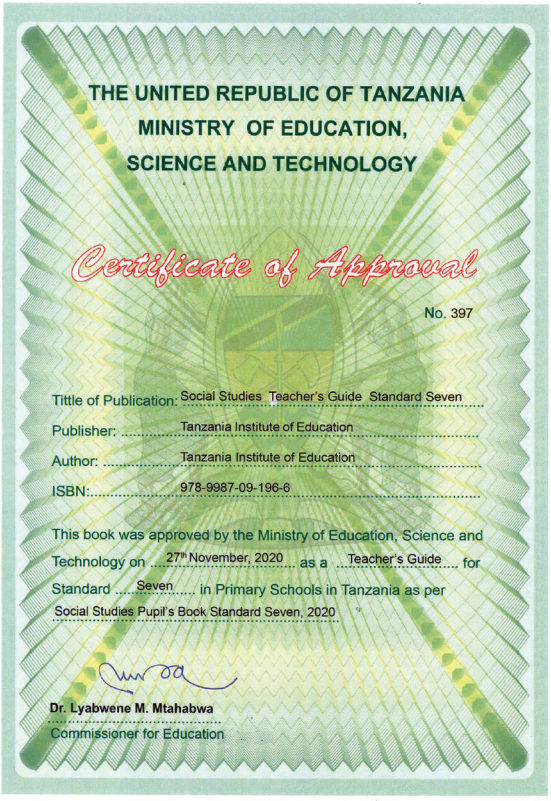
Social Studies

Teacher's Guide

Standard Seven



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Tanzania Institute of Education

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Introduction

This is the fifth book in a series of five Teacher's Guide on Social Studies for Primary Schools from Standard Three to Seven, prepared specifically for Standard Seven. The guide is prepared in respect of the Pupil's Textbook, which is in line with the 2020 Social Studies Syllabus for Primary Schools issued by the Ministry of Education, Science and Technology. The guide is intended to help you in facilitating the intended knowledge and skills to pupils. This guide consists of 12 chapters which are: Natural hazards, Human development and production tools, Climate of Tanzania, Tanzanian traditions and customs as well as Transportation and cooperation between Tanzania and other countries. Other chapters are the impacts of the techniques used for struggle of independence in Africa, Development in post Tanzania independence, Uses of maps, Solar system, Population and settlements, Economic activities in East African Community and Entrepreneurship.

This guide intends to help you in facilitating in development of the expected competencies. The guide includes pupil's activities, learning and teaching resources as well as steps to be followed when facilitating. In addition, the guide provides model answers for each exercise. Similarly, you are advised to use the real environment as well as improvisation of the teaching and learning materials so as to enable a pupil to develop the needed competencies. However, you are advised to create, develop and use other teaching and learning strategies.

The Pupil's Book includes passages, illustrations, practical activities and exercises that facilitate learning. You are required to encourage pupils to perform all activities and do all exercises in their Textbook together with other assignments you can provide to them. Allow them to attempt assignments individually and in groups. You are also requested to encourage pupils to participate effectively as per your time to time instructions. This will enable them to develop the intended competencies.

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Chapter One

Natural hazards

Introduction

In Standard Six, the pupil learnt about the concept of climate change, global warming and the relationship between human activities and global warming. Similarly, the pupil learnt about natural hazards caused by global warming, their effects and countermeasures. In addition, the pupil learnt how to control environmental degradation. In this chapter, the pupil will learn about natural hazards and measures to control their effects. Specifically, they will learn about fire hazards, their effects, prevention of fire and rescue operations. The competencies gained in this chapter will enable the pupil to identify natural hazards and take appropriate measures to reduce their effects.

Pupil's activities

(a) Analysing different types of natural hazards and their effects on human activities and the environment

(b) Identifying sources of natural hazards by relating one source to another

(c) Identifying mitigation measures against natural hazards and providing relevant examples

(d) Identifying the sources of fire hazards and the procedures to prevent them

(e) Explaining principles of firefighting and rescue operations and how to use them in their surrounding environment

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Teaching and learning resources

1. Pictures showing the effects of natural hazards such as earthquakes, volcanic eruptions, landslide, and fire outbreaks.
2. Pictures showing some of the human activities that contribute to the occurrence of fire hazards such as smoking, use of various energy sources such as gas and electricity, agriculture and livestock keeping, hunting, and honey gathering.

Teaching steps

Ask questions about one of the standard six topics on hazards caused by environmental degradation. Then, use pupils' responses to relate to this topic on natural hazards.

1. Guide the pupils to:

(a) Brainstorm about the concept of natural hazards;

(b) Read texts on the concept of natural hazards; and ask comprehensive questions.

(c) Brainstorm about earthquake;

(d) Read the text on earthquakes and their effects;

(e) Read the text on the precautionary measures to take in response to the effects of earthquakes;

(f) Discuss in groups about the precautions to take in dealing with the effects of earthquakes;

(g) Present to the class the precautions to be taken in response to the effects of earthquakes;

(h) Attempt Exercise 1 in their exercise books, then mark and correct their mistakes.

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2. Guide the pupils to:

(a) Read the text on volcanic eruption, its effects and precautions to be taken to respond to the effects of volcanic eruptions;

(b) Attempt Exercise 2; then mark and correct their mistakes;

(c) Read the text on landslide, impacts of and precautions to prevent the occurrence of landslides;

(d) Attempt Exercise 3 and Activity 1; then mark and correct their mistakes;

(e) Read the text about tsunami and its appearance as in Figure 6, its effects and then examine Figure 7;

(f) Read the text about precautions to be taken to respond to the effects of a tsunami;

(g) Attempt Exercise 4; then mark and correct their mistakes;

(h) Read texts on fire hazard;

(i) Attempt Exercise 5; and then mark and correct their mistakes;

(j) Read texts on fire hazards and firefighting and rescue principles;

(k) Attempt Exercise 6 in their exercise books, then mark and correct their mistakes;

(l) Read texts about prevention of fire hazard;

(m) Conduct Activity 2 and attempt Exercise 7, then mark and correct their mistakes.

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Answers

Exercise 1

1. Effects of earthquake include:
   (a) Environmental degradation and destruction of settlements;
   (b) Outbreak of diseases;
   (c) Fire outbreak;
   (d) Occurrence of the tsunami; and
   (e) Rise or fall of the sea level.
2. Reasons that qualify earthquake to be a natural hazard include the following:
   (a) An earthquake occurs in the upper layers of the earth's crust and is caused by natural forces. These natural forces that are caused by the pressure from the molten materials penetrate and crack the rocks on the ground; and
   (b) The movement of earth's plates that cause waves in the ground which shake the rocks of the earth's crust and cause earthquakes;

Exercise 2

(a) Figure 3, shows the following:
   (i) A volcano that spreads and covers part of the road;
   (ii) Cars immersed in lava;
   (iii) Houses on fire; and
   (iv) A forest on fire.

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(b) To avoid the effects of a volcanic eruption, the community should take the following precautions:

(i) Adequate education should be provided to the community regarding the meaning, source, impact, and precautionary measures with regard to a volcanic eruption;

(ii) Relevant authorities should provide early warnings about the signs of a volcanic eruption;

(iii) Construction activities should consider the nature of the areas and their vulnerability to volcanic eruptions or they should construct houses at least 50 kilometres from the source of volcanic eruptions;

(iv) The community should be advised on the actions to be taken during a volcanic eruption near residential areas. They should run away from lava flow, avoid stepping on molten materials, and wear face masks;

(v) People are advised to stay indoors making sure that objects do not fall on them to cause them harm.

(c) The type of support according to Figure 3 (c) may be:

(i) Health care;

(ii) Food services;

(iii) Clothing services;

(iv) Accommodation services;

(v) Restoration of infrastructure; and

(vi) Restoration of settlements.

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Exercise 3

1. The effects of landslide may include the following:
   (a) Damage to infrastructure, farms, property and animals;
   (b) Death of humans, other organisms and vegetation; and
   (c) Loss of soil fertility by removing the upper part of fertile soil.
2. Measures to reduce landslide may be as follows:
   (a) Avoid arbitrary mining operations and construction activities;
   (b) Control deforestation and burning of vegetation, especially on steep slopes;
   (c) Promote tree planting campaigns (afforestation and reforestation) in open and steep slope areas; and
   (d) Educate the public about the effects of landslide.
3. Floods have the tendency of eroding the top layers of fertile soil and the soil to absorb more water which leads to landslide. Volcanic eruption contributes to the formation of cracks; and if the ground is weak it may collapses easily especially if the slope is steep. Earthquakes may leave some parts of the ground especially the rocks, very weak. This causes the soil to become less compacted and makes it easier for landslide to occur.
4. Indicators that show the possibilities of landslide to occur may be:
   (a) Occasional minor quakes;
   (b) Presence of large and small cracks in the ground;
   (c) Land subside; and
   (d) Increased soil moisture in slopy areas.

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5. Burning of forests can contribute to landslide because forest fires damage or dry up vegetation. Also, compaction of the soil in the burnt area is reduced or weakened. This contributes to landslide.

Exercise 4

1. Tsunami is a Japanese word which means a *harbour wave*. Tsunamis are huge ocean waves.
2. The cause of a tsunami may be earthquakes under the ocean floor, volcanic eruptions, falling meteors in the ocean, displacement of the ocean floor, and testing of nuclear bombs.
3. Areas near the Pacific Ocean are frequently affected by tsunamis because they are prone to major earthquakes.

Exercise 5

1. Improper honey gathering can cause fire when the beekeeper decides to chase bees from the hive by starting fire under a tree. If he/she is not careful, this fire could spread over a large area, especially during the winds. This may lead to fire outbreak.
2. Lightning and extreme heat from the atmosphere causes fire outbreak and burning of wood dust, dry leaves and grasses, leading to easy spread of fire.
3. Fire hazards can occur due to:
   (a) Burning of forests;
   (b) Honey gathering by using fire;
   (c) Hunting activities, especially when fire is used to chase wild animals in the forest;

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(d) Improper use of gas, oil and electricity;

(e) Agricultural activities such as using fire to clear the field;

(f) Volcanic eruptions;

(g) Lightning; and

(h) Extreme heat from the atmosphere.

Exercise 6

1. When extinguishing fire, you are advised to leave the back door open to allow air ventilation. Also, when it becomes difficult to control the fire then it becomes easier to get out of the building to save your life and avoid further impacts.

2. Some of the principles to consider when extinguishing fire:

   (i) The type of fire source;

   (ii) Presence of fire extinguishers;

   (iii) One's safety and that of others;

   (iv) Exit door and easy way to get out; and

   (v) To know the number of people and their location.

3. We are advised to switch off the main switch before extinguishing fire caused by electricity to prevent it from spreading and causing further damage to the surrounding areas.

Exercise 7

1. B
2. D

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3. C
4. D
5. B
6. TRUE
7. TRUE
8. TRUE
9. FALSE
10. TRUE
11. Earthquakes, volcanic eruptions and falling of meteors on the ocean.
12. Landslide
13. Mount Kilimanjaro, Mount Oldonyo Lengai and or Mount Rungwe
14. Destroy biodiversity, remove nutrients from the soil, capacity of soil to absorb water is reduced, death of living organisms and air pollution.
15. The pupil should describe all the steps after identifying the natural hazard they have heard of or witnessed focussing on the following details:
    (a) When the hazard occurred;
    (b) Its source;
    (c) The way it was dealt with;
    (d) Its negative impact to the community concerned; and
    (e) The lesson learnt from it.
16. Natural hazards are major and sudden catastrophic events that are caused by natural forces, while human induced hazards are caused by various human activities.
17. Precautions to be taken to avoid the effects of tsunamis in Tanzania:

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(a) Testing and use of nuclear bombs and explosives in the ocean

(b) Avoid building along the shores;

(c) Education about tsunami warnings; and

(d) Listening to media reports on the weather.

18. D
19. K
20. J
21. B
22. E
23. G
24. H

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Chapter Two

Human development and production tools

Introduction

In this chapter, the pupil will learn the concept of tools, Stone Age, Iron Age, and Digital Technological Age and their contribution to human development. They will also learn how human beings have physically evolved along with their advancements in technology. Similarly, they will learn to compare advantages and disadvantages of using the stone tools, the iron tools and the digital technological tools. They will also learn about economic, social and cultural changes in human development resulting from the discovery and use of iron tools. In addition, the pupil will learn to identify uses of the modern age technological tools and their advantages and disadvantages. The competencies gained in this chapter will help them discover and create better means and tools of production.

Pupil's activities

(a) Explaining the concept of tools

(b) Describing the technological advancement of human beings in the Stone Age, the Iron Age and the Digital Technological Age

(c) Linking technological advances with human evolution and improved quality of human life

(d) Identifying current tools and analysing disadvantages of their use

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Teaching and learning resources

1. Photographs and drawings of fossils of Early, Middle and Late Stone Age tools or actual tools, if available.
2. Pictures and drawings of Iron Age tools or real tools, if available.
3. Pictures and drawings of the tools and machines under the Digital Technological Age.
4. Map of Tanzania showing places where remains of the Early Stone and Iron tools have been discovered.
5. A portrait or diagram depicting the physical evolution of humans from the beginning of the Stone Age.
6. Original tools or pictures and drawings of various modern tools.

Teaching steps

1. Guide the pupils to:

(a) Brainstorm the meaning of tools and the need for humans to use tools. Review pupil's response and make improvement where needed.

(b) Read the text on the concept of tools and the Stone Age then ask comprehension questions. Attempt Exercise 1. Correct and give them feedback.

(c) Read the text on the development in the Stone Age and Early Stone Age, then ask comprehension questions. Provide correct answers every time as need arises.

(d) Explore Figures 1 and 2 through the following questions then check accuracy of the responses and provide feedbacks:

(i) What actions do you see in Figure 1?

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(ii) Do you think such actions are easy?

(iii) Why did you answer that way?

(iv) What do you see in Figure 2?

(v) Describe the appearance of the tools.

(vi) Would you like to use such tools?

(vii) Why did you answer that way?

(e) Inspect Figure 2 under Activity 1 then coordinate the activity to ensure the achievement of intended objective.

(f) Read the text on remains of Early Stone Age tools, then ask oral questions.

(g) Investigate Figures 3 and 4 with the following guided questions.

(i) Which are the specific places shown on the map?

(ii) Are such places important to the Tanzania's history?

(iii) Why did you answer that way?

(h) Attempt Exercise 2. Check accuracy of the answers, then provide feedback.

(i) Read the text about the Middle Stone Age then ask comprehension questions. Agree on common understanding.

(j) Examine Figure 5 and 6 with the following leading questions.

(i) What do you see in Figure 5?

(ii) What is the difference between the chimpanzee on a tree and the human being on your first left side?

(iii) What is the difference between the first human on your left and the first one on your right?

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(iv) What do you think was the cause of those differences?

(k) How do tools in Figure 6 differ from those of Early Stone Age? Then guide pupils to do Activity 2.

2. Guide pupils to read the text under the subheading "the discovery of fire"; then examine Figure 7. They can be guided by the following questions:

   (i) Which actions do you observe in Figure 7?

   (ii) Which challenges do you think the people in Figure 7 are facing?

   (iii) Compare availability of fire in this era to what you see in Figure 7.

3. Guide the pupils to read the text that appears under Figure 7. Then, guide them to do Activity 4 and they should respond to questions 3. Mark their responses and give them feedback.

4. Guide pupils to read the text titled "The Late Stone Age" then they should look at Figures 8 and 9. They should be guided by the following questions:

   (i) Briefly describe the tools you see in Figure 8.

   (ii) What are the differences between the tools in Figures 8 and 9?

   (iii) Which tools do you think were the easiest to make? Why do you think so?

   (iv) What do you think were the easiest tools to use? Why do you think so?

   Then direct them to work on number 5.

5. Guide pupils to read the text under the subheadings "Beginning of animal husbandry" and " Beginning of crop cultivation" together

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with the texts in the comparison columns of developments during the Stone Age. Then guide them to answer questions in Exercise 4. Mark the pupils' responses and give them feedback.

6. Guide pupils to read the text under the subheading, "Development in the Iron Age"; then look at Figure 10. The exercise can be guided by the following questions:
   (i) What do you see in this figure?
   (ii) What was the significance of work in the community?
   (iii) What does this teach us about technological advancements in the past?

7. Guide pupils to read the text under the subheading "Types of iron tools and their uses" and look at Figures 11 (a) and 11 (b). They can be guided by the following questions:
   (i) What do you see in this figure?
   (ii) How do these tools differ from the Late Stone Age tools?
   (iii) What are the characteristics of iron tools?

   Then, guide them to do Activity 6.

8. Guide pupils to read the text under the subheading "Benefits of using Iron Tools" and look at Figures 12, 13 and 14. You can guide them using the following questions:
   (i) What does this figure mean?
   (ii) Was the work useful in the community?
   (iii) Explain the reasons for your answer.

9. Guide pupils to read the text under the subheadings "Emergence of division of labour and responsibilities in the household and in the community" and "the beginning of the exchange of goods".

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Then examine Figure 15. You can guide them using the following questions:

(i) What do you see in this figure?

(ii) What are the benefits of the ongoing activities?

(iii) What do these activities mean about production in the community?

10. Guide pupils to read the text under the subheadings "Cultural Change" and "Clothing and Language"; then look at Figure 16. You can use the following questions to guide them:

(i) What do you see in this figure?

(ii) Is there any indicator of cultural development?

(iii) Explain the reasons for your answer

Then answer Exercise 5. Correct pupils' responses and give them feedback.

11. Guide pupils to read the text on the Digital Technological Age.

(i) Explain the meaning of the Digital Technological Age.

(ii) How have the Digital Technological Age tools been useful for human development?

(iii) Guide pupils to give examples of the Digital Technological Age tools.

12. Guide pupils to read the texts under the headings "Modern production tools", "Hand-operated tools and animal-pulled tools"; then, look at Figures 17, 18, 19, and 20. Guide the pupils using the following questions:

(i) What do you see in this figure?

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(ii) How does the activity benefit people and the community?

(iii) How do these tools differ from the tools used during the Iron Age?

13. Guide the pupils to read the text under the heading "Digital Technology Tools", and look at Figure 20. You can guide them using the following questions:

    (i) What do you see in this figure?

    (ii) What are the benefits of the activity to the community?

    (iii) What is the effect of this activity on the community?

14. Guide pupils to read the text under the subheading "Effects of Using Digital Technology tools". Then, guide them to do Activity 7.

15. Guide pupils to respond to questions 6. Mark pupils' responses and give them feedback.

Answers

Exercise 1

1. (a) Working tool.

   (b) An era during which humans made and used stone tools.

2. Cultivating, cutting, carving, protecting and hunting

Exercise 2

1. Animals were not intelligent to make tools; while humans designed and made tools for specific tasks.

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2. (a) The hair protected them from the cold.

   (b) The hair protected them from bruises.

3. Fossils:
   - (a) Indicate the type of tools that humans used and the level of technology that was used to make them.
   - (b) Indicate the species of animals that humans hunted or reared that were in their environment
   - (c) Indicate the type of crops they grew and ate.

4. Paintings show:
   - (a) The tools that humans used.
   - (b) The animals present in the environment.
   - (c) Social activities that were taking place.
   - (d) Traditional and indigenous beliefs.

Exercise 3

1. The answer: Humans were able to see far.
   - (a) This enabled them to see enemies in advance and to defend themselves.
   - (b) They were also able to see prey more easily.
   - (c) Similarly, they began to use hands to pick up things, repair, hold, and use tools.

2. The answer: For burning or cooking food. So, the food was smoothened and eaten easily.

   Or

   It was used for warming the bodies. This enabled them to move and live in extremely cold climates.

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Or

For hunting wild animals

Exercise 4

1. Guide pupils to explain the reasons why pastoralists stopped nomadism or wandering. For example:
   (a) There was no need of chasing wild animals for long distances.
   (b) They had to protect and feed their own animals.
2. Guide pupils to describe changes in human life caused by the cultivation of food crops. For example:
   (a) They improved nutrition and thus they were able to reproduce more.
   (b) People were living in permanent settlements with adequate food.
   (c) Emergence of leadership in the community.
   (d) Emergence of the division of labour and responsibilities in the family and community.
   (e) The beginning of art and craftsmanship.
   (f) People started exchanging goods.
3. The family or household could not produce on its own all its basic needs. They exchanged the surplus goods they produced to get other goods they did not produce.

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Exercise 5

1. (a) The tools were stronger and more durable.
   (b) Tools were designed for specific uses.
   (c) People were enabled to cultivate larger areas and thus produced more crops.
   (d) Division of labour.
   (e) Emergence of artisans and artists.
2. (a) FALSE: There was an expansion of agricultural activities, and wealth production increased.
   (b) TRUE: People were healthier and the fertility increased.
   (c) FALSE: Increased family responsibilities forced the division of labour where women focused on household chores.
   (d) FALSE: A household could not produce all its necessities. People had to exchange products they produced to get other products they did not produce.
   (e) TRUE: Language facilitated communication among people of the same or different communities.

Exercise 6

1. Human beings have the ability to design, make and use tools to produce wealth and to protect themselves.
2. (a) TRUE

   REASON: People were very few and they were nomadic; they moved from one place to another in search of food and shelter.

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(b) FALSE:

REASON: They had poor tools that were only picked, used and discarded.

(c) FALSE:

REASON: During those days humans began to make and use tools. But the chimpanzee did not have that ability.

(d) FALSE:

REASON: It presents the image of humans and their tools, animals they domesticated or hunted and their social activities.

3. (a) Blacksmiths: Making iron tools;

(b) Potters: making pots, jars and containers by using clay soil.

(c) Weavers: weaving hats, knives, mats, baskets, and ornaments.

(d) Sculptors: carving utensils such as grinding tools, wooden spoons, and pans.

4. (i) Middle

(ii) *Ulindi* and *uwimbombo*

(iii) Picking fruits, hunting animals and digging roots

(iv) Dogs

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5. (a) More positive results or effects as follows:

(i) Carrying large and heavy loads

(ii) Save time of travelling or transporting cargo

(iii) To increase income of the owners of the machines or vehicles

(iv) Reducing discomfort and fatigue while working

(b) The most negative effects are as follows:

(i) Soil compaction.

(ii) The oil discharged from these machines damage the soil.

(iii) The oil discharged from these vessels pollutes water sources on which humans, plants and animals depend.

(iv) Operators and users of these vehicles may get accidents.

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Chapter Three

Climate of Tanzania

Introduction

In Standard Six, the pupil learnt about the meaning of weather and the elements of weather, which are temperature, atmospheric pressure, rainfall, humidity, cloud cover and sunshine. They also learnt how to measure those elements of weather and describe seasons of the year. In this chapter, the pupil will learn about the concept of climate and the factors that affect climate in Tanzania. In addition, they will learn about the climate zones of Tanzania and their characteristics. They will also learn how to link each climate zone with its respective economic activities. In addition, they will learn about climate change and its effects on daily activities in the respective zone. The competencies gained in this chapter will help the pupil to plan and carry out their activities based on the climatic conditions of the respective area.

Pupil's activities

(a) Explaining the factors affecting the climate of Tanzania

(b) Identifying the climate zones of Tanzania, their characteristics and how they affect their daily activities

(c) Analysing climate change in Tanzania and its impact on economic activities

Teaching and learning resources

A map showing the climate of Tanzania

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Teaching steps

Ask pupils questions about a Standard Six topic on elements of weather, which are temperature, air pressure, rainfall, humidity, cloud cover and sunshine. Use pupils' responses to relate to this topic on the climate zones of Tanzania and their characteristics.

1. **Guide the pupils to:**
   - (a) Discuss in groups the concept of climate of Tanzania;
   - (b) Read texts on the concept of climate and the factors affecting climate of Tanzania;
   - (c) Discuss in groups factors affecting the climate of Tanzania;
   - (d) Make a presentation of what they have discussed on factors affecting the climate of Tanzania;
   - (e) Read texts on climate zones of Tanzania and their characteristics;
   - (f) Discuss in groups the climate zones of Tanzania and their characteristics;
   - (g) Present what they have discussed on climate zones of Tanzania and their characteristics;
   - (h) Use Figure 1 to identify climate zones found in Tanzania; and
   - (i) Attempt Exercise 1 in their exercise books.

   Mark and correct their mistakes

2. **Guide the pupils to:**
   - (a) Discuss in groups the climate zones of Tanzania in relation to the economic activities; and
   - (b) Read the texts on climate zones of Tanzania and economic activities.

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3. **Guide the pupils to:**
   (a) Discuss in groups cotton farming in the lake zone;
   (b) Read texts on cotton farming in the lake zone;
   (c) Attempt Activity 1, then mark and give them the correct answers;
   (d) Read texts on coffee production in the highland zone;
   (e) Attempt Exercise 2 in their exercise books; and
   (f) Attempt Activity 2.

   Mark and give them the correct answers.

4. **Guide the pupils to:**
   (a) Discuss in groups coconut farming in the coastal zone;
   (b) Read texts on coconut farming along the coastal zone; and
   (c) Attempt Exercise 3. Mark, and then give them correct answers.

5. **Guide the pupils to:**
   (a) Discuss, in groups, cassava cultivation in the lake zone; and
   (b) Read texts on cassava cultivation in the lake zone.

6. **Guide the pupils to:**
   (a) Discuss in groups on pastoral activities in the central, northern highland and lake zones;
   (b) Read texts on livestock keeping in the central, northern highland and lake zones; and
   (c) Attempt Activity 3 to identify climatic factors that influence livestock keeping in their areas.

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7. Guide the pupils to:

(a) Read texts aloud on climate change in Tanzania and its effects;

(b) Brainstorm on how to lessen the effects of climate change in Tanzania;

(c) Read texts on how to mitigate the effects of climate change in Tanzania;

(d) Attempt Activity 4 on how to deal with climate change; and

(e) Attempt Exercise 4 in their exercise books.

Mark and give them the correct answers

Answers

Exercise 1

1. (a) Climate is the average weather conditions observed and recorded over a long period of time, normally 30 years or more.

   (b) Weather is the atmospheric condition of a place observed and recorded over a short period of time.

2. The reason for Dar es Salaam being so warm is because it receives a lot of moisture from the Indian Ocean that warms the atmosphere. Iringa is located in the highland zone. As altitude increases temperature decreases. Dodoma is located in the central zone where it is relatively flat and its temperature is high compared to Iringa. Also, semi-desert condition makes Dodoma warmer. Arusha and Ruvuma Regions are far above the sea level

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thus cooler than Dar es Salaam Region. The climate of Mwanza Region is warm and humid due to the presence of Lake Victoria.

3. Regions located in the lake zone receive heavy rainfall due to the presence of Lake Victoria and Lake Tanganyika. The presence of the lake influences evaporation which is essential for the formation of rainfall. Also, because of heavy rainfall these areas are rich in vegetation.
4. Soil in the lake zone is more fertile than that in the central zone because of the presence of high annual rainfall in the lake zone. Abundant vegetation in the lake zone contributes to soil fertility in the area. In contrast, the central zone has less fertile soils due to the presence of scanty vegetation resulting from low annual rainfall in the area.

Exercise 2

1. Three reasons for coffee to grow in mountainous and highland areas could be: the presence of cold climate, the soil being fertile and well-drained and the presence of sufficient rainfall.
2. Coffee can be used as a beverage, a special powder used for making snacks, cleans the body skin, eyes and domestic utensils. In addition, it is used for decoration in clothing and beauty.

Exercise 3

1. Three conditions suitable for coconut farming are moderate temperature, high rainfall and sandy soil.
2. Immature coconut, Coconut, Coconut shell, Coir, Coconut leaves, Veins of coconut leaf, Coconut dregs, Stem, and Copra.
3. (a) Immature coconut: Refers to a coconut whose inner flesh is thin and soft. Most people like to drink its juice and eat the inner flesh. Immature coconut helps to soothe the thirty, clean

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the urine, liver and kidneys. Therefore, it is good to be used by someone with jaundice;

(b) Coconut: Can be used as food spice. Also, its oil can be used for skin care and cooking;

(c) Coconut shell: A hard outer shell of the coconut. It is used to make ornaments and domestic utensils such as ladle;

(d) Coir: Fibrous material found between the hard, internal shell and the outer coat of a coconut. During harvesting, coir is removed to get a coconut. Coir is used to make ropes, carpets and used as firewood;

(e) Coconut leaves: Used as building material and for making baskets, hats, and fences;

(f) Veins of coconut leaf: Sticks in the middle of the coconut leaves that hold the leaf. They are used to make brooms;

(g) Coconut dregs: Used as animal feed and for making soaps;

(h) Stem: The standing part of the coconut tree used as wood;

(i) Copra: Dried coconut kernels used to make oil.

Exercise 4

1. Cotton products include clothes, animal feed, cooking oil, pillows, mattresses, blankets, and cotton swabs. Cotton is also used in hospitals.

2. The climate of a particular area is computed from the average of each element of weather, for years in which the data were taken. The results obtained are used to describe the climate of

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the particular area. For example, if the average temperature of a particular area is 28°C and rainfall is about 1 500 millimetres, the area is described as hot with heavy rainfall. If the average temperature is 19°C and the average rainfall is 500 millimetres, the area is described as cold with little rainfall. Climate also includes humidity, atmospheric pressure and wind.

3. It is important to know about the climate of Tanzania as it helps to identify the long-term trends of the elements of weather such as rainfall, temperature, atmospheric pressure, humidity, sunshine, cloud cover and wind. This allows us to plan economic and social activities. Example: tea cultivation requires high rainfall while livestock keeping needs to be done in areas with short grasses. Similarly, understanding of climate helps to plan the type of clothes to wear, or how to build our houses. The teacher should explain the different types of house construction depending on the climate of a place.

4. The teacher should guide the pupils to describe the elements of climate with reference to their region.

5. The teacher should guide the pupils to describe the climate of the region in which they live.

6. The teacher should guide the pupils to explain how climate affects human activities with reference to their region.

7. The three things a pupil learnt could be the presence of heavy rainfall, fertile soil, and moderate temperature in some seasons and extreme cold during winter.

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8. Climate is the average weather condition observed and recorded over a long period of 30 years or more. Weather is the atmospheric condition of a place observed and recorded over a shorter period of time for example hourly, daily, weekly or monthly. Weather usually shows the degree of hotness or coldness, humid or dry air. It also shows the atmospheric disturbances and the amount of solar radiation in the atmosphere.

9. (a) Heavy rainfall

   (b) Average temperature

   (c) Sandy soil

   (d) High humidity

   (e) Two rainfall seasons

The main economic activities in the Coastal zone are agriculture, fishing and trade.

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Chapter Four

Tanzanian traditions and customs

Introduction

In Standard Six, the pupil studied the concept of culture; analysed and explained the Tanzanian culture and its importance to the nation. In this chapter, they will assess the role and aspects of the pre-colonial Tanzanian traditions and customs and learn how to develop a positive culture. They will also assess the impact of the pre-colonial Tanzanian culture and traditions and learn how to eradicate bad traditions and customs in order to build the foundation for development. The competencies gained in this chapter will enable them to understand good and bad Tanzanian customs and traditions. This will help them maintain the right Tanzanian traditions and customs and abandon the bad ones.

Pupil's activities

(a) Assessing the role of customs and traditions.
(b) Assessing the effects of bad traditions and customs.

Teaching and learning resources

1. Various pictures depicting traditions and customs of the community, for example pictures showing co-operation at work.
2. Pictures showing past and present values.

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3. A television or radio program that promote our traditions and customs.

Teaching steps

1. Ask the pupils questions about what they learnt in Standard Six about the Tanzanian Culture. Then use the pupils' responses to relate to this topic about Tanzanian traditions and customs.
2. Guide the pupils using questions and answers to explain the concepts and assess the traditions and customs of Tanzanians.
3. Guide the pupils to read a text about the concepts of traditions and customs. Then, ask them comprehensive questions.
4. Guide the pupils to explain the roles and aspects of traditions and customs in Tanzanian society. Use Activity 1 to engage the pupil in explaining the roles of pre-colonial traditions and customs.
5. Guide the pupils to work on activities 2, 3 and 4. Ask them to attempt activities in the pupil's book and explain roles and aspects of the traditions and customs of early societies in pre-colonial Tanzania. Then, attempt Exercise 1, mark and give the pupil feedback.
6. Guide the pupils to analyse bad traditions and customs by doing Activity 5.
7. Guide the pupils using questions and answers to assess the impact of pre-colonial traditions and customs.
8. Guide the pupils using questions to identify and evaluate the strategies to maintain and develop our traditions and customs in post-colonial society.
9. Guide the pupils in their groups to identify ways to develop appropriate traditions and customs in today's society.
10. Guide the pupils to do exercises and copy in their exercise books.

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Answers

Exercise 1

1. The role of education in the present society is to teach and pass on experiences, skills and knowledge of the community to the present and future generations.
2. Education can be used to promote the contemporary traditions and customs by doing the following:
   (a) To teach in schools our traditions and customs and their importance to the society;
   (b) To provide education through the media such as radio, newspapers and television;
   (c) To use leaflets describing our traditions and customs;
   (d) To provide training on traditions and customs during ceremonies and gatherings; and
   (e) To use arts festivals to perform traditions and customs for the purpose of educating the community.

Exercise 2

1. The media can promote and destroy the traditions and customs of our society by:
   (a) Demonstrating appropriate traditions and customs and encourage them to be introduced in the community;
   (b) Televisions showing programs that are morally wrong such as drug use, making young people imitate such acts; and
   (c) They can promote traditions and customs that are beneficial to the community.
2. The Tanzanian traditions and customs had the following roles:
   (a) Promoting and encouraging good behaviours and condemning bad behaviour in the community concerned;

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(b) Encouraging the community to love their works and work hard;

(c) Promoting equity in the distribution of resources and their ownership;

(d) Encouraging the respect of other people's dignity;

(e) Promoting gender equality and fighting against gender discrimination and sexual harassment;

(f) Promoting body hygiene and the environment cleanliness in general;

(g) Appreciating traditional skills and technologies to maintain health, protecting the environment and management of resources;

(h) Protecting and strengthening good moral values in the society;

(i) Empowering communities to develop themselves in accordance with their rules and regulations;

(j) Building a culture of cooperation, solidarity, brotherhood, patriotism, love, and a spirit of mutual support in society.

3. The following techniques can be used to develop appropriate traditions and customs.

(a) Praising the appropriate traditions and customs and encourage the community to follow them;

(b) Teaching the community about our traditions and customs;

(c) Using arts and sports concerts to show and promote appropriate traditions and customs;

(d) Using media to promote appropriate traditions and customs in the community.

4. Colonialism affected development of the traditions and customs of our societies by:

(a) Strictly prohibiting and discouraging African traditions and customs;

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(b) Encouraging people to follow colonial customs and traditions;

(c) Influencing people to abandon their traditions and customs that existed before colonialism;

(d) Providing education that aimed at eliminating pre-colonial traditions and customs;

(e) Forcing people to use colonial languages that promoted alien cultures such as French, English and Portuguese.

5. Various efforts have been made to advance Tanzanian traditions and customs after independence. These efforts include:

(a) Creating various art groups that exhibit our traditions and customs;

(b) Encouraging communities to recognise and develop appropriate traditions and customs in their families and communities;

(c) Officially declaring Kiswahili to be a national language. The use of Kiswahili language promotes our culture;

(d) Condemning the harmful traditions and customs in the country. This includes the prohibition of emerging bad habits such as drug use, prostitution, alcoholism and laziness;

(e) Encouraging traditional sports in order to promote our culture; and

(f) Establishing special government institutions for promoting Tanzanian culture such as the Ministry of Informations, Culture, Arts and Sports, National Sports Council and National Council of Kiswahili.

6. FALSE
7. TRUE
8. TRUE
9. FALSE
10. FALSE

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Chapter Five

Transportation and cooperation between Tanzania and other countries

Introduction

In Standard Six, the pupil learnt about the cooperation between Tanzania and other African countries after independence. They also learnt about the reasons for as well as the methods that were used to establish and strengthen such cooperation. In addition, they learnt about the advantages and challenges of maintaining cooperation. They also learnt about the precautions that need to be taken before and after establishing a cooperation. This chapter describes the available means of transportation between Tanzania and other countries. They will also learn how these means of transportation maintain good cooperation between Tanzania and other countries. They will also learn how cooperations contribute to the economic development of the country. The competencies gained from this chapter will help them to use the available means of transportation as an opportunity to earn their personal, family and national income.

Pupil's activities

(a) Defining the means of transportation available between Tanzania and other countries.

(b) Identifying how these means of transportation maintain Tanzania's cooperation with other countries and contribute to economic development in the country

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Teaching and learning resources

1. Guide pupils to identify various pictures showing transportion activities in the country such as railways, roads, ports, ships and planes
2. Guide pupils to draw a map showing transportation routes from one place to another within the country and to the borders with other countries

Teaching steps

1. Ask pupils what they remember about Standard Six topic on Tanzania's cooperation with African countries. Then, use the pupils' responses to relate to this topic on Transportation and cooperation between Tanzania and other countries.
2. Use those questions and answers to guide pupils to explain the concept of transportation. Use Activity 1 to further guide pupils to identify means of transportation and how they are used.
3. Guide pupils to read a text about transportation in Tanzania and other countries, then ask them comprehensive questions.
4. Use Figure 1 to guide pupils to identify land transportation routes in the country.
5. Use Exercise1 to guide pupils to identify means of transportation and their benefits.
6. Guide pupils to read the text on water transportation.
7. Guide pupils to use Exercise 2 to identify water transportation routes.
8. Guide pupils to read the text book on air transportation, and then guide them to do Exercise 3. Mark them and give them the feedback of the correct answers.

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Answers

Exercise 1

1. (a) Transporting agricultural products, raw materials and agricultural inputs from one area to another;

   (b) Transporting people and livestock from one place to another;

   (c) Transporting commercial goods; and

   (d) Transporting industrial raw materials and various goods.

2. (a) Strengthen transportation system in the country;

   (b) Assist neighbouring countries in transport and transportation;

   (c) Increase Gross Domestic Product (GDP);

   (d) Promote economic and social development in the country.

Exercise 2

1. (a) Land transportation such as roads, railways and pipelines;

   (b) Water transportation such as ships, boats, ferries and the presence of ports; and

   (c) Air transportation.

2. (a) Economy, increased local output due to levies and taxes, urban development growth and business flourishing.

   (b) Promoting social development, such as social income, improvement of settlements.

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Exercise 3

1. Increasing national income due to excise duties on ports, roads and airports;

   (a) Providing opportunities for communities to do business with neighbouring countries and increase Gross Domestic Product (GDP);

   (b) Increasing business opportunities in areas where these routes pass through;

   (c) Improving transportation systems for people, raw materials and goods and thus increasing income to communities and creating business opportunities in the country;

   (d) Stimulating urban growth in areas where these routes pass; and

   (e) Increasing investment in the country.

2. (a) Rail transport such as the Central Railway line (from Dar es salaam via Tabora to Kigoma and Mwanza), TAZARA, and the Northern Railway line from Dar es salaam to Tanga, Moshi and Arusha;

   (b) Air transportation at various airports in the country;

   (c) Water transportation at various ports such as Dar es Salaam, Tanga, and Mtwara ports;

   (d) National road network connecting regions, districts and even foreign countries, and

   (e) Transportation through pipeline such as TAZAMA.

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3. (a) Providing opportunities to do business with other countries;

   (b) Getting aid from neighbouring countries during disasters;

   (c) Promoting tourism between Tanzania and other countries;

   (d) Using means of transportation to promote good cooperation with neighbouring countries; and

   (e) Promoting cooperation through various sports tournaments such as the Kagame Cup.

4. FALSE

5. TRUE

6. TRUE

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Chapter Six

Impacts of the techniques used for struggle of independence in Africa

Introduction

In Standard Six, the pupil learnt about liberation movements in Africa, reasons for the anti-colonial movements and the techniques used to fight for independence. They also learnt about the heroes of the African liberation movements, lessons learnt from African heroes and the challenges they faced during the struggles of independence in Africa. In this chapter, they will analyse methods of the liberation struggles that led to independence. Similarly, they will assess the impacts of the techniques used for struggle of independence. The competencies gained in this chapter will enable them to assess the right techniques for independence struggle and how to make various decisions in society.

Pupil's activities

The teacher should guide pupils to:

(a) Explain the motivation behind the struggle for independence.

(b) Identify the techniques and tactics used in the liberation movement and give out examples of countries that used such techniques and tactics.

(c) Analyse the effects of those techniques.

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Teaching and learning resources

1. Pictures of political party leaders who struggled for independence and the movements they conducted, including rallies, demonstrations, fighting and their camps.
2. A map of Africa showing the borders of each country.

Teaching steps

1. Use brainstorming techniques to guide pupils to explain
   (a) The meaning of independence;
   (b) The purpose of Africans' struggles for independence

   Put more emphasis on this section by explaining the meaning of independence and add the objectives they did not mention.
2. Guide pupils to read the text on "African Independence movements", and then guide them to do Activity 1.
3. Guide pupils to read the text under the heading "How to fight for independence through negotiation and its effects", then use the following questions as a guide to help the pupils discuss Figure 1.
   (a) What do you see in this figure?
   (b) Do you think this meeting was valid?
   (c) What are the reasons for your answer to question (b)?
   (d) Do you think such meetings were important?
   (e) What are the reasons for your answer to question (d)?
4. Guide pupils to do Exercise 1. Correct pupils' responses and give them feedback.

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5. Guide pupils to read the text under the heading "Fighting for independence through armed struggle and its effects", then make them attempt Exercise 2. Mark pupils' responses and give them feedback.
6. Guide pupils to read the text under the heading "Fighting for independence through revolution and its effects", then make them attempt Exercise 3 and 4. Mark pupils' responses and give them feedback.

Answers

Exercise 1

1. (a) Independence was achieved without much bloodshed.

   (b) Many political parties were formed with the aim of fighting for independence.

   (c) Associations were also established for the purpose of defending the interests of various groups in society.

   (d) Some political parties opened branches in urban and rural areas.

   (e) Colonial governments barred their workers from joining political parties.

   (f) Strong political leaders from powerful political parties were harassed by state coersive apparatus such as the police and colonial security officers.

   (g) The emergence of traitors.

   (h) It took a long time to reach an agreement.

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2. (a) To fight for the independence of their countries.

   (b) To defend the interests of specific groups such as ethnic and religious groups.

3. (a) To spread the ideology and message of the party to more people.

   (b) To receive views, complaints and suggestions from members.

4. (a) To make them fear.

   (b) To silence them.

Exercise 2

1. (a) Countries had many settlers who were unwilling to leave their accumulated assets.

   (b) The settlers were not willing to leave their powers in the respective countries.

2. Kenya, Algeria, South Africa, Mozambique, Southern Rhodesia (now Zimbabwe), Namibia, Angola and Guinea Bissau.

3. (a) They built civilian and military camps.

   (b) They trained soldiers to fight against colonialists back in their countries.

   (c) They were able to coordinate liberation movements from abroad.

4. (a) Independence was gained by shedding so much blood.

   (b) Liberation movements were coordinated in exile.

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(c) Some African countries had the responsibility of hosting millions of refugees.

(d) Many leaders of the liberation movements were imprisoned or assassinated by settlers or colonial governments.

Exercise 3

1. The reason for some countries to undergo revolution is that the colonialists handed over power to their puppets instead of handing over power to the majority. The good example is Zanzibar where powers were handed over to Arabs led by the Sultan.
2. Destroy property that belonged to colonial employers and government
3. (a) Reduce productivity in wealth production.
   (b) Employers and the colonial government got so much losse.

Exercise 4

1. (a) FALSE
   (b) FALSE
   (c) FALSE
   (d) TRUE
2. (a) Tanzania
   (b) Zanzibar and Egypt
   (c) TANU

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Chapter Seven

Development in post-independence Tanzania

Introduction

In Standard Six, the pupil learnt about the modern invasion of Africa after independence, the concept of liberation and modern methods of invasion. Similarly, they learnt about the effects of modern invasion and the liberation struggles in combating the invasion. In this chapter, they will analyse the economic, political, social and cultural development movements that have taken place since independence. They will also learn about Tanzania's development challenges and how to address them. The competencies gained in this chapter will help them to appreciate the efforts of Tanzanians in bringing about development and protecting the achieved development.

Pupil's activities

Analysing the economic, political, social and cultural development movements that have been implemented from independence to date.

Teaching and learning resources

Guide pupils to identify

1. Various pictures showing the country's economic, social and political development since independence

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2. Pictures showing road construction projects in the country
3. Pictures showing development activities in agriculture, fisheries, industry, and trade
4. Pictures showing progress in settlement projects

Teaching steps

1. Ask pupils the questions from the topic they learnt in Standard Six on the liberation of the African continent and the modern invasion affecting Tanzania's development. Then use the pupils' responses to relate to this topic on Development in post-independence Tanzania.
2. Guide pupils using questions and answers to explain the concept of development and the concept of political, economical, cultural and social developments.
3. Guide pupils to read the text on the "concept of development". Then, ask them comprehensive questions.
4. Guide pupils using Activity 1 to identify the progress that is taking place in their areas in the fields of economics, politics, culture and social.
5. Guide pupils to read the text on "Development in Tanzania from the early stages of 1961 to 1966", then:
   (a) Guide pupils to identify economic developments from 1961 to 1966;
   (b) Guide pupils to identify social developments from 1961 to 1966;
   (c) Guide pupils to identify political developments from 1961 to 1966;
   (d) Guide pupils to identify cultural developments from 1961 to 1966; then, ask them comprehensive questions.

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6. Guide pupils to do Exercise 1, then mark their work and give them feedback.
7. Guide pupils using questions and answers to identify developmental challenges that occurred during the early phase from 1961 to 1966 and use Activity 2 to guide pupils to identify strategies to address those challenges.
8. Guide pupils to read the text under Activity 2, and identify all the stages of development in Tanzania during the period between 1967 and 1985.
9. Use Activity 3 to guide pupils to identify the country's development from 1967 to 1985.
10. Guide pupils to work on Exercise 2, and then identify developmental challenges from 1967 to 1985.
11. Use Activity 4 to guide the pupils to explain current developmental processes since 1986.
12. Use the questions in Figures 1 and 2 and Activity 5 to explain development and challenges that the country has gone through from 1985 to the present.
13. Guide pupils in their groups to identify various means of addressing the current development challenges in the country.
14. Guide pupils to complete Activity 6 by writing down the economic and social developments in their regions. Then, let them do Exercise 3.

Answers

Exercise 1

1. (a) Facilitate transportation of agricultural products, raw materials and agricultural inputs from one area to another;

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(b) Transporting persons from one place to another and facilitate communication and trade;

(c) Transportation of industrial raw materials and various products.

2. (a) Expansion and construction of various factories in the country such as textile industries; sisal, and agricultural implements;

(b) Expansion of domestic and foreign markets;

(c) Expansion and establishment of commercial cash crops such as sisal and coffee in the country;

(d) Improvement of communication networks such as roads, railways and ports;

(e) Abolish the production system that is based on exported raw material;

(f) Improvement and expansion of cooperatives in the country;

(g) Improvement of social services such as health, education, water and settlements.

Exercise 2

(a) Pursuit of socialism and self-reliance politics in 1967;

(b) Strengthening of regional cooperation in which Tanzania partnered with Kenya and Uganda in the East African Community.

Exercise 3

1. (i) H

(ii) F

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(iii) I

(iv) A

(v) C

(vi) E

(vii) G

(viii) D

2. FALSE

3. TRUE

4. TRUE

5. FALSE

6. TRUE

7. (a) Increased national income, by an average of 7%;

(b) Increased income of workers, traders, farmers and pastoralists;

(c) Poverty reduction in the country;

(d) Improvement of housing in urban and rural areas. Construction of concrete and galvanized houses has increased in all areas;

(e) Construction of roads in all areas connecting districts, regions, cities and even neighbouring countries;

(f) Strengthening economic means of production, such as the construction of various industries using domestic raw materials;

(g) Improved air transport, procurement of domestic and foreign transport aircrafts. Enhanced air transport and

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passenger transport to South Africa and China; and

(h) Increasing investment in the country, foreign companies have invested in mining industries, gas, coal, and so on.

8. (a) Presence of experts in various sectors of production;

(b) Increase in primary and secondary schools in urban and rural areas;

(c) Opening of state, religious and private universities;

(d) Increase in the number of pupils at all levels of education, primary, secondary and tertiary;

(e) Availability of teaching materials such as textbooks and laboratory equipment in schools compared to the time of independence;

(f) Improvement of teaching and learning infrastructure including renovation and expansion of schools and classrooms;

(g) Changing primary and secondary education curricula to provide quality education that builds students' skills and competences; and

(h) Pupils from low-income communities to receive education.

9. (a) Lack of sufficient domestic capital to sustain national development projects;

(b) Misuse of national resources caused by unnecessary expenditure, corruption and theft of public property;

(c) Tax evasion that contributes to misappropriation of government revenues;

(d) Allowing free market economy has continued to

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undermine the value of domestic goods and killed local industries; and

(e) Possessing and looting of national resources, such as minerals by foreign capitalist companies.

10. (a) Designing new internal sources of revenue;

(b) Establishing and enforcing laws to crack down on tax evaders, corrupt individuals and thieves of public property;

(c) Establish strategies that will enable public entities to operate profitably;

(d) Promoting patriotism so that people can value national resources;

(e) Establish laws that will crack down on those who damage public property;

(f) Strict action against all those found to be undermining the economy regardless of rank or ethnicity; and

(g) The need for the government to enter into better agreements with foreign companies in the interest of the country and Tanzanians.

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Chapter Eight

Uses of maps

Introduction

In Standard Six, the pupil learnt about drawing and reading a map of their local region and that of Tanzania. The pupil also learnt on how to draw and read a map related to their environment. In this chapter, the pupil will learn to differentiate between latitudes and longitudes. The pupil will also learn how to use these lines to identify and show different places on the map. Also, the pupil will learn how to calculate time of different places using longitudes. The competencies gained will enable the pupil to identify and indicate locations on the map and calculate time.

Pupil's activities

(a) Using the concepts of longitude and latitude in locating different places on maps

(b) Calculating time using longitudes

Teaching and learning resources

Maps and a globe.

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Teaching steps

1. **Guide the pupils to:**
   - (a) Discuss in groups the concepts of latitude and longitude;
   - (b) Present the meaning of latitude and longitude;
   - (c) Read texts on the concepts of latitude and longitude and study Figure 1 in order to identify lines of latitude and longitude;
   - (d) Read texts on the concept of latitude and study Figure 2 in order to identify important lines of latitude which are Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle, and Antarctic Circle;
   - (e) Study Figure 3 to identify longitudes including the line of Prime Meridian- (Greenwich Meridian) that divides the Earth into two equal parts;
   - (f) Study the table that shows the differences between lines of latitude and longitude; and
   - (g) Attempt Exercise 1 and write their answers in exercise books. Check correct answers and give them feedback.

2. **Guide the pupils to:**
   - (a) Read texts on the uses of latitudes and longitudes;
   - (b) Use Figure 4 to study the use of latitudes and longitudes in showing location;
   - (c) Read texts on calculation of local time on the map using longitudes; and
   - (d) Attempt Exercise 2 in their exercise books. Check correct answers and give them feedback.

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3. Guide the pupils to:

(a) Read texts on calculation of local time using longitudes that are located on the same side and different sides of the Prime Meridian;

(b) Read texts on calculation of local time using longitudes that are located on the Eastern side of the Prime Meridian;

(c) Read texts on calculation of local time using longitudes located on the Western side of the Prime Meridian;

(d) Read texts on calculation of local time using longitudes located on different sides of the Prime Meridian;

(e) Attempt Exercise 3 in their exercise books. Check correct answers and give them feedback.

(f) Read texts on calculation of longitudes of different places; and

(g) Attempt Exercise 4 in their exercise books. Check correct answers and give them feedback.

Answers

1. (a) Longitudes

Longitudes are imaginary vertical lines drawn on the Earth's surface from North Pole to South Pole. These lines are drawn on the East and West of the Prime Meridian or Greenwich Meridian joining the North Pole and South Pole of the Earth's surface.

(b) Latitudes

Latitudes are imaginary parallel lines drawn on the Earth's surface in the North and South of the Equator.

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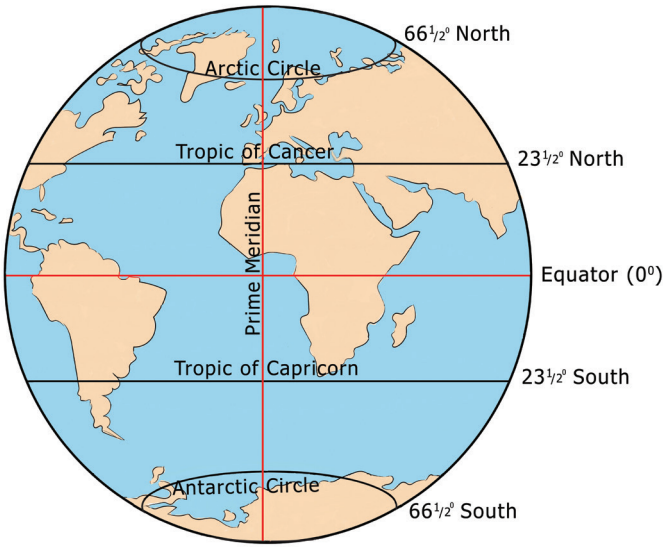
2. A diagram of the Earth showing important lines of latitudes and the Prime Meridian (Greenwich Meridian).



Exercise 2

(a) It will take 12 hours to rotate 180 degrees

(b) It will take 15 hours to rotate 225 degrees

(c) It will take 8 hours to rotate 120 degrees

Exercise 3

1. Time at Malindi town in Kenya which is located at longitude 40° East will be 5:00 P.M.
2. Time at town "N" which is located at longitude 60° West will be 7:00 A.M.
3. Time at town "X" which is located at longitude 65° West will be 6:20 P.M.

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Exercise 4

1. Names of important latitudes with the following degrees are:
   (a) 23½° North – Tropic of Cancer
   (b) 66½° North – Arctic Circle
   (c) 23½° South – Tropic of Capricorn
   (d) 0° – Equator
   (e) 66½° South – Antarctic Circle
2. It will be 11:00 A.M at 55° East.
3. It will be 1:40 P.M in Tanga which is in Tanzania.
4. A longitude of town "X" is 26° West.
5. C
6. B
7. C
8. TRUE
9. FALSE
10. FALSE
11. FALSE
12. FALSE

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Chapter Nine

Solar system

Introduction

In Standard Six, the pupil learnt on solar system, the concept of the Earth movements and their effects. The pupil also learnt about solar and lunar eclipses and their effects. Moreover, the pupil learnt how to plan activities based on the changes of weather and seasons of the year resulting from revolution of the Earth. In this chapter, the pupil will learn more about the solar system and the atmosphere. They will also learn about the concept of ozone layer and its importance, human activities that cause depletion of the ozone layer and measures to minimize its depletion. The developed knowledge and skills from this chapter will enable them to understand the solar system, the atmosphere and its layers. They will also analyse the activities that are environmentally friendly and that may protect the ozone layer. The competencies gained in this chapter will also help them to understand measures to control ozone layer depletion.

Pupil's activity

Explaining human activities and how they affect the ozone layer.

Teaching and learning resources

1. Pictures showing the atmosphere and its layers
2. Pictures of equipment producing ozone depleting gases

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Teaching steps

1. Guide the pupils to:

(a) Brainstorm the concept of atmosphere and the ozone layer;

(b) Read the text about the concept of the solar system and the atmosphere. Then ask comprehensive questions.

Put a diagram of the ozone layer on a board and then illustrate it.

2. Guide the pupils to:

(a) Observe the diagram of the atmospheric layers in Figure 1. Under the diagram there are temperature degrees that increase from left to right. The left side shows the temperature increases as it goes far from the earth's surface. In the atmosphere, the red line shows that as one moves to upward temperature decreases. In the lower stratosphere, temperature remains constant. Also, in the stratosphere, as you move farther on the right side while going upward, temperature increases.

(b) Attempt Exercise 1. Check correct answers and give them feedback.

(c) Read the text about the concept of ozone layer.

(d) Put on a board a diagram of the ozone layer, and then explain about the diagram.

3. Guide the pupils to:

(a) Study Figure 2 of the ozone layer and then ask them comprehension questions;

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(b) Read the text about the importance of the ozone layer;

(c) Attempt Exercise 2 in their exercise books. Check correct answers and give them feedback;

(d) Read aloud in their groups the texts about human activities affecting the ozone layer;

Put on the board pictures of refrigerators and old air conditioners showing that they emit ozone depleting gases.

4. Guide the pupils to:

(a) Discuss the pictures on the board and other images of equipment that emit harmful gases that deplete the ozone layer;

(b) Study Figure 3 and then ask them comprehension questions;

(c) Work on Activity 1 and write in their exercise books. Check correct answers and give them feedback;

(d) Individually, read aloud the text on measures to control human activities that affect the ozone layer.

(e) Discuss and work on Activity 2. Check correct answers and give them feedback.

(f) Attempt Exercise 3. Check correct answers and give them feedback.

Conclude by giving a summary of the chapter.

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Answers

Exercise 1

1. The atmosphere is a layer of gases that surrounds the Earth.
2. (i) Troposphere

   (ii) Stratosphere

   (iii) Mesosphere

   (iv) Thermosphere
3. Troposphere
4. Answers may be: TBC, Clouds Radio, or Radio One.
5. The answers may be: it supports the life of living organisms, it provides us with elements of weather, it allows human activities to take place, and decreases the temperature by 0.6 degrees Centigrade per 100 metres of altitude.

Exercise 2

1. Ozone layer is the lower part of the stratosphere that absorbs almost all harmful ultraviolet radiation from the sun. This layer is found between 20 to 30 kilometres above the earth's surface, and it contains a high concentration of ozone gas.
2. The ozone layer is found in the lower part of the stratosphere.
3. Ozone gas

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4. Answers may be: the occurrence of diseases such as skin cancer, eye cataracts, and death of plants and animals.

Exercise 3

1. D
2. B
3. A
4. C
5. A
6. Ozone layer
7. Chlorofluorocarbons and hydro-chlorofluorocarbons
8. Answers may be: skin cancer and eye cataracts
9. The answers may be: it absorbs the ultraviolet solar radiation; regulates the required amount of temperature on the earth; and prevents the ultraviolet solar radiation from causing skin cancer and eye cataracts.
10. Troposphere
11. Troposphere
12. The answers may be: humans can get skin cancer and eye problems such as cataracts and blindness, and loss of lives of aquatic and terrestrial animals due to harmful ultraviolet radiations.
13. (a) Use of air conditioners and refrigerators that produce less ozone depletion gases.
    (b) The use of alternative industrial raw materials in the manufacturing of products that use the ozone harmful gases.

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14. Answers may be:

(a) Troposphere

- This is the lower layer of the atmosphere from the earth's surface.
- It is the atmospheric layer in which living organisms live.
- It is a place where all human activities take place.
- It is a layer where elements of weather, such as clouds, rain, and temperature are found. Temperature decreases by 0.6 degrees Centigrade per 100 metres as the distance increases from the earth's surface to the atmosphere.
- It is the heaviest layer of the atmosphere composing approximately about 75 percent of the total atmospheric weight.
- This layer extends to the height of about 0-10 kilometres.
- It is separated from the stratosphere by a border called a tropopause.

(b) Stratosphere

- This layer is found in the atmosphere with average height of distance of about 10 to 50 kilometres above the earth's surface.
- Larger cargo planes fly to the lower part of this layer in case of heavy clouds in the sky.

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- This is the atmospheric layer in which ozone layer is found. The ozone layer protects the Earth from intensive radiation from the Sun. In this layer, the temperature rises as the altitude increases.
- Stratosphere is separated from the mesosphere by a layer called stratopause.

(c) Mesosphere

- This layer is found above the stratosphere immediately after the stratopause.
- In this layer the temperature decreases as the altitude increases to -90 degrees Centigrade at the mesopause.
- This layer carries the earth's ionosphere, which melts meteorites and flames and then burns them before reaching the earth's surface.
- This layer is found 50 to 85 kilometres above the stratosphere.
- The Mesosphere is separated from the thermosphere by the layer called mesopause.

(d) Thermosphere

- Thermosphere is a layer whose temperature increases as the height increases, and it is found above the mesosphere.
- The increase in temperature in this layer is due to the absorption of ultraviolet and x-rays.

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- This layer reflects radio waves.
- This layer is found approximately from 85 to 1 000 kilometres in the atmosphere.
- Thermosphere is separated from other layers of the atmosphere with very high temperature by the layer called thermopause.

15. The answer may be: a farmer is spraying pesticide in a vineyard.

16. The answers may be: emission of harmful gases that deplete ozone layer because of spraying pesticides.

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Chapter Ten

Population and settlements

Introduction

In Standard Six, the pupil learnt about the resources available in Tanzania and the places where they are found; the contribution of these resources to national development; challenges facing the use of available resources in Tanzania and ways to address them. The pupil also studied ways that contribute to destruction of Tanzania's resources and the methods to protect and conserve those resources. In this chapter, the pupil will learn about population and the uses of resources; how population and settlements affect production activities; and factors influencing population distribution. The pupil will also identify the effects of rapid population growth and how to control them. The competencies gained in this chapter will enable the pupil to recognize the relationship between population and development in society.

Pupil's activities

(a) Evaluating how the population and settlements affect production activities

(b) Relating geographical, economic and social factors for population distribution

(c) Analysing the factors affecting the population and showing how to control them

(d) Identifying the effects of rapid population growth

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Teaching and learning resources

Atlas and maps

Teaching steps

1. Guide the pupils to:

(a) Remind themselves of the resources available in Tanzania;
(b) Read aloud the text on the use of resources and population;
(c) Attempt Exercise 1 in their exercise books, Check correct answers and give them feedback;
(d) Work on Activity 1;
(e) Brainstorm the meaning of settlement;
(f) Read the text on the types of settlements; and
(g) Read the text on settlement patterns.

Ask pupils comprehensive questions about settlements.

2. Guide the pupils to:

(a) Brainstorm the effects of population and settlements on production activities;
(b) Read texts aloud on the effects of population and settlements on production activities;
(c) Attempt Exercise 2 in their exercise books. Check correct answers and give them feedback.

3. Guide the pupils to:

(a) Brainstorm the concept of population distribution;

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(b) Read the text on population distribution and the factors influencing population distribution;

(c) Work in a group of four on Activity 2, Check correct answers and give them feedback;

(d) Attempt Exercise 3 in their exercise books, Check correct answers and give them feedback.

4. Guide the pupils to:

(a) Read the text about factors affecting population distribution;

(b) Read the text about controlling the factors causing population increase;

(c) Work on Activity 3

(d) Present their work in the class. Check correct answers and give them feedback;

(e) Read individually the texts on rapid population growth;

(f) Attempt Exercise 4 in their exercise books. Check correct answers and give them feedback;

(g) Attempt Exercise 5 in their exercise books. Check correct answers and give them feedback.

Conclude by providing a summary of the chapter.

Answers

Exercise 1

(a) Resources are anything with value that can help a person to achieve positive changes or development.

(b) (i) To perform various production activities

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(c) (ii) Caring for other resources.

(d) Population can be defined as the total number of people living in a particular area such as a village, ward, district, region, or country in a particular period.

(e) A person should be counted at the place where they will be found by the enumerator on the day of the census or at the house where they live; the type of questionnaire and the questions to be used; recruitment of people who would be involved in the census and how to train them; public disclosure; providing equipment and transportation to census staff, and the use of modern equipment.

Exercise 2

1. Settlement.
2. Urban and Rural settlements.
3. Nucleated settlement.
4. Roads, railways, lakes, rivers or beaches.
5. Settlements depend on the population because as the population grows the settlement also increases.
6. (a) Environmental degradation (b) Shortage of resources (c) Unemployment (d) Shortage of agricultural land and food (e) Need for more investment.
7. (a) Shortage of manpower (b) Scarcity of goods and markets in the area concerned (c) Minimum consumption of resources (d) Poor living conditions (e) Shortage of social services.

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Exercise 3

1. (a) Geographical factors: soil type, climate, vegetation and topography.

   (b) Economic factors: areas that allow production activities such as agriculture.

   (c) Social factors: Availability of quality social services such as health care, education and transportation.

   (d) Political factors: Political unrest causes people to relocate, and peaceful state attracts people to move into it.

2. (a) Regions with large population: Dar es salaam, Mwanza, and Kagera.

   (b) Regions with small population: Njombe, Katavi, and Lindi.

3. (a) Employment opportunities, improvement of social services such as; health facilities, access to water and electricity, peace and security, favourable climatic conditions, vegetation, landscape.

   (b) Shortage of employment opportunities, low improvement of social services such as; health facilities, access to water and electricity, peace and security, unfavourable climatic conditions, vegetation, landscape.

Exercise 4

1. Migration, high fertility rates and increase in life expectancy.
2. Rapid population growth is the increase in the number of people quicker than the economy from family to national levels can adequately support, whereas, population growth is an increase of the population in a particular area.
3. Provide family planning education; discouraging traditional practices of having multiple children; late marriage; and enforce laws controlling immigration.

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Exercise 5

1. C
2. B
3. C
4. Linear settlement
5. Migration and birth rate
6. Improving health services and infrastructure such as roads to prevent accidents.
7. Birth rate and migration
8. Immigration
9. Ten years
10. 2012
11. FALSE
12. FALSE
13. TRUE
14. FALSE
15. (a) Population and housing census (b) Surveys (c) Birth and death registration (d) Migration information
16. (a) Shortage of resources (b) unemployment (c) Shortage of social services (d) Increased crime (e) Pollution
17. (a) Shortage of manpower (b) Few products and markets in the area concerned (c) Low level of resource use (d) Poor living conditions (e) Shortage of social services.

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Chapter Eleven

Economic activities in the East African Community

Introduction

In Standard Six, the pupil learnt about various economic activities in the East African Community. They also learnt how these activities influenced good relations between Tanzania and other countries. In this chapter, the pupil will learn and compare different economic activities in the East African Community and their advantages. The competencies gained from this chapter will help them to identify and engage in different economic activities at family, national and international levels. Also, the competencies gained will help them to utilize economic opportunities found in the East African Community.

Pupil's activities

(a) Relating economic activities to their advantages in the member states of East African Community

(b) Analysing the tourist activities done in the member states of East African Community

Teaching and learning resources

1. Atlas
2. A wall map showing the member states of East African Community

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Teaching steps

1. Guide the pupils to:

(a) Brainstorm about member states of the East African Community;

(b) Read texts on member states of the East African Community;

(c) Study Table 1 that shows the population and the area of each member state of the East African Community; and

(d) Study Figure 1 and identify the member states of East African Community and their boundaries.

2. Guide the pupils to:

(a) Read the text about economic activities in the East African Community from the pupil's text book;

(b) Work on Activity 1;

(c) Read the text on mining;

(d) Attempt Exercise 1 in their exercise books. Check correct answers and give them feedback;

(e) Read the text on livestock keeping and fishing;

(f) Do Exercise 2 in their exercise books. Check correct answers and give them feedback;

(g) Read the text on tourism;

(h) Do Exercise 3 and 4 in their exercise books. Check correct answers and give them feedback.

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Answers

Exercise 1

(a) Minerals that are found in all member states of East African Community are: gold and copper.

(b) The mineral that is only found in Tanzania is tanzanite.

(c) Small scale farming is mostly conducted by peasants (small scale farmers). The small-scale farmers mainly cultivate food crops in small farms. They mostly practice rain-fed agriculture. Also, they use simple tools such as a hand hoe. Consequently, small-scale farmers usually produce small quantities of crops. The food crops are basically for subsistence. Only a small quantity of harvested crops is sold to meet family needs. Large-scale farmers usually cultivate cash crops for commercial purposes. They use modern tools such as machines for farm preparation, sowing, weeding and harvesting of crops. Large scale-farmers own large farms or estates and they usually perform irrigation.

(d) Crops: Cotton, sisal, Clove, palms and cashew nuts.

Cotton: Clothing, livestock feed,

Sisal: Rope, sacks and carpets

Clove: Tooth paste, ointment, soap and food spices

Palm: Cooking oil, petroleum jelly, brooms, ornaments, animal feed and soaps

Cashew nuts: Butter, cooking oil, biscuits and lubricants

(e) The advantages of using modern inputs in farming are:

(i) The ability to cultivate large farm;

(ii) Greater crop production; and

(iii) Simplifies work and saves time.

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Exercise 2

1. Water bodies in which fishing takes place in the member states of East African Community include: the Indian Ocean, Lake Victoria, Lake Tanganyika, Lake Nyasa, Lake Kyoga, Lake Edward, Lake Turkana, Lake Kivu, Lake Albert, major rivers and dams.
2. Five products of fish are: fish fillets as food, and fish oil for medicine and food supplement, glue, skin, ornaments, animal feeds and fertilizer.
3. Some of the advantages of livestock keeping are:
   (a) It is a source of meat, milk, skin and raw materials;
   (b) It is a source of money at the household level;
   (c) It contributes to the national income;
   (d) It provides employment opportunities; and
   (e) It establishes and promotes international relations through export of livestock products.

Exercise 3

1. Kondoa-Irangi, Olduvai Gorge, Bagamoyo
2. Mount Kilimanjaro, Mount Udzungwa, Mount Meru, and Mount Rungwe
3. Serengeti, Mikumi, Nyerere (the former Selous Game Reserve), and or Ngorongoro Crater

Exercise 4

1. The industrial products from the member states of East African

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community include medicines, veterinary drugs, chemicals (example. acids and caustic soda), cosmetics, electrical appliances, and other products made of animal skins.

2. The advantages of cotton, maize and clove crops:
   (a) Cotton
      (i) It is used to make clothes
      (ii) It is used in hospitals
      (iii) Provides cooking oil
      (iv) Cotton cakes are used as animal feed
   (b) Maize
      (i) Used as food
      (ii) Husks used as animal feed
   (c) Clove
      (i) It is used to make medicine for treating different human diseases like toothache, intestinal disorders and muscular pain
      (ii) It is used to make other products such as ointment, soaps and toothpastes
      (iii) It is used as food spice
3. The types of tourist attractions available in East African countries are:
   (a) national parks
   (b) historical sites
   (c) natural scenery
4. Meaning of terms:
   (a) Tourism

   Tourism is an activity that involves movement of a person

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or a group of people visiting attractions in a place outside their usual environment for leisure, business or learning.

(b) Livestock keeping

It is an economic activity that involves rearing animals for the purpose of getting food or income through selling meat, skin, milk, and manure.

(c) Fishing

It is an economic activity that involves catching fish from different water bodies such as ocean, sea, lakes, rivers, and dams.

5. FALSE
6. TRUE
7. FALSE
8. TRUE

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Chapter Twelve

Entrepreneurship

Introduction

In Standard Six, the pupil learnt about the categories of entrepreneurship, the benefits of being an entrepreneur and the important things to consider in entrepreneurship. The pupil also analysed the challenges facing the Tanzanian society in seizing entrepreneurial opportunities available and how to address them. In this chapter, a pupil will learn about entrepreneurship activities and how they contribute to economic growth. The pupil will also analyse opportunities that arise from the means of transport and transportation in their communities. Further, the pupil will be able to evaluate the effects of illegal practices in entrepreneurship. The competencies gained from this chapter will help them identify opportunities available in the means of transportation for increasing their income. Also, it will help them follow the appropriate methods of conducting entrepreneurial activities to get rid of losses.

Pupil's activities

(a) Discuss entrepreneurial activities and how they contribute to the growth of wealth, production and economic activities

(b) Analyse the opportunities arising from transportation sector in their area

(c) Assess the potential harm and side effects caused by illegal practices in entrepreneurship

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Teaching and learning resources

Various pictures of entrepreneurial activities

Teaching steps

1. Guide the pupils to:

(a) Brainstorm entrepreneurial activities and how those activities contribute to economic growth;

(b) Read texts on entrepreneurial activities;

(c) Do Activity 1;

(d) Attempt Exercise 1 in their exercise books, and then mark them and give feedback of the correct answers;

(e) Brainstorm on the means of transport and entrepreneurial opportunities arising from those means of transport;

(f) Read the text on entrepreneurial opportunities arising from the means of transport;

(g) Perform Exercise 2 in their exercise books and then mark and give them feedback of the correct answers;

(h) Read a text about the side effects caused by illegal business practices;

(i) Attempt Exercise 3 in their exercise books, then mark and give them feedback of the correct answers;

(j) Read the text on the impact of illegal business activities in entrepreneurship and how to control them;

(k) Do Activity 2;

(l) Present their responses in the class; and

(m) Attempt Exercise 4 in their exercise books, mark and then correct their mistakes.

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Answers

Exercise 1

1. Picture 2: Carpentry. A carpenter is seen cutting wood to make furniture. Picture 3: Business. People seem to be selling and buying.
2. Entrepreneurs who run these businesses earn incomes to support their families, and also pay taxes that support the country's economic development.
3. Tables, chairs and cabinets. Tables are used at home, at school and in the office. Chairs are used for sitting; cabinets are used in the home, school and office to store books, clothes and utensils.
4. Picture 3 shows an entrepreneur who is engaged in the fruit business. This business is important to entrepreneurs because the profits earned are used to support their families. They also pay taxes that support the development of a society and the nation.
5. Picture 4: Carving. Carving has become a major attraction for customers, especially tourists. Some tourists have been buying these products in foreign currency. This business contributes to economic development, income and poverty reduction.
6. The activity in picture 1 gives us meat, eggs, and income. Therefore, the benefits of this activity include;
   (i) Providing goods to customers, for example meat and eggs;
   (ii) Income to the entrepreneur; and
   (iii) Tax paid by the entrepreneur supports development of the nation.

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Exercise 2

1. Land: roads, railways and pipelines,

   Air: planes.

   Water: ships, boats, barges and ferries used in oceans, lakes and rivers.
2. Increasing individual income and to a nation at large
3. (a) Small businesses (b) Hotels and restaurants (c) Passenger and freight transport (d) Guest houses (e) Toilet services

Exercise 3

1. Business permits are certificates that allow a person to do business of a certain type, such permits are as follows; Taxpayer Identification Number (TIN), business license, and identity card of small entrepreneurs.
2. (a) Tax evasion (b) Cheating in weights and measures (c) Selling substandard products (d) Selling illegal products (e) Operating business without required permits.
3. (a) Tax evasion (b) Operating business without a permit (c) Selling substandard products (e) Selling illegal products.

Exercise 4

1. (a) Government loses revenue; (b) Harm consumers' health (c) Closure of business
2. (b)

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3. (e)
4. (d)
5. (a)
6. (c)
7. FALSE
8. TRUE
9. TRUE
10. FALSE
11. TRUE
12. Illegal business practice is an activity that violates business ethics such as the business of selling products containing harmful or toxic ingredients.
13. Mistakes in weights and measures which can be avoided are:
    (a) Providing a customer with underweight product, for example 4 kg instead of 5 kg;
    (b) Packing goods exceeding acceptable standards;
    (c) Using a scale that has not been inspected and approved by the relevant government authority; and
    (d) Using a scale whose permit has expired.

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