



New Curriculum

Ventures Primary Heritage-Social Studies



4

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Learner's Book

Ventures Primary
Heritage-Social Studies
Learner's Book Grade

4



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Objectives

You should be able to:

1. explain roles and status of family members
2. outline individual and family aspirations
3. identify family gatherings
4. describe family gatherings
5. identify indigenous processing tools
6. display indigenous processing tools
7. identify local shrines and monuments
8. describe local shrines and monuments.

Flashback

- a. Collect pictures of five animals and say the totems they stand for.
- b. Say the purposes of a totem to family members.
- c. Draw and name some indigenous hunting tools.



Key words

cultural values
aspirations

guardian
monument

shrine
status

dehusk

Introduction

The family is the first place where children are taught family values and practices. These are usually based on **cultural values** and practices of the community in which the family belongs. Cultural values are beliefs and a way of life specific to a particular group of people. For example, in Indigenous Religion it is taboo to talk back to an elder even when they are wrong. Children belong to families and they need to treat their elders with respect because of the **status** they hold. A status is someone's position in a family or society. Family roles are shared according to the status of family members.

1A. Role and status of family members



Roles of family members

Families help each other with different chores. Children help their parents with different chores. Parents teach their children how to do some duties. Parents who work with their children pass on particular skills and values to them. Such children learn the important virtues of life from childhood. Some of these are hard work, trust, love for work, humility, sympathy and respect.

Through these virtues of life a child learns to respect family members according to their status. A child with good personality (*Unhu/Ubuntu/Vumunhu*) respects the status of family members and values family roles. He or she shares these roles fairly with other family members according to their status. Families work as a team to make their home happy by keeping it clean and producing enough food. These virtues of life in the end become their family heritage. It makes their family different from others.

Families are made up of adults and children. Fathers, mothers and **guardians** hold a high status as they are elders. A guardian is an elder who looks after a child who is not his or hers biologically. A guardian can be an aunt, uncle, grandfather or grandmother to the child. Everyone in a family has a status attached to him or her. It is important to know the status of every individual so as to treat them the right way. Children also have a status attached to them, they are to be taken care of because they cannot take care of themselves. The status children hold gives them certain rights, for example, a right to a home, family, education and birth certificate.

Activity 1

1. Discuss the roles of parents or guardians and children in the family.
2. Act out the roles and status of family members.

Exercise 1

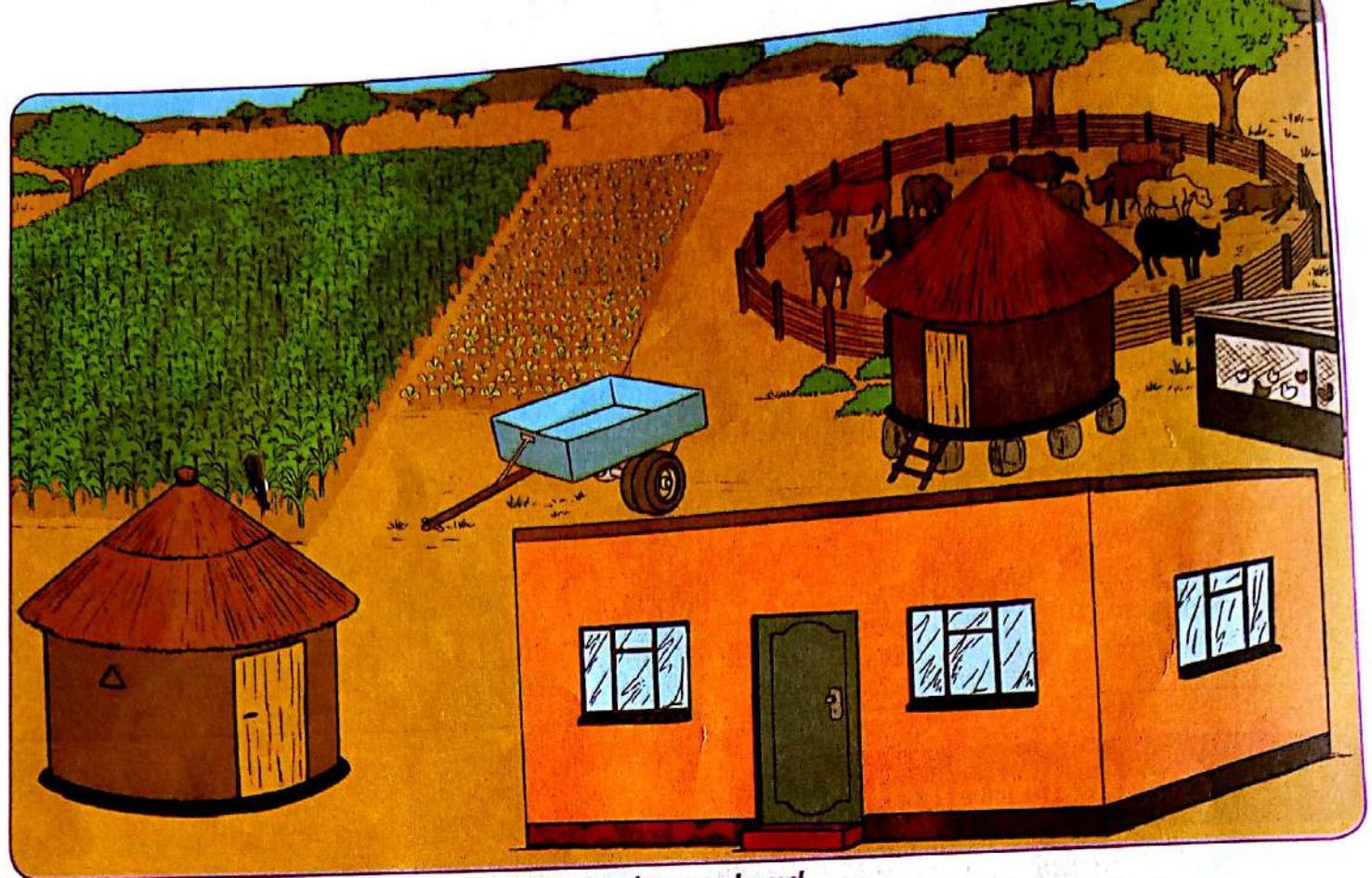
1. Everyone in a family has a _____.
A. bed B. cup C. status D. book
2. Families help each other with different _____.
A. food B. chores C. plates D. statuses
3. The status children hold gives them certain _____.
A. gifts B. tasks C. rights D. homes
4. What is the role of a child in a family?
5. A child with a good personality values _____.
A. gifts B. chores C. rights D. homes
6. A guardian is _____.
A. gifts B. chores C. rights D. homes

1B. Family aspirations

Each person has a mixture of strengths, needs and **aspirations**. Aspirations are the things a person wants to achieve in order to enjoy a good life. Some examples of strengths are good health, good education, skills, courage, discipline and hard work. Individuals within a family have different aspirations. Some aspire to be farmers or singers. Others only want to earn enough money to take care of their loved ones. Families also have their own aspirations and these could include being a religious family, to be respectable in the community, earning enough money to survive and having a warm, loving and peaceful home. Family aspirations are things a family wants to achieve in order to enjoy their lives.

Tembo homestead

The Tembo homestead is in Esigodini. It is a beautiful home. It shows many family aspirations which the family has achieved. There is a promising maize crop and a vegetable garden. They keep cattle, goats and chickens. One of their aspirations, as shown by these projects, is food security.



Tembo homestead

Food security in the home allows the family to enjoy the following daily needs:

- A balanced diet
- Good health
- Safe water supply
- Money (from the sales of eggs, milk, vegetables etc)
- Happiness
- Respect (from the community).

Activity 2

1. Write down other common family aspirations.
2. What are your aspirations as an individual?

Exercise 2

1. _____ are the things a person wants to achieve in order to enjoy good living.
A. Strengths B. Values C. Aspirations D. Weaknesses
2. Individuals within a family have _____ aspirations.
A. the same B. different C. difficult D. achievable
3. Give an example of a family's daily needs.
4. What are family aspirations?
5. Give one example of an aspiration.
6. One Family aspiration achieved by the Tembo homestead is _____.

1C. Family gatherings



Family members place great value on family gatherings. Family gatherings:

- bring together people of the same clan
- strengthen family relationships
- help children understand the family tree
- help members understand each other according to their status
- help relatives to rejoice together
- help families to solve family problems together.

Families gather for different occasions. These include weddings, funerals, celebrations and rituals. Families help each other in providing food, money and services for gatherings. When there is death in a family, in Indigenous Religion, people gather at the deceased's house to mourn them. The extended family members also go to support the family. Some help with cooking and serving food whilst the others sing songs to comfort the family.

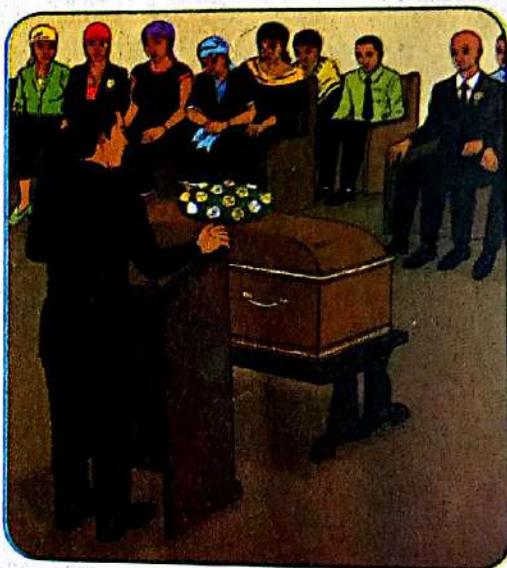
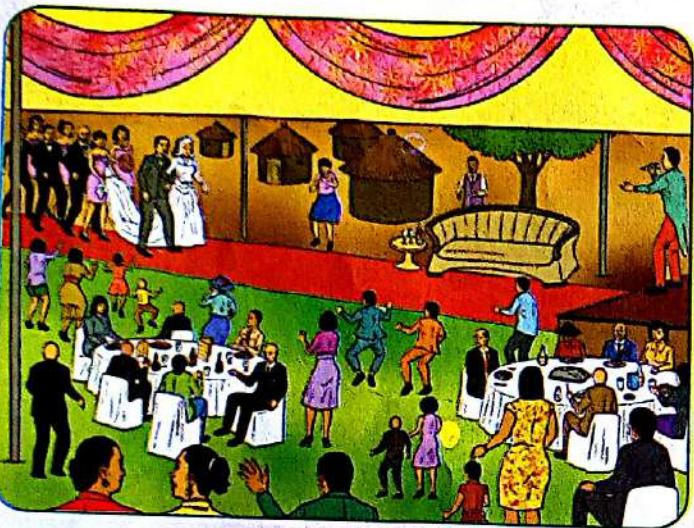
A year after the death of a family member, the family celebrates the life of the deceased and do a ritual called *umbuyiso/kurova guva*. The family sings the whole night and in the morning brewed traditional beer is taken to the grave of

the dead. In some of the indigenous customs, during *umbuyiso/bira*, a branch from the grave is taken home as a sign or way of bringing the dead relative back home.

When a member of the family is not well, they are either taken to a traditional healer, hospital or a church. Families gather to support the sick. They come up with means of taking care of the sick. Families support each other in everything, be it funerals, births, weddings or sickness.

Activity 3

1. In groups, discuss the following family gatherings. Dramatise part of what happens.



Exercise 3

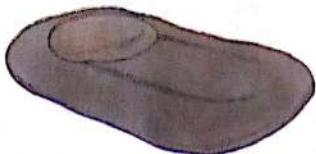
1. Family gatherings bring together people of the same _____.
A. clan B. surname C. age group D. totem
2. Family members place great value on _____.
A. family deaths B. food C. men D. family gatherings
3. When families gather, they help each other with _____.
A. flowers and water B. food and services C. crying D. cooking
4. Give one advantage of family gatherings.
5. Family gatherings strengthen family _____.
6. In Indigenous Religion, *kurova guva/umbuyiso* is done after how long?

1D. Indigenous processing tools

There are different types of indigenous **tools** that are used to carry out different tasks. A tool is something you use to do work. Some of the basic indigenous tools are still being used today. Below are three examples of indigenous processing tools.

a) Grinding stone (*guyo/imbokodo*)

A grinding stone is used for grinding grains into mealie meal. It is also used to turn nuts into peanut butter. It was used by the early people of Zimbabwe. Some people still use it for turning groundnuts into peanut butter.



Grinding stone

b) Mortar and pestle (*Duri nemutswi/Ingiga lomgigo*)

The mortar and pestle has been used by people for years. It is used to process food into a fine paste or powder. For example, it is used to crush groundnuts into peanut butter. It is also used to shell nuts by pounding and to **dehusk** corn. To dehusk is to remove the outer covering.



Mortar and pestle

c) Furnace (*mvuto/umvutho*)

A furnace is for smelting iron. The picture shows a furnace used by the early people of Zimbabwe.



Furnace

Activity 4

Visit the local community and do the following:

- collect samples of indigenous processing tools
- take pictures for display in the classroom
- practise using indigenous tools to process some materials.

Exercise 4

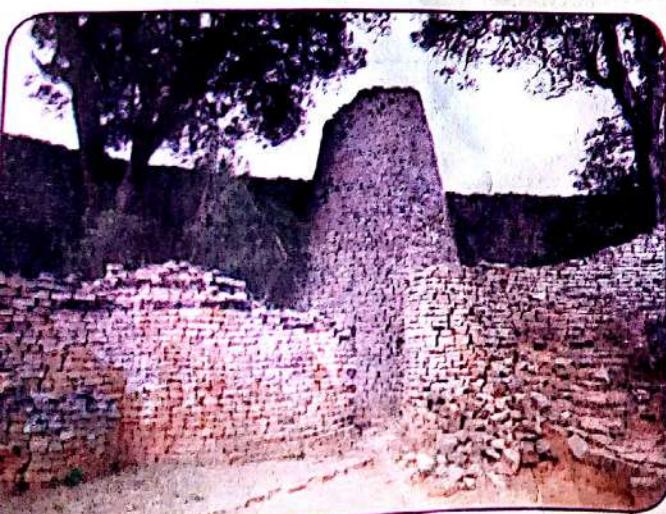
1. A grinding stone is used to _____ sorghum.
A. crush B. change C. grind D. peel
2. Sorghum is processed into _____ meal
A. sorghum B. rapoko C. millet D. maize
3. The mortar and pestle is used to turn maize into _____ and _____.
A. groundnuts and powder B. meal and maize
C. mealie-meal and samp D. millet and rapoko
4. What is a tool?
5. What is the use of a blast furnace?
6. Draw and label a grinding stone.

1E. Local shrines and monuments

A **shrine** is a place of worship associated with a sacred person or object. It can also be a tomb of a saint or other holy person. It can also be a place that is visited and honoured for its association with a famous person or event. Examples of local shrines are the National Heroes Acre in Harare and Njelele in Matobo. Njelele is a sacred hill where Indigenous people perform rain making ceremonies.



Heroes Acre



Great Zimbabwe

A **monument** is a structure, building or site that is of historical importance or interest. It is usually owned by the community as a whole. Examples of national monuments include the Great Zimbabwe Ruins in Masvingo, Matobo Hills in Matobo and the Khami ruins in Bulawayo. The Matobo hills show they were inhabited by the early people of the country. There are caves with rock paintings that depict the people's way of life.

Activity 5

1. Carry out educational trips (tours) in your local area and identify:
 - a. caves
 - b. sacred hills and mountains
 - c. shrines
 - d. rock paintings.
2. Discuss the local shrines and monuments in your area.
3. In groups of two, collect pictures of local shrines and monuments and create a small gallery in your classroom.
4. Using the internet, find out about other sacred places in Zimbabwe.

Exercise 5

1. Where do we find rock paintings in Matobo?
2. What is a monument?
3. What is a shrine?
4. Give one example of a monument.
5. Give one example of a shrine.
6. What do people do at Njelele?

Summary

- Family roles are shared according to the status of family members.
- Children learn good moral standards and develop good attitudes from their parents.
- A person or family with good moral standards and good value standards develops good attitudes and aspirations.
- A child with a good personality (*Unhu/Ubuntu/Vumunhu*) respects the status of family members and values family roles.
- Family gatherings bring together people of the same clan.
- Three examples of indigenous processing tools are grinding stone (*guyo/imbokodo*), mortar and pestle (*duri nemutswi/ingiga lomgigo*) and furnace (*mvuto/umvutho*).
- Shrines and monuments are a very important heritage to us.

End of topic assessment test

Multiple choice questions

1. Every child has a right to _____.
A. have brothers
C. belong to an orphanage
B. belong to a family
D. be noisy
2. A family is part of a _____.
A. School
B. company
C. community
D. person
3. Morals deal with good and bad _____.
A. habits and behavior
C. voices and habits
B. eyesight and behavior
D. people
4. Indigenous processing tools make processing work _____.
A. difficult and slower
C. tiresome
B. easier and faster
D. heavy
5. Guyo/imbokodo is used to process rapoko/millet into _____.
A. metal
B. mealie-meal
C. seed
D. basket
6. A child who values family roles _____.
A. talks of child labour
C. does his/her roles well
B. does not do her/his duties
D. complains about work
7. What do you call your father's father?
A. uncle
B. grandfather
C. grandmother
D. nephew
8. Family aspirations help the family members to _____.
A. become lazy
C. work hard
B. enjoy basic needs
D. be healthy
9. Family gatherings may help some members _____.
A. to change their values and attitudes
B. to eat a lot of food during gatherings
C. to hate each other
D. to drink and quarrel
10. A grinding stone is used to _____ mealies.
A. crush
B. change
C. peal
D. grind

Structured questions

1. What do the following words mean?
 - a) Monument
 - b) Shrine
 - c) Aspirations(4)
2. Give two examples of local shrines.(2)
3. Great Zimbabwe is in which province?(1)
4. Where do you find rock paintings in Matobo?(1)
5. Give two reasons why family gatherings are important.(2)

6. What do you call the following people?
a) your mother's brother
b) your father's father (2)
7. Name one gathering that brings families together. (1)
8. Give one example of an indigenous processing tool (1)
9. A blast furnace is used to _____. (1)
10. The other indigenous name for 'umbuyiso' is _____. (1)

Total [25]

Glossary

Attitude	- the way you think or feel about somebody or something
Clan	- group of related people
Morals	- habits and ideas on what is right and what is wrong
Perception	- the way you see or think about a person or thing
Value	- the importance or usefulness which a person or thing has to you
Virtues	- are good things, for example, respect for elders, being hardworking and punctuality.

Objectives

You should be able to:

1. list the family ceremonies and rituals
2. explain some of the family ceremonies and rituals
3. identify some customs of different cultural groups
4. describe some customs of different cultural groups
5. list some indigenous medicines
6. describe how some indigenous medicines are used
7. identify some cultural practices
8. demonstrate some cultural practices
9. explain the importance of conserving medicinal herbs and trees
10. state some children's games that cultivate norms and values
11. play some games that instill norms and values.

Flash back

1. What is friendship?
2. In groups, talk about the different kinds of friends.
3. Talk about the family ceremonies and rituals you know.

Key words



dowry

adolescence

ethnic group

Introduction

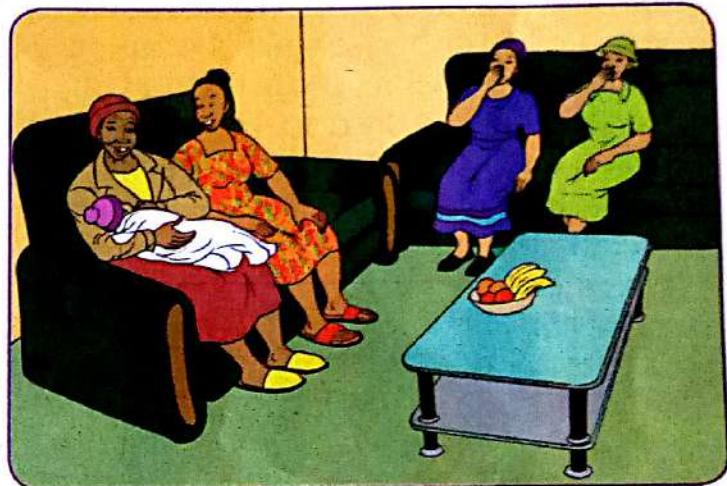
Zimbabwe is a multi-cultural society. Families from different ethnic groups hold different ceremonies and rituals for happy and sad occasions. Examples of these are birth, marriage, adolescence, *bira/ukuthethela* and *kurova guva/ umbuyiso*. The ceremonies and rituals are held in different places to mark the occasion or event that is being celebrated. The different cultures in Zimbabwe use different indigenous medicines to cure a number of diseases. These medicines are mainly in the form of herbs, for example, the Ndebele use *isihaga* and *intolwane* for stomach problems. This topic looks at family ceremonies and rituals, customs of different ethnic groups, indigenous medicines, related cultural practices and children's games.

2A. Family ceremonies and rituals

The Shona use thatched huts to do their ceremonies and rituals. Inside the huts is a built-in slab (*chikuva*) where they carry out their ceremonies or place the dead before burial. On the other side is another slab where men sit (*chigaravakwati*). Other tribes, like the Ndebele, do their ceremonies in different places like the cattle kraal, hearth (*emsamo*) and mountains. Different rituals and ceremonies have different places and areas where they are performed and celebrated.

a) Birth

Indigenous people celebrate the birth of a new born baby in different ways. In some Shona cultures, when a baby is born, the first is ululation. This is a way of celebrating the new member of a family. In some indigenous cultures, people congratulate the couple and can only see the baby after three months. Close family members can see the baby earlier. They bring gifts for the child and its parents.



b) Marriage

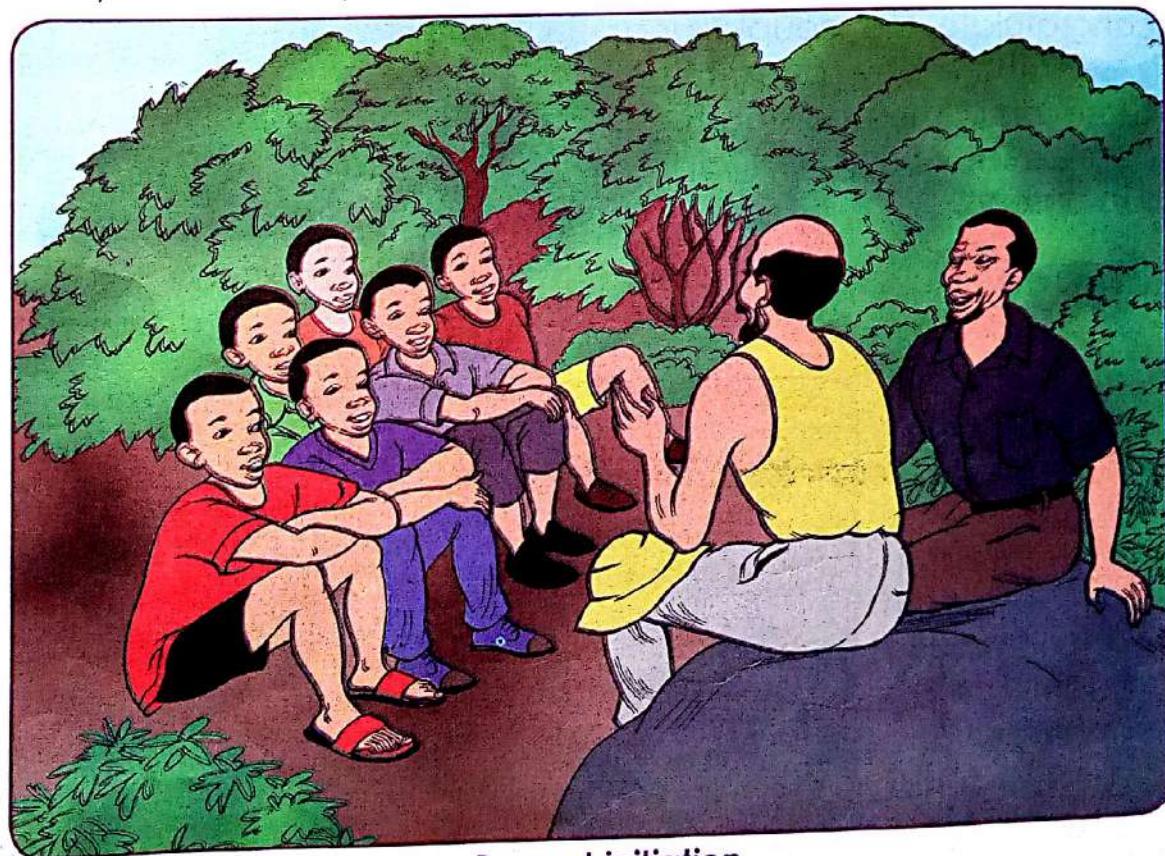
Marriage in Indigenous Religion brings together two families. Families come together to support the two people who want to get married. The groom pays *lobola* (bride price) to the bride's family before they are married. The groom's family sends people to pay the bride price at the bride's home. Close family members of the bride help with cooking and taking care of the groom's family during the *lobola* negotiations. The bride's sisters and aunts prepare kitchen utensils for her to take to her new home. The aunts also advise the bride on how to be a good wife and daughter-in-law before she marries her husband.



However, in some cultures the bride brings **dowry** from her family to her husband when they get married. Dowry is money or property brought by a woman when she marries her husband. Nowadays, most indigenous people pay lobola and then get married in a church or court. This is done to celebrate with friends the coming together of two families.

c) Adolescence

During the development of a child there is a period before adulthood known as **adolescence**. This period has three stages: early adolescence, middle adolescence and late adolescence. Early adolescence is the puberty stage when a child shows physical changes. The girls will be between 10 years and 14 years. They develop breasts and begin to menstruate. The boys will be between the ages of 12 years and 16 years. The boys develop deeper voices and begin to look like men. Middle adolescence is between the ages 15 years and 17 years. This stage is past puberty. Late adolescence is the final stage of adolescence. It is between 18 years and 21 years.

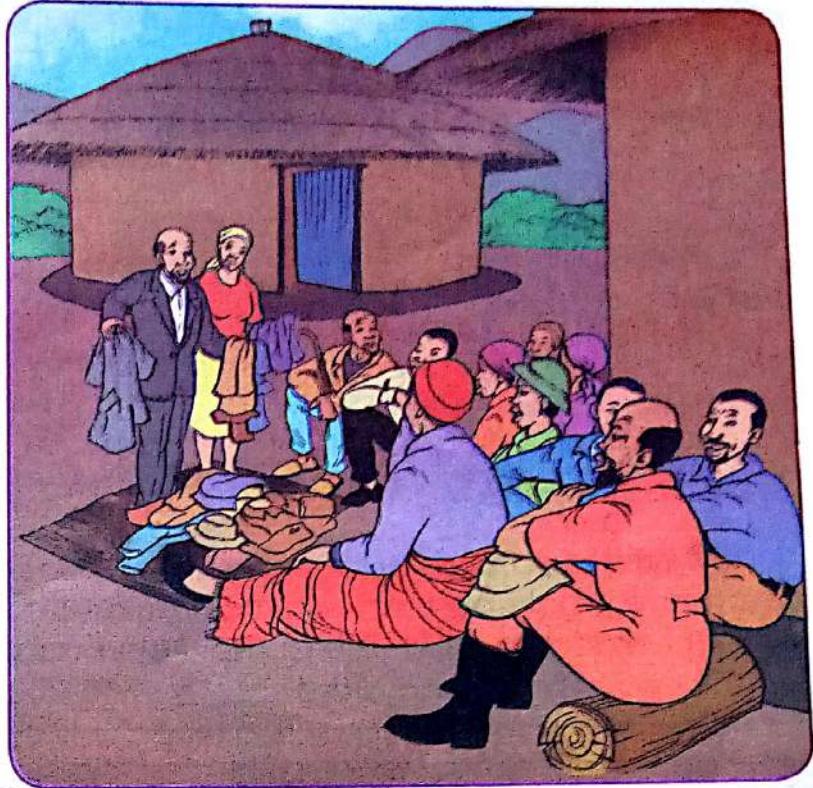


Boys at initiation

Different indigenous cultures celebrate adolescence in different ways. In some cultures, for example, the Xhosa people in Mbembesi and vaRemba in Mberengwa, when boys come of age, they are taken to the bush by the chosen elderly men for a month. During this period, they are circumcised and taught how to become men and what is expected of them. This is done, especially, during winter. In some indigenous cultures when girls come of age they are taken to bathe in the river very early in the morning. After that, they are taken to a hut where chosen elderly women teach them about womanhood and how to keep themselves clean. After initiation, some families choose to have ceremonies to celebrate the coming of age of their children.

After burial

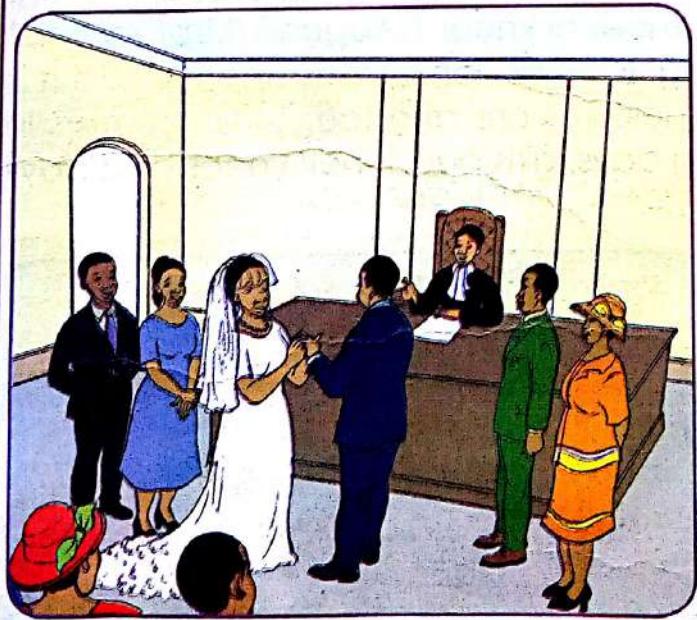
After the funeral the relatives share the property of the deceased. Usually, close family members get a share. After sharing the property of the deceased, the widow is asked to choose a man from the man's relatives (*kugara nhaka*). In case of the man losing his wife, the wife's relatives are asked to give the man a wife (*Chigadza mapfihwa/Umlamu*).



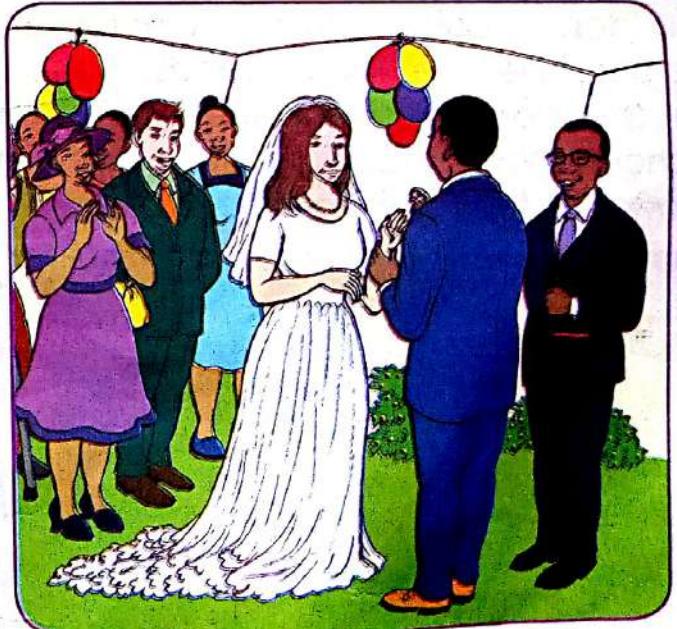
A year after the death of a person, in Indigenous Religion, the relatives gather and brew beer. The relatives spend the whole night chanting and singing to remember their departed one. Early the following morning they take the beer to the grave of the dead and do their rituals. They return home together to the hut they used to chant in. This is done to return the spirit of the dead to their home (*kurova guva/umbuyiso*).

Activity 1

1. In groups, act out the following weddings:



Court wedding



Garden wedding

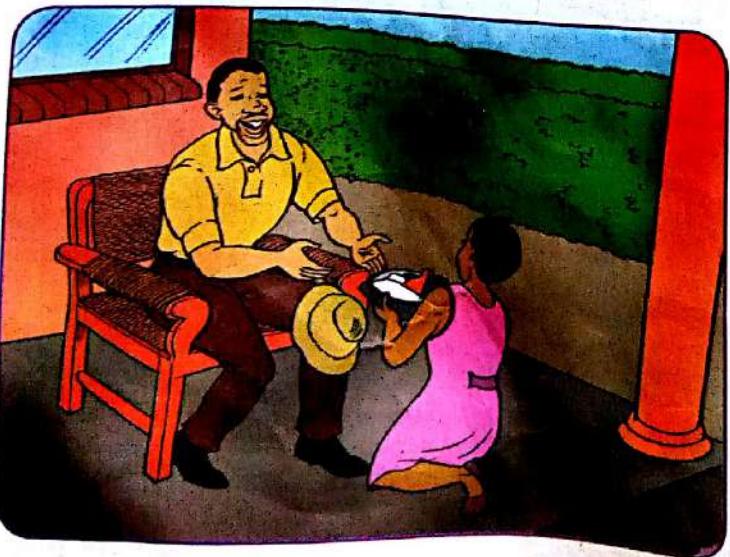
2. In pairs, identify family ceremonies and the rituals performed during such gatherings.
3. Using the internet, research about ceremonies and rituals of different ethnic groups. Present your findings in class

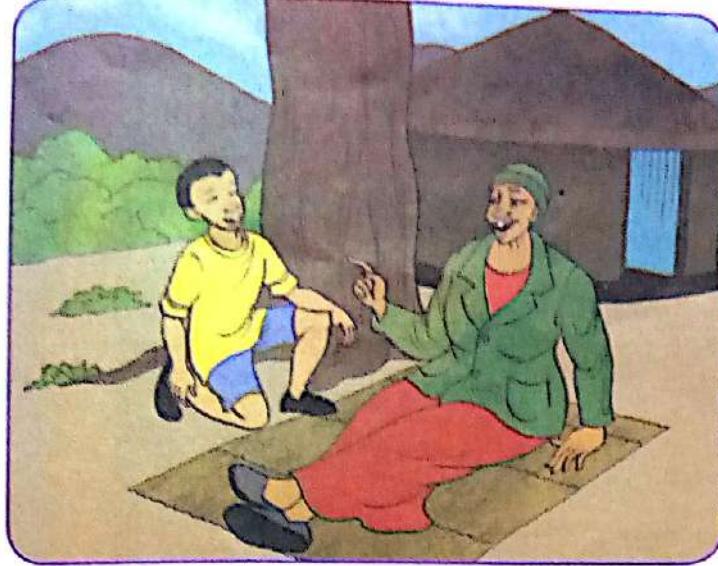
Exercise 1

1. Which two changes take place in girls during puberty _____.
 A. Deep voice and menstruation. B. Menstruation and masculinity.
 C. Menstruation and growing breasts. D. Look like men and grow a beard.
2. The _____ people share clothes of the deceased the day after burial.
 A. Xhosa B. Pedi C. Shona D. White
3. What is ululation?
4. The Ndebele perform rain making ceremonies _____.
5. When does a child start to show physical changes?
6. During initiation, boys are _____.

2B. Customs of different cultural groups

Different **ethnic groups** in Zimbabwe observe and practise different customs. An ethnic group is a community made up of people who share the same cultural background. People of different ethnic groups behave in different ways when they interact. The way of behavior makes up the groups' norms and values. The Shona and Ndebele boys crouch whilst girls kneel when they talk with the elders. Generally, Shona women either bend their knees (*kutyora muzura/ukuviyoca*) or kneel and clap hands to welcome people. The men remove their hats and crouch. In Ndebele culture, women also bend their knees or kneel (*ukuguqa/kupfugama*) to greet people. This depends on the setting. If it is at home, they kneel and if it is on the road, they bend their knees. These gestures are also taught to learners in schools. When receiving gifts on prize giving days, girls bend their knees and boys bow. See the pictures below.





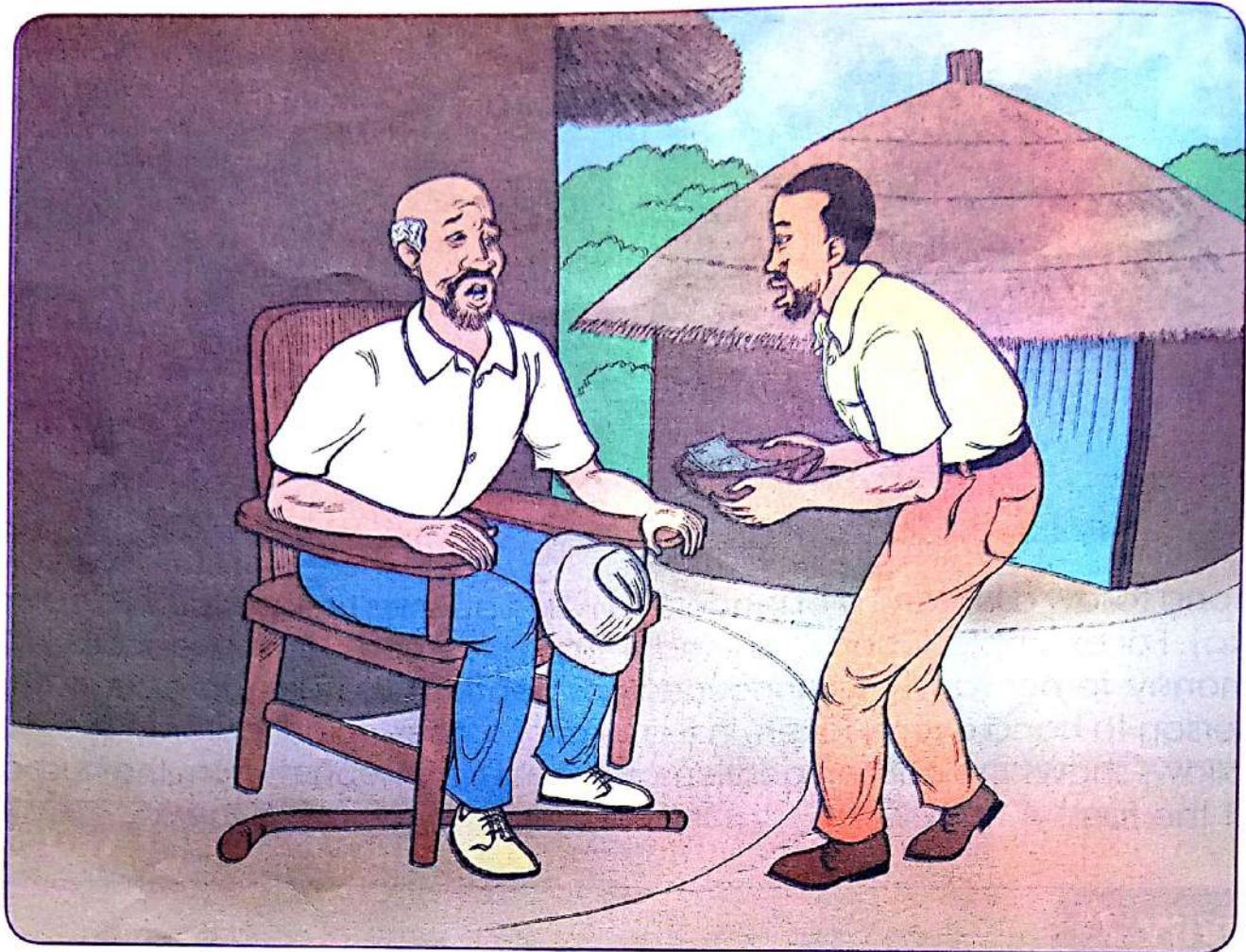
The Shona follow a hierarchy of leadership when addressing the elders (*kusumana/ukubika*). For example, when a married woman dies, her husband sends delegates with money to her family to announce her death. These delegates can choose one person to hand over a token, in the form of money, to her parents. The picture that follows shows the chosen gentleman (could be a nephew from the husband's side of the family) handing over money to the late woman's father.

Activity 2

1. Talk about the customs in your culture.
2. Discuss the customs of different indigenous groups.
3. Role play the following customs and say when and why they are done:
 - crouching
 - kneeling
 - bending knees (*Ukuviyoca/kutyora muzura*).

Exercise 2

1. When accepting a parcel or present, girls bend their knees as a sign of _____?
2. What do the elders use to talk to the spirits?
3. What is *kusumana/ukubika*?
4. When are children supposed to bend their knees around elders?
5. Why are learners taught these customs at school?
6. Boys crouch, girls _____?



2C. Indigenous medicines and related cultural practices

i) Indigenous medicines and cultural practices

When we are sick we need medicine to make us well. The medicine used by local people that they get from local herbs and medicinal trees are called indigenous medicines. The roots, stalks, leaves, fruit and flowers of herbs are used to prepare medicines. Below is a table showing indigenous medicines and what they treat.

HERBS		
Source	Part used	Treatment
Muroro	Roots	Cough
Aloe	Leaves	Stomach ache, heat rub
TREES		
Source	Part used	Treatment
Mugodo/ hardwood	Leaves	Cough
Mubvamaropa/blood wood	Bark	Skin cancer

Mubvamaropa	Flowers	Chipande
Mupfuta	Seeds	Skin treatment
Mushani	Leaves	Back ache/ coughs
Umvagazi and Umthunduluka	Bark, leaves/seeds	Blood pressure
Isihaqa	Whole plant	Stomach ache
Inyathela	Roots	Cough

ii) Conservation of medicinal herbs and trees

Medicinal herbs are medicines made from plants. To conserve medicinal herbs, the indigenous people would use part of the plant instead of the whole. For example, if the part that is needed are the roots of a plant or tree, a person would cut one or two roots from the plant but leave it still healthy and in the ground. This means that next time they want to use the roots they would still have a plant to get them from. Indigenous people would also plant herbs in place of the ones they would have used. When a tree bark is needed, people would take the bark from the tree and not cut down the whole tree. This is done so as to conserve the tree for future use. In some cases, if the leaves and roots of a tree or plant can be used to cure the same thing, then the leaves will be used instead of the roots. This is done to make sure that the plants are still there for the next generations.

Activity 3

1. Use the internet to find out about other medicinal herbs and trees.
2. In groups, collect samples of herbs and medicinal trees for your herbal garden.
3. Talk about how some herbs are used and what they cure.

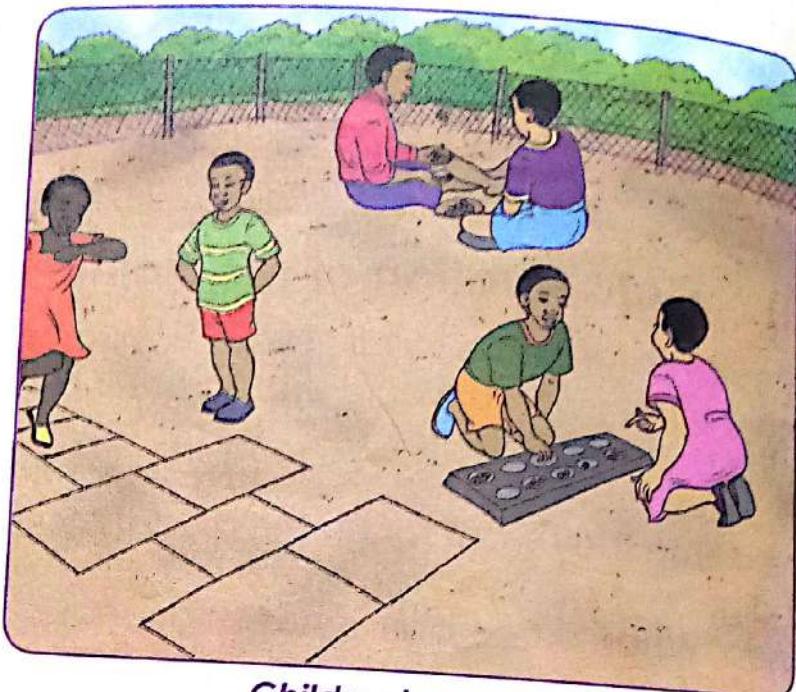
Exercise 3

Fill in the table.

Source	Part used	Treatment
Muroro		Cough
	Leaves	Stomach ache, heat rub
Isihaqa	Whole plant	
	Leaves	Coughs
Mapfuta		Hot compress
Inyathela	Roots	

2D. Children's games

The picture shows different childrens' games. These are *nhodo/igwini*, *tsoro/intsoro* and *pada*. These games train you to be sociable and improve mind and body fitness. Some children's games cultivate norms and values. They teach honesty and oneness. Games like *ingwini/nhodo* teach you how to judge your options. Such games teach you to think outside the box and help you with problem solving skills. *Nhodo/Igwini* also teaches you hand and eye coordination.



Children's games

Activity 4

1. Name the different indigenous games you know.
2. Which games teach you how to count?
3. Play the above games with your friend.

Exercise 4

1. State two things you learn from playing games.
2. What skills do you get from playing *intsoro/tsoro*?
3. Give one example of indigenous games.
4. Games cultivate _____ and _____.
5. Children's games train them to be _____.

Summary

- Zimbabwe has many ethnic groups that practise different rituals and ceremonies for different occasions.
- Indigenous medicines are collected from different herbs and medicinal trees. To conserve medicinal herbs, indigenous people would use part of the plant instead of the whole.
- Games train children to be sociable and improve mind and body fitness.

End of topic assessment test

Multiple choice questions

1. Zimbabwe is a _____ society.
A. multi-cultural B. colourful C. beautiful D. Shona
2. Njelele is found in _____?
A. Chinhoyi B. Matobo C. Kwekwe D. Harare
3. Name the place used by the Ndebele for rain making ceremonies.
A. Matobo Hills B. Victoria Falls C. Njelele D. Kariba
4. Money or property brought by a woman when she marries her husband is called _____.
A. lobola B. roora C. gift D. dowry
5. What is the first thing Shona women do when a baby is born?
A. Ululation B. Dancing C. Crying D. Laughing
6. Marriage in Indigenous Religion brings together two _____.
A. people B. religions C. families D. cultures
7. When girls give adults food they _____.
A. kneel B. stand
C. put their left hand on the waist C. look away
8. Boys from different indigenous cultures _____ whilst girls kneel.
A. stand B. clap their hands
C. sit D. crouch
9. Muroro roots are used to treat _____.
A. a cough B. stomach ache
C. skin cancer D. blood pressure
10. Isihaqa roots are used to cure a _____.
A. cough B. chipande
C. stomach ache D. skin cancer

Structured questions

1. What is the role played by families during lobola negotiations? [1]
2. Define the following terms:
 - a) dowry
 - b) lobola
 - c) status [3]
3. Families help each other with different _____. [1]

4. Name the instrument below.



5. Who shows their respect by kneeling? [1]
6. Which game teaches children problem solving skills? [1]
7. Plants that are used as medicines are called _____. [1]
8. List three indigenous children's games. [1]
9. Give 3 examples of indigenous trees that can be used as medicine. [3]

Total [25]

Glossary

Customs:	- way of doing things.
Indigenous:	- plants, people or animals growing or living for a very long time.
Multi-cultural:	- made up of people of different ways of living and religion.
Rituals:	- Events done regularly and always in the same manner.

Topic 3

National history, sovereignty and governance

Objectives

You should be able to:

1. narrate the history of the early people of Zimbabwe
2. describe the way of life of the Khoisan and the Bantu people
3. explain the contribution of the Bantu to the national heritage
4. explain the need for rules and laws at home, school and in the community
5. compare by-laws and national laws
6. outline the need to observe laws
7. identify some of the laws of Zimbabwe
8. identify indigenous laws
9. state the people who preside over different indigenous courts
10. recite the national school pledge
11. explain the importance of the national school pledge.

Flashback

Military displays during Independence Day commemorations.



National events and celebrations bring us together as Zimbabweans and remind us that we are one people.

Talk about some of our national events or celebrations and why you think they are important.



Key words

heritage

customs

by-laws

whistle-blowers

innocent

Khoikhoi

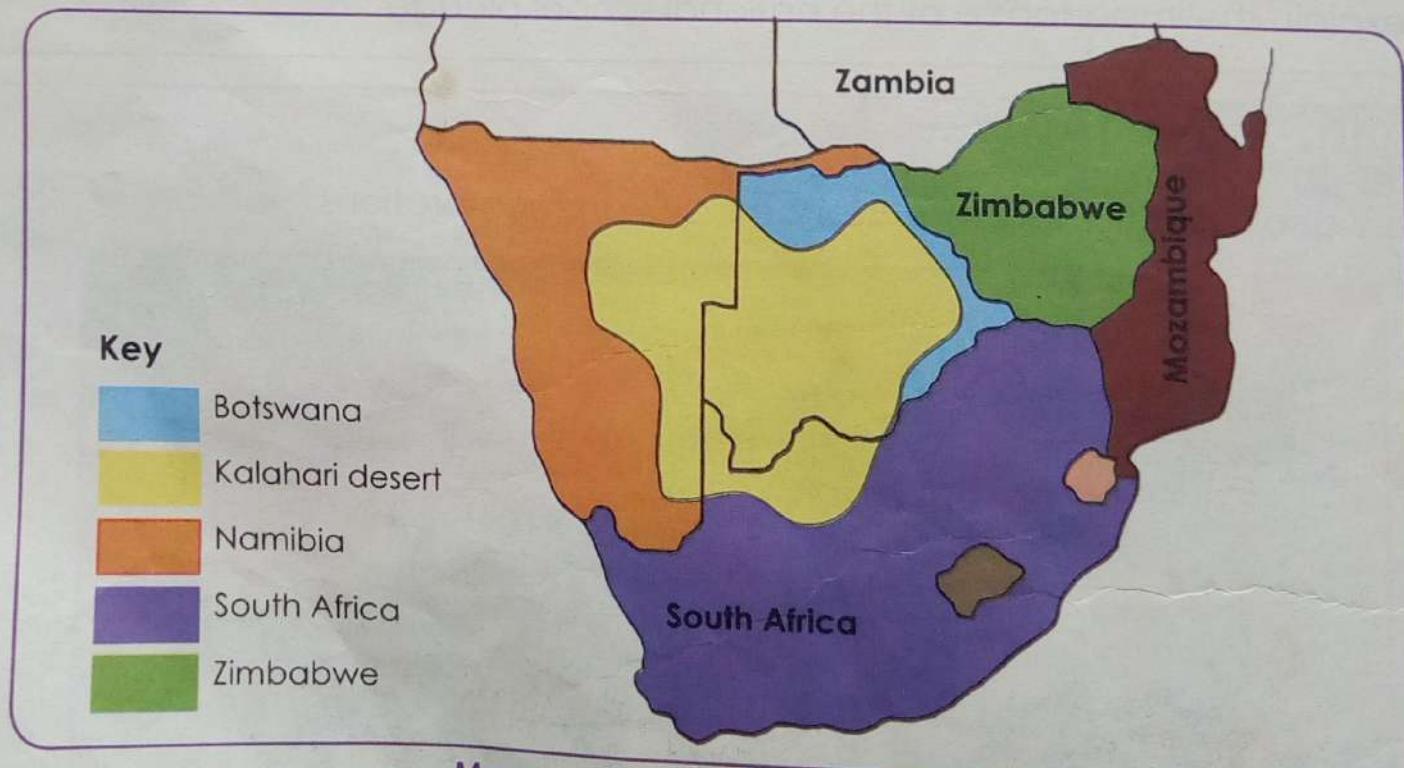
Introduction

Every nation has its own history, **heritage** and **customs**. Heritage is what we get from our past and also pass on to future generations. It involves material things, knowledge, culture and customs. Customs are a way of life of a group of people. Zimbabwe has a rich national heritage that includes amazing rock paintings; imposing buildings such as the Great Zimbabwe monuments in Masvingo; traditions like lobola and belief in the existence of a Creator and life after death.

3A. The early people of Zimbabwe

The early people of Zimbabwe were the Khoisan and Bantu. 'Khoisan' is a term used to describe the San and the Khoi-khoi. These were hunter-gatherers and herders.

i) The San

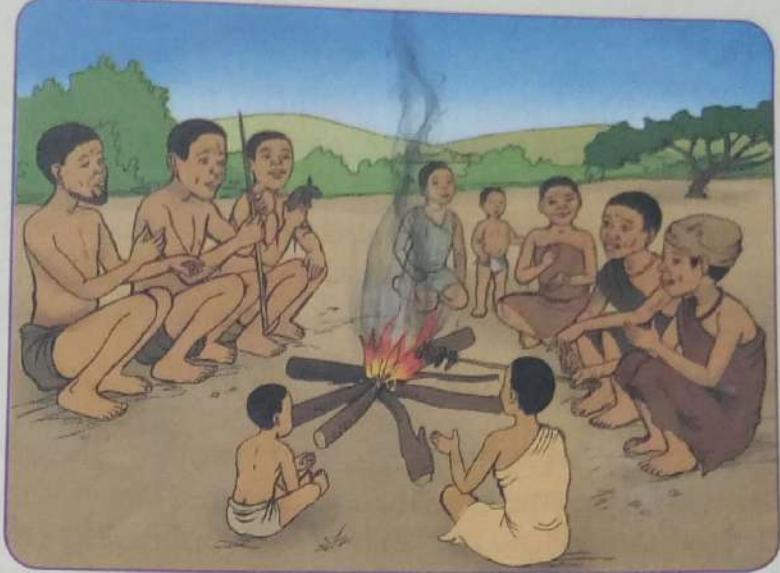


Map showing the kgalagadi desert

The San are sometimes called the Bushmen. They were the first known people to live in Zimbabwe and other countries like Zambia, Malawi, Botswana and Mozambique. They are believed to be the ancestors of most of the people who live in Zimbabwe and our neighbouring countries. Today, the San's descendants live in the Kalahari Desert of Botswana and Namib Desert of Namibia. The above map shows the Kalahari Desert.

San Family

The San were light brown in complexion. They had small bodies but they were strong and able to deal with difficult situations. Their language had many clicks. Many languages that are spoken in Southern Africa today have clicking sound. Examples of these languages are Ndebele, Xhosa, Zulu, Khoisan and Tswana. The picture shows a San family.



A San family

Clothing

The San wore light and loose-fitting clothing so as to move about easily. Men wore animal skins that covered their bodies below their waist. The skin in front was shorter than the skin behind. Women wore short skins in front which were tied at the waist. The San used skin blankets to keep themselves warm. Both men and women wore many small attractive things made from seeds, shells and small pieces of wood strung together as necklaces or bracelets.

Shelter

The San lived in small family groups. They did not build permanent homes because they did not stay in one place for a long time. They were nomads. The San lived in natural caves or in areas with rocks. They also made grass shelters. They had different places for making fire, putting rubbish, cooking and sleeping. The San were a united people who hunted, lived and ate together. They were clever and hardworking people.

Activity 1

1. In groups, research about the way of life of the Khoisan. Present your findings in class.
2. Find out the local names for the animal skins that covered the lower bodies of the San.
3. In groups, find pictures of the San on the internet or in books and magazines and talk about their way of life as shown in the pictures.

Food

The San ate meat they got from the wild animals that they hunted. The meat was either cooked fresh or smoked and dried so as to preserve it. Some people still dry their meat to preserve it over a long period. Dried meat has its own indigenous names like chimukuyu and umhwabha. The San also ate bulbs, roots, fruits, berries and weeds. In some areas they also ate fish and shellfish that they caught in rivers. Basket traps made of reeds were used for catching fish.

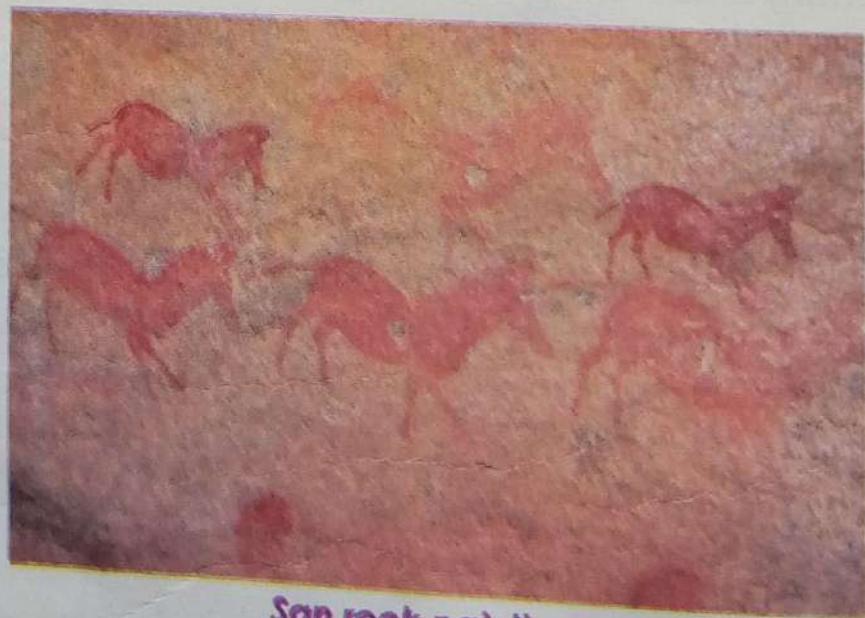
Work and leisure

The San men were excellent hunters. They knew the habits of the animals they hunted. The men hunted in groups. They would chatter with each other quite a lot but would follow an animal without being seen or heard. They used sign language to communicate once they saw an animal or when they picked up its spoor. The San were very clever hunters. They came up with many different hunting methods. For example, they trapped animals by digging deep pits which they covered with wood and grass. They dipped their hunting arrows in the poison. They got poison from roots, barks, berries, snakes and insects such as spiders and scorpions. They hunted small wild animals and reptiles like lizards.

San rock paintings

The San were creative artists who painted on rocks and cave walls. They made paints of many colours. These paints have been there for thousands of years. They also cut pictures into the hard surfaces of ostrich eggshells. The San painted pictures of themselves and of animals. They also drew pictures of hunters running after game. The San also used wood for making pegs, bows and arrows.

The San rock paintings are very important. They have given us a lot of information about the way they lived. These can be found in caves or on rocks around Zimbabwe. For example, some rock paintings are found in Matobo Hills, Matobo. The San women made net bags for carrying food using leather and string bags from reed fiber. They used ostrich eggshells or tortoise shells to carry and store water. San women and children collected fruits and vegetables.



San rock paintings

The San were very good musicians. They were good singers and dancers too. Dancing was their favourite pastime. They danced to enjoy themselves. They also danced during important gatherings.

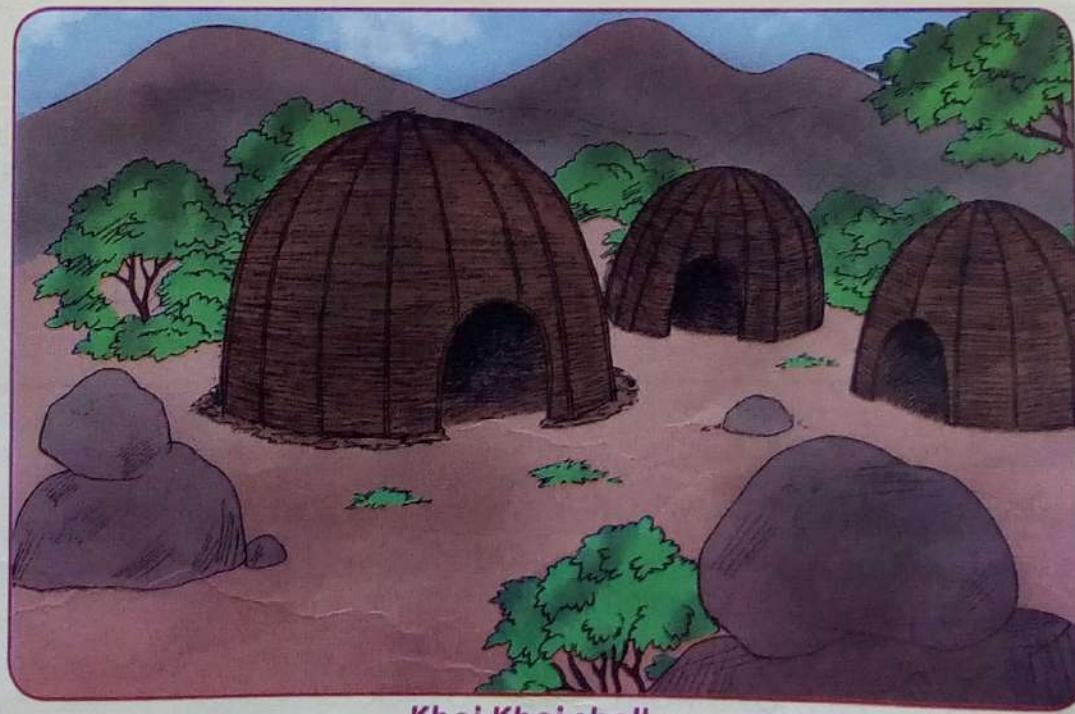
Activity 2

1. Discuss the different methods of preserving the following food:
 - a) meat
 - b) leaf vegetables
 - c) milk.
2. Can you think of signs that we sometimes use when we communicate?
3. Why do you think the San used sign language when they spotted an animal?
4. In groups, talk about the different places in Zimbabwe with San Rock paintings.

ii) The Khoi Khoi

Some early people kept cattle and other domestic animals like goats and dogs. These were called Khoisan herders or Khoi Khoi. Unlike the San, the Khoi Khoi moved in fairly large groups of about two hundred each. Like the San, they used wooden digging sticks. Their bags and other tools were similar too.

Shelter



Khoi Khoi shelter

The Khoi Khoi built dome-shaped huts from tree branches. They covered these with either reed mats or animal skins. The huts were arranged in a circle. The animals were kraaled overnight within the village circle.

The Khoi Khoi's main activity was the keeping of domestic animals like cattle, goats and sheep. The animals were kept for their meat and milk.

The cattle were very important to the Khoi Khoi. Those with large herds of cattle were considered rich and were respected in their communities. The Khoi Khoi moved from place to place looking for grass and water for their animals. As time went on, the Khoi Khoi began to grow crops. Like the San, both men and women worked together.

Khoi Khoi women made a lot of pots to keep and carry milk. They also got salt from salty springs. The salty water was evaporated in soapstone dishes. The women milked cows and goats and also gathered roots and berries.

Social customs and religious beliefs

Khoi Khoi marriages were arranged by the parents. The Khoi Khoi held special functions for young people to prepare them for the future as husbands and wives. Marriage could only take place after these ceremonies were held. The young man paid lobola (roora) and brought an ox for the wedding feast. After marriage the new couple had a hut built for them near the wife's mother's hut.

The Khoi Khoi, like the San, also sang, danced and told stories. They had a special interest in the moon. When the moon was near and when it was full, they had lively dances. Like the San, the Khoi Khoi also believed in God and in spirits. Their God was called Tsuigoab.

Activity 3

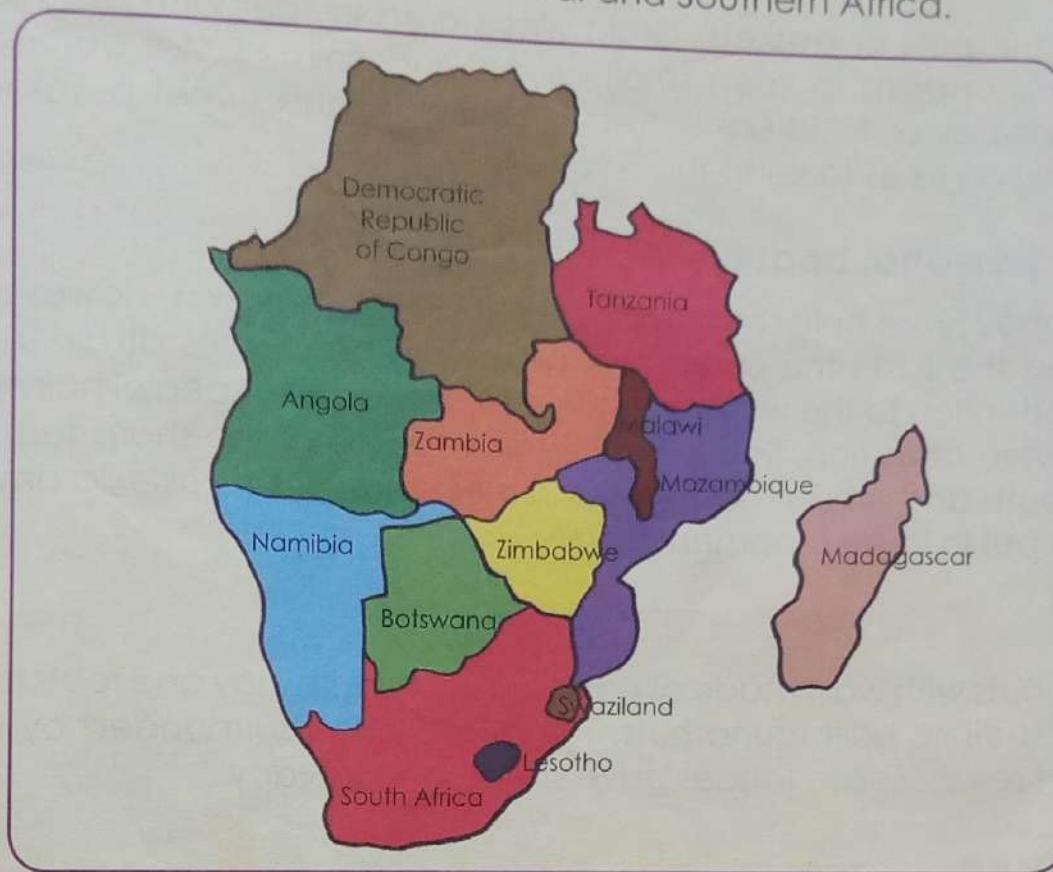
1. Find out about bride price in your culture. Present your findings in class?
2. In groups, talk about the similarities and differences between the Khoi Khoi and the San.

Exercise 1

1. Besides being good hunters, what else were the San good at?
2. The Khoi Khoi God was called _____.
3. What was the Khoisan's main activity?
4. What do we call animals that live in the bush?
5. Why did the Khoi Khoi move from place to place?
6. Who milked cows and also gathered food?

iii) The Bantu

Most of the people in Central and Southern Africa are Bantu-speaking Africans. Bantu languages are a group of related languages spoken in Central and Southern Africa. The following map shows Central and Southern Africa.



Central and Southern Africa

Way of life

The tribe, clan and family were all important parts of the Bantu. These tied the members together. All members of a clan were somehow related. The clan had the same clan name which was often that of an animal. Each member was expected to show kindness to other members. Marriage between members of the same clan was generally not allowed.

The Bantu were farmers. They would grow their crops on a piece of land but would leave that land after a few years to look for a new one. The men would clear the new land by cutting down trees and burning the grass. The women usually made the land ready for the growing of crops. Each family would call in helpers and give them food and some drink. The Bantu grew maize, millet and sorghum. In some tribes, for example, the Tonga, both men and women smoked clay pipes.

Food and food storage

The grain that the Bantu grew was made into flour by stamping with a pestle and mortar (*duri nemutswi/ngiga lomgigo*). They could also grind it between stones. A stiff porridge was made using the flour and eaten with meat or vegetable relish.

Cattle, goats and sheep were usually killed for special gatherings. Many families also kept birds like chickens. The Bantu used herbs collected from the bush to make their food tastier. They ate wild game, pumpkins, groundnuts, sweet potatoes, beans and cucumbers.

Food was kept in pots or baskets. Grain was stored in special huts which were raised on stones or posts to keep small insects and animals that damage food away. Special types of food like locusts, caterpillars and sweet potatoes were sometimes hung on trees to keep them safe.

Clothes and personal beauty

Many Bantu tribes wore only a small piece of bark cloth or skin. However, a few tribes, including the Ila in the Zambezi Valley, wore no clothes at all. The Bantu gave a lot of attention to the way they looked. For example, special hairstyles and tattoo marks were common. Some tribes removed one of the sharp teeth at the front of the mouth and others made holes in their ear lobes (*ukuklekla* among the Ndebele) and put in large ornaments.

Shelter

The Bantu built huts with walls made of poles plastered with clay and roofs thatched with grass. Most tribes built round huts. They were often surrounded by a strong fence made of reeds. These fences gave shade and privacy.

Work and leisure

It was the work of the men to make weapons and other tools. Some men were very good at making things using iron. Some tribes like the Venda were good at iron work. They made hoes, hatchets, assegais, knives and arrow heads.

Bantu men built the outside of the huts and also did the thatching. The women used clay to cover the walls. They made clay floors and sometimes put cow-dung on them to keep away pests. The women also made pots and dishes of different sizes. These pots and dishes were used for holding relish, making beer, cooking porridge, storing food or carrying water. Each pot had a special use and had its own name.



Iron work

Like the San and the Khoi Khoi, the Bantu enjoyed singing and dancing. These activities usually happened in the evening. They played musical instruments that included drums, mbira and pipes. Women could drink beer with men although they ate separately from them.

Marriage customs

The Bantu also practised the "lobola" marriage custom. The husband-to-be gave a number of cattle to his father-in-law. This meant that the children belonged to the father's clan group. However, if the wife was treated badly by her husband and ran away, the husband would lose both his wife and the lobola cattle. The husband would only get his lobola cattle back if the wife is at fault. In all tribes, a man could have more than one wife at the same time. Wives and children were a source of wealth and were also helpful when one got old. A man with many wives and many children was greatly respected. Chiefs and headmen often had more than one wife.

Religious beliefs and practices

Like the San and the Khoi Khoi, the Bantu also believed in a creator god. The Creator was called by different names like "Mwari" "UNkulunkulu" and "Mulungu". They also believed in spirits (*midzimu/amadlozi*).

The Bantu had a knowledge of herbs and medicines. The doctor or herbalist kept this knowledge to himself or herself. They got this knowledge from their parents and other elders.

Names of God (in different languages)

ENGLISH	SHONA	NDEBELE	OTHER BANTU LANGUAGES
<ul style="list-style-type: none">• The Almighty• The Creator	<ul style="list-style-type: none">• Mwari• Musiki	<ul style="list-style-type: none">• UNkulunkulu• UMdali	<ul style="list-style-type: none">• Mulungu (Chewa)• Ramakole (Venda)
<ul style="list-style-type: none">• The Supreme Being	<ul style="list-style-type: none">• Nyadenga• Musikavanhu	<ul style="list-style-type: none">• USomandla (Venda)	<ul style="list-style-type: none">• Mudzimu

Activity 4

1. In groups, talk about the lives of the Bantu and the Khoisan. Search the internet for pictures and present in front of the class.
2. The table below shows the different names for God in various languages. Can you add some more?

Exercise 2

1. How did early people preserve their meat?
A. They never ate meat.
B. They dried it.
C. They ate it.
D. They refrigerated it.
2. The San hunted reptiles. An example of a reptile is a _____.
A. baboon
B. buck
C. lizard
D. dog
3. What name is given to a person who treats the sick with herbal medicine?
A. Herbalist
B. Doctor
C. God
D. Witchdoctor
4. 'Mulungu' is Chewa for _____.
A. the Creator
B. lobola
C. cattle
D. the Almighty
5. A man with many wives is called a _____.
6. ___ and ___ often had more than one wife.

3B. Contribution of the early people to the Zimbabwean heritage

The early people have contributed a number of things to the Zimbabwean heritage. The following is a list of their contributions and how they helped us.

- The San's rock paintings and other Bantu artefacts are an important source of our history.
- The early people's knowledge of colour and art has improved our own.
- Heritage sites like the Great Zimbabwe monuments.
- Our knowledge of edible fruits.
- A rich history of music and musical instruments. For example, the Marimba (xylophone) has been there in Bantu Africa for thousands of years.
- The custom of paying *lobola* is still practised in many African societies today. It is meant to strengthen marriages.
- Knowledge of traditional medicine continues to help us even today.
- Knowledge of herbs and herbal medicine show that books are not the only source of knowledge. We can also get knowledge from our elders.
- Knowledge of a creator god.

3C. The need for rules and laws

What would happen if everyone was left to do what he or she felt like doing? Why do we need rules at home, at school and in the community?

Rules at home

Rules at home are usually not written down. Each family member gets to know and understand family rules. Home rules are not always the same. They may differ from one home to the other and from one culture to another. If home rules are followed, life becomes orderly and happier. The picture shows an example of home rules. In this case, the family does not eat without praying first.



Rules at school

Like homes, schools have rules that have to be observed for the good of everyone. However, school rules are often written down. They may be for a particular class or they may be for the whole school. If school rules are followed, teaching and learning becomes easier, more interesting and more useful.

Activity 5

In pairs, do the following:

- Give examples of class rules.
- List examples of school rules.
- Who makes these rules?
- Do you think these rules are important?

Rules in the community

Our homes and schools are part of the community. Our communities also have rules that need to be followed for the good of every member. Community rules are not usually written down but people get to know them. Community rules are not the same everywhere but they serve more or less the same purpose, that is, to help its members live harmoniously.

Local government by-laws

Councils have the right to make **by-laws**. A by-law is a law made by a local authority that works only in that area. Local government by-laws must be approved by Central Government through the Parent Ministry. In Zimbabwe, Urban and Rural councils fall under the Ministry of Local Government. Local government by-laws may differ from one council to another. The laws are for the good of all the people living in those areas.

Examples of urban council by-laws

Some urban by-laws are there to take care of the environment. These are called Environmental by-laws. For example, it is not allowed to grow crops less than 30 metres away from streams and rivers. It is also not allowed to grow crops on land that is not meant for farming. The cutting down of trees and bushes is not permitted. There are also Trading, Marketing and Health by-laws. For example, people who sell things in the streets are required to have valid licences. Vendors or hawkers are not allowed to sell things everywhere. They are restricted to certain areas. Lastly, we have traffic by-laws that control the movement of traffic. Vehicle owners are required to park their cars in parking bays. If they do not do this, their vehicles may be clamped or towed away. They will have to pay a fine to have their vehicles back.

Parliamentary and the country's laws



Parliament of Zimbabwe

Parliament is one of the arms or branches of government. You will learn more about Parliament and the other arms of government in later grades.

The Parliament of Zimbabwe is made up of two houses. These are the National Assembly and the Senate. Members of the National Assembly are often referred to as Members of Parliament (MPs). Those who sit in the Senate are called Senators. Members of the National Assembly or Parliament are the elected representatives of the people. The areas that they stand for are called Constituencies.

The Parliament makes laws that govern the country. The laws that Parliament makes are for the protection of all citizens. All the people are expected to respect and follow the laws. The country's laws are found in a constitution. These govern the behaviour of all bodies from families to companies and councils.

Activity 6

1. Find out who your local MP is.
2. In groups, outline rules and laws at home, school and community.
3. With your friend, talk about the importance of laws.

Exercise 3

1. Give examples of two school rules.
2. Define the following words:
 - a) law
 - b) by-law
3. If you cultivate on river banks, you will have broken which by-law?
4. Why are vendors not allowed to sell their products on street pavements?

3D. Observing the laws: The role of individuals, community, police and the courts

If the doctor gives a patient a prescription but the patient chooses to keep the prescription and does not buy and take the required medicine, his or her illness will not go away. In fact, the sick person may get worse or even die! Likewise, if laws are made but they are not observed and enforced, they become useless.

i) Role of individuals

Every citizen has a part to play in observing the laws. If everyone follows the law, then no one would go to jail. The police, the courts and the prisons and correctional services are there because we do not always obey the law. There is therefore, the need to punish and correct law-breakers.

The most important duty of every individual is to respect the law. National laws and local government by-laws have to be followed for the good of everyone. Individuals are expected to, do the following:

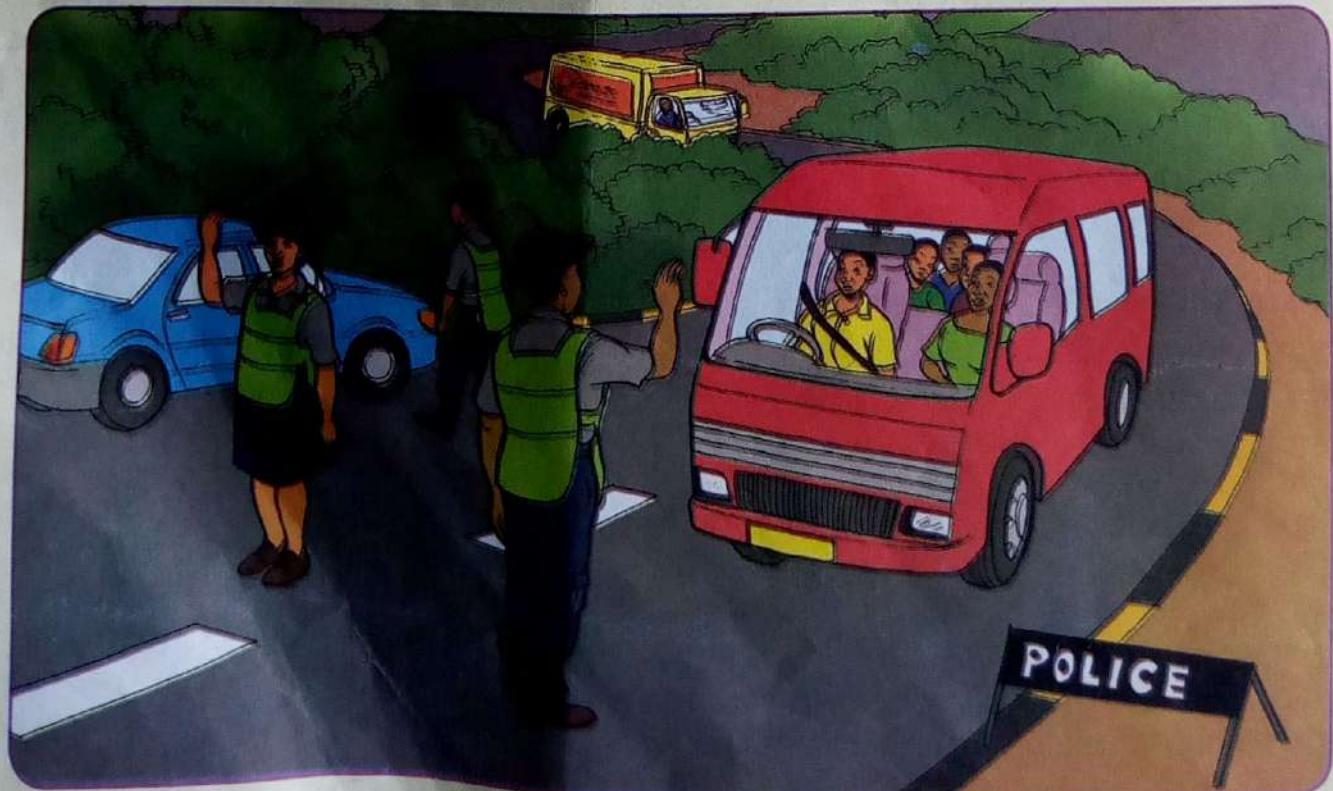
- Cooperate (work together) with the police to prevent and reduce crime. For example, they can be **whistle-blowers**. A whistle-blower is someone who reports dishonest or illegal activities to those in authority.

- Respect the Zimbabwean law.
- Respect the rights of other people. For example, everyone has a right to live.
- No one has a right to kill.
- Respect and support the government. For example, government workers must not misuse government property like vehicles or demand bribes from clients seeking government services.
- Observe and respect national events like Independence Day and Heroes Day.
- Pay taxes so that the government can provide better social services like health and education.
- Respect national leaders.

ii) Role of the community

Communities are made up of individuals. Like individuals, communities must cooperate with the government by following the laws. For instance, communities need to take good care of the environment. They can do this by avoiding stream bank cultivation and the careless cutting down of trees. Veld fires destroy vegetation and animals and must be avoided. Communities should listen to and follow the advice that they get from community leaders like councillors, village heads and chiefs. They must also respect and follow the advice of government workers that operate in their communities like nurses and Agricultural Research and Extension officers. Communities should support government programmes like mass immunisation. They should also send their children, both boys and girls, to school. Communities can also help the government and themselves by forming Neighbourhood Watch committees so as to reduce crime. Communities can help reduce or prevent crime by being very watchful. Suspected cases of theft must be immediately reported to the police.

iii) Role of the police



The Police are there primarily to keep public law and order. They do this by investigating crime and arresting law breakers. The Zimbabwe Republic Police (ZRP) falls under the Ministry of Home Affairs. The police force is headed by the Commissioner – General of police. Some duties of the police include:

- Helping to control road traffic and making sure that road rules are obeyed.
- Protecting the public from criminals such as thieves, murderers, rapists and robbers.
- Mounting roadblocks to check on the roadworthiness of vehicles, overloading and speeding – all of which can lead to very bad accidents.
- Helping school children to cross busy roads safely.
- Patrolling the streets and villages in order to prevent trouble or crime. The police do this using vehicles, bicycles, motorcycles, horses or on foot.
- Helping victims of road traffic accidents by, for example, taking the particulars of dead people, taking dead bodies to the mortuary and advising and informing their next of kin (closest relatives).
- Training members of Neighborhood Watch committees.
- Advising and educating the public on crime prevention and the dangers of domestic violence and drug abuse.
- Give warnings to the people advising them to be aware of dangerous criminals like armed robbers that may be moving about committing crime.
- Helping to keep order at large gatherings like football matches and state occasions like Independence Day celebrations.
- Helping people to find their relatives.
- Giving directions especially in towns and cities. It is wise to ask for directions from the police. Strangers can mislead and rob you!

iv) Role of the courts

The courts are there to guard the Constitution (the supreme law of the land) and enforce the laws of the state. The Zimbabwean courts fall under the Ministry of Justice, Legal and Parliamentary Affairs.

Among other things, the courts do the following:

- Interpret (explain the meaning of) the law to protect innocent individuals.
- Decide whether accused persons are guilty or innocent.
- Punish law breakers by imposing fines or sentencing them to jail.

Activity 7

1. Research on the roles of individuals, communities, police and courts in observing laws.
2. In groups, dramatise a court session.
3. Go on an educational tour to observe a court session.

Exercise 4

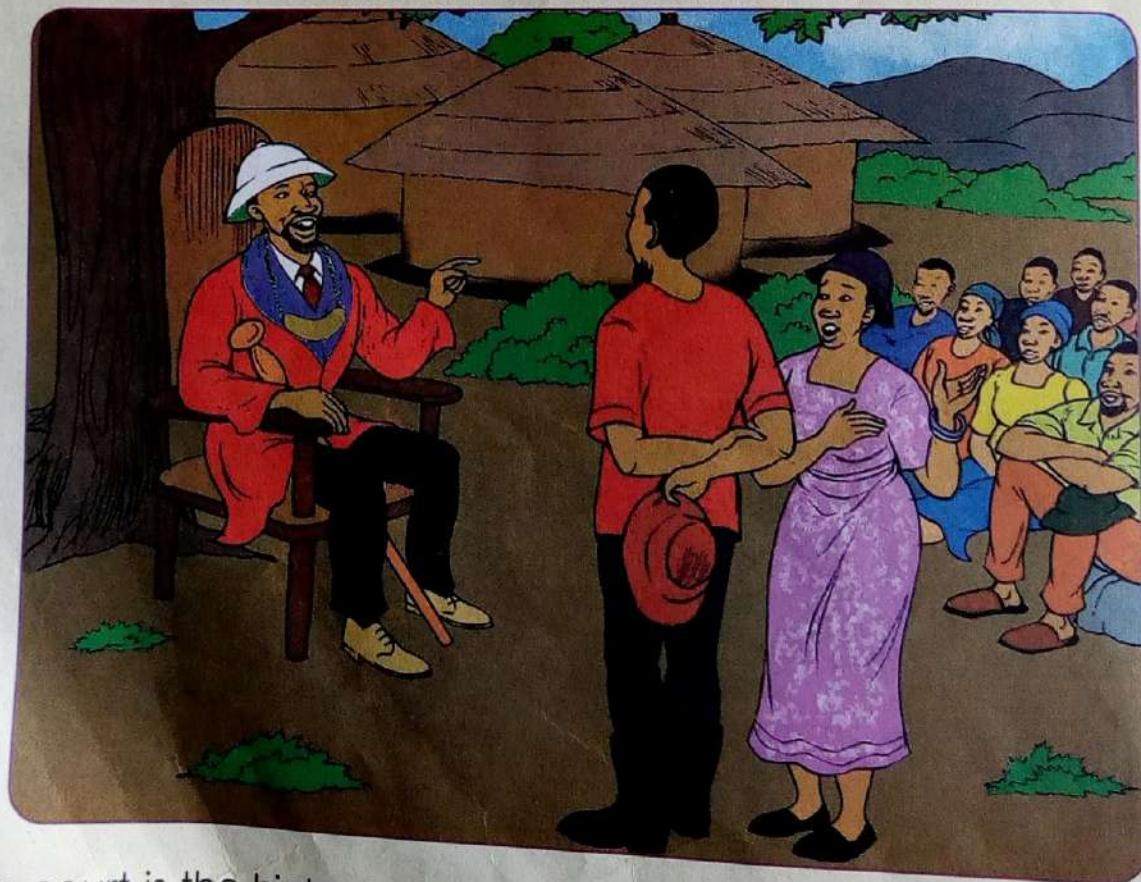
1. State one right of any citizen.
2. The role of the Police is to _____.
3. Every citizen has a part to play in observing the _____.
4. When a person is found guilty of breaking a law, they can either pay a _____ or they may be sentenced to _____.
5. Give one role for each of the following:
 - a) communities
 - b) individuals.

3E. Development of indigenous laws

i) Village Court

When people started to live together in groups they needed someone to lead them in settling disputes. This led to the rise of different courts and one of them is the village court. The village court is led by the Headman in a community. One gets the headman's title as an inherited position. This court is held after the family court has failed.

ii) Chief's court



The Chief's court is the highest of all the traditional courts. The chief has a panel of advisors who help him in settling disputes. The status of the chief's court gives it the right to hear all issues and judge accordingly. It is above the family court and headman's court. The chief's court can only judge or hear issues only in the Chief's area and not outside.

Activity 8

1. In pairs, find out about the people who lead different indigenous courts.
2. Look for pictures of people who lead indigenous courts and present your findings to the class.
3. In pairs, research about indigenous laws.

Exercise 5

1. The Chief's court is above the Family court. (True/False)
2. The Chief's court can judge issues from other areas. (True/False)
3. Give one reason that led to the creation of indigenous courts.
4. Of all the traditional courts, which one holds a higher position?
5. The village court is held by the _____ in a community.
6. The chief has a panel of _____ who help him in settling disputes.

3F. National School Pledge



The National School Pledge is meant to promote a sense of belonging, love and respect for our country's heritage. It encourages all Zimbabweans to work hard for the good of the country. The pledge reminds us of the selflessness of the men and women who lost their lives in the fight for our liberation and independence.

The National School Pledge (Junior School)

Almighty God, in whose hands our future lies,
I salute the national flag;
Respecting the brave fathers and mothers
who lost lives in the Chimurenga/Umvukela.
We are proud inheritors of the richness of our natural resources.
We are proud creators and participants in our vibrant traditions and cultures.
So, I commit to honesty and the dignity of hard work.

Activity 9

With your books closed, recite the National School Pledge.

Exercise 6

1. What is the name of the Supreme Law of Zimbabwe?
2. What are the Shona and Ndebele names for the Liberation War?
3. The pledge encourages us to commit to _____ and the dignity of hard work.
4. State one thing the National School Pledge is meant to promote.
5. According to the National School Pledge, in whose hands does our future lie?
6. Selfless people like the men and women who died in the fight for our liberation cared about other people's _____ and _____ more than their own.

Summary

- The San were the first known people to live in Central and Southern Africa. They were clever people who led organised lives and used their natural resources wisely.
- Ndebele, Xhosa, Zulu, Tswana and other languages spoken in Southern Africa today have clicks like the San language.
- San clothing was light and loose to enable them to move about easily.
- The early people knew how to preserve their food, for example, they smoked and dried meat.
- Rules are found at home, school and in the community.
- Rules may or may not be written down.
- It is everyone's duty to obey rules for the good of all the people.
- Rules may differ but they are made for a common purpose, that is, to serve and protect the people.
- Urban and rural areas are administered by Urban and Rural District Councils.
- Urban and rural councils fall under the Ministry of Local Government.
- Councils have a right to make and enforce laws. They get their authority from the Central Government (the government of the whole country).

- Elected council officials are called Councillors. Councillors represent (stand for) wards.
- City Councils are headed by Mayors. Rural councils are led by Chief Executive Officers (CEOs).
- Parliament is made up of two houses namely the National Assembly and the Senate. Members of Parliament or the National Assembly represent constituencies.
- The courts are there to guard the constitution.
- Indigenous laws and courts were formed to help people in settling disputes.
- The National School Pledge is meant to promote a sense of belonging, love and respect for our country's heritage.
- Every citizen has a part to play in observing laws.
- The most important duty of every citizen is to respect the law.
- The police are primarily there to keep public law and order.

End of topic assessment test

Multiple choice questions

1. The earliest known people to live in Zimbabwe are the _____.
A. Khoi Khoi B. Bantu C. San D. Nguni
2. The San lived in _____.
A. tents B. natural caves
C. stone houses D. thatched huts
3. How did the early people preserve their meat?
A. They boiled it. B. They dried it.
C. They ate it. D. They refrigerated it.
4. The San hunted reptiles. An example of a reptile is a _____.
A. baboon B. buck C. lizard D. dog
5. San men hunted in _____.
A. threes B. twos
C. large groups D. small groups
6. It is not the duty of the police to _____.
A. send law-breakers to jail B. help break the law
C. arrest accused persons D. enforce road traffic laws
7. The National School Pledge is meant to _____ a sense of belonging.
A. kill B. fight C. promote D. respect
8. _____ is the highest of all traditional courts.
A. The Headman's Court B. The Chief's Court
C. The Village Court D. The Supreme Court
9. It is the duty of the police to investigate _____.
A. crime B. someone C. the judge D. learners

10. When people started to live together in groups they needed someone to lead them in settling _____.
A. money B. food C. disputes D. theft

Structured questions

1. Give the English, Shona, Ndebele and Chewa names for the Almighty.
a) _____
b) _____
c) _____
d) _____ [4]
2. In which two Southern African countries do we find the Kgalagadi Desert?
a) _____
b) _____ [2]
3. Name one language spoken in Southern Africa today that has the clicking sound.
_____ [1]
4. What are the two things that the National School Pledge is meant to promote.
a) _____
b) _____ [2]
5. Give two examples of indigenous courts.
a) _____
b) _____ [2]
6. Give two roles played by individuals in observing laws.
a) _____
b) _____ [2]
7. What are the two things that the early people contributed to the Zimbabwean Heritage.
a) _____
b) _____ [2]

Total [25]

Glossary

Constituency	- an area of a country that elects a representative to a parliament
Constitution	- a set of basic laws or rules that control how a country is run or is governed
Dignity of hard work	- the respect of hardwork by individuals in a nation for the good of the nation economically

Guilty

- someone who is guilty has committed a crime or has done something wrong

Honesty

- a way of thinking, behaving or speaking that is morally acceptable

Mortuary

- a place where dead bodies are kept for a short time

Nomads

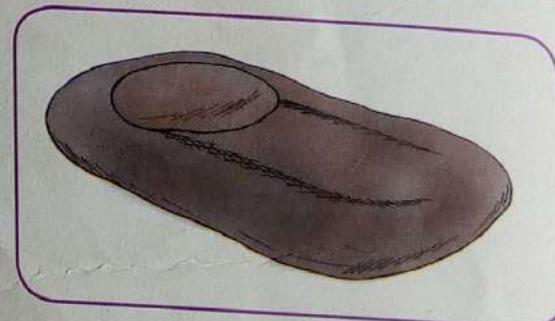
- people who move from place to place in search of food and water

Spoor

- a track, scent or dropping of an animal

Paper 1: Multiple choice questions

1. One of the children's roles in the family is _____.
A. playing B. feeding chickens
C. sleeping D. bullying others
2. One of your aspirations as a learner at school should be _____.
A. to fail B. to pass
C. to steal D. to be absent
3. An important family aspiration could be _____.
A. food security B. poor shelter
C. little food D. uneducated children
4. A happy gathering could be during _____.
A. a funeral B. a wedding party
C. a family member's illness D. the unveiling of a tombstone
5. One strength that may help you to achieve your aspirations is _____.
A. laziness B. good health
C. poor health D. copying others
6. This processing tool is called _____.
A. Imvuto/mvuto/furnace B. Duri/ingigo/mortar
C. Guyo/imbokodo/grinding stone D. Grinding mill
7. It is used to process _____.
A. peanuts into peanut butter B. water into wine
C. milk into powdered milk D. mealie meal into sadza
8. Our National Heroes Acre is found in _____.
A. Bulawayo B. Mutare C. Masvingo D. Harare
9. In Indigenous Religion, families from different ethnic groups use the following place to hold their ceremonies and rituals except a _____.
A. hut B. kraal C. mountain D. Mosque
10. In Indigenous culture, women _____ to greet people they meet on the road.
A. kneel B. crouch C. bend their knees D. bow



11. The Environmental Management Agency (EMA) teaches us to _____.
A. collect medicinal herbs B. conserve our natural resources
C. cut down trees D. get river sand for sale to home builders
12. The period before adulthood is known as _____.
A. puberty B. menstruation C. menopause D. circumcision
13. In Indigenous Religion, the deceased's clothes are normally shared _____.
A. a day after burial B. a fortnight after burial
C. a year after burial D. ten years after burial
14. Medicinal herbs are eaten by animals and _____.
A. fish B. people C. fruits D. pests
15. Which of the following is an important life virtue?
A. dignity of hard work B. laziness
C. dishonesty D. unfaithfulness
16. Which of the following shrines is associated with rain making ceremonies?
A. Chinhoyi caves B. Bernard Mzeki
C. National Heroes Acre D. Njelele hill
17. Which of the following is not a national monument?
A. National Sports Stadium B. Great Zimbabwe Ruins
C. Matobo hills D. Khami Ruins
18. A village court is led by the _____ in a community.
A. chief B. father C. headman d. elder
19. The _____ is an environmental watchdog.
A. Rural Electrification Agency
B. Environmental Management Agency
C. Consumer Council of Zimbabwe
D. Zimbabwe Council of Churches
20. The most important duty of every citizen is to _____.
A. bribe the police
B. respect the law
C. avoid paying taxes
D. recite the national school pledge
21. The main duty of the police is to _____.
A. mount roadblocks
B. receive bribes from the public
C. maintain public law and order
D. prevent lawful demonstrations
22. City Councils are headed by _____.
A. Mayors B. Members of Parliament
C. Provincial Affairs Ministers D. Senators
23. The Zimbabwe Republic Police (ZRP) falls under the Ministry of _____.
A. Defence B. Justice
C. Home Affairs D. Local government
24. Councillors represent _____.
A. wards B. constituencies C. rural areas D. urban areas

25. The National School Pledge encourages all Zimbabweans to _____.
- work hard for the good of our country
 - promote corruption
 - fear and love the National flag
 - hate foreigners

Paper 2: Structured questions

Answer in full sentences

- Write down one role of a parent. (1)
- Write down one role of a child at home. (1)
- What do you call your father's mother? (1)
- What is an aspiration? (1)
- Give one example of a family gathering. (1)
- What do we call the national shrine where heroes are buried? (1)

Total [5]

True or False

- a grinding stone (*guyo/imbokodo*) is a tool. (1)
- A museum is an example of a shrine. (1)
- Every child has a right to a birth certificate. (1)
- At funerals, families gather to eat and drink. (1)
- When a family member is ill, relatives celebrate. (1)

Total [5]

Fill in with the correct answers

- Heritage is what we get from our p_____ and we also pass on to future g _____. (1)
- The G_____ Z_____ monuments in Masvingo are part of our national heritage. (1)
- The Kgalagadi Desert which is home to the San's descendants, is found in which two Southern African countries? (1)
- Khoisan herders kept c_____ and other domestic animals like g_____ and d_____. (1)
- Why did the Khoi khoi move from place to place? (1)

Match the following

- Totems are part of our cultural heritage. Match the following totem names with the totem animals.

Total [5]

Totem	Totem animal
i) Shumba	Python
ii) Nyathi	Zebra
iii) Mheta	Buffalo
iv) Humba	Lion
v) Dube	warthog

Total [5]

9. A nuclear family unit is made up of a m_____ , f_____ and their c_____. (1)
10. Group the following as good or bad manners. Fill in the table below.
- a) Arguing with your parents
 - b) Greeting elders
 - c) Standing up for the elderly in a bus
 - d) Shouting at your grandparents

Good manners	Bad manners

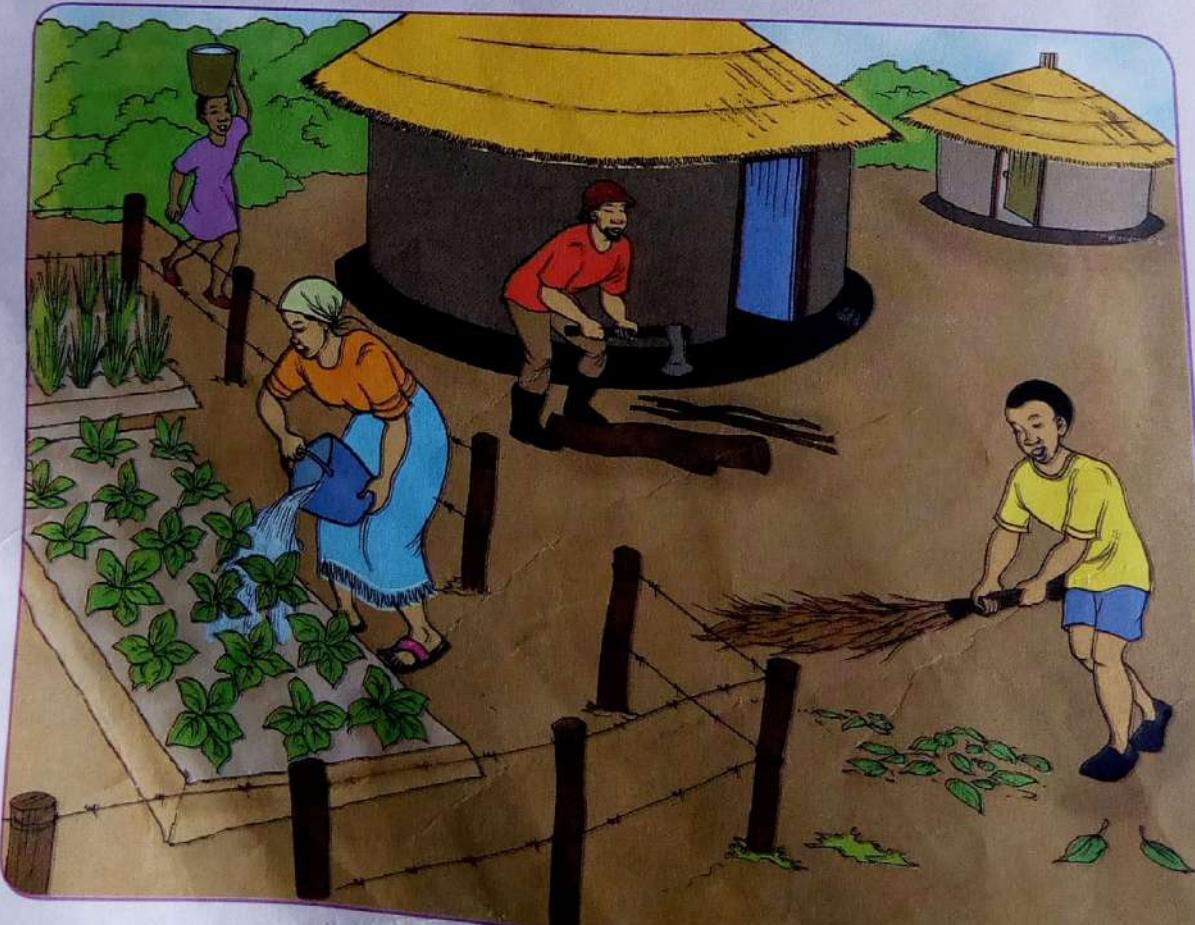
Total [5]
Total [50]

Objectives

You should be able to:

1. identify children's entitlements and responsibilities
2. describe children's responsibilities
3. recognise the need for child protection against various forms of abuse
4. report any forms of abuse
5. recognise forms of substance abuse
6. analyse effects of substance abuse
7. identify rules and practises that govern human conduct from the past
8. identify social rules and laws that protect children from abuse
9. discuss the rules and laws that protect children from abuse.

Flashback



1. What do you see in the picture?
2. Discuss work done by children at home and at school.



Key words

neglect
drug/substance

abduction
abuse

entitlements

societies

Introduction

In Zimbabwe, any person below the age of 18 years is a minor. This group of people have **entitlements**/rights that have to be observed by their families, institutions and **societies** they live in. This is because they are still children who need a lot of support and guidance from their parents, guardians or anyone caring for them. Entitlements are rights granted by law or contract. Societies are groups of people living together and with the same values.

4A. Children's rights/entitlements



Food



Birth
certificate



Home

Some of the children's rights are given orally while others are written down as rules or laws. The constitution of Zimbabwe says that every child has the right to:

- equal treatment before the law
- a name
- parental care or appropriate alternative care
- be protected from all forms of abuse
- health, education, nutrition and shelter
- not to be recruited into an armed force or take part in armed conflict
- not to be forced to take part in any political activity
- not to be detained, except as a measure of last resort, and if so detained, it should be for a short period, separately from adult persons, with proper treatment and conditions.

4B. Child Protection

Children need protection from various forms of abuse, unfair treatment and dangerous conditions. Some elderly people use children for child labour on farms and plantations. Children are made to do jobs and carry heavy things that could damage their bodies. Children need protection from people who would treat them in this manner. Children are also in danger of sexual abuse and it is important for any adult to protect children from such.

Parents should not leave their children with strangers. Children should not follow strangers no matter what they offer to give them. Children are also given rules to help protect them from different forms of abuse. These rules may include: being home before it's dark, not playing far from their homes, not taking things from strangers and to avoid playing with people older than them. The picture above shows children working in a tobacco field. Is it right for them to be doing this sort of work?

Areas children should be protected from



Vending



Children being abused in a tobacco field



Dangerous chemicals

The pictures show different areas children need to be protected from. We also should protect children from:

- a) begging in the streets
- c) corporal punishment
- b) working in the mines
- d) night shift work.

To protect children from such, they need to be taught how to speak up and report forms of abuse. Children can report at the police station near them. They can also tell their parents, guardians or teachers when they have been abused in any way.

Activity 2

The pictures in this section show children working in different areas. From the illustrations, which rights are being broken? Discuss with your friends.

Child trafficking

Children are illegally taken away from their homes and used as cheap labour, for sexual practices, as child soldiers or work on construction sites and plantations. This type of trade is known as **child trafficking**. Children are trafficked mainly because they can be used better than adults. They are vulnerable and unable to stand up to their oppressors. They also cannot demand a salary or try to run away from employers. The picture shows a child soldier.



Child soldier

Activity 3

1. List the jobs that are not good for children.
2. Using the internet, find out about children's rights/entitlements. Present your findings to the class.
3. In groups, talk about the ways of reporting abuse.

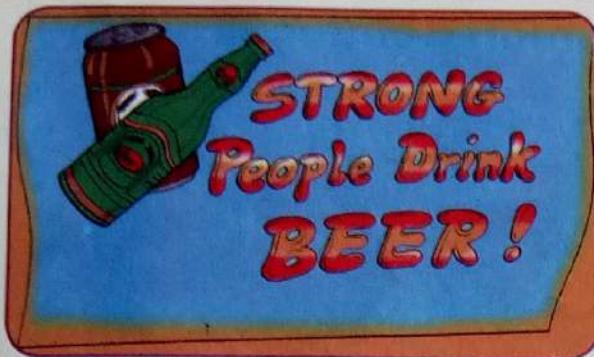
Exercise 2

1. What is child trafficking?
2. Children are vulnerable and unable to _____ their oppressors.
3. Children should be protected from _____ and _____.
4. Parents should not leave their children with _____.
5. Give two reasons why children are given rules.

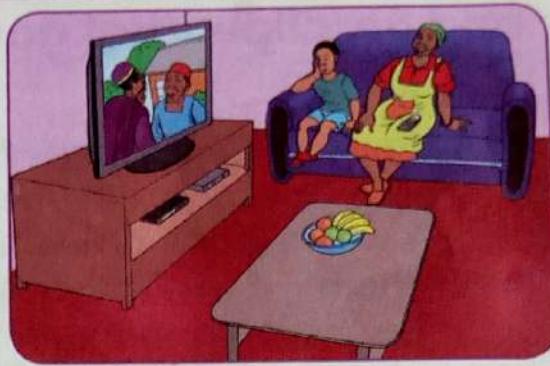
4C. Substance abuse

Drug/substance abuse has become very common in children in our societies. Drug/substance abuse is the overuse of both legal and illegal drugs. There are

different forms of substance abuse. These can include sniffing glue, taking drugs and alcoholic substances. Sniffing glue is very common because glue is readily available to anyone. It has negative effects that damage the body and brain. Sniffing glue can cause dizziness and mental disorder. Other children are addicted to alcohol. They can be taught to take alcohol from an early age. Taking alcohol can damage their liver and other body organs. It can also lead to bad decisions like dropping out of school.



Adverts (Media influence)



Boredom



Peer pressure



Experimenting

Some of the reasons children are getting into such bad behaviours are experimenting, peer pressure, environment, wrong information, boredom and the influence of media and public figures. Children like to experiment with new ideas and feelings and this makes them easy targets for peer pressure. With bad people around them, it is easy for them to start drug and substance abuse. When a child sees people he/she admires advertise such, the child would also like to copy. Therefore, with bad company, boredom and improper television programs, it is easy for children to copy and start abusing legal and illegal substances.

Exercise 3

1. Give two reasons why children get into drug and substance abuse.
2. What is the term that is used to explain when a child does something because he/she sees it from friends?
3. What is drug abuse?
4. Two forms of substance abuse are _____ and _____.
5. Give two effects of alcohol abuse.

4D. Rules and laws that protect children from abuse

In order for children to grow up well, there is need for rules and laws that protect them from abuse. There are sets of rules that protect children at home and at school. The government also makes laws that protect children from abuse. The laws are passed by acts of parliament.

Rules and practices that govern human conduct from the past

The picture shows an angry parent severely beating the child. In the past, parents would beat children to discipline them. Some parents would beat their children with pots, shoes, sjamboks and hands. This is against the law. It is child abuse and is punishable by law. In the past, girls were given to people who provided for families as a way of saying thank you. The Shona term for this practice is *kuzvarira*. Another act that has been done in the past is *chigadza mapfihwa/ukuvusa amaseko*. This is when a young girl is given to her brother-in-law should her sister pass away. However, now anyone below the age of 18 is considered a child and giving them up for sexual activities and child labour are crimes punishable by law. The table below shows areas protected by law where children are concerned.



Physical abuse

Act	Areas protected by the law
Children's Act	<ul style="list-style-type: none">• Ill-treatment of children• For example, abduction• Child labour, for example, mines, night shift
Domestic violence	<ul style="list-style-type: none">• Injury, broken home
Criminal law (codification and Reform) Act	<ul style="list-style-type: none">• Rape• Indecent assault• Sexual intercourse• Sodomy• Provide children's needs
Maintenance Act	
Inheritance	<ul style="list-style-type: none">• Rights of spouse and children

Exercise 4

1. State any two forms of ill-treatment that a child must be protected against.
 2. Why should children be protected against such ill-treatment? Give one reason.
- Use the jumbled words to answer question number 4.**
3. People who rape should be _____, tried in _____ and _____ (aerrsetd, cuotr, jialde).
 4. Children have many rights according to the Constitution. Give any two children's rights.

Summary

- Observing children's entitlements/rights enable children to grow into responsible citizens.
- Lack of care of children will result in child abuse.
- Rules and laws build good citizens.
- Adults should be role models for children to copy.
- All forms of child abuse are crimes punishable by law.
- Anyone below the age of 18 is considered a child and any bad treatment is considered abuse.
- Some cultural practices like chigadza mapfihwa/ukuvusa amaseko and kuzvarirwa are considered child abuse (for as long as the person is below 18 years of age).

End of topic assessment test

Multiple choice questions

1. People who violate human rights should be _____.
A. punished B. praised C. killed D. hanged
2. A nation makes laws to _____.
A. arrest people B. protect people
C. keep the people busy D. send people to prison
3. Children should not take alcohol because it makes them _____.
A. clever B. drunk C. strong D. well
4. Which of the following is not a right?
A. Right to health. B. Right to steal.
C. Right to food. D. Right to life.
5. Child trafficking is _____.
A. sending children to school
B. when children are illegally taken away from their homes
C. keeping children working
D. sending children to hospital

6. Human rights may be violated in different forms except in _____.
A. baby dumping B. slavery
C. abduction D. playing games
7. Child labour is a form of child _____.
A. responsibility B. friendship C. abuse D. rights
8. Parents who love their children _____.
A. beat them B. abuse them
C. care for them D. neglect them
9. The only work that is not fit for a child is _____.
A. sweeping the yard B. fetching some water
C. looking after goats D. selling at a night club
10. Which one out of these rights is outside children's rights?
A. Right to a name. B. Right to a birth certificate.
C. Right to marriage. D. Right to education.

Structured questions

1. Why do some children run away from home? [1]
2. How do some parents violate children's rights? [1]
3. Give three children's rights.
a) _____.
b) _____.
c) _____.
4. What protects children from abuse? [3]
5. When a person does wrong, they are tried in a _____. [1]
6. Give 3 forms of child abuse.
a) _____.
b) _____.
c) _____.
7. Give two indigenous practices that are now considered child abuse.
a) _____.
b) _____.
8. All forms of child abuse are _____ by law. [2]
9. State two reasons why domestic violence is bad.
a) _____.
b) _____.
- [2]

Total [25]

Glossary

Citizen

A member of a given country by birth or right of the laws of that country.

Objectives

You should be able to:

1. identify indigenous forms of shelter in the past and present
 2. identify shelter in other countries
 3. classify materials used to make shelter
 4. identify factors that influence location of shelter.

Flashback

1. What is shelter?
 2. What are the functions of the following types of shelter?
a) Granary b) Church c) An internet cafe
d) A hospital e) A classroom



Key words

conical

dome

nomads

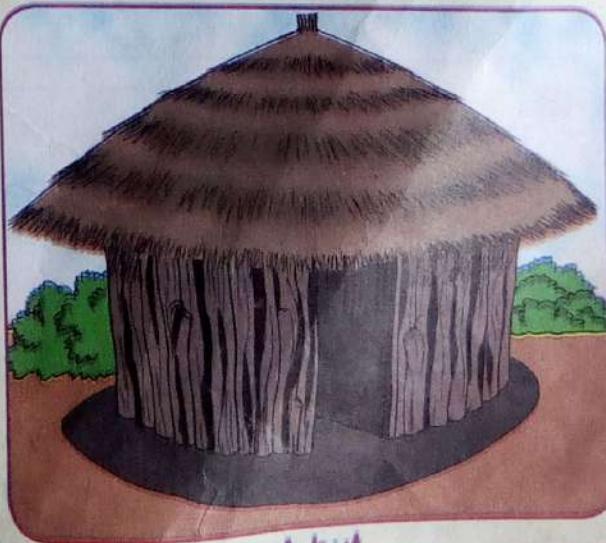
Introduction

Shelter is one of the four basic needs of a human being. The other three are food, clothing and water. There are different forms of shelter. This difference could be caused by weather conditions and geographical location.

5A. Indigenous forms of shelter

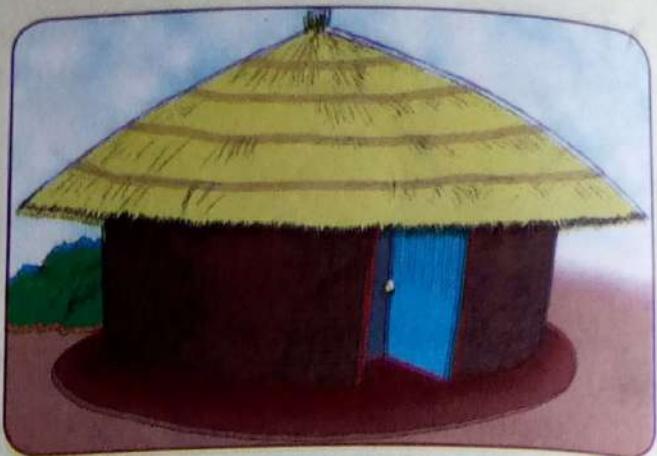
A hut

A hut is a small house with only one or two rooms. It is usually round in shape and made of locally available natural materials like wooden poles, mud, grass and stones. The walls are usually plastered with dagga (dhaka/udaka). The roof is **conical** in shape with a grass thatch. When something is 'conical', it has the shape of a cone. A hut has a simple door frame, door, and tiny windows. It is sometimes called the savanna or shelter for all seasons. The picture shows a classic hut.



Modern hut

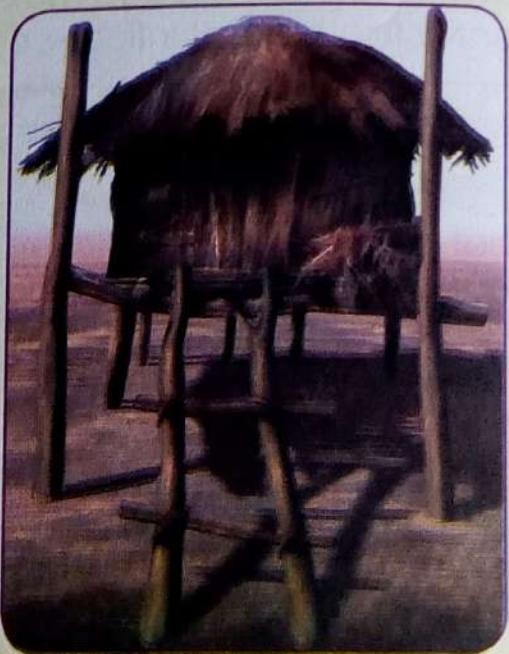
The indigenous hut in the present has a foundation made of concrete brick walls plastered with mortar and has a cement floor. It has a steel door frame, a door and windows. The conical roof is usually grass thatched. Today some people use corrugated iron sheets in place of grass thatch. However, others still use the grass thatch.



A modern hut

The Tonga huts

The Tonga people in Zimbabwe are mainly found in Binga. The place is very hot during both day and night. They build their huts on stilts for protection from wild animals.



A hut on stilts

Activity 1

1. Conduct an educational tour to identify the types of shelter in your local area.
 2. Using pencils or on the computer, draw indigenous forms of shelter in the past and present.
 3. Make models of indigenous forms of shelter in the past and present.

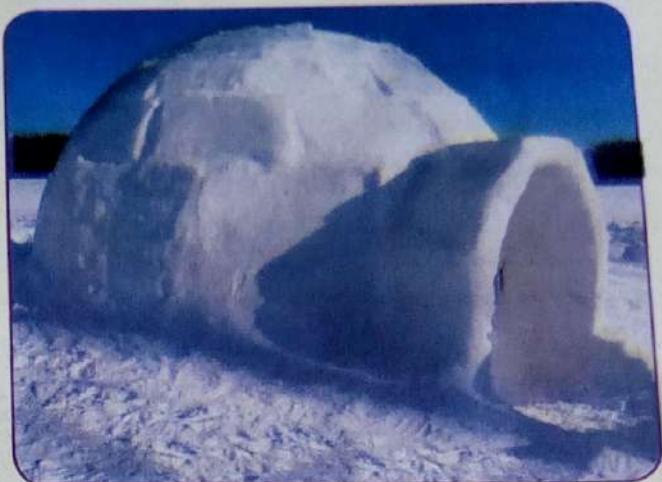
Exercise 1

1. What is a hut?
 2. The Tonga build their huts on _____.
A. logs B. steps C. stilts D. rocks
 3. Why do the Tonga build their huts on stilts?
 4. Dagga is an English word for _____.
A. dhaka/udaka B. madhaka C. ngazi D. Binga
 5. State two materials that are used to make a hut.

5B. Shelter in other countries

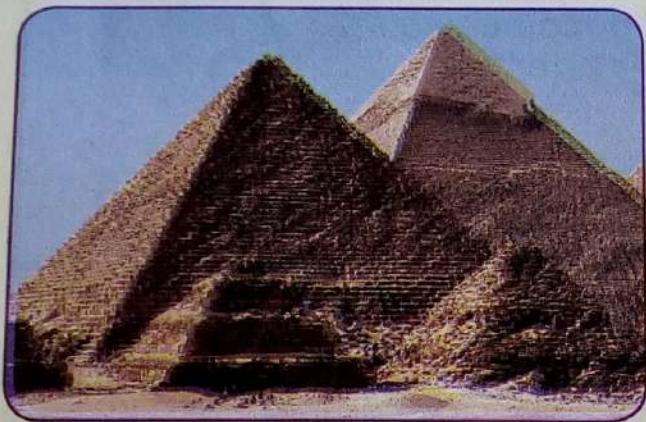
a) Igloo

The Eskimos or Inuit people live in Canada and Alaska in North America. The land is covered with snow and ice almost all year round. The Eskimos cut blocks of ice into bricks and build igloos. These are ice shelters. The roof is round like a **dome**. A dome is rounded structure. A tunnel leads to the entrance of an igloo to keep out cold wind. There is a warming system inside the igloo to protect people from very cold weather. When it becomes warm the ice melts. Then the Eskimos live in tents instead of igloos.



An igloo

b) Pyramids

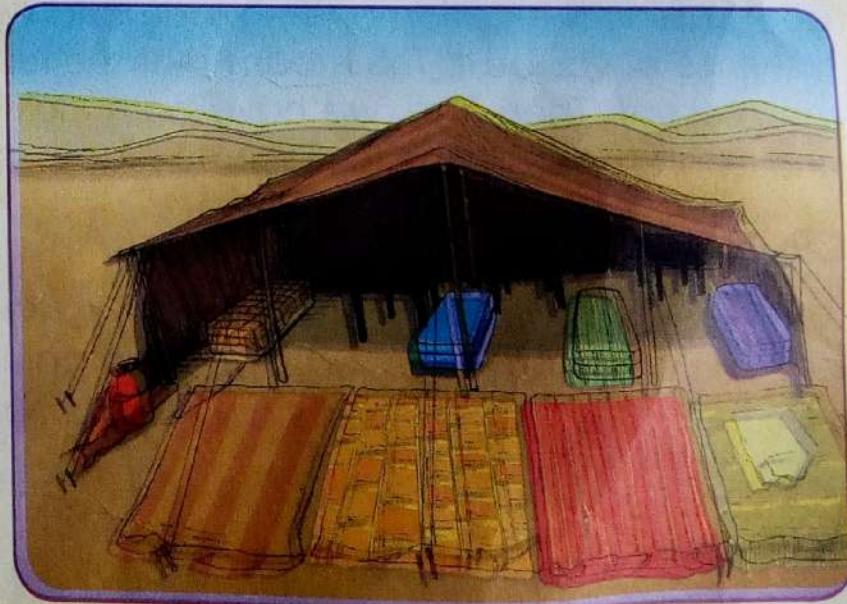


Pyramids

Pyramids were huge tombs of the Egyptian Kings known as Pharaohs. They were built of large blocks of stone which were moved by hundreds of men into position. They took many years to complete. The base of each pyramid was a square and had four triangular sides rising to a point.

c) Desert tent

A desert is a sandy and sometimes rocky place. It is very hot in the desert and almost no rain falls there. There are two large deserts in Africa. These are the Sahara desert in North Africa and the Kalahari desert in Southern Africa. The Ruala Arabs live in the Sahara Desert. The climate and land there make them move from one oasis to another. They cannot grow crops because an oasis has not enough land for that. They use tents for shelter. When their goats, sheep and camels have eaten all the grass and shrubs where they are, they move to the next oasis with their tents. These people are **nomads**.



A desert tent

Nomads are people

who travel from place to place to find food for their animals and a good place to live in. The tents and ropes are usually made from goat's hair. The Arabs who live permanently near an oasis build shelters using sun dried bricks. The shelter has a flat roof because it seldom rains.

Activity 2

1. Draw shelter from other countries.
2. List shelters from other countries.

Exercise 2

1. Eskimos use _____ to build igloos.
A. Mud B. snow C. ice D. sand
2. The other name for tomb is _____.
A. grave B. hut C. tent D. stilts
3. _____ are found in Egypt.
A. Igloos B. Pyramids C. Stilts D. Tents
4. What do the Eskimos use as shelter when it becomes warm?
A. hut B. Igloos C. tent D. caves
5. What shape is the base of a pyramid?
A. square B. triangle C. circle D. rectangle
6. The Tonga build their huts on _____.
A. water B. stilts C. sand D. dagga

5C. Materials used to make shelter

Shelter is made using different materials. The materials used depend on the geographical location of the place and weather. Shelter also differs in-terms of the time it was built. This means that shelter from the olden days is different from the present. Therefore, we have both classic and contemporary shelter. Classic and contemporary shelter, in some places, still exist together.

Classic shelter

An example of classic shelter is a hut. Materials used to build a hut are from the local rural area. They include wooden poles, stones, grass, clay, string from tree bark (makavi/ingxoza) and cow dung. Some people still use these materials to build their huts.

Contemporary shelter

Contemporary shelter is modern and related to the present time. An example of contemporary shelter is an urban house. Materials used to build a house include cement, sand, concrete, bricks, iron sheets, asbestos sheets, timber, nails, steel window frames, steel door frames, bolts and nuts, glass, paint and wooden doors.

Activity 3

1. Go out on a day trip and:
 - a) name the classic shelter in the area.
 - b) list the materials used to build the classic shelter.
 - c) list the materials used to build modern shelter.
2. Mould:
 - a) a model of classic shelter.
 - b) a model of modern shelter.

Exercise 3

1. An example of classic shelter is a _____.
A. flat B. double-storey C. hut D. pole
2. _____ is material used to build a modern house.
A. Concrete B. Dagga C. Pole D. Animal skin
3. Put a tick against the type of shelter

Material	Classic	Contemporary
Asbestos		
Grass		
Dagga		
Bricks		

5D. Types of shelter according to geographical areas

Some types of shelter depend on where they have been built, their geographical area (location). The factors which influence a type of shelter in an area are:

Weather

Weather defines how hot it becomes; how cold it becomes; how much rain falls in the area and how harsh are the winds in the area. The most common shelter in Zimbabwe's rural areas are round huts. They are built with grass, poles and dagga (from the same area). The grass thatch allows the hut to be cool during the hot season and warm during the cold season. When it is hot, the huts provide a cool shade and when it's cold they provide warmth. The rainy region Ngazi type of huts are built on stilts using poles and grass from the local area. It is very hot and wet in the rainy season and the huts are set on stilts for them to stand above the ground. This protects the Tonga people from possible floods.

The type of soil in the area

The type of soil determines the foundation. This in turn determines the shelter. For example, places with sand need deep foundations. Places with clay may need

retaining structures because this type of soil is self-supportive. It is not loose like sand.

Building materials available in the area

Building materials in an area also determine the type of shelter. For example, Eskimos use ice blocks because ice is the available material they have that could keep them warm in winter. The Khoi Khoi used animal skin and logs because that was the available material they had.

Activity 4

1. Study the shelter in your area and list the geographical factors that influenced how they were built.
2. Write similar things and different things about the types of shelter in your area and another area which you know.

Summary

- Indigenous forms of shelter in Zimbabwe include the hut and the Ngazi stilts.
- Shelter in other countries include pyramids, igloos, the desert tent and sun dried mud brick buildings.
- The Tonga stilt huts protect the people's harvest from pests.
- A modern house is an example of contemporary shelter.
- There are four basic factors that influence the location of shelter. These are weather, soil type and materials available.
- Materials to build shelter are either taken from the local area or bought from suppliers.

End of topic assessment test

Multiple choice questions

1. The most common form of shelter in rural Zimbabwe is _____.
A. the Ngazi B. the hut C. the igloo D. the tent
2. The conical roof of a hut usually has _____ thatch.
A. brick B. iron sheets
C. grass D. asbestos sheets
3. An igloo is built of _____.
A. cement bricks B. sun dried bricks
C. stones D. ice blocks bricks
4. The Sahara Desert is found in _____.
A. Southern Africa B. North America
C. North Africa D. Zimbabwe

5. Pyramids are found in _____.
 A. Egypt B. Zimbabwe C. Alaska D. Zambia
6. _____ is one of the materials used to build a hut.
 A. Grass B. Asbestos C. Tiles D. Leaves
7. The sun dried mud brick shelters have _____ because it seldom rains in the desert.
 A. conical roofs B. flat roofs C. high roofs D. no roofs
8. _____ is an example of classic shelter.
 A. An oasis B. A hut C. A flat D. A double storey
9. The Tonga of the Zambezi Valley are _____ people.
 A. lazy B. permanent C. pastoral D. nomadic
10. In Zimbabwe, the Tonga are found in _____.
 A. Binga B. Nyamandlovu C. Harare D. Masvingo

Structured questions

1. a) Pyramids are found in _____. (1)
 b) They were used as _____ for the Pharaohs. (1)
2. Three factors that influence shelter are _____, _____ and _____. (3)
3. The nomadic Ruala Arabs move from one oasis to another in search of _____ for their livestock. (1)
4. Why do people need shelter? Give one reason.
 _____ (1)
5. The Tonga hut is built on stilts to protect people from ____ and _____. (2)
6. Name two materials which are used to build a modern house. (2)
7. State two advantages of using huts as a shelter in the savanna climate regions. (2)
8. When the ice melts, Eskimos leave the _____ and live in _____. (2)

Total [25]

Glossary

Desert

– island which is so dry that very few plants can grow on it.

Geographical location

– position of a place on the earth.

Self-supportive

– supporting itself.

Objectives**You should be able to:**

1. identify local service providers
2. state functions of local social service providers
3. describe the services offered by various social service providers.

Flashback

1. Make a list of the groups of people that need help in your community.
2. For each group, list the help you can give.

**Key words**vulnerable
refuse collection

residential area

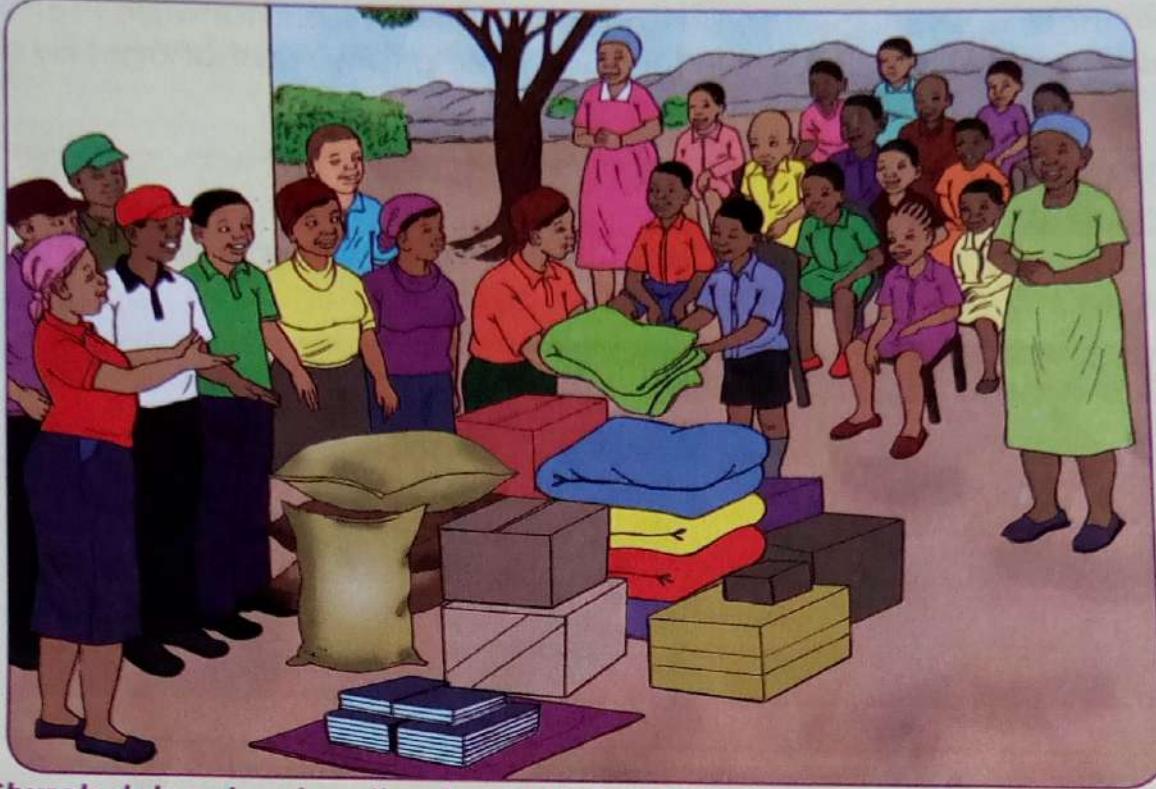
religious denominations

Introduction

Local social service providers come in different forms. Some like churches, provide their services free of charge. Others, like urban and rural councils, do so for a nominal fee or charge. Some local service providers are self-financing while others receive some financial help from the government. Local social service providers are there mainly to improve the living standards of the people, particularly the poor, elderly and other **vulnerable** groups in our society. Vulnerable groups are people who are in need of something; be it parents, care, a home, education and food.

6A. Local social service providers**Churches**

Churches of different **religious denominations** provide social services to different community members with different social problems and needs. Religious



Church delegates donating food blankets, books, and clothes to orphans

denominations are the different churches in the society. Some orphanages are run by churches. For example, churches have organisations like Christian Care. The organisation was formed by the Zimbabwe Council of Churches in 1967. It helps sick people, orphans and people living with disabilities. For example, when the Tokwe-Mukosi Dam flooded in Masvingo, the organisation helped by donating, among other things, a seven-tonne truck and fuel.

Churches play an important role in caring for orphans and other vulnerable children. They care for people living with HIV/AIDS, provide food relief and improve health and education services. Churches also give spiritual support to sick people and prison inmates. They help society through giving encouragement and hope to people.

Councils

Both urban and rural councils provide basic social services like water, **refuse collection**, road maintenance, education and health. In urban areas, councils provide refuse collection services. This is collecting garbage from homes to make sure people stay in clean and healthy places. Council workers maintain roads by filling in potholes and cutting grass on roadsides. Councils also provide health services for a low charge.

Orphanages

A number of orphanages have been set up in different parts of Zimbabwe to take care of orphans. Examples of such are Matthew Rusike Children's Home in Epworth, Emerald Hill in Emerald Hill, Emthunzini Wethemba and Thembiso Children's Home in Bulawayo. A number of organisations have helped start and

maintain these orphanages. Some churches also have orphanages that look after orphans and street kids. People in the society help these orphanages by donating food, clothing and books.

Activity 1

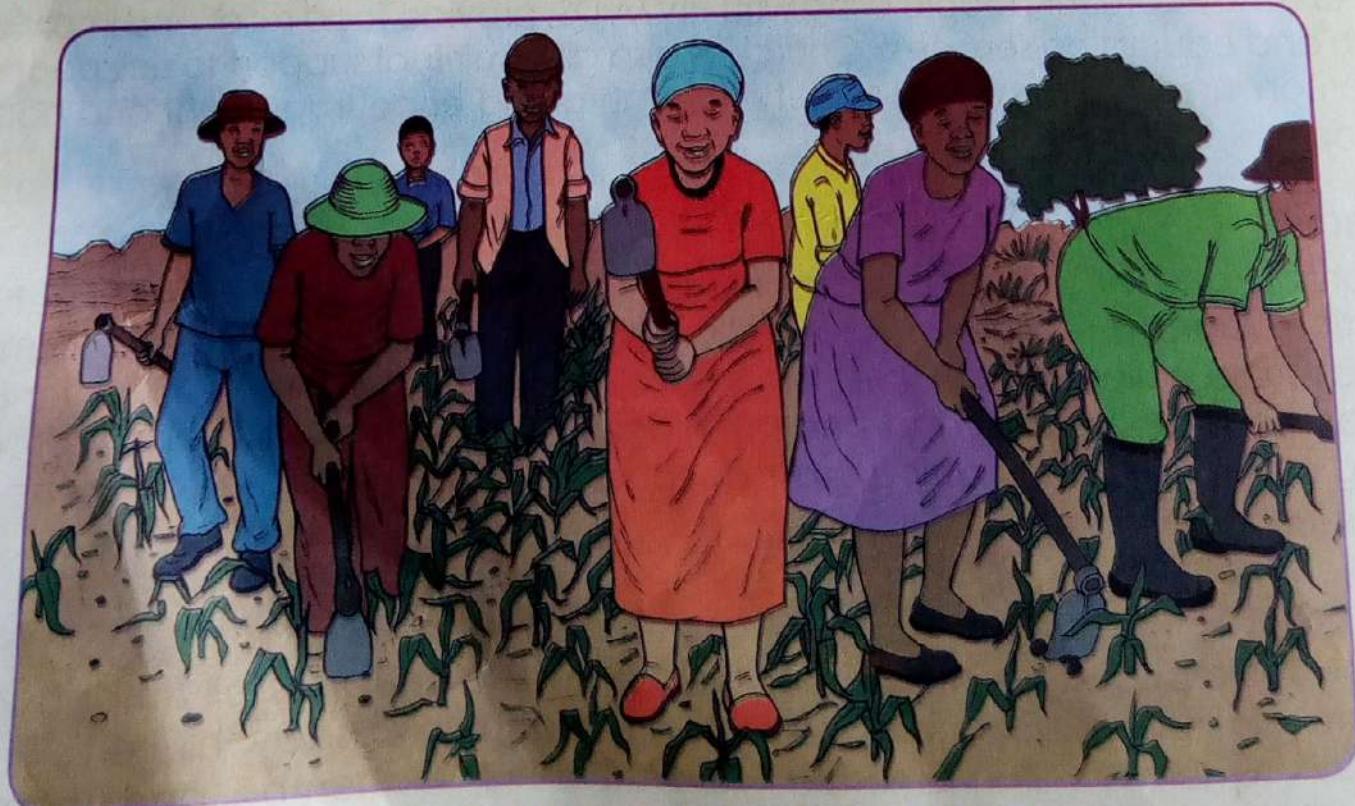
Copy and complete the table below with names of orphanages and where they are found. Do not mention the ones above.

Name of orphanage	Where is it found
1.	
2.	
3.	
4.	
5.	

Old People's Homes

Traditionally, old people were taken care of by their children and relatives. Most Zimbabweans still maintain this practice. However, in some cases old people are looked after in Old People's Homes like Zororai in Sakubva, Bumhudzo in Harare, Masvingo Old People's Home in Masvingo and Entembeni in Bulawayo. People in the community help with donations to these places. They give food, clothes, blankets and services.

Zunde raMambo/Isiphala seNkosi



Community members cultivating land

The Zunde raMambo/Isiphala seNkosi was a traditional food security strategy that was meant to keep hunger at bay. When communities harvested their crops, they took some of the harvested rapoko, millet and maize to their chief. The food was carefully stored and used to help the hungry; especially visitors, strangers and beggars. Government has revived and modernised this tradition as part of our cultural heritage. It is meant to have supplies for the needy and whenever there is a disaster.

Exercise 1

1. _____ is an orphanage in Bulawayo.
A. Zunde raMambo B. Matthew Rusike C. Thembiso D. Epworth
2. Churches often give spiritual support to hospital patients and prison inmates.
[True/False]
3. Two opharnages found in Zimbabwe are _____ and _____.
4. Give two examples of materials donated to orphanages.
5. Give one example of council roles.

6B. Functions of local social service providers

Local social service providers offer different types of services. These include the provision of basic services like water, road maintenance, schools and clinics. Churches offer material, educational, health and spiritual support to the less privileged members of society. Some government service providers, like Basic Education Assistance Module (BEAM), help in paying for the education of underprivileged children. There are other providers like the African Albino Foundation in Zimbabwe. It helps in empowering albinos and providing sun lotion for skin protection.

Zimbabwe Red Cross

The Zimbabwe Red Cross Society is a voluntary organisation that protects life and health. It helps the Government of Zimbabwe to provide help to people who are living in very hard conditions and are suffering because of war, floods and other disasters. It supplies people with aid, for example, food, clothes and shelter (tents), medicines and other basic needs. It trains young people to be volunteer members of the Red Cross. It also teaches people First Aid and helps nurses and doctors to look after sick people in hospitals and rural clinics.

Legal Resources Foundation

The Legal Resources Foundation (LRF) gives information and teaches Zimbabweans about the country's laws for free. The poor and the unemployed can visit the Legal Resources Foundation offices for free legal aid. It makes many booklets that talk about the law in simple English, Shona and Ndebele.

Justice for Children

Justice for Children
The Justice for Children Trust has offices in Harare, Bulawayo and Mutare. It is a Private Voluntary Organisation which gives free legal help to children in difficult situations. Children who have serious problems, for example, those who have been raped or abandoned can be helped by older people to get free help from this organisation. The organisation receives help in cash and in kind from donors.

ZIMCARE TRUST

ZIMCARE TRUST
Zimcare Trust is a private voluntary and non-profit making national organization. It was registered with the government in 1982. It was formed to take care of and provide education to children and adults with special needs or learning disabilities. The Trust has specially built schools for children to learn freely so that they can become useful citizens of Zimbabwe when they leave the centres. The learners in Zimcare Trust Special Schools are taught by specially trained teachers who understand their needs.

Activity 2

1. As a class, visit an orphanage near your school. Donate clothes and food.
 2. Match the following services with their service providers.

Service	Service provider
<ol style="list-style-type: none"> 1. Looking after orphans. 2. Looking after the elderly. 3. Teaching people First Aid. 4. Assisting people living with disabilities. 5. Offering spiritual hope and encouragement to the sick and prisoners. 	

3. Using the internet, research about a local service provider of your choice (where it is found, what it does and when it was formed)

Exercise 2

Summary

- Social services are offered by different organisations like the government, church, councils and private organisations.
- Local authorities for urban areas provide residents with basic services like water, schools, clinics and road maintenance.
- Some local service providers are more concerned with vulnerable groups in society that include the poor, sick, elderly, orphans and people living with disabilities, both physical and mental.
- The traditional practice of Zunde raMambo/Isiphala seNkosi ensures food security and benefits the less fortunate members of society who would otherwise go hungry.

End of topic assessment test

Multiple choice questions

1. Who pays teachers, nurses and doctors?
A. The government B. Plan Zimbabwe
C. Donors D. Mbada Diamonds
2. A volunteer works for _____.
A. the government B. donors C. food D. no pay
3. Which of the following is a Local Voluntary and Humanitarian Organisation?
A. The Jairos Jiri Association B. Plan International
C. The Red Cross D. Doctors without borders.
4. People who cannot _____ use sign language.
A. read B. write C. see D. speak
5. Braille is a reading system for _____ people.
A. deaf B. blind C. old D. poor
6. _____ gives free legal help to children in difficult situations
A. The Legal Resources Foundation B. Plan International
C. The Zimbabwe Red Cross Society D. The Justice for Children Trust
7. Zimcare Trust takes care of and provides education to children _____.
A. whose parents have died
B. whose parents are unemployed
C. with special needs or learning disabilities
D. who run away from home
8. The African Albino foundation donates _____ lotion to albinos.
A. water B. sun C. earth D. silky
9. _____ helps in paying for the education of underprivileged children.
A. SAPP B. Zimbabwe C. BEAM D. Red Cross
10. _____ is an orphanage in Harare.
A. Zunde raMambo B. Matthew Rusike C. Thembiso D. Entembeni

Structured questions

1. Name any four local social service providers.

- (a) _____
- (b) _____
- (c) _____
- (d) _____

[4]

Vulnerable people include people living with disabilities. Copy and complete the following sentences.

2. Blind people are unable to _____.

[1]

3. Deaf people are unable to _____.

[1]

4. Speech impaired people cannot _____.

[1]

5. A _____ works freely and willingly for no pay.

[1]

6. _____ is a reading system for the blind.

[1]

7. Children whose parents have died are looked after in an _____. [1]

8. What is the role of the following service providers?

[1]

(a) Zimbabwe Red Cross

[3]

(b) Legal Resources Foundation

[1]

(c) Justice for Children

[1]

9. What is the other indigenous term for "Zunde ramambo"?

[1]

10. Zunde ramambo ensures _____ security

[1]

Total [25]

Glossary

Nominal

- a very small amount.

Old people's home

- a place where old people live and are looked after.

Self-financing

- an organisation that earns all the money it needs to pay its own costs.

Social services

- services that are given by a government, council, church and other organisations to help the people.

Topic

7

Natural heritage: Production, distribution and consumption of goods and services

Objectives

You should be able to:

1. explain sustainable methods of conserving the natural resources
2. list indigenous methods of manufacturing goods
3. describe indigenous methods of manufacturing goods
4. describe types of industries in the country
5. trace the development of industries in Zimbabwe
6. explain barter trade
7. give examples of barter trade.

Flashback



1. Look at the picture. What do you see?
2. List other natural resources you learnt about in Grade 3.



Keywords

natural resources
conserve
recycle
factory

rural electrification
adze
statue

water harvesting
gully erosion
land reclamation

Introduction

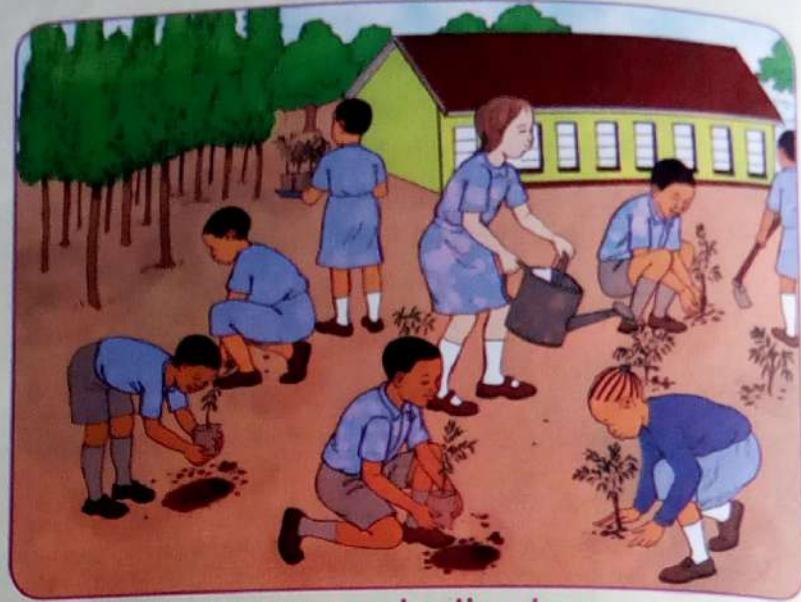
Zimbabwe is blessed with an abundance of natural resources. **Natural resources** are very useful and important substances that occur naturally at a place. Examples of these are minerals, oil, soil, vegetation, water and animals. It is everyone's responsibility to **conserve** these resources for the benefit of future generations. To conserve is to protect or use something well so that it can be used in future. These resources can be used by indigenous people to manufacture goods. Goods produced can be used for barter trade between people of the same area or between countries.

7A. Conservation of natural resources

Methods of conserving natural resources

Tree planting

As the number of people continues to grow, so does the demand for more trees to build shelters, cook food, make furniture and so on. Although we cannot stop the cutting down of trees, there are measures or things that we can do so that our beautiful country does not lose its beauty and become bare (treeless). Every first Saturday of December has been chosen for tree planting in Zimbabwe. This is done to conserve trees and the soil. Schools encourage learners to take part in this activity so as to teach them the importance of trees and impart a tree planting culture to them.



Learners planting trees

Below are some ways of conserving vegetation (trees).

- Paper products like old newspapers and manila can be **recycled**. To recycle is to change waste materials such as plastic bags and bottles so that they can be used again. Recycled paper means less trees will be cut down. This also helps to keep the environment clean by avoiding litter.
- Encourage people to plant and take care of their own tree woodlots. This will help to save trees and the land.
- Governments can also relocate people from communal areas to reduce the number of people who need firewood.
- **Rural electrification** will reduce the demand for wood fuel and save trees. Rural electrification is the provision of electricity to rural communities.
- Tree planting to replace the trees that would have been cut down. Fast growing trees like gum trees and indigenous trees can be grown.

Water harvesting

Harvesting water from roofs and keeping it in tanks to be used later is another way of conserving water. The water collected can be used for washing clothes, bathing and watering the garden. There are a lot of ways in which water is wasted. One of them is through burst pipes especially in urban areas. There are also a number of ways of conserving water and one of them is **water harvesting**. Water harvesting



Tank showing water harvesting

is the capture and storage of water, especially rain water. For example, each homestead could have pipes directing rain water from the roof into tanks. See the picture above. Another form of water harvesting is using buckets to capture rain water during the rainy season. This water can be used for washing, cleaning, bathing, watering gardens and other chores within a homestead. There are also a number of ways of conserving water. These include: attending to leaking taps and pipes, using irrigation methods that do not waste water; turning off public taps that are left running in parks, toilets and other public places and water recycling.

Activity 1

1. In groups, research about the advantages of planting trees every year.
2. In pairs, come up with a list of things you can do to conserve water.
3. In groups, talk about other methods of harvesting water.
4. Using the internet, research on different water harvesting methods. Present your findings in class.

Land reclamation

Land reclamation is the act of changing damaged land and making it usable. This is done after land has been damaged, either by floods, deforestation or flooding. An example of damage to land is **gully erosion**. Gully erosion is the removal of soil along drainage lines by surface water. When there is not enough vegetation to hold the soil, it is washed away and leads to land damage. There are ways of reclaiming gullies so as to improve the land. People use stones, wire, branches, grass, soil and cement to reclaim damaged land. To make sure that the land does not lose more soil, planting vegetation helps to hold the soil and protect it from running water. The pictures on the next page show three stages in gully reclamation.



a) Degraded land



b) Gully reclamation



c) Land reclaimed

Stages in gully reclamation

Exercise 1

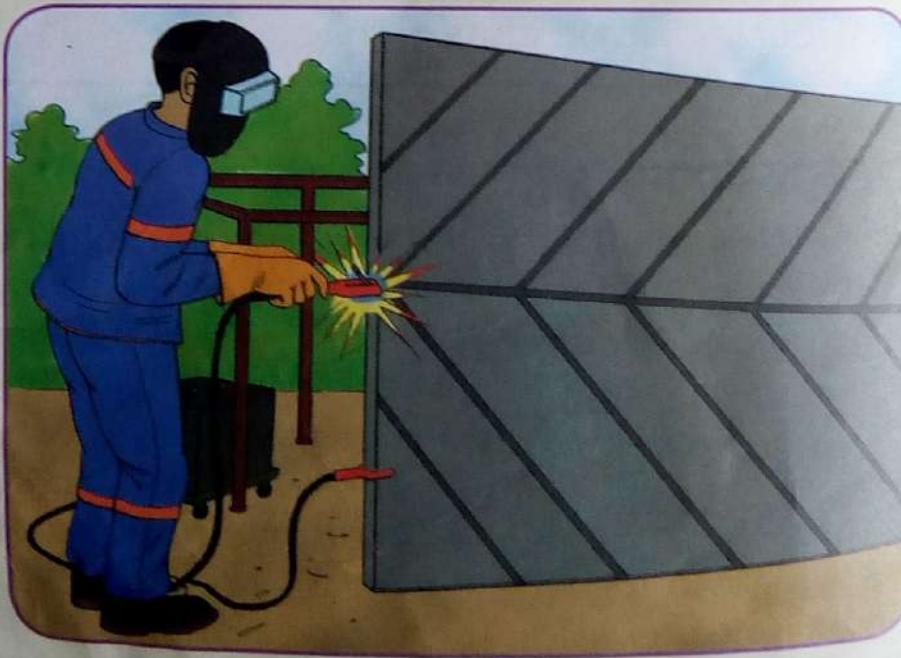
1. What is water harvesting?
2. When is tree planting day in Zimbabwe?
3. State two ways of conserving water.
4. What is land reclamation?
5. People use _____ and _____ to reclaim damaged land.

7B. Indigenous methods of manufacturing goods

Methods of manufacturing goods

Welding

Welders use metal to produce a wide variety of items that include window and door frames, gates, fences, burglar bars, scotch carts and ploughs. Welders can also get their materials from recycled waste material and use it to repair scotch carts and ploughs. Welders wear special glasses or goggles that protect their eyes when they are welding. They make use of welding machines.



Welding

Pounding (Ukugiga/Kutswa)

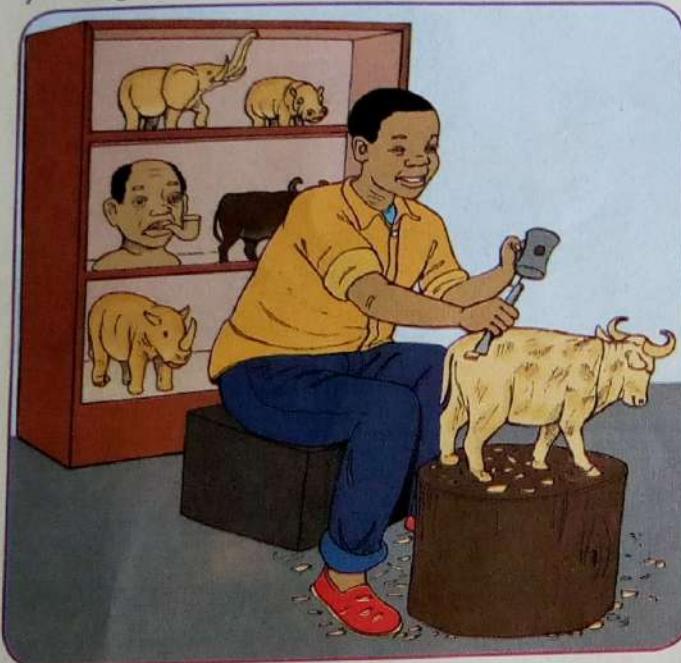
Pounding involves the use of a pestle and mortar. Traditionally, pounding was done by women. However, it was not unusual for the men to help out. Millet, rapoko, peanuts and maize can be pounded.

Grinding

This method uses a grinding stone. Grinding is a method that is still being used by a number of Zimbabweans. Small grains like sorghum, millet and rapoko can be ground into mealie-meal. Roasted peanuts can be ground into peanut butter. See the picture of a young girl grinding peanut butter.



Grinding



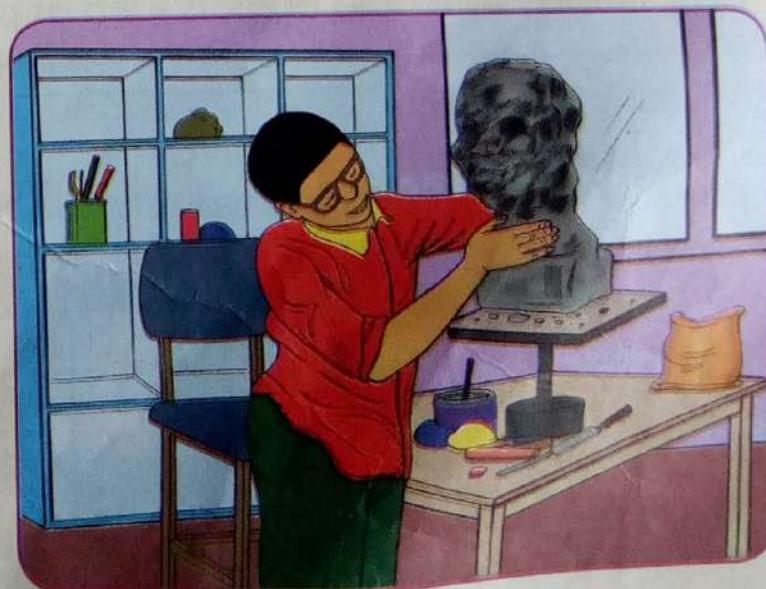
Carving

Sculpturing involves the use of stone, metal or wood to make works of art like the Zimbabwe bird or **statues**. A statue is a human or animal image that is made of stone, wood, metal or other substances and is usually large. An artist who makes sculpture is called a sculptor. Dominic Benhura, Colleen Madamombe and Job Kekana are well known Zimbabwean sculptors.

Carving

Carving involves the use of simple tools like **adzes** (mbezo/isancele) to make hoe and axe handles and yokes using wood. An adze is a tool similar to an axe, with an arched blade at right angles to the handle, used for cutting or shaping large pieces of wood. Some products of carving include wooden basins and candle stands. Some carvings are made of stone. Someone who carves objects from stone or wood is called a carver.

Sculpturing



Sculpturing



Moulding

Moulding

Moulding can involve bricks and pottery. Brick moulding involves the use of clay to make bricks. The dry bricks are baked in a kiln which is a type of oven. Traditionally, wood has been used in brick kilns. However, today coal is also used. Pottery refers to objects such as plates and cups that are made out of clay and baked in an oven so that they become hard. Traditionally, clay was used to make pots for cooking, keeping beer and storing water and milk.



Weaving

Weaving

Natural fibres from tree bark and plants like water reeds were used to weave mats. Some people still make mats from natural fibres. Different things can be produced through weaving, for example, reed-mats, chairs, tables and baskets.

Activity 2

During your Art lessons:

- a) make use of available natural fibres such as sisal to make items such as ropes and mats.
- b) use clay to mould objects such as pots and cups.

Exercise 2

1. Match the following products with their methods of manufacturing.

Method of Manufacturing	Products
Grinding	bricks
Weaving	yoke
Welding	reed mat
Carving	statue
Moulding	window frame
Sculpturing	peanut butter

2. Give two examples of grain that can be ground using the grinding stone.
3. What is an adze?
4. Moulding can involve _____ and _____.

7C. Types of industries

Industries make or produce different types of goods. Our industries can be put into three main groups: primary, secondary and tertiary.

Primary industries



Farming



Mining

Primary industries produce or take out raw materials from nature to be used to produce goods. Examples of primary industries are farming, mining, fishing and forestry. In primary industries raw materials are processed without undergoing much change. Some of the processes are washing, digging, packing, crushing and freezing. For example, in maize farming, farmers are only interested in producing maize and not really processing the maize into mealie meal. Other examples are mining, poultry and dairy farming. Poultry and dairy farms are only concerned with producing chickens and milk and not the processing or packaging. Mining is concerned with getting minerals from the ground and not the processing or cutting. For example, the Zimbabwe Consolidated Diamond Mining Company mines diamonds at the Chiadzwa Diamond fields in Marange. The processing is done by the next stage of industries. This stage is the secondary industry.

Activity 3

1. Visit a primary industry in your locality.
2. In groups, find out about the minerals mined in Zimbabwe.
3. List the different crops grown in Zimbabwe.

Secondary industries



Bakery



Textile manufacturing

Secondary industries process and manufacture goods in **factories**. Factories are groups of buildings where large quantities of goods are produced using machines. Secondary industries are often called manufacturing industries. They process raw materials into totally different products. For example, timber to paper, crude oil to petrol, unprocessed fish to canned fish, sugarcane to sugar, fiber to fabric and chicken packaging. Some of the industries that manufacture products are milling, textile, timber and home industries.

i) Milling industries

Milling industries produce products like sugar and flour. Sugarcane is grown on sugar plantations. In Zimbabwe, these plantations are at Hippo Valley Estates, Triangle and Chiredzi. The sugarcane is processed in sugar mills. It is then refined in a sugar refinery to produce sugar. The sugar is transported to wholesalers throughout the country.

ii) Textile industries

Textile industries produce cloth or fabric that is used for making things such as clothes or curtains. The cotton that is used to produce cloth is grown on farms. It is processed into wool or other fibres at cotton ginneries.

iii) Timber industries

Timber industries get their timber from forestry industries. They process the timber and make things like furniture and doors. Border Timbers factory in Mutare is an example of a timber industry. It produces roofing timber and doors.

iv) Home industries

Many people in Zimbabwe have started their own small industries as a way of creating employment for themselves and others. They produce a wide variety of goods that meet local needs. They produce metal goods like doors, window frames and wire fences. Some produce coffins and home furniture. Others are

involved in wood and stone carving. Some repair televisions, radios and other electrical appliances. Vehicle repairs, pottery, basketry and crotchetry are also carried out.

Tertiary industries



Banking hall

Tertiary industries can also be called service industries. These industries do not have raw materials. They do not produce products. These industries help to provide a link between the different industries and their customers. Examples of tertiary industries include publishing, transport, banking, insurance, nursing, teaching, tourism, entertainment, marketing and security services, selling and advertising.

Activity 4

Sources of different products

Crops, trees and animals provide the materials that are used to make various products. Copy and complete the table below.

Produce	Products
Maize	
Wheat	
Sorghum	
Tobacco	
Sugarcane	
Cotton	
Tea	
Sunflower	
Trees	
Milk	

Exercise 3

Types of industries

The following are examples of Zimbabwean companies involved in the production and marketing of various products. Classify them under the different types of industries.

1. Gushungo Dairies – processes milk into various milk products like yoghurt and cheese.
2. Tanganda Tea Company – processes tea leaves.
3. Border timbers – processes timber into doors and roofing timber.
4. Bakers Inn – produces bread.
5. Cairns Food- produces tinned foods.
6. Willowton – produces cooking oil, margarine and soap.
7. Barclays bank – provides banking services.
8. Forestry Commission – manages pine and wattle plantations.
9. Bata Shoe Company – produces shoes and other leather products.
10. Murowa Diamonds – mines diamonds.
11. Quest Motors – assembles vehicles.
12. First Mutual – provides insurance services.
13. Zimplats – mine platinum.
14. Safeguard – provides security services.
15. Ok Supermarkets – sells a wide range of foods and non-food items.
16. Tenda Buses – provides public transport services.
17. Ernst and Young – provides accounting services especially to companies.

7D. Barter Trade

Trade is the exchange of goods or commodities. Barter trade is the exchange of goods or products without using money. Goods and services are exchanged directly. It is the simplest and earliest form of trade. This type of trade is common among rural communities. In traditional communities, some grew crops and others kept large herds of cattle. Some were good at hunting game and others made items like hoes and axes. This would make it possible for people to trade with what they had so as to get what they did not have. There was exchange of food products and animal products. Others exchanged food for salt



Barter trade

or tools. To date, this form of trade is still used, especially in situations where money is difficult to come by. Barter trade benefits both parties. It is, however, difficult to tell or measure whether the exchange of goods in barter trade is fair to both people involved. For example, for how many bags of maize would one exchange for a big goat? How many goats would one need to get a cow?

Activity 5

1. Identify some goods that Zimbabwe could exchange with other countries.
2. In groups, dramatise barter trade.

Exercise 4

1. What is barter trade?
2. Trading a cow for money is barter trade. [True/False]
3. Give two examples of barter trade.
4. _____ is the simplest and earliest form of trade.
5. Can countries be involved in barter trade?

Summary

- Our natural resources include soil, vegetation, water, minerals such as gold, diamonds and coal, animals, birds and fish, wind and solar energy.
- Natural resources must be used wisely. The future generations also need them.
- Industries can be grouped into primary, secondary and tertiary industries.
- Trade is the exchange of goods or commodities.
- Barter trade is the exchange of goods and services without using money.

End of topic assessment test

Multiple choice questions

1. Which of the following natural resources is a natural home for fish?
A. water B. soil C. vegetation D. minerals
2. Which of the following minerals is mined at Chiadzwa in Marange?
A. gold B. coal C. diamonds D. tin
3. We must conserve our natural resources for _____.
A. foreigners B. future generations
C. ourselves only D. other countries
4. One of the causes of the First Chimurenga was the unfair distribution of an important resource. What is this resource?
A. water B. minerals C. land D. vegetation
5. Solar energy comes from _____.
A. the water B. the soil C. the sun D. vegetation

6. Urban Councils sometimes control the supply of water so that people are allowed only a fixed amount. This practice is called _____.
A. soil erosion B. rotational grazing
C. sanctions D. water rationing
7. Veld fires must be avoided because _____.
A. they cause drought.
B. they make hunting difficult.
C. they destroy the environment.
D. they force people to have fireguards.
8. A lot of water meant for people to use in urban areas gets lost through _____.
A. theft B. burst pipes
C. evaporation D. water rationing
9. Grass should be protected from _____ especially by goats which tear out grass roots.
A. overcrowding B. overgrazing C. ploughing D. overhead
10. Planting grass and trees is one way of conserving _____.
A. minerals B. soil C. wind D. water

Structured questions

1. Give three examples of natural resources.
a) _____.
b) _____.
c) _____.
2. State two ways of conserving natural resources. [3]
3. Define the following terms:
a) Land reclamation
b) Water harvesting [2]
4. Give two of the main reasons for the First Chimurenga. [2]
5. Moving animals from one paddock to another after a period of time is called _____. [2]
6. Veld fires must be avoided because _____. [1]
7. State three methods of manufacturing goods.
a) _____.
b) _____.
c) _____.
- [3]

Total [25]

Glossary

- Bare** – bare soil has nothing growing on it.
- Degraded land** – this is land that has lost its natural productivity due to a number of things. For example, soil erosion, loss of soil fertility and loss of vegetation cover.

Paper 1: Multiple choice questions

1. Shelter protects us from _____.
A. happiness B. nothing C. rain D. hunger
2. The indigenous hut is usually built of _____.
A. concrete stones, tiles and grass
B. wooden poles, dagga and grass
C. steel poles and grass
D. ice blocks and glass
3. The Ruala Arabs make tents and ropes from _____.
A. camel skins B. goats' hair
C. ostrich feathers D. sisal fibre
4. The igloo is built of ice blocks in _____.
A. the Zambezi Valley B. very hot deserts
C. very cold regions D. mountainous areas
5. _____ is the capture and storage of water, especially rain water.
A. Water harvesting B. Soil erosion C. Rain water D. Water recycling
6. Arabs who live permanently near an oasis build _____.
A. sun-dried brick houses with flat roofs
B. sun-dried brick houses with grass thatch
C. tent houses
D. ice block houses with flat roofs
7. Some geographical factors influencing the type of shelter in an area are _____.
A. weather, soil type and building materials
B. weather, wild animals and people
C. weather, machines and people
D. weather, crops grown and people
8. The pyramids in Egypt were used as _____ for the Pharaohs.
A. tombs B. stadiums C. schools D. churches
9. Responsible children should _____.
A. bully one another B. take care of their bodies
C. lie to their parents D. drink lots of alcohol
10. The following treatments of a child are punishable by law, except _____.
A. providing food B. child marriage C. child labour D. neglect
11. Good parents _____.
A. leave their children with strangers
B. leave their children playing far from home
C. sexually abuse their children
D. guide and counsel their children

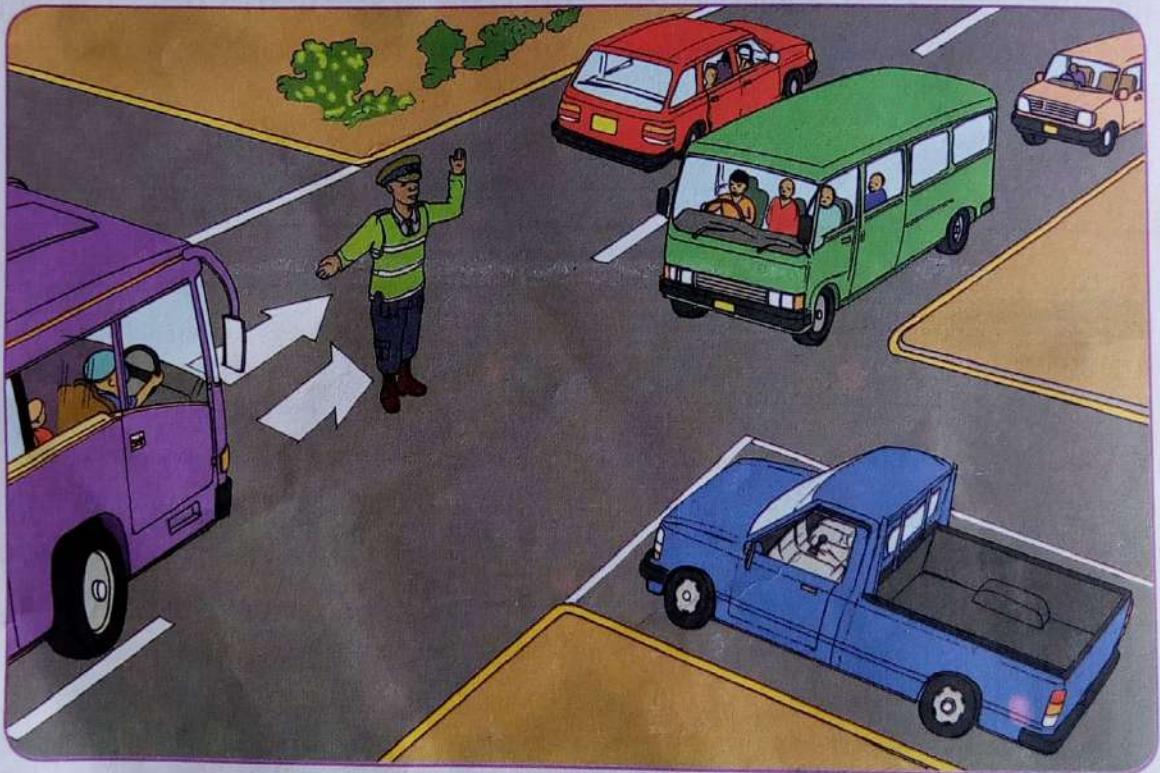
12. Which of the following is a non-profit social service provider?
A. Hospitals B. Omnibuses
C. Churches D. Funeral service providers
13. Vulnerable groups in our society include the poor, the elderly, orphans and _____.
A. the rich B. people living with disabilities
C. prophets D. traditional leaders
14. The Basic Education Assistance Module (BEAM) is a government programme meant to help learners from _____.
A. the rural areas B. urban areas
C. mining areas D. very poor families
15. Which of the following is an example of a natural disaster?
A. veld fire B. money shortage
C. drought D. corruption
16. Refuse collection involves the proper gathering and disposal of _____.
A. old clothes B. rubbish C. soil D. stones
17. Traditionally, old people were looked after by _____.
A. strangers B. churches
C. traditional leaders D. their children and relatives
18. Paper products like old newspapers and cardboard boxes can be changed and used again. This process is called _____.
A. conservation B. recycling
C. reclamation D. deforestation
19. At school we can keep our environment clean by _____.
A. throwing rubbish everywhere B. avoiding litter
C. eating in class D. watering flowers
20. The supply of electricity to rural communities is known as _____.
A. Zimbabwe Electricity Supply
B. Rural migration
C. Rural electrification
D. Rural resettlement
21. Water can be conserved through _____.
A. burst pipes B. water harvesting
C. careless usage D. leaking taps
22. Someone who carves objects from stone or wood is called a _____.
A. carpenter B. cartoonist C. carver D. cover
23. Dominic Benhura and the late Job Kekana are well known Zimbabwean _____.
A. musicians B. dancers C. sculptors D. Industrialists
24. Which of the following is an example of a tertiary industry?
A. Transport B. Fishing C. Milling D. Mining
25. The exchange of goods or commodities is known as _____.
A. marketing B. trade C. advertising D. manufacturing

Paper 2: Structured questions

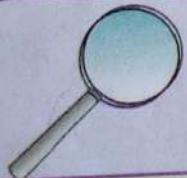
1. Why do we need shelter? Give one reason. (1)
 2. Give one example of Zimbabwean indigenous shelter? (1)
 3. Name a type of shelter in the Sahara Desert. (1)
 4. Write down two geographical factors which influence types of shelter. (1)
 5. Write down natural materials used to make the traditional hut. (1)
- Total [5]
6. Write down two ways in which the girl child was abused in the past. (1)
(a) _____
(b) _____
 7. List three children's rights. (1)
(a) _____
(b) _____
(c) _____
- Total [5]
8. Name any three responsibilities that children have. (3)
 9. Give two reasons why children end up taking drugs? (2)
- Total [5]
10. Identify two groups of civil servants who are paid by the government. (2)
 11. List three ways in which harvested water can be used. (3)
- Total [5]
- Total [50]

**Topic
8****Objectives****You should be able to:**

1. list problems for the increasing need for transport
2. suggest some possible solutions to transport problems
3. identify major roads in Zimbabwe
4. interpret road and rail maps
5. distinguish between public and private forms of transport
6. compare public and private forms of communication
7. identify road signs and signals
8. interpret road signs and signals.

Flashback

1. Name the means of transport in the picture.
2. What other means of transport do you know?

Key Words

goods

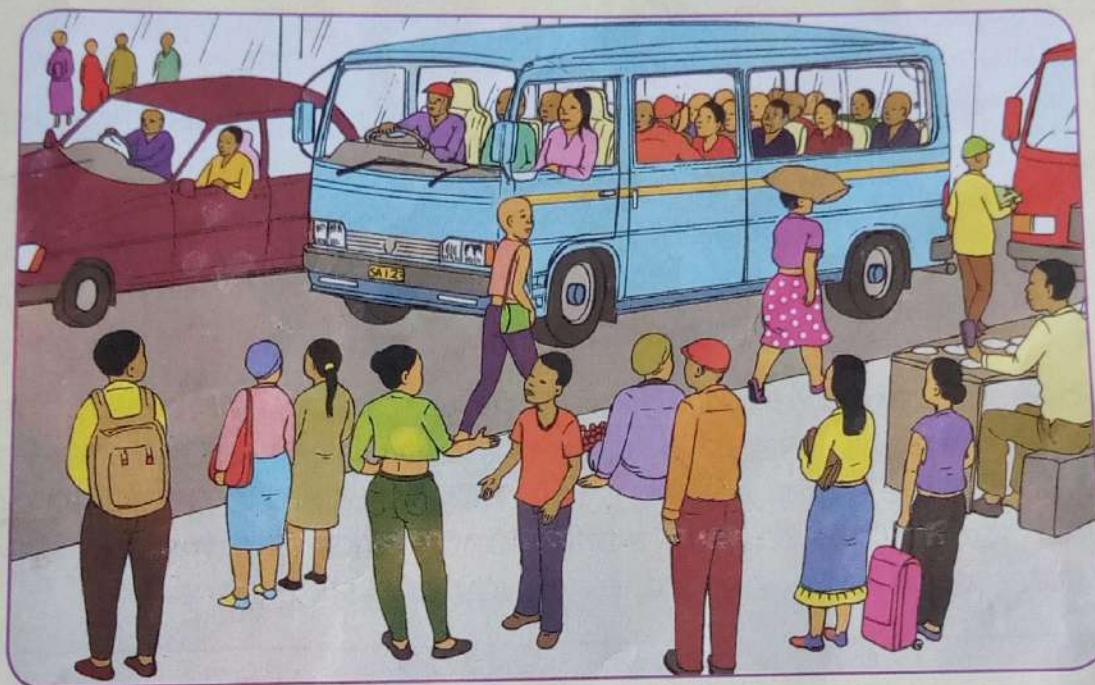
road carnage

congestion

Introduction

Goods and services need to be transported to the place where they are needed and can be used. Therefore, there is need for efficient and reliable transport systems. When we move goods and services we also need effective communication ways. Goods are things that can be transported that are not passengers. In this topic you are going to look at transport and communication networks in Zimbabwe. You will look at the increasing need for transport, major roads and rail networks, the need for road safety and public and private forms of transport and communication in Zimbabwe.

8A. The increasing need for transport



Nowadays there are so many people and goods that need to be taken from one place to another. The movement of people is caused by the growing of industries and shops that need workers and goods for them to operate. A lot of people move to the urban areas in search for jobs and a better life. This has led to a rise in the number of people in need of transport in the urban and rural areas. The number of people and goods that need to be transported requires a large number of vehicles which at times create **road carnage**. Road carnage are accidents on the road that, most of the time, lead to loss of life. There are a number of advantages and disadvantages that have come with the increasing need for transport.

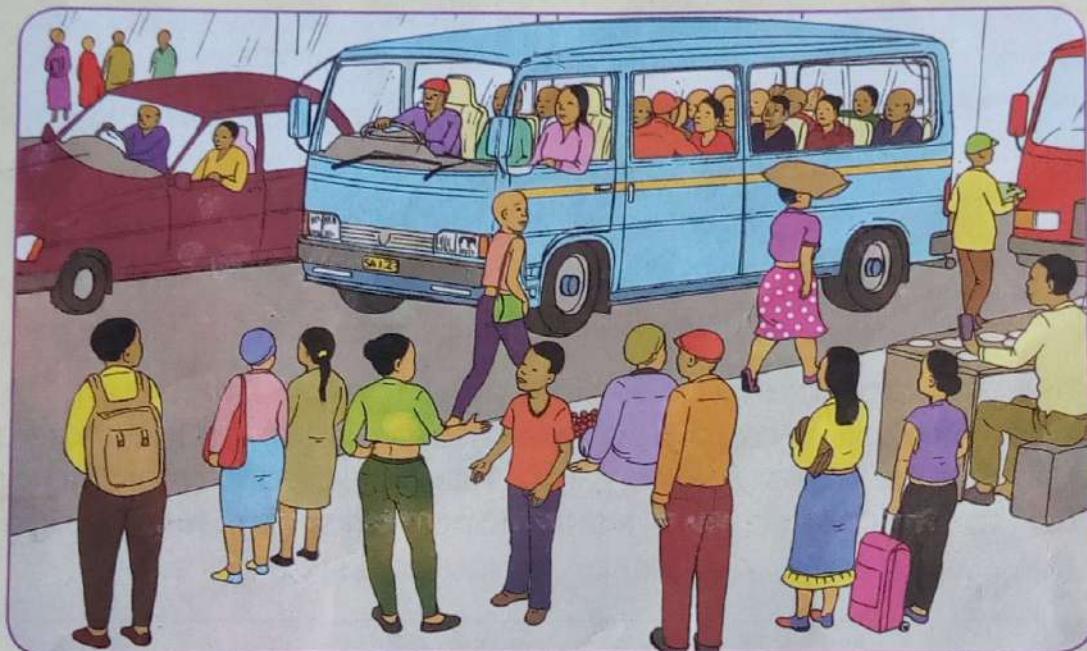
i) Advantages

- Increase in the number of cars, buses and trains.
- Better roads.
- A lot of goods can be transported at one go.
- It is easier to move from one place to another.
- Increase in employment opportunities.

Introduction

Goods and services need to be transported to the place where they are needed and can be used. Therefore, there is need for efficient and reliable transport systems. When we move goods and services we also need effective communication ways. Goods are things that can be transported that are not passengers. In this topic you are going to look at transport and communication networks in Zimbabwe. You will look at the increasing need for transport, major roads and rail networks, the need for road safety and public and private forms of transport and communication in Zimbabwe.

8A. The increasing need for transport



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i) Advantages

- Increase in the number of cars, buses and trains.
- Better roads.
- A lot of goods can be transported at one go.
- It is easier to move from one place to another.
- Increase in employment opportunities.

ii) Disadvantages

- Road accidents.
- Too many vehicles. This leads to traffic **congestion**. Congestion is overcrowding of vehicles.
- Air pollution.
- People become lazy.
- Many passengers.
- Over loading.
- Speeding.

Solutions to problems arising from the increasing need for transport.

Problem	Solution
Many cars	Construct wide roads.
Traffic congestion	Put robots, roundabouts and humps.
Many passengers	Provide buses and trains that carry large numbers of people.
Over loading	Enforce traffic regulations.
Speeding	Speed traps and fines.
Road carnage	Train in defensive driving and put traffic cameras.
Air pollution	Use electronic cars.

The table above shows problems and solutions to transport problems. The transport sector comes up with solutions to deal with the problems in the increased need for transport. One of the major solutions that have helped in avoiding congestion, accidents and speeding are the traffic landmarks, signs and signals. Some examples of these are robots, humps, give way and stop signs.

Activity 1

1. In groups, talk about the causes for the increasing need for transport.
2. Discuss the advantages and disadvantages of the increasing need for transport.
3. Suggest solutions to reduce transport problems.

Exercise 1

1. Complete the table below

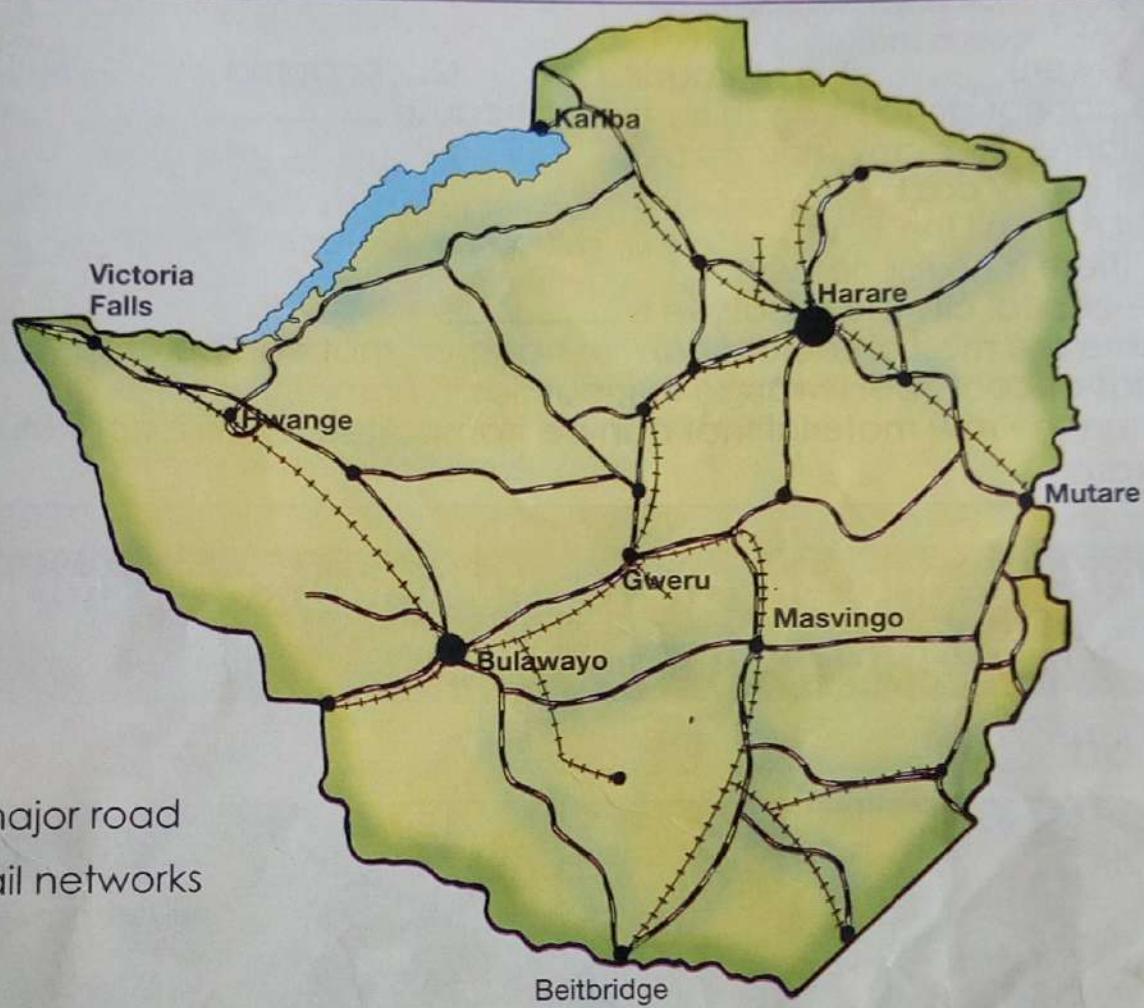
Problem	Solution
a)	
b) Many passengers	Put robots, roundabouts, humps
c)	

2. _____ causes road carnage.

3. Give one advantage for the increased need for transport.
4. Give one disadvantage for the increased need for transport.

8B. Major roads and rails in Zimbabwe

Zimbabwe major roads



Map showing major roads and rail networks in Zimbabwe

All major roads in Zimbabwe are tarred whilst minor roads are gravel or dirt roads. The above map shows major roads and rail networks in Zimbabwe. Two of the major roads in Zimbabwe are the Harare-Bulawayo highway and Harare-Beitbridge highway.

Activity 2

1. Using the map above, identify:
 - a) the major roads in Zimbabwe
 - b) the rail networks.
2. Using the internet, research the names of the major roads in Zimbabwe.

Exercise 2

1. John lives in Harare. His uncle Jabu lives in Masvingo. John would like to visit uncle Jabu by train. Name the three towns he would pass through to visit uncle Jabu in Masvingo.
- A. Marondera, Kwekwe, Gweru
 - B. Kwekwe, Gweru, Bulawayo
 - C. Kadoma, Kwekwe, Gweru
 - D. Bindura, Chinhoyi, Hwange
2. Which town would you pass through if you travel by train from Mutare to Harare?
- A. Gweru
 - B. Marondera
 - C. Kadoma
 - D. Chinhoyi
3. We cannot go to Nyanga by train because _____.
- A. there are many mountains
 - B. it is very cold
 - C. it rains all the time
 - D. there is no rail network
4. The capital city of Zimbabwe is _____.
5. Name the most suitable means of transport that can be used to transport loads of coal from Hwange to industries in Harare.
6. Name the raw material that can be transported by train from Mutare to Harare.

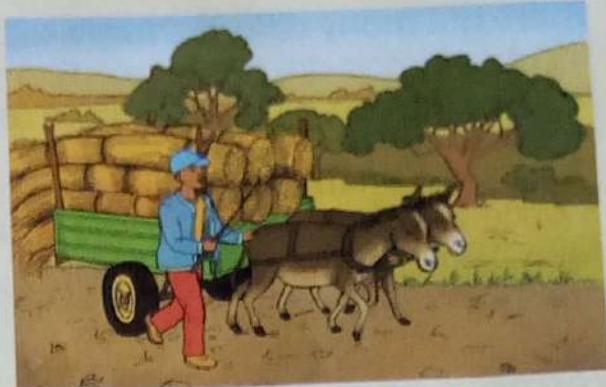
8C. Public and private forms of transport and communication

Transport



Different means of transport

In Zimbabwe people use different forms of transport to travel from place to place. In rural areas people travel from one place to another along foot paths. In order to transport goods, ox or donkey drawn carts are used. In areas with gravel or dirt roads, goods are transported by motor vehicles. The main towns and cities are joined by tarred roads. Large volumes of goods and people use these roads. The tarred roads also connect Zimbabwe with other SADC countries.



Animal drawn cart

The fastest means of transport is by air. The main cities and resort towns are serviced by air. All other countries in and outside Africa can be reached by air. Air is the most expensive form of transport. Boats are used for transport in other countries. However, in Zimbabwe they are mainly used in holiday resort dams. Fishermen in Kariba use boats for fishing. We have big dams like Lake Chivero, Lake Kyle, Osborne Dam, Alexander Dam, and others where people use boats for leisure.

Public transport are all forms of transport open to public use. They carry anything and anyone for a price. Private forms of transport are means of transport that are owned by specific individuals for their own personal use.

Transport for specific goods and services

Goods/service	From	To	Form of transport
Diamonds	Zimbabwe (Chiadzwa)	China	Aeroplane
Coal	Hwange	Harare Power Station	Train
Editor	Home	Work	Car
Fish	Kariba	Harare	Lorry
School children	Boarding school	Bulawayo	Bus
Patients	Home	Hospital	Ambulance

Communication



Newspapers



Cellphone



Radio

Forms of communication

There are many different forms of communication systems used in Zimbabwe. The most common are radio, telephone, cellphone, letters, newspaper and television. In the olden days people would use smoke, and the drum to communicate.

Nowadays there are a number of public and private forms of communication. The Mazoe Satellite station is used to transmit and receive messages by telephone, telex, and television. The table below shows public and private forms for communication.

Forms of communication

Public	Private
Newspaper	Cellphone/Telephone
Radio	Email
Television	Letter

Activity 3

1. In the grid below identify private and public forms of communication



2. Complete the table below:

Communication	Advantage	Disadvantages
Letter		
Phone		
Fax		
Television		

Exercise 3

1. Fill in the grid below using the most suitable mode of transport used in the given situations

car aeroplane cart foot bus

From	To	Mode of transport
Home	Work	
Town	Rural areas	
Zimbabwe	China	

2. The most suitable transport to carry school children is by _____.
A. cart. B. bus. C. lorry. D. train.
3. An email is a public form of communication. [True/False]
4. What is the difference between public and private forms of transport?
5. State the difference between public and private forms of communication.

8D. Road safety

Road signs are developed to bring order to road usage. These road signs help drivers and other road users to exercise the right behaviours on the roads. We should take care of road signs because they help people and save lives. Examples of road signs and signals are robots, stop sign, give way sign, children crossing the road sign, humps ahead sign and rail road crossing sign. Pedestrians are supposed to use the right side always (in Zimbabwe). This way, they face oncoming traffic. Below are examples of road signs and signals and their interpretation.

Road Signs



Meaning

Children crossing the road



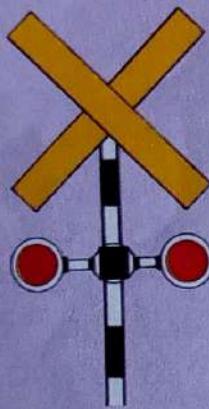
Zebra crossing



Stop



Hospital direction sign



Railroad crossing

Activity 4

1. Draw five road signs of your choice.
2. Display chart with road signs in the classroom.

Exercise 4

1. In Zimbabwe drivers should always drive on the _____ side of the road.
A. right B. left C. off D. Center
2. The zebra crossing is used by _____.
A. animals B. motorists C. pedestrians D. vehicles
3. On which side of the road should pedestrians walk?
A. right B. left C. center D. middle
4. Give two examples of road signs.
5. What is the use of a hospital direction sign?

Summary

- The movement of people and goods from one place to another requires good transport systems.
- Business negotiations are carried out through different means of communication.
- Changing of life patterns has resulted in the creation of new transport ways.
- The world, being a global village, has modern ways of transport and communication.
- The relocation of people because of work has led to the increasing need for transport.
- There are different private and public forms of transport and communication.

End of topic assessment test

Multiple choice

1. Which of these is a means of transport?
A. car B. phone C. television D. letter
2. I can use a _____ to travel from the city to the rural areas.
A. bicycle B. bus C. cart D. ship
3. A _____ is not a form of transport.
A. railway B. car C. bicycle D. horse
4. In which form of communication do we not get written information?
A. letter B. phone C. fax D. telex
5. A tonne of maize can not be carried using a _____.
A. truck B. train C. boat D. motorbike
6. One can go from Mutare to Harare either by road or by _____.
A. ship B. train C. balloon D. canoe
7. In Zimbabwe, the most common mode of public transport is a _____.
A. bus B. donkey cart C. lorry D. bicycle
8. Long ago people used a _____ for communication.
A. letter B. drum C. radio D. cellphone
9. The fisherman at Kariba Dam use _____ to go and catch fish.
A. buses B. boats C. trains D. aeroplane
10. A good road has _____.
A. road signs B. bridges C. gravel D. pot holes

Structured Questions

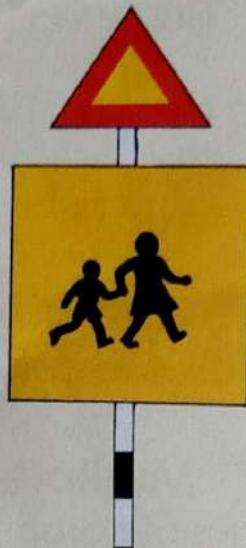
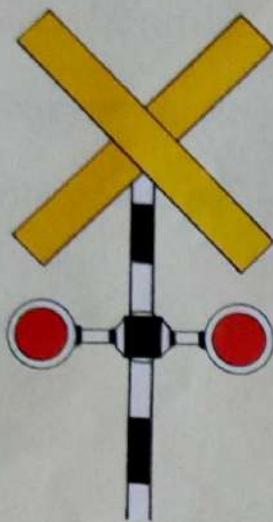
1. Which side of the road do pedestrians use? [1]
2. When does traffic move at an intersection controlled by a robot? [1]
3. Give one reason why drivers are not encouraged to get back at other drivers when they behave in a wrong way? [1]

4. List four ways of modern communication.

- a) _____
- b) _____
- c) _____
- d) _____

[4]

5. What does each road sign mean?



6. Give one advantage and one disadvantage of using a scotch cart as means of transport. [4]

Advantage _____.

Disadvantage _____.

[1]

7. Explain the reason why we cannot go to Chipinge by train. [1]

8. How is electricity transferred to our homes? [1]

[1]

[1]

Total [25]

Glossary

Efficient

- Working well and faultlessly, and producing good results in the desired time and using the available resources.

Effective

- Something that is working well and producing the intended results within a given time. The network system is effective in sending e-mails on time.

Major

- Big and main means of things to use.

Objectives

You should be able to:

- outline the importance of work
 - identify careers in sport and arts
 - state leisure activities involving visual and performing arts in the community
 - differentiate between appropriate and inappropriate leisure activities.

Flashback

1. What kind of work do the following people do?
a) a vendor b) a shopkeeper c) a sculptor d) a potter
e) a soldier f) an electrician g) a fisherman
 2. Which worker do you think of when you see these things?
a) a trowel d) a thermometer g) a piece of chalk
b) a work suit e) a tractor and plough
c) a suit f) a helmet



Key words

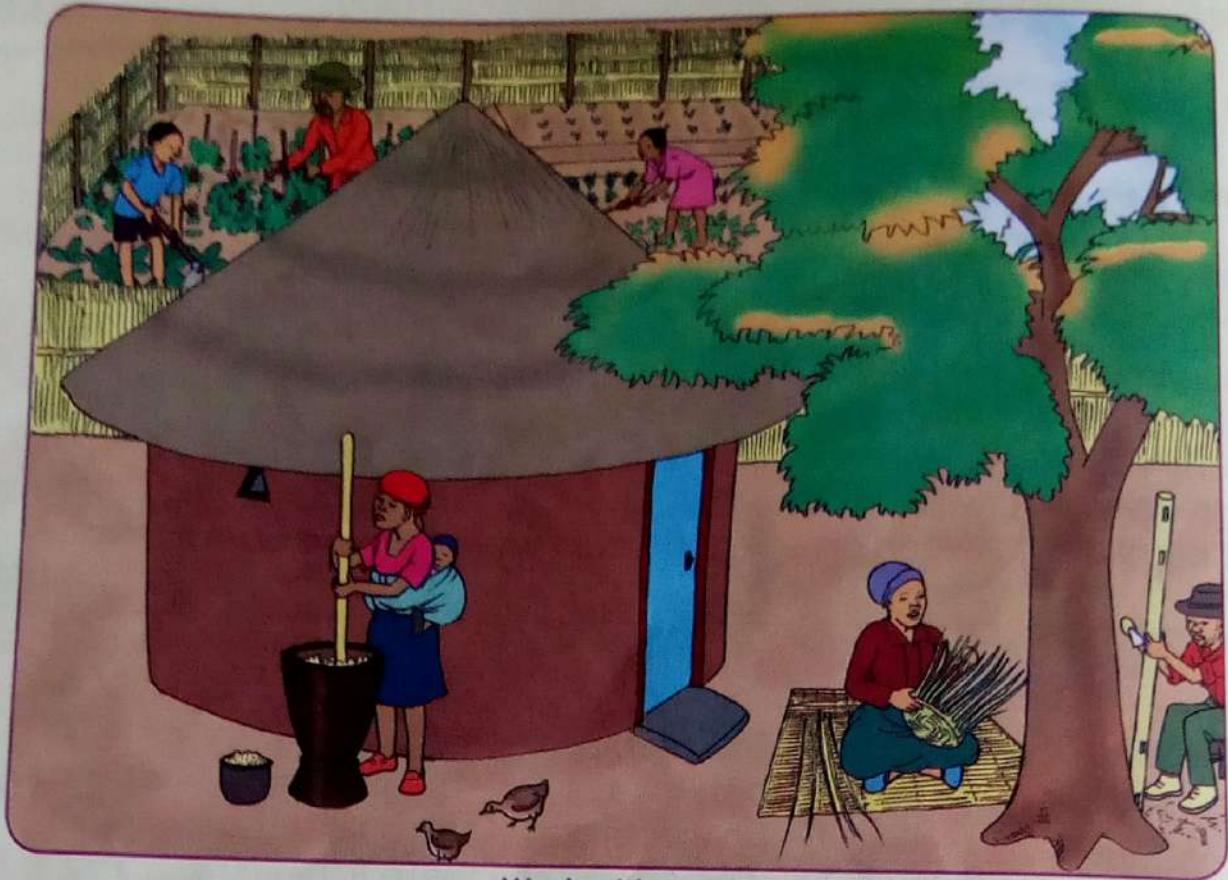
leisure livelihood unsuitable salary discipline
suitable performing artists visual artists incentive

Introduction

Work is any activity involving mental or physical effort done in order to achieve a result. The chores that we carry out at home or at school are also work. Leisure is time that you take to rest, relax and do things that you enjoy. It is important for you to balance work and leisure. There are a number of things that someone can do during leisure time. These can be sports and arts. To other people, sports and arts are work.

9A. Reasons for work

People work for many reasons. As has been mentioned above, work can also be chores done at home and at school. These chores are divided amongst people and learners in line with their age and abilities. At home, children can be taking care of livestock or helping their parents in the garden. Parents usually do the hard



Work at home

work and this can involve cooking for the whole family and chopping firewood with an axe. Families work together to maintain the cleanliness of the household and to make sure they are able to provide for themselves (farming and taking care of livestock). Below are some of the reasons for work.

- **Livelihood** – people work to get money. Money helps us to buy or pay for our basic needs (food, shelter, clothing, and water). It also helps us to pay for services like education, health, communication and leisure.
- **Service** – People work to do things that are of benefit to themselves, their society and the nation. Farmers, doctors, teachers, police and soldiers are some of these people.
- **Human relationships** – People work to satisfy the need for mixing and talking to workmates, friends and clients (customers).
- People work for personal development, job satisfaction, security, success and happiness.

Every job is important because it contributes something to both the local community and the nation. To contribute is to add value. Therefore, every job helps to make Zimbabwe a better place.

Activity 1

The importance of each of the following jobs comes from what it gives to the community and the nation. In the table that follows, match the contribution of each of the jobs in A with the correct service from B.

A

1) Farmer	looks after ill people in hospital
2) Nurse	repairs and maintains machines and engines
3) Dust man	makes and repair wooden things
4) Teacher	drives people to and from work
5) Carpenter	sees to the security of the nation
6) Engineer	arrest those who break laws
7) Street cleaner	collects refuse from dust bins
8) Driver	helps people to learn to read and write
9) Doctor	produces food to feed the nation
10) Soldier	cures people who are ill
11) Mechanic	makes steel window frames and door frames
12) Policeman	collects rubbish to keep our streets clean

B**Exercise 1**

1. What is work?
2. Give two examples of work at home.
3. Give two examples of leisure.
4. Why do families work together? Give one reason.
5. Why do people work? Give two reasons.

9B. Sport and arts as a form of work

To some people, sport is a form of work because they get paid for it. The people involved are full time workers in special jobs that have something to do with special aspects of sport. The athletes in different sporting activities like football, rugby, swimming and tennis take sport as work. All sport clubs employ a number of people who help out with the different activities and games. People who can be employed in sports are club managers, doctors, coaches and umpires/referees. There are also engineers, carpenters, drivers, shoe makers and tailors who can also have their careers in sport. All these people earn salaries and get incentives through sport. A **salary** is money paid monthly to a worker. The following table shows Zimbabwean sporting legends in different **disciplines**. A discipline is a type of a sport.

Player	Sport
Andy Flower	Cricket
Kirsty Coventry	Swimming
Peter Ndlovu	Football (soccer)
Benjani Mwaruwari	Football (soccer)
Cara Black	Tennis
Charity Mucucuti	Rugby

Art is a form of work for those who use their artistic skills to get money. Art is divided into two areas, **performing** and **visual arts**. **Performing art** involves producing and playing music, dancing, poetry and acting. Examples of people involved in such are Albert Nyathi, Amara Brown, Selmor Mtukudzi, Sandra Ndebele, Thomas Mapfumo, Jayz Marabini and Jah Prayzah. They sell their music, poetry and drama on CDs, DVDs and books to people for money.

Visual arts artists include some of the following:

- Photographers who take pictures using cameras.
- Artists who draw pictures using pencils or paints.
- Sculptors who carve articles from soap stone or wood.
- Craftspeople who include blacksmiths, potters, carvers and weavers. They make items like axes and hoes, clay pots, hoe handles, baskets and carpets.

These people produce artistic things that they sell to get money for their livelihood. Some of them have come up with workshops that employ upcoming artists and produce art in large quantities. Visual art products are usually found at art galleries and tourist towns like Victoria Falls.

Activity 2

1. In groups, discuss the different careers in sport and arts.
2. Collect pictures of sport and art celebrities in Zimbabwe and other countries.

Exercise 2

Answer the following questions in full sentences.

1. Who runs the affairs of a sports club?
A. The manager B. A footballer C. The referee D. The captain
2. _____ trains athletes in a particular sporting activity.
A. A coach B. A manager C. An umpire D. A doctor
3. _____ are performing artists.
A. Albert Nyathi and Oliver Mutukudzi B. Mapfumo and Rebel Soldier
C. Tsviriyo and Olivia Charamba D. Baskets and carvings
4. A _____ makes arrows and axes from iron.
A. builder B. blacksmith C. wood carver D. painter
5. Art is divided into two areas, performing and visual arts. [True/False]
6. What does a photographer do?

9C. Visual and performing arts as a form of leisure

Any form of work, sport or art that is done part time is a leisure activity. Some visual artists have full time jobs at different places like banks and publishing companies. During their spare time they could be artists or sportsmen/sportswomen. They do these out of interest, enjoyment and as a way to relax. In the same way, the spectator/audience listen, watch and admire the visual and performing arts during their leisure time because they get entertainment from that. In that way visual and performing arts are a form of recreation for many people during their leisure time. Some leisure activities in the community could be a show at the art

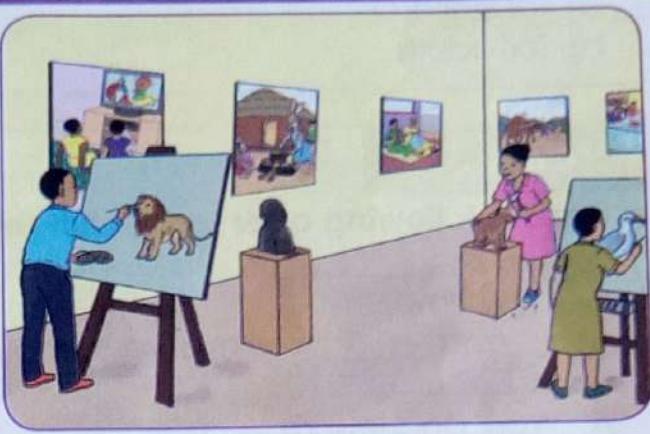
gallery of paintings and sculptures, football game, cricket, theater performance or a concert by a well-known musician or group.

Some common visual arts are shown in the pictures below.

Visual arts



Photography



Sculpting, drawing and painting

The picture below shows an example of performing arts.

Performing arts



Singing

Activity 3

1. Find out the names of visual and performing arts facilities in Zimbabwe.
2. In groups, discuss the leisure activities you take part in.
3. Discuss leisure activities in your community:
 - a) for children
 - b) for adults.

Exercise 3

Answer the following questions in full sentences.

1. Leisure is _____.
A. busy time B. free time C. bed time D. anytime
2. _____ and _____ form a very important part of most people's recreation during leisure.
A. Work and leisure B. Sport and arts
C. Sleeping and snoring D. Gossiping and drinking
3. _____ is a game which attracts many people.
A. Tennis B. Golf C. Soccer D. Polo
4. People watching a game are _____.
A. an audience B. spectators
C. a congregation D. a crowd
5. Children enjoy watching _____ on T.V during their leisure.
A. soccer B. church service C. cartoons D. news

9D. Responsible use of leisure time

Although leisure is ours we must use it wisely. Wise use of leisure is responsible use of one's free time. Responsible use of leisure is shown by the value of the recreational activities that we choose. Such activities should teach us valuable behaviour and develop our personality (*Unhu/Ubuntu/Vumunhu*) in the right way; mentally, socially, physically and emotionally. It also teaches us to follow instructions, lead, be disciplined, cooperate and be courageous.

Some games teach us to judge situations. These include chess, darts, netball, handball and soccer. They also improve our various mathematical skills in addition, multiplication, subtraction and division. Debate and public speaking improve our word power, self-control and respect for other people's points of view. Disco, drama and films encourage relaxation and excitement.

Responsible use of leisure time involves selection of **suitable** leisure activities as shown above. When something is suitable it is proper for that time or reason; it is right. Examples of suitable use of leisure time are taking part in sports and arts, reading novels, playing games and watching a bit of television. **Unsuitable** recreational

activities like drug abuse teach us bad things and behavior which destroy our personality. When something is unsuitable it is wrong. Examples of unsuitable leisure activities are too much television, drugs, fighting, drinking alcohol and smoking.

Activity 4

Write suitable (**S**) or unsuitable (**U**) in front of each of the following leisure activities.

1. Vegetable gardening
2. Beer drinking
3. Vandalizing public property
4. Spending lots of time on WhatsApp
5. Flower gardening at home
6. Visiting the library
7. Drug abuse with classmates
8. Visiting the National Gallery of Zimbabwe
9. Playing soccer, netball or tennis
10. Playing games (traditional and modern games)

Exercise 4

1. Recreational activities should be chosen _____.
A. carelessly B. wrongly C. carefully D. badly
2. Suitable recreational activities should _____ our personality.
A. kill B. drown C. develop D. destroy
3. _____ is a suitable leisure activity.
A. smoking B. reading a novel
C. drinking alcohol D. fighting
4. Some _____ teach us to judge situations.
A. punishments B. drugs
C. games D. excitement
5. Darts improve our mathematical skills in _____.
A. drawings B. shooting
C. writing D. addition and subtraction.

Summary

- People, work for livelihood, service, human relationships and success among other reasons.
- Sport and arts are a form of work for those who earn money and incentives through it.
- Visual and performing arts are an important source of recreational activities.
- Suitable leisure activities are valuable in shaping our personalities.

End of topic assessment test

Multiple choice questions

Structured questions

1. Define the following terms:
 - a) work
 - b) leisure
 2. Write down two reasons why we work. (2)
 - a) _____
 - b) _____
 3. What are the two things that we do during leisure? They both begin with r.
 - a) _____
 - b) _____

4. Write down two games that teach us to judge situations. (2)
a) _____
b) _____
5. Sport develops us in four ways. Write down any two of these (2)
a) We develop _____
b) We develop _____
6. (i) What do we call people who are famous for playing soccer or acting in films?
a) _____
(ii) Name one such a person you know:
b) in Zimbabwe _____
c) from any other country you know _____
d) Name the country _____.
7. Valuable historical items are kept at the _____. (1)

Total [25]

Glossary

Athlete	- a person who takes part in sports, for example, soccer, rugby, netball and tennis.
Contribute	- to help or take part.
Responsible	- a responsible person behaves wisely, properly and sensibly.

Topic 10

Global issues

Objectives

You should be able to:

1. identify natural resources
2. discuss the need to conserve natural resources.

Flashback

1. What is afforestation?
2. List ways of conserving trees.

Key words



poaching
conservation

haven
dehorning

posterity

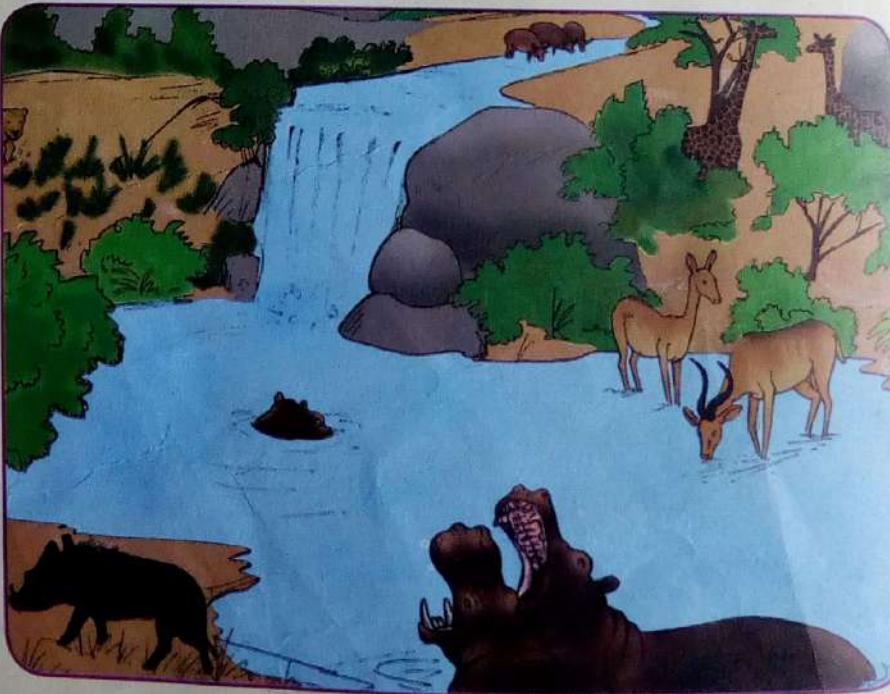
foreign currency

Introduction

Environmental **conservation** starts with every one of us. It is such an important matter that affects the whole world. This means that it is a global issue. Conservation means protecting our natural resources by carefully controlling and managing them especially for the benefit of **posterity**. Posterity means all future generations.

10A. Environmental conservation

Natural resources include land, animals, water and vegetation. For the benefit of the present and future generations, natural resources need to be preserved. When using these resources, people need to think of the future so that the coming generations can enjoy the same resources. Most Zimbabweans have a clan name which is often that of an animal. We call these clan names totems. These clan names help

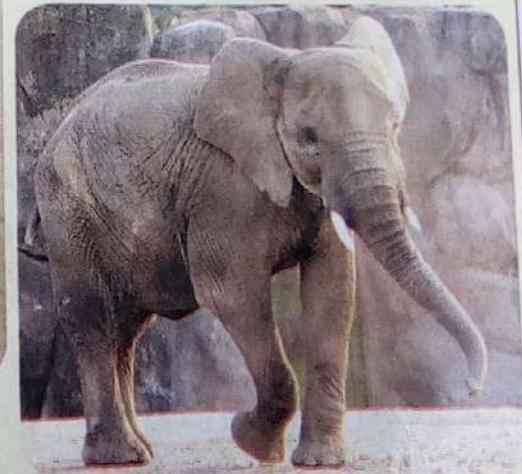


Natural resources

in conserving animals because people do not eat an animal that is their totem.
What is your totem animal?

The Big Five

Zimbabwe is blessed with a variety of wild animals and birds. Five of its animals are referred to as the Big Five. These are the elephant, lion, buffalo, rhinoceros and leopard. There are hunting laws against the killing of animals. Only people licenced to do so are allowed. However, there are some animals that cannot be hunted or killed for their skin, teeth or horns. An example is the rhino. It is considered an endangered animal because the numbers have decreased and continuing to hunt and kill it will lead to its extinction. Here are pictures of these animals. Can you name them? Talk about their local names too. Which of these animals is called the King of the African bush? Why do you think it has been given this title?



The Big Five

Human activities that endanger wildlife

Animal poaching

The most serious problem facing our wildlife especially our animals, is the problem of **poaching**. Poaching is the illegal capturing or killing of animals, birds or fish on government and private property. One animal that has been poached for years is the pangolin. It is in big demand in China and Vietnam where the meat is eaten.

The scales, blood and foetuses (unborn babies) are used for traditional medicine. Elephants are also killed for their tusks (two very long pointed teeth) that are made of yellowish-white bone called ivory. Ivory is used to make things like knife handles. In 2013, 84 elephants died from cyanide poisoning. The rhino is also in great danger of poaching. The value of its horn has suddenly gone up and so has its unlawful killing. Poachers are using modern equipment such as aircraft, very fast vehicles, silenced rifles (guns), mobile phones and poison.

Need to conserve natural resources

i) Animals

Conserving our wildlife/animals is not an easy thing to do especially with the increasing demand for more land for agriculture, resettlement of people and urban housing. The problem of poaching makes this even more difficult. Below are some of the reasons why we should conserve animals.

- **Source of natural beauty.** Our wildlife adds beauty and variety to our environment.
- **Tourist attraction and source of foreign currency.** Wildlife attracts domestic (local), regional and international visitors (tourists). The tourists spend a lot of money during their stay in the country. The country earns **foreign currency** which it uses to improve social services like education and health. Foreign currency is another country's money.
- **Improves and promotes our international (world) image.** Visitors see the beauty of the country's wildlife and enjoy the friendliness and kindness of the local people. When they go back to their home countries, they say good things about our country.
- **Promotes and markets our tourism and hospitality industry.** Tourists eat and sleep in our hotels, guest houses and lodges. They give hotels business and help people to keep their jobs.
- **Source of food and other products.** When animals get too many, the government may kill some of them and sell the meat to people at very affordable prices. Elephant meat is sometimes eaten at national celebrations like Independence Day. Elephant skin is very strong and is used to make leather products like belts, handbags and shoes. Crocodiles are kept at crocodile farms, for example, at Kariba. Crocodile meat can be bought from supermarkets and is also served in many hotels. Some farmers keep ostriches. Ostrich meat is also served in some hotels. Crocodile skin is used to produce a variety of leather products like belts and shoes.
- **Source of leisure and recreation.**

ii) Land

- Gives vegetation that helps with oxygen and fuel.
- Rich soil gives rich agricultural produce.
- Good health.
- Interesting and beautiful places to visit and see.
- Survival of animals and vegetation.

iii) Water

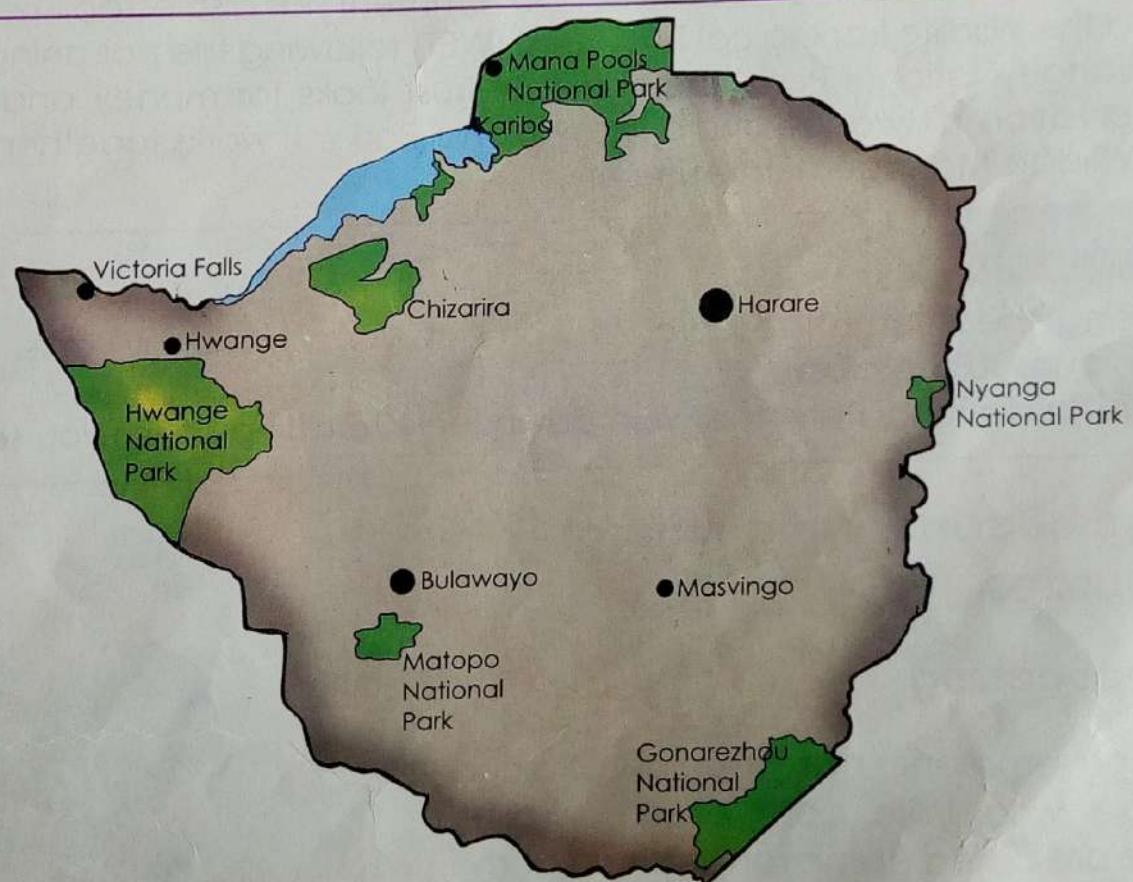
- Water is life (survival of all living things).
- Promotes good health.
- Rich vegetation.

iv) Vegetation

- Provides oxygen.
- Beauty of the land.
- Food for people and animals.
- Cool shades.
- Medication.

Zimbabwe's National Parks and Safari areas

The government realises the importance of our wildlife to present and future generations. It has reserved (set aside) large areas of our country for the conservation of our wildlife. These areas are protected by law. They include national parks, botanical gardens, safari areas and recreational parks. The map below shows Zimbabwean National Parks.



Zimbabwe's National Parks

Activity 1

Copy and complete the following table:

National Parks	Province
1. Victoria Falls	
2. Mana Pools	
3. Nyanga	
4. Gonarezhou	
5. Matopos	
6. Chizarira	
7. Chimanimani	
8. Matusadona	
9. Hwange	

The Zimbabwe Parks and Wildlife Management Authority

The government has a special department that looks after our wildlife. It is called the Zimbabwe Parks and Wildlife Management Authority. It falls under the Ministry of Environment, Water and Climate. Government has also established a Trust Fund called the Wildlife Ecological Trust Fund (WET) following the poisoning of elephants in Hwange National Park. The National Trust looks for money and resources for conservation in Hwange and other National Parks. It works together with the Parks and Wildlife Management Authority.

Activity 2

1. Using the internet, research on Zimbabwean National Parks. Present your findings to the class.
2. Visit a National Park and write down the interesting things you see.

Ways of conserving natural resources

Anti-poaching

The government has specially trained people who take care of our wildlife. These are called game rangers and game wardens. They move around game parks looking out for poachers and relocating endangered animals. They also help injured or trapped animals. Injured animals are treated and safely returned to the wild.



Game rangers

Dehorning

Dehorning is the removal of the rhino horn using a chainsaw. This is done to discourage poachers from hunting the animals. The procedure is painless and the horn eventually grows back. This process is done by trained people. Zimbabwe and other African countries dehorn rhinos as a way of conserving them.



Dehorning

Education

Teaching communities about the importance of our wildlife is the key in the fight against poaching. Schools can form conservation clubs.

Relocation of animals

Endangered animals like the rhino can be removed from unsafe environments and taken to **havens** around the country. This helps to protect them from disappearing completely. A haven is a safe place.

Disease control

Diseases caused by domestic animals can spread and kill wildlife. Likewise, wildlife diseases such as rabies can affect domestic animals like cattle as well as people. Qualified animal doctors called veterinary doctors or vets care for wild animals especially those injured directly or indirectly by people. They also help to control diseases that may harm wildlife.

Stiffer fines for poaching

The present fine for poaching a pangolin in Zimbabwe is US\$5 000. However, poachers are getting between US\$7 000 and US\$10 000 per animal.

International cooperation

The fight to conserve our wildlife requires the cooperation of other countries throughout the world. Conservation of natural resources is a global issue because it affects the whole world.

Activity 3

1. In groups, come up with other ways of conserving animals
2. Cut and paste pictures of natural resources in your project books.

Exercise 1

1. Game rangers and game wardens _____.
A. poach wildlife
B. look after domestic animals
C. take care of our wildlife
D. are qualified doctors
2. The movement of endangered animals from unsafe to a safe, natural environment is called _____.
A. haven B. resettlement C. relocation D. transport
3. A _____ is used to dehorn the rhino.
A. knife B. axe C. chainsaw D. hacksaw
4. The following are natural resources except _____.
A. land B. vegetation C. plastic D. wildlife
5. _____ is a wildlife disease that can affect cattle and people.
A. Malaria B. Rabies C. Measles D. Bilharzia.
6. Qualified animal doctors are called _____.
A. surgeons B. veterinary doctors C. physicians D. game wardens

Summary

- Some animals are protected by law and they may not be hunted or killed.
- Our wildlife beautifies our country, attracts visitors (tourists), creates jobs for our people, is a source of food and other products and also provides leisure and recreational activities like angling, bird-watching and elephant riding.
- Human activities like poaching and veld fires endanger wildlife.
- Education and training help in conserving wildlife.
- Wildlife conservation is a global issue because it affects the whole world.

End of topic assessment test

Multiple choice questions

1. The _____ is **not** one of the big five.
A. giraffe B. lion C. elephant D. buffalo
2. Animals, birds and fish thieves are called _____.
A. criminals B. poachers C. conservationists D. partners
3. Someone who is visiting a place for pleasure is called a _____.
A. poacher B. vet C. tourist D. spy
4. Elephants are mainly poached for their _____.
A. size B. teeth C. horns D. skin
5. In 2013, Zimbabwe lost 84 elephants because of _____.
A. floods B. drought C. fire D. poisoning

6. The largest National Park in Zimbabwe is _____.
A. Gonarezhou B. Hwange C. Chimanimani D. Mana Pools
7. The _____ is called the king of the African bush.
A. elephant B. crocodile C. lion D. leopard.
8. _____ is a wildlife disease that can affect domestic animals as well as people.
A. Malaria B. Cholera C. Rabies D. Tuberculosis
9. Which of the following is an endangered animal?
A. Chicken B. Baboon C. Monkey D. Pangolin
10. An elephant's tusks are made of _____.
A. ebony B. ivory C. gold D. diamond

Structured questions

1. List the Big Five animals.

- a) _____
b) _____
c) _____
d) _____
e) _____

[5]

2. A poacher is _____.

[1]

3. Name two animals that are protected by law.

- a) _____
b) _____

[2]

4. List any two wildlife conservation measures.

- a) _____
b) _____

[2]

5. Why are rhinos dehorned?

[1]

6. Where do we find Hwange National Park?

[1]

7. Give four examples of Zimbabwe's National Parks.

- a) _____
b) _____
c) _____
d) _____

[4]

Total [25]

Glossary

Endangered animals

- animals at risk of extinction

Extinction

- disappearing from the earth, not having any living members

Foetuses

- unborn babies

Global issues

- important matters that affect the whole world

Hospitality industry

- hotels, restaurants and so on

Paper 1: Multiple choice questions

- To stop road carnage we need to _____.
A. drink and drive
B. use defective vehicles
C. bribe the police
D. use roadworthy vehicles and follow road rules
 - A tourist travelling to Zimbabwe from Europe would travel by _____.
A. lorry B. truck C. aeroplane D. tractor
 - Traffic lights, humps, give way and stop signs help in reducing _____.
A. the police B. corruption C. pedestrians D. congestion
 - The best roads to connect major towns should be _____ roads.
A. gravel B. tarred C. muddy D. potholed
 - The form of writing used by visually impaired people is called _____.
A. email B. braille C. internet D. Whatsapp
 - Which of the following is not a form of transport used within Zimbabwe?
A. Motorcycle B. Commuter omnibus
C. Bus D. Ship
 - Which of the following could be a solution to the problem of speeding?
A. Speed traps and fines
B. Bribing the police
C. Use of electric cars
D. Construction of wider roads
 - Which of the following countries is not a member of the Southern African Development community (SADC)?
A. Zimbabwe B. Zambia C. Mozambique D. Ethiopia
 - Although air transport is the fastest means of transport, it is also the _____.
A. most expensive B. least expensive
C. cheapest D. least comfortable
 - The most suitable means of transport to ferry a patient from home to hospital is _____.
A. a bus B. an ambulance C. a train D. a lorry
 - Due to technological advancement, the _____ is no longer a popular means of communication.
A. newspaper B. television C. cellphone D. letter
 - One reason why people work is _____.
A. to earn a living
C. to please other people
B. to live forever
D. to please God

13. Sport and arts are a form of work to those who _____ through them.
A. get entertainment B. get salaries and incentives
C. get rest and relaxation D. waste a lot of time

14. People watching a play/drama in a hall are _____.
A. spectators B. learners
C. an audience D. a congregation

15. Which one of the following is a visual arts artist?
A. A teacher B. A sculptor C. A doctor D. A driver

16. What do we call the time we rest and relax?
A. Easy call B. WhatsApp C. Leisure D. Bedtime

17. Historical items are kept in the _____.
A. museum B. library C. school hall D. stadium

18. Physical Education develops us _____.
A. physical and mentally
B. physical and spiritually
C. mentally and spiritually
D. emotionally and roughly

19. _____ form a very important part of most people's recreation during their leisure time.
A. Work and leisure B. Sport and arts
C. Sleep and play D. Gossip and drink

20. Global issues like environmental conservation affect _____.
A. Africa only B. Zimbabwe only
C. Europe only D. The whole world

21. Posterity refers to _____.
A. our ancestors B. natural resources
C. future generations D. Zimbabweans

22. Which of the following is **not** a natural resource?
A. Land B. Water C. Vehicles D. Animals

23. Which of the following animals is an endangered species?
A. Dog B. Baboon C. Rhino D. Zebra

24. Which of the following activities endanger wildlife?
A. Bird-watching B. Elephant riding C. Angling D. Poaching

25. _____ and training help in conserving wildlife.
A. Veld fire B. Education C. Poaching D. Rabies

Paper 2: Structured questions

Answer in full sentences

1. Give two reasons why transport is important in our daily lives. (2)
 2. What is the difference between private transport and public transport? (1)
 3. Name two causes of road carnage. (2)

Total [5]

4. Define the term 'traffic congestion'. (1)
5. Why do a lot of people move from rural to urban areas? (1)
6. Which environmental challenge could be reduced through the use of electric cars? (1)
7. Give one solution to each of the following transport problems: (1)
- Road carnage
 - Traffic congestion
8. Give one reason why road signs are important. (2)
Total [5]
9. How can we take care of our road sings? (1)
10. Name three groups of people who use our roads. The letters **c**, **m** and **p** should help you to get the correct answers. (1)
Total [5]
11. Write down one importance of work. (1)
12. Write down any careers (jobs) in sport and arts. Write two for each (1)
- Sport: _____ and _____.
 - Arts : _____ and _____.
13. Give examples of the following leisure activities: (1)
- Visual arts in your community _____ and _____.
 - Performing arts in your community _____ and _____.
14. What are foetuses? (1)
15. What is the name of the deadly poison that claimed the lives of 84 elephants in 2013 in Zimbabwe? (1)
16. Why do some countries dehorn rhinos? (1)
17. How does our country benefit from its wild animals? (1)
18. List animals that make up the Big Five. (1)
- Total [5]
Total [50]

Ventures Primary Heritage-Social Studies Grade

4

Ventures Primary Heritage-Social Studies Learner's Book Grade 4 has been developed to support the content, aims and objectives contained in the New Primary Education Curriculum for Zimbabwe. It contains all the activities that the learners need to cover the Heritage-Social Studies Syllabus for Grade 4.

The book features:

- Logical sequencing of topics and lessons.
- Active learning and learner engagement strategies.
- Wholesome development of the learner.
- Colourful illustrations that reinforce and communicate content.
- Accessible language.
- Activities that balance individual and collaborative learning.
- An inter-disciplinary approach to learning about heritage.
- Examples drawn from everyday life.
- A Zimbabwean perspective as well as an acknowledgement of globalisation.
- A glossary with level-appropriate definitions.
- Activities that encourage the learner to use modern ICTs in their everyday learning and at home.

The Learner's Book is part of the Junior Primary learner's Development Series completed with a comprehensive Facilitator's Resource Book.



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