struggles to end colonialism in Africa and to restore independence among Africans.

There were three phases of the liberation struggles against colonialism in Africa. The first phase started when citizens began to resist the colonial invasion in the late 19th century and the early 20th century. These earlier movements and resistances started with an ethnic group or a combination of ethnic groups. Some of the ethnic groups that participated in the early liberation struggles included the following:

(a) The Hehe led by Chief Mkwawa, the Nyamwezi led by Mtemi Isike and the Yao led by Chief Machemba: These opposed the German invasion in some parts of present-day mainland Tanzania;

(b) The Nandi led by Chief Koitalel Arap Samoei and the Banyoro led by Kabalega opposed the British colonial invasion in Kenya and Uganda respectively;

(c) The Ethiopians led by King Menelik II opposed the Italian invasion in Ethiopia;

SOCIAL STUDIES STD 6.indd 100 30/07/2021 11:48

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(d) The Mandika led by Samori Toure in West Africa opposed the French invasion;

(e) A number of ethnic groups in the southern part of present-day Tanzania such as Matumbi, Ngoni, Bena, Ngindo and others waged the Majimaji wars against the German colonial rule; and

(f) The Nama led by Hendrik Witbooi and Herero led by Samuel Maherero of South West Africa opposed German colonial invasion in areas of present-day Namibia.

In those struggles, Africans lost the war against the colonial invaders. These defeats forced Africans to change their methods of resisting colonialism.

The second phase developed after the First World War in many parts of Africa and involved the formation of workers', peasants', and religious associations. For example, workers in colonial economic centres and civil services formed workers associations as tools of struggle against colonialism. Examples of these associations included the Tanganyika Territory African Civil Servants Association (TTACSA) in Tanganyika, the Northern Rhodesia Mine Workers Union in Zambia, the North Kavirondo Central Association in Kenya and the National Congress of British West Africa which united Africans in the British colonies of West Africa. These associations protested against forced labour, racism, oppression, exploitation, discrimination, and low wages to Africans. These associations also demanded the change of some of the laws and regulations imposed on Africans.

Along with those workers associations, there were also farmers' associations. Examples of farmers associations in Africa were the Kilimanjaro Native Cooperative Union (KNCU) in Tanganyika and the Cocoa Farmers Association in Gold Coast (Ghana). These associations were aimed at protecting African peasants against colonial exploitation and oppression. They were also defending the interests of African peasants against land alienation, high taxation, and low prices for crops.

Some Africans also formed religious organisations as tools of struggle. For example, Africans established African Independent Churches to protest against discrimination and racism in European Christian Churches. Examples of those African independent Churches were the Watch Tower led by John Chilembwe in Malawi. Other examples were The Church of Jesus

SOCIAL STUDIES STD 6.indd 101 30/07/2021 11:48

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Christ under Simon Kimbangu in Belgian Congo (nowadays the Democratic Republic of Congo), the Msambwa Church in Kenya, the Lumpa Church led by Lenshina in Zambia, and the Last Church of God and his Christ led by Ben Ngemela in Tanzania.

The third phase evolved after the Second World War, and it was centred on the formation of political parties. Liberation struggles during this period focused more on demanding independence in African colonies. African elites formed political parties which became platforms for the independence struggles. Examples of these political parties were the Tanganyika African National Union (TANU) in Tanganyika, Kenya African National Union (KANU) in Kenya and the Uganda People's Congress (UPC) in Uganda. The main objective of political parties was to end European colonialism in Africa. As shown in Figure 1, Europeans controlled many colonies in Africa by the 1940s.

Exercise 1

Carefully study Figure 1 and use it to match the colonies in Column A which shows African countries with their colonial rulers in Column B after the First World War. One answer may apply to more than one item.

Column A	Column B
1. Southern and Northern Rhodesia	(a) Portuguese
2. Togo	(b) Belgians
3. Algeria	(c) British
4. Nigeria	(d) Italians
5. Mali	(e) French
6. Tanganyika	(f) Spanish
7. Mozambique	
8. Congo	
9. Zanzibar	
10. Angola	

SOCIAL STUDIES STD 6.indd 102 30/07/2021 11:48

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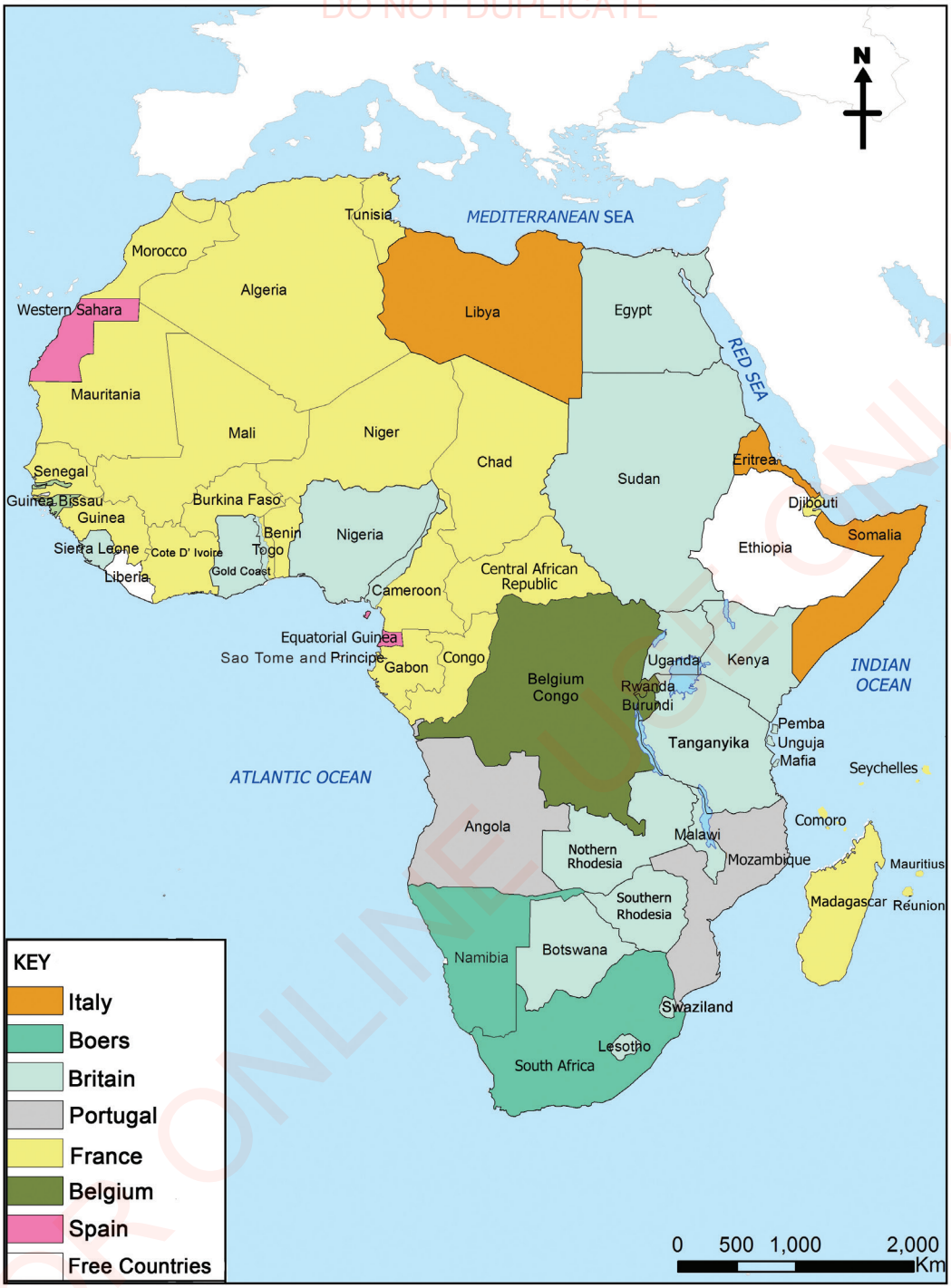

Figure 1: *Colonial rule in Africa by 1945*

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Factors for liberation struggles in Africa

There were internal and external factors for liberation struggles in Africa. These factors are discussed below:

External factors for the liberation struggles against colonial rule

The following were the external factors for the development of liberation struggles:

(a) The Pan-African Movement Conference (PAC) held in 1945 in Manchester, England: This conference aimed at encouraging Africans to oppose the exploitation of Africans and to demand independence of African countries. The conference generally encouraged African elites to lead liberation struggles in their countries. Among the elites who attended the conference were Kwame Nkrumah of Ghana, Jomo Kenyatta of Kenya, Nnandi Azikiwe of Nigeria, and Kamuzu Banda of Nyasaland (Malawi). When they returned to their countries, they led their fellow Africans in the struggle for independence;

(b) African soldiers who fought in the Second World War also promoted liberation struggles after returning to their home countries. These soldiers returned with renewed energy and determination to fight for independence in their own countries. Examples of such soldiers were Dedan Kimathi and Warihui Itaka who led the MAUMAU war in Kenya in the 1950s. Similarly, the Tanganyikan soldiers who fought in India, Burma, Israel, Egypt and other places participated in the struggle for independence after returning home. Many of them became members of TANU in the 1950s and played an important role to end British colonialism in Tanganyika;

(c) The achievement of independence in India, China and Burma (Myanmar) also encouraged African leaders to struggle for independence in their countries. The independence of these countries inspired African leaders who became confident that independence could also be achieved in African countries;

(d) The emergence of the United States of America (USA) as the powerful nation after the Second World War also promoted liberation struggles in Africa. The USA supported liberation struggles in Africa. The USA

SOCIAL STUDIES STD 6.indd 104 30/07/2021 11:48

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wanted Africa to be independent so that she could have access to African natural resources, markets, and cheap labour;

(e) The United Nations Organisation (UNO), formed in 1945, surported the nationalist movements in African, Asian, and American continents; and

(f) The emergence of socialist movements in the world which directly opposed colonialism. The emergence of The Soviet Union (USSR) as a powerful nation supported liberation struggles in Africa so that she could spread socialist policies in the continent.

Internal factors for the liberation struggles against colonial rule

The internal factors for liberation struggles in African countries were a result of the inhuman nature of colonial rule in Africa. Africans opposed colonialism due to the following internal factors:

(a) Ending colonial repressive rule so that they could govern themselves;

(b) Growing colonial exploitation of African natural and human resources;

(c) Growing colonial oppression such as long working hours, low wages, high taxes, and low prices of their crops;

(d) Increased exploitation and oppression of Africans after the Second World War: The colonialists intensified their exploitation in the colonies after the Second World War in order to compensate for the losses suffered during the war;

(e) Resisting discrimination and poor social services given to Africans especially in health and education;

(f) Restoring African dignity from colonial humiliation and exploitation; and

(g) Opposing the western colonial cultures that undermined African cultures.

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Activity 1

In pairs, discuss the factors for the rise of anti-colonial movements in Africa after 1945.

Exercise 2

Answer the following questions:

1. Explain the meaning of liberation struggles.
2. Mention the factors for the rise of liberation struggles against colonial rule in Africa.

Methods used to struggle for independence in Africa

The methods used to fight for African independence were not similar in all colonies. Some colonies used political parties or constitutional changes while other colonies used armed struggles (warfare). *Why did these colonies use different methods in the struggle for independence?* Reasons included the way the colonialists ruled the colony, the relationship that existed between a colony and other international institutions, and the presence of many settlers who had both political and economic powers.

Independence through political parties and constitutional changes

Independence through constitutional means involved Africans forming political parties for liberation struggles and making constitutional changes. The formation of political parties aimed at promoting awareness and unity among people in the struggle for independence. These parties collaborated with other parties in the world and sought support from the United Nations Organisation. Some of the countries that got independence through political parties and constitutional changes were the following:

(a) Tanganyika, through the Tanganyika African National Union (TANU) in 1961;

(b) Uganda, through the Uganda People's Congress (UPC) in 1962;

SOCIAL STUDIES STD 6.indd 106 30/07/2021 11:48

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(c) Ghana, through the Convention of the People's Party (CPP) in 1957; and

(d) Zambia, through the United National Independence Party (UNIP) in 1964.

These countries managed to attain independence through political parties and constitutional changes due to the following reasons:

(a) The colonies had few settlers. For example, there were few settlers in Ghana, Malawi, Tanganyika, and Nigeria;

(b) Some of the colonies were under the United Nations Trusteeship Council. For example, as a trustee territory, Tanganyika was being prepared by the Council to govern herself; and

(c) Some of these colonies had strong indigenous political institutions. These institutions persuaded the colonialists to grant independence through peaceful means. A good example is Uganda.

Independence through armed struggles

This method was popular in the colonies where their environments did not allow the use of political parties and constitutional changes. Africans decided to use military struggles after discovering that the colonial governments were not ready to grant independence through political parties and constitutional changes. Africans, through their political parties, decided to wage wars of liberation against the colonialists in order to get their independence. Some of the countries that gained independence through armed struggles were Angola, Mozambique, Algeria, Guinea-Bissau, Namibia, South Africa, Southern Rhodesia (Zimbabwe) and Kenya.

Most of the African colonies, such as Mozambique, Zimbabwe, and Kenya which had many settlers and heavy colonial investments got their independence through armed struggles. The main reasons for using armed struggles for independence were as follows:

(a) The unwillingness of colonialists to grant independence to Africans through political parties and constitutional changes. This was common in all of the former Portuguese colonies of Angola, Mozambique and Guinea Bissau;

SOCIAL STUDIES STD 6.indd 107 30/07/2021 11:48

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(b) Presence of many settlers in the colonies who held enormous political and economic powers. They were not ready to lose their investments. The settlers invested huge capital in factories, mines, companies, and farms. Examples of African countries with the highest number of settlers included South Africa, Mozambique, Zimbabwe, and Kenya.

(c) Brutality, oppression and extreme exploitation of colonialists against Africans in those colonies. The colonialists were cruel and oppressive to Africans. For example, Africans suffered from long working hours, low wages, high taxes, land alienation and discrimination in social services. These sufferings convinced Africans in those colonies that the only way to achieve independence was through armed struggles;

(d) Some of the European governments relied heavily on African colonies for their country's economic development. Granting independence to Africans would therefore destroy the economic foundation of their European nations. A good example of these countries was Portugal. Portugal was a poor European nation. It relied heavily on her colonies for her economic development. She could not willingly grant independence to her colonies. The only option for the colonies was to wage wars to get their independence.

(e) Some of the colonial masters considered their colonies as their foreign provinces. A good example is Portugal; it considered her colonies of Mozambique, Angola and Guinea Bissau as her foreign provinces. Portugal, therefore, did not see the need to give these provinces freedom. The only option available in those colonies was to wage wars in order to gain independence.

Exercise 3

Answer the following questions:

1. Explain the reasons for the change of early methods of resistance against colonialism.
2. Explain the methods used during liberation struggles for independence in Africa after the Second World War.

African heroes in the liberation struggles

Many heroes participated in the liberation of Africa. However, only some

SOCIAL STUDIES STD 6.indd 108 30/07/2021 11:48

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of them are recognised as heroes. These heroes include Mwalimu Julius Kambarage Nyerere, Kwame Nkrumah, Jomo Kenyatta, Kenneth Kaunda, Nelson Mandela, Abubakar Tafawa Balewa, Patrice Lumumba, and Samora Machel. These leaders are recognized as heroes for the following reasons:

(a) They formed political parties in their countries which were used in the nationalist struggles for independence;

(b) They encouraged their fellow Africans in their countries to unite together in the struggles for independence;

(c) They proposed the techniques used in the struggles for independence;

(d) They sacrificed their resources to facilitate political party activities and the struggles for independence;

(e) They travelled throughout their countries and abroad to promote the liberation struggles for independence;

(f) They supported the liberation struggles in other countries by providing economic and military assistance and aid. They even hosted and protected liberation fighters of other countries in their own countries;

(g) They led fellow Africans to fight wars to liberate their countries against the colonialists; and

(h) They were patriotic leaders who were ready to die for their nations and for Africa.

The heroes who participated in the struggles for the liberation of Africa

In this section, we will look at some of Africa's heroes and assess their contributions to the achievement of the liberation struggles of the African continent.

Mwalimu Julius Kambarage Nyerere (1922-1999)

Mwalimu Julius Kambarage Nyerere was the leader of Tanganyika. He successfully led the political movements in Tanganyika, which enabled the country to attain her independence in 1961. He led Tanganyika after independence. Thereafter, he became the first President of the United Republic of Tanzania, after the union between Tanganyika and Zanzibar in

SOCIAL STUDIES STD 6.indd 109 30/07/2021 11:48

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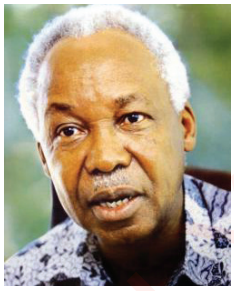
1964. He is recognised as the "Father of the Nation". He willingly retired as president of the United Republic of Tanzania in 1985. He died on 14th October, 1999.

He was an educated leader who studied History and Economics at Edinburgh University in the United Kingdom. He worked as a secondary school teacher at St. Francis College which is currently known as Pugu Secondary School. He then resigned from working at St. Francis College and joined political liberation struggles for the independence of Tanganyika.



Mwalimu J. K. Nyerere (1922-1999)

The reasons which made Mwalimu Julius Kambarage Nyerere to be recognised as a hero in Tanzania and Africa:

(a) He led liberation struggles in Tanganyika;

(b) He willingly decided to resign from teaching and began to campaign for the liberation struggles which enabled Tanganyika to achieve her independence in 1961;

(c) He formally started political activities in 1953 when he was elected president of the Tanganyika African Association (TAA) and changed it to the Tanganyika African National Union (TANU) in 1954;

(d) He travelled all over Tanganyika to mobilize and conscientise citizens and chiefs to unite in the fight for independence;

(e) He attended the United Nations session of the United Nations Trusteeship Council in New York, the United States of America. In that session, he emphasized that the intention of the people of Tanganyika was to govern themselves;

(f) His ability to make logical arguments during deliberations as well as to motivate and encourage citizens enabled Tanganyikans to get independence without bloodshed;

(g) In September 1960, Nyerere was appointed Chief Minister and in May 1961, he was appointed Prime Minister in the colonial government. However, these positions did not give Nyerere the authority to make decisions in the colonial government. Later, on 9th December 1961,

SOCIAL STUDIES STD 6.indd 110 30/07/2021 11:48

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Tanganyika gained her independence and Mwalimu Julius Kambarage Nyerere became the Prime Minister of Tanganyika. He then became the first President of the Republic of Tanganyika in 1962 and the first President of the United Republic of Tanzania in 1964 with full authority to make decisions in the country;

(h) He strongly opposed all kinds of racial, ethnic, and religious discrimination;

(i) He opposed exploitation and oppression between rulers and the ruled, rich and poor countries or developed and developing countries; and

(j) He acted as a mediator in the Burundi dispute before his death.

Achievements

(a) He unified Tanzanians despite the presence of more than 120 ethnic groups with different cultures.

(b) He promoted Kiswahili, which is an African language, to become the national language. This language is currently an international language spoken outside the borders of Tanzania.

(c) He set an excellent example of leadership in Africa by voluntarily retiring from the presidency in 1985.

Apart from leading the liberation struggles for the independence of Tanganyika, Mwalimu Julius Kambarage Nyerere actively participated in political, economic and cultural liberation struggles during the colonial and post-colonial period in Africa. The following are Mwalimu Nyerere's contributions to the liberation struggles of the African continent:

(a) He was among the founders of African socialist ideology. The foundation of African Socialism *(Ujamaa)* was derived from communalism and the notion of African democracy. He encouraged African countries to avoid the Western political ideology of capitalism because he believed that it would promote exploitation of African resources and class division after independence;

(b) He was one of the founders of the Organization of African Unity (OAU);

(c) He initiated the idea of forming regional cooperation in order to strengthen African countries. He believed that unity was strength and

SOCIAL STUDIES STD 6.indd 111 30/07/2021 11:48

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disunity was weakness. This idea led to the formation of different regional groupings in Africa, such as the following:

(i) The East African Community (1967-1977), which consisted of Tanzania, Kenya and Uganda;

(ii) The Southern African Development Coordination Conference (SADCC): This cooperation was formed in 1980 in Zambia. Currently, the cooperation is known as the Southern African Development Community (SADC);

(iii) The Economic Community of West African States (ECOWAS); and

(iv) The Pan-African Freedom Movement for East and Central Africa (PAFMECA), which included Kenya, Tanzania, Uganda, Malawi, and Zambia.

These regional groupings developed strategies to resist foreign invasion (neo-colonialism) after independence in Africa.

(d) He made a significant contribution to the liberation movement of the countries that were still under colonialism, especially the countries in Southern Africa. For example, he provided material and financial support to freedom fighters regardless of the sanctions imposed against his country during the period of liberation struggles. The following are among the political movements he supported:

(i) The African National Congress (ANC) and Pan-African Congress (PAC) of South Africa;

(ii) Zimbabwe African National Union (ZANU) of Zimbabwe (Southern Rhodesia);

(iii) South West African People's Organization (SWAPO) of Namibia;

(iv) Movimento Popular de Libertação de Angola (MPLA) of Angola; and

(v) Frente de Libertação Moçambique (FRELIMO) of Mozambique.

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SOCIAL STUDIES STD 6.indd 112 30/07/2021 11:48

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Activity 2

Visit the nearest library and find information on Mwalimu Julius Kambarage Nyerere and liberation struggles of Tanganyika and Africa in general. Then write the following:

3. The reasons for recognising Mwalimu Julius Kambarage Nyerere as a hero of the African continent;
4. The struggles led by Mwalimu Nyerere to demand the independence of Tanganyika;
5. How Mwalimu Nyerere participated in the liberation struggles for the African continent.

Kwame Nkrumah (1909-1972)

Kwame Nkrumah was the leader of Ghana. He led political movements that enabled Ghana to get her independence in 1957. This was the first African country to get independence in Sub-Saharan Africa. Kwame Nkrumah ruled Ghana from 1957 to 1966, when he was removed from power by the military.



Kwame Nkrumah (1909-1972)

Kwame Nkrumah had a Doctor of Philosophy (PhD) degree which he earned from the United States of America. He did his PhD research in the United Kingdom (UK). When he was in the UK, he joined the Pan-Africanist Movement.

The reasons which made Kwame Nkrumah to be recognized as a hero of Ghana and African continent:

(a) He returned to Ghana in 1947 before completing his PhD Degree to start the Pan-African Movement;

(b) He started the liberation struggles in Ghana as a Secretary of the United Gold Coast Convention (UGCC) party in 1947;

SOCIAL STUDIES STD 6.indd 113 30/07/2021 11:48

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(c) He continued with the liberation struggles even when he was imprisoned in 1948 for leading the liberation movement in Ghana; and

(d) He founded the Convention People's Party (CPP) in 1949 while he was in prison. The party got popularity and won 34 out of 38 seats in the 1951 elections. This victory forced the British to free Nkrumah from prison and to allow him to form an African transitional government as Prime Minister. Nkrumah held the position of Prime Minister until Ghana gained full independence in 1957. He became the first President of Ghana after independence.

Apart from leading the liberation struggles which enabled Ghana to attain her independence, Kwame Nkrumah also participated in supporting political, economic, and cultural liberation struggles in the African continent. The following are Kwame Nkrumah's contributions to the liberation struggles of Africa:

(a) He was one of the founders of African Socialism. He did not believe in capitalism as a strategy for African development. He promoted socialism and opposed capitalism;

(b) He advocated the Non-Aligned Movement (NAM) during the cold war period;

(c) He participated and supported the African liberation struggles as follows:

(i) He was the General Secretary of the International Pan-African Conference held in Manchester in 1945. George Padmore was the chairperson of the conference. This conference emphasized unity and cooperation in demanding independence of black people in the world and the liberation of the African continent;

(ii) He organised the All African People's Congress in December, 1958 in Accra, Ghana. The congress emphasized the struggles for independence and protection of the attained independence in Africa;

(iii) He advocated for all African countries to become one nation after independence. This advocacy was not achieved because some of the African leaders feared to lose their positions. However, this idea led to the establishment of the Organization of African Unity

SOCIAL STUDIES STD 6.indd 114 30/07/2021 11:48

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(OAU) in 1963. The organisation is now known as the African Union (AU); and

(iv) He was the first African to analyse the new forms of colonial invasion in Africa after independence. He referred to this invasion as "neo-colonialism." He urged African countries to formulate strategies for overcoming neo-colonialism in their countries.

Nkrumah was overthrown by the army in 1966 while he was on a trip to China. It is thought that some foreign nations used Ghanaian puppets in government to overthrow President Nkrumah.



Activity 3

Visit the nearest library and read about Kwame Nkrumah and his struggles for the independence of Ghana and of other African countries. Then answer the following questions:

1. List the techniques used in the struggles for the independence of Ghana.
2. Why is Kwame Nkrumah regarded as a hero?
3. Write about the involvement of President Kwame Nkrumah in the struggles for the liberation of the African continent.

Jomo Kenyatta (1891-1978)

Jomo Kenyatta, popularly known as "Kamau wa Ngengi", was the leader of the Republic of Kenya. He led the political liberation struggle which enabled Kenya to gain her independence in 1963. He was the first President of Kenya. He was known as the "national elder".

Kenyatta was an educated Kenyan; he studied Anthropology in Britain. He believed that complete independence could be achieved after a country had been fully liberated from all forms of colonialism.



Jomo Kenyatta (1891-1978)

SOCIAL STUDIES STD 6.indd 115 30/07/2021 11:48

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Below are the reasons for Jomo Kenyatta being considered as a hero in Kenya and Africa:

(a) He participated in the Pan-African Congress (PAC) of 1945, which deliberated on ending colonialism and racism in Africa;

(b) He returned to Kenya from England in 1946 and joined the struggles for independence;

(c) He was the leader of the Kenya African National Union (KANU), the party which liberated Kenya from colonialism in 1963; and

(d) He led the MAUMAU movement in Kenya between 1952 and 1960. Because of his involvement in the liberation struggles, the colonial government arrested and imprisoned him from 1952 to 1959.

Apart from leading the liberation struggles, Jomo Kenyatta also participated in the fight for the political, economic and cultural liberation of the African continent. The following points show Jomo Kenyatta's contribution to the struggles for the liberation of Africa:

(a) He signed the agreement to establish the first East African Community, which operated from 1967 to 1977. This Community was established in order to strengthen the economy, politics and security of East African countries; and

(b) He was a member of the Pan-African Freedom Movement for Eastern and Central Africa (PAFMECA). This organisation supported the liberation struggle in East and Central African countries.

Exercise 4

Answer the following questions:

1. Why is Jomo Kenyatta regarded as a hero of Kenya?
2. Explain Jomo Kenyatta's participation in the struggle for independence of Kenya.

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Kenneth Kaunda (1924–2021)



Kenneth Kaunda was born in 1924. He led the liberation struggle in Northern Rhodesia, which enabled Northern Rhodesia to get her independence from Britain in 1964. Like Jomo Kenyatta, he believed that complete independence could only be achieved after a country had been fully liberated from all forms of colonialism.

Kenneth Kaunda (1924–2021)

Below are the reasons for Kenneth Kaunda being considered to be a hero in Northern Rhodesia and Africa:

(a) He resigned from his job and officially joined the liberation struggles in Northern Rhodesia in 1951;

(b) He led the United National Independence Party (UNIP), which helped Northern Rhodesia to achieve her independence in 1964;

(c) He led a national strike known as *Cha-Cha-Cha*. The strike shook British colonial rule and made the colonial officials realise Zambians' desire for their independence; and

(d) Even while in prison, he continued to promote the struggles that enabled Northern Rhodesia to regain her independence in 1964.

Apart from leading the struggles that helped Northern Rhodesia to get her independence, Kenneth Kaunda also participated in the political, economic and cultural liberation struggles on the African continent. The following points show Kenneth Kaunda's contribution to the liberation struggles in Africa:

(a) He led Zambia, as one of the Frontline States, in supporting the liberation struggle of Southern African countries when he was still in office;

(b) Like the late Mwalimu Julius Nyerere, he provided sponsorship and assistance to the liberation political parties of Southern Africa such as the Zimbabwe African National Union (ZANU) and the Zimbabwe African People's Union (ZAPU); the African National Congress (ANC) of South Africa; FRELIMO of Mozambique; and the South West African People's Organization (SWAPO) of Namibia;

SOCIAL STUDIES STD 6.indd 117 30/07/2021 11:48

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(c) He did not stop sponsoring the freedom fighters of Southern Africa in spite of the economic sanctions which had been imposed on Zambia's economy and other sources of revenue by the Boers of the apartheid regime in South Africa and the capitalist countries. For example, they imposed economic sanctions on the country, withheld aid, and sabotaged the TAZARA in 1979;

(d) He gave Zambian land to groups of freedom fighters from Southern African countries and supported their military training. The groups included ANC, SWAPO and the Southern Zimbabwe People's Revolutionary Army (ZIPRA); and

(e) He was a member of the Pan-African Freedom Movement for East and Central Africa (PAFMECA).

Exercise 5

Answer the following questions:

1. Explain Kenneth Kaunda's involvement in the struggles to liberate the African continent.
2. Describe Kenneth Kaunda's contribution to the struggle for independence of Northern Rhodesia.
3. Explain why the Boers of South Africa and some Western capitalist nations sabotaged Zambia's economy during the struggles for the liberation of the African continent.

Nelson Mandela (1918-2013)

Nelson Mandela led South Africa's liberation struggles. The liberation movements enabled South Africa to gain independence from the Boers apartheid regime in 1994.



Nelson Mandela (1918-2013)

Below are the reasons for Nelson Mandela being regarded as a hero in South Africa and Africa:

SOCIAL STUDIES STD 6.indd 118 30/07/2021 11:48

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(a) He defended the rights of poor people, fought against black discrimination in the world, and always preached peace. He got more than 250 prizes and awards from different institutions in Africa and outside Africa for promoting peace. One of those prizes was the 1993 Nobel Peace Prize, which he got before he became President of the Republic of South Africa;

(b) He is known for his active participation in Africa's liberation struggles, during which he advocated the protection as well as recognition of and respect for the dignity and humanity of black people;

(c) He was the leader of the African National Congress (ANC), the party that led the struggle against the apartheid regime in South Africa and for full democratic independence which was attained in 1994;

(d) He was sentenced to life imprisonment in 1964 by the Boers apartheid regime because of his participation in the liberation struggles. He remained in prison for 27 years until he was released in 1990. Mandela continued with the liberation struggles while in prison;

(e) After being released from prison, Mandela travelled to various countries in Africa and outside Africa to mobilize international support for the struggle to liberate the black people of South Africa;

(f) In spite of the severe obstacles which the apartheid regime had imposed on the activities of political parties, including the persecution of freedom fighters, Mandela succeeded in convincing South Africans to hold democratic elections in 1994. These elections were conducted after extensive negotiations between Mandela, who represented Africans and De Clerk, who was the President of the apartheid regime. Under Mandela, the African National Congress (ANC) won the election and formed the first democratic government. Mandela became president. This victory marked the end of the apartheid regime in South Africa.

(g) He served only one term (1994-1999) and retired from the presidency in 1999; and

(h) He dedicated his time to serving his fellow Africans throughout his life.

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SOCIAL STUDIES STD 6.indd 119 30/07/2021 11:48

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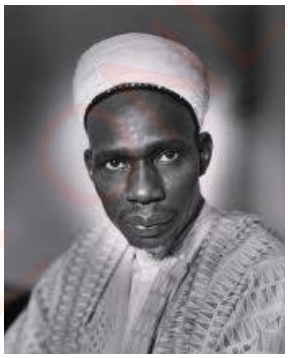
Exercise 6

Answer the following questions:

1. Explain why Nelson Mandela is regarded as a South African liberation hero.
2. Describe Nelson Mandela's participation in the struggles for the liberation of South Africa.
3. Why was Nelson Mandela imprisoned?

Sir Abubakar Tafawa Balewa (1912-1966)



Sir Abubakar Tafawa Balewa (1912-1966)

Sir Abubakar Tafawa Balewa led the struggle which helped Nigeria to gain her independence from Britain in 1960. He believed in unity among Africans as a way of liberating themselves from colonial rule.

The following are the reasons for Sir Abubakar Tafawa Balewa being regarded as a hero in Nigeria and Africa:

(a) He led the Nigerian liberation struggle from 1946 onwards after returning to his country from England where he had been studying. He strongly opposed the harassment and exploitation of Nigerians by the colonialists. This forced the British to change their colonial ruling system in 1946;

(b) He advised the Northern Cultural Unity called *Jami'yyar Mutanen Arewa* (NPC) to be a politically-oriented party in order to strengthen the struggle for liberation in Nigeria. The NPC agreed and became a political party. It participated in the 1951 election campaigns. This party won three parliamentary seats in that election.

(c) The victory of the NPC gave Nigerians the opportunity to participate in parliament during British colonial rule. Sir Abubakar Tafawa Balewa was appointed as Minister for Works and Transport in the British colonial government. He used that opportunity to strengthen railway

SOCIAL STUDIES STD 6.indd 120 30/07/2021 11:48

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and transport communications in Nigeria. In the 1957 election, the NPC won more seats and Sir Abubakar Tafawa Balewa was appointed as Prime Minister; and

(d) He encouraged other Nigerian liberation parties to unite so that they could be a stronger and unified force. Thus, in 1957 the NPC party and the National Council of Nigeria and Cameroon (NCNC) united. Their union helped Nigeria to achieve her independence in October 1960.

Apart from leading the struggles for independence which enabled Nigeria to attain her independence, Sir Abubakar Tafawa Balewa also participated in the political, economic and cultural liberation struggles in Africa in general. The following is Sir Abubakar Tafawa Balewa's contribution to Africa's liberation struggles:

(a) He participated in the establishment of the Organisation of African Unity (OAU) in 1963; and

(b) He urged the Commonwealth to expel South Africa from the cooperation in 1961 because of its apartheid policies which discriminated Africans in South Africa.

Sir Abubakar Tafawa Balewa was overthrown and killed by the Nigerian army in January 1966.

Exercise 7

Answer the following questions:

1. Describe President Sir Abubakar Tafawa Balewa's involvement in the struggles to liberate Africa.
2. Describe Sir Abubakar Tafawa Balewa's participation in Nigeria's liberation struggles.
3. Explain why Balewa emphasized unity in the struggles for Africa's liberation?

Patrice Lumumba (1925-1961)

Patrice Lumumba was a leader of the Republic of Congo, which is now called the Democratic Republic of Congo (DRC). He led the liberation struggles that enabled the Belgian Congo to gain her independence from Belgium in 1960.

SOCIAL STUDIES STD 6.indd 121 30/07/2021 11:48

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After the independence of the Belgian Congo, Patrice Lumumba lasted for ten months as the country's Prime Minister. He was assassinated in 1961. However, he has been a memorable hero in the history of the Democratic Republic of Congo and Africa more generally. He is recognized as a patriotic leader who fought for the rights of his people and for full independence of the Democratic Republic of Congo.



Patrice Lumumba (1925-1961)

The following are the reasons for Patrice Lumumba being considered as a hero in the Democratic Republic of Congo and Africa:

(a) He was a politician and a revolutionary leader who led the liberation struggles in the Belgian Congo. In 1958, he was one of the founders of the Mouvement National Congolais (MNC), the party which led the liberation struggles and which enabled the Belgian Congo to get her independence in June 1960;

(b) He was one of Africa's revolutionary activists. He participated in the First All African People's Congress, which was held in Accra, Ghana, in 1958. On his return to the Belgian Congo, he organized the movement for his country's liberation;

(c) He led the strong liberation movement in the Belgian Congo. The movements led to his arrest and imprisonment by the Belgian colonial government in 1959. While in prison, he continued with the liberation struggles and his party became more powerful. This forced the Belgians to call MNC leaders for negotiations. In recognition of his contribution, his fellow leaders demanded his release. He was finally released and sent to Brussels, Belgium, to negotiate for the independence of the Belgian Congo. The negotiations led to the holding of the first general elections in June 1960. The MNC got a landslide victory. His political opponent Joseph Kasavubu, who was the favourite of the Belgian colonial administration, lost the election;

(d) Patrice Lumumba was elected as Prime Minister of the Republic of Congo as soon as his party won most of the parliamentary seats in the June 1960 election.

SOCIAL STUDIES STD 6.indd 122 30/07/2021 11:48

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(e) The Belgians and Western capitalist nations feared Lumumba because of his political stand. The Belgians feared that Lumumba might drive them out of the Belgian Congo. The Western capitalist nations feared that Lumumba would turn the country into a communist state;

(f) As Prime Minister, Lumumba expelled the Belgians from the Republic of Congo soon after independence. The Belgians did not leave the country. They fled to the Katanga province, which was rich in copper;

(g) Lumumba found himself in conflict with the Belgians as he fought to liberate the Katanga region. His efforts to seek help from the Western capitalist countries so that he could drive the Belgians out of Katanga failed. Thus, he asked for help from China and the Soviet Union;

(h) The United Nations declared Joseph Kasavubu President of the Republic of Congo, although he had lost the election to Lumumba;

(i) Lumumba did not give up. He decided to flee to the Kasai area, which was his political stronghold;

(j) Because of his patriotism and commitment to defend the interests of the Republic of Congo, Lumumba was assassinated in 1961. It is claimed that the Belgians and Americans planned and facilitated his assassination; and

(k) People still remember Lumumba's commitment to the fight for his country's real political power in the interest of the citizens of the Congo. These memories are strengthened by the fact that it has been difficult for the citizens of the DRC to enjoy the country's abundant natural resources due to continued neo colonial operations in the country.

Exercise 8

Answer the following questions:

1. Explain why Patrice Lumumba is considered as the hero of the Democratic Republic of Congo.
2. Why did the Belgians not want Patrice Lumumba to be the President of the Republic of Congo?
3. Why didn't the Belgians want to leave the Republic of Congo, although the country had gained independence from Belgium in 1960?

SOCIAL STUDIES STD 6.indd 123 30/07/2021 11:48

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Kamuzu Banda (1898-1997)

Kamuzu Banda was a leader of Malawi. He led the political movements that enabled Malawi to achieve her independence from Britain in 1964. They became a republic in 1966.

Kamuzu Banda studied medicine in Britain. He led Malawi as Prime Minister in 1964 and as President between 1966 and 1994.



Kamuzu Banda (1898-1997)

Below are the reasons for Kamuzu Banda being regarded as a hero in Malawi and Africa:

(a) He participated in the Pan-African Congress held in Manchester in 1945. He participated in the conference as a representative of the Nyasaland area (Malawi). The Congress discussed and deliberated on the liberation of black people in the world and the struggle for the independence of African colonies;

(b) He encouraged African revolutionary activists to continue the liberation struggle against colonialism. He was one of the participants of the First All African People's Congress, which was held in Accra, Ghana, in 1958. At the conference, he was persuaded to go back home and continue with the liberation struggles for the independence of Nyasaland;

(c) He was elected as leader of the Nyasaland African Congress (NAC) party soon after he returned to his country. NAC was the strongest and most popular political party in Nyasaland;

(d) He strongly opposed the Federation of Central Africa, which consisted of Southern Rhodesia, Northern Rhodesia and Nyasaland. He saw that Southern Rhodesia settlers used the Federation to perpetuate the exploitation and oppression of Africans;

(e) He mobilized a strong liberation struggle in Malawi that forced the British colonial government to declare a state of emergency. He was, therefore, arrested and jailed for 11 months in 1959. NAC was also banned in Nyasaland;

(f) Inspired by his political activism, some of the Malawians established

SOCIAL STUDIES STD 6.indd 124 30/07/2021 11:48

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a new political party known as Malawi Congress Party (MCP). They elected Banda as chairperson of the party even though he was still in prison; and

(g) As the political pressure from Malawians increased, the British agreed to release Banda from prison. Banda was asked to go to London to discuss the possibility of Nyasaland being granted independence. The negotiations enabled MCP to participate in and win the 1961 election. This victory earned Banda the position of the Minister for Land and Local Government in the colonial government. In 1963, Banda became Prime Minister and Malawi achieved her independence in 1964.

Exercise 9

Answer the following questions:

1. Explain the reasons for Kamuzu Banda being considered a hero of the liberation movement in Nyasaland.
2. Why did the people of Malawi elect Kamuzu Banda as chairperson of the Malawi Congress Party (MCP) while he was still in prison?

Samora Machel (1933-1986)

Samora Machel was the leader of the armed liberation struggle in Mozambique. The struggle enabled the country to gain full independence from Portugal in 1975. Samora Machel was the first President of independent Mozambique, and he led the nation from 1975 to 1986, when he died in a plane crash.



Samora Machel (1933-1986)

The reasons for Samora Machel being considered as a hero in Mozambique and Africa are given below:

(a) He was a prominent Mozambican freedom fighter who fought wars of liberation under the Mozambique Liberation Front (FRELIMO) which enabled Mozambique to achieve her independence in 1975;

(b) He began the struggles as a nurse at Lourenco Hospital, where he opposed the racial discrimination practised by the Portuguese against

SOCIAL STUDIES STD 6.indd 125 30/07/2021 11:48

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Africans. He fled to South Africa to escape the Portuguese who were planning to kill him. In South Africa, he joined the South African National Congress (ANC) fighters who were travelling to Tanzania. Upon his arrival in Tanzania, he re-connected with and joined the Mozambican military freedom fighters belonging to FRELIMO who were under Edward Mondlane and Joachim Chisano;

(c) He is recognized as a prominent freedom fighter who actively advocated for the liberation of Mozambique, with his slogan "Aluta Continua" (meaning the struggle continues). He used the slogan to encourage and inspire the freedom fighters to liberate Mozambique from Portuguese rule;

(d) He led the armed struggles which enabled Mozambique to get her independence in 1975. He continued fighting the rebel group Nacional Moçcambicana (RENAMO) led by Afonso Marceta Macacho Dhlakama, which the Boers of South Africa supported. RENAMO opposed Machel's Mozambican government; and

(e) As President, Samora Machel opposed oppression and exploitation of Africans inside and outside Mozambique. Because of this situation, Samora Machel had many enemies. He was killed in an airplane crash in 1986. The plane crashed when its communication system was interfered and distorted.

Exercise 10

Answer the following questions:

1. Why is Samora Machel considered the hero of the Mozambican liberation struggle?
2. Explain the reasons for the Mozambican freedom fighters using the war method during the independence struggle.
3. Why did the Mozambican freedom fighters organise the liberation struggle from outside their country?

Other prominent leaders who participated in the liberation struggles in Africa

Other prominent African leaders who fought for their countries' independence include the following:

SOCIAL STUDIES STD 6.indd 126 30/07/2021 11:48

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(a) **Augustino Neto (1922-1979):** He was a freedom fighter under the Movimento Popular de Libertação de Angola (MPLA) party. He led Angolans in the liberation war against the Portuguese until they got their independence in 1975. He also fought UNITA rebels, who were led by Jonas Savimbi.

(b) **Ahmed Sékou Touré (1922-1984**): He led the liberation struggles in Guinea. The struggles enabled the country to gain independence from France in 1958. Guinea was the first African country under French rule to gain independence. Ahmed Sekou Toure led Guinea between 1958 and 1984. He did not want to cooperate with or to be a puppet of any foreign nations. He believed that it was better to be a poor hero than to be a rich slave. He persuaded African leaders of the French colonies to oppose French exploitation and to fight for their countries' independence. As a result, France frequently imposed economic sanctions on Guinea.

(c) **Ahmed Ben Bella (1916-2012):** He was a freedom fighter in Algeria. He led the liberation struggles through the Front Pour the Liberation Nationale (FNL) party until Algeria defeated the French and achieved her independence in 1962. Algeria opted for an armed struggle because she was a colony with many French settlers. Ben Bella helped other countries such as Tunisia and Morocco in their struggles for independence. He led Algeria from 1963 to 1965 when he was overthrown by the army.

(d) **Robert Mugabe (1924-2019):** He was a freedom fighter in Zimbabwe. He led an armed liberation struggle through the Zimbabwe African People's Union (ZAPU) party. Through the armed struggle, the Zimbabweans defeated the white settlers who had seized political power in 1965. Therefore, Zimbabwe got her real independence in 1980. Mugabe led Zimbabwe from 1980 to 2017 when he was ousted from power by the Zimbabwean army.

Generally, many African leaders participated in the struggle for independence. Those whom we have mentioned here are just representatives of such leaders.

SOCIAL STUDIES STD 6.indd 127 30/07/2021 11:48

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Lessons that can be learnt from African heroes

The African leaders who fought for independence had the following characteristics from which the present generation can learn:

(a) They were patriots who loved their countries and people. They were ready to leave their studies or jobs abroad and return to Africa to mobilize their fellow Africans to fight for their independence;

(b) Most of them did not betray their fellow citizens to get some money or did not misuse power. As a result, some of them were overthrown by puppet leaders or even killed when they refused to betray their citizens;

(c) They sacrificed their lives and used their time to mobilize Africans in the struggle for the independence of their countries and of other African countries;

(d) They volunteered to support the struggles for their countries' independence and the independence of other countries, regardless of the obstacles and threats. They did not fear even when they saw their fellow fighters being imprisoned and killed by colonialists;

(e) They supported other African countries to gain independence in spite of the economic obstacles and sanctions they faced from the Western capitalist nations;

(f) They sought to achieve complete independence for their countries and to end colonial exploitation and harassment of their fellow Africans; and

(g) They preferred using peaceful means in fighting for their rights and only used arms as a last resort.

Challenges which faced the struggles for independence in the African colonies

The struggles for independence in Africa faced many challenges. Some of the challenges included the following:

(a) Lack of awareness among Africans: This was due to the fact that many Africans were not educated. Colonial education was given to few Africans. Therefore, many Africans did not see the importance of struggling for their countries or of governing themselves;

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(b) Lack of funds for organizing and sustaining the struggle for independence: Many Africans were poor; some of them were employed and paid very low wages. Others were small-scale peasants. Thus, they did not have enough money for financing the struggle for independence;

(c) Abolition and banning of some African political parties: This forced leaders and freedom fighters to devise strategies to fight for freedom while they were still abroad. For example, the freedom fighters from Mozambique, South Africa, Angola and Namibia organized their liberation struggles from Tanzania and Zambia;

(d) There was also detention, imprisonment and execution of prominent leaders who were leading the struggle for independence in Africa. For example, Nelson Mandela was jailed for 27 years by the apartheid regime of South Africa, and Edwardo Mondlane of Mozambique was assassinated by the Portuguese using a bomb while he was in Tanzania;

(e) The existence of ideological, religious and ethnic differences among African political parties;

(f) The existence of a large number of African political parties which opposed each other: These differences weakened unity among Africans during the struggles for independence;

(g) The presence of puppets among Africans: Such puppets disclosed the secrets and plans of the freedom fighters to the colonialists; and

(h) The presence of neo-colonialism and its mechanisms of destabilizing Africans.

In spite of these challenges, the struggle for liberation enabled many African countries to gain their independence. Figure 2 shows the year in which each African country attained her independence.

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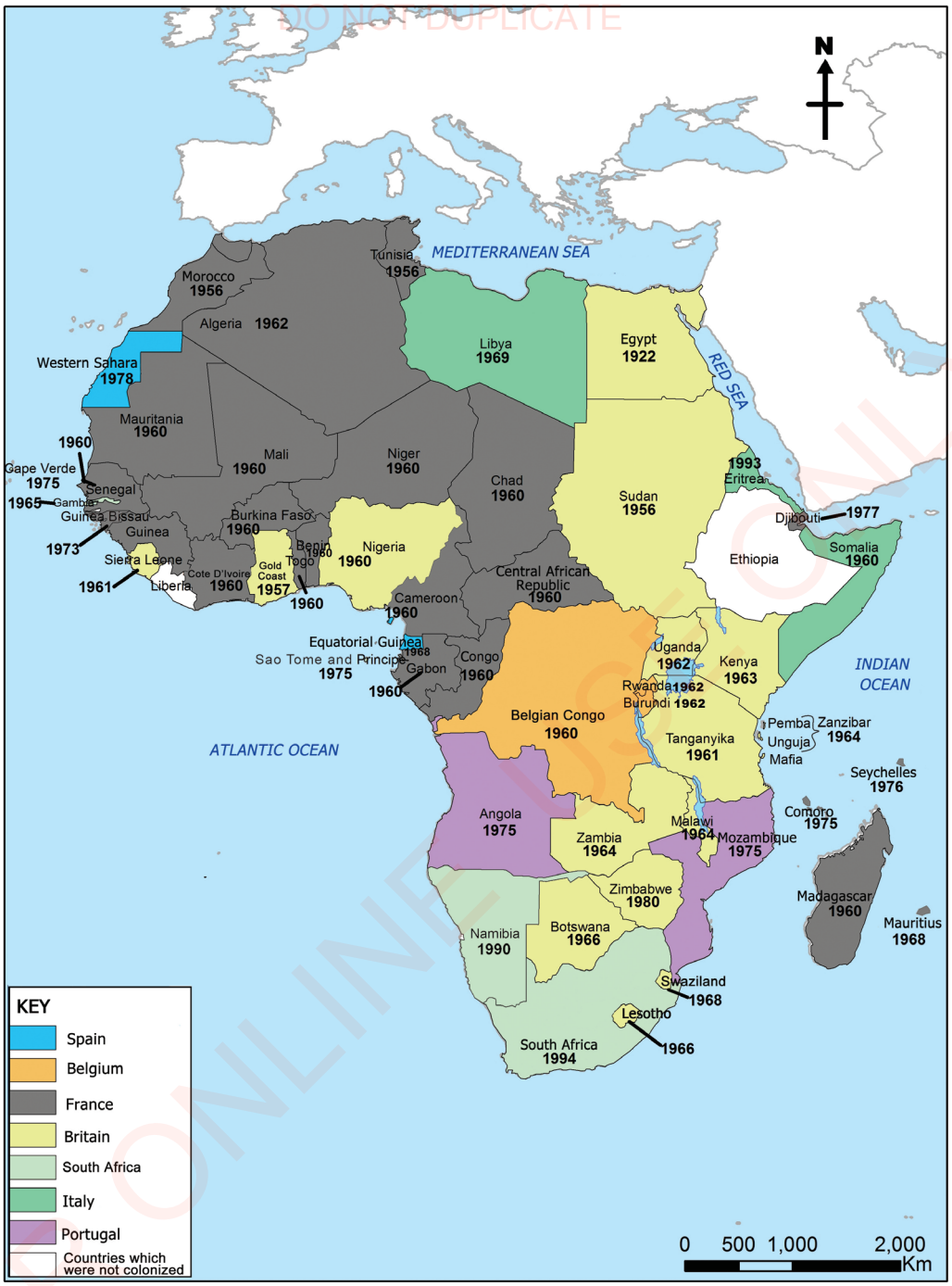

Figure 2: *African countries and their year of independence*

SOCIAL STUDIES STD 6.indd 130 30/07/2021 11:48

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Activity 4

With your fellow pupils, discuss the lessons we can learn from the challenges that faced the liberation movements in Africa.

Exercise 11

Briefly answer the following questions:

1. Mention the characteristics of the African heroes who led the liberation movements in Africa.
2. Explain the challenges that Africans faced during the struggles for independence in Africa.
3. Mention three African countries that gained independence through political parties and constitutional changes.
4. Explain why such countries in Question 3 gained independence through political parties and constitutional changes.
5. Name two African countries that gained independence through armed struggles.
6. Explain why such countries in Question 5 used armed struggles in fighting for their independence.
7. Explain why the colonies which were ruled by the Portuguese gained their independence using armed forces.
8. Explain why the following leaders supported other African countries in their struggles for independence.
   (a) Kwame Nkrumah
   (b) Mwalimu Julius Kambarage Nyerere
9. What lessons can we learn from the African heroes who led the struggles for independence?

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10. Match the name of the leader in Part A with the political party he led in Part B.

Part A	Part B
(i) Agustino Neto	(a) African National Congress (ANC).
(ii) Kwame Nkrumah	(b) Movement Nationale Congolais (MNC).
(iii) Samora Machel	(c) Kenya African National Union (KANU)
(iv) Nelson Mandela	(d) FRELIMO
(v) Patrice Lumumba	(e) Tanganyika African National Union (TANU)
(vi) Jomo Kenyatta	(f) Convention People's Party
(vii) Ahmed Ben Bella	*(g) Movimento Popular de Libertação de Angola* (MPLA).
(viii) Julius Nyerere	(h) Front Pour la Liberation Nationale (FNL)

Write "True" for a true statement and "False" for a false statement.

11. Mwalimu Julius Kambarage Nyerere was one of the founders of the African Socialist ideology. _____
12. The struggles for independence through political parties in African countries was initiated to protect the interests of workers and peasants. _____
13. Samora Machel led the struggles for independence in Angola. _____
14. The African liberation movement leaders were not patriotic. _____
15. It was not necessary for Portuguese colonies to use armed forces during the struggles for independence. _____

Vocabulary

Pan-Africanism	the unity of peoples of African descent in the fight for their independence, rights and dignity
Retire	to willingly leave or step down from power

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Chapter Seven

Liberation struggles against neo-colonialism in Africa

Introduction

In Chapter Six, you learnt about the heroes who led nationalist struggles for independence and who contributed to early nation-building efforts in Africa. In this chapter, you will learn about neo-colonialism in Africa. You will specifically learn about the concept of liberation struggles and the methods used by neo-colonialists. The acquired knowledge and skills from this chapter will enable you to learn how neo-colonialism operates economically, socially, politically, and mentally. You will also learn about the struggles against it.



Think

The meaning of modern liberation

The concept of liberation struggles in the African continent

Liberation struggles in the African continent can be divided into two: former liberation struggles and current liberation struggles. Former liberation struggles refer to the movements waged by Africans to demand their independence from colonialism. Current liberation struggles refer to the movements against neo-colonialism. These struggles focused on initiating and stimulating movements against harassment, oppression, and dictatorship to Africans. Similarly, they involve the fight against the current invasion that perpetuates the exploitation of African resources in African countries. It should be noted that the independence attained between the 1950s and the 1990s was mainly political and less economic. Hence, this struggle aims at liberating Africans from all forms of injustice, including economic exploitation and oppression, in order to achieve complete independence.

SOCIAL STUDIES STD 6.indd 133 30/07/2021 11:48

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Meaning of neo-colonialism

Neo-colonialism in African countries, which is also refered to as new invasion, is the tendency by foreign countries or the former colonial masters to continue dictating their interests in the internal affairs of Developing Countries after the end of old colonialism. Through neo-colonialism, Developed Countries provide directives on how to run the internal affairs of Developing Countries in political, economic, diplomatic, military, cultural, and social issues. By doing so, the Developed Countries continue to exploit resources, markets, and cheap investment opportunities in Africa and in other Developing Countries as they did during old colonialism. The major difference between old colonialism and neo-colonialism is that the former involved colonialists coming to settle in the colonies, while the latter does not require their physical presence. They exercise colonial domination from their respective countries through agencies.

Techniques of neo-colonialism in dominating independent African countries

Some foreign countries use various techniques to continue dominating and exploiting African resources. Those techniques include the following:

(a) To install puppet leaders in independent African countries in order to further their domination: These puppet leaders act as a bridge to facilitate the Developed Countries in exploiting Africa's resources. For example, the late Mobutu Sese Seko, the former president of Zaire (the Democratic Republic of Congo), was alleged to be a puppet of the United States of America;

(b) To establish new forms of relations with their former colonies: This occurs in the form of international cooperation. For example, Britain and her former colonies established the Commonwealth of Nations in November, 1931. Likewise, France established the cooperation of French-speaking countries to further relations with her former colonies;

(c) To continue to dominate the key sectors of the economy and the major means of production in African countries: For example, although the Democratic Republic of Congo (former Zaire) was declared a free country in 1960, Belgian colonialists continued to own 70 percent of the economy, especially mineral rights in the Katanga region. As a result, the country has been experiencing armed conflicts in such places with

SOCIAL STUDIES STD 6.indd 134 30/07/2021 11:48

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mineral wealth. In Zimbabwe, former settlers and foreign corporations continued to own arable land after the 1980 independence;

(d) Developed Countries have trapped Africa into the free market economy and the trade liberalisation system. The system encourages people to move freely around the world and carry out economic, social, political, cultural, and technological activities. Therefore, Africans import goods and technology produced from the Developed Countries. They are also encouraged to sell their raw materials to the Developed Countries. This system has put Africa in competition with the Developed Countries for production, investment, culture, trade and markets;

(e) Developed Countries deploy foreign troops in Africa and claim to keep peace in the areas that are affected by armed conflicts. However, their major motive is not peacekeeping but protecting and exploiting African resources for the benefits of neo-colonial powers. In addition, neo-colonial powers have been establishing military bases in Africa. Currently, developed countries have established foreign military bases in countries such as Somalia, Kenya, Djibouti, Niger, Cameroon, Mali, and Burkina Faso;

(f) Neo-colonial powers give themselves rights to control the world market. They fix prices of the raw materials produced in Africa in their favour. Africa does not have control over the prices of her own goods in the world market;

(g) Developed Countries give Africa grants and loans with difficult conditions such as high-interest rates. The majority of African countries fail to pay back the loans in time. Subsequently, they lose their resources to the neo-colonial powers. Some Developed Countries use the International Monetary Fund (IMF), the World Bank, and the World Trade Organisation (WTO) to provide loans and grants with tough conditions to African countries, which lead to their long-term economic exploitation. As a result, African countries are trapped in debt. Thus, the African countries fail to finance their development projects such as education, health, and transport infrastructure. Furthermore, most of the donor aid provided to African countries is for direct use in, for example, providing Human Immune Virus (HIV) and Ebola medicines rather than in building capacity;

SOCIAL STUDIES STD 6.indd 135 30/07/2021 11:48

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(h) Most African countries are pressurized into implementing policies which destroy their economies. An example of such policies is the policy of privatisation and free trade. Despite the promise that these policies would bring solutions to economic problems in Africa, they have failed to meet the expectations;

(i) Creating dependency through technology: African countries have been receiving technology which they cannot modify because it is protected by the copyright laws of Developed Countries such as the United States of America, Britain, and China. This creates dependency on technology and expertise from those countries;

(j) Cultural interference through information technology: Some content on the Internet, television, radio and newspapers by neo-colonial powers is harmful to African cultural values. They erode our morals and values. Some African youths abandon their values and adopt foreign values; and

(k) Through educational scholarships, some African youths have been brainwashed into disrespecting their African ways of life. They have become puppets of neo-colonial masters.

Activity

Search for information from the library on the techniques that are currently used to facilitate neo-colonialism in Tanzania.

Exercise 1

Answer the following questions:

1. Explain the meaning of neo-colonialism.
2. State the differences between old colonialism and neo-colonialism.
3. Explain the methods used to maintain colonialism in Africa after independence.

SOCIAL STUDIES STD 6.indd 136 30/07/2021 11:48

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Impacts of neo-colonialism on Africa

Neo-colonialism has affected Africa both positively and negatively. Some of the positive impacts are as follows:

(a) The growth of multiparty democracy in the African continent: The pressure from some neo-colonial powers led to the establishment of multi-party democracy in Africa;

(b) Neo-colonialism has simplified the availability of goods and services in Africa. This is due to the collaboration between the private and government sectors as well as the freedom of trade;

(c) Establishment and development of civic organisations and Non-Governmental Organisations; and

(d) Establishment and growth of both private and public media such as newspapers, radio stations, television and information communication networks.

Apart from the positive effects, neo-colonialism has negative effects. Some of these are as follows:

(a) It accelerates the exploitation of African resources by neo-colonial masters. Through globalisation and free market, neo-colonial masters have been exploiting African resources through investment, free trade, and privatisation;

(b) Neo-colonialism discourages industrialisation in Africa. Its aim is to transform Africa into a market place for its manufactured goods. Most of the goods produced in Africa cannot compete with the goods produced in Developed Countries because of the differences in technology and investment capital. The uncontrolled importation of goods contributes to poor industrial development in Africa;

(c) Neo-colonialism leads to dependent economies in Africa. Africa produces raw materials which are not utilised in the continent. In addition, it consumes manufactured goods that are produced outside the continent. Therefore, the African economy is dependent on other countries such as Japan, France, Germany, the United States of America, and China;

SOCIAL STUDIES STD 6.indd 137 30/07/2021 11:48

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(d) Neo-colonialism leads to the rapid growth of external debt. African countries are given loans with high-interest rates. Sometimes, they are given loans which they cannot pay. As a result, they spend a large percentage of their budget to pay their debts instead of investing on development projects. This has increased poverty among Africans;

(e) Neo-colonialism contributes to loss of human resources in Africa. The policies which allow people to work anywhere in the world and access to dual citizenship have contributed to this problem. Highly skilled Africans are being retained to work in such developed countries instead of helping to develop their countries of origin. Medical doctors, scientists, and other professionals have been leaving the continent to work abroad;

(f) Neo-colonialism causes and escalates conflicts in Africa. Some neo-colonial masters deliberately create conflicts in Africa to destabilise the continent. They encourage and support coups, demonstrations, riots and change of regimes to make it easier for them to grab African resources. Through conflicts, they install puppet leaders in power to facilitate neo-colonialism;

(g) Neo-colonialism destroys African culture which leads to moral decay and unethical behaviour. In addition, it leads to the discouragement of patriotism among Africans; and

(h) Neo-colonialism has resulted in environmental destruction due to warfare and unsustainable economic investments in agriculture, mining, and industries.

Such negative impacts of neo-colonialism have led to more poverty among Africans. These impacts have contributed to many other problems in Africa.

Liberation struggles against neo-colonialism in Africa

African leaders began to struggle against neo-colonialism immediately after political independence in their respective countries. As explained earlier, the old struggles helped to eradicate old colonialism while the current struggle is against neo-colonialism. Soon after political independence, most African leaders realised that their countries could not be completely free if their economies remained dependent on Developed Countries. These leaders knew that economic dependence would affect their ability to make their own decisions in the interests of their countries. Prominent African leaders

SOCIAL STUDIES STD 6.indd 138 30/07/2021 11:48

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such as the late Julius Kambarage Nyerere (Tanzania), Kwame Nkrumah (Ghana), Jomo Kenyatta (Kenya), Kenneth Kaunda (Zambia), Haile Selassie (Ethiopia), Sekou Toure (Guinea), Aboubakar Tafawa Balewa (Nigeria), and Muamar Gadhafi (Libya) led early struggles against neo-colonialism in Africa. The struggles involved individual countries, regional cooperation, and the whole continent. Some political, economic, and social struggles that African leaders led in the past and the ones that are ongoing include the following:

Economic liberation struggles

Economic liberation struggles against neo-colonialism are conducted to improve the economy and strengthen economic independence in various African countries. Economic struggles include the following:

(a) Establishing alternative economic policies in various African countries: For example, in the fight against neo-colonialism, Tanzania adopted the policy of socialism and self-reliance, Zambia adopted the policy of humanism; and Kenya adopted the policy of African capitalism;

(b) Building and improving communication infrastructures such as railways, roads, and ports within individual African countries as well as between countries: These initiatives simplify transportation of people, raw materials and manufactured goods between African countries. For example, the Tanzania and Zambia Railway Authority (TAZARA) was built between 1969 and 1974 to facilitate transportation between Tanzania and Zambia. This railway was built through assistance from the Chinese government;

(c) Initiating and strengthening the fight against corruption and embezzlement: This struggle aimed at eliminating corruption, economic sabotage, and tax evasion in African countries;

(d) Establishing and strengthening regional and economic cooperation in Africa: These include the East African Community (EAC), the Economic Cooperation of West African States (ECOWAS), and the Southern African Development Community (SADC). These communities and others have contributed significantly to the economic liberation of African countries;

(e) Establishing and strengthening the African Development Bank (AfDB): This bank helps to develop the economies of African countries by providing soft loans to African countries. Furthermore, the bank makes

SOCIAL STUDIES STD 6.indd 139 30/07/2021 11:48

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plans to improve the economic standards of people in the African continent. This includes strengthening industrial, agricultural, and trade activities. Examples of the countries that have benefited from these plans include Tanzania, Ghana, Nigeria, Burkina Faso, Mozambique, Ethiopia, and Senegal. This has helped African countries to reduce their dependence on neo-colonial powers for their socio-economic development; and

(f) Establishing and promoting various manufacturing industries in Africa, including textile, agricultural implement, construction equipment, beverages, home appliances and food processing industries: For example, Tanzania started textile industries namely MWATEX in Mwanza, MUTEX in Musoma, Polyester in Morogoro, and Urafiki in Dar es Salaam.

Political liberation struggles

There have been political liberation struggles to strengthen leadership in African countries and to fight against neo-colonialism. The political liberation struggles include the following:

(a) Establishing and strengthening the Organisation of African Unity (OAU). This organisation was established in 1963 in the process of fighting against neo-colonialism. The OAU united African interests and their strengths to overcome oppression from neo-colonial powers. After approximately three decades, this organisation was succeeded by the African Union (AU) almost with the same objectives but with the power to intervene in internal conflicts of African countries;

(b) Changing political ideologies and building new Africa: In fighting against neo-colonialism, some African countries adopted the ideologies of African socialism, African democracy, and the one-party system. Examples of such countries included Tanzania, Zambia, Senegal, and Ghana;

(c) Establishment of the Non-Aligned Movement (NAM) during the cold war: Most African countries joined the movement to avoid supporting either the socialist side or the capitalist side as a way of fighting against neo-colonialism;

(d) Adoption and promotion of the Pan-African Movement to strengthen the African cooperation against neo-colonialism; and

SOCIAL STUDIES STD 6.indd 140 30/07/2021 11:48

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(e) Promotion of national unity through the one-party system: Other measures to promote unity included fighting racism, ethnicity, religious antagonism, and regionalism.

Social liberation struggles

Several social measures have been taken by Africans to liberate themselves from neo-colonialism. Those measures are as follows:

In education

(a) To change the colonial educational system and curriculum: This has helped to abolish the racial education structure in the African continent;

(b) To expand education from primary, secondary, to university levels; and

(c) To design and promote various educational policies which reflect the African context. For instance, Tanzania introduced the philosophy of Education for Self-Reliance, Universal Primary Education, the Adult Literacy Education campaign, Free Primary and Secondary Education and the establishment of the Institute of Adult Education.

In culture

(a) Promoting the African cultural values in order to maintain peace, patriotism and unity among African societies;

(b) Establishing and strengthening institutions which promote African languages, arts and sports;

(c) Recognising the Kiswahili language as one of the official languages of the East African Community, the Southern African Development Community (SADC) and the African Union (AU); and

(d) Introducing and upholding national official dresses in various African nations.

In health

(a) To improve health infrastructure such as dispensaries, health centres, and hospitals in Africa: These initiatives went hand in hand with the establishment of medical and pharmaceutical colleges;

SOCIAL STUDIES STD 6.indd 141 30/07/2021 11:48

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(b) To initiate, coordinate and run health education campaigns for better provision of health services in order to fight communicable and non-communicable diseases; and

(c) To coordinate research and vaccination activities against various diseases.

Exercise 2

Answer the following questions:

1. Explain the effects of neo-colonialism on African societies.
2. Identify the economic liberation strategies devised by African countries to fight against neo-colonialism.

Exercise 3

Answer the following questions:

1. Explain the reasons for African leaders to continue with social liberation struggles after independence.
2. List the achievements of educational development which resulted from the post-independence educational movement in Tanzania.

Write "True" for a true statement and "False" for a false statement.

3. Early African liberation struggles were only economic. _____
4. The TAZARA was constructed to strengthen the friendship between Tanzania and Zambia. _____
5. Corruption is one of the achievements of improved economy in African countries. _____
6. Educational improvement on matters such as teaching and learning methods, curriculum, and books can empower Tanzanians to become self-reliant. _____

Vocabulary

Neo-colonialism	a situation whereby a politically independent country is economically and socially dominated and exploited by external powers, including former colonial powers
Struggles	efforts by people to achieve certain goals

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Chapter Eight

Uses of maps

Introduction

In Standard Five, you learnt about the concept of a map, components of a map, types of maps, uses of maps as well as the cardinal points. You also learnt how to draw village or street maps and district maps. In this chapter, you will learn about drawing and reading maps of your region and the map of Tanzania. You will also learn how to read a map of your own environment. The acquired knowledge and skills from this chapter will help you to know how to read maps; therefore, you will be able to use them to reach various places easily. In addition, you will be able to interpret maps of your surroundings.

Drawing maps

The art of drawing maps is known as cartography. A person skilled in drawing maps is called a cartographer. A map can be drawn on a piece of paper, board, cloth and other plane surfaces. Different ways are used to draw maps. Example include drawing by hand using simple tools such as a pencil, paper, ruler, and rubber and drawing by computer software. However, map drawing depends on the size and use of the map in question.

The size of the map depends on the area and the details to be represented on it. Its size is determined by the scale, which is the ratio between the distance on the map and the actual distance on the ground. There are three types of maps according to their scales. These are as follows:

A small-scale map: A small-scale map is used to represent large areas with few details, such as countries, continents, and the world. Its scale ranges from 1: 500 000 to 1: 1 000 000.

A medium-scale map: A medium-scale map is used to represent areas which are neither too large nor too small, such as towns, districts, and regions. This scale ranges from 1:50 000 to 1:125 000.

A large-scale map: A large-scale map represents small areas. Large-scale maps can represent playing grounds, farms/estates, and buildings. The larger the scale, the more the details it provides. The large scale map ranges from 1: 10 000 to 1:25 000.

SOCIAL STUDIES STD 6.indd 143 30/07/2021 11:48

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Therefore, if the cartographer wants to draw a map, he or she will use one of these scales depending on the size of the area to be presented and the amount of detail to be shown. It should be noted that a map can be drawn after conducting a geographical survey, or it can be drawn by copying from an existing map.

Expressing map scales

Map scales are expressed in the following three ways:

As a statement: In this scale, if the actual distance on the ground is five kilometres and that distance is drawn in a length of five centimetres on the map, the presentation here will be as follows: Five centimetres on the map represent five kilometres on the ground, or one centimetre on the map represents one kilometre on the ground. This scale is shown in a statement form as "One centimetre for one kilometre."

As a Representative Fraction (RF) or ratio: The scale can be presented either as a ratio or as a fraction such as 1:50 000 and $\frac{1}{50\,000}$, whereby 1 is the numerator and 50 000 is the denominator. This means that 1 unit on the map represents 50 000 units on the ground. These units can be any units of measurements such as centimetres, metres, and kilometres. The unit of measurement used on the map must be similar to the one used on the ground. Therefore, the numerator and denominator should use the same unit of measurement. For example, 1 cm on the map represents 100 000 cm on the ground. If one centimetre on the map represents one kilometre on the ground, then the kilometre should be changed into centimetres.

1 kilometre = 1 000 metres

1 metre = 100 centimetres

Therefore, 1 kilometre = 100 centimetres x 1 000 = 100 000 centimetres

By using the ratio method, this scale will be presented as follows: 1: 100 000

By using the fraction method, the scale will be presented as follows: $\frac{1}{100\,000}$.

Thus, 1: 100 000 and $\frac{1}{100\,000}$ mean that one centimetre on the map represents one hundred thousand centimetres on the actual ground.

SOCIAL STUDIES STD 6.indd 144 30/07/2021 11:48

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As a linear scale: This scale is presented using a graduated line, which is divided into two parts: secondary and primary. The secondary parts are placed on the left-hand side from zero in the linear scale, divided into small portions and written in metres (m) to represent the ground distance less than a kilometre. The primary parts, which are placed on the right-hand side from zero in the linear scale, are in kilometres (km) to represent the actual ground distance. Figure 1 shows a linear scale.



Figure 1: *Linear scale*

Activity 1

1. By using an atlas, draw a map of the region in which you live, and, on it, do the following:
   (a) Indicate its districts;
   (b) Put a mark to show your district;
   (c) Use the four cardinal points to show direction; and
   (d) Insert a key.
2. Draw a map of Tanzania indicating the names of all regions.

Exercise 1

Answer the following questions:

1. Mention three places on which a map can be drawn.
   (a) _____
   (b) _____
   (c) _____
2. What are the ways used to draw maps?
3. When does a cartographer decide to use a small-scale?
4. Mention three ways of expressing a map-scale.
5. List three types of map scales.

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Map reading

Map reading is a process of studying and analysing information about a certain place from a map. In order to read the map correctly, the map reader should know the symbols and signs included in the map. These symbols and signs represent man-made and natural features. Man-made features include buildings, roads, bridges, and railways. In contrast, natural features include rivers, lakes, seas, oceans, mountains, and valleys.

Uses of maps

Map reading helps us to perform various activities in the areas we live. Before describing in detail the importance of map reading, read the following passage and answer the questions that follow.

Pima's journey to Iguguno Village

Pima is a Standard Six pupil in the Singida rural district in Singida Region. During the long holidays, he wanted to go to Iguguno Village in the Mkalama district, where he had never been, to visit his grandfather. His parents did not allow him to visit his grandfather because he was not familiar with the place. Pima told them that he would apply the knowledge of map reading to reach his grandfather's village. The parents agreed and allowed him to travel. Therefore, Pima got a map of Singida Region to assist him to reach his grandfather's village.

The knowledge of map reading, which Pima got at school when he was in Standard Six, helped him a lot. Firstly, he read the map carefully. This helped him to get the actual distance from where he was to the place he wanted to go. He also identified various obstacles such as the water bodies and thick forests he had to pass through as well as other potential challenges he had to overcome. Using the map, Pima reached his grandfather's village. After arriving at Iguguno Village, he was directed by some villagers to his grandfather, Mzee Kingu. After a month, he went back home to continue with his studies.

Exercise 2

Answer the following questions:

1. How did Pima manage to reach Iguguno Village?
2. If you were supposed to travel to an unknown village, what would you use to get there?

SOCIAL STUDIES STD 6.indd 146 30/07/2021 11:48

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Maps are used by people who travel to places so as to know the right direction to their destinations. For example, foreign tourists who come to visit our national parks and other tourist attractions mainly use maps to reach those destinations.

Likewise, pupils who travel abroad for further studies use maps to reach their respective schools and universities. In addition, residents with sufficient map reading skills use maps to reach different places. A person who studies and uses a map correctly will reach his or her destination on time without asking for directions. Therefore, map reading saves time and money.

Maps give a general description of physical and man-made features of a region or country. Maps help tourists, teachers, builders, pilots, researchers, and the police to identify different places. For example, they can know where rivers, forests, roads, settlements, mountains, and other features are in that particular area. Tourists can also use maps to know about the places they intend to visit and the distance from one place to another. Likewise, a researcher can use maps to identify the physical environment in which he or she wants to conduct research.

Maps can be used by surveyors and land planners to plan for settlements and economic activities. Urban planners and land surveyors can use maps to locate places to build hospitals, schools, markets, roads and other facilities for Community development without physically visiting the places.

Captains and pilots use maps to navigate marine vessels and fly aeroplanes. Without a map, it is difficult for pilots to fly aeroplanes and sailors to navigate marine vessels. A map is an important tool that illustrates the general conditions of the country, activities, and various objects on the Earth's surface. Figure 1 shows different uses of maps.

SOCIAL STUDIES STD 6.indd 147 30/07/2021 11:48

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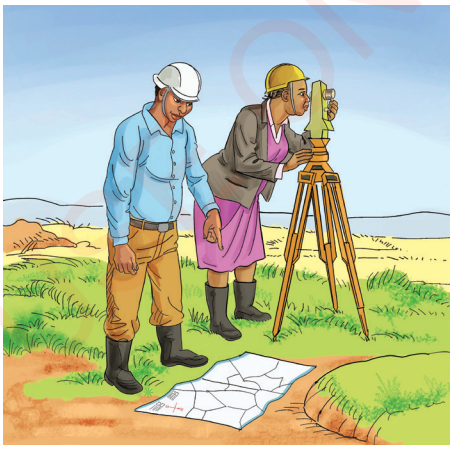
(a) Flying an aeroplane



(b) Navigating a marine vessel



(c) Identifying different locations



(d) Land surveying

Figure 1: *Different uses of maps*

Exercise 3

Answer the following questions:

1. What is map reading?
2. Which components of a map are supposed to be considered so as to read the map correctly?
3. Briefly explain the importance of using maps.

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Mapping the distribution of natural vegetation in Tanzania



Think

What is natural vegetation?

Natural vegetation is the collection of grasses, shrubs, thorn plants, big and small trees, which are not planted by man. In Tanzania, the natural vegetation is unevenly distributed. This distribution depends on the nature of the Earth's surface, climate, and the types of soil found in the area. Tanzania's land consists of the following physical features: mountains, valleys, plateaus, and plains. There are also lakes such as Victoria, Tanganyika, and Nyasa. In addition, Tanzania has dams, rivers and water springs. To the east, Tanzania is boarded by the Indian Ocean. Normally, the Earth's surface is related to the distribution of vegetation cover in a particular area. Therefore, the landscape of Tanzania is covered with both natural vegetation and planted vegetation. Tanzania is largely covered by natural vegetation, which is essential for living organisms, including human beings.

Extending from the coastal area along the Indian Ocean, the natural vegetation comprises of mangroves, tall grasses, forests, and shrubs. From Dar es Salaam towards Morogoro, the vegetation cover varies. There are unevenly distributed trees (miombo) mixed with tall grasses and scattered shrubs. This vegetation cover is known as dry miombo or savannah woodland vegegation. Other areas such as Dodoma, Singida, Manyara, and the southern parts of Arusha and Kilimanjaro are covered by savannah grasslands. The western regions of Tabora and Kigoma, as well as the southern regions, have savannah vegetation with tall grasses and miombo trees. All these features can be shown on a map. Figure 2 shows the distribution of natural vegetation in Tanzania.

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Figure 2: *The distribution of natural vegetation in Tanzania*

In order to read a vegetation distribution map correctly, you need to understand types of vegetation and their distribution. The distribution of vegetation is determined by the climate, soils and human activities in an area.

In many places, natural vegetation is categorised into three: grasses, shrubs, and forests. The arrangement of these categories may exist for a long time depending on the climatic conditions of the area concerned. Figure 3 shows the arrangement of natural vegetation. Except in semi-desert and desert areas which consist of thorn-trees and scattered bushes, we can not find such kind of arrangement.

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Figure 3: *Arrangement of natural vegetation*

Activity 2

1. Draw a map of Tanzania showing the distribution of natural vegetation.
2. Use Figure 2 to describe the distribution of natural vegetation in Tanzania and conduct a discussion with your fellow pupils about different types of natural vegetation seen in areas from Dar es Salaam to Kigoma via Morogoro, Dodoma, Singida, and Tabora. Then, prepare a short report on the discussion.

Exercise 4

Study Figures 4 and 5 and answer the questions that follow.



(a) Tall grass

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(b) Thick forest



(c) Baobab trees

Figure 4: *Various types of natural vegetation*

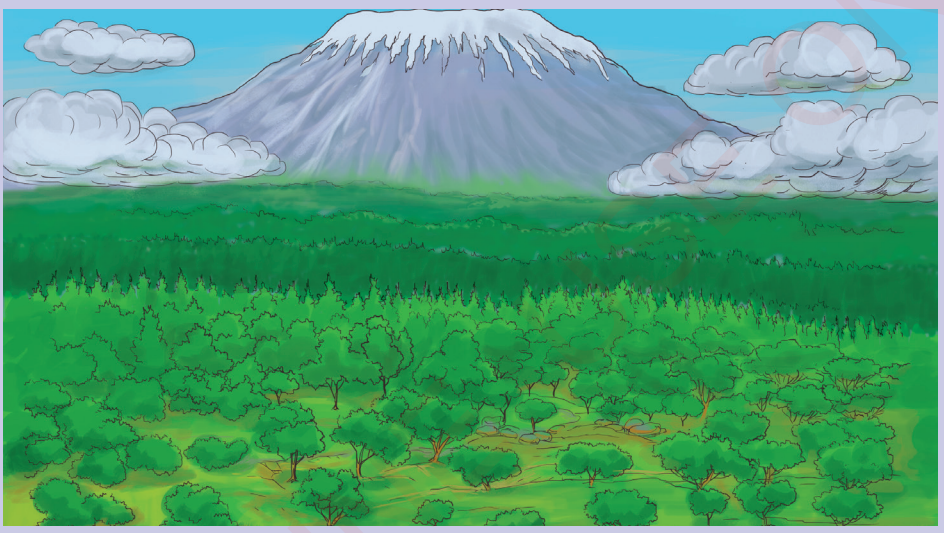

Figure 5: *Distribution of natural vegetation on the slopes of Mount Kilimanjaro*

Questions

1. What determines the distribution of the natural vegetation seen in Figures 4 and 5?
2. Describe the climatic characteristics of areas with the vegetation types shown in Figure 4.
3. Why is there no vegetation cover at the top of Mount Kilimanjaro?
4. Mention areas in Tanzania which are covered by savannah vegetation.

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Exercise 5

Answer the following questions:

1. What is natural vegetation?
2. Which type of scale would you use to draw a map of Tanzania showing many features?
3. Give reasons for your answer in Question 2 above.
4. Briefly explain the importance of using maps in our daily lives.
5. Mention four groups of people who need to use maps in proper decisions making.

   (a) _____

   (b) _____

   (c) _____

   (d) _____
6. What will you do if you visit a country for the first time and you have no one to guide you to various places?

Vocabulary

Cartographer	a person who specializes in drawing maps
Image	showing several features on the Earth's surface, such as mountains, valleys, rivers, and lakes
Map-scale	the ratio between the distance on a map and the actual distance on the ground
Natural vegetation	naturally growing vegetation cover, (not planted by man) such as grasses, shrubs, forests, and grassland

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Chapter Nine

The solar system

Introduction

In Standard Five, you learnt about the solar system, the characteristics of planets, the Earth movements, and the effects of the Earth rotation. You also learnt about high tides and low tides, causes and effects of the rise and fall of sea level. In this chapter, you will learn more about the solar system, the Earth movements, and their effects. You will learn about solar and lunar eclipses and their effects. Moreover, you will learn about the seasons of the year. The acquired knowledge and skills from this chapter will help you to use the knowledge of the solar system in your daily life. They will also help you to plan your activities based on the seasons of the year.

The concept of the solar system

The solar system is the arrangement of the eight planets and other heavenly bodies which revolve around the Sun. Besides the eight planets, other components of the solar system are asteroids, meteors, comets and natural satellites, interplanetary dust particles, and gases. Unlike other heavenly bodies, a planet is a celestial body moving in an elliptical orbit around the Sun.

The Sun is a huge celestial body in the solar system. It is the main source of heat and light for all heavenly bodies, including the planets. In the solar system, all eight planets revolve around the Sun in their elliptical paths called orbits. The eight planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Unlike other heavenly bodies in the solar system, the Sun does not move.

The movement of planets around the Sun

Each planet revolves around the Sun in its elliptical path called an orbit. Planets are different from stars. Whereas planets do not have their own light, stars have their own light, and that is why we can see them twinkling in the sky during the night.

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The orbits around the Sun differ in terms of size and diameter, depending on the distance between the Sun and the position of each planet. However, the planets do not fall from space due to the gravitational force from the Sun that holds the planets in orbit in the solar system. These gravitational forces are equal from both sides.

In the solar system, some planets are close to the Sun while others are far away from the Sun. This causes some of the planets to travel long distances and take many days to revolve around the Sun, while others take a few days to revolve around the Sun. For example, the Earth takes 365¼ days or 366 days to revolve around the Sun. Figure 1 shows the arrangement of the planets in the solar system.

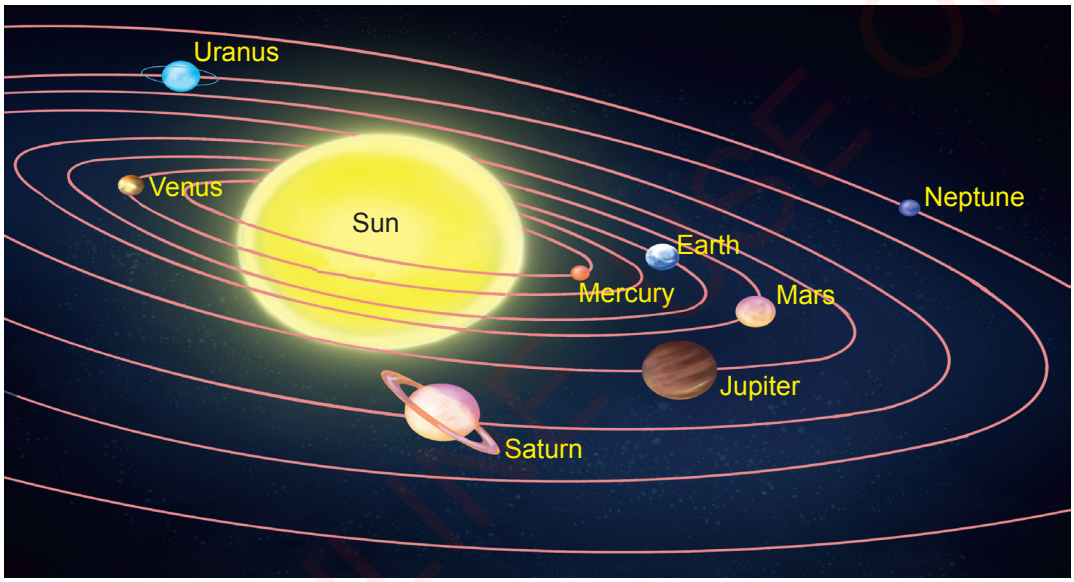

Figure 1: *Arrangement of the planets in the solar system*

Asteroids, comets, and meteors

If you look at the sky during the night, you will see various heavenly bodies or objects with different structures and shapes. These heavenly bodies are also present during the day, but we cannot see them due to the bright sunlight. Therefore, there are other objects in the sky, besides the planets and stars. These objects include asteroids, comets, and meteors.

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Asteroids

Asteroids are small solid heavenly bodies in the solar system revolving around the Sun. They are smaller than planets. They are also called planetoids because they look like planets. Asteroids are found in the asteroid belt, which is found between the orbits of Mars and Jupiter. There are so many asteroids in space travelling at high speed. While in motion, some asteroids form separate groups and move closer to the Earth.

Comets

Comets are solid heavenly bodies, which are smaller than planets. They revolve around the Sun. Unlike asteroids, comets constitute a mass of ice which consists of frozen dust and rock particles. There are many comets in the sky. These are moving at high speed around the Sun. When moving, some asteroids and comets group themselves and come closer to the Earth. At night, comets seem to move at high speed and produce bright light. The bright light makes comets look like a bright star with a tail. Many people call them “stars with tails.” Comets are visible in the sky as moving objects with leading heads and bright tails. When comets are in that state, people call them “meteorites.”

Meteors

Meteors are pieces of rock which, when falling from outer space, burn and melt due to the friction with the atmosphere. However, some meteors do not burn completely, and they reach the Earth’s surface. When they fall to the Earth’s surface, they are known as meteorites. There are two meteorites in Tanzania. One is found in the Ndolezi village of Mbozi District in Songwe Region, and the other one is at the Malampaka village of Maswa District in Simiyu Region.

In outer space, there is a layer which protects the Earth from being hit by asteroids or other planetary objects. This layer is known as the *mesosphere.* If this layer had not existed, the Earth would have been hit by millions of falling asteroids, meteorites, and other planetary objects. As a result, there would be no life on Earth. Figure 2 shows an asteroid, meteors, and a meteorite.

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(a) An asteroid



(b) Meteors



(c) A meteorite

Figure 2: *An asteroid, meteors, and a meteorite*

Activity 1

Work with your classmates to demonstrate the arrangement of planets in the solar system and mention the planets found in the solar system.

Exercise 1

Answer the following questions:

1. What is the solar system?
2. What is a planet?
3. Mention the planets found in the solar system.
4. What is the difference between asteroids and comets?
5. What does the term “orbit” mean in the solar system?
6. Explain the meaning of a meteorite and mention any two areas in Tanzania where meteorites are found.

Rotation of the Earth

The Earth is the planet where we live. It rotates on its axis and, at the same time, revolves around the Sun. The Earth revolves around the Sun on its own orbit for 365¼ and 366 days for a leap year, which is equal to one year. The axis of the Earth is inclined, and its direction does not change. That is why the North and South poles experience equal length of daylight. The South Pole faces the Sun for a period of six months. Likewise, the North

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Pole faces the Sun for a period of six months. When the North Pole faces the Sun, it experiences more heat and sunlight than the South Pole. During this time, the North Pole experiences sunlight for a long time while the South Pole experiences darkness. Likewise, when the South Pole faces the Sun, it also experiences more heat and sunlight than the North Pole. The equatorial belt continues to experience almost the same amount of heat and light throughout the year.

The revolution of the Earth around the Sun and the tilting on its axis lead to the occurrence of various seasons of the year. On 21st June, the Sun is overhead at the Tropic of Cancer and on 22nd December, the Sun is overhead at the Tropic of Capricorn. When the Sun is overhead at the tropics the length of days and night differ. The situation is called solstice. The Tropics are warm regions of the Earth between the latitude lines of the Tropic of Cancer and the Tropic of Capricorn. The tropical lines separate the tropics from other climatic regions of the Earth.

The Sun is overhead at the equator on the 21st of March and the 23rd of September. On both dates, the Sun is overhead at the equator and day and night are exactly the same in length. When the lengths of the day and the night are equal, it is called the equinox. During the equinox, both hemispheres receive the same amount of sunlight. At the equator, days and nights are of equal length. This is because the equator is closer to the Sun than the rest of the Earth.

On the 21st of March and the 23rd of September, when the Earth turns toward the Sun in the North Pole, the northern part of the equator experiences longer days than nights. Likewise, on the 23rd of September and the 21st of March when the Earth turns towards the Sun in the South Pole, the southern part of the equator experiences longer days than nights.

The Earth's revolution around the Sun and its tilting on its own axis lead to the occurrence of seasons of the year, namely spring, autumn, summer, and winter. Likewise, the Earth's revolution causes differences in the length of days and nights in specific periods of the year. For example, from November to January, we experience late sunsets in Tanzania. In contrast, in June and July, we experience early sunsets.

During its revolution, the Earth is closest to the Sun on January 3rd every year. The period is known as *Perihelion.* On July 4th each year, the Earth is

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furthest from the Sun; this period is referred to as *Aphelion.* In addition, when the Earth revolves around the Sun, we get differences in the overhead Sun for different periods of the year. It also causes the eclipse of the Sun and the eclipse of the moon.

The eclipse of the moon and the eclipse of the Sun

The eclipse of the Sun or of the moon occurs when sunlight is obscured from reaching the moon or the planets in the solar system. The planets or the moon may be totally obscured from receiving sunlight, or it may only be partially obscured from receiving sunlight. When sunlight is partially obscured, parts of the moon or planets continue to receive sunlight. The moon eclipse and the Sun eclipse result from the Earth's revolution around the Sun.

The lunar eclipse (eclipse of the moon)

A moon eclipse is also known as a lunar eclipse. It occurs when the Earth passes between the Sun and the moon. Thus, it casts its shadow on the moon. The moon can totally be hidden by the Earth, causing sudden darkness that lasts for a minute or several hours then the light comes back. Sometimes, only part of the moon is cast with the shadow of the Earth. This causes the light of the moon to dwindle. The moon eclipse occurs only at night. Figure 3 illustrates how the moon eclipse occurs.

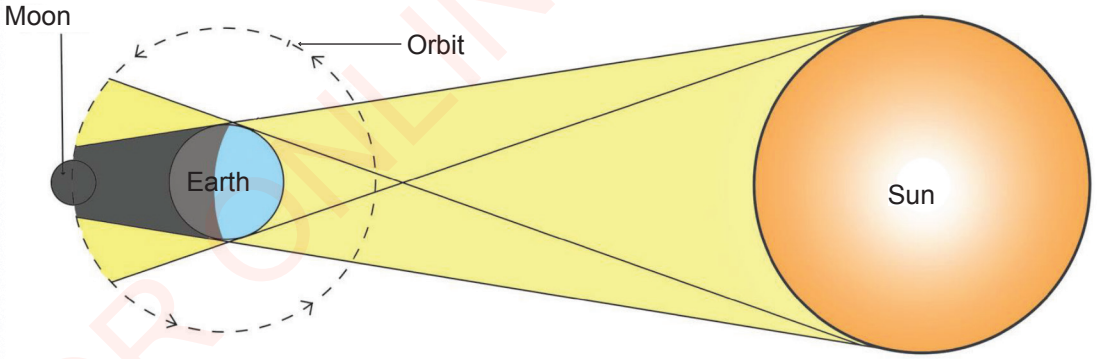

Figure 3: *Lunar eclipse*

The solar eclipse (eclipse of the Sun)

An eclipse of the Sun is also known as a solar eclipse. It occurs when the moon passes between the Earth and the Sun, blocking the light from

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reaching some parts of the Earth's surface. The shadow of the moon occurs in some parts of the Earth's surface because the moon is smaller than the Earth. The area of the Earth's surface covered by the full shadow of the moon during the solar eclipse experiences a total eclipse known as *umbra.* Moreover, the surface of the Earth covered with the incomplete shadow of the moon at the time of the solar eclipse receives a partial eclipse known as *penumbra*. Therefore, some parts of the world experience a total solar eclipse while other parts experience a partial solar eclipse. Other places do not experience the effects of the solar eclipse at all at that particular time. As a result of advancement of science and technology, we can now get information on the eclipse of the Sun in a certain area and watch directly on television. Figure 4 illustrates how the solar eclipse occurs.

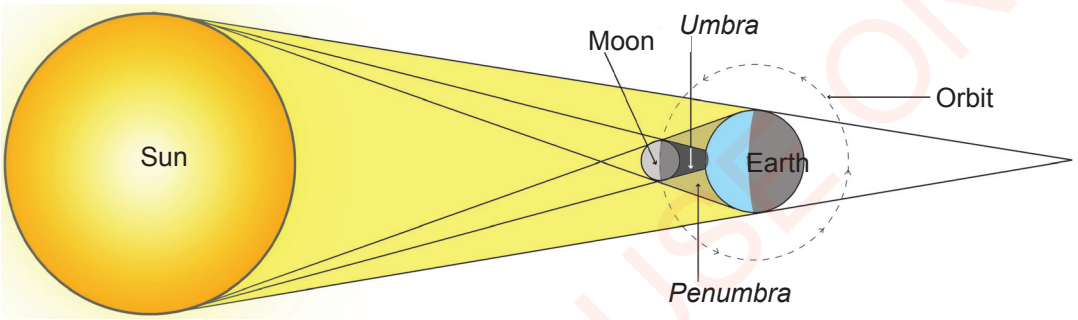

Figure 4: *Solar eclipse*

Activity 2

Prepare solar and lunar eclipse models using various equipment and materials. Present them in class and let your fellow pupils simulate how the Earth revolves around the Sun.

Exercise 2

Answer the following questions:

1. What is a lunar eclipse?
2. How many days does the Earth take to revolve around the Sun?
3. Briefly explain the effect of a lunar eclipse.
4. Why do day and night experience equal length on 21st March and 23rd September?

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Seasons of the year

Seasons of the year are specific periods of the year, characterised by specific weather conditions. There are basically four seasons of the year, namely autumn, summer, spring, and winter. These seasons are more pronounced in the northern and southern hemispheres, outside the tropics. In autumn, the weather is cold, windy and rainy. Winter is the coldest season of the year with shorter days but longer nights, with rain and snow. During spring, the weather gets warmer and days are longer than during winter. Summer is the hottest season of the year. In some places, summer is characterised by heavy rains, while in others, it is usually dry.

The seasons of the year result from the Earth's inclination and its revolution around the Sun. The Earth's inclination affects the areas close to the poles. These areas face one direction for a longer time. Hence, they experience long periods of sunlight during summer and darkness during winter. The areas near the equator experience equal length of sunlight and darkness. This condition results in minor differences in various periods of the year. However, areas close to the equator tend to be hot throughout the year, making the two distinct dry and wet seasons to be more pronounced than the distinct four seasons.

In Tanzania and in many other tropical countries, two seasons of the year are more distinct. These are the dry season and the rainy (wet) season. Figure 5 presents the four seasons of the year in the northern hemisphere.

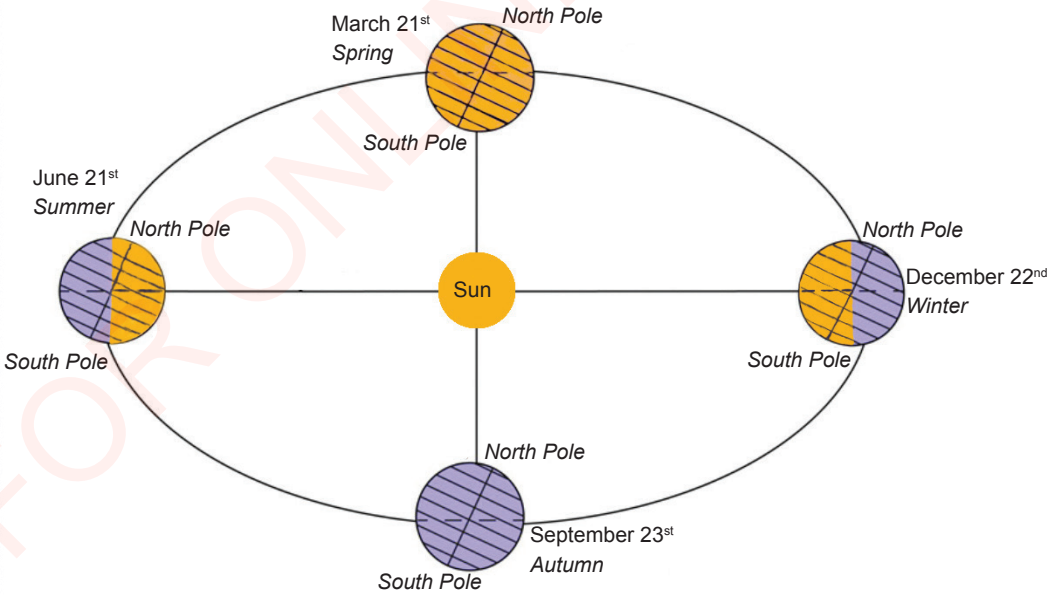

Figure 5: *Seasons of the year in the northern hemisphere*

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Dry season: The dry season is a period of the year that is characterised by low rainfall with plenty of sunlight. In addition, the season tends to be hot during the day and very cold during the night in many areas. In Tanzania, examples of areas with two rainfall seasons in a year are Arusha, Kilimanjaro, Manyara, Kagera, Tanga, Pemba and Unguja Islands. These areas experience dry seasons from June to September after the rainy season and from January to February before the wet season. In contrast areas with single rainfall seasons in a year such as Dodoma, Singida, Tabora, Rukwa, Mbeya, Ruvuma, Mtwara, and Lindi tend to have long dry seasons, beginning in April or May until November or December. High temperatures, severe winds, and lack of rainfall identify dry seasons in many areas.

Many animals are affected, and some of the animals even die because of shortage of water and pasture. High temperatures reduce water levels or completely dry rivers and streams. Sometimes strong winds can seriously damage houses, electricity poles, and tall buildings. However, seasonal rainfalls that occur from October to December slightly reduce the severity of drought, dust, and water shortage. Figure 6 illustrates the appearance of vegetation during the dry season.

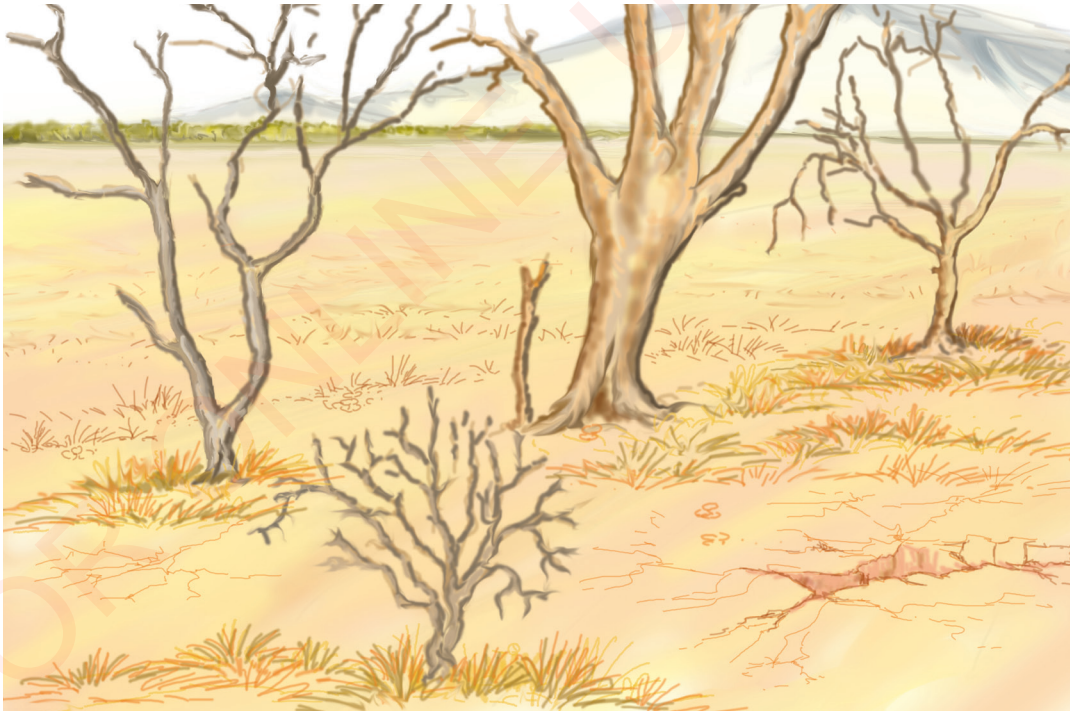

Figure 6: *The appearance of vegetation during the dry season*

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Exercise 3

Answer the following questions:

1. Why are many places in the country characterised by the shortage of water and drought during the dry season?
2. Explain the advantages and disadvantages of the dry season in the area you live.
3. What is the difference between summer and winter?

Wet season: The wet season is a period in the year which is characterised by heavy rainfall. Rainfall during this period helps to reduce temperature, wind, and dust. It also helps plants to grow. On one hand, in areas with two rainy seasons per year, the wet season begins from March to May. On the other hand, in areas with a single rainy season, the season begins from November to April. The wet season is important for agriculture. The rain helps plants to grow. Various crops such as maize, beans, and potatoes are grown during this period. In addition, livestock such as cows, goats, and sheep are reared well because of the available pasture during this period. Figure 7 shows the crops grown during the rainy season.



Figure 7: *The appearance of crops during the rainy season*

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However, too much rainfall may cause disasters to the Community. Crops and trees may be destroyed by floods. Rivers, streams, and valleys may be flooded. Floods can destroy people's settlements, infrastructure, and other property. Floods can also kill people and livestock.



Activity 3

Using the Atlas of Tanzania, show the distribution of rainfall in various areas of the country. Explain why some areas have more rainfall than others.

Exercise 4

Answer the following questions:

1. What is a wet season?
2. When does the wet season occur in Tanzania?
3. Explain the advantages of the rainy season in the area you live.
4. Mention the effects of heavy rainfall in the area you live.

Exercise 5

Answer the following questions:

1. Define the following terms:

   (a) Mesosphere (b) Orbit
2. The solar system involves eight planets. Mention them according to their positions.
3. Which seasons of the year are more pronounced in Tanzania?
4. What is the meaning of equinox?
5. Differentiate between a solar eclipse and a lunar eclipse.
6. Describe the characteristics of spring and winter.

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Write "True" for a true statement and "False" for a false statement.

7. The Sun and moon are stars found in the sky. _____
8. The solar system is made up of nine planets. _____
9. A lunar eclipse occurs when the Earth moves between the Sun and the moon. _____

Fill in the blank spaces below.

10. Between _____ Month of _____ and 23rd month of September, the northern part of the equator gets longer day hours than night hours.
11. The southern part of the equator gets longer day hours than night hours between 23rd September and 21st _____.
12. _____ are made of ice which consist of dust and rock particles.

Vocabulary

Equinox	one of the two times in the year when the Sun is above the equator and day and night are of equal length
Heavenly body	any object existing in space especially a planet, star, the moon and other celestial bodies
Hemisphere	is half of the Earth or sphere
Mesosphere	a blanket-like layer that protects the Earth from being hit by asteroids and other heavenly bodies
Orbit	a special path used by a planet to revolve around the Sun
Penumbra	a partial shadow that occurs during the lunar eclipse
The axis	an imaginary line about which the Earth rotates
The lines of tropics	lines separating the hot belt and other climatic regions of the Earth
The planet	a heavenly body that revolves around the Sun
Umbra	a full shadow that occurs during the solar eclipse

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Chapter Ten

Resources of Tanzania

Introduction

In Standard Five, you learnt about the meaning and types of resources which are available in your region. You learned how to protect those resources. You also learnt about their contribution to the development of your region. Likewise, you learnt about the activities that destroy those resources. In this chapter, you will learn about the resources available in Tanzania, where they are found, their contribution to national development, barriers to utilizing the available resources and ways to overcome such barriers. In addition, you will learn about the activities that destroy Tanzanian resources and the methods of protecting and conserving those resources. The acquired knowledge and skills from this chapter will enable you to identify, conserve, protect, and develop resources at family and national levels. Additionally, they will enable you to use the resources available in Tanzania to generate income for your own development and for the nation.



Think

Two natural things which are available in your region that are used to raise the regional income

Resources of Tanzania and their locations

Tanzania has many valuable resources which contribute to the growth of its economy. Such resources need to be identified, conserved, and developed for the benefit of the present and future generations. These resources are divided into two main groups, which are natural and man-made resources. Some natural resources in Tanzania include land, natural forests, rivers, lakes, and the ocean, different types of minerals, wildlife conservation areas, and natural gas. Some of these resources provide raw materials for the industries that manufacture goods. Tanzania also has various man-made

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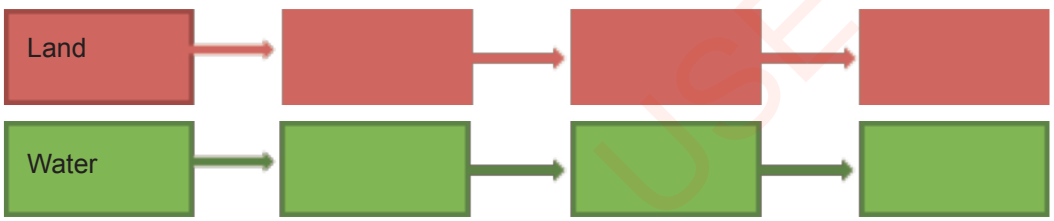
resources. An example of such resources is infrastructure, which includes roads, railways, ports and airports. All these are essential for individual and national development. Natural and man-made resources can be subdivided into renewable and non-renewable resources. Renewable resources are those which, when used properly, can be easily replenished. Examples of renewable resources are agricultural land, water, forests, wildlife, fish, air as well as solar and wind energy. Non-renewable resources are those which, when used, cannot easily be replenished. Example of these resources are minerals and natural gas. Natural gas in Tanzania is found at Mnazi Bay in the Mtwara rural district and Songosongo which is found in the Kilwa district of Lindi Region.

Activity 1

Complete the value chain that shows the benefits of land and water



Resources are available in various areas in Tanzania, and they contribute significantly to the development of the nation. However, in some areas, there are barriers to utilizing our resources. It is important to identify the barriers so as to find ways to minimize them.

Land resource

Land is very important to the well-being of the nation and human life. Land carries natural and man-made resources. Land keeps minerals, forests, livestock, wildlife, and other organisms. It is a resource whose size is fixed. This makes it a very scarce resource in the world and essential for the well-being of the country. Tanzania has a land size of 947 303 square kilometres. Among these, 43 percent is most suitable for human settlements, agriculture, industrial development, as well as transportation and communications infrastructure. Various activities taking place on land contribute to the

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national income. For example, the agricultural sector employs 65.5 percent of Tanzanian population according to 2019/2020 statistics. Similarly, the sector contributed approximately 28.7 percent of the Gross Domestic Product (GDP). The crop production subsector alone contributed 16.6 percent. Furthermore, the agricultural sector contributed 65 percent of industrial raw materials.

Another activity that takes place on land is livestock keeping. Tanzania has various types of livestock such as cattle, goats, sheep, pigs, donkeys, camels and horses. Other livestock are poultry, ducks, and rabbits. According to the 2012 livestock census, Tanzania had 6 173 315 livestock. According to these statistics, Tanzania is ranked third in African countries with the highest livestock population, after Sudan and Ethiopia. The livestock industry is the second largest contributor to the national income, after the crop production sub-sector. The sector accounts for 7.4 percent of the national GDP. Livestock provides many benefits. These include meat, milk, cheese, hide, and manure. They also help in carrying luggage and cultivating the land. People use their bones to produce ornaments, utensils, and animal feeds.

Barriers to utilizing land resources

Some obstacles prevent people from using land effectively for individual and community development. These obstacles were identified in the budget of the Ministry of Finance and Planning and the Ministry of Lands, Housing and Human Settlement Development for 2017/2018-2019/2020. They include inadequate knowledge and understanding of sustainable land use practises, shortage of funds, and shortage of land use specialists and resources in relation to the increasing number of people and livestock. Another limitation is that, the public has little understanding of policies, laws, rules and procedures for land management. These obstacles are described in more detail below:

Inadequate knowledge and understanding of sustainable land use: Sustainable land use is the act of preserving the size and fertility of the land for the benefit of the present and future generations. Some Tanzanian communities are not aware of sustainable land management. This leads them to misuse the land and ultimately degrade it. People engage in activities such as agriculture and unplanned construction along river banks, dams, lakes and the ocean shore. Good examples are the agricultural and pastoral

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activities in the Usangu wetland (Ihefu) in Mbarali District. Other examples are the agricultural activities in the Kilombero basin, which is one of the sources of the Rufiiji river. These activities destroy water sources, cause soil erosion, and destroy natural vegetation.

Shortage of funds: A large portion of land is unsurveyed because of the shortage of funds. Statistics show that, in 2018, about 75 percent of urban residents had no legal documents supporting their ownership of land. Accordingly, such residents could not use their pieces of land as collateral for loans that could have been used for various economic activities. In addition, unsurveyed lands result in unplanned settlements. For example, in some areas, industries and infrastructure for social services (such as health centres, schools, churches, and mosques) are located in residential areas. This is likely to cause chaos in the community. In addition, most activities taking place in restricted areas, such as along the river banks, ponds, lakes, and the sea, cause land degradation. The shortage of funds leads to delays in compensating the citizens whose land is taken for development projects. This situation delays the implementation of development plans and the intended projects.

Shortage of trained staff and equipment: Public and private organizations are not sufficiently staffed with well trained technical personel, and there are limited equipment to effectively manage and develop the land sector. This leads to unsustainable land-use practices. Sustainable land use focuses on the wise use of land for the present and future generations.

Increased human and livestock population: Some regions in Tanzania experience high human and livestock population increase, which is out of proportion with the available surveyed land. Examples of such regions are Dar es Salaam, Mbeya, Mwanza, and Kilimanjaro.

Little understanding of policies, laws, rules and regulations on land use management: This results in unsustainable land-use practices such as cultivation and livestock keeping in prohibited areas. Other unsustainable land use practices include deforestation and extraction of sand and stones in prohibited areas. These practices lead to the destruction of natural vegetation, soil erosion, and destruction of water sources as well as of river banks.

SOCIAL STUDIES STD 6.indd 169 30/07/2021 11:48

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How to overcome barriers to sustainable use of land resources

The following are ways to overcome barriers to the sustainable use of land resources:

Develop and implement land-use policies and laws: The government should develop and implement policies and laws by involving all ministries responsible for land use. These ministries include the Ministry of Lands, Housing and Human Settlement Development, Ministry of Agriculture, Ministry of Natural Resources and Tourism and, the Ministry of Livestock and Fisheries. Other ministries are the Ministry of Water and Irrigation, Ministry of Energy, Ministry of Minerals, Ministry of Works and the Ministry of Transport and Communications. This policy will identify key issues that must be implemented by each ministry so that the land resource is used for sustainable development. In addition, all responsible ministries should have active follow up units on the laws and policies in order to identify obstacles in the implementation of such laws and policies.

Providing knowledge about land conservation and management: People should be educated on sustainable land management and conservation. Lack of such knowledge is harmful to the community and the nation in general. Inadequate knowledge about sustainable land use may cause environmental destruction. Such knowledge should be provided to all groups of people in the community. These include children, youth, women, and men. The intention is to promote sustainable land use practices for sustainable development.

Raising awareness of sustainable land use: Raising public awareness of sustainable land use is important. This awareness should be provided to the public as well as to primary and secondary school learners. It is expected that those learners will apply such knowledge to the surrounding community. In addition, the government and other stakeholders should establish and broadcast land management programs on radio and television to educate its people.

Train and recruit adequate technical professionals in the land sector: It is important to train and hire adequate land technicians and professionals in the land sector to address the current problem of human resources.

SOCIAL STUDIES STD 6.indd 170 30/07/2021 11:48

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Establishing programs at district level: Another way of overcoming barriers to land use is to establish programs on land use management at the local government authorities in order to plan and survey land. These programs will speed up land surveying in order to keep pace with the increasing human and livestock population.

How to conserve the land resource

Land is an important resource that needs to be conserved. When land is degraded, our lives and that of other living organisms are in danger. We can use the following methods to conserve the land resource:

Tree planting: Planting and maintaining trees is one of the most important ways of conserving land. Bare land is prone to soil erosion. Thus, trees should be planted on bare land and be conserved well. Figure 1 shows trees planted on an open space to conserve land.



Figure 1: *Trees planted on an open space*

When trees are planted, they need to be taken care of in order to achieve the intended results. Before planting trees, you need to get professional advice on the right kind of trees to be planted based on the nature of the soil and the climatic conditions. Additionally, the expert will suggest when to plant and

SOCIAL STUDIES STD 6.indd 171 30/07/2021 11:48

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the appropriate spacing in planting. Figure 2 shows trees planted for land conservation and timber.



Figure 2: *Flourishing planted-trees*

Sustainable forest harvesting: Harvesting forest products should be sustainable. After tree harvesting, new trees should be planted. This will ensure the availability of trees all the time. Forest burning should also be avoided.

Using sustainable farming practices: Unsustainable agricultural practices lead to land degradation. Farmers are required to use the best agricultural practices that protect the land. The best practices for farming are, for example, terracing on steep slopes as shown in Figure 3, practising crop rotation so that the land does not lose its fertility quickly, and covering the soil with grass and sticks (mulching). Leguminous crops such as beans, green gram, green peas, pigeon peas, and cowpeas fertilize the soil. There are also crops with deep root systems and those with shallow root systems. Crops with deep root systems such as cotton can be planted in rotation (interchangeably) with those with shallow root systems such as maize as indicated in Figure 4.

SOCIAL STUDIES STD 6.indd 172 30/07/2021 11:48

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Figure 3: *Terracing on steep slopes*



Figure 4: *Crop rotation*
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SOCIAL STUDIES STD 6.indd 173 30/07/2021 11:48

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Activity 2

Study the pictures in Figures 3 and 4 and explain which of the agricultural practices shown are suitable for conserving land in your area.

Good livestock husbandry: Livestock keeping which focuses on conserving the environment includes keeping fewer animals in a small area and dividing the pasture area into paddocks, where the livestock feed in rotation. When the pasture is finished in one paddock, the livestock can be moved to another one. This type of grazing minimizes land degradation, which may also lead to soil erosion and landslides. Figure 5 shows good livestock husbandry using rotational grazing in paddocks.

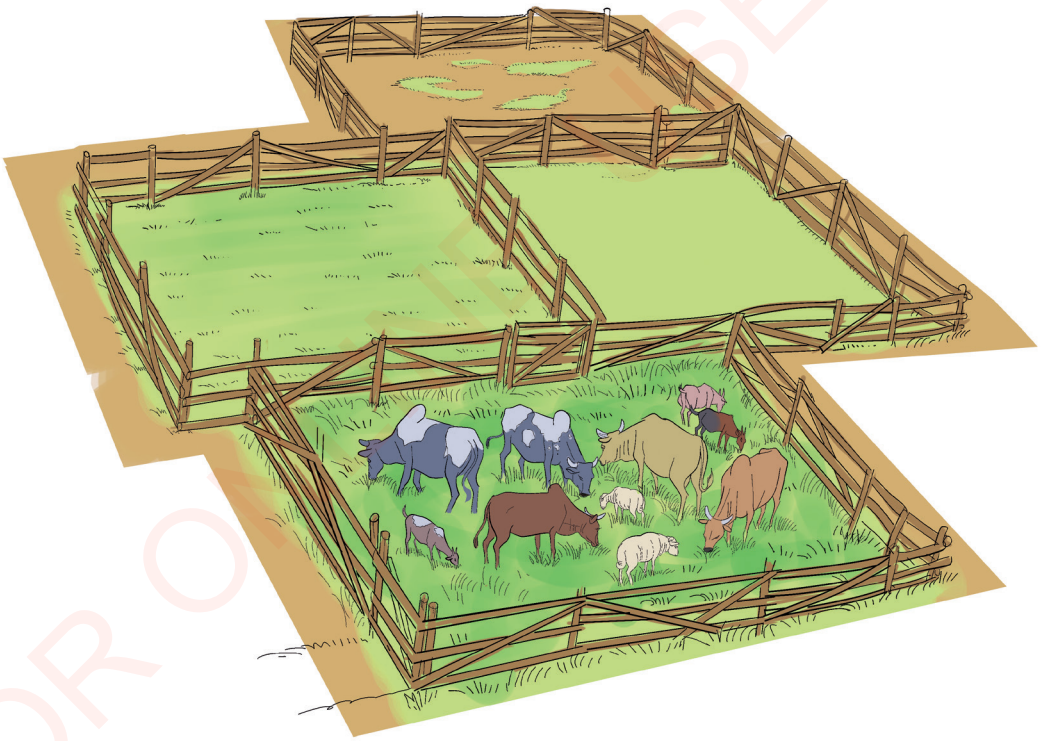

Figure 5: *Rotational grazing in paddocks*

SOCIAL STUDIES STD 6.indd 174 30/07/2021 11:48

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Exercise 1

Answer the following questions:

1. What is the meaning of sustainable agriculture?
2. Describe two methods that farmers can use to conserve agricultural land.
3. What are the three things that can be done in order to use land sustainably?
4. List four challenges facing land use in Tanzania.

Water Resource



Activity 3

Collect information about the following:

(a) The source of water used in your home;

(b) The source of water used at your school;

(c) The average number of buckets of water used in your family per month;

(d) The average amount of money used to purchase or pay for water bills monthly and annually; and

(e) Ask your family members which, between water and electricity is the most important thing for them. Write the information you collected in your exercise book and present it to the class.

Water is a very important resource for all living things, including plants. It is also a good source of electricity. Humans use water for drinking, cooking, washing, cleaning, irrigation and gardening. While water is one of the basic needs of living organisms, it has become a scarce resource. For example, 97% of all the water available in the world is salty; therefore, it is not suitable for human, plant or animal use. The remaining 3% is fresh. However, only

SOCIAL STUDIES STD 6.indd 175 30/07/2021 11:48

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one-third of this fresh water is available for use by humans and other organisms. This is what makes water a scarce resource worldwide.

In Tanzania, water which is suitable for human, animal and plant use is found in rivers, ponds, lakes, rain, and underground drainage. Tanzania is endowed with large lakes and rivers which are sources of water and electricity for domestic and industrial uses. Such water also provides habitat for fish and other aquatic organisms.

In addition, water is used for agriculture and livestock keeping. An example of lakes found in Tanzania are Lake Victoria, which is found in Mwanza, Kagera, Mara, Simiyu and Geita Regions. The lake has an area of 35 088 square kilometres. Another one is Lake Tanganyika, which is found in Kigoma, Katavi, and Rukwa Regions; it covers an area of 13 450 square kilometres. There is also Lake Nyasa in Mbeya, Njombe, and Ruvuma Regions; it covers an area of 8 105 square kilometres. These Tanzanian great lakes contain approximately 2 914 296 tons of fish (Lake Victoria, 2 451 296 tons, Lake Tanganyika 295 000 tons and Lake Nyasa 168 000 tons). Others are Lake Rukwa, which is found in Rukwa, Katavi, and Songwe Regions; it covers an area of 5 760 square kilometres and Lake Eyasi in Manyara which covers an area of 1 050 square kilometres. There is also Lake Natron in the Arusha region which covers an area of 1 040 square kilometres. Lake Manyara is 230.5 square kilometres in area, and it is found in Manyara and Arusha Regions.

Some of the large rivers found in Tanzania are Ruvuma, Rufiji, Pangani, and Ruaha. Others are Wami, Malagarasi, Kagera, Mara, Ruvu and Kilombero.

In addition, Tanzania has a coastline that is 1 424 kilometres long. The Indian marine water is divided into 64 000 square kilometres of territorial waters and 223 000 square kilometres of Exclusive Economic Zone (EEZ). Currently, Tanzania does not have the necessary technology to purify salt water to be used for domestic or agricultural purposes. Figure 6 shows some of the large lakes and rivers found in Tanzania.

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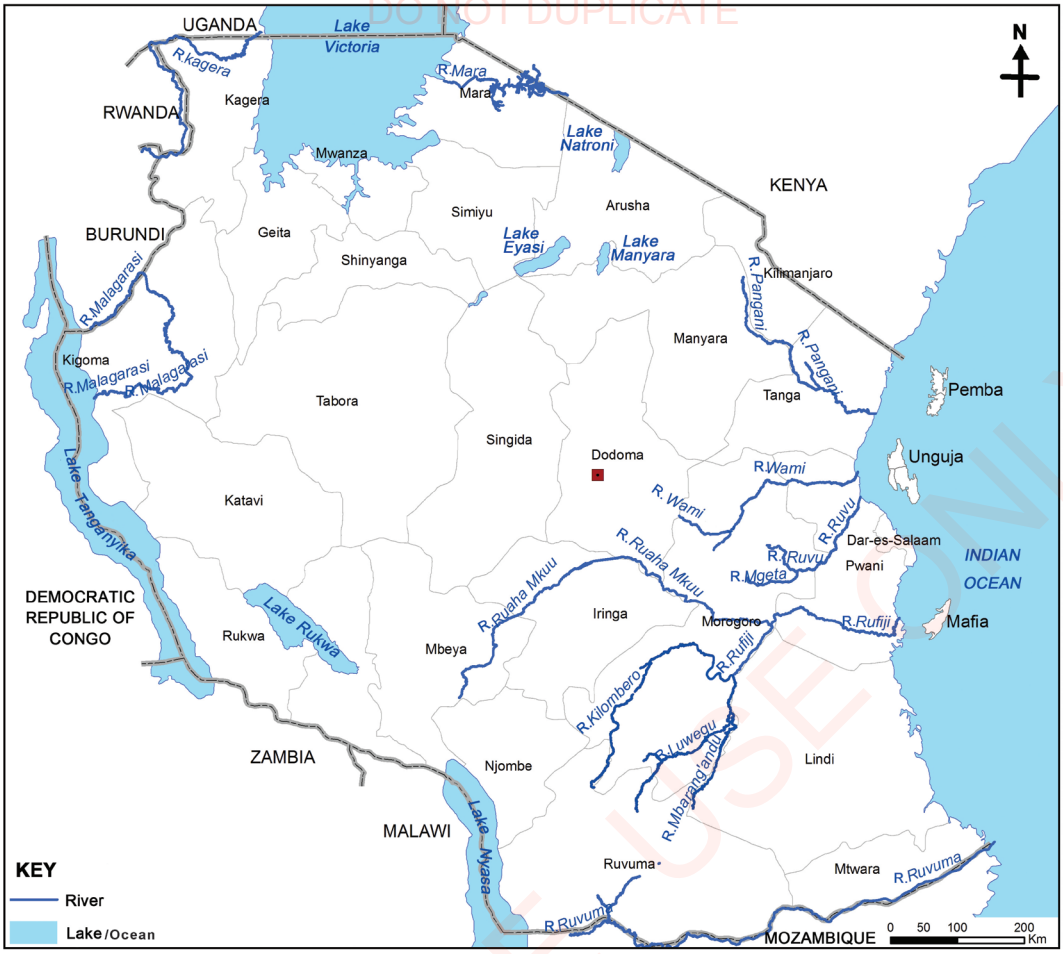

Figure 6: *Major lakes and rivers of Tanzania*

The rivers, lakes and ocean are water resources used for fishing activities. The following parts describe fishing in more detail.

Fishing

Fish is a source of food (nutrition), income, and employment. It is estimated that Lakes Victoria, Tanganyika, Nyasa, and Rukwa contain more than 5 828 592 tons of fish. Statistics show that more than four million people are involved in fishing, fish processing, making fishing gear and doing small businesses in the areas surrounding such lakes and the ocean. The fishing industry contributed approximately 3 percent to the country's total income between 2016/2017 and 2018/2019. Figure 7 shows a variety of fish and other marine products.

SOCIAL STUDIES STD 6.indd 177 30/07/2021 11:48

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Figure 7: *Fish and other marine products*

Benefits of fishing

Fishing has many benefits at individual and national levels. Some of these benefits are as follows:

(a) Source of food for humans and animals;

(b) Provides employment opportunities for Tanzanians through fishing and through selling fish and other products from the ocean, lakes, and rivers;

(c) The government gets revenues from taxes on fish sales and other products; and

(d) Availability of decorative materials from marine products such as cowry shells, oyster shells, ceramic, cup, and sapphire.

Water is also used as a source of electricity. Other sources are gas, wind, solar and biogas. Hydro electric power is the most affordable of all.

Ways to conserve the water resource

Various ways can be used to conserve the water resource. Some of these include the following:

SOCIAL STUDIES STD 6.indd 178 30/07/2021 11:48

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(a) Having an inclusive water policy for the sustainable use of water. This policy will involve other sectors which use water sustainably;

(b) Conserving and preserving water sources;

(c) Harvesting water during the rainy season and storing it for future usage;

(d) Recycling water for use in other activities such as irrigation;

(e) Raising public awareness of best practice to conserve and use water;

(f) Inspecting and repairing water supply infrastructure to avoid water losses;

(g) Using best practice to irrigate, such as drip irrigation in tree gardens, vegetables, flowers, and fruits. This type of irrigation uses less water;

(h) Prohibiting industrial and domestic sewage from flowing to water sources; and

(i) Encouraging environmental conservation, especially around water sources.

Figure 8 shows an irrigation system that uses water sustainably.



Figure 8: *Drip irrigation technology used in growing vegetables and flowers*

Challenges in using the water resource

Using the water resource faces various challenges. Some of them are as follows:

(a) Destruction of water sources due to unsustainable land use such as human activities along rivers, lakes, ocean, and ponds;

SOCIAL STUDIES STD 6.indd 179 30/07/2021 11:48

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(b) Deterioration and deliberate destruction of water infrastructure that causes water leakage, hence the shortage of water to customers;

(c) Inadequate public education on best practice for conserving and using water;

(d) Water demand is higher than the available supply;

(e) Lack of water points for livestock, which leads to the destruction of water sources;

(f) Inadequate technology for harvesting water during rainy seasons;

(g) Climate change leading to severe droughts and increased water scarcity;

(h) Industrial pollution due to the flow of harmful chemicals into water sources; and

(i) Deforestation along rivers, lakes, and ponds which destroys water sources.

Strategies for addressing the challenges

The following are strategies for addressing the challenges of using the water resource:

(a) Implementing policies, rules, and procedures for efficient water use;

(b) Conserving and maintaining water sources;

(c) Reporting the loss of water to the responsible authorities;

(d) Conserving water by preventing water leakages at home, in public offices, and in factories;

(e) Constructing reservoirs for livestock to minimise the destruction of water sources by livestock;

(f) Providing education on good fishing methods based on the rules, regulations and procedures to fishermen in order to reduce illegal and unsustainable fishing practices such as the use of dynamite and poison;

SOCIAL STUDIES STD 6.indd 180 30/07/2021 11:48

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(g) Sensitizing fishing stakeholders on fishery policies, laws, and regulations; effects of dynamite fishing; and benefits of sustainable fishing;

(h) Conserving the environment, for example, by avoiding water pollution;

(i) Promoting integrity and patriotism in order to avoid the destruction of water sources; and

(j) Training adequate fishery officers to sensitize the public on sustainable fishing methods and practices.

Exercise 2

1. Name three water sources found in Tanzania.
2. Give three reasons why water is an important resource.
3. Explain three things to consider to ensure the sustainablility of the water resource.
4. Describe things you can do in your family to use water more efficiently.

Forest Resource

A forest is the collection of many large and small trees, shrubs, and grasses. Often, forests are not inhabited. Tanzania has been endowed with both natural and planted forests. Forests are a very important resource for the well-being of our country. Forests facilitate rain formation. Forested areas receive enough rainfall and the surrounding communities can grow food and cash crops. Forests are also a habitat for animals, birds, and insects, which are also beneficial to the country. Animals such as monkeys and chimpanzees live in the forest. These animals act as tourist attractions. In addition, a variety of birds find food and shelter in the forest.

Insects such as bees like to live in forested areas. Bees follow flowers for pollination and making honey. In addition, different butterflies like to live in the forest. These forests have flowers which are liked by butterflies. Butterflies pollinate flowers. Butterflies are also a tourist attraction. Moreover, forests provide medicines for treating human, animal, and plant diseases. Scientists use medicinal plants from the forest to make medicines that are used to treat various diseases.

SOCIAL STUDIES STD 6.indd 181 30/07/2021 11:48

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Almost all regions in Tanzania have natural and planted forests. In many areas, these forests are at high risk of disappearing. The 2015 Tanzania Forest Service Agency (TFS) report shows that Tanzania has 48 million hectares of forest. However, these forests are rapidly shrinking and may completely disappear due to our dependency on wood and charcoal as a source of fuel for domestic and industrial use.

The United Nations Food and Agriculture Organization (FAO) estimates that 5.86 million hectares of Tanzanian forests are destroyed for firewood and charcoal every year. This is equivalent to 10 percent of all forests in Tanzania. The three main causes of deforestation are the production of charcoal, shifting cultivation, and illegal forest product business and logging. The government and local communities must make deliberate efforts to address these problems because the forest resource contributes 3.3 percent to the government's average annual income.

Different ways to conserve the forest resource

The following are ways to conserve the forest resource:

(a) Implementing policy and legislation on sustainable forest uses;

(b) Using alternative sources of energy such as gas, solar, and wind, for domestic and in other areas such as schools, colleges and hospitals;

(c) Providing education on sustainable forest use to communities living close to forests;

(d) Creating fire breakers around forested areas in order to prevent burning of a larger area; and

(e) Encourage communities close to forests to use alternative income-generating activities such as beekeeping as shown in Figure 9 instead of cutting down trees for timber, firewood and charcoal.

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SOCIAL STUDIES STD 6.indd 182 30/07/2021 11:48

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Figure 9: *Beekeeping*

Challenges arising from using the forest resource

The following challenges can arise from using the forest resource:

(a) Shortage of forest officers to provide education on the sustainable use of forests;

(b) Forest burning;

(c) Unsustainable forest harvesting;

(d) Illegal trade in forest products; and

(e) Conducting human activities such as livestock keeping, agriculture, and honey harvesting in the forest area regardless of laws and regulations.

How to deal with the challenges above

Some techniques can be used to deal with the challenges of using forest resources. Some of these techniques are as follows:

(a) Implementing sustainable forestry policies;

SOCIAL STUDIES STD 6.indd 183 30/07/2021 11:48

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(b) Train and employ an adequate number of forest officers who can provide sustainable forestry education;

(c) Establish regulations to guide forests use for people living close to forests to ensure that they use the forest resource sustainably in generating income via, for example, beekeeping.

Exercise 3

1. Name four benefits of forests.
2. Explain three factors that can destroy forest resources.
3. List three actions that can be taken to protect forest resources.
4. Describe the relationship between land, forests, and water.

Protected Areas



Activity 4

In collaboration with your fellow pupils, discuss the following and present your work in the classroom:

1. Have you ever heard about Tanzania's protected areas?
2. If the answer is yes, what are the names of animals found in those protected areas?
3. What is the importance of conserving our protected areas?
4. Study a map of Tanzania which shows protected areas and write the names of all national parks, game reserves, and conservation areas. For each group, arrange the names alphabetically.

Tanzania is endowed with abundant wildlife found in many protected areas. Almost 28 percent of the Tanzanian land is reserved for wildlife. Protected areas contain various wildlife, which is our national heritage. The main protected areas in Tanzania consist of national parks, game reserves, conservation areas, game controlled areas and wildlife management areas. For example, the protected areas contain all the big five animals. These are

SOCIAL STUDIES STD 6.indd 184 30/07/2021 11:48

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lions, elephants, rhinoceros, leopards and buffalos. Other animals which are found in our protected areas include giraffe, hippopotamuses, antelopes, wildebeest, zebra, cheetah, crocodiles, baboons, and hyenas. Others are wild dogs, chimpanzees and other small animals. Figure 10 shows some of the wild animals found in our protected areas.



Figure 10: *Some of the wild animals found in protected areas in Tanzania*

Likewise, our protected areas contain various attractive birds and insects. Tourists visit our protected areas to watch our beautiful animals, birds, insects, and butterflies.

Tourism contributes to foreign currency earnings. This sector contributed about 17.6 of the Gross Domestic Product between 2017 and 2019. Foreign currencies are important for purchasing various goods outside the country. Due to their contribution to the national economy, it is important to conserve

SOCIAL STUDIES STD 6.indd 185 30/07/2021 11:48

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our protected areas for the benefit of the current and future generations. Figure 11 shows some of the protected areas in Tanzania.

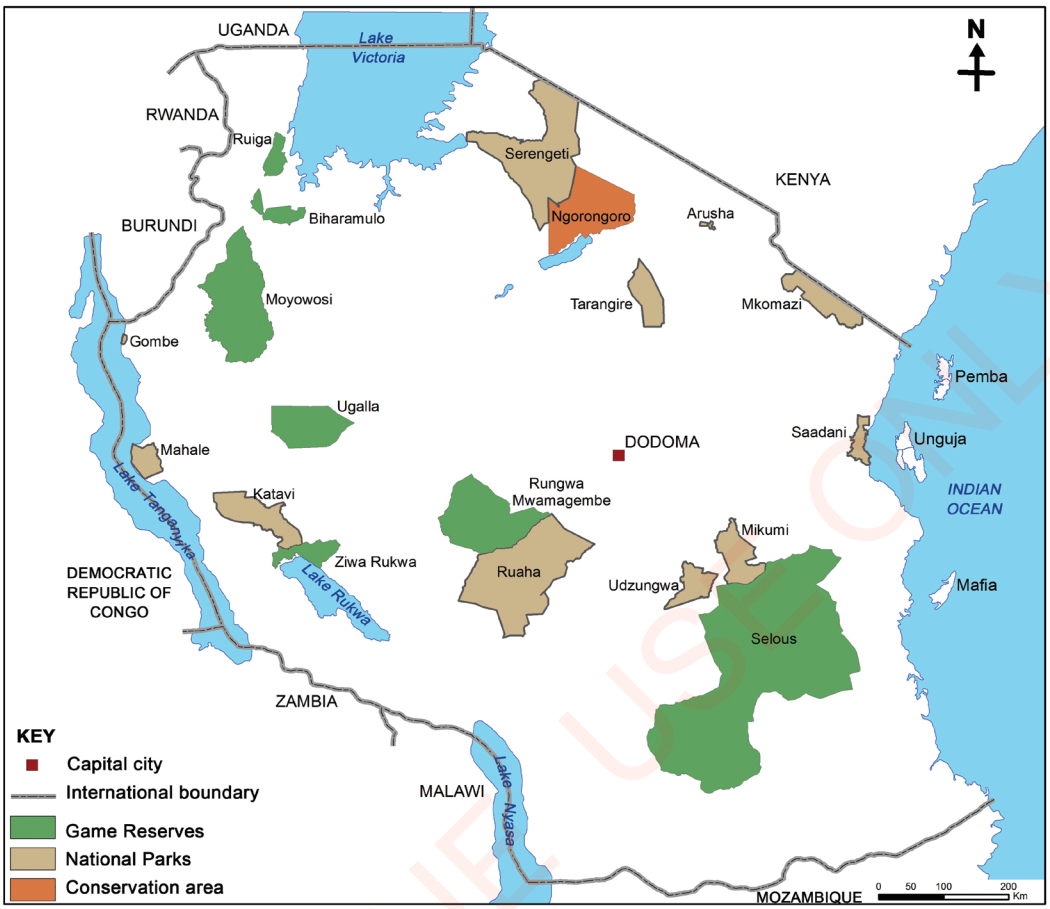

Figure 11: *Some of the protected areas in Tanzania*

Ways to conserve protected areas

Various ways can be used to conserve our protected areas in Tanzania. These include the following:

(a) Formulating and implementing policies and laws that promote the sustainable use of our protected areas;

(b) Training and recruiting adequate wildlife professionals for managing protected areas and provide conservation education to the local communities;

(c) Fighting illegal hunting and other wildlife crimes; and

(d) Making participatory land use plans that would avoid land conflicts between wildlife, farmers and pastoralists.

SOCIAL STUDIES STD 6.indd 186 30/07/2021 11:48

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Challenges facing protected areas in Tanzania

Protected areas in Tanzania are faced with various challenges. Some of these challenges include the following:

(a) Shortage of financial and human resources for proper management of protected areas;

(b) Shortage of vehicles and modern communication equipment that could be used to safeguard the protected areas;

(c) Land-use conflicts: These are due to inadequate water and pasture resources as well as the absence of land use plans. This situation forces wildlife to move to human settlements where they get killed.

(d) Illegal hunting and illegal wildlife trade that reduce their population; and

(e) Interaction between wildlife and human beings may spread diseases from humans to wildlife and vice versa.

Strategies for addressing the challenges facing protected areas in Tanzania

The following strategies may be used to address the challenges facing protected areas in Tanzania:

(a) Train and recruit an adequate number of wildlife professionals to manage the protected areas;

(b) Prepare participatory land-use plans to address the needs of national parks, game reserves, and conservation areas. Other needs include livestock, agriculture, construction of infrastructure, industries and human settlements;

(c) Providing an adequate budget for managing protected areas;

(d) Promoting environmental conservation in order to protect wild animals;

(e) Monitoring protected areas in order to avoid fires, diseases, and poaching; and

(f) Setting a long-term strategy to fight poaching and illegal wildlife trade.

SOCIAL STUDIES STD 6.indd 187 30/07/2021 11:48

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Exercise 4

1. Mention three advantages of protected areas.
2. List four things that are dangerous to wildlife.
3. As a Standard Six pupil, explain how you will be involved in protecting wildlife in Tanzania.
4. What should be done to enable our protected areas to be of more economic significance to the country?

Minerals

Tanzania is endowed with many types of minerals; some of which are very precious. Some of these minerals include tanzanite, gold, diamond, iron ore, coal, copper, bronze and phosphate. Others are ruby, garnet, limestone, soda ash, gypsum, gravel and salt. Tanzanite is found only in Tanzania. Figure 12 shows tanzanite from Mirerani in Manyara Region, while Figure 13 shows diamond from Mwadui in Shinyanga Region.



Figure 12: *Tanzanite from Mirerani, Manyara Region in Tanzania*



Figure 13: *Diamond from Mwadui, Shinyanga in Tanzania*

SOCIAL STUDIES STD 6.indd 188 30/07/2021 11:48

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Minerals are a very important resource for the Tanzanian economy. All minerals are found in the ground. Iron and lead are obtained by melting pieces of rock with specific minerals. Salt is obtained by boiling salty water. In Tanzania, tanzanite is found in Mirerani, Manyara. Diamond is found in Mwadui, Shinyanga. Gold is found in Geita, Mara, Shinyanga, Tabora and Mbeya. Phosphate is found in the Ulanga District in Morogoro. There are also various stones which are quarried to get building materials such as pebbles, limestone, gypsum, sand, and stones. Sand and Morum are also types of minerals that are found in various areas of Tanzania.

Most of the minerals found in Tanzania are extracted by large foreign companies. This is due to the lack of sufficient capital and technology by local mining companies, which are also small.

The mineral sector employs many Tanzanians and foreigners. Minerals are a non-renewable resource, and they are very important to the country. Therefore, they should be extracted sustainably for sustainable development.

Extracted minerals are sold mainly abroad to earn the country foreign currencies. In addition, the mineral sector contributes to the growth of the national economy. For example, in 2017, the sector contributed 4.8 percent of the Gross Domestic Product (GDP). This amount increased to 5.07 percent of the GDP in the 2018/2019 financial year.



Activity 5

In groups, visit an area nearby your school that deals with either sand mining, rubble, brick-clay extraction, crushing pebbles, stone or other minerals. Discuss the following and present your work in the classroom:

1. What kind of minerals are found in the area you visited?
2. What are the effects of mining on the environment?
3. What can be done to reduce the effects of mining?

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SOCIAL STUDIES STD 6.indd 189 30/07/2021 11:48

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Ways to protect mineral resources

Most minerals are obtained by digging deep into the ground. The result of this extraction process is the removal of soil and vegetation. The process causes harm to living organisms and infrastructure. Various ways can be used to conserve mineral resources. Some of them are as follows:

The presence of value-adding industries: This will help to add value to minerals instead of selling unprocessed minerals;

The presence of mineral markets in Tanzania: Minerals found in Tanzania should be sold locally through local markets rather than through foreign markets. This will ensure that the government gets its revenues effectively and miners get a fair share of price. For example, in Tanzania, almost every region has a mineral market since 2019.

Bank preservation of minerals: Some minerals can be preserved in safe places such as in banks to boost our national mineral reserves.

Presence of sound mining policies and laws for sustainable development: The policy should specify the optimal conditions for small and large-scale mining companies. A good example is to ensure environmental compliance during and after the mining process. This will also reduce environmental pollution, which is harmful to living organisms.

Setting up clear boundaries on land use: This will help to avoid conflicts between miners and to avoid mining accidents such as landslides.

Law enforcement: Rules and regulations should be properly enforced to guide the extraction of minerals. The process will enable the government to get revenues from minerals. It will also ensure environmental protection. This, in turn, will help the government to implement other development programs, including improving social services such as education and health.

Challenges due to mining

Various challenges arise from mining. The following are some of them:

(a) Shortage of mineral experts to provide education on efficient mining, refining, and processing procedures;

(b) Trafficking and selling unprocessed minerals before value addition;

SOCIAL STUDIES STD 6.indd 190 30/07/2021 11:48

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(c) Environmental destruction due to the removal of natural vegetation: In addition, mining leads to the pollution of water sources and the environment via contaminated water from mining sites. There is also air pollution from the mineral extraction process;

(d) Low level of processing technology leads to exporting raw minerals at a very low price;

(e) Mineral trafficking leads to loss of foreign exchange earnings to the country; and

(f) Lack of patriotism causes local miners to export raw minerals, leading to a loss of revenues.

Ways to overcome the challenges

The following ways can be used to overcome the challenges above:

(a) Enforcing policies and laws on mineral extraction;

(b) Establishing recognized boundaries to avoid conflicts among miners;

(c) Ensuring compliance with environmental standards such as having the infrastructure to remove air and water-polluting materials;

(d) Construction of mineral processing industries to add value to minerals;

(e) Having mineral auctions in Tanzania;

(f) Providing education to Tanzanians who work in the mineral sector;

(g) Being patriotic and able to stop mineral trafficking;

(h) Ensuring cooperation among different departments such as land, environment, mining officials, business officials, and miners for mining to be conducted sustainably.

Infrastructure

Infrastructure is a man-made resource. This resource includes roads, bridges, railways, ports, and airports. Infrastructure is important for the development of other resources and the country. Other resources cannot develop or produce the intended results without good infrastructure. For example, for tourists to visit protected areas, they need transport to bring them to our country and take them to the protected areas. Similarly, forest, water, and mineral products require reliable transportation.

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Tanzania is a large country, and its government continues to improve its infrastructure. For example, it has bought aeroplanes for domestic and international uses. It has also improved roads, bridges, railways, and harbours. Figures 14, 15, and 16 show some of the infrastructure constructed by the Tanzanian government.



Figure 14: *Mfugale Flyover at the TAZARA junction in Dar es Salaam*



Figure 15: *Nyerere Bridge in Kigamboni, Dar es Salaam*

SOCIAL STUDIES STD 6.indd 192 30/07/2021 11:48

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Figure 16: *Julius Nyerere International Airport Terminal 3 in Dar es Salaam*

Ways to maintain infrastructure

The following ways can be used to maintain Tanzania's infrastructure:

(a) Citizens and users of infrastructure should be educated on the importance of using it sustainably;

(b) Constructors and managers must be ethical and patriotic in using quality building materials in order to construct quality and long-lasting infrastructure;

(c) We should ensure durable construction that complies with all the necessary standards in accordance with the laws and regulations of the country so that they last longer;

(d) Citizens should be provided with education on how to maintain and protect infrastructure such as roads, railways, ports, playgrounds, and airports;

(e) There should be ongoing monitoring and evaluation of the use of such infrastructure and its maintenance; and

(f) Environmental conservation should be promoted in order to safeguard the infrastructure.

SOCIAL STUDIES STD 6.indd 193 30/07/2021 11:48

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Constraints on construction, maintenance, and use of infrastructure

Tanzania's infrastructure faces many challenges. Some of these challenges are as follows:

(a) Environmental destruction during infrastructural development;

(b) An unjust and disloyal community that destroys infrastructure, for example by removing and destroying road signs, bridges and traffic lights;

(c) Shortage of professionals to provide education on the efficient use of infrastructure;

(d) Accidents and natural disasters such as floods and landslides destroy infrastructure;

(e) Destruction of infrastructure due to livestock movements;

(f) Lack of effective monitoring to identify any potential weakness on such infrastructure so as to fix it prior to any major damage; and

(g) Lack of sufficient funds for infrastructural development.

Strategies to overcome the constraints

The following strategies can be used to address the constraints facing infrastructure in Tanzania:

(a) After the construction of infrastructure, efforts should be made to rehabilitate the degraded environment;

(b) Users of the infrastructure should be educated on the importance of taking care of it and the best way to use such infrastructure;

(c) Constructors and infrastructure supervisors should be ethical and loyal in order to use appropriate building materials according to the funds allocated so that it can last long; and

(d) Ensure sustainable environmental conservation.

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Exercise 5

Answer the following questions:

1. Name two types of resources.
2. What is a natural resource?
3. Name four resources available in Tanzania.
4. Name two main reasons for Tanzania to conserve its resources.
5. Suggest four ways used by farmers to conserve the land they use.
6. Explain the four factors that contribute to the destruction of man-made resources.
7. Explain two methods used to address challenges arising from the use of forest resources.
8. Why is it important to protect mineral resources?
9. Describe three methods you will use to conserve wildlife resources.
10. Name two sources of fish.
11. What should be done to protect fish from destruction in Tanzania?

Vocabulary

Renewable resource	a resource that, once used, can replenish naturally (can be used again) for example, air, water, fish, forest, wildlife, wind, and solar energy
Sustainable development	development that meets the needs of the current generation without limiting the ability of future generation to meet their own needs
Wetland	is an area of land filled with water and associated vegetation for a long time. This includes ponds and delta along with aquatic plants, such as shrubs and mangroves

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Chapter Eleven

Economic activities in Tanzania

Introduction

In Standard Five, you learnt about economic activities in Tanzania before and after independence. You also learnt how income was generated from economic activities. In this chapter, you will learn about different types of economic activities, including the activities done in your surroundings. More specifically, you will learn about agriculture, animal husbandry, fishing, industry, transportation, trade, mining, tourism, and cultural activities. You will also look at how economic activities in Tanzania stimulate relations with other countries through trade and investment. The acquired knowledge and skills from this chapter will help you to participate in economic activities.

The concept of economic activities

Any legal activity that a human being does to earn income for one's own benefit, the benefit of the family, community and the nation is an economic activity. Economic activities take place in farms, mining areas, industries, rivers, lakes, and oceans. Some of those activities are farming, mining, livestock keeping, industrial production, fishing, carving, drawing, painting, hair plaiting, transportation, and trade.

Evaluation of economic activities

Economic activities have many benefits for human life. These activities need to be done carefully. Let us learn about some economic activities and their benefits to human beings.

Agriculture

Agriculture is an activity that employs more people than any other economic activity in the country. Areas with high rainfall allow the cultivation of permanent crops such as coffee, bananas, and tea. Crops such as coffee, tobacco, maize, cashew nuts, sugar cane, avocados and flowers are grown for commercial purposes. Others are food crops; these include maize, beans,

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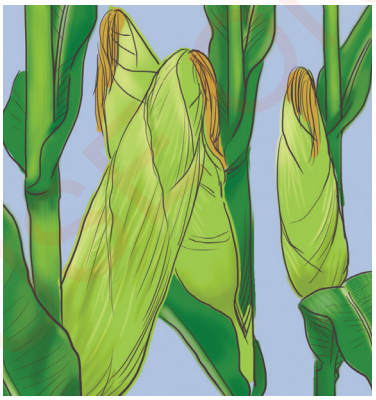
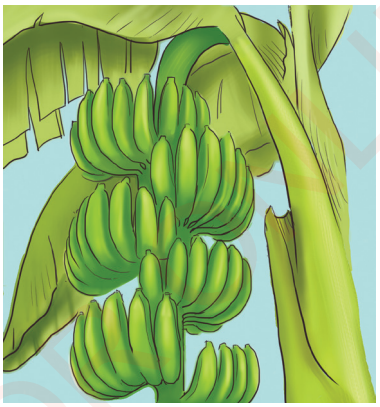
bananas, rice, potatoes, and vegetables. However, maize and rice are also grown for cash. Irrigation farming takes place in many parts of the country on small and large farms. Farmers in areas such as Hedaru and Kidia in the Kilimanjaro region practise irrigation for vegetables and spices. Mbarali farmers in Mbeya region practise irrigation on large rice farms. Agriculture is the backbone of our economy. Over 65.5% of Tanzanians are employed in the agricultural sector. When farmers sell agricultural products, they get money to buy other basic needs as well as to pay for their children's medical care and education. Figure 1 shows some of the crops grown in different parts of Tanzania.



(a) Palm fruits



(b) Maize



(c) Banana



(d) Beans

Figure 1: *Crops grown in different parts of Tanzania*

SOCIAL STUDIES STD 6.indd 197 30/07/2021 11:48

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Figure 1 shows palm fruits, which provide cooking oil. This crop grows well in Kigoma, Tabora, and in Kilombero and Ulanga Districts of Morogoro Region. Other crops are maize, which is grown in almost all regions of Tanzania and bananas, which are widely grown in Kagera, Kilimanjaro, and Mbeya regions. Beans are grown in many regions of Tanzania.



Ask yourself

1. Why do people farm?
2. How many agricultural seasons are there in your area?
3. What are the food crops and cash crops that are grown in your area?

One economic activity leads to another. For example, agriculture my lead to the development of processing industries and transport networks such as roads. Therefore, other sectors such as export and manufacturing will grow. Accordingly, people will get employment.

Exercise 1

Answer the following questions:

1. Name the cash crops and food crops grown in your district.
2. Explain the benefits of agriculture.
3. What is the meaning of production activities?
4. Name the areas that practise irrigation farming in the country.

Livestock keeping

Livestock keeping is another activity which has employed many people. Livestock keeping in Tanzania involves cattle, goats, sheep, and donkeys. There is also fish farming in ponds, rivers, lakes, and oceans. At the same time, there is poultry farming, which is practised in various regions of Tanzania. Livestock keeping is done for two main reasons, namely food

SOCIAL STUDIES STD 6.indd 198 30/07/2021 11:48

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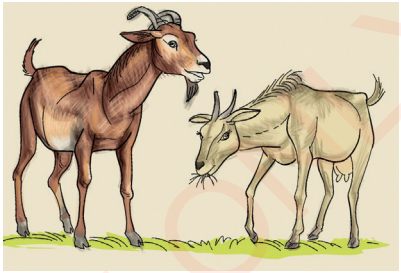
(like meat, eggs, and milk) and income. Like crop farming, livestock keeping leads to the growth of industries and other production sectors. Industries are involved in processing livestock products such as meat, dairy, and leather.

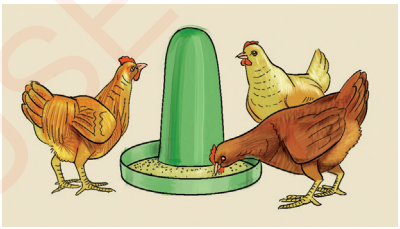
Besides increasing the value of livestock products and benefiting farmers, these industries are the source of employment and income for many Tanzanians. Figure 2 shows some of the livestock kept in various regions in Tanzania.



(a) Cattle



(b) Goats



(c) Chicken

Figure 2: *Some of the livestock kept in Tanzania*

Activity 1

When you are at home, after school, ask your parents or guardians about the benefits of farming. Then, write the answers in your notebook.

Industries

Industries are very important, especially for a country that depends on agriculture. There is a strong link between manufacturing industries and production activities in agriculture and other sectors. Industries use raw materials from other sectors such as crop farming, livestock keeping, and fishing to process and produce other commodities. The presence of

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modern factories helps to stimulate the development of production activities. Industries reduce the loss of crops that would otherwise rot if they were not processed. Additionally, manufacturing industries increase productivity and improve the quality of life. Industries provide employment to people. Therefore, the circulation of money grows and the economy improves. In addition, industries promote relations between the industrial sector and other sectors. For example, people working in industries earn their living. What they earn helps them pay for various necessities as well as taxes that help in developing the country. In addition, they can earn an income that makes their lives better by sending their children to school, paying for medical care, and meeting other social needs.

However, some of the crops we grow, rot quickly if they are not processed. Examples are tea, coffee, fruits, and vegetables. Thus, industries help to develop agriculture and livestock by processing agricultural and livestock products.

Industries also produce inputs that facilitate agricultural activities. These include tractors, planters, and harvesters. Other inputs may be industrial fertilizers, pesticides, and crop storage facilities. Without these, agriculture cannot develop. Similarly, agriculture stimulates industrial development in the country by providing raw materials used in the processing and production of various industrial products. Figure 3 shows one of the stages in industrial manufacturing.



Figure 3: *Vegetable packaging in a factory*

SOCIAL STUDIES STD 6.indd 200 30/07/2021 11:48

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Exercise 2

Answer the following questions:

1. Explain why people engage in production activities.
2. Name four types of crops which are used in manufacturing goods.
3. Name three industries that can be built to support agricultural activities.

Fishing

This economic activity involves harvesting fish and other products from the sea, lakes, rivers and ponds. In the past, fishing was done for the purpose of getting food. Currently, fishing has become an economic activity aimed at earning income. This is due to the high demand for fish and the availability of modern fishing equipment, such as mechanized fishing boats.

Modern fishing has enabled fishermen to catch more fish. This has increased their income and improved people's health by contributing to a balanced diet. Fishing activities stimulate industrial development in the country. These industries process fillets. The industries are located in regions, such as Mwanza, Kagera and Mara, which produce large quantities of fish. Figure 4 shows fishing activities using modern equipment.



Figure 4: *Fishing activities*

Source: www.worldwildlife.org

SOCIAL STUDIES STD 6.indd 201 30/07/2021 11:48

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Mining

Mining plays a major role in the country's economy. Mining generates government revenues through mineral exports. Through these revenues, the government can construct infrastructure such as roads, health centres, and schools. In addition, mining companies are legally responsible for assisting the communities around the mines by providing them with social services, such as water, electricity, roads, schools, sports fields, and health facilities. In addition, minerals are used in producing jewellery such as necklaces, pendants, bracelets and earrings that encourage the growth of the beauty and fashion industry, thus increasing the national income. Other minerals are used as raw materials in manufacturing and construction activities. For example, some minerals such as sand and limestone are used to manufacture cement, while stones, morum, pebbles, and sand are used in construction activities.

Although mining creates employment opportunities and generates government revenues, they cause serious environmental damage. For example, in planning for a mining area, many trees are cut. The land thus remains bare. Mining pits, if not filled after mining, can lead to erosion and landslides. In addition, these open pits can be filled with water and become mosquito-breeding sites, thus spreading diseases such as malaria. Miners may suffer from diseases such as asthma and tuberculosis due to the polluted air and the inhaled dust from the mines. Water is contaminated with toxic chemicals. It thus affects people's health by causing diseases such as skin cancers, gastrointestinal cancers, and eye diseases.

In several mines, there have been regular conflicts between the surrounding communities as well as between large mining companies and small-scale miners. The government has enacted laws and procedures that ensure efficient mining for the community and the environment. These laws must be fully enforced. Figure 5 shows the different types of minerals found in Tanzania.



(a) Diamond



(b) Tanzanite

Figure 5: *Various minerals found in Tanzania*

SOCIAL STUDIES STD 6.indd 202 30/07/2021 11:48

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Exercise 3

Answer the following questions:

1. Mention the effects of mining.
2. What steps must be taken to control the effects of mining?
3. Name the area of Tanzania that is famous for Tanzanite mining.
4. Briefly explain the importance of mining in the country.

Tourism

Tourism is an act of travelling from one place to another for leisure, business, studies or other purposes. Tourism can be domestic or international. In domestic tourism, the tourist travels from one place to another within his or her country. The tourist visits various attractions without leaving the country. For example, when students visit national parks, historical sites, and other places, it is considered as domestic tourism. In international tourism, a tourist travels from his or her country to another country to visit various attractions. For example, people travel from European, American and Asian countries to Tanzania to visit national parks, historical sites, to climb Mount Kilimanjaro, or to see cultural attractions. This is international tourism.

The tourism sector can bring significant development to the country if it is managed properly. On average, the tourism industry contributes 17.5 percent to the gross domestic product in Tanzania. Tourism stimulates business in other sectors. For example, commodity trade flourishes and generates income. In addition, trade in natural products, air travel, roads and water transport expands. Good transportation services allow tourists to reach tourist destinations and visit various areas for leisure and entertainment. This helps them to learn about different aspects of our culture. Figure 6 shows tourist attractions and activities in Tanzania.

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(a) Tourists viewing wildlife



(b) Sculpture shop

Figure 6: *Tourist attractions and activities in Tanzania*

Activity 2

1. Work with your classmates to make artifacts that can attract tourists to your region.
2. Ask your parents or guardians about things that can promote tourism in your nation.

Trade

Trade is an economic activity that involves the exchange of goods or services from one person to another for money. Trade occurs due to different needs of people. For example, a farmer needs industrial items like pesticides, fertilizer, cooking oil, household appliances, iron sheets, furniture, and agricultural tools. In addition, a worker needs goods from the farmer. Therefore, we must exchange goods and services between different groups of people. This, therefore, requires someone who will facilitate the exchange of goods and services between such groups of people. That person is a trader. The trade industry employs many people in different sectors such as transporting products from the farm to the market and taking them from the market to the buyers. International trade involves trading between two countries,

SOCIAL STUDIES STD 6.indd 204 30/07/2021 11:49

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while domestic trade involves trading within a given country. International trade promotes interaction between the two countries because their people travel to buy goods from each other. These trade activities create a sense of friendship and may enable leaders to decide to form political alliances. Figure 7 shows trade activities.



Figure 7: *Trade activities*

Activity 3

In cooperation with your fellow pupils, role play traders selling and buying different products at the market.

Exercise 4

Answer the following questions:

1. Name five ways of transporting goods from the producer to the consumer.
2. Explain why trade is so important to our national economy.

SOCIAL STUDIES STD 6.indd 205 30/07/2021 11:49

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Transport

Transport is a system for carrying goods and people from one place to another. The presence of people and goods in society causes the need for transport. For example, crops are transported from rural areas and farms to the market or to the factories. People travel for various reasons. Examples include going to workplaces, business areas, and tourist sites. In addition, people travel for medical treatment and education. Transport requires good roads, railways, airports, and reliable ports.

Transport operations can promote business and social services. When transport is good and fast, it makes the movement of goods and people more efficient. Therefore, it accelerates the development of the country.

Modes of transport

There are various modes of transport, including road, railway, air, and water. Through these, various vessels are used to transport people and cargo from one place to another. These vessels include ships, boats, canoes, and animals. Others use cars, planes, bicycles, canoes, and trains for travelling and or freight.

Liquid products such as oil and gas are transported using special equipment like pipeline. Examples are the TAZAMA oil pipeline from Tanzania to Zambia and the gas pipeline from Mtwara to Dar es Salaam. Figure 8 shows the different modes of transport in Tanzania.

Exercise 5

Answer the following questions:

1. What do you understand about transport?
2. Explain the importance of transport.
3. Mention the basic requirements for efficient transport.
4. Explain how transport stimulates development.
5. Name the modes of transport used in your area.

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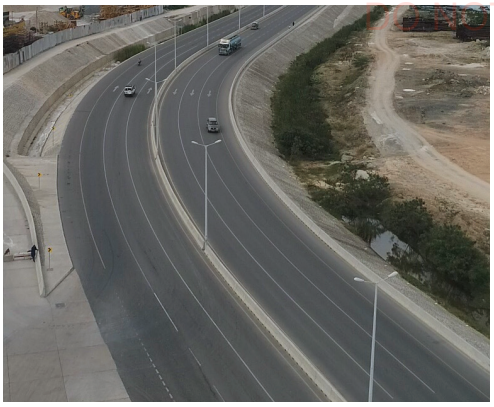


Vehicles



Donkey

(a) Road transport



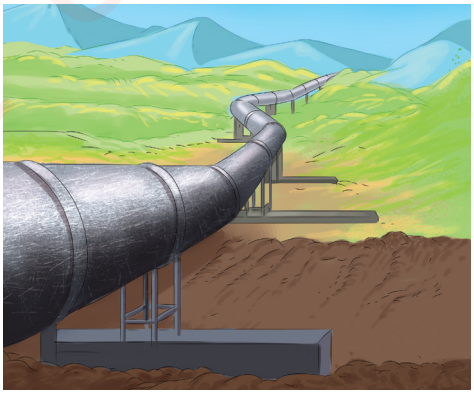
(b) Railway transport



(c) Water transport



(d) Air transport



(e) Pipeline transport

Figure 8: *Modes of transport in Tanzania*

Cultural activities

Culture is the sum of all the things that affect the life of an individual or people in a particular society. Such things are comprised in the customs and traditions of the people. Traditions include children's traditions and upbringing in language, education, faith, and religion. Customs are things that happen

SOCIAL STUDIES STD 6.indd 207 30/07/2021 11:49

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in society, such as maintaining religious beliefs through worship, work, and leisure. Such things have been constructed for a long time.

Various cultural activities in the community assist in making various cultural artifacts that can be sold to the locals and foreigners, thus generating income. When these artifacts are sold to foreign tourists, we earn foreign currencies. Various products are made and sold to the tourists visiting the local community. In addition, traders buy these products, take them to large markets for cultural products, and sell them at higher prices. These activities provide income for people of different ethnic groups. Arts and crafts combine skills and creativity to make a variety of objects. This manifests itself in activities such as sports, pottery, blacksmithing, painting, and sculpture. For example, the Maasai embrace their culture by continuing to design and wear traditional clothing as shown in Figure 9 which also illustrates the sale of cultural items as part of the production activities.



Figure 9: *A tourist buying cultural products from a Maasai*

Cultural activities increase individual and national income in the following ways:

(a) Selling products made from cultural activities to generate income: These products include sculptures, beads, baskets, shoes, mats, cooking utensils, clothing, and bracelets;

SOCIAL STUDIES STD 6.indd 208 30/07/2021 11:49

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(b) Earnings through entrance fees to dance venues, performances, and cultural songs;

(c) Selling cultural items such as sculptures to tourists provides foreign currencies to the country; and

(d) Employment through specialized shops that sell cultural products and the tourism industry as a whole.

Activity 4

1. In cooperation with your fellow pupils, prepare a role play on the aspects that touch one's life in your community based on the following aspects:
   (a) language (b) religious beliefs (c) worship
   (d) foods and (e) labour
2. At home, ask your parents or guardians about the products made from arts and crafts that are available in your district. Then describe these things to your fellow pupils.

Exercise 6

Answer the following questions:

1. Explain the meaning of culture.
2. Explain how cultural activities increase wealth.
3. List the items that originate from the works of art and crafts in Tanzanian communities.

Investment

Currently, our world faces many demands in various places. In order to meet all these demands, it is necessary to invest in sectors like manufacturing industries, agriculture, trade, fishing, and mining. It is clear that, in a country like Tanzania, investment is needed. The shortage of capital and the lack of sufficient technology have forced the government to encourage citizens and foreigners to invest in various sectors, such as in mines and large scale agriculture, in factories and in service sectors such as health, education, travel and transportation. In order for the investment to yield profit, good

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policies must be developed to enable citizens' participation in their economy. A good policy helps in the following ways:

(a) Obtaining loans from financial institutions;

(b) Ensuring markets for the manufactured goods;

(c) Providing sufficient transportation infrastructure;

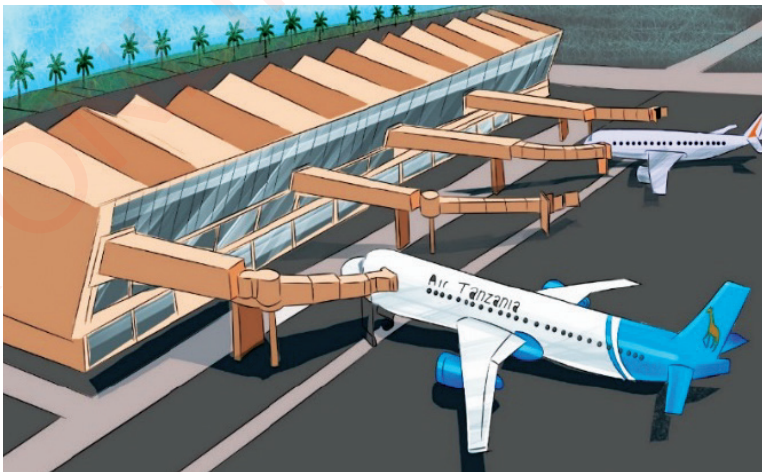
(d) Reducing unfriendly taxes to the investor; and

(e) Building a positive relationship between the investor and the host of the investment area.

When all this is done, Tanzania will attract investors who will support the government in providing services to the people. Figure 10 shows investment areas in Tanzania.



(a) Houses for letting



(b) Investment in the aviation industry

Figure 10: *Some investment areas in Tanzania*

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Opening markets

Opening markets is an act of allowing goods and services from one country to another with minimum trade barriers. This helps to expand markets, capital inflows, and technologies in our country. In doing so, the country receives many goods and services from other countries, and it can export its products to other countries. Significant advancements in the communications and technology sectors, coupled with increased demand, have made it imperative to open markets.

Despite being profitable, the policy of opening up markets has created a state of confusion in the economic and social sectors, especially in developing countries. For example, unfaithful traders go abroad, buy cheap products, and bring them to our country. As a result, our industries fail to produce products that can compete in price with the imported products. In addition, some traders avoid paying taxes. This practice causes the government to lose revenues.

Promoting economic production in Tanzania

The following factors can promote economic production activities:

(a) A sound legal and policy framework that enables the production of goods to be carried out with minimum barriers: An example is the existence of a simple and cost-effective system for charging and collecting taxes;

(b) Modern infrastructure for road, railway, air and water transportation: For example, farmers expect to transport their products efficiently for sale after harvesting;

(c) Peace and security all over the country;

(d) Sufficient energy, especially electricity for industrial products and transportation;

(e) Strengthening information and communications technology (ICT) and the public should have access to technology at affordable prices. This will increase public awareness of storing crops and other industrial products to avoid losses; and

(f) Advertise our investment opportunities, such as tourism and minerals domestically and internationally.

SOCIAL STUDIES STD 6.indd 211 30/07/2021 11:49

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Activity 5

Carefully observe the production activities in your village or district and write a brief report on your observation.

How economic activities stimulate Tanzanian relations with other countries

At the beginning of this chapter, we saw that we have production activities. Economic production involves all the actions that a human does to earn a living. These activities include agriculture, livestock keeping, fishing, tourism, and manufacturing industries.

Commodities that are produced through such production activities are sold in the domestic and international markets. This creates an opportunity to build relations with other countries. Sometimes, people may travel to other countries to find investors or markets for their goods and services.

Such goods may include cotton, tea, coffee, cashew nuts, tobacco, and minerals from our producers. The aim is to obtain foreign currencies to buy goods such as agricultural machinery, mechanical equipment, hospital equipment, and many others which we do not produce. In doing business, Tanzania builds good relations with other countries. No country would like to partner with an unfriendly country. Good relations between Tanzania and other countries is built through arts, trade, technology, and the economy. It also stimulates the growth of well-balanced development and security. Good relations between countries can help to resolve and prevent conflicts within and between countries.

Exercise 7

Answer the following questions briefly:

1. Name four types of economic production activities.
2. Describe three areas in which people can invest money.
3. Specify the necessary conditions for farmers to produce profitability.

SOCIAL STUDIES STD 6.indd 212 30/07/2021 11:49

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4. Name three ways that are used to transport products, either to the factory or to the market.
5. Name three aspects contained in the customs and traditions of people.
6. Describe the relationship between economic growth and human development.

Write "True" for a true statement and "False" for a false statement.

7. Modern fishing equipment increases the amount of fish caught. _____
8. Mining activities are not harmful to the environment. _____

Vocabulary

Artefact	the ability to discover something and make use of it to make profit
Employment	an activity offered or done in order to earn income
Factory	an area or building where commodities or materials are produced
Infrastructure	systems or items such as roads, railways and buildings that facilitate access to services more effectively
Processing	increase the value of crops by gradually passing it through as raw materials to obtain finished products without the use of chemicals

SOCIAL STUDIES STD 6.indd 213 30/07/2021 11:49

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Chapter Twelve

Entrepreneurship

Introduction

In Standard Five, you learnt about the meaning of entrepreneurship, ways to enhance entrepreneurial behaviour, and kinds of entrepreneurship. You also learnt about the benefits of entrepreneurship and business opportunities available in areas with rivers, pools, lakes, and oceans. In addition, you learnt about activities taking place in cities and villages, areas characterized by livestock keeping, and industries. In this chapter, you will learn about categories of entrepreneurs, qualities of an entrepreneur, advantages of being an entrepreneur, and important things to consider in entrepreneurial activities. You will also analyze challenges facing the Tanzanian community in utilizing the opportunities available in their environment and how to address the challenges. The acquired knowledge and skills from this chapter will help you to identify the challenges that exist in your environment and turn them into opportunities. Furthermore, you will be able to use this knowledge to increase your family income as well as national income by employing yourself and others.



Think

1. The meaning and types of entrepreneurship
2. You have asked for pocket money from your parents or guardians this month.
3. How you spent the money
4. The people you paid the money
5. An activity that can be done to reduce spending the money you are given

SOCIAL STUDIES STD 6.indd 214 30/07/2021 11:49

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Read the following story and answer the questions that follow

Musa is a resident of Fukufuku Village and a Form Four student. For a long time, in their village, there was a problem of transport to various places where basic needs and services, such as open market, health centre as well as post and telephone offices, are found. This affected several services such as phone charging, posting letters and attending health centres. In addition, there was scarcity of water; the service was found after walking for a long distance. The villagers wished they could shift to a neighbouring village where the services were available.

Musa, as a youth and resident of Fukufuku Village, was also affected by these problems. He was not comfortable with the situation. Considering these problems, he decided to apply the knowledge he had gained from the Physics subject to make a phone-charging unit by using a car battery. The villagers were very happy because the charging service was then available in their locality. Musa charged a small amount of one hundred shillings for every phone charged at his place. Because he was a student, Musa agreed with Kalolo, a youth who had just completed Standard Seven, to run the business on his behalf. Musa looked for Mzee Ngangafu, an elderly man in that village, who was an expert in drafting and interpreting labour contracts. Mzee Ngangafu, Musa and Kalolo sat together and agreed on how to run the business. Mzee Ngangafu put the agreement between Musa and Kalolo in writing, and this became the contract between them. The contract required each member to have his own witness. Therefore, Musa and Kalolo looked for witnesses and they signed the contract together. Musa and his family were very happy since the business was generating income for the family.

After three years, Musa had enough money to construct a well in order to sell water. This business earned him a sufficient amount of money. The villagers were very happy that they had access to clean water. They praised Musa for his creativity.

Exercise 1

Answer the following questions:

1. From the story above, mention three things that you have learnt.

SOCIAL STUDIES STD 6.indd 215 30/07/2021 11:49

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2. Mention two businesses that you can start in your locality with a small amount of capital.
3. Why did Musa start with the phone-charging project instead of the well?
4. What kind of an entrepreneur was Musa?

Categories of entrepreneurs in Tanzania

According to the Small and Medium Enterprise Development Policy of 2003, entrepreneurs can be categorized into four. These categories are made up of the number of employees and the amount of capital invested in the business. The categories are as follows:

(a) *Micro entrepreneurs:* This category has four or fewer employees and a capital of five million Tanzanian Shillings or less;

(b) *Small entrepreneurs:* This category has five to forty-nine (5-49) employees and a capital of more than five million to two hundred million (5 million-200 million) Tanzanian Shillings;

(c) *Medium entrepreneurs:* This category has fifty to ninety-nine (50-99) employees and a capital of more than two hundred million to eight hundred million Tanzanian Shillings; and

(d) *Large entrepreneurs:* This category has one hundred and more employees and a capital of more than eight hundred million (800 million) Tanzanian Shillings.

Characteristics of an entrepreneur

The following are some of the characteristics of an entrepreneur:

(a) An entrepreneur is a visionary person who achieves his or her own dream. To be an entrepreneur, you must have a picture of what you want to do and how you will do it;

(b) An entrepreneur has the ability to persuade others to buy the product or service he/she offers. It is good that your products or services are of good quality to attract customers to buy them;

SOCIAL STUDIES STD 6.indd 216 30/07/2021 11:49

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(c) An entrepreneur is a creative and innovative person who can address the challenges and solve the problems facing society;

(d) An entrepreneur should be able to listen to his or her customers and serve them according to their needs. Additionally, he or she must have a passionate interest in learning from customers, employees, and competitors. When customers cannot find what they need in your business, they will go somewhere else;

(e) He or she must be able to identify the needs of the community and fulfil them by establishing a business that will meet such needs. The entrepreneur should be able to find solutions to problems facing society. By doing so, he will improve people's lives by providing them with the needed services. Likewise, while the community gets the services, the entrepreneur earns money;

(f) An entrepreneur is a person who dares to do something;

(g) He or she is a person who has the courage to make timely decisions;

(h) He or she is a person who is flexible. For example, when a business is small, he or she can work as a cashier, marketing officer, receptionist, or even a security guard for his business.

(i) An entrepreneur is a hard worker. He or she does not need to be forced to do what he or she is supposed to do; and

(j) An entrepreneur always focuses on what is to be achieved in whatever circumstances.

Advantages of being an entrepreneur

There are many advantages of being an entrepreneur. Some of them are as follows:

(a) Doing activities that you like;

(b) Using your talents effectively because you will always need to be innovative and creative;

(c) Becoming your own leader and manager rather than being managed and led by others;

(d) Earning for yourself and your family;

SOCIAL STUDIES STD 6.indd 217 30/07/2021 11:49

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(e) Getting employment and providing employment opportunities for others;

(f) Getting resources that you can pass on to your children and future generations;

(g) Effectively using the available resources in the environment;

(h) Providing products and services that others need;

(i) Contributing to economic growth and reducing poverty in the community and the nation; and

(j) Reducing differences in development between individuals, regions, and countries since trade promotes economic development at the individual and national level.

Exercise 2

Answer the following questions:

1. Mention four qualities of an entrepreneur.
2. Mention five benefits of being an entrepreneur.
3. Describe three things that distinguish an entrepreneur from a businessperson.
4. Describe two categories of Tanzanian entrepreneurs.

Important things to consider before starting a business



Ask yourself

1. Things that are most needed but are scarce in your area.
2. A business you can start to solve the problems existing where you live.

Important things to consider before you start an entrepreneurial business:

(a) *Business idea:* Come up with a business idea that can earn you money. There are many ideas that one can use to start a business. The business idea may come from the challenges facing your community;

SOCIAL STUDIES STD 6.indd 218 30/07/2021 11:49

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(b) *Conduct research on your idea and location of the business:* It is important to research the idea that you want to work on. Research on the income of the people you intend to sell your products or services to. Avoid following peer and other groups' pressure. Believe in yourself and lead yourself well. Locate your business where your customers can reach and meet their needs;

(c) *Develop a business plan:* Before you do anything, prepare a business plan that will guide you through implementing your business. A business plan is a map that shows you where you are going in your business and the route you will follow. The plan shows the cost, resources, cash flow, and assets used to produce a product or service;

(d) *Be confident in what you want to do:* Trust that you can do business. Believe that you can and you will succeed;

(e) *Understand your customers' needs:* Become aware of your customers' needs so that you can serve them fully. Ask yourself about the types of businesses that meet the needs of your customers;

(f) *Learn to serve people:* Doing business involves serving various people. People often do the opposite of what you expect. Hence, be prepared to face the challenges of dealing with different people and living with them;

(g) *Develop a habit of learning new things:* Be prepared to learn new things. In learning, you will make mistakes, fall, stand up, and restart. These steps will help you to learn more and improve your business.

(h) *Observe legal issues:* Deal with legal issues by using competent professionals as advisors to avoid making offence, incurring huge costs, and the possibly of completely distroying your business or breaking rules and regulations of the country. Issues such as employee rights, taxes, contracts and social security are important to understand in more detail to avoid losses in your business; and

(i) *Get educated on financial matters:* Use professional advisors to get information on the following:

(i) The amount of money you need to start the business;

(ii) The amount of money you need to run it;

SOCIAL STUDIES STD 6.indd 219 30/07/2021 11:49

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(iii) How much profit your business will generate; and

(iv) How much you will sell before you can make a profit.

Exercise 3

Write "True" for a true statement and "False" for a false statement.

1. An entrepreneur is the solution to social problems. _____
2. Leading and managing yourself are the benefits of being an entrepreneur. _____
3. Small businesses hinder economic growth. _____
4. Knowing how much money you will need to run your business will help you start your enterprise. _____
5. If you cannot serve people, do not expect to be an entrepreneur. _____



Activity

Visit a business area in your surrounding and examine the following:

1. The number of business people
2. The types of businesses they run
3. The number of similar businesses
4. Whether there is a business person who conducts a business, which is different from that of others

Challenges facing entrepreneurs in Tanzania

Entrepreneurs in Tanzania face a number of challenges. There is a need to identify them in order to find ways to address them for the benefit of entrepreneurs. A 2012 survey on Tanzanian entrepreneurs identified various challenges facing Tanzanian entrepreneurs. These are as follows:

(a) Shortage of capital to start and run businesses;

(b) Unreliable market for products and services provided by entrepreneurs;

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SOCIAL STUDIES STD 6.indd 220 30/07/2021 11:49

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(c) Less demand for goods and services;

(d) Low price for the products and services provided by entrepreneurs: This is due to the limited economic capacity, which causes limited cash flow. Thus, the market becomes small;

(e) High costs of obtaining loans for business activities;

(f) Oppression from the authorities responsible for entrepreneurial activities;

(g) Lack of raw materials;

(h) Lack of proper and enabling business premises: Hence, entrepreneurs do their businesses in an unfriendly environment;

(i) Shortage of experts to produce quality products and services;

(j) Lack of sufficient knowledge of doing entrepreneurship effectively; and

(k) Lack of relevant information about customers or markets and the products available.

Misconceptions about entrepreneurship

Some of the misconceptions about entrepreneurship are as follows:

(a) *Entrepreneurs are inborn*: Some people believe that, if you do not have the inborn talent for entrepreneurship, you cannot succeed in business. However, anyone can be an entrepreneur. The most important thing is to learn the principles and qualities of entrepreneurship. These will enable you to do it successfully;

(b) *Greater financial capacity*: Some people believe that they cannot succeed without having a large capital. This is not true. A large capital is not necessary for someone to succeed in entrepreneurial activities. Despite the importance of financial resources in a business, one can start a business with a small capital and succeed;

(c) *Entrepreneurs are people who have failed both academically and socially*. Some people believe that a person who decides to become an entrepreneur does so because he or she cannot get jobs and cannot continue with studies. This is a misconception. Although some people decide to become entrepreneurs after being unemployed or

SOCIAL STUDIES STD 6.indd 221 30/07/2021 11:49

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failing to continue with studies, their success is due to the qualities they have and their ability to follow the principles of entrepreneurship. In addition, some people left their jobs or refused to seek employment after completing their studies. These people successfully started and run businesses; and

(d) *In order to succeed in business, you must study business-related subjects*. This is a misconception, and it has discouraged some people who have studied other subjects from starting businesses. The fact is that anyone who obeys the principles of entrepreneurship can start and run a business.

Ways to address the challenges entrepreneurs face in Tanzania

There are challenges that the government has to address and those that the entrepreneur has to address. Some of the challenges the government has to address based on the results of the 2012 survey on Tanzanian entrepreneurs are as follows:

(a) The government should improve infrastructure such as electricity, water, roads and bridges, especially in rural areas;

(b) It should improve training in the production of various products, such as storing and manufacturing leather products. This means that, if the entrepreneur wants to start a business of manufacturing leather products, the government must have prepared these professionals;

(c) Eliminating unnecessary bureaucracy in business-related issues in Tanzania, for instance in registering a business company;

(d) Improving tax systems in order to enhance entrepreneurship activities: The tax paid by entrepreneurs seems to be too high. Accordingly, others fail to do business or run bankrupt due to their business loans;

(e) Strengthening domestic and foreign markets, for the products and services produced by Tanzanian entrepreneurs. This will be possible if the government encourages its citizens to use domestic products. Additionally, the government should set a pleasant business environment to make domestic products cheaper than foreign ones. If taxes on the foreign products would be higher, and the business environment for the Tanzanian entrepreneurs would be improved with

SOCIAL STUDIES STD 6.indd 222 30/07/2021 11:49

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reduced taxes, our domestic goods would be cheaper than the foreign ones. This would make the citizens prefer domestic products to foreign ones. In addition, such domestic products would be of an improved quality;

(f) The government should facilitate access to credit, such as access to land ownership documents. These documents can be used to obtain loans from financial institutions;

(g) The government should control the production and importation of fake goods and services.

The following are some of the challenges that you (as an entrepreneur) have to address:

(a) Seeking entrepreneurship knowledge depending on the business you are doing: This knowledge can be obtained from professionals, entrepreneurs, or from other sources such as seminars, workshops, and conferences;

(b) Starting a business with a small capital then expand the business as the capital keeps on increasing: This is possible by investing the profits you earn in the business to increase the capital and expand the business;

(c) Partnering with people who have money but have no ideas of engaging in entrepreneurial activities;

(d) Building credibility by providing quality services and keeping your commitment in order to continue getting customers;

(e) Selling a product that is relevant to the time and needs of a particular area;

(f) Conducting detailed research on the market before producing or buying and selling products. This will help you avoid making a loss on such products;

(g) Creating ways of regularly improving products, services, and business management: This will make customers keep on coming to you and attract others; and

(h) Keeping accurate and complete records of your business in order to understand what is going on and to make the right decision.

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Exercise 4

Answer the following questions:

1. Explain two disadvantages that an entrepreneur would experience if he or she does not know the needs of his or her customers.
2. Explain how you will deal with the challenge of not having enough capital to start a small business.
3. Mention two advantages of keeping accurate financial records for an entrepreneur.
4. If you are given an opportunity, what would you advise the Minister of Industry and Trade about small businesses? Provide at least two comments.
5. Why do we say entrepreneurship is to serve people? Give two reasons.

Exercise 5

Write "True" for a true statement and "False" for a false statement.

1. Business is about improving the lives of other people and, in doing so, the businessperson is improving his or her own life. _____
2. Doing business is providing service to others, and the business person is paid to do so. _____
3. Customers will keep coming to your business, even though they are not satisfied with the service you provide. _____
4. The wealth of developed countries does not come from big companies, but it comes from many small businesses that employ millions of people. _____
5. If you want to become an entrepreneur you must be creative. _____
6. When an entrepreneur allows being taught to do many things by his clients or employees, it is the beginning of failure to do his job well as they will confuse him. _____

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SOCIAL STUDIES STD 6.indd 224 30/07/2021 11:49

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Select the most correct answer and write it in the blank space.

7. Which of the following flow is correct before you start a business venture?

   (a) Raise capital, hire people, and give contracts.

   (b) Choose a place to do business, follow the rules, and choose a business.

   (c) Have a business idea, confidence, and understanding of what you want to offer the customers.

8. Success in business depends on _____

   (a) how you think and act.

   (b) the amount of money you have.

   (c) the kind of people you have relations with.

9. Which of the following is a misconception about entrepreneurship?

   (a) Entrepreneurship is a talent; entrepreneurship is luck; entrepreneurship is creativity.

   (b) Entrepreneurship is money; entrepreneurship is luck; entrepreneurship is a talent.

   (c) Entrepreneurship is money; entrepreneurship is creativity; entrepreneurship is luck.

10. A business entrepreneur must _____ before starting or buying and selling a product.

    (a) advertise its business in the media, mosques and churches

    (b) conduct thorough market research

    (c) make a visit to his friends to inform them about the business plan so that they will help him advertise it.

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Briefly answer the following questions:

11. Explain three advantages of acquiring business education among entrepreneurs.
12. Mention three benefits of being a Tanzanian entrepreneur.
13. Find out one challenge facing the community in the area you live. Explain how you will use that challenge to your advantage.
14. Many people in our surrounding do similar businesses. If you are given an opportunity, what would you advise them? Give two arguments.
15. Mention two benefits of separating business from personal or family affairs to an entrepreneur.

Vocabulary:

Capital	financial resources, time, people and infrastructure for starting a business
Opportunity	a time, chance or set of circumstances that makes it possible to do something
Passion	a state of being desperate or a desire for something or thing
Process	a continuation of activities leading to the accomplishment of something or attainment of objectives
Venture	a small business
Vision	a picture of a thing or an idea that comes to mind

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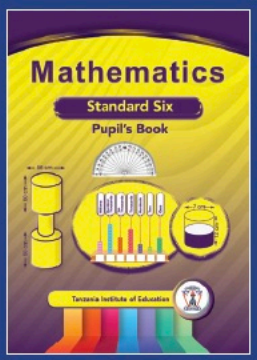

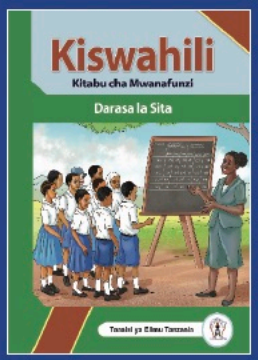

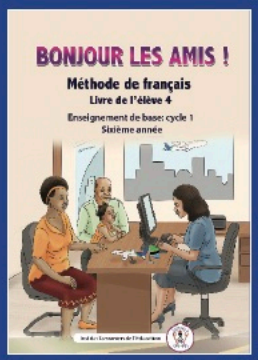

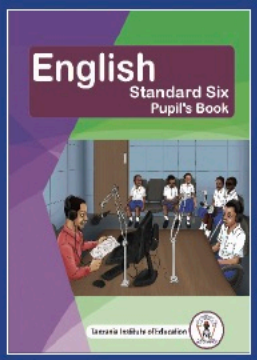

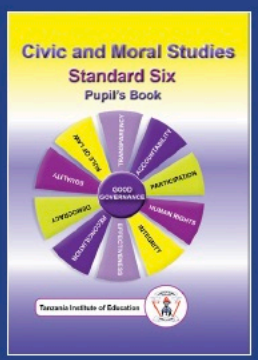

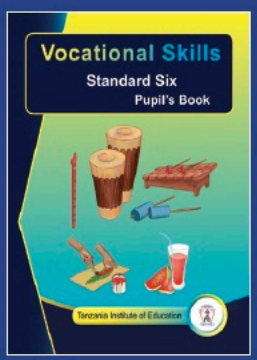

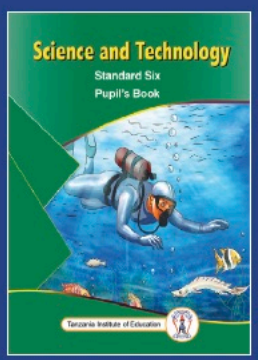

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