

Social Studies

Standard Pupil's Book

3



Tanzania Institute of Education





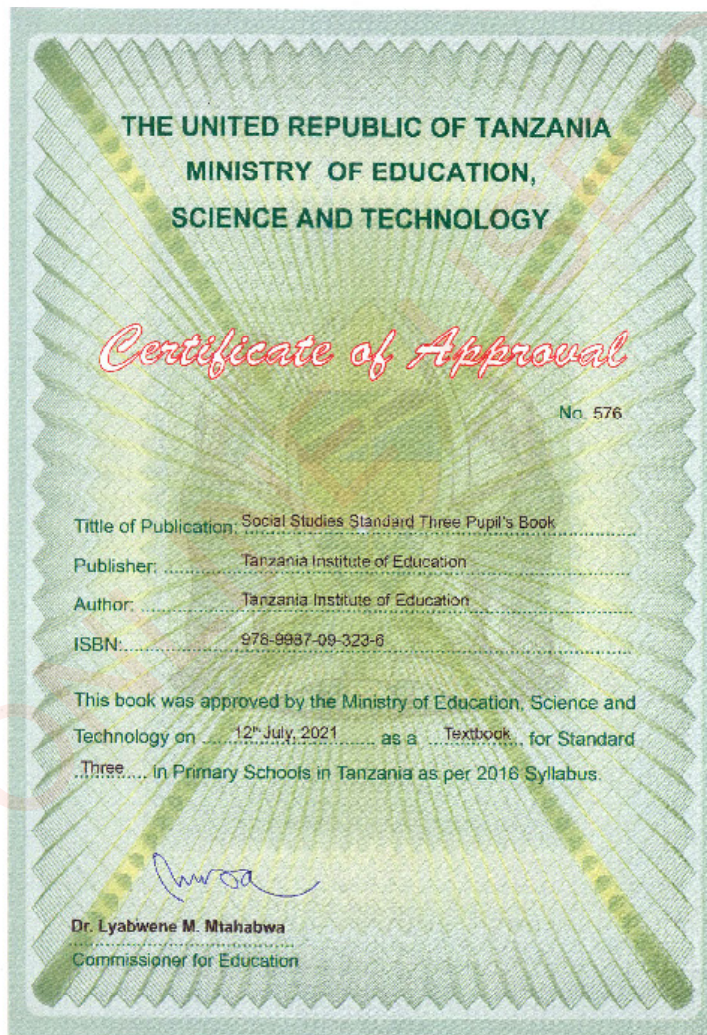
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Social Studies



Standard Three

Pupil's Book



Tanzania Institute of Education





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@Tanzania Institute of Education, 2019

Published 2019

Second Edition 2021

ISBN 978-9987-09-323-6

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Acknowledgements

The Tanzania Institute of Education (TIE) would like to acknowledge the contributions of all the individuals and organisations who participated in the design and development of this book.

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TIE also extends its sincere gratitude to the teachers and pupils in the primary schools that participated in the trial of the manuscript.

Finally, the Institute would like to thank the Ministry of Education, Science and Technology for facilitating the process of writing this book.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education





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Introduction

This is the first book in a series of five books for Social Studies, in primary schools. The textbook considers the learner's needs, interest and ability in Reading, Writing and Arithmetic (3Rs). It will help the pupil in developing competencies in Social Studies at Standard Three level. The book aims at developing competencies in conserving the environment and responding to weather conditions. Other competencies are maintaining good Tanzanian culture, establishing good relationships, honouring our heroes, and applying knowledge of the Solar system and map reading. The pupil will also develop competencies in caring for home and school resources. Finally, the pupil will acquire knowledge about engaging in income generating activities.

The textbook uses short compositions, conversations, stories and pictures to make each situation simple and clear. Moreover, the textbook includes questions and tasks for assessing the pupil's understanding. They further help to develop the pupil's critical thinking skills.





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Chapter One

Our environment

Welcome to Chapter One. When you were in Standard Two, you learned how to identify different domestic and wild animals. You also learned about dangerous organisms in the environment. In this chapter, you will learn how to conserve home and school environments. You will also learn about things found in home and school environments. In addition, you will learn how to clean your classroom and the school environment. Moreover, you will learn the importance of a clean environment. You will also learn stages of planting grass, trees, and flowers. Finally, you will learn how to care for such grass, trees, and flowers.

Things found in the environment

The environment includes everything found in our surroundings. We are also part of the environment. Things which are found in the environment are divided into two groups. These are living and non-living things.

Living things

Living things refer to all things that can grow, move, breathe, reproduce, and die. Examples of living things are people, birds, cows, and trees.

Non-living things

Non-living things refer to all things that cannot grow, move, breathe, reproduce, or die. Examples of non-living things are houses, roads and stones.



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Observe Figures 1, 2 and 3 and then answer the questions.

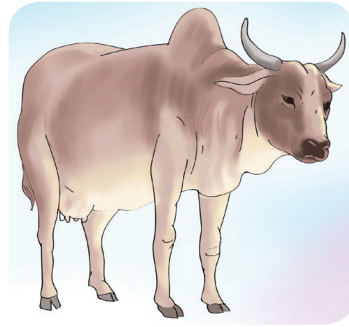


Figure 1 Living things

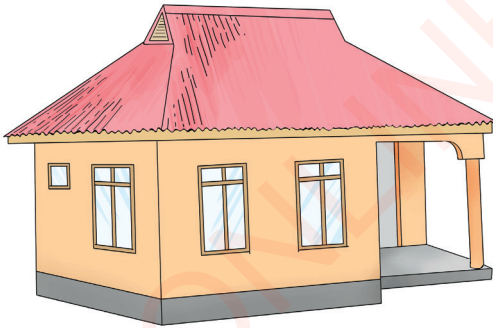


Figure 2 Non-living things





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Things found in our home environment



Figure 3 Things found in our home environment



Questions

1. Mention three things found in your home environment.
a) _____ b) _____ c) _____
2. Mention three things found in your home environment, but are not in Figure 3.
a) _____ b) _____ c) _____
3. Mention four living things found in your home environment.
a) _____ b) _____ c) _____ d) _____

Things found in the school environment

Observe Figure 4 then answer the questions.



Figure 4 The school environment



Questions

1. Mention different things that are found in your school environment.
2. Mention two non-living things found in Figure 4.
a) _____ b) _____
3. Mention two living things found in Figure 4.
a) _____ b) _____
4. Mention non-living things found in your home environment.
5. Mention the importance of the things found in Figure 4.
6. Mention things found in your school environment that resemble those in Figure 4.
7. Which things are found in your school environment but are not in Figure 4?

Choose the correct answer and write it in the space provided.

8. Two groups of things found in the environment are and
a. a road and a house.
b. living things and non-living things.
c. flowers and trees.
9. Living things are and
a. trees and cars.
b. stones and birds.
c. humans and animals.



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Kisomola Primary School environment

Rabia and Kaluza are in Standard Three at Kilimani Primary School. One Monday morning, their Head teacher sent them to a neighbouring school called Kisomola. They had to take a Standard Seven graduation invitation letter to the Head teacher.

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

Head teacher Rabia and Kaluza, take this letter to Kisomola Primary School.

Rabia Yes Sir. To whom should we give the letter?

Head teacher Give it to the head teacher. (*Kaluza and Rabia took the letter and left.*)

Kaluza I can see we are near the school.

Rabia It is true. We are at Kisomola Primary School. There are many birds and trees.

Kaluza Aaah! Their school has more trees that provide shade than our school. The trees provide fresh air as well.

Rabia Hey, look at their flower garden! It is well arranged, and it makes the school look beautiful and clean.

Kaluza Ee! Look at the school sign-board. Its name has been written neatly!

Rabia They also have a big playground for sports and games. Can you see it?

Kaluza Yes, I can see it. It is a nice playground. Rabia, can you see the vegetable garden on the left side of the ground?



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Rabia

Yes, I can see it. They sell vegetables and earn a lot of money.

Kaluza

Have you seen their classroom buildings and teachers' office? They look so nice!

Rabia

Yes, I have seen them. The buildings are well painted. There are maps and other decorations on the walls.

Kaluza

They also have a water well.

Rabia

That is true. That is why their school flower and vegetable gardens have flourished.

After this conversation, Rabia and Kaluza went to the Head teacher's office. They greeted him and gave him the invitation letter. After handing it over, they said goodbye to the Head teacher. The Head teacher replied, "Goodbye." Rabia and Kaluza promised each other that they would come back to learn more. Then, they left for Kilimani Primary School.

Questions

1. Which things are found at Kisomola Primary School but not at your school?
2. What things attract you to Kisomola Primary School?
3. What should be done to improve your school environment?
4. Which things are found at your school but not at Kisomola Primary School?

Activity I



With your fellow pupils, study your school environment. Then, list the things that are found at your school.





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Keeping the school environment clean

We have already seen the things that are found in our school environment. It is important to keep our environment clean. We clean our classrooms, toilets, dining hall, and the school surroundings.

Classroom cleanliness

It is important to keep the classroom clean all the time. Classroom cleanliness is done through co-operation among pupils. Every pupil has a duty to clean the classroom.

Do you take part in cleaning your classroom?

Study Figure 5 and then answer the questions in Exercise 1.



Figure 5 Pupils cleaning the classroom





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Exercise 1

1. Mention the activities shown in Figure 5.
2. Mention other cleanliness activities which are not shown in Figure 5.
3. Mention the tools used to clean the classroom.
4. What happens if the classroom is not clean?
5. What are the advantages of cleaning your classroom?

Classroom cleanliness competition

Read the following passage and then answer the questions in Exercise 2.

The name of our school is Juhudi Primary School. We have a classroom cleanliness competition every Friday. Such competitions are done after the lessons.

Last Friday, we worked together in cleaning our classroom. As we were cleaning, Juma said, “It is important to clean our classroom to make it attractive.”

Halima took a broom with a long handle and started to remove cobwebs. John said to Halima, “You have done a good job to remove cobwebs. Cobwebs pollute our classroom environment.” John added, “Garbage is a shelter for mosquitoes and other organisms.” Then Dotto said, “If we do not remove these shelters, mosquitoes will bite us. They will infect us with malaria.”

After that, Helena took a piece of cloth and began to remove dust, while saying, “We should remove dust to avoid making



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our clothes dirty.” Mariam and Faraja cleaned the teacher’s table, chair and book shelf. Afterwards, we all worked together to mop the classroom floor. We used a piece of cloth, water and soap. Then we arranged our desks properly. We made sure there was enough space between one desk and another.

Teachers and prefects came to inspect our classroom. We won the competition. We were awarded a shield. We were very happy. We agreed that we should clean our classroom every day.

Exercise 2

Answer the following questions.

1. Which tools were used to clean the classroom at Tuhudi Primary School?
2. List the disadvantages of an unclean classroom.
3. Why did the Standard Three pupils win the cleanliness competition?
4. Why is it important to arrange desks properly?
5. Mention four advantages of cleaning your classroom.
6. Mention steps to follow when cleaning a classroom.
7. Describe how a clean class looks like.



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Study Figure 6 then answer the questions.



Figure 6 Pupils cleaning the school compound

Questions

1. Which activities that protect the environment do you see in Figure 6?
2. Which tools are used to keep the environment clean?
3. Mention environmental protection activities at your school other than those shown above.
4. Why should we keep our school compound clean?



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Environmental cleanliness at Tuhudi Primary School

Read the following passage and answer the questions in Exercise 3.

Amani is a Standard Three pupil at Tuhudi Primary School. Pupils of Tuhudi Primary School have good discipline. Amani and his fellow pupils arrive at school at 6:30 in the morning.

After arriving at school, they start cleaning the school compound. They work together. They pick pieces of paper and put them in garbage bins.

They sweep the school pathways. Then, they cut long grass by using slashers. Other pupils weed flower beds using hoes. They also water flowers and other plants. After this cleaning, they go to the assembly ground. They listen to announcements from their teachers. Then they go to their classrooms.

Exercise 3

1. What cleanliness activities, other than those mentioned, can be done at school?
2. List the tools used to clean the school compound.
3. What cleaning activities are done by Amani and his fellow pupils at school?

Planting trees, grass, and flowers

Trees, grass, and flowers are attractive plants in our environment. They beautify the environment and produce fresh air as well as scents. When the environment lacks trees, grass and flowers, it may turn into a desert. An environment with scents attracts insects such as butterflies and bees. Bees produce honey.





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Read the following conversation about the stages of planting trees, grass, and flowers.

Dotto Hamis, I passed by your school and saw flowerbeds, grass, and trees. They are very attractive.

Hamis Of course. In our school, there are flowerbeds, grass, and trees. They provide fresh air and scents.

Dotto Ooh! How did you manage to have such a beautiful environment?

Hamis We started with an idea about the kind of grass, flowers and trees we wanted to plant.

Dotto Oooh! Tell me more.

Hamis First, make sure you choose a fertile area to plant your grass, trees, and flowers.

Dotto This is a great idea! I like it.

Hamis That is not all. You should also clean up the area. The area should be ready for planting trees, grass, and flowers.

Dotto I really enjoy this knowledge. What are the next steps?

Hamis You should improve the soil fertility by mixing it with manure before planting.

Dotto Wow Hamis! What do you do next?

Hamis We till the land and choose the seedlings we need. Then we plant them.

Dotto I get you! That is why your school environment is attractive.

Hamis We also look after the blocks of plants, grass and



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flowers by watering them whenever necessary. We use insecticides on all the blocks. This prevents insects from destroying the plants, grass and flowers.

Dotto

I thank you for this knowledge. I promise you that I will inform my teacher about it. We will then visit your school to learn more.

Activity 2

Choose one activity for keeping the environment clean and do it at your school.

- a) Preparing flower beds
- b) Watering trees, grass, and flowers
- c) Cleaning the school compound by sweeping, mopping, and weeding flower beds
- d) Educating pupils on environmental conservation

The advantages of a clean environment

A clean environment is good for our health. So, it is important to clean the school environment to remove harmful organisms. These organisms include flies, mosquitoes, rats and snakes. They hide in dirty areas and cause diseases such as malaria, cholera, dysentery, plague and typhoid. A clean environment also prevents insects and germs from destroying food and crops in farms and homes.

Think



What are the effects of the harmful organisms mentioned above to people and the environment?





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Exercise 4

Answer the following questions.

1. What is the environment?
2. List activities that pollute your school environment.
3. Give reasons for cleaning your school environment.
4. Describe the disadvantages of an unclean school environment.
5. Describe the stages of preparing areas for planting flowers, grass and trees.
6. List all dangerous organisms which hide in dirty environments.
7. Mention activities which can be done to keep your school environment clean.
8. Explain the importance of planting flowers, trees, and grass in the school environment.

Choose the most correct answer and write it in the space provided.

9. Things which are found in the environment are divided into two parts. These are
 - a) living and non-living organisms.
 - b) plants and animals.
 - c) advantageous and harmful organisms.
10. A dirty environment can cause
 - a) hunger among people.
 - b) spread of diseases.
 - a) war among people.





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Ask yourself

What will happen if the school environment is not conserved?

Vocabulary

Cobweb	a net-like structure of sticky silk thread made by spiders as a living space and insect trap
Conservation	keeping or protecting something in a good way for use now and in future
Conversation	a talk between two or more people
Domestic animals	animals that are kept at home for food and other uses
Environment	surroundings/everything around us, including living and non-living things
Environmental pollution	putting harmful things such as poisonous chemicals into water and soil
Garbage	waste or unwanted things that you throw away
Garden	a piece of land planted with flowers, fruits and vegetables
Graduation	a ceremony at which certificates are awarded to school or college leavers after they have completed their studies
Handover	giving something to someone else
Micro-organism	a very small creature which cannot be seen by our naked eyes, but by using a microscope



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Mop

a cleaning material fixed to a long handle for cleaning the floor using water

Shield

something which is given as a prize for winning a competition

Skill

knowledge of doing something in a an intelligent way

Tilling

a method of preparing land for planting crops by using hand tools

Water well

a hole for drawing water from the ground

Wild animals

animals which live in the bush or in the forest



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Chapter Two

Weather conditions in our environment

Welcome to Chapter Two. In Chapter One, you learned to conserve home and school environments. In this chapter, you will learn about weather conditions in your environment. You will learn about one element of weather, namely temperature. You will learn how to measure temperature. You will also learn how to protect yourself from hot and cold conditions.

Meaning of weather

Weather refers to the condition of the atmosphere. Weather conditions include temperature, rainfall, clouds, sunshine, humidity, and wind. These are called elements of weather.

Temperature in our environment

A weather condition can either be hot or cold. This condition is called temperature. Temperature is a measure of how hot or cold something is. When temperature increases, it becomes hot. When temperature decreases, it becomes cold.



Figure 1 Instrument for measuring temperature





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It is important to understand the temperature of your area. This helps you to plan different activities. Also, it helps you to choose the right kind of clothes to wear. This depends on the particular time of the day, month or year.

Think



What do you wear and drink if it is too hot or too cold?

The effects of hot and cold weather on animals and plants

Read the following dialogue and then answer the questions in Exercise 1.

Heat My name is Heat. The Sun is my source of energy. When the Sun gives more heat, I become hotter. When I reach a place, Cold runs away from me.

Cold My name is Cold, and I am a very powerful master. When I reach where you are, you run away, and I make the place cold.

Heat What? I always dry water from rivers, dams, and reservoirs. I also dry crops and cause hunger. I am more powerful than you.

Cold No way! You cannot beat me. When I get angry, all organisms shrink.

Heat I told you that I always dry water in rivers, dams, and reservoirs. I also dry crops, leading to hunger. So I am more powerful than you.

Cold When I become very cold, people shiver. Their bodies become pale, and they can not talk. No organism can survive. I freeze everything, and I cause death.

Heat It is not true. Even if it becomes very cold, people wear heavy clothes to beat you. But in my case, even without wearing clothes, people keep on sweating.



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Their lives become uncomfortable. Their bodies lose water and sometimes they die. Even their foods go bad.

Cold

Cloud cover makes you powerless. Even a tree can overpower you. When you become very hot, people take shelter in the shade of trees and relax. Inside the house, people use fans to cool themselves. They put their foods in fridges, and life goes on. My friend Heat, you are nothing in this world!

Heat

It is OK. There is no need to fight. We all have advantages when we operate moderately. We also have disadvantages when we are not moderate.

Cold

It is true, Heat! When we are moderate, plants grow well. People also feel comfortable.

Heat

We are friends. Even the instrument used to measure both of us is the same. It is called a thermometer.



Figure 2 Examples of clothes worn in cold and hot weather conditions



Exercise 1

1. What is the source of hot weather?
2. What happens to plants and animals during very hot conditions?
3. How do we protect ourselves from cold conditions?
4. How do we protect ourselves from hot conditions?

Study this picture and then answer the questions in Exercise 2.

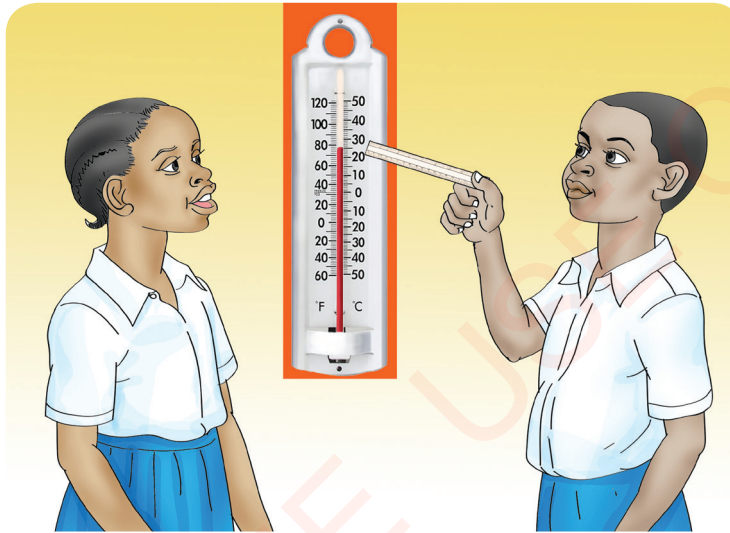
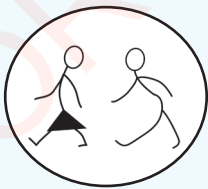


Figure 3 Reading temperature

Exercise 2

1. Name the instrument shown in Figure 3.
2. What is the use of the instrument shown in Figure 3?

Activity



Get outside the classroom and stay there for 15 minutes. Then, come back to the classroom. Do you feel any change in your body temperature? Tell your classmates how you feel after coming back to the classroom. Give reasons.



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Exercise 3

Answer the following questions.

1. What is temperature?
2. What is the temperature of your home area?
3. Mention two advantages of being familiar with the temperature of the place where you live.
a. _____ b. _____
4. Draw the instrument we use for measuring temperature.
5. What happens to plants when it is too hot?
6. What happens to human beings when it is too cold?
7. Write **True** for correct statements and **False** for incorrect statements.
 - a) Temperature is the level of coldness or hotness.....
 - b) High or low temperature is caused by light.....
 - c) A thermometer is an instrument for measuring air
.....
 - d) Rivers and dams become dry because of heat.....

Ask yourself

After completing this chapter, you can protect yourself from hot or cold conditions. What will you do when visiting cold or hot places?

A A cold place	B A hot place



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Vocabulary

Clouds	water vapour seen in the sky
Entertainment	activities or performances that give people enjoyment
Exceed	be more than normal
Fan	a rotating tool used for moving air around to cool the temperature
Freeze	make something become very cold or icy
Fridge	equipment for keeping foods and drinks cold
Hunger	desire for food
Master	superior to others
Moderate	not very hot or very cold
Nothing	having no importance or value
Over increased	beyond normal
Rushing	moving too fast
Shade	shelter or shadow caused by something blocking direct Sunlight
Shiver	shake or tremble with cold
Shrink	become smaller
Temperature	level of hotness or coldness in the air
Thermometer	an instrument used for measuring temperature especially of the air or of a person
Uncomfortable	not feeling good





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Chapter Three

Our culture

Welcome to Chapter Three. In Chapter Two, you learned about one element of weather. In this chapter, you will learn about maintaining Tanzanian culture. Culture guides how people greet, sing songs, and play cultural games and drama.

Different ways of greeting

Normally, children with good manners greet each other. They also greet elders, even if they do not know each other. Each community in Tanzania has its own culture. Greetings are among the key elements in maintaining culture.

Activity 1



Show how people in your community greet each other.

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





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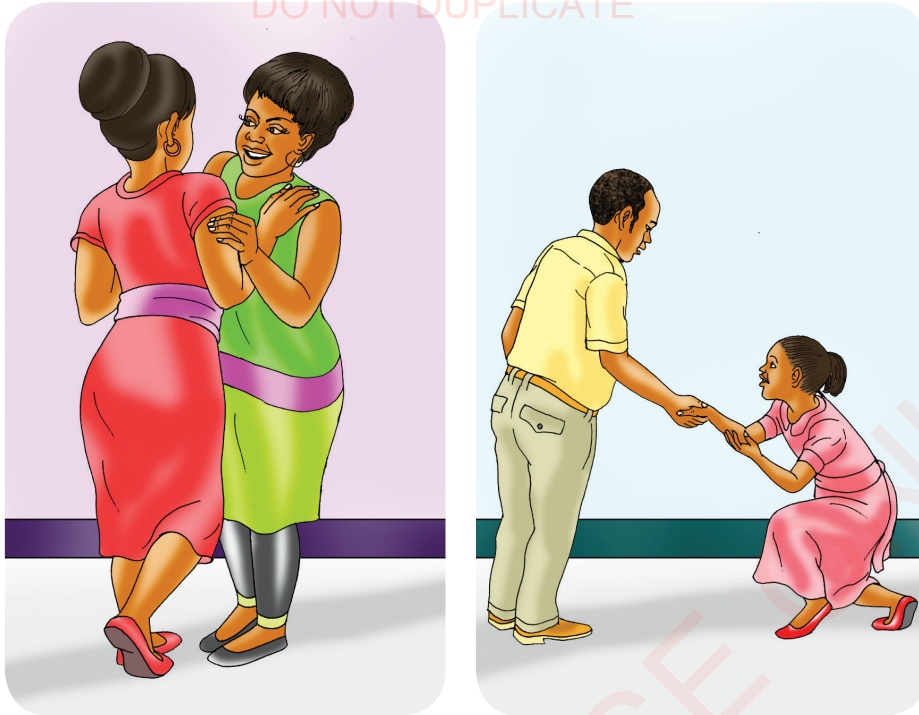


Figure 1 Different ways of greeting

Questions

1. What different ways of greeting do you see in the pictures in Figure 1?
2. Mention other ways of greeting which are not shown in the pictures in Figure 1.
3. How do people in your society greet each other?

In the pictures above, you have seen different ways of greeting. The Zaramo greet each other by shaking hands. The Hehe greet each other by kissing hands. The Kinga greet each other by rubbing shoulders. The Sukuma women normally greet men by slightly bending their knees. Men shake hands.



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Exercise 1

Write 'Yes' for correct statements, or 'No' for incorrect statements.

1. In Kinga society, people of different age groups greet each other by rubbing shoulders. _____
2. The Zaramo greet each other by kneeling. _____
3. The Hehe greet each other by shaking hands. _____
4. The Sukuma greet each other by kissing hands. _____

Ways of greeting depend on the age group and society. People of the same age group greet each other by saying "Hi" or "Hello" and mentioning the name of the other person. The other person responds the same way. Then, they ask, "How are you?" The other person replies, "I am fine, Thank you. And you?"

Activity 2



Turn to the pupil next to you. Greet each other.

In daily life, when you meet old people, you have to greet them politely. When it is in the morning, you have to say, "Good morning." When it is in the afternoon, you say, "Good afternoon." When it is in the evening, you say, "Good evening." Sometimes when you meet your teacher, who is a man; you should say, "Good morning Sir." He will answer, "Good morning. How are you?" You will say, "I am fine." You may meet your teacher, who is a woman; you should say, "Good morning Madam." She will answer, "Good morning. How are you?" You will say, "I am fine" or you may say, "I am fine, thank you."



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Greetings are a necessary part of culture. They enable people to communicate with each other, whenever they meet. Greeting someone shows good manners. It also shows respect.

Activity 3



Demonstrate how you greet each other in your community.

Cultural Games

In Tanzania, every community has its own traditional games. Different societies play games depending on the place, time and type of traditions. The Zaramo of the coast and the Zanaki of Mara play 'Bao'. Other societies include the Maasai, the Gogo, the Kurya, and the Chagga. They play games such as object targeting and spear throwing.

The aims of these games include building strength and developing thinking ability. Such games also help in making decisions quickly. Additionally, they help in developing one's ability to defend himself/herself.



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Questions

1. List the games played in your community.
2. Which traditional games are not mentioned in the passage above?
3. Which aims of playing traditional games are not mentioned above?

Exercise 2

Answer the following questions.

1. Name several ways to preserve culture.
2. Name any traditional games that you prefer to play.
3. Link a game in Column **B** with the correct ethnic group in Column **A**.

No.	Column A	No.	Column B
i	Zaramo	a	Bull fighting
ii	Chagga	b	Cock fighting
iii	Kurya	c	Bao
iv	Zanaki	d	Targeting

Activity 4



Collect information from adults about the traditional games that are played in your community. Share with your friends in your classrom.





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Singing and Dancing

Traditional songs and dances are ways of maintaining our culture. By singing and dancing, we entertain ourselves and other people. We also do some physical exercise and get motivated to do various activities.

Study the following picture and answer the question.



Figure 2 Traditional dance

Question

Name the instruments used in traditional dancing shown in Figure 2.





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Singing and dancing at Uledi Village

Read the following passage and then answer the questions.

The Kiru people live in Uledi Village. They farm around the Micheku mountain. After harvest, the Kiru people sing and take part in a traditional dance called 'Mukirungu'. They sing different songs which encourage people to take part in agricultural activities. This dance is valued by all the people. It is performed every evening after harvest.

When dancing Mukirungu, men wear 'maleba', made of sisal fiber. They wear them around their waists with their chests uncovered. They also wear crowns made of ostrich feathers and bells on their legs.

Women dress like men, but they wear skilfully additional maleba on their chests. The drums are beaten skilfully. Everyone is motivated to dance. When dancing, men repeatedly jump high, as women shake their heads and chests.

Questions

1. Have you ever been involved in dancing in your community?
2. What are the activities practised by the Kiru people to maintain their culture?
3. Which instruments are used when dancing Mukirungu?



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Types of dances DO NOT DUPLICATE

A traditional dance identifies and maintains the culture of the community. It also helps to create unity and promote operation among people. Community members are entertained by the dance. In Tanzania, traditional dances are performed for different purposes. These include marking the harvest season, celebrating weddings, and initiation ceremonies. Other purposes include welcoming visitors and celebrating memorable days. Examples are Independence Day, Revolutionary Day, Union Day and Workers' Day.

Some traditional dances are common across Tanzania. One example is the Mbeta of the Luguru. Others are the Mtingo and the Iringi of the Chagga. Also, there are the Bugobogobo and the Beni of the Sukuma. The Mdumange of the Sambia and the Lizombe of the Ngoni are other good examples. The Mganda of the Nyasa and the Manda, and the Kasimbo and the Enchuma of the Haya are good examples. Moreover, there is Sindimba performed by the Makonde and Mdundiko, which is performed by the Zaramo.

Questions

1. How many types of traditional dances are mentioned in the passage above? Mention them.
2. Mention other types of traditional dances and the ethnic groups that perform them.

Traditional dance	Ethnic group(s)

3. Which instruments does your ethnic group use when dancing?





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Activity 5



Choose any traditional dance you know and try to perform it.

Exercise 3

Answer the following questions.

1. Mention some benefits of greeting people in your community.
2. Mention three activities that identify your culture.
3. Mention the advantages of traditional dance.
4. List four instruments which are used in traditional dance.
5. Draw a picture of two people wearing special dresses for traditional dancing.

Ask yourself

What is the importance of traditional dance in your community?

Vocabulary

Community

a group of people with shared traditions who live in the same area

Culture

the way of life which is accepted by community members

Maintain

continue to have, to keep

'Maleba'

special traditional dress when dancing Mukirungu

Proud

having or showing self-respect

Society

a large group of people living together in an organised way

Tradition

the beliefs and practices that a group of people have followed for a long time

Weak

not strong



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Chapter Four

Good relationships

Welcome to Chapter Four. In Chapter Three, you learned about activities which preserve and maintain culture in our communities. In this chapter, you are going to learn about building good relationships. Good relationships start by identifying people you are living with. You will learn about relationships in your family. Finally, you will learn how to build and maintain good relationships with friends at home and at school.

Relationships in the family

Think



When you hear the word 'family', what comes to your mind? Can you mention all the people you live with at home?

A family is a group of people who are related to each other. It is the basic unit of society. An example can be a mother, a father, and their children. The people you live with at home make your family. Some families have many members, whereas others have few members.

Types of families

In Tanzania, there are two basic types of families. These are a nuclear family and an extended family. Other types of families are a single parent family, orphan family, childless family, adoptive family, and grandparent family. The following pictures show the types of families.





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Basic types of families

a) A nuclear family

This is a family of the father, the mother, and their children.



Figure 1 A nuclear family

b) An extended family

This family consists of the parents, their children, and other relatives. These are related either by blood or marriage and live in the same home. These relatives may include grandparents, uncles, aunts, or cousins.

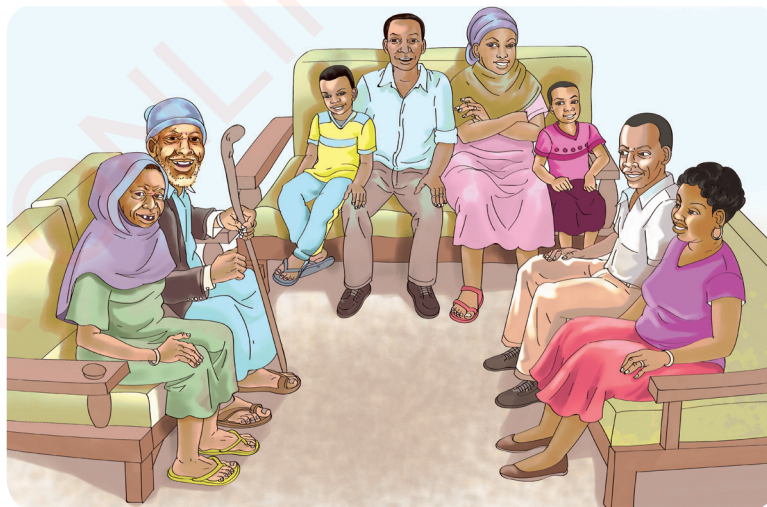


Figure 2 An extended family





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Other types of families

a) A single parent family

This family consists of one parent raising one or more children on his/her own due to death of one parent.



Figure 3 A single parent family

b) A childless family

This family consists of a husband and a wife living together with no children.



Figure 4 A childless family

c) An adoptive family

This family consists of a husband and a wife living together without children of their own. The husband and the wife decide to adopt children and raise them.





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d) An orphan family

This is a family of children who live alone. They depend on themselves. Their parents have died and there are no family members or friends to take care of them.

e) A grandparent family

This is a family of grandparents who live with their grand children. This is because the parents are dead.

In a family with the parents, the father and the mother are the leaders of the family. They provide daily basic needs. In an orphan family, the older child is responsible for taking care of others.

To build and maintain good relationships, all family members have to love and respect each other.

Activity



Study the family tree in Figure 5. Then compare it with your family.

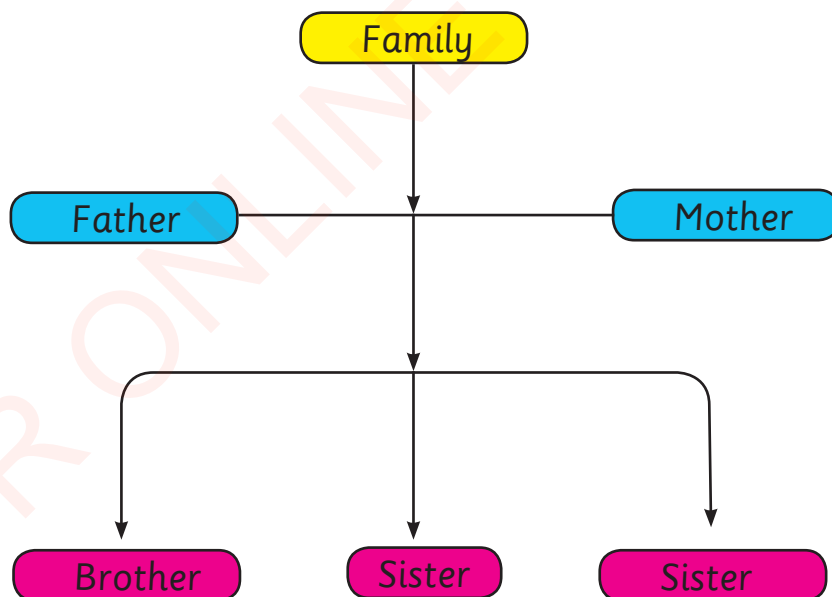


Figure 5 Family tree of father, mother, and children





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The family of Mr and Mrs Hamad

It is December, and school children are on holiday. The children of Mr and Mrs Hamad are on holiday too. Mr and Mrs Hamad have decided to visit their relatives in Morogoro.

Read the following conversation and then answer the questions in Exercise 1.

We would like to tell you that we are going on a holiday.

OK. Dad and Mom, where are we going for our holiday?



Well, tell them.



During our holiday, we are going to visit our family members in Morogoro.

Oh! So, we have other family members?





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Yes, I have relatives.
Your mother has
relatives too.

Who are those?



They are our fathers and
mothers. They are your
grandfathers and grandmothers.



Father, do you have
siblings?



Yes, I have two sisters who are
your aunts, and two brothers who
are your uncles.



Mother, who are
your siblings?





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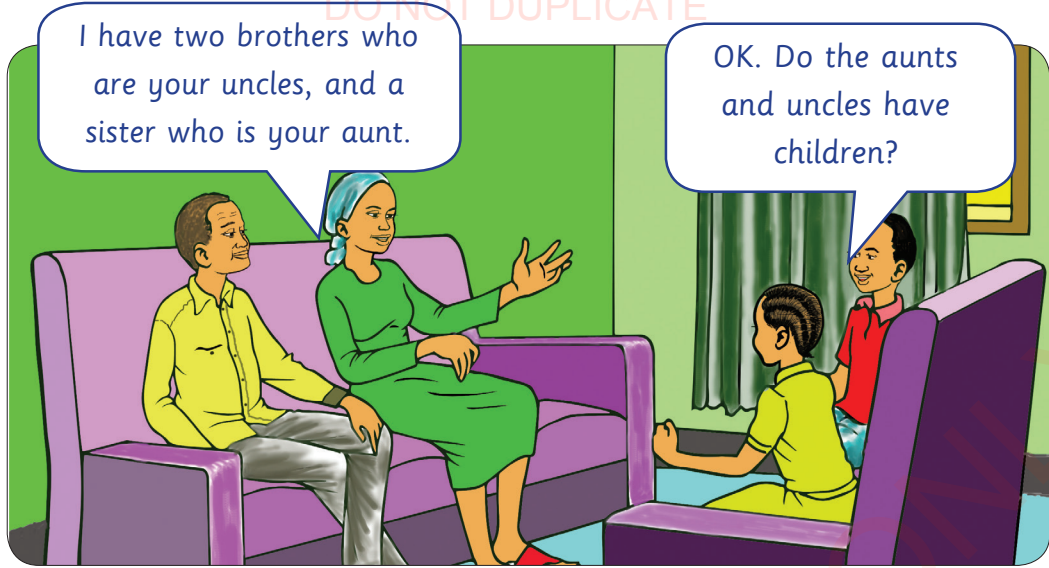


Figure 6 Father, mother, and children in a conversation



Exercise I

1. What do you call the father of your mother?
2. What do you call a brother of your mother?
3. What do you call a sister of your father?
4. What do you call a son of your uncle?
5. What do you call a sister of your mother?

Family tree

Study the family tree in Figure 7 and then answer the questions.

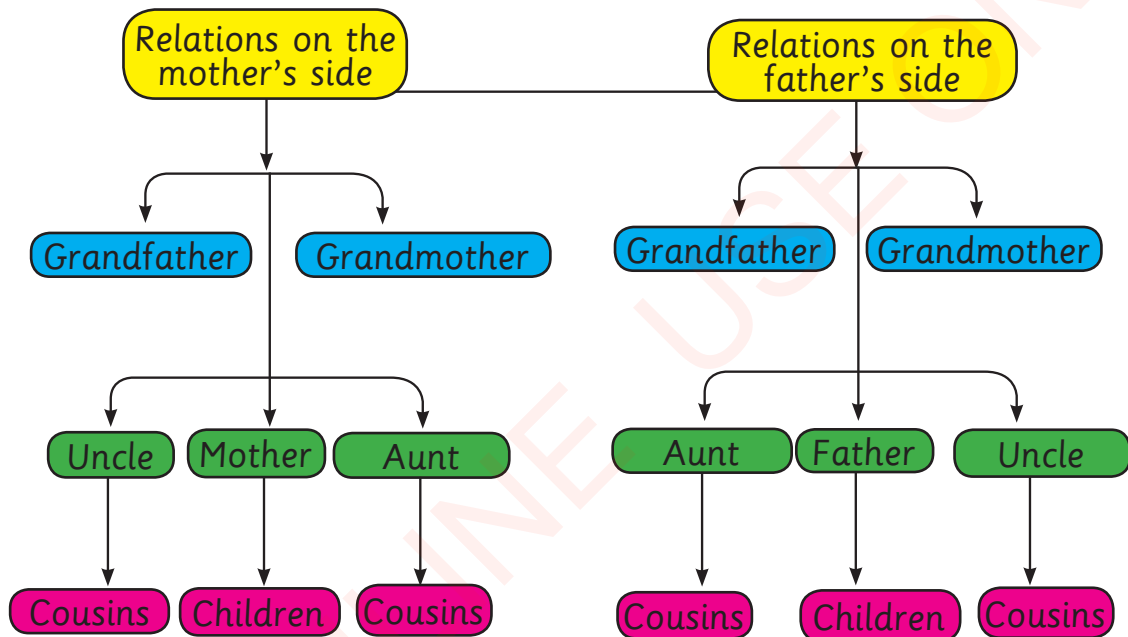


Figure 7 Family tree

Question

1. Which members of your family have been mentioned in this family tree?
2. How many members are there in your family?
3. Draw your family tree.



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Building and maintaining good relationships with friends

It is important to maintain good relationships with your friends. A friend is someone whom you like and trust but who is not a member of your family.

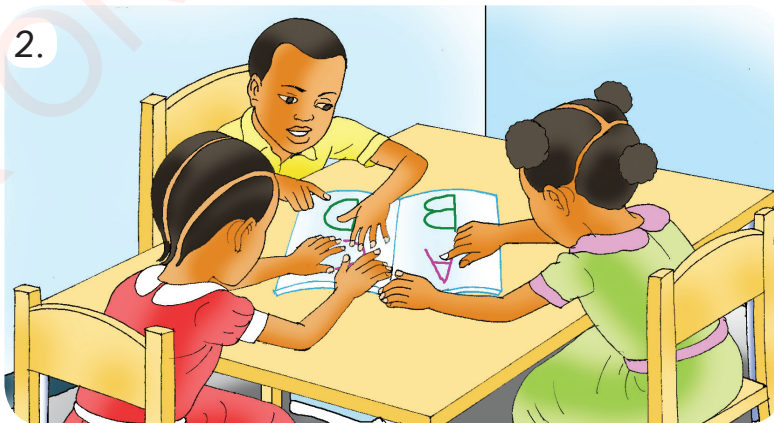
Ways of building and maintaining relationships with friends include respecting and being attentive to them. Others are loving and helping them, sharing feelings and admitting your mistakes, if any.

Think



Do you have friends? What activities do you do with your friends?

Study the following pictures in Figure 8, showing a good relationship among friends. Then, answer the questions in Exercise 2.





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Figure 8 Friends participating in different activities





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Exercise 2

1. Mention two good things that you have learnt from the pictures.
2. From the pictures in Figure 8, list activities which help to maintain good relationships among friends.
3. List two advantages of having good friends.
4. Mention four disadvantages of having bad friends.
5. Draw your family tree showing the original names of your mother and her siblings.
6. List all the games and sports presented in Pictures 3, 4, 5 and 6 in Figure 8.

Choose the correct answer and write it in the space provided.

7. A family is a
 - a) small group of related people.
 - b) community of people.
 - c) society which lives in the same place.
8. There are basic types of family in Tanzania.
 - a) three
 - b) two
 - c) seven
9. The family that consists of two parents, children and two or more adults who are related is known as
 - a) a nuclear family.
 - b) an extended family.
 - c) an adoptive family
10. A family needs to maintain love and
 - a) hate for each other.
 - a) relationship to each other.
 - a) respect for each other



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11. The founders of a family are the
 - a) grandfather and grandmother.
 - b) father and mother.
 - c) aunt and uncle.
12. The division of duties in the family helps to.....
 - a) get money.
 - b) avoid segregation.
 - c) simplify work.
13. The heads of the family are
 - a) father and aunt.
 - b) mother and uncle.
 - c) father and mother.

Ask yourself

Which behaviours can damage your relationship with friends?

Vocabulary

Adopt

legally take another person's child and take care of him or her as your own child

Cousin

a son of your uncle or your aunt

Family tree

relationships among different members of the family

Founder

one who establishes a settlement or an organisation

Maintain

to keep something in a good condition

Relationship

the way in which two or more people or things are connected

Siblings

brothers or sisters belonging to the same parents



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Chapter Five

Our national leaders

Welcome to Chapter Five. In Chapter Four, you learned about relationships among members of the family. You also learned about building and maintaining good relationships with friends. In this chapter, you will learn about our past and present leaders of Mainland Tanzania. You will know their names and the time of their leadership. You will also learn about their contribution to our country's development.

The national leaders of Tanzania

Tanzania is a union of two countries, Tanganyika and Zanzibar. Tanganyika got her independence on the 9th of December, 1961. Zanzibar got her independence on the 10th of December, 1963. Tanganyika and Zanzibar united to form Tanzania on the 26th of April, 1964. Since then, Tanzania has been led by different leaders in different terms. We will learn about the presidents and prime ministers of Mainland Tanzania.

These leaders were elected in different times. The President is the head of the government. The President is elected by citizens of the country through voting. The Prime Minister is appointed among members of parliament by the President. Such members of parliament are elected by citizens through elections. The Prime Minister is later approved by the Parliament. The main duty of the Prime Minister is to supervise government activities.

Think



- Have you ever heard about the 'Father of the Nation'?
- Who is he?





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Study these pictures and then answer the questions.

1.



2.



3.



4.



5.



6.



Figure 1 The Presidents of the United Republic of Tanzania since Independence

Questions

- Whose picture is on the one hundred shilling coin?
- Whose picture is on the one thousand shilling banknote?





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1.



2.



3.



4.



5.



6.





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7.



8



9.



10.



Figure 2 The Prime Ministers of the United Republic of Tanzania since Independence

Exercise 1

Look at Figures 1 and 2, then answer the questions.

1. Write the name of each President according to his number.
2. How many prime ministers have served Tanzania since Independence?





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Read the names of the Tanzanian leaders in the following table.
Then, answer the questions in Exercise 2.

Year	Term	The name of the President	The name of the Prime Minister
2021 March 19 - ...	Sixth	Samia Suluhu Hassan	Majaliwa Kassim Majaliwa
2015 -2021 March 17	Fifth	John Pombe Magufuli	Majaliwa Kassim Majaliwa
2005 -2015	Fourth	Jakaya Mrisho Kikwete	• Mizengo Kayanza Pinda • Edward Ngoyai Lowassa
1995 -2005	Third	Benjamin William Mkapa	Frederick Sumaye
1985 -1995	Second	Alli Hassan Mwinyi	• Joseph Sinde Warioba • John Samwel Malecela • Cleopa David Msuya
1961-1985	First	Mwalimu Julius Kambarage Nyerere	• Rashidi Mfaume Kawawa • Edward Moringe Sokoine • Salim Ahmed Salim • Cleopa David Msuya





Exercise 2

1. How many prime ministers has Tanzania had since Independence?
2. Which terms had more than one Prime Minister?
3. What is the name of the current President?
4. What is the name of the current Prime Minister?

Activity 1

Use the table on Page 50 to do activities (a) and (b).

- a) Ask adults for information about the 'Father of the Nation'.
- b) Tell your friend anything you know about the First President of the United Republic of Tanzania.

Contributions of national leaders

Tanzania, as a country, has been led by various leaders in different phases. They have led Tanzanians successfully in carrying out development plans. Such plans cover different sectors. These sectors include health, education, energy and transportation. These have developed due to their good leadership.

The leaders also contribute to maintaining unity, peace and solidarity in Tanzania. We are proud of our unity, peace, solidarity and security. Therefore, we have to respect our leaders.

Activity 2

After reading the passage above, compose a short song to praise our leaders. Sing the song in your classroom.





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Exercise 3

Answer the following questions.

1. Mention five things you would like our leaders to do for Tanzania.
2. What is the contribution of national leaders to Tanzania?
3. Name the President who led Tanzania for the longest period.
4. Mention the duties of the President of Tanzania.
5. Mention the duties of the Prime Minister of Tanzania.

Choose the most correct answer.

6. The Prime Minister is
 - a) the general secretary.
 - b) the supervisor of government activities.
 - c) the supervisor of parliament.
7. The Father of the Nation is
 - a) Mwalimu Julius Kambarage Nyerere.
 - b) John Pombe Magufuli.
 - c) Edward Moringe Sokoine.
8. We respect our leaders because
 - a) they lead Tanzanians in implementing development plans.
 - b) they are older than ourselves.
 - c) they remind us about our responsibilities.

Ask yourself

What would have happened if we had no government leaders?





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Vocabulary

Nation

people living in one country under one government

Peace

a situation in which there is no war or fighting

Prime Minister

supervisor of government activities

President

head of the government

Solidarity

working together

Term

a fixed period of time

Union

one country united with another country



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Chapter Six

Map reading

Welcome to Chapter Six. In Chapter Five, you learned about the names of our national leaders. Specifically, you learned about the presidents and prime ministers of Tanzania. You also learned about their terms of leadership. In addition, you learned about their contributions to our national development. In this chapter, you will learn about map reading. You will also learn the differences between a map and a picture. In addition, you will be able to draw maps and pictures of different objects.

Identifying things in the classroom

Follow the dialogue between Jenka and Nura. Then, answer the questions.

Nura Hi Jenka.

Jenka Hi Nura.

Nura Our classroom looks nice nowadays.

Jenka Hmm, what has happened?

Nura We have new tables and chairs.

Jenka We have the teacher's table and a chair. We sit on our chairs.

Nura We also have a chalkboard.

Jenka We have one too.

Nura We have shelves. We store books, chalks, rulers and other things in them. What about you?

Jenka We do not have shelves. We keep our books in the teacher's office.

Nura The walls of our classroom are decorated with



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many pictures and maps. We have drawn some of the pictures. The teacher brought some.

Jenka

We have only a few pictures. We do not have maps.

Nura

Aha! We have a garbage bin. So our class is clean all the time.

Jenka

We do not have a garbage bin. So we keep rubbish in a box. When it is full, we empty it. We throw the rubbish into a pit. We also have a long ruler for the chalkboard. What about you?

Nura

Yes, we have one. The chalkboard and the ruler help us learn better.

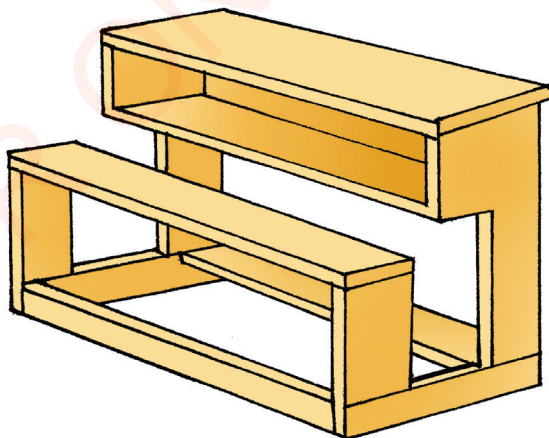
Questions

Answer the following questions.

1. What things are found in your classroom, but they are not mentioned in the conversation?
2. What important things are supposed to be in your classroom?

Study the pictures and then answer the questions in Exercise 1.

a)



b)





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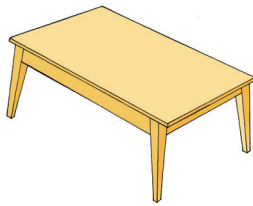
c)



d)



e)



f)



Figure 1 Things found in a classroom

Exercise 1

Answer the following questions.

1. Name the pictures in Figure 1.
2. Draw three pieces of furniture which are found in your classroom.

Read the following story and then answer the questions in Exercise 2.

One day, I was taking a walk with my father. On the way, we saw different pictures in many places. I asked my father how those pictures were obtained. My father told me that some pictures were taken by camera. Others were drawn by painters. I was surprised. I asked again, “How can someone draw such beautiful pictures?”

My father said, “Let me take you to a painter.” When we arrived, we saw different pictures he had painted. The pictures showed animals, birds, houses and some important people.





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Then my father allowed me to give the painter a request. I asked the painter to draw a picture of me. The painter agreed and asked me to stand still in front of him.

After a short time, he gave me the picture. “This is really wonderful. This is me!” I said. It showed my face and the front part of my body. I asked the painter, “Why doesn’t it show my back?” He said, “My little one, this picture is a sketch of you seen from the front. That is why you had to stand still in front of me.”

I asked again, “What are the uses of pictures?” He said that pictures are used for decorating places. Pictures can also help to identify something that one has never seen. He asked me, “Have you ever drawn a picture?” I replied, “Yes. I have drawn pictures, but they have not been good.”

Exercise 2

1. What is a picture?
2. What were the things drawn by the painter you visited?
3. Do pictures have much use in everyday life?

Activity 1



Collect 10 pictures of various objects. Then place them on your table. Write the name of each picture.



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Exercise 3

Answer the following questions.

1. Name the things found in your classroom.
2. Mention two methods that can be used to obtain pictures.
3. Mention uses of pictures.

Write **True** for correct statements and **False** for incorrect statements.

4. A thermometer is a device used to take pictures.....
5. A real object has the actual size and can be measured on all sides.....
6. A map shows a flat shape of an object.....

Drawing maps of objects found in the classroom

We have seen that a picture is a sketch of something seen from the front. In this case, a picture represents the real object. However, we can use other types of drawings to represent real objects. Such drawings are known as maps.

Think



What is a map?



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Study the following drawings and then answer the questions.

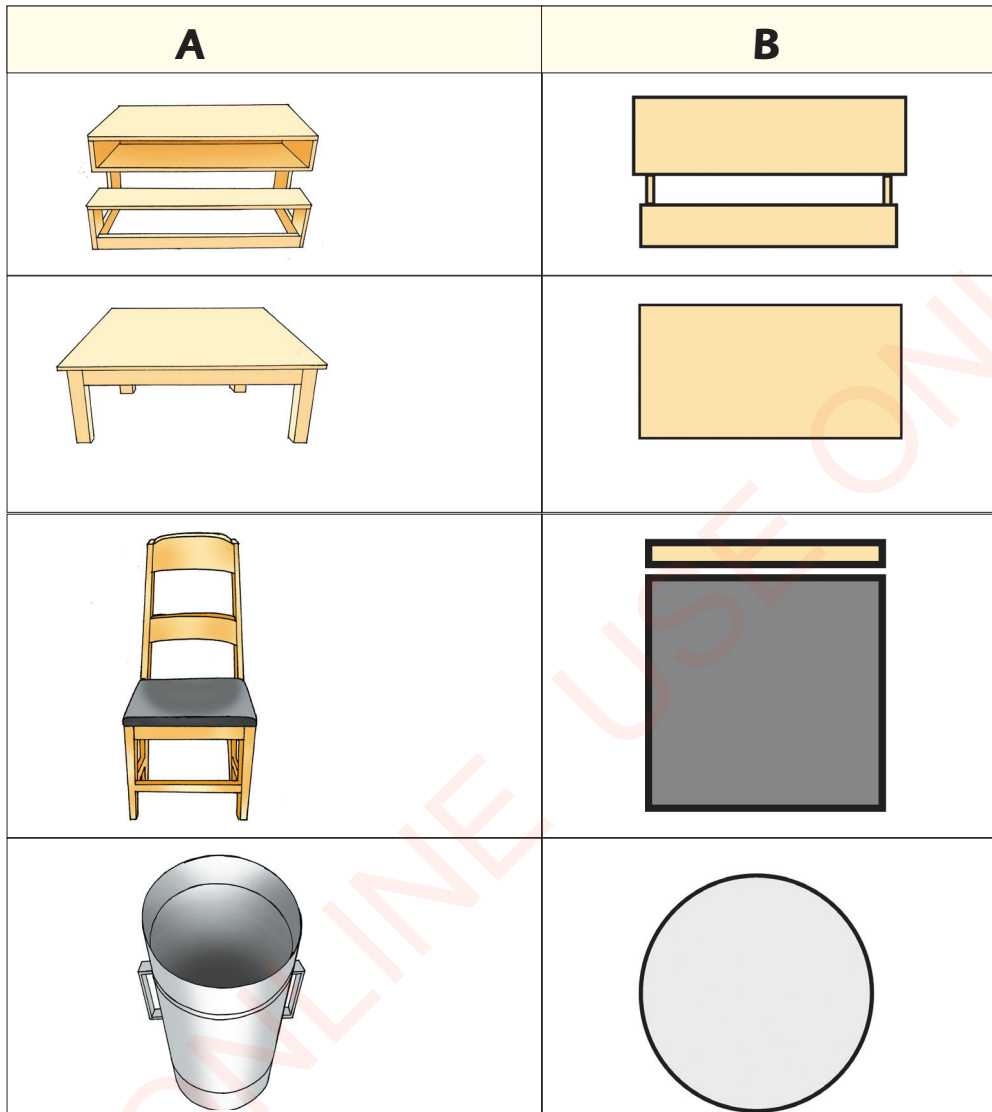


Figure 2 Pictures and maps in the classroom

Question

Name the things you see in Figure 2.





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Differences between a real object, a picture and a map

Study the differences between real objects, pictures and maps in the following table.

Table I Differences between a real object, a picture and a map

Feature	A real object	A picture	A map
Reality	It is in the actual shape as seen from all sides.	It indicates the shape of the object as seen from the front. It shows a flat object, with length and width.	It shows the shape of the object as seen from above. It shows a flat shape of the object. It also shows the length and width.
Size	It shows the actual size in terms of its length, width and height. It can be measured on all sides.	The size differs from the actual size of the real object. An image can be larger or smaller than the real object.	Its size differs from that of the real object. The map is smaller than the object it represents.
Availability	It is available in the environment.	It can be drawn by hand or taken with a camera.	It can be drawn by hand on any flat surface.





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How to draw a map

Read the following dialogue and then answer the questions in Exercise 4.

Teacher I told you to draw a map of a table. Instead, you have drawn a picture of a table.

Pupil Sir, you taught us that a map is a diagram of an object. So I drew a sketch of a table.

Teacher Well, a map is a diagram; but, do you remember what a picture is?

Pupil We were taught that a picture is a diagram of an object.

Teacher Exactly, but from what direction do you look at this object?

Pupil Aah! I remember. It is a diagram of an object from the front.

Teacher Right! Now let us look at this table from above. What do you see?

Pupil I see only the upper part of the table. I do not see its legs.

Teacher Very good, now have you realised your mistake?

Pupil Yes, Sir! I should only sketch the upper part of the table. This looks rectangular in shape. I was not supposed to draw the legs of the table.

Teacher Very good! Now, can you differentiate maps from pictures?

Pupil Yes, Sir. A picture is an image of an object seen from the front. A map is a sketch of an object seen from above. It does not show the height of the object.



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Questions

1. Draw a map of a classroom showing different items found in it.
2. Draw a picture and a map of your house.

Exercise 4

Attempt the following questions.

1. What is a map?
2. What is the difference between a picture and a map?
3. Draw a map of the chalkboard, a cup and a bottle.
4. Draw a picture and a map of the following objects:
a tree, a cup, a table, a bucket, a chair, a plate, a book

Ask yourself

What are the uses of different pictures in our lives?



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Vocabulary

Camera	a device for taking pictures
Front	the most forward part of something
Image	a drawing or picture which looks like the object itself
Map	a drawing of an object as it is seen from above
Map reading	looking at a map and identifying objects you see from it
Object	anything which can be seen and touched
Painter	a person who draws pictures and colours them



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Chapter Seven

The Solar system

Welcome to Chapter Seven. In Chapter Six, you learned how to draw pictures. You also learned how to draw maps of different objects. In this chapter, you will learn about the Solar system. In addition, you will learn about the things which form the Solar system. You will learn about the advantages of the Sun and about other objects in the sky.

Ask yourself

What are the advantages of the Sun to human beings?

Things which form the Solar system

The Solar system is the arrangement of planets and other celestial bodies. All these revolve around the Sun. The Solar system is made up of stars and eight planets. Planets are large, round objects in space that move around the Sun. They do so through paths known as orbits. There are eight planets, namely Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

In addition, there are other bodies in the Solar system which are comets, asteroids, and meteoroids. The Sun is also part of the Solar system. Figure 1 indicates the arrangement of planets in the Solar system.



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Study the picture in Figure 1 then answer the questions in Exercise 1.

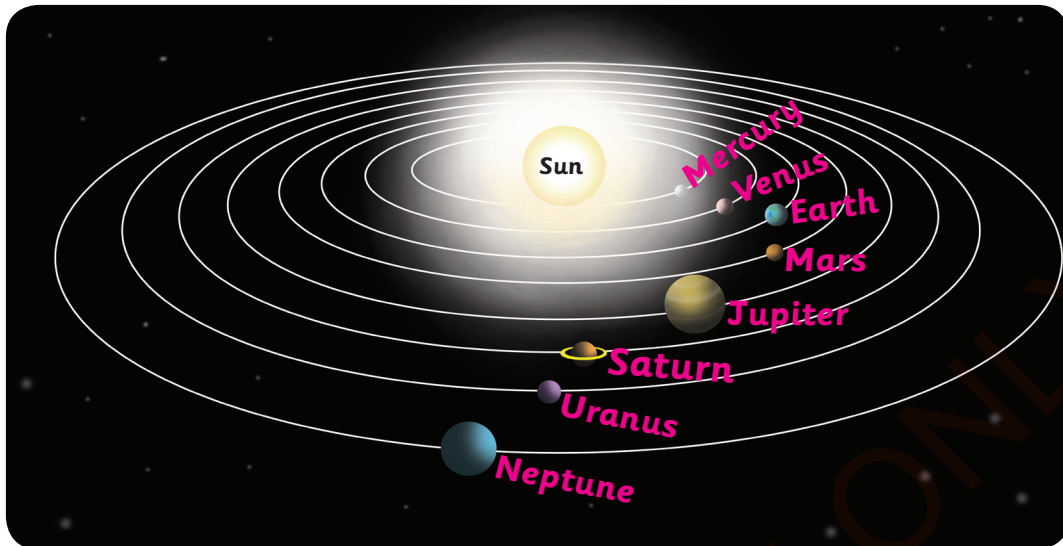


Figure 1 The Solar system

Exercise 1

1. Mention any three planets seen in the picture.
 - a. _____
 - b. _____
 - c. _____
2. What is the position of Earth in the Solar system?
3. Mention two planets that are the closest to Earth in the Solar system.
 - a. _____
 - b. _____
4. What are the other three objects found in the Solar system?
 - a. _____
 - b. _____
 - c. _____

Activity



Get out of the classroom and stay outside for a while. Come back to the classroom. Tell your friends what would have happened, if we had no Sun.





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The Sun

Read the following passage and then do Exercise 2.

The Sun is the largest object in the Solar system. It is at the centre of the Solar system. The Sun is very important to the lives of all living things.

The Sun provides heat to the earth. When the Sun heats the earth, the earth becomes the right place for animals to live in.

The Sun provides light. The light provides energy to the earth. Scientists make electricity from the energy known as Solar power.

The light from the Sun helps animals to see during the day and at night through the moon. The light also helps plants to grow.

In addition, Sunlight produces Vitamin D for our bodies. Moderate Sun keeps our bodies warm enough to function.

Exercise 2

Answer the following questions.

1. Write three advantages of the Sun to plants, humans, and animals.

Advantages of the Sun		
Plants	Humans	Animals

2. Write one sentence explaining how you use Sunlight in your life.



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The objects seen in the sky at night

At night, the sky looks different from how it looks during the day. At night, there is no Sunlight. Therefore, we use different sources of light. These include torches, candles, fire, and lamps. At night, people stay at home. While at home, they rest and sleep.

Think



What do you see when you look at the sky at night?

Study this picture and then do Exercise 3.



Figure 2 Objects seen in the sky at night

Exercise 3

1. What objects do you see in the picture?
2. What are the advantages of the objects you see in the picture?
3. Which type of lamps do you use to get light at night?





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Other objects seen in the sky at night

Read the story and then answer questions.

Amisa is the only child in the family of Mr Machupa. In their family, they live with their grandmother. At night, Amisa's grandmother likes to stay with them on the veranda. She spends most of her time telling stories to her grand-daughter.

One day, Amisa asked her grandmother, "Why do you like to stay on the veranda at night?" Her grand-mother laughed a bit and pulled her grand-daughter towards her. She then said, "My grand-daughter, Amisa, look at the sky and see its beauty. Look at the stars. They are shining. Look at the moonlight! It is shining everywhere. It is really a beautiful night. A night like this is called a 'moonlit night.'"

"My grand-daughter, this is why I like to sit on the veranda at night; there is no Sunshine. It is dark everywhere. The moon and the stars help to lighten the land. People like a moonlit night, because it is the time they relax at home and enjoy the movement of the moon, comets and shining of stars. My grand-daughter, I love moonlit nights."

Questions

1. Name the objects seen in the sky during the day and those seen at night.
2. What are the advantages of a moonlit night?



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Exercise 4

Answer the following questions.

1. List the things that are used to produce light at night.
2. Draw the objects that are seen in the sky at night.
3. Mention two advantages of air.

Vocabulary

Asteroid	a rocky or metallic body that moves around the Sun
Comet	a mass of ice and dust that moves around the Sun and looks like a bright star with a tail
Meteoroids	small rocky or metallic bodies in outer space; smaller than asteroids
Moonlight	the light of the moon
Planet	any of the large bodies that revolve around the Sun in the Solar system
Sky	the space we see from the earth where the Sun, the moon, and stars appear
Sunlight	light from the Sun
Veranda	a roofed and floored open space along the sides of a house
Visible	something that can be seen



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Chapter Eight

Our resources

Welcome to Chapter Eight. In Chapter Seven, you learned about the Solar system. You also learned about things which form the Solar system. Besides learning about the Sun, you learned about other objects in the sky. In this chapter, you will learn about resources owned by the family and school. You will also learn about the benefits of these resources. In addition, you will learn how to protect them.

Identifying and taking care of our family resources

Resources are everything that we have in our family to increase wealth. Examples of resources are livestock, land, and crops.

Read the following dialogue between Pamo and Pilika on resources. Then, answer the questions.

Pamo Hi, Pilika!

Pilika Hi, Pamo!

Pamo Yesterday I saw you carrying a bucket. Where were you going?

Pilika I was going to fetch water.

Pamo Aha! We have a water tap at home. We use this water for cooking food, cleaning, and watering the garden.

Pilika We also have a water tap, but we failed to pay our bills. So the service was disconnected.

Pamo Oh! Sorry. In our case we use water carefully. We also pay our bills on time. By the way, do you have trees?



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- Pilika** Yes. We have a tree farm from which we get firewood.
- Pamoa** Oh! We have a farm where we grow crops. We get food from the farm. In addition, we sell cash crops from the farm and get money.
- Pilika** We also have livestock. We get milk, meat, and manure from them.
- Pamoa** We raise poultry for meat, eggs, and manure.
- Pilika** We own a bicycle for carrying milk to the market.
- Pamoa** We have a car. We use it for carrying eggs, chicken, and farm products to the market.
- Pilika** Oh, so you have a lot of resources! Some family members fail to use their resources properly. As a result, they always have financial problems. Some of our family members at home also misuse our resources.
- Pamoa** We take care of our resources. We also educate family members on how to use them carefully.
- Pilika** We also keep and use them properly. We have decided to keep dogs to protect our resources from thieves.

Questions

Answer the following questions.

1. List the resources mentioned in the dialogue.
2. What actions in the dialogue indicate misuse of resources?





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Identifying resources of the family

Study these pictures and then do Exercise 1.

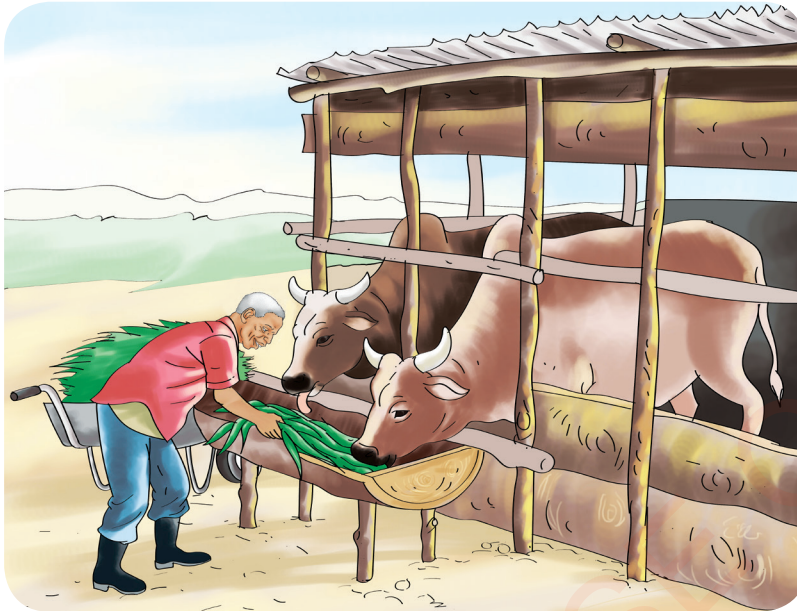


Figure 1 Resources of Mr and Mrs Paulo's family





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Exercise I

1. List the resources of Mr and Mrs Paulo's family.
2. If you were one of his family members, what additional resources would you suggest he acquire?

Questions

Do the following.

1. List the resources found in your family.
2. Name the benefits of these resources.
3. Mention ways of caring for your family resources.

Activity

Ask your parents ways to ensure appropriate use of your family resources. Share them with your friends in your class.

Identifying our school resources and taking care of them

Like our family, our school has its own resources.

Think



What resources does your school have?





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Study the picture in Figure 2 and then answer the questions.

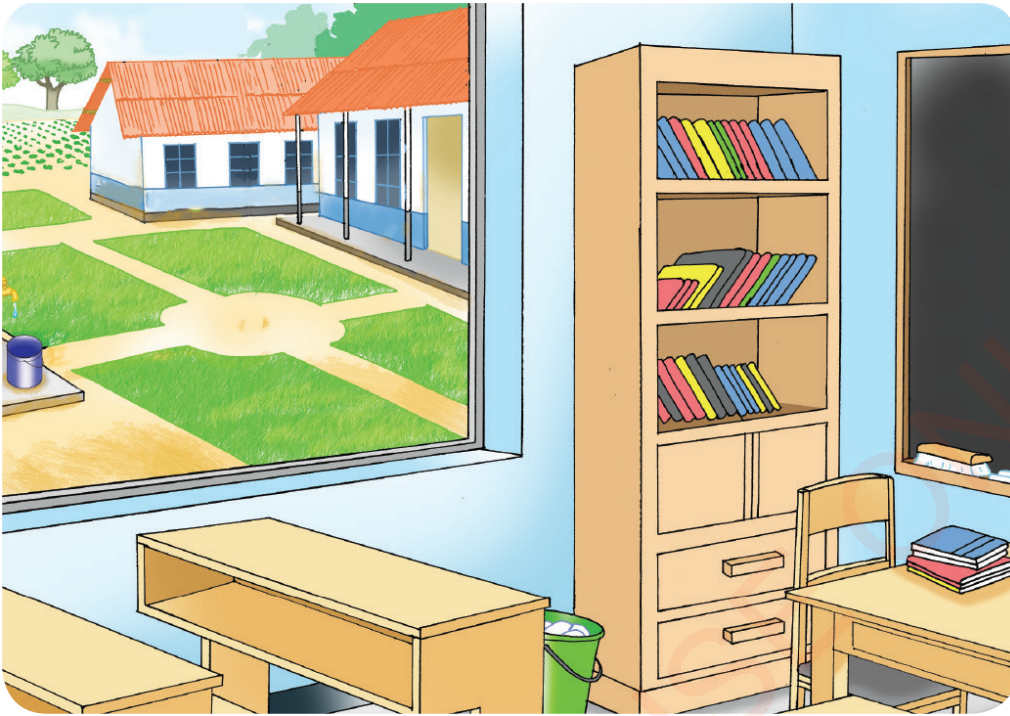


Figure 2 Resources of Kiwandani Primary School

Questions

Answer the following questions.

1. What resources do you see in the picture?
2. What are the resources available in your school?

Discussion



Discuss with your friend the different ways of taking care of your school resources.



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Resources of Jitegemee Primary School

Read the following passage and do Exercise 2.

My name is Baraka. I am a Standard Three pupil at Jitegemee Primary School. Our school has several resources. These resources include good buildings, desks, land, books, and tables. We also have a truck, cows, a shop, a plantation and tap water. We use the water for irrigation, cleaning and livestock. We use the truck for carrying fodder, milk, wood and crops.

These projects are sources of the school's income. We also get skills in running different projects. We take care of our school resources. Water taps are repaired regularly to avoid loss of water. We feed our cattle well. The school shop is managed by Mr Juma. He is also a teacher. He makes sure that the shop generates income.

When the desks are damaged, they are always repaired. Each pupil makes sure that our school resources are not damaged. This good behaviour helps us to protect the resources.

Exercise 2

1. What are the resources found at Jitegemee Primary School?
2. Which productive activities are done at Jitegemee Primary School?
3. What actions do you take to keep your school resources?

Fill in the blanks.

4. Livestock, land, and crops are examples of
5. Acts that can damage family resources are and



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Ask yourself

What will happen if we do not use our resources properly?

Vocabulary

Bill	cost to pay after using a service
Fodder	food given to domestic animals like cows, sheep, and goats
Household	all the people living together in a house or flat/apartment
Livestock	animals kept by people
Misuse	use badly
Project	a piece of planned work that is finished over a period of time to achieve a particular purpose
Resources	things which have economic value that increase wealth
Tap water	water that comes through a tap



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Chapter Nine

Income generating activities

Welcome to Chapter Nine. In Chapter Eight, you learned about resources belonging to the family and school. You learned different ways of taking care of family and school resources. In this chapter, you will learn about activities used to generate income for the family. You will also learn about activities each member of the family can do to generate income.

Identifying income generating activities in the family

We need food, clothing and shelter to survive. These are the basic needs for every human being. We can get them by working hard. Income generating activities include fishing, farming, trading, mining, bee-keeping, poultry keeping and livestock keeping.

We get food and money by participating in these activities. For example, when we cultivate land and grow crops, we get food. We also sell part of the crops to get money. We use the money we get to buy clothes. We also use the money for building houses.

Each family has its own daily needs. To meet these needs, many families take part in income generating activities.

Think



Have you ever seen people participating in income generating activities? What were they doing?

Questions

Answer the following questions.

1. What are the basic needs of every human being?
2. Give examples of income generating activities in your family.

Identifying income generating activities

Study the pictures in Figure 1 and then do Exercise 1.

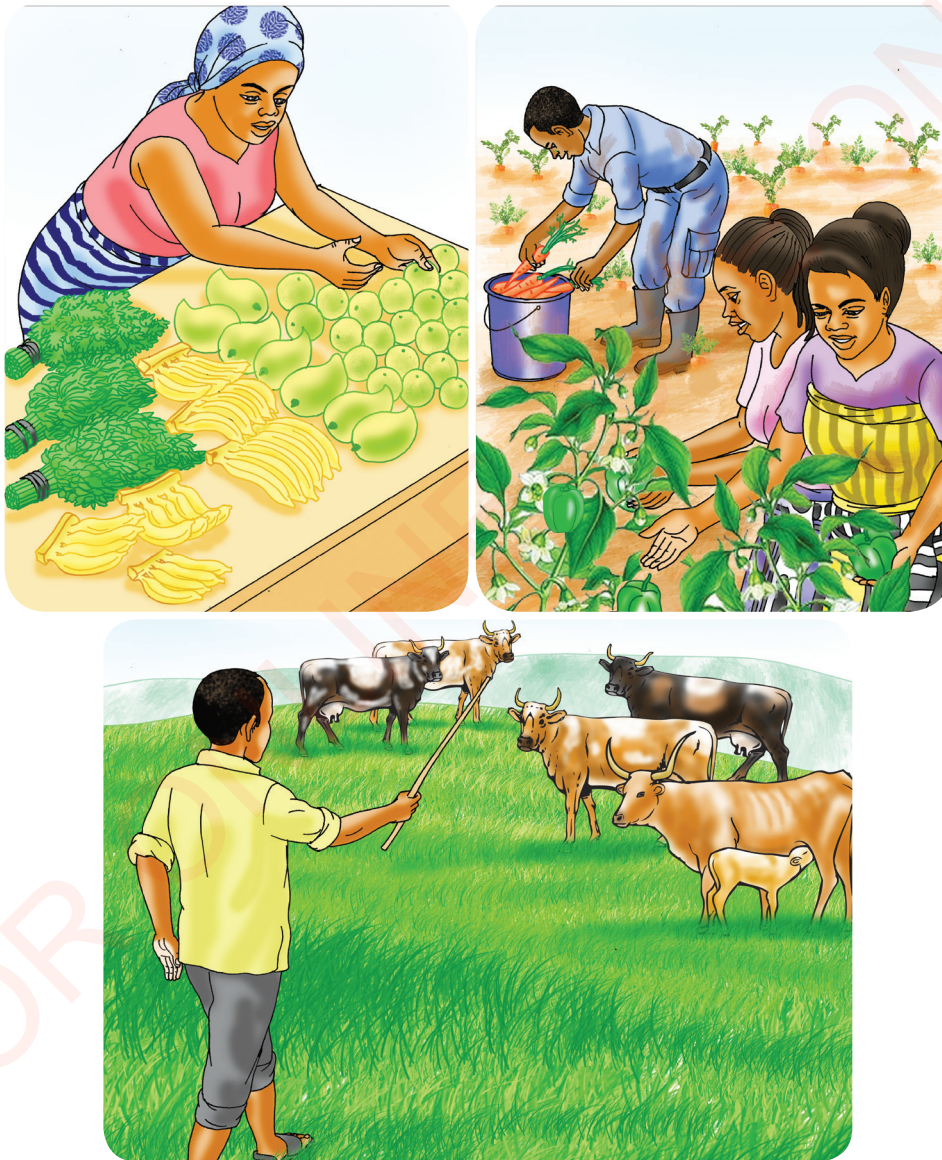


Figure 1 People taking part in different income generating activities



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Exercise 1

1. What activities do you see taking place in Figure 1?
2. What are the advantages of the activities shown in Figure 1?

Income generating activities of Mr and Mrs Chapakazi's family

Read the following passage and then do Exercise 1.

The family of Mr and Mrs Chapakazi lives in the Tumaini suburb. The place is near Tupendane Town. Mr Chapakazi is a teacher at Maendeleo Primary School. Mrs Chapakazi is a nurse at Amani Dispensary. Their children are Tumaini, Faraja, and Upendo. These children study at Maendeleo Primary School.

They take care of their vegetable garden in the evening and weekends. They also raise chicken for eggs, meat and manure. Apart from gardening and chicken raising, the family runs a shop. Different goods are sold in the shop. These include rice, sugar, maize-flour, cooking-oil, and stationery.



Figure 2 The family of Mr and Mrs Chapakazi taking part in income generating activities





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The division of labour among family members is very clear. When Mr and Mrs Chapakazi are back from their jobs, they work in their vegetable garden. They sell these vegetables to increase the family's income.

Faraja and Tumaini return home from school on time. While at home, they feed the chicken and collect eggs. Eggs are used as food for the family. They are also sold to get money. While Faraja and Tumaini are feeding the chicken, Upendo is working in the shop.

The family of Mr and Mrs Chapakazi grows food crops as well. Mr and Mrs Chapakazi prepare the garden soil for sowing seeds. The children take part in sowing seeds. Their family is very successful and famous in their area because of their co-operation in income generating activities.

Exercise 2

1. What are the income generating activities mentioned in this passage?
2. From the passage, what are the responsibilities of each family member?
3. What lessons have you learned from the passage?

Activity

1. Write different income generation activities that can be done in your family.
2. Tell your friends how you participate in your family income generating activities.



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Questions

1. List the income generating activities which are carried out in your family.
2. Explain the disadvantages of not co-operating in family income generating activities.
3. List income generating activities which are carried out in your community.
4. What income generating activities would you prefer to do in the future? Why?

Ask yourself

What will happen if we do not participate in income generating activities?

Vocabulary

Asset

something of value a person owns

Collaborate

work together

Dispensary

a place where sick people get treatment

Income

money that is earned from work or business

Income generating activities

things that you do to earn more money

Labour

work, especially physical work

Nurse

a person whose job is to take care of people who are ill or injured

Suburb

residential area near the outside part of a town



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Chapter Ten

Opportunities in various areas

Welcome to Chapter Ten. In Chapter Nine, you learned about income generating activities. You also learned about the responsibilities of each family member in such activities. In this chapter, you will learn about economic opportunities available in different areas. You will learn about opportunities that good farming land and rainfall can provide.

Identifying opportunities for income generating activities in different areas

Income generating activities depend on the opportunities available in the environment. People who live in forest areas keep bees. They also produce bee products, such as honey and wax. They sell these products to get money.

Some people live near rivers, lakes, dams and oceans. They fish and sell fish and their products. Some live in places where there are many people. These people do business.

Other people live in areas where there is enough rainfall. They engage in farming activities. All these types of work are income generating activities. These activities are also called economic activities.

Think



What opportunities for income generation are found in the area you live?



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Study Figure 1 and then do Exercise 1



Figure 1 People doing business

Exercise 1

1. What economic activities do you see in the picture?
2. What are the advantages of the economic activities shown in the picture?



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Opportunities in fertile land areas

Read the poem below and then do Exercise 2

A fertile land,
The land that provides food,
Cereals, fruits and vegetables,
Our bodies get healthier.

We do business,
By selling products,
Where much money is obtained,
Resulting in better life.

Rearing not left behind,
Due to availability of grass,
Milk, meat and leather are found,
Because of fertile land.

Exercise 2

Answer the following questions.

1. Mention the opportunities available in the area you live.
2. Mention opportunities available from fertile land.
3. Name crops that are cultivated on fertile land.
4. What are the advantages of keeping animals?

Opportunities in areas with good rainfall

Rain is very important in our lives. Areas with high rainfall provide many opportunities for creating wealth.



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Discussion



1. What benefits do we get from rain?
2. Is there any difference between the land on which there is rainfall and where there is no rain?

Some opportunities in rainfall and fertile land areas



Figure 2 Opportunities in fertile areas with enough rainfall



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Read the following story and then answer the questions.

One day, Sikujua and her mother were returning from the farm. The farm was far from their home. On their way back, they felt tired. They decided to rest under a tree. It was in the evening, and it was getting dark. Sikujua asked her mother, “Mother, why is it getting dark earlier today?”

Her mother answered, “It is getting dark because of the rain clouds. It looks like it is going to rain.” Sikujua then said, “Why are you happy when it is about to rain? Personally, I am not happy when it rains. Rain will prevent me from going to school. Rain may even bring floods and damage our bridge.” Her mother replied, “My daughter, we need the rain. It helps us grow our crops. Without rain, we cannot get food.” Sikujua said, “Yes Mom, I understand. Rain is very important.” Her mother added, “Rain also supports the growth of grass for our cattle.”

Sikujua also said, “When it rains, we fish in the river. We also harvest water and sell it to other people and earn some money.” Her mother said, “Sikujua, do you remember last year? When it rained, we caught many edible grasshoppers?” Sikujua said, “Yes, I remember, Mom. We ate a lot of grasshoppers. We also sold some of them. Rain really creates so many opportunities.”

Questions

1. What opportunities do areas with enough rain provide?
2. What activities do people in your community do when it rains?
3. What are the disadvantages of too much rain?



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Study the following picture and then do Exercise 3.

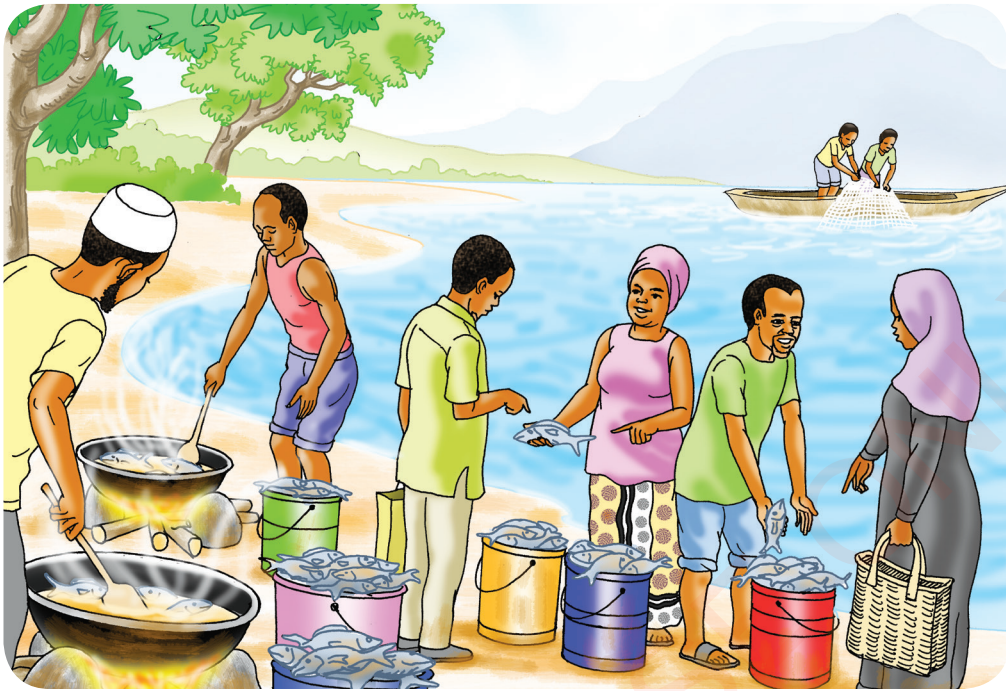


Figure 3 People fishing, processing, and selling fish

Exercise 3

1. What opportunities are brought by rain as seen in the picture?
2. What other income generating activities are available in areas with enough rainfall?
3. Identify the benefits of fertile land.
4. Mention income generating opportunities available where you live.

Ask yourself

What will happen if it does not rain for a long time?



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Vocabulary

**Edible
grasshoppers**

insects that people can eat

Floods

a large flow of water caused by rain, which sometimes causes damage

Furniture

all movable things such as chairs, tables, beds, cup boards, shelves and dressing tables found in a building

Manufacture

make goods using machines

Nuisance

something causing lack of order and peace

Opportunity

a situation for doing something profitable

Wealth

the amount of property or money that one owns



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Revision Questions

Part A: Choose the most correct letter to answer the following questions.

1. Temperature is measured by an instrument called a ____.
(a) ruler
(b) thermometer
(c) tape measure
2. Everything that surrounds human beings is called _____.
(a) the environment
(b) school
(c) home
3. The source of heat is the _____.
(a) rain
(b) clouds
(c) The Sun
4. A child of your uncle is known as _____.
(a) aunt
(b) cousin
(c) nephew
5. One thing that maintains our Tanzanian culture is _____.
(a) cultural games
(b) Mdumange
(c) Mdundiko





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Part B: Write **True** for correct statements and **False** for incorrect statements in the blank spaces.

6. Rainfall helps grow crops. _____
7. A clean environment is a source of diseases. _____
8. A sweater and a jacket are clothes worn in cold areas. _____
9. Livestock and land are sources of income. _____
10. The Sun is the largest object in the Solar system. _____

Part C: Fill in the blanks to complete the following questions.

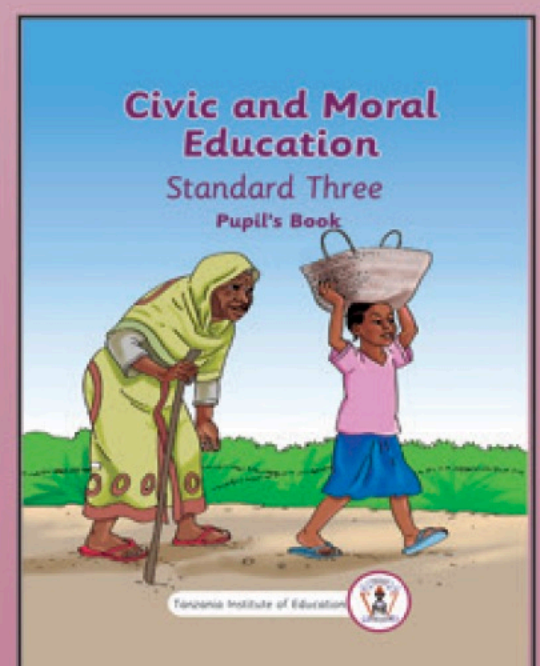
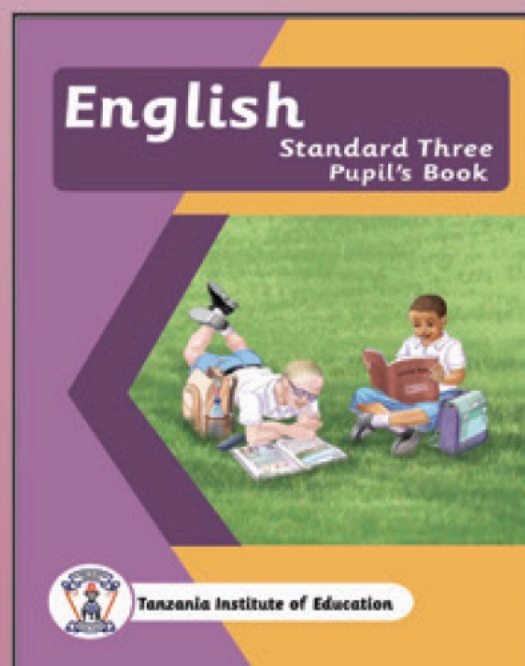
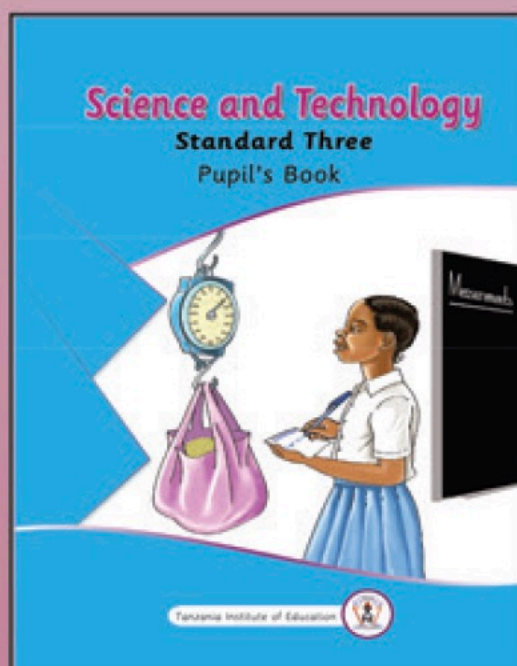
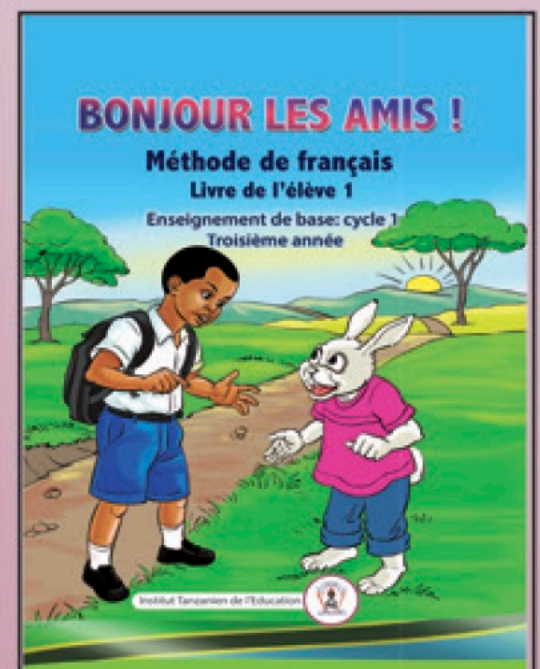
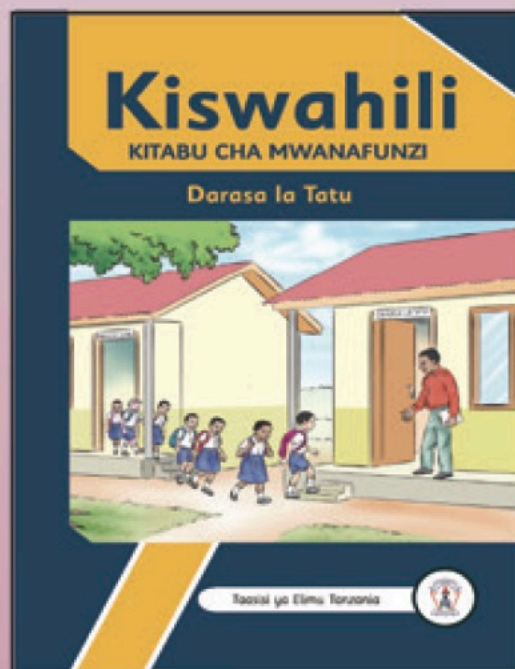
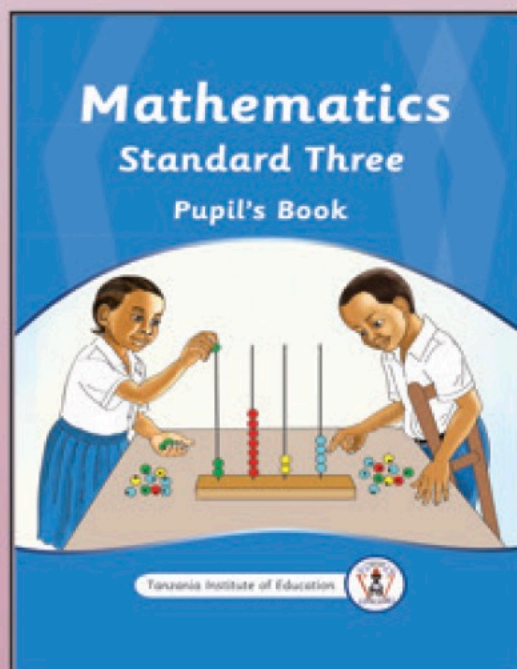
11. Tools that are used for cleaning the classroom are _____, _____ and _____.
12. The first president of our country is _____.
13. The fifth president of our country is _____.
14. Two advantages of having good friends are _____ and _____.
15. Tanzania is a union between Tanganyika and _____.
16. Tanganyika became independent in the year _____.
17. The founders of a family are _____ and _____.
18. Name three resources available in your school.
(a) _____
(b) _____
(c) _____
19. Two benefits of rain are _____ and _____.
20. Draw a classroom map and show the teacher's table, chalkboard and desks or tables.



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ISBN 978-9987-09-323-6



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