



Ventures Primary

Heritage-Social Studies

New Curriculum

Grade
5

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Topic 1

Identity: Family history and local heritage

Objectives

By the end of the lesson you should be able to:

1. identify responsibilities of parents and children
2. identify roles of the family in the community
3. state the institutions in your community
4. explain human migration
5. list reasons for migration
6. describe effects of migration
7. identify solutions to migration
8. define conflict
9. identify the causes and effects of conflict at home, school and community
10. describe various ways of solving conflicts at home, in school and at community level
11. identify languages spoken in Zimbabwe
12. list various cultural practices found in Zimbabwe.

Flashback

1. Draw your family tree starting with your grandparents.
2. Answer these questions on relations

- a) My mother's brother is my _____.
- b) Your father's brother is your _____.
- c) Your mother's sister is your _____.
- d) Your father's father is your _____.
- e) My father's sister is my _____.

aunt uncle cousin grandfather

Key words



heritage

role

community

culture

Introduction

In any **community** or society people live in family set ups. A community is a group of people living together in a place. Everyone is a member of a family. One is known by the name of the family he or she comes from. We grow up to become

adults through family support and upbringing. A family is the basic social unit in a community set up. In this unit we are going to look at different types of families, roles of family members and all that affects family life.

1A. Types of families



Nuclear family



One parent/Single parent family

There are different types of families. The different types of families include nuclear, child headed and single parent. The nuclear family can be monogamous or polygamous.

- a) **Nuclear family:** it is made up of two adults, who are husband and wife, and their children.
 - (i) **Monogamous family:** it is made up of a husband, wife and their children.
 - (ii) **Polygamous family:** it is made up of a husband, two or more wives and their children. In Indigenous Religion, a polygamous family is believed to be a nuclear family. This is because all the children are from one husband and they are called by the father's surname.
- b) **Child headed family:** it is made up of children. One of them takes the role of parent and looks after the other siblings. This family could be a result of parents passing away or parents living in the diaspora.
- c) **Single parent family:** a single parent family is made up of one parent and children. This family could be a result of a divorce or death of a spouse.

Responsibilities of parents and children

Parents: in nuclear, monogamous, polygamous and single parent families, parents have the role of taking care of their children. They take care of all household expenses and maintain peace in the house. Parents teach children values and pay for their education. In all four families, parents provide shelter, food and clothing for the children. Parents provide protection, companionship and security. They teach children how to behave and be of good value in the society.

Children: in nuclear, monogamous, polygamous and single parent families, children are responsible for looking after their possessions. They should be able to take care of their clothes, uniforms and books. This depends on their age. The elder children help the parents take care of the young. They help clean the house and wash clothes. It is also their responsibility to help their siblings with homework. In a child headed family one child takes on the parent roles mentioned above. Whereas the other children remain children and act like children, the responsible one in the family provides for the other siblings.

Activity 1

1. Tell others about your family. Use these questions as you discuss your family:
 - a) Who are the members of your family?
 - b) Of your names which one is your family name?
 - c) What is your totem?
2. In groups, talk about the different types of families.
3. Dramatise the different family types.

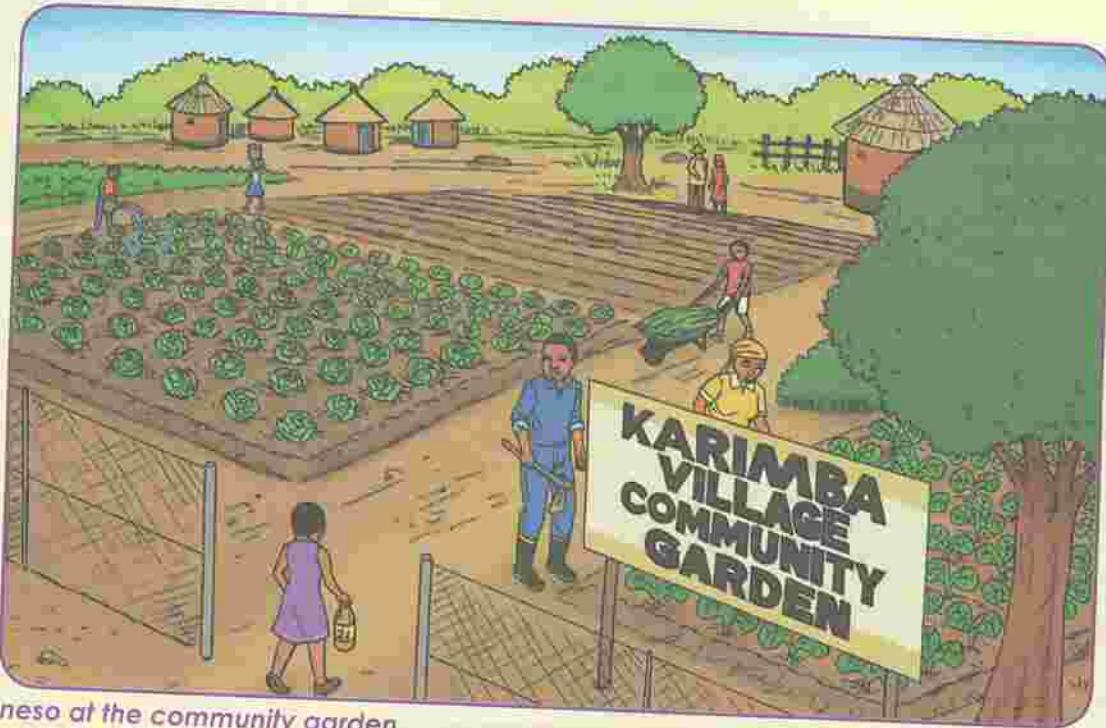
1B. Family and surrounding community

Cheneso's family

Cheneso is a grade 5 learner at Hande Primary School. She comes from Karimba Village in ward 10, Buhera District. She is the last born in a family of six. Both her parents are civil servants. Her father works at the registry's offices at the nearest growth point. Her mother is a teacher at the local school.

Mr Mhaka, Cheneso's father, is one of the village committee members of the village head's advisor. Mrs Mhaka is the secretary of the burial society in that community. Whenever meetings are held in the village, both Mr and Mrs Mhaka attend.

In Cheneso's village, men are the heads of families and do all the work to support their families. Women normally take care of children as well as their homes. Children usually help their parents in their fields or cooperative gardens and any other work at home. On school days children go to school.



Cheneso at the community garden

The Mhakas grow their food crops in their fields. They also help grow vegetables in the community co-operative garden. All the family members work in the fields and the garden. All the families in the community help work at the community garden. They do this to help the poor and also to sell to the Grain Marketing board. The money is used to help orphans who stay at the community orphanage and old people who stay at the old people's home close to where the Mhakas stay. Everyone has a role to play in the community.

Roles of the family in the community

Below is a list of some of the family roles in the community.

- Promote peace
- Work together with other community members
- Take part (volunteer) in community activities
- Keep the community safe and clean
- Help the needy

Institutions in the community

Below is a list of some of the institutions found in a community.

- School
- Clinic
- Hospital
- Church
- Registrar's offices
- Town house or City hall

- Orphanage
- Old people's home

Activity 2

1. In pairs, discuss and list down roles of family members in the community. Present your list in class.
2. Communities have institutions like hospitals, orphanages, schools and banks. Role play functions of institutions in a community setup.

Exercise 1

1. How many children are in Mr Mhaka's family?
2. What is the family totem of the Mhakas?
3. Write Mr Mhaka's duties in the home and in the community.
4. What are Mrs Mhaka's duties and responsibilities in the home and in the community?
5. Write two of Cheneso and her siblings' responsibilities at home and in the community.

1C. Human migration

What is human migration?

Human migration is the movement of people from one place to another. It is usually from one country to another or one continent to another. Human beings migrate in search of greener pastures. This could be in search of a better job, better living conditions or education. Migration also involves moving from one region to another in search of better grazing land for animals. This was largely practised by the early people who moved from place to place in search of greener pastures for their livestock. The different types of migration are explained below.

Types of migration

- **Internal migration:** This is moving to a new home within an area or province. This type happens within a country's borders. Families or individuals that move from one town to another or one province to another are called internal immigrants.
- **International migration:** This is moving to a new home in a different country or continent. People, families or individuals, who move from their home country to a different country or continent are international immigrants and some refugees. Immigrants are both legal and illegal. Legal immigrants are those who move with permission from both countries. Illegal immigrants move without permission. Refugees are those who cross borders because of fear of harassment.

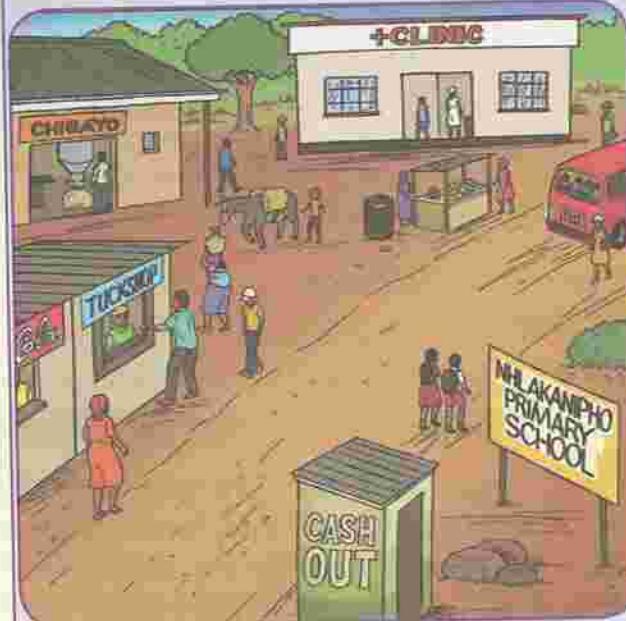
Causes of migration

There are pull and push factors of migration. These are the causes of migration. Pull factors are those things that attract someone to a place. Push factors are those things that force people to leave their places of residence for other new places. The following table shows push and pull factors of migration.

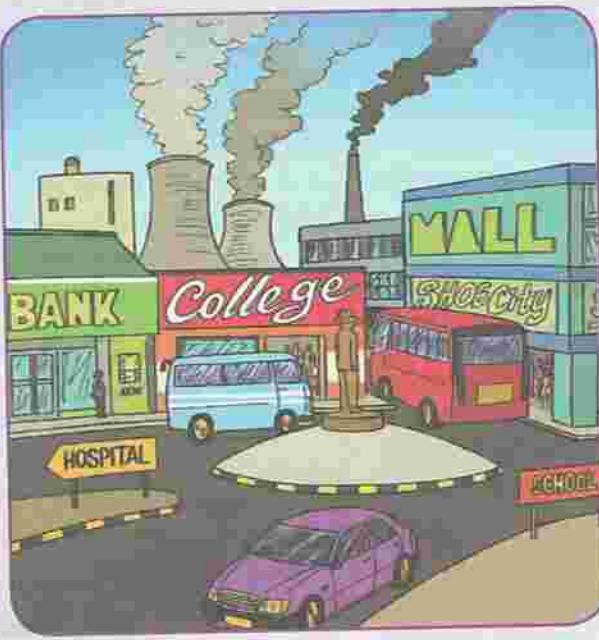
Push factors	Pull factors
<ul style="list-style-type: none">• unemployment• poverty or poor living conditions• floods• outbreaks of diseases• deaths of relatives or parents• civil wars• droughts• climate change• getting married, especially women• going to a higher institution of learning• political violence• floods• unfertile land	<ul style="list-style-type: none">• employment• better living standards• better health facilities• political• low crime rate• less risk of natural disasters• political security• fertile lands• better education• climate change• peace

Activity 3

A



B



1. Study the two pictures in the previous page and then talk about them. The following questions will help you discuss:
 - (a) Which area would you like to live in? Give your reasons for your choice.
 - (b) What might cause people to move from A to B? Support your answers
 - (c) What really attracts people to area B?
2. A lot of people are moving from picture A to picture B. List the push and pull factors of migration as shown by the pictures.

Effects of migration

Migration has both negative and positive effects. The following are some effects of migration:

- Some migrants bring in new ideas for development to the new area.
- There is growth of shanty settlements in cities and on the outskirts of major cities.
- There are intermarriages of different cultures. For example, whites marry blacks or marriages among various ethnic groups such as Ndebele, Sotho, Kalanga, Venda as well as Shona.
- Squatters are found in many places which can cause outbreaks of diseases because of the poor living conditions.
- Mixing of cultures and a development of new ones.
- Illegal street vendors are found in corners of streets in towns
- Migration can cause educated people to go to other countries to find better jobs and paid better salaries, this is called brain drain.
- Migration can lead to an increased crime rate in the country or area people are migrating to.
- Migration can cause people to end up having two homes. At one time they are at their old homes and at other times they are at their new homes. This is the way most workers in Zimbabwe live. They have two homes, one in town where they work and the other one at their rural homes where they grew up.

Solutions to migration

There are a lot of solutions to migration and some are growth points, resettlements, job creation, industry developments and strict migration laws. Growth points help people stay in one place near their rural homes. Resettling people helps them have permanent homes and reduces migrations. Creating jobs in rural areas where people live so that they do not leave their homes is another solution to migration.

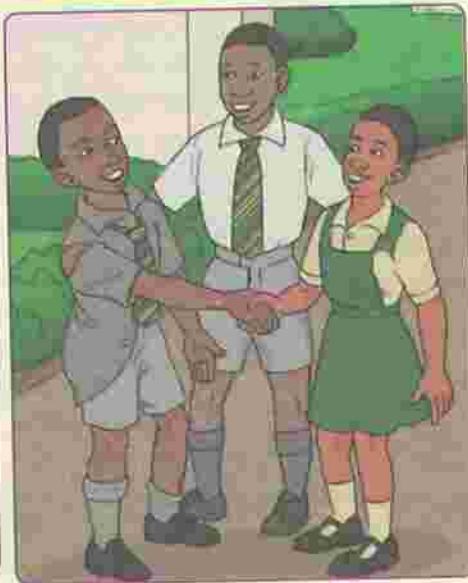
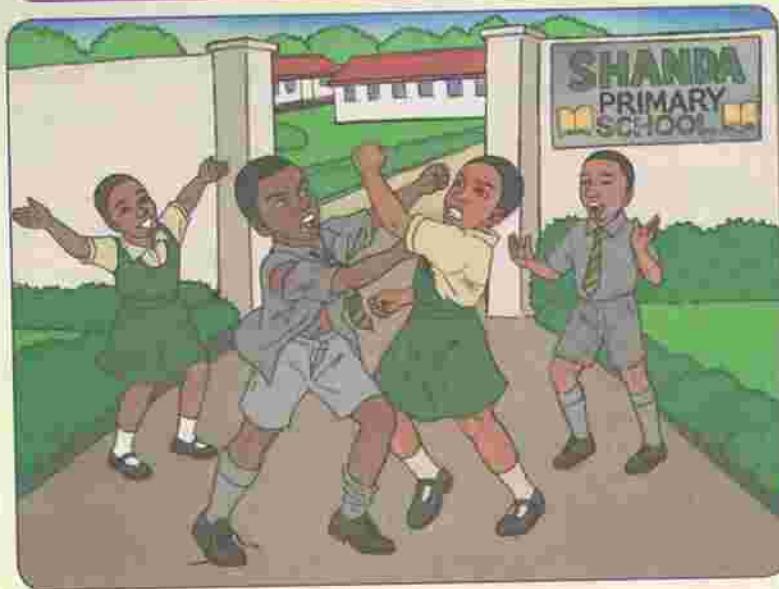
Developing all areas so that people enjoy living in their local homes. Rural areas can be developed through improving infrastructure like roads, hospitals, schools as well as establishing industries. Such a move would greatly assist in reducing rural – urban migration.

More employment opportunities in the home country can also help reduce immigration from country to country. Better living standards, low crime rate and better health facilities can all be solutions to migration. Strict migration laws and visas can also help reduce migration and its negative effects.

Exercise 2

1. List three causes of migration.
2. State two types of migration.
3. Give three examples of the effects of migration.
4. Development of growth points might be a solution to migration. [True/False]
5. Pull factors _____.
 - A. chase people away
 - B. attract people to an area
 - C. relocate people
 - D. cause squatters
6. The following might be causes of migration except _____.
 - A. drought
 - B. floods
 - C. poor living conditions
 - D. airports

1D. Conflict management at family, school and community level



A conflict is a quarrel or a fight. Where there is conflict there is a disagreement or opposition. A conflict could be an indication of problems. It can completely destroy working relationships if it is allowed to continue. Not all types of conflict are bad. At times it is good to disagree on certain issues.

Activity 4

In groups, talk about conflict.

1. Give two reasons why children fight:
 - a) at home
 - b) at school
 - c) in the community
2. Explain two reasons that normally make people, especially elders, quarrel or fight:
 - a) at home
 - b) at work places
3. In groups, dramatise a village court trying to resolve a conflict between two families who had a dispute over stray animals destroying crops.

Causes of conflict at home

There are different reasons why people disagree or fight. The following could be some causes of conflict at home.

- Differences in seeing things because of age differences between the young and the old
- Unfair treatment or favouritism of children in the home
- Lack of transparency on some issues at home
- Lack of information on how certain things go or being misinformed
- Differing interests of different people in the home
- Differing ideas or behaviours due to age and time
- Unfair distribution of resources at home
- Poor management and leadership styles
- Poor communication or lack of communication in the home

Causes of conflict at school

- Favouritism or unfair treatment by teachers
- Lack of basic needs like textbooks
- Wanting to be treated better than others
- Bullying
- Different interests
- Theft of other learners' stationery or food
- Mistreating others

Causes of conflict in the community

- Different beliefs
- Lack of basic needs
- Disrespecting others
- Mistreating others
- Accusing others of things they did not do
- Mistrust amongst community members
- Lack of cooperation within members

Effects of conflict at home, school or community level

Conflicts need to be resolved in one way or the other. If a conflict is not well resolved the following could be the effects.

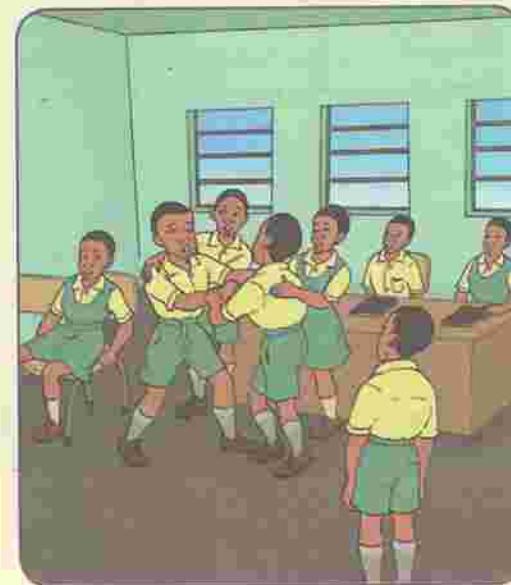
a) At home

- Hatred may develop among family members such that they end up not seeing eye to eye or greeting each other.
- Strained relationships could develop in family members.
- Fights and quarrels could be the order of the day and that could lead to deaths, disability and destruction of property.
- There could be unhappiness and depression among family members.
- People could be divided into small social groups at home and end up not working together.
- There would be no order in the home and this could lead to hooliganism and bad behaviours among children.
- There would be domestic violence and child abuse.



b) At school

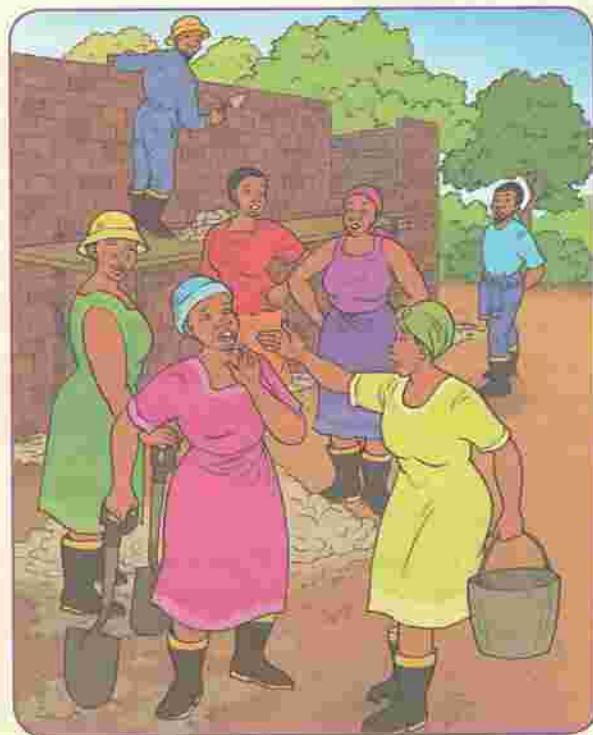
- Fights and quarrels among friends.
- May create lifelong feuds.
- May lead to bullying.
- Poor pass rate. Usually little learning at the school because of the conflict.
- No development.
- Lots of divisions amongst the staff or the learners.



- No order in the school leading to indiscipline and truancy in pupils.
- If the conflict is well managed then it could lead to new rules being set in the school which could help improve school systems and development.
- There could be changes in the school authorities or new leadership styles will be established.

c) At community level

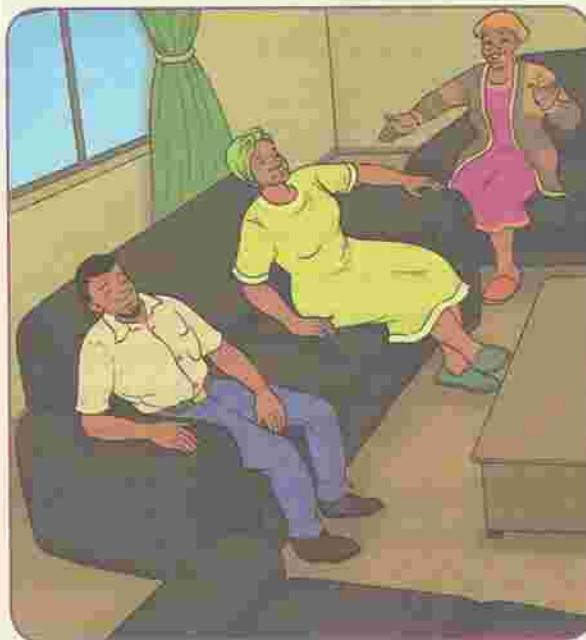
- Quarrels and fights will hinder any progress and there would be no development of any sort in the community.
- Gang violence will be the order of the day.
- Armed conflict which could lead to deaths.
- Could lead to discrimination between the two groups.
- Violence could increase.



How to resolve conflict at home

There are several ways people could employ to resolve conflict. Below are some ways people can use to resolve conflicts.

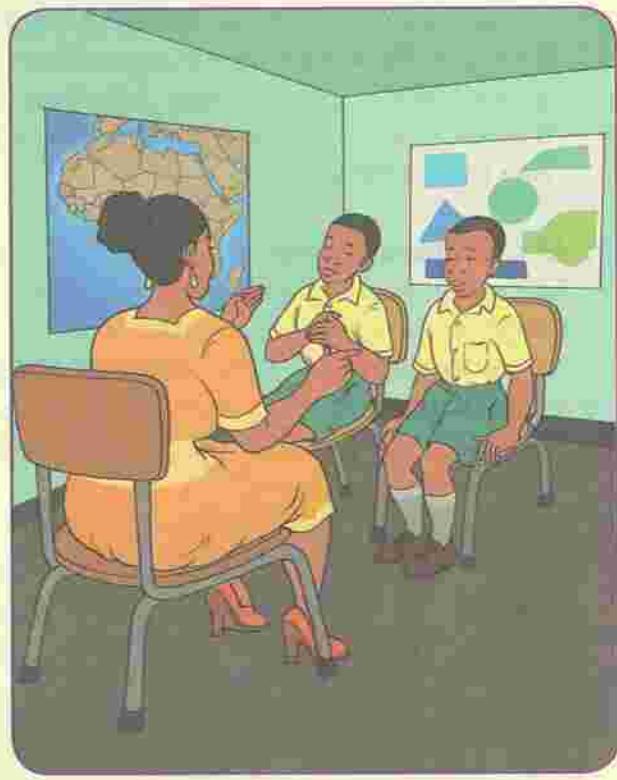
- People should hold discussions at family levels.
- There should be family meetings and a call to the elders for interventions.
- There is also need to call for interventions from local leadership like the village heads or chiefs.
- There is also need to solve the problems cooperatively.
- People should learn to respect one another.



How to resolve conflict at school

Below are ways that can be used to resolve conflicts at school.

- There is need for proper communication.
- Learners should report any form of conflict they witness, especially when it is physical or verbal.
- Learners should not bully each other. Instead, stand up for those who are bullied.
- Meetings should be held with different groups of people in the school to identify the source of conflict.
- There should be discussions on how best to handle issues. Ideas should come from all sides, including the learners themselves.
- There is need to formulate new policies and implement them collectively.
- There should be transparency and explanations in all areas in the school.
- At times there is need for interventions by other schools or education leadership.



Reporting procedures

There is no one way of reporting conflict as it happens at different levels. It is important to know the levels so that you are able to report to the right people and at the right time. When there has been a serious conflict at home that messes up with rights then the victim has to report to the police. For lighter conflicts between siblings, if they cannot solve them then they have to tell their parents. Married couples or grown ups have to report to their elders and ask for a mediator. It all depends on the seriousness of the conflict. If it is violent then the police have to be involved. For conflicts at school, students should report matters to their immediate teacher or teacher in charge. In the community, conflict is reported to the police. This will help save lives and stop gang murders or violence.

Activity 5

1. In groups, discuss and list other causes of conflict. Present your findings in class.
2. Role play conflicts and ways of resolving them.
3. In pairs, come up with two poems, one that discusses conflict and the other on ways of resolving conflicts.

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P. O. BOX 95
MURENGWA**Exercise 3**

- What is a conflict?
- Write two causes of conflicts at:
 - school
 - home
- One effect of conflict at home is _____.
- Favouritism in the home can cause _____.
- _____ helps relationships in the school.
- What are the two effects of conflict at community level?
- Give two reporting procedures for conflict at school.
- Give two things you can do when you see learners fighting at school.

1E. Languages and cultures in Zimbabwe**Languages**

Sawubona	Makadini	<small>Hello</small>	Mhoro	<small>Sawubona</small>	Dumela	<small>Makadini</small>	Mholweni	Nǐ hǎo
	Nǐ hǎo		Ola				Mholweni	
	Salibonani		Molibwanji		Molibwanji			
	Bonjour		Mhlobeni		Ola	Bonjour	<small>Hello</small>	Mhoro

Indigenous Zimbabweans are of different ethnic groups and each group has its own **culture** as well as its language. The languages are called by the ethnic group names. Of recent, more indigenous languages have been recognised in the country's constitution. Languages like Nambya, Venda, Tonga and Kalanga are now examined at Grade seven level in Zimbabwe. There are sixteen recognised local languages in Zimbabwe. These are Chewa, Chibarwe, English, Kalanga, Khoisan, Nambya, Ndau, Ndebele, Shangani, Shona, Sotho, Tonga, Tswana, Venda, Xhosa and sign language. All these languages are to be treated and respected equally.

It is the state's responsibility to promote and advance the use of all these languages in Zimbabwe, including sign language. The government also promotes the development of the different languages in Zimbabwe. There are also a number of people in Zimbabwe who are in business and many other things. Therefore,

there are a number of foreign languages spoken by different groups of people. A few examples of these are English, French, Indian, Portuguese and Chinese. There are lot of other languages spoken in smaller circles.

Activity 6

1. Collect pictures of different races in Zimbabwe.
2. Group the following languages as foreign or indigenous.

French	English	Ndebele	Nambya	Venda	Kalanga
Afrikaans	Ndau	Zulu	Chinese	Portuguese	Manyika
Tonga	Karanga	Zezuru			

Culture in Zimbabwe

Zimbabwe is a multi-cultural country. It is made up of people from different ethnic groups, nationalities, religions and culture. Culture is the belief, behavior, language and complete way of life of a particular group of people. Culture includes customs, ceremonies, and works of art, inventions technology and traditions. Various African cultural practices include *mukwerera*, *kurova guva/umbuyiso*, *kupururudza muroora*, *nhimbe/lilima* and many others. There are elements of culture that can be borrowed from other groups of people. For example, African Zimbabweans borrowed a number of practises from the English. Some of the borrowed practises include religion, dressing, music, dance, as well as eating habits. The different religions also practise different things that have become a culture for the people. For example, Christians have a white wedding for those who want to marry and they are joined before God. In indigenous culture, when the groom pays lobola the ancestors are informed in a ceremony and then the two can then live together as husband and wife.

Activity 7

1. Find out the different cultural practices of different ethnic groups in Zimbabwe.
2. List cultural practices borrowed from the English by the Africans in Zimbabwe.
3. In groups, dramatise various dances, practices and ceremonies of different cultural groups in Zimbabwe.

Exercise 4

1. State two official languages in Zimbabwe.
2. Which ethnic group of people is found around Great Zimbabwe?
3. All Zimbabweans speak English. [True/False]
4. The religion practised by Africans before the coming of the Whites was ____.

5. The rain making ceremony practised in Indigenous Religion is called _____.
A. Zunde ramambo/isiphala seNkosi
B. Nhimbe/lilima
C. Jakwara
D. Mukwerera/Hosana

Summary

- There are different types of families. These are the nuclear, monogamous, polygamous, child headed and single parent families.
 - Families play different roles in the community. They help in the different institutions like orphanages and community gardens.
 - Families or individuals can migrate within their country or to other countries or continents.
 - There are two main types of migration. These are internal and international migration. People can migrate due to a number of reasons, for example, conflict.
 - Conflict can cause abuse, death and hatred among families and in the community. At school it can lead to low grades and bullying.
 - There are a lot of ways of reporting conflict at home, school or the community. One way is reporting to the police.
 - Zimbabwe is a multi-lingual country. People in Zimbabwe speak different languages and they are part of different cultures

End of topic assessment test

Multiple choice questions

1. Most Africans in Zimbabwe speak their _____ at home.
A. English B. Ndebele
C. Chinese D. native or local language
 2. In a one parent family there _____.
A. are many children B. is one child only
C. is one parent only D. are children only
 3. A mukwerera/hosana rain making ceremony is done to _____.
A. make people dance B. ask for rain from the gods
C. respect the chief D. gather people together and drink
 4. When people move into a new country for new jobs the movement is called _____.
A. emigration B. immigration
C. external migration D. internal migration
 5. When children live alone and fend for themselves the type of family is a _____.

- A. nuclear family B. extended family
C. single parent family D. child headed family
6. A religion which seems to have been accepted and is widely dominant in the Zimbabwean culture is _____.
A. African Tradition Religion (ATR)
B. Christianity
C. Moslem
D. Hindu
7. When a group of people move back to where they came from we call it _____.
A. seasonal migration B. return migration
C. external migration D. internal migration
8. One effect of Whites' migration to Zimbabwe is seen in people's _____.
A. dressing B. walking C. drinking D. talking
9. Squatters are effects of _____.
A. dirty B. migration C. land shortage D. hunger
10. _____ is an example of good neighbourliness.
A. Sharing resources B. Isolating others
C. Squabbles all the time D. Gossip
11. In a polygamous family there _____.
A. are few children B. is more than one wife
C. is more than one man D. are no children
12. It is good for family members to work together to promote _____.
A. conflict B. indiscipline
C. development in the home D. problems in the home

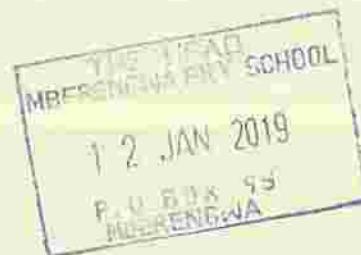
Structured questions

1. a) Father is always the head of the family. [True/False]
b) Some families are child headed. [True/False]
2. Which one is the odd one out?
(Internal migration/external migration/immigration/pull factor)
3. Write down two effects of migration.
4. What two habits/cultures have been copied from the English by African Zimbabweans?
5. a) What is conflict?
b) Write three causes of conflict:
 - i) at home
 - ii) at work places
 - iii) at school.c) Give two negative effects of conflict:
 - i) at school
 - ii) at home
 - iii) in the community.

6. Write two diseases that can spread in a squatter camp.
7. Write two duties of:
 - a) a prefect at school
 - b) an aunt in a family
 - c) a village secretary.

Glossary

Community	- a group of people living together.
Culture	- beliefs and values of a group of people.
Family	- basic unit in the community setup.
Heritage	- that which can be taken from the past or benefits passed on from the past.
Role	- duty or expected function or behaviour.



Topic

2

Cultural heritage

Objectives

By the end of the lesson you should be able to:

1. identify stages of human development from birth to adolescence
2. explain rites of passage for each stage
3. explain the role of courtship in marriage
4. describe indigenous and modern marriage practices
5. identify types of marriages
6. explain the significance of marriage certificates.

Flashback

Unjumble the following words:

thrib

ecleasenodc

erariagm

1. Explain to a friend some ceremonies and rituals practiced in Zimbabwe during any of the above processes.
2. Dramatise, in groups, a scene of the birth rite of passage at home.

Key words



society

infancy

adolescence

Introduction

People pass through different stages as they grow up. The different stages of growth are celebrated in different ways within different communities. The different celebrations that mark stages of growth or change in a person's life are called rites of passage. These celebrations are a reflection of culture and way of life of people. In this topic we will look at different practices of rites of passage at different stages of life and within different ethnic groups in Zimbabwe. We will also look at courtship, indigenous marriage customs and civil and customary marriages.

2A. Rites of passage for boys and girls



Mbuya/Gogo applying herbs on a newborn baby

There are ceremonies and rituals performed to mark each stage of development in a human being. The ceremonies or rituals are normally performed at the birth of a new baby, at puberty and at marriage. In Zimbabwe each indigenous group has its own way of performing the different rituals at each stage of human development.

Birth

When a child is born, there are certain activities that are done to the child depending on the area where the parents reside or come from. In modern days these ceremonies are not very clear as most mothers now give birth in hospitals or clinics. In the Ndebele culture, the baby is washed and oiled. They use milk fat or wax from honey. The umbilical cord is cut with a piece of grass called *Uaunga*. Ash is put on the baby's cord and she/he is made to inhale smoke from herbs that are said to protect him/her from evil. In Ndau, the midwife (*mbuya*) delivers the baby. The midwife gets a lot of presents for the arrival of the baby. This is a sign that the father will be wealthy from the brideprice. In Venda, when a baby is born, the *Makhadzi* is the first to be informed. She is the one who later on blesses the baby.

In some Shona cultures, soon after birth a child is given some herbs (*mushanga wendongorongo*) which help to clean his/her bowels. The baby is also given *chipande* medicine. Babies should also be breastfed and have no solids before they are six months old. Nowadays the baby has to go for immunisation at various

stages to help the child grow well. For example, the baby must be immunized against diphtheria, polio, whooping cough, tuberculosis (TB), measles and tetanus. These have to be taken seriously since they may cause death or handicap if they are not followed properly. It is the right of every child to access good health and to receive such treatment at this stage.

Activity 1

1. Tell others what happens at home when a baby is born.
2. Listen as a resource person explains some of the rites of passage of children at infancy level.

Read Simphiwe's story

My mother gave birth to a baby girl at Nhlukano Village in Ngungumbane. No one was allowed to enter the room where the baby was. The baby was not allowed to leave the room until the umbilical cord had fallen off. The day the umbilical cord dropped, grandmother took the baby out for the first time. The baby was to see the sun for the first time. The fallen cord was buried near our bedroom so that the baby would not forget where she comes from. The baby's washed clothes were dried in the shade.

My family waited for a family ceremony to name the baby. Some of our relatives gathered for the ceremony. All the people who attended the ceremony agreed that she be named Thando. Thando was our aunt's name and people thought that she resembled her. When grandmother announced the name there was a celebration noise, clapping of hands, ululating whistling and laughter. Everyone was happy. Everyone thanked the Almighty for the gift to the family.

Exercise 1

1. Where does Simphiwe live?
2. What was the name of the new baby?
3. The baby was named after whom?
4. When was the baby taken out of the room?
5. Who else gives a baby its name besides the parents?
6. The Ndebele use _____ to cut the baby's umbilical cord.
7. The Venda people first tell _____ when a child is born.
8. In the Ndau culture, who helps deliver a baby?

Activity 2

Target: How sharp is your memory?

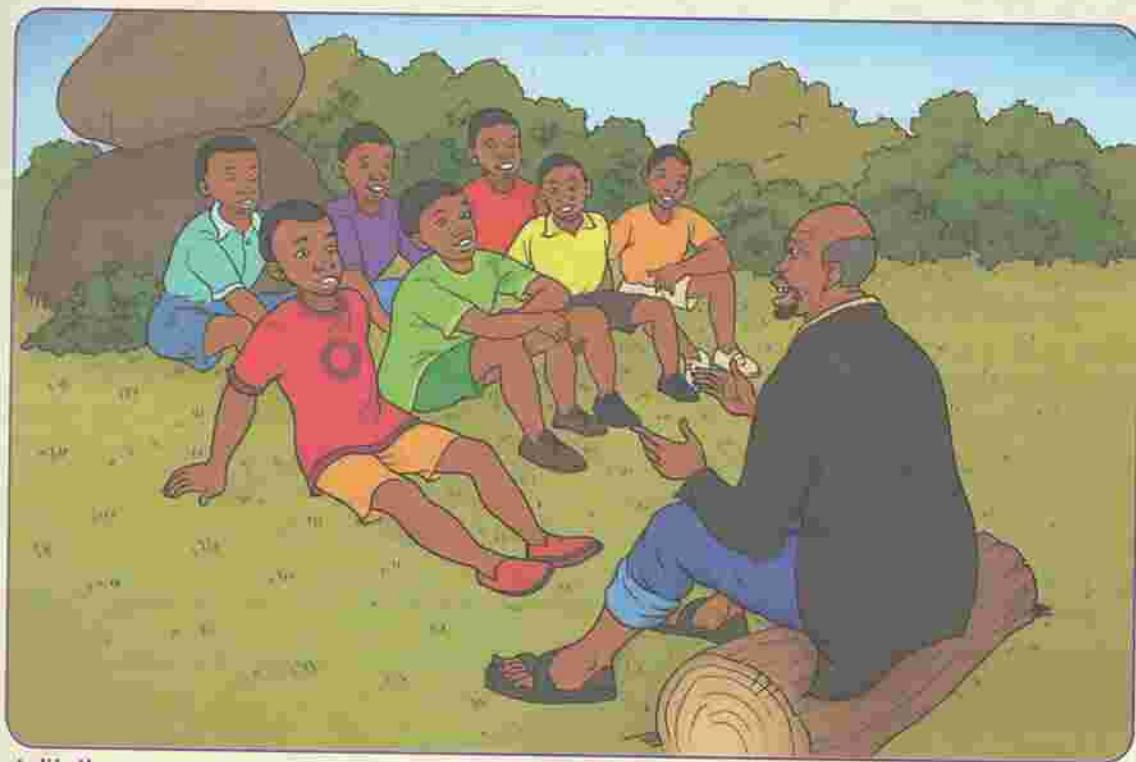
Make words using the boxed letters. Each word should have the letter Y.

B	A	B
R	Y	E
S	T	O

Research

Find out how different tribes in Zimbabwe celebrate the coming of a new born baby.

Adolescence



Initiation ceremony

Most cultures consider the important transitions in life to be birth, the onset of puberty, marriage and finally death. The changes have ritual ceremonies performed so as to mark the transition from one phase of life to another. In Zimbabwe, the different tribes have different ceremonies for the adolescence rite of passage. For example, girls are taken to the river early in the morning for virginity testing. They go with elderly women or aunts, who will then explain to them about womanhood and what is expected of them. This is usually done among the Ndebele. Boys are

taken to the mountain for their initiation ceremony in the Tsonga, Xangaan and other cultures. Boys are taught how to become men and how to treat their wives when married. A lot of practices are done and they are also given herbs to make them strong as men.

Changes in boys and girls at puberty

Changes in boys	Changes in girls
Voice deepens	Breasts start to develop
Muscles grow larger	Skin becomes oilier and develops spots/pimples.
Spots on face	Hips become wider
Hairs start to grow on arms, legs, underarm and on male organs	Pubic hair grows around the vagina and under arms
Penis becomes bigger	Show interests in boys
Testicles drop a little and start to make sperms	Menstruation starts
Show interest in girls	

Exercise 2

1. The gestation period for a human being is _____.
2. Why is it important to immunize babies?
3. Give two changes that take place on boys during their puberty stage.
4. Why is it very important to abstain from sex before marriage?
5. A period reached by children between eleven and fifteen years is called _____.
6. In Indigenous culture, _____ takes girls to the river and tests them for virginity.

2B. Courtship

Courtship is mainly preparation for marriage. It is a practice done when people want to marry each other. Courtship is the process whereby in some cultures a boy looks for a relative to send messages to the girl of his choice. The relative could be an aunt, sister grandfather or grandmother. When the girl is willing she will start to establish a relationship with the boy, through proper ways or channels. Among the Ndebele and other cultures, there is an exchange of love tokens between the two as a sign of their love.



Boy and girl exchanging tokens in front of the aunt

Courtship's main role is to build relations. It is done so that the couple who want to marry can take time to get used to each other. During courtship, the couple meets with some relatives from either side so as to get to know and build relationships with family members before marriage. The people who play major roles in the courtship of a couple are aunts and uncles. For example, amongst the Kalanga the young man would tell his uncle (*basekulu*) and the girl her aunt (*bamazi*). Amongst the Ndaу, the young man meets with the aunt first before proposing to the young woman. The aunt will then try to convince the young woman to accept the man's proposal. To establish a relationship, in the Shona culture, the young man and woman exchange tokens. In the Kalanga and Ndebele culture, the young man gives the girl a token. This is done differently from one ethnic group to the other.

Not everyone who is courting gets married. At the end, one may decide they do not want to get married anymore for some reason. Courtship is, therefore, a period of deciding if you still want to be with that person or not. Courtship builds and cements relationships. During this time, the aunts and uncles play a major role in guiding and counselling the two. They teach them about marriage and what is expected when one gets married. The young lady is told of her roles by the aunts and the young man by the uncles.

Activity 3

1. Dramatise courtship for different tribes.
2. Research on the role of courtship in marriage and present your findings in class.
3. In pairs, discuss modern day and indigenous ways of courtship.
4. In groups, discuss healthy boy-girl relationships.

Word search

The words are found across or down. Find as many words that are linked to love and courtship as you can.

C	O	U	R	T	S	H	I	P	P	S	R
B	O	Y	R	O	W	N	U	P	T	V	E
M	A	R	I	A	G	E	X	W	A	O	L
R	E	L	A	T	I	V	E	Y	Z	V	A
O	E	M	E	S	S	A	G	E	E	T	T
R	E	L	A	T	I	O	N	S	H	I	P
L	O	V	E	T	O	K	E	N	O	V	V
P	R	E	S	E	N	T	S	Z	X	I	E

Exercise 3

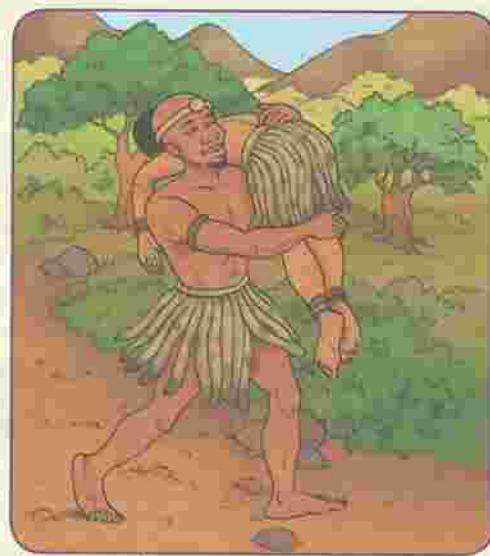
1. Give 3 roles of courtship.
2. Which two family members play a huge role in helping those who are in courtship?
3. _____ is an aunt in Kalanga.
4. Amongst the Ndau, a young man approaches the _____ first before the _____.
5. Who initiates courtship in the African set up?
6. What is done in the Shona culture to establish a relationship between two parties?
7. Give one way through which guidance and counselling helps those who are in courtship.
8. Who guides a courting couple in Indigenous culture?

2C. Indigenous marriage customs

There are a number of indigenous marriage practices within different ethnic groups in Zimbabwe. Marriage is an important rite of passage in all cultures. The different marriage practices among the different groups include *musengabere*, *kutizira*, *kuzvarira*, *kutema ugariri*, *kugana*, *umthimba*, *ukwendiselwa* and *kutumira*. There are also modern ways of marriage customs. These include Christian weddings. If the lady is Ndebele and the young man Shona then both marriage customs have to be done. However, the common custom among most ethnic groups is the one where the young man sends representatives to the lady's family to ask for her hand in marriage. Below are some of the indigenous marriage customs:

a) **Musengabere**

This is an African marriage practice which was more common among the Shona. A young man would secretly look for a girl whom he would want to marry. If the young man sees the girl he wants he would carry her to his family's home without the girl's approval. A young man would choose *musengabere* if the girl refuses to marry him. At the young man's home the girl is convinced and expected to accept him and be his wife. Marriage proceedings start when the girl and lobola is paid. The two then become husband and wife as soon as all the proceedings are done. This type of marriage custom is not allowed anymore because it is against human rights.



Musengabere

b) **Kutizira**

In this practice, a young man and young lady fall in love and the girl elopes to go and stay with the young man. Some of the Shona people send a sadombo or representatives to the girl's family so as to inform them. Lobola negotiations start soon afterwards.

c) **Kuzvarira**

Traditionally, it was done to help a family in times of hunger or any other problem a family would be facing. If parents of the girl are poor and would like some help from someone rich, they would give the girl in exchange of either livestock or food. The girl does not have a choice. It does not matter if the man has other wives. *Kuzvarira* is still practised in some churches of the apostolic sects.

d) **Kukumbira/Kupereka/Ukucela(amalobolo)**

The boy's family goes to the girl's family to ask for her hand in marriage. Marriage proceedings then begin. All marriage proceedings are followed until the girl is handed to the husband's family where she is received officially in a ceremony.

The above marriage customs can also be seen amongst other ethnic groups in the country. The modern customs take into account the cultural lobola custom.

However, within the Christian groups after lobola the couple has a white wedding and they are joined in matrimony by a licensed church official. Those who are not Christian have a celebration or matrimony and joined by a judge or marriage officer.

Activity 4

1. Discuss the different types of marriage ceremonies in Zimbabwe.
2. Act out different types of marriage ceremonies.
3. Discuss the differences between indigenous and modern day marriage customs.

Exercise 4

1. Two examples of indigenous marriages are _____ and _____.
2. Which indigenous marriage practice is against the law?
3. Give two differences between indigenous and modern marriage practices.
4. Give two similarities of indigenous and modern marriage practices.
5. Within the Christian groups what happens after lobola?
6. When a Tonga and Shona are getting married _____.

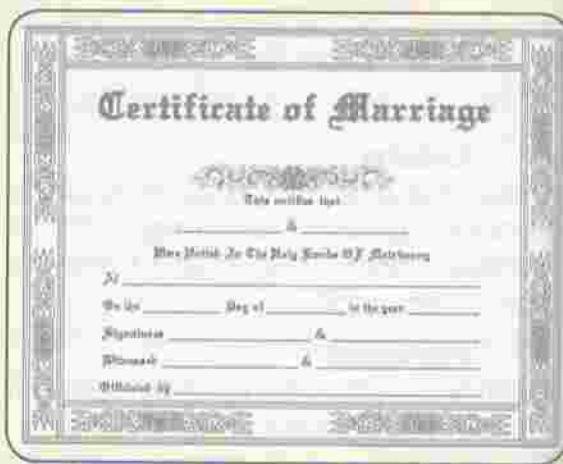
2D. Marriage: Civil and customary

Civil marriages

Civil marriage under the customary Act/Christian marriage states that the man marries one wife and vows under a marriage officer or a magistrate. A marriage certificate is given to the two to show their union.

A marriage certificate is a very important document for a lot of reasons. Some of the reasons are:

- It helps a woman change her surname if she wants to take her husband's surname.
- It helps married couples travel together if they wish to, especially overseas.
- It helps if you want to jointly own a house.
- When one partner dies, the other can prove that she or he was married to them so as to hold on to the property they got together while they were married.
- It helps the mother travel with her underage children without having a hard time proving that they are hers.



Marriage certificate

The customary marriage

This is marriage according to indigenous systems of customary laws which are found among indigenous people. Under these laws, a man can marry more than one wife. There are other marriages also recognised like The Unregistered Customary Union where the husband may marry more than one wife. The couple can go through lobola ceremony but still do not have a marriage certificate. The other type of customary marriage is the living together. There are no formalities like lobola. The man and woman just freely consent to live together. In Shona it is kubika mapofo. In Ndebele it is ukuhlalisana.

Activity 5

1. List down any three types of marriages.
2. Which marriage would you regard to be the best? Discuss in pairs.
3. Listen as a resource person explains the different marriages and their advantages and disadvantages.

Exercise 5

1. Define the following:
 - a) Customary marriage
 - b) Civil marriage
2. What evidence is there to show that a couple is in a civil marriage partnership?
3. Is staying with your fiancé without a white wedding allowed by the courts?
4. Couples get marriage certificates during the lobola process. [TRUE/FALSE]
5. Does the law allow men to marry more than one wife?
6. Give two advantages of having a marriage certificate.

Summary

- There are various rites of passage for the different stages of development of a human being. Examples are birth, infancy, adolescence and marriage. These stages are celebrated differently by different ethnic groups.
- Courtship plays an important role in marriage. It is the stage when relations are built between the young man and woman and both their families.
- Guidance and counselling are important practices within ethnic groups when a couple is courting for marriage. Aunts and Uncles play an important role in this practice.
- There are different marriage customs for the many ethnic groups in Zimbabwe. However, all groups practice lobola.
- Modern marriage practices are also practiced in Zimbabwe. Some are a result of different ethnic groups getting married and others are Christian practices.
- The courts in Zimbabwe allow both customary and civil marriages. Civil marriages offer a marriage certificate to the couple.

End of topic assessment test

Multiple choice questions

1. The different stages of growth are celebrated in different ways within different _____.
A. children B. animals C. ethnic groups D. celebrations
2. The umbilical cord is cut with a piece of grass called _____.
A. thread B. uqunga C. utshani D. umlotha
3. At puberty, girls' _____.
A. voice deepens B. hips become wider
C. testicles drop a little D. hair start to grow on chin
4. At puberty, boys _____.
A. grow breasts B. start menstruating
C. develop deep voices D. start wearing skirts
5. What do we call the practice when a boy and girl want to marry?
A. courtship B. puberty C. marriage D. adolescence
6. Couples exchange _____ as a sign of love.
A. tokens B. numbers C. houses D. hands
7. What is the role of an aunt or grandfather in marriage?
A. guidance and counseling B. beating the girl
C. praying for the girl D. laughing at the girl
8. A period reached by children between 11 and 15 years is called _____.
A. courtship B. puberty C. marriage D. teen
9. Which type of marriage allows a man and woman to live together without a marriage certificate?
A. living together B. registered union
C. civil marriage D. customary marriage
10. When a person is legally married he or she should have a _____.
A. marriage certificate B. birth certificate
C. death certificate D. grade seven certificate

Structured questions

1. List three stages of human development.
2. At infancy a baby is given _____ to strengthen and protect it.
3. Why is it important to immunize babies?
4. Give two reasons why courtship is important.
5. Give two changes that take place in boys at puberty stage.
6. What do we call the stage of development between childhood and adulthood?
7. It is important to have a healthy boy-girl relationship because _____ and _____.
8. Write two indigenous ways of courtship.
9. Name three types of marriage practices in Zimbabwe.
10. Give two advantages of civil marriages.

Glossary

Adolescence

- a stage of growth between childhood and maturity.

Infancy

- an early stage of development of a child.

Society

- group of people who live together and have some common practices.

Rites

- recognised stages of development in a person's life.

Topic 3

National history, sovereignty and governance

Objectives

By the end of the lesson you should be able to:

1. identify the pre-colonial states
2. describe the social, political and economic life in pre-colonial era
3. describe the first contact between Europeans and the indigenous people
4. explain the effects of the first contact between Europeans and indigenous people
5. outline the development of indigenous laws
6. identify the roles of community leaders at local level
7. identify local governments
8. explain the functions of local government.

Flashback

1. Talk about the picture.
2. Discuss about other pre-colonial states you know of.



Keywords



tribute

rules

laws

Introduction

The pre-colonial kingdoms include the Great Zimbabwe, Mutapa State, Rozvi State and Ndebele State. These kingdoms' social, economic and political lives were different from today. In this unit you will study the social, economic and political life of the pre-colonial kingdoms of Zimbabwe. You will also study the occupation of Zimbabwe by the Whites.

3A. The pre-colonial kingdoms

The pre-colonial states were all kingdoms as they were ruled by Kings. The Great Zimbabwe was led by the people of the Shiru (Hungwe) totem, the Mutapa by Nyatsimba Mutota and his successors, the Rozvi by Changamire Dombo and his successors and finally, the Ndebele State was led by Mzilikazi and later Lobengula. They were made up of people originally from Zimbabwe, except for the Ndebele State which was originally made up of people who came from South Africa. All four states had a **tribute** payment system. Tribute is a payment made time again by subjects to a ruler. This is done as a sign of dependence and respect to the ruler. The states were also involved in trade with other states and with whites. All states kept cattle for food, trade and lobola payment. Owning cattle was a sign of wealth and it gave the wealthy the power to lead others. The Great Zimbabwe, Mutapa and Rozvi states were all involved in mining, farming, trade and tribute collection.

The states believed in the existence of a God whom they called Mwari, except for the Ndebele who called him uNkulunkulu/Somandla/Umlimu. All the states believed in appeasing ancestors and communicating with God through them. Spirit mediums played a big role in communicating with ancestral spirits. All four states believed in life after death and some buried the deceased with their property so as to take it to the next life.

The people in all the states were divided into different social classes. There was the royal family, officials, clergy and the subjects. The clergy were the religious leaders and they were made up of spirit mediums and n'angas. The Ndebele state had a different social life from the other three states. It was made up of the Nguni (Khumalo people), people raided along the way and some of the people they raided when they got to Zimbabwe. A person's status in the Ndebele state was according to where the person came from. Abenhla were the raided Tswana, Pedi and others who joined willingly, the Zansi were the Khumalo who came with Mzilikazi from South Africa and the Hole were the Shona and the local tribes.

Activity 1

1. Using the internet and other books, research on the pre-colonial kingdoms of Zimbabwe. Present your findings in class.
2. Visit pre-colonial historical sites like the Khami monuments and the Great Zimbabwe.
3. Role play the tribute payment of a pre-colonial state of your choice.

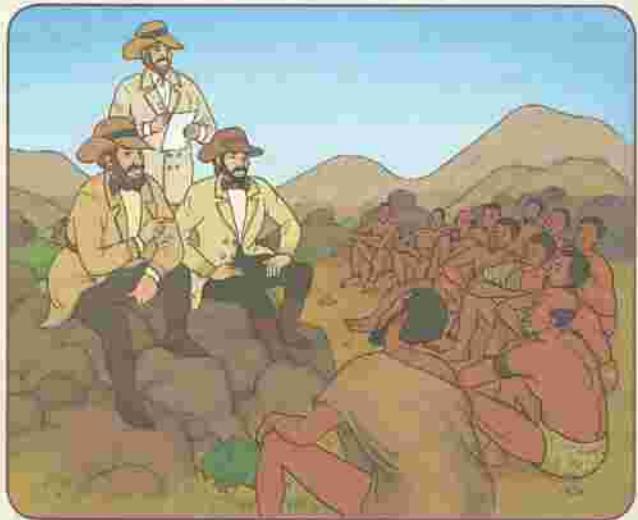
Exercise 1

1. What was/is the Shona name for God?
2. List the four pre-colonial states of Zimbabwe.
3. Tribute is _____.

4. Write down four similarities of the social structure of all four states.
5. The Ndebele also called/call their God "Mwari". [TRUE/FALSE]
6. What was the role of spirit mediums in all states?
7. Where did the Ndebele come from?
8. What was the social structure of the Ndebele state?

3B. Effects of first contact with Europeans

The first group of Europeans to make contact with people in Zimbabwe were the Portuguese. The Portuguese used the missionaries and their activities to trick the black people of Zimbabwe. The Portuguese monarchy offered financial support to the church and its missions and in return the church was to help them with their grand dreams of controlling the indigenous people and their land. The Portuguese tried to use missionaries in the Mutapa state to achieve their goals. They even managed to convert the King Mapunzagutu to Christianity. The Portuguese managed to baptize about 300 people in the Mutapa Kingdom.



In 1859, the London Missionary society was granted a station in Matabeleland by Mzilikazi. This was because of the friendship between Mzilikazi and Robert Moffat. Mzilikazi promised that the missionaries will be well protected and taken care of. Even his son Lobengula kept that promise. The King, Mzilikazi, allowed the missionaries to preach but never converted to Christianity. Those who showed interest in the Religion were killed. Lobengula also allowed the missionaries to settle in Zimbabwe but did not convert. He allowed a mission station at Hope Fountain in 1870. Colonialists continued to promote missionary work, hoping to spread colonialism. In some of the missions, the missionaries also taught the indigenous people skills in agriculture, carpentry, general hygiene, how to read and write. The indigenous people were also taught mathematics. All the missions were schools, clinics and preaching stations.

In their contact with European settlers, the indigenous people started trading with them. The states, for example the Mutapa, increased as they needed ivory for trade. The ivory was for external trade with Portuguese traders. They would trade the tusks for less valuable things like glass beads, cloth and porcelain.

Zimbabwe, rich in minerals and livestock attracted many white people. Lobengula, King of the Ndebele, signed a lot of treaties that came with the white man. The last treaty that led to the occupation of Zimbabwe was the Rudd Concession. It was signed between Lobengula, Charles Rudd, Rotchford Maguire and Francis Robert Tompson. These men were sent by Cecil John Rhodes. This contract gave the white men mining rights among other things. In return, Lobengula would be given 100 pounds every month, 1000 guns, 10000 rounds of ammunition and a gunboat on the Zambezi River to protect him from his enemies. In 1890, a group of white settlers called the pioneers settled in Mashonaland and started farming and mining. On 12 September 1890, they hoisted their flag at Fort Salisbury, now Harare. Rhodes' company was called the British South African Company (BSAC). The company had about 200 men and the country was called Rhodesia after Rhodes.

Activity 2

1. Research on and list three missionaries in early Zimbabwe.
2. In groups, discuss about the lifestyle changes brought by the early contacts with the missionaries.

Exercise 2

1. Who were the first group of Europeans to make contact with the Indigenous people of Zimbabwe?
2. What was the role of missionaries in Zimbabwe before colonisation?
3. Which ruler killed people for converting to Christianity?
4. Which King converted to Christianity?
5. Who was the owner of the British South Africa Company?
6. State two missions that were built in Zimbabwe before colonisation.
7. Why did the Mutapa people hunt more elephants for trade with the Portuguese?
8. Who was given mining rights in Zimbabwe?

3C. Development of indigenous laws

Rules and laws show the basic values within a society. A rule is a guide or order to be followed. **Laws** are rules enforced by the courts. Dating back to the Stone Age, law and order were important for the growth and existence of the people. Likewise, Iron Age people were governed by rules and laws. Law breakers were made to pay fines in form of cattle, at times hard labour and corporal punishment. There were no policemen or policewomen like today but people still obeyed the laws of the land. There were kings and chiefs who had their own courts where lawbreakers were tried.

Traditional laws and courts

King's court (king presided)

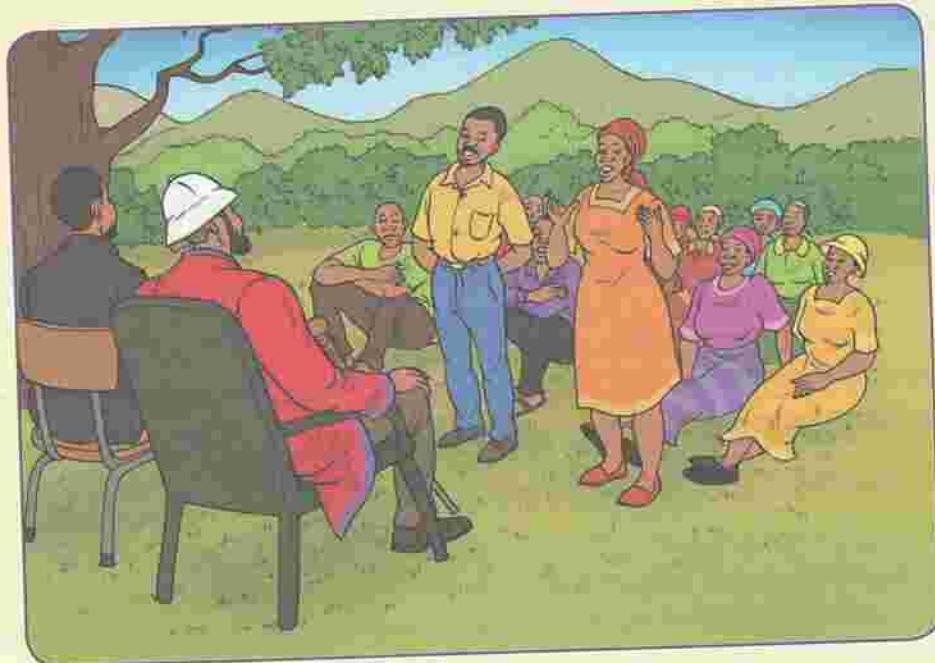
Chief's court (chief presided)

Headman's court (headman presided)

Village court (village head presided)

Family (family elder presided)

Traditional courts were mainly meant to maintain social peace and harmony in the community. The structure was hierarchical. At family level, disputes were settled at family courts. Family heads such as grandfathers offered advice to those in conflict.



Chief's court

At village level, it was the village head who presided over cases. Only minor cases such as petty theft were tried and resolved there. The next court was that of the headman. The chief's court comes after the headman's. The highest was the king's court. The king's court was attended by elderly men of the community, selected

wise men, the king's messengers, the disputing parties and their witnesses. Once found guilty, the accused was made to pay a fine in the form of livestock or grain or punished accordingly. Nowadays there are local governments. Communities live in large numbers like towns, cities and provinces. Law breakers are taken to the different courts like the supreme courts and provincial courts.

3D. Local government

Local government refers mainly to urban councils or rural councils. The councilors are responsible for making decisions, distributing resources and providing services at district and ward level. Councils control many issues affecting the day to day lives of residents. The councils get their authority from the Minister of Local Government, Rural and Urban Development. Every by-law made by the councils should be approved by the ministry.

Urban councils are responsible for all the water functions for the city people. They are also responsible for all dumping sites and waste in cities. The councils in towns are responsible for the control and prevention of the spread of any diseases in cities. They also control the housing facilities, the recreational facilities, learning institutions, libraries as well as roads among other things.

Rural councils provide land for resettlement. They provide transport, health and education facilities. They also provide other services to people under their jurisdiction. Rural councils are led by a Chief Executive Officer from the ministry.

Traditional leaders

In the olden days, chiefs were installed by masvikiro. Masvikiro communicate messages from the ancestors and they would install a chief chosen by the ancestors. This installation made the chief the custodian of the land on behalf of the ancestors. Nowadays, chiefs are appointed by the president of the republic of Zimbabwe. The traditional leaders act chapter 29.17 states the appointment of chiefs, headmen, village heads and the establishment of council of chiefs. The act also defines their duties and functions.

Traditional chiefs, village heads or headman perform a variety of legislative, administrative and ceremonial tasks and duties. Most of their duties are ancient, for example, conducting a rain making ceremony mukwerera/hosana. They are also responsible for collecting and distributing surplus produce of their communities referred to as zunde ramambo/zhwala senkosi, settling disputes between members of their communities, disciplining or punishing offenders in their communities, performing ceremonial



Modern day chief

duties in connection with deaths, harvests, asking for rain and other important occasions. Traditional chiefs are also responsible for informing their people of any new rules or regulations from the government.

Activity 3

1. Dramatise a traditional meeting where the chief is distributing surplus food to the people.
2. Using the internet, find out how a chief conducts a trial session.

Exercise 3

1. What are local governments?
2. List four roles of the urban councils in the community.
3. List three roles of the rural councils.
4. What are the two main functions of local governments?
5. What is the role of the traditional chief in a village? Give 2 answers.
6. What is *zunde ramambo/isiphala senkosi*?

Summary

- The four precolonial states that were covered in this topic are the Great Zimbabwe, Mutapa, Rozvi and Ndebele States.
- Contact with Europeans led to some indigenous people converting to Christianity, it increased elephant hunting and led to the construction of missions.
- Indigenous laws were developed to maintain order among people.
- Village heads, chiefs and councilors all have different roles to play in maintaining order and making sure that people are well taken care of.

End of topic assessment test

Multiple choice questions

1. One example of a precolonial state is _____.
A. USA B. Bulawayo C. Rhodesia D. Rozvi
2. The states believed in the appeasement of _____.
A. people B. other states
C. ancestors D. kings
3. The Mutapa that established the Mutapa state was _____.
A. Portuguese B. Munhumutapa
C. Mutota D. Gatsi Rusere
4. _____ is a payment made time and again by subjects to the ruler.
A. Salary B. Tribute C. Loan D. Gold

- tant
any
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g to
n of
- ning
- er.
5. The Mutapa State traded with _____.
A. the Americans B. Rhodes
C. the Portuguese D. Missionaries
 6. _____ is the Ndebele name for God.
A. Nyatsimba B. Tshaka
C. Mwari D. Nkulunkulu
 7. Who owned BSAC?
A. Robert Moffat B. Charles Rudd
C. Cecil John Rhodes D. Rotchford Maguire
 8. Which of the following is an example of a mission established in pre-colonial Zimbabwe?
A. World Vision B. St Giles
C. Jairus Jiri Association D. Hope Fountain
 9. Mzilikazi was of the _____ state.
A. Zulu B. Shona C. Ndwandwe D. Ndebele
 10. Chiefs are appointed by _____.
A. the President B. the village headman
C. the people D. the elders

Structured questions

1. a) Write two differences between the Mutapa and the Ndebele.
b) Who was the ruler of the Mutapa state?
c) What did the Mutapa use for trade with the Portuguese?
d) List goods which the people in the Mutapa kingdom got from trading with the Portuguese.
2. a) Where did the Ndebele come from?
b) _____ was Lobengula's father.
c) How was a person's status measured in the Ndebele state?
d) Which Ndebele king was cheated into signing the Rudd Concession?
3. a) Write two duties of the chief?
b) What is a zunde ramambo/isiphala senkosi?
c) Who controls the work of the chief?
4. a) What is an urban council?
b) Write three responsibilities of urban councils.
5. a) How did the imperialists use the missionaries in their dream of colonising Zimbabwe?
b) What attracted white people to Zimbabwe?

Glossary

Pioneers	- the first to do something.
Trade	- exchanging goods for money or for something.
Treaty	- an agreement between two countries.

End of term one assessment test

Multiple choice questions

1. ____ make up a community.
A. Children B. Families C. Adults D. Churches
2. Which family consists of a husband, wife and children?
A. Single parent B. Polygamous
C. Nuclear D. Child-headed
3. A child-headed family involves the ____ child taking care of the young ones.
A. youngest B. eldest C. only D. talkative
4. Who has the responsibility of taking care of the children in a family?
A. Sisters B. Brothers
C. Parents D. Grandparents
5. What is human migration?
A. Movement of people from one place to another.
B. Gathering of people in one place.
C. Celebrating together.
D. Living together.
6. Which are the two types of migration?
A. Horizontal and vertical migration B. Up and down migration
C. Internal and international migration D. West and east migration
7. Which one is a push factor of migration?
A. Unemployment B. Fertile lands
C. Low crime rate D. Better living standards
8. When people move into a new country for new jobs it is ____.
A. emigration B. immigration
C. external migration D. internal migration
9. What is conflict?
A. Talking B. Fighting or quarrelling
C. Whispering D. Excitement
10. Effects of conflict at school are ____.
A. domestic violence and child abuse
B. unhappiness and depression in the family
C. fights and quarrels among learners
D. gang violence
11. Conflict can be solved through ____.
A. fighting B. gossiping
C. violence D. discussing together
12. ____ is one of Zimbabwe's indigenous languages.
A. Igbo B. Tonga
C. French D. English

13. Christians practice _____ when getting married.
A. weddings B. roora/lobola
C. musengabere D. kutizisa

14. A negative effect of migration is _____.
A. squatter camps B. job creation
C. industry boom D. inter marriages

15. What causes squatting?
A. Poverty B. Migration
C. Dirt D. Land shortages

16. Which culture puts ash on the baby's umbilical cord?
A. Shona B. Ndau C. Ndebele D. Venda

17. What changes can one see on a girl at puberty?
A. Voice deepens B. Wider shoulders
C. Breasts develop D. Muscles grow large

18. What changes are seen on a boy at puberty?
A. Hips widening B. Breasts growing
C. Voice deepens D. Wish to be independent

19. _____ is considered nuclear in Indigenous Religion.
A. Monogamy B. Child headed C. One parent D. Polygamy

20. Lack of immunisation can cause _____.
A. cholera B. diarrhoea C. death D. AIDS

21. What is courtship?
A. Preparation for marriage B. Going to court
C. Getting married D. Giving birth

22. The main role of courtship is to _____.
A. educate B. build relations C. meet D. talk

23. Who plays the main role in courtship?
A. Brother and sister B. Mother and father
C. Aunt and uncle D. Grandparents

24. What role does an aunt play in marriage?
A. Guidance and counseling B. Beating the girl
C. Praying for the girl D. Laughing at the girl

25. Which one is a modern way of marriage?
A. Musengabere B. Kutizira
C. White wedding D. Kutema ugariri

26. Civil marriage law states that a man marries _____.
A. two wives B. three wives
C. one wife D. four wives

27. A _____ is given to show a civil marriage union.
A. cloth B. marriage certificate
C. bangle D. ring

28. Which of the following marriage ways is not allowed by the constitution?
A. White wedding B. Lobola
C. Musengabere D. Kutizira

29. In the Shona culture, customary marriage with no formalities is known as _____.
- A. kufizira B. kubika mapoto
C. musengabere D. kugarira
30. _____ is a result of conflict.
- A. Strained relationship B. Love
C. Happiness D. Oneness
31. What does a boy and a girl exchange as a sign of love?
- A. Token B. Bangles
C. Hands D. Houses
32. Puberty is usually between _____ years.
- A. 8-10 B. 11-15
C. 16-18 D. 20-24
33. Kingdoms are ruled by a _____.
- A. chief B. president C. king D. headman
34. _____ was the king of the Mutapa State?
- A. Moyo B. Mutota C. Dombo D. Rozvi
35. Which pre-colonial state traded with the Portuguese?
- A. Zulu B. Mutapa C. Tswana
36. The other name for uNkulunkulu is _____.
- A. Ishe B. Mwari C. Umlimu D. Mambo
37. The first group of Europeans to make contact with Zimbabweans were the _____.
- A. Zambians B. Malawians C. Portuguese D. Batswana
38. Which King was converted to Christianity by the Portuguese?
- A. King Muswati B. King Lobengula
C. King Mapunzagutu D. Nyatsimba Mutota
39. Who granted the London Missionary Society a station?
- A. Lobengula B. Nyatsimba Mutota
C. Changamire Dombo D. Mzilikazi
40. Those who showed interest in Christianity and converted were _____ by Mzilikazi.
- A. applauded B. killed
C. appreciated D. rewarded
41. What attracted the white people to Zimbabwe?
- A. Minerals and livestock B. The people
C. Animals D. Vegetation
42. Which traditional court was at the top of the hierarchy?
- A. Headman's court B. Village court
C. Chief's court D. King's court
43. The _____ solved cases at village level.
- A. village head B. headman
C. family head D. chief

Structured questions

- a) A family consists of _____, _____ and _____. (2)
 - b) Identify three types of families. (3)
 - c) What is a child-headed family? (1)
 - d) What causes a single-parent family? (1)
 - a) What is internal migration? (1)
 - b) List the types of migration. (2)
 - c) What are the causes of migration? (1)
 - d) Identify any positive effects of migration. (1)
 - a) Conflict is _____. (1)
 - b) What causes conflict at home and at school? (1)
 - c) How can conflict at home and school be solved? (1)
 - d) What effects come with conflict in the community? (1)
 - a) List any three languages in Zimbabwe. (3)
 - b) Identify any four African marriage cultural practices. (4)
 - c) Which marriage practice has been borrowed from the English? (1)
 - c) Christians practice _____ for those who want to marry? (1)
 - c) State any three ceremonies or rituals performed in Zimbabwe. (1)
 - c) Who helps deliver children among the Ndebele? (1)
 - c) Why is immunisation important? (1)
 - c) List any three diseases prevented by immunisation. (3)

6. a) What is adolescence? (1)
b) Name any practice for girls who reach adolescence in Zimbabwe. (1)
c) List three changes in boys at puberty. (3)
d) List three changes in girls at puberty. (3)
7. a) What is courtship? (1)
b) Identify any practices done during courtship. (2)
c) List any three indigenous marriage customs. (3)
d) Briefly narrate what happens in musengabere. (2)
8. a) What is civil marriage? (1)
b) Three reasons for having a marriage certificate include _____, _____ and _____ (3)
c) What is customary marriage? (1)
d) Who is involved in customary marriage? (1)
9. a) Identify the pre-colonial states in Zimbabwe. (4)
b) Which treaty was signed by Mzilikazi and why? (2)
c) Why did the Portuguese come to Zimbabwe? (1)
d) List any three components which attracted the whites to Zimbabwe. (3)
10. a) Traditional courts include _____, _____ and _____. (3)
b) Who deals with conflict or problems at family level. (1)
c) Identify any three responsibilities of councillors. (3)
d) What is mukwerera? (1)

Entitlements/Rights and responsibilities

Topic

4

Objectives

By the end of the lesson you should be able to:

- outline basic entitlements/rights and responsibilities of the child
- define citizenship
- outline different types of citizenship
- identify qualities of a good citizen
- demonstrate attributes of patriotism
- state rights and responsibilities of citizens
- distinguish between rights and responsibilities
- identify limitations to rights and responsibilities
- describe gender based protection
- explain forms of abuse
- describe gender based protection laws
- explain forms of gender based protection
- describe the roles of the police.

Flashback

- In groups, discuss human rights.
- What are your rights as children?



Key words

rights

child abuse

citizenship

gender

citizen

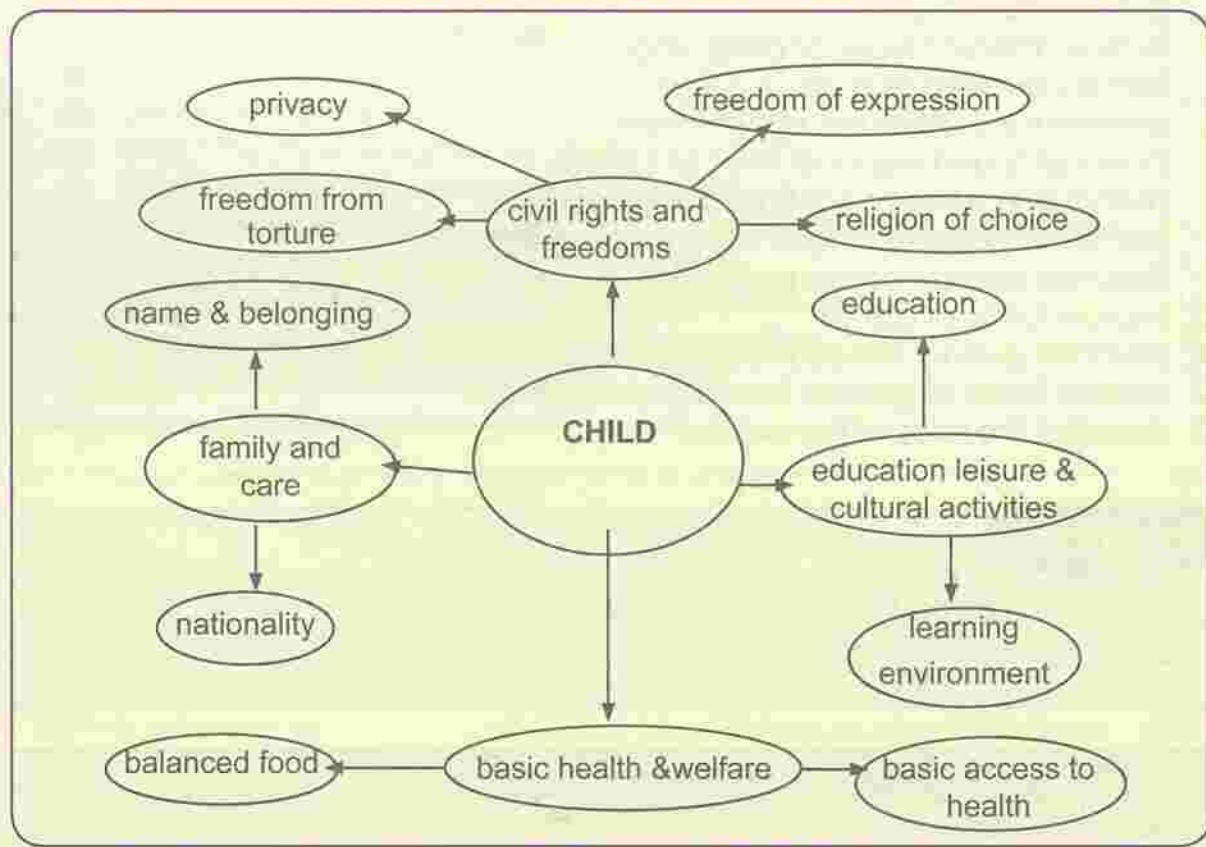
Introduction

Rights are those things one is entitled to regardless of one's race, creed, political affiliation or ethnic group. All people have some rights as per the United Nations Charter. Children as well have their own rights. Together with these rights, children also have responsibilities. To each right there is a responsibility or obligation. In this topic you will learn about rights, responsibilities, citizenship, abuse, gender and the role of the police force.

4A. Entitlements/Rights and responsibilities of the child

The Children's Rights Charter

The Children's Rights Charter (CRC) is a United Nations document specifying all the children's rights. The African countries also came up with their own document containing children's rights. This is the African Charter. Both these documents agree on the importance of children's rights and that they must be respected. Article 1 of the CRC defines a **child** as every human being below the age of eighteen years. Study the diagram below.



Children's rights

According to the CRC, the children's rights can be divided into groups.

A. Civil rights and freedom

These include the right to:

- express oneself freely and one's view to be heard
- choose religion of one's choice
- privacy
- not to be tortured or punished in any cruel manner

B. Family and care

These include the right to:

- a name and belong to a family
- be cared for by their parents
- nationality, identity and having all the national documents such as a birth certificate, passport or national identity card

C. Basic health and welfare

These include the right to:

- access to the best health possible
- to have a balanced diet



D. Education, leisure and cultural activities

These include the right to:

- education as it is a basic human right
- a conducive learning environment



Responsibilities

There are responsibilities or duties or obligations that go hand in hand with rights. Children have a right to education but it is their responsibility to read and do their homework. Children have a right to shelter, but their responsibility to help take care of it by not breaking things around the house and sweeping their rooms. Children have the right to be taken care of but it is their responsibility to obey and listen to their parents.

Activity 1

- What should I do as a child:
 - at home or in my community?
 - at school?
 - for my nation?

Research on how the community assists children whose rights are abused.

Exercise 1

- Define a child.
- Give two health and welfare rights.
- List three examples of children's responsibilities.

- What does CRC stand for?
- What are the two examples of civil rights and freedom?
- Basic health and welfare rights include ____.

4B. Citizenship

What is a citizen?

A citizen is a member of a state or country with full rights regardless of race, religion, creed, political affiliation or ethnic group. Therefore, **citizenship** refers to belonging to a country. According to the constitution of Zimbabwe, a person is a citizen of Zimbabwe by birth, descent or registration.

Citizenship by birth

A person is a Zimbabwean citizen by birth if he/she was born in Zimbabwe and when either his/her parents or grandparents are citizens of Zimbabwe.

Or

A person born of a Zimbabwean citizen working outside Zimbabwe for the state.

Citizenship by descent

In Zimbabwe, a person is a citizen by descent if born of either parents or grandparents who are citizens by birth or descent or either one of his/her parents is a Zimbabwean citizen by registration and their birth registered in Zimbabwe.

Citizenship by registration

Any person who has been married to a Zimbabwean citizen for at least 5 years.

Or

Any person who has been continuously and lawfully resident in Zimbabwe for at least 10 years.

Or

A child who is not a Zimbabwean citizen but adopted by a Zimbabwean citizen.

Qualities of a good citizen

Good citizens:

- are loyal to their nation or country
- observe the constitution and respect its ideals and institutions
- respect the national flag and the national anthem
- respect the leaders and all the laws of the country
- support all country programs
- defend their country and its sovereignty
- In actual fact, citizenship is characterised by a strong sense of belonging and commitment to the nation. This is shown by participating in national events like Independence, Heroes and Defence forces day/holidays.

Activity 2

1. Participate in a community cleanup campaign.
2. In groups, discuss the qualities of a good citizen.
3. Listen as a resource person explains citizenship.

Exercise 2

1. What is citizenship?
2. Give two ways that make someone a citizen of Zimbabwe.
3. What are the two qualities of a good citizen?
4. How does someone become a citizen by registration?
5. Anyone married to a Zimbabwean for at least 5 years can become a citizen of the country. [True/False]

4C. Rights and responsibilities of a citizen in Zimbabwe

Rights

According to the constitution of Zimbabwe, every citizen has the following rights.

Right to:

- food and drink
- safe clean water
- shelter and clothes
- speak freely
- freely worship religion of one's choice
- a name, identity and access all identity documents, for example, birth certificate, passport
- health care
- human dignity
- agricultural land
- personal security
- life

Responsibilities of citizens

A **responsibility** is a duty one is supposed to carry out. It is the responsibility of all citizens to:

- observe and keep the laws of their country
- try and defend their country's laws
- work hard together with others in the development of the country
- respect the rights of other people
- assist the needy of the society, for example, the blind

Limitation of rights and responsibilities

The rights of freedom and responsibilities must be exercised considering other people's rights and freedom. Whilst exercising one's rights, be careful not to interfere with someone else's rights. However, there is no law that limits the right to life, human dignity and fair trial. Rights may be limited by a written law.

Activity 3

1. List down children's responsibilities to adults, parents, other peers, their school and country.
2. Study and complete the table below.

Right	Responsibility
Education	Attend school daily Study hard Do all school assignments
Agricultural land	
Health care	
Sufficient food	
Protection	
Religion of one's choice	

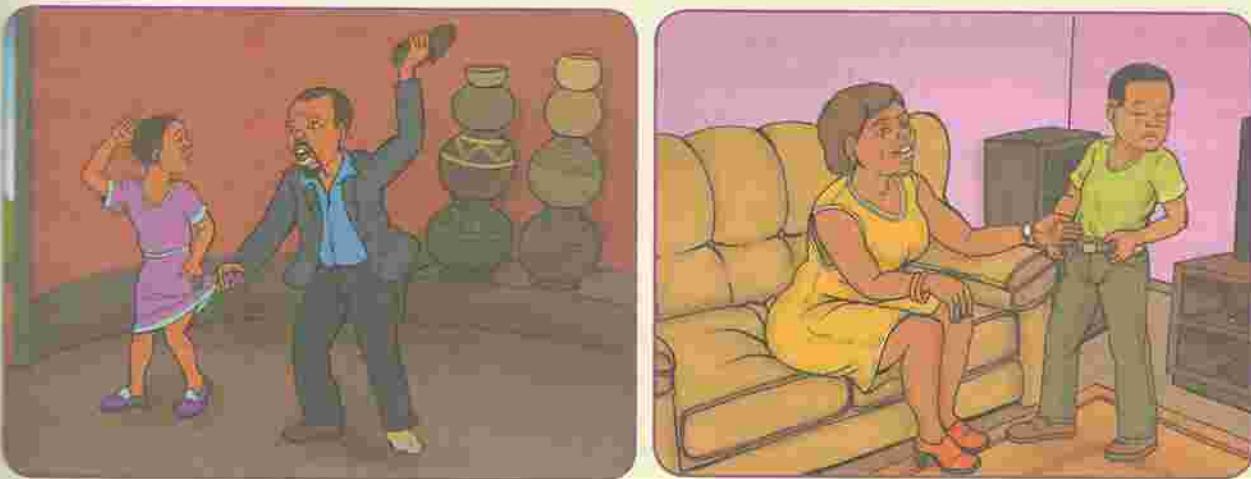
3. Using the internet, find out the rights and responsibilities of children at home.

Exercise 3

1. Rights are _____.
2. Responsibilities are _____.
3. List three rights of citizens in Zimbabwe.
4. What are the two things that show patriotism in citizens?
5. Give two responsibilities of a good citizen.
6. Give one thing that limits citizens' rights and physical responsibilities.

4D. Abuse of children, women and men

Child abuse



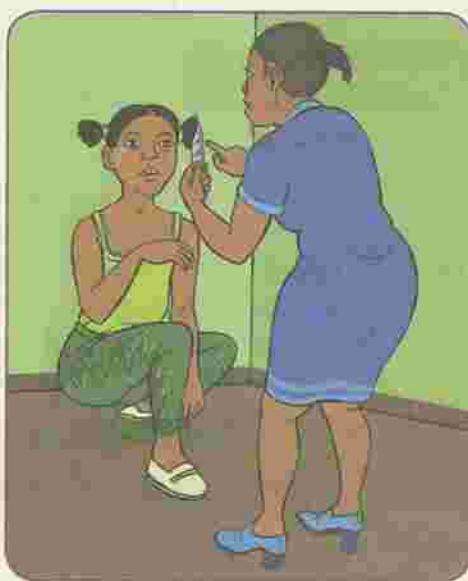
Child abuse is when a child's rights are not honoured or respected. Infringing on a child's rights is abuse. Adults normally abuse children. Many children in homes face different forms of abuse. Abuse normally induces fear and confusion in the victim. There are different forms of abuse.

Read the following story.

Alice is abused

Alice kept on crying or sobbing quietly to herself. She hated herself. She didn't know what to do. This usually happened when her father was away. Her stepmother would beat her up and deny her the right to food. After all this she would show her a knife and swear to kill her if Alice told anyone.

This very day, her father had gone to South Africa. She felt unwanted and unloved. She thought it was her fault that her mother had passed on. She thought if she told someone she would be killed. If she told her father, her father might beat her and may chase her away. At times she thought of hurting herself. She was now in Grade 5 and at school she was shy and withdrawn.



Activity 4

In groups, discuss the following questions.

1. What forms of abuse did Alice experience?
2. What do you think Alice should do?

- How is this act by the stepmother affecting Alice?
- What crime is Alice's stepmother committing?

Sexual abuse

This includes violating a child's body through touching and other unlawful acts such as rape or turning children into prostitutes. Pornography is another form of sexual abuse. This is indecent exposure of children to pictures or films of naked people which might lead children to indulge in such acts as they will be exposed to them.

Verbal and bullying abuse

Verbal abuse includes, name calling, rudely laughing at someone, spreading rumours about someone and also shouting unpleasant words. Bullying is another type of abuse which mostly happens in schools. It includes teasing others, beating others up and forcing other children to do what they don't want. This may lead to poor performance in class and create fear in other children.

Men and women also face the different forms of abuse in one way or the other. Violence is another form of abuse experienced by many men and women. Abuse has no gender as it affects everyone at different levels and ages in life. Women and men can be physically and emotionally abused. Some women are beaten by their husbands and some men by their wives.

Exercise 4

- Define abuse.
- List the four forms of abuse.
- Give an example of physical abuse.
- Is pornography a form of sexual abuse?
- What is gender based protection?
- Give three examples of sexual abuse.

4E. Gender based protection

What is gender?

Gender is the state of being male or female. However this is mainly used with reference to social and cultural beliefs in the differences between males and females (their roles). Traditionally, men and women have been assigned different roles.

When men and women enjoy the same status, it is known as gender equity. However, there are times when people are treated differently because of their gender. This is called **gender discrimination**. In this case one is treated in a certain way because he is a man or she is a woman. Gender discrimination is seen in our

lives, at home, at school, in the church and even in the playground. Some cultures or traditions seem to support gender discrimination. Some young African men learn and think that violence against women is acceptable and the young African women accept it. However, this is unacceptable and the law is against it. Beliefs like girls should be in the kitchen and boys can go out to play are also practised by most families. Men and women should always be treated equally.

Forms of gender based protection

There are policies put in place to protect gender based violence. Gender based protection forms include peace order, domestic violence act and CEDAW.

Peace order

This is a document that is used to stop any form of abuse on a victim. A peace order is given by a court after one has applied for it. Normally, it is meant to stop violence in homes or between people. For example, to stop wife beating which is very common in most homes.

Domestic violence act of 2007

This intends to protect women and men against any forms of gender abuse or violence. It also provides relief and protection of victims of gender based violence. To this effect, victim friendly units in most police stations have been established for reporting abuse cases and helping in addressing gender based violence.

CEDAW- Convention on the Elimination of All Forms of Discrimination Against Women.

This is a United Nations assembly agreement. All countries of the world, including Zimbabwe, signed it. CEDAW explains gender based violence as violence to a woman because she is a woman. This is violence directed to a woman on her specific gender role in the society. Normally, men threaten or physically assault women because they are women.

Gender based violence comes from certain cultural, social and religious practices that put women under men. It supports male power and control. In Zimbabwe, gender based violence is seen more in domestic violence where women are meant to submit under their husbands. Husbands usually abuse their wives. Women at times face sexual violence, physical violence, sexual assault, sexual exploitation, marital rape, human trafficking and domestic violence.

They are also certain traditional practices that violate woman's rights. These are seen in:

- forced virginity testing
- pledging of women or girls for the purpose of appeasing spirits
- child marriages, offering a girl as tribal goods

The CEDAW of 1979 covers the protection of women. The convention enforces the need for countries to uphold equality between men and women in all areas, be it economically, culturally or socially. CEDAW supports the equality between men and women in all aspects of their lives.

CEDAW is the only human right agreement that confirms women's rights to child birth and targets culture and tradition as the influences that shape gender roles and family relations.

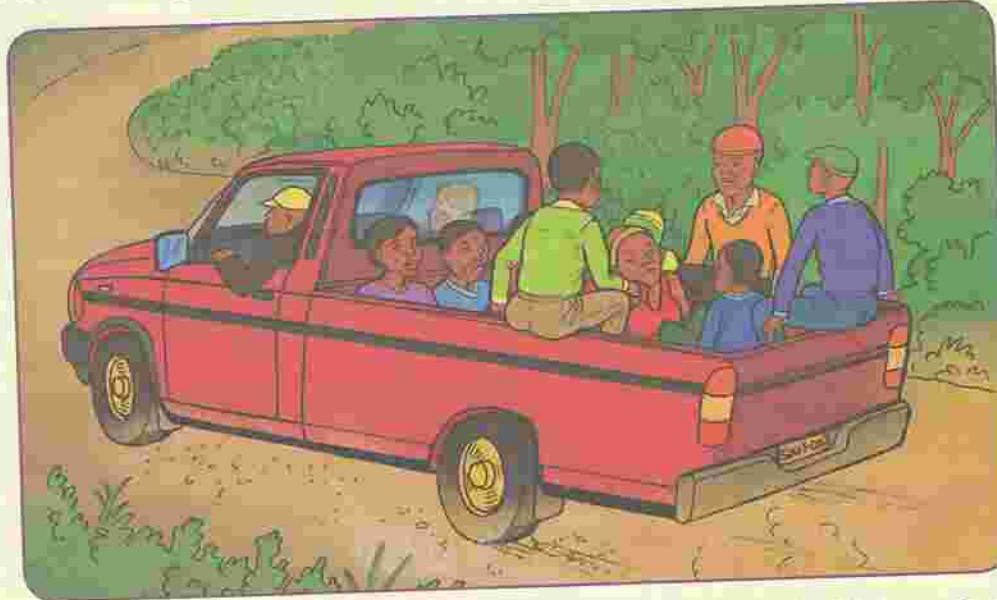
Forms of gender based violence

Forms of gender based violence include sexual violence, physical violence, sexual assault, sexual exploitation, marital rape, human trafficking and domestic violence and genital mutilation.

Sexual abuse/violence

Sexual abuse is using force for any sexual act. Sexual abuse includes rape, verbal abuse of a sexual nature, forced marriage, forced abortion, genital mutilation and also virginity testing. It also includes denial of access to facilities of birth control. Indecent Sodomy and **indecent assault** are also other forms of sexual abuse. Indecent assault is inappropriate behaviour by other people such as touching, fondling of breast, buttocks and genital organs.

Human trafficking



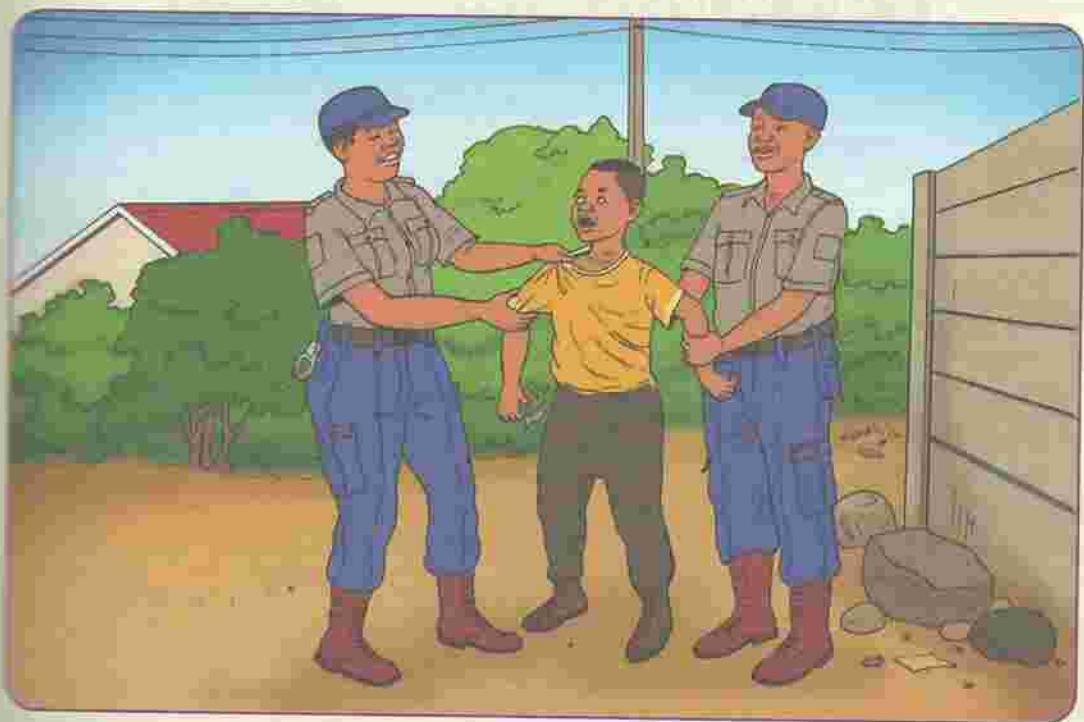
This involves the buying and selling of people, women and children, for purposes of sexual exploitation. The women are kept in bondage and forced to live as prostitutes, creating wealth for their owner and in the society at large. Human trafficking is a serious crime that violates human rights. It affects almost all the countries in the world. Some countries are destinations for human traffickers and others are where people are taken from.

Exercise 5

- 1 Define gender.
 - 2 What does CEDAW stand for?
 - 3 Forced virginity testing is a form of gender based violence. [True or False]
 - 4 What is gender based violence?
 - 5 The domestic violence act supports violence against both men and women. [TRUE/FALSE]
- Give two examples of Gender Based Protection.
- What do you think is the main cause of gender based violence in the home?
Give 2 answers.

4F. Role of the police force

The police are law enforcement agents. They arrest anyone who breaks the laws of a country. There are various roles played by the police officers in the country in order to maintain peace and order.



Their roles include:

- manning roadblocks to ensure safety on the roads through checking the vehicles, licenses and speed rates
- arresting offenders to ensure justice is served
- maintaining order
- protecting citizens
- educating citizens

Summary

- Rights are things every child should have or be able to do as indicated in the CRC. It is important for children to know their rights.
- Infringing or denying the children their rights is a form of abuse, the abuser is can be arrested.
- Despite these rights, children still experience different forms of abuse in one way or the other from people they live with. Some cases go unreported.
- Due to a number of gender based violence, there are measures by the government to try and stop it.
- Despite all policies and laws to protect women, gender violence seems to remain high because of certain cultural practices which seem acceptable.
- A UN agreement was signed for the protection of women. This agreement is called CEDAW.

End of topic assessment test

Multiple choice questions

1. _____ is part of children's rights.
A. Shelter B. Games C. Bullying D. Trafficking
2. _____ are basic needs which every human being should have.
A. Food B. Rights C. Shelter D. Toys
3. CEDAW provides for the protection of _____.
A. men B. boys C. learners D. women
4. Children have a right to _____.
A. be beaten B. sexual acts
C. health care D. CEDAW
5. One responsibility of a learner at school is _____.
A. attending school B. education
C. doing what she/he wants D. name and identity
6. A good citizen of a country should _____.
A. do what he/she wants
B. work anywhere
C. respect the national flag and the national anthem
D. not respect leaders
7. Abuse is faced by _____.
A. men only B. women only
C. both men and women D. those not careful

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8. What is the peace order meant to do?
 - A. Make a husband beat his wife
 - B. Arrest the wife
 - C. Protect a woman from violence
 - D. Protect both the husband and wife
 9. A convention that protects women from gender based violence is _____.
 - A. CRC
 - B. CEDAW
 - C. the police
 - D. gender issues
 10. What is one traditional practice that violates women's rights?
 - A. Gender
 - B. Abuse
 - C. Virginity testing
 - D. Rape

Structured questions

1. a) What are children's rights?
b) State two children's rights.
2. a) Write two responsibilities of a good citizen.
b) Tanatsha was born in Zimbabwe and her parents were refugees. We say he is a citizen of Zimbabwe by _____.
c) Write one basic need for all citizens of Zimbabwe.
3. The home plays a big role in preparing a child for good citizenship. [True or False]
4. a) What do you do when someone infringes on your rights?
b) Write one form of sexual abuse.
5. a) Write one responsibility of a learner at school.
b) Write one right for all learners at school.
c) What right protects children from being denied food as punishment?
6. A person who has the right to live in a particular country is a _____.
7. a) A policy that protects women against violence in Zimbabwe is _____.
b) Why are there many policies supporting women?
c) Why is CEDAW such an important gender policy?

Glossary

- Abuse – treat badly, infringing on someone's rights.
Responsibility – what one should do in honour of some entitlement.

Shelter

Topic 5

Objectives

By the end of the lesson you should be able to:

1. locate the major heritage sites in Zimbabwe
2. discuss why heritage sites are important to our history and culture
3. discuss conditions of health and safety in shelter designs
4. suggest types of buildings suitable for disaster prone areas.

Flashback

In pairs, talk about the types of shelter in different geographical locations. For example, places with freezing temperatures and those with very hot temperatures.

Keywords



plateau

shelter

summit

Introduction

Shelter is one of the basic needs of all creatures. It is where people and animals live. Shelter is for different purposes like offices, residence, protection, worshipping and holding meetings. Above all, shelter protects creatures from harsh weather conditions. These different shelters are found in different shapes, sizes and types depending on the location and the weather where the shelter is. There are houses, caves, tents, cabins, igloos, holes and many other forms of shelter in different parts of the world. Some Zimbabwe heritage sites were used for shelter in precolonial Zimbabwe. In this topic we will look at shelter and heritage sites.

5A Shelter and heritage sites

The different heritage sites of Zimbabwe include Great Zimbabwe, Khami, Dlodlo, Mana Pools, Matopos, Nyanga Mountains, Chirinda Forest, Chinhoyi Caves and Matendera. These sites help the country to earn foreign currency. People from different countries visit the country to view these sites. The heritage sites in Zimbabwe were built by the iron age people.



The map shows Zimbabwe heritage sites

Great Zimbabwe

Great Zimbabwe Monuments

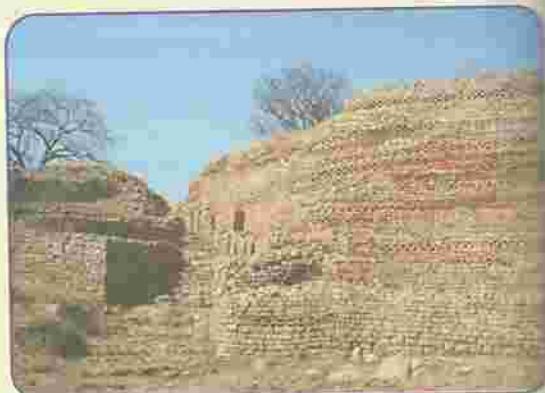
an Iron Age site. It was built by the Shona ancestors. It is the oldest heritage site in the country. Great Zimbabwe is found 27km south-east of Masvingo. The name of our country, Zimbabwe, come from the monuments. The name Zimbabwe was derived from the Shona words 'dzimba dzemabwe', meaning houses of stone. Granite blocks of rock were used to build the walls.



The Great Zimbabwe comprises of two stone wall enclosures and hut remains covering an area of about 720 hectares. The two main stone wall enclosures are the Hill complex and valley enclosures. Gold deposits were also found at Great Zimbabwe.

Khami Monuments

The monuments are found west of Bulawayo near Khami River. The monuments are believed to have been built by the Torwa. This is where the Torwa state capital was. It is a set of eight ruins. The site is made up of circular, terraced and artificial platforms of soil and gravel that are kept together by stone walls.



Dhlophlo

The Dhlophlo monuments are also known as Danangombe. These Iron Age Ruins of the Zimbabwe tradition are found about 80 km north-east of Bulawayo. It is mainly a series of terraced platforms. The walls are decorated with check and herringbone patterns. It is believed The Ancient Ruins Company recovered large quantities of gold from the site. This became the capital of the Torwa state after its removal from Khami.

Mana Pools

Mana Pools National Park is situated in the north of Zimbabwe. It includes the south bank and islands of the Zambezi River which marks the border of Zimbabwe and Zambia. The park is known for its wildlife and the flood plains.



Matopo hills Matobo National Park is situated south-west of Zimbabwe. The Matobo Hills has a range of balancing rock formations created by erosion of the granite **plateau**. A plateau is an area of flat ground that is higher than the surrounding area. There are also walls of Nswatugi and Silozwe caves which feature Stone Age rock art. The grave of Cecil Rhodes, the founder of former British colony Rhodesia, is also found in the **summit** of Malindidzimu. A summit is the top of a mountain or hill.

Inyanga Mountains

Mount Nyangani is the highest mountain in Zimbabwe. The mountain is found in Nyanga. The Inyanga Mountains contain a lot of beautiful sites like Mutarazi Falls, Pungwe Falls and Inyangombe Falls.



Chinhoyi Caves

The Chinhoyi Caves are located 10km west of Chinhoyi. Local people call them Chiorodziva. Stories tell that these caves were once used by the local people as a refuge from raids by Ndebeles before colonisation. The caves are a National and recreational park.



Activity 1

1. Collect different pictures of heritage sites and make a chart.
2. Use the internet to find out about various heritage sites in the country.

Activity 2

Research on the internet about the following monuments and complete the table.

Name of monuments	Who built the monuments	What materials were used
Great Zimbabwe	Shona (Mutapa)	Granite rock

Diodio Ruins (Danangombe)	Torwa	
Khami (near Bulawayo)	Torwa / Rozvi	
Matendera (in Buhera)		
Umthwathé (near Bulawayo)		
Tsindi (near Marondera)		
Zvongombe (near Centenary)		

Exercise 1

1. Who built Great Zimbabwe?
2. What type of stone was used to build Great Zimbabwe?
3. From which ruins were gold deposits found?
4. Another name for Danangombe ruins is _____.
5. What was the purpose of the Chinhoyi caves during raids?
6. What famous patterns do we find on some of these ruins?

Importance of heritage sites to our history and culture

The heritage sites are a cultural resource that have brought development in the local people who live in the areas. The sites are of great value to the local people. The communities have received a number of benefits from the sites. These are economic, cultural, educational, social and environmental benefits. There is employment creation of the local people. For example, some are employed as tour guards to show people around. Drivers are also employed to drive tourists around parks. There are also hotels that employ people to cook and clean rooms where tourists stay when they visit.

Cultural values are maintained as older people pass the history on to the younger generation. The history of the heritage sites show that people lived in unity and where one big family. They also define the roles that were done by different sexes. The heritage sites educate people on how people of long ago lived. They also show the hunting and gathering that was practiced by people. The sites also show the younger generation the development that has taken place.

Activity 3

1. Identify ancient shelters you have heard about and explain them using the information that follows. For each state:
 - a) Where it is found?
 - b) Who built it?

- c) Purpose of the shelter.
- d) Its importance to the country.

5B Health and safety in shelter designs

Usually, the type and design of shelter is influenced by a number of factors. These include availability of materials, availability of space and also climatic conditions. Availability of water is the most important condition necessary before any building is built. Most buildings have certain safety precautions. Most buildings have windows and air vents for ventilation. Windows have burglar bars for safety in the house. All doors have keys and locks for safety. The conical shapes of roofs allow water to run down easily and quickly. In many buildings there are rim beams to strengthen walls of buildings in case of earth tremors.



Pictures of various shelter found in various climatic regions

Availability of materials

In rural areas, round huts are made of wooden poles and mud. The huts are thatched with grass. Since fires are made in these kitchens there is a space between the wall and the roof. The space is for letting smoke out of the hut, that is ventilation. Recently huts are made of fire burnt bricks and thatched with grass. The materials are easily accessible. In towns, buildings are made of cement bricks roofed with either iron sheets or asbestos and have tiled floors. The buildings can be residential or industrial.

Climatic conditions

In flood prone areas or rainy areas huts are built on stilts. The buildings are raised so that they are not washed away easily by floods. In very cold areas, for example, in Green land Eskimos build Igloos. These are dome-shaped huts made from blocks of ice. They keep people warm during winter.

The Tonga people live in the Zambezi Valley which is very hot and wet in the rainy season. The area also has many mosquitoes. The huts do not have windows and smoky fires are kept burning inside the hut to keep away mosquitoes. Each hut has a doorway and a ladder. They are built on stilts to protect themselves from wild animals. In the Sahara desert two types of shelter are found, tents for Arab herdsmen and shepherds and flat mud houses. They use tents as shelter because of the very hot conditions. Tents allow air to circulate. The mud houses can only be found near an oasis.

Exercise 2

1. _____ people live in an igloo.
2. Write two factors which influence the type of shelter at any given place.
3. Give two ways in which buildings differ.
4. Why do people along the Zambezi Valley build their houses on stilts?
5. Which shelter do you find in the desert? Give two answers.

5C. Special building designs in disaster prone areas

Floods

A building is influenced by its purpose as well as the place where it is situated. Along the Zambezi Valley the Tonga build their huts on stilts because often there are floods and wild animals. Shelter in flooding areas should be built higher from the ground. When the level of water rises it must not get inside the house.

Cyclones

Cyclones and other storms with strong winds destroy houses. People should build strong shelter. The buildings should have a strong foundation and walls. The roof should be firmly attached to the building to prevent it from lifting.

Earthquakes

When building a shelter in earthquake prone areas people need to know the type of building which is suitable. The roof should be made light such that in case it falls on people they do not die. The walls are also made lighter but supported by steel beams to hold the structure together. The floors are made lighter as well using materials such as chipboard or plywood.

Activity 4

Research

Find out the qualities of special buildings for disaster prone areas.

Study the buildings in various climatic regions.

Area	Type
All seasonal	Pole and dagga, bricks, stone huts
Rainy regions	Stilts, Ngazi type , (raised buildings)
Very cold regions	Igloos
Desert	Tents, mud houses

Summary

- Different shelters are built with different designs for different purposes.
- Materials used depend on the location or site of the shelter.
- The weather determines the type of shelter built.
- Major heritage sites are important to the history and culture of Zimbabwe. They act as tourist attraction sites, bringing foreign currency into the country.
- Climatic and geographical aspects also influence site, design and material to be used for the type of shelter.
- In disaster prone areas, suitable buildings are built according to the type of disasters prevalent.

End of topic assessment test

Multiple choice questions

1. The Heritage site found near Masvingo town is _____.
A. Dhlodhlo B. Buhera
C. Great Zimbabwe D. Khami
2. Our history tells us that all these monuments were built by _____.
A. the first white people B. the San
C. the iron age people D. Lobengula and Rhodes
3. Great Zimbabwe is important to the country because _____.
A. they are ruins B. it attract tourists to our country
C. it is old D. it was built in the past
4. In some areas, they build houses on stilts to _____.
A. attract people B. make them beautiful
C. protect themselves from floods
D. make them be seen
5. What materials are used to build tall buildings?
A. Cement and bricks only B. Iron, steel, concrete and bricks
C. Water and bricks only D. Cement and steel rods
6. In flood prone areas, what type of buildings do you find?
A. Stone houses B. Huts on stilts
C. Ice block huts D. Houses on the ground
7. One of the factors that influence the type of shelter to be built at an area is _____.
A. tradition B. climate
C. language spoken D. available manpower
8. Two building materials used to build traditional rural shelter are _____.
A. steel and concrete B. concrete and cement
C. tiles and iron sheets D. grass and poles
9. A shelter is a place where animals and people _____.
A. feed B. live C. run D. wash

10. The monuments or heritage site found near Bulawayo is _____.
A. Chinhoyi Caves B. Matendera Ruins
C. Khami Monuments D. Great Zimbabwe Monuments

Structured questions

1. a) Which town is near Great Zimbabwe?
b) Why is Great Zimbabwe important in the history of the country?
c) What was the only material used in the building of Great Zimbabwe?
d) Which Stone Age people built the Khami Monuments?
2. a) What material is mainly used when building an igloo?
b) What type of shelter do Arab herdsmen prefer and why?
d) Why are most traditional shelters different in different parts of the world?
3. a) Write two factors that influence the type of shelter in an area?
b) Which type of shelter is common in rural areas of Zimbabwe?
c) What did people of long ago use to build their shelter?
4. What materials are used in the construction of high rise buildings?
5. a) In Zimbabwe, where do we find huts on stilts?
b) Why do we find many grass thatched huts in rural areas?
6. What type of shelters did the early Iron Age people use?
7. Give two ways in which buildings differ.

Glossary

- Culture** – the social behavior of a particular community or group of people.
Earthquake – the shaking and destruction of the earth.
Floods – excess cover of water on the land.

Topic

6

Social services and volunteerism

Objectives

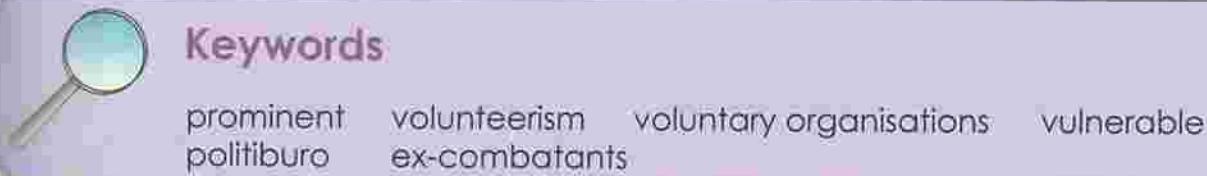
By the end of this lesson you should be able to:

1. identify prominent people and organisations involved in voluntary work in the past and present
2. describe the contribution of prominent people and organisations to beneficiaries in the community
3. explain how local voluntary organisations empower communities
4. describe how they can participate in voluntary work.

Flashback

1. Make a list of local social service providers.
2. Role play services provided by at least four service providers.

Keywords



prominent volunteerism voluntary organisations vulnerable
politiburo ex-combatants

Introduction

Social services are public services targeting needy people in the society. The public services include education, health, shelter and food handouts. **Volunteerism** helps governments manage the social services for the people. Volunteerism is the act of performing a service freely or without payment. All people need these social services despite their economic status.

6A. Prominent people and organisations involved in voluntary work in the past and present at local and national level

There are **prominent** people and organisations who take part in voluntary work in the society. A prominent person is one who is known by many people. The organisations and prominent people target **vulnerable** people in the community.

Vulnerable people are those in need. **Voluntary organisations** like Jairos Jiri Association, St Giles Rehabilitation Centre, Matthew Rusike home of orphans, Non-Governmental Organisations (NGOs) as well as church organisations have been formed to help the vulnerable. Voluntary organisations are groups of companies that offer their services for free, especially for the vulnerable or needy. There are also prominent people like the late Sally Mugabe, Strive Masiyiwa and Jairos Jiri who have taken their time to help the vulnerable. The vulnerable include the orphans, disabled, elderly and the poverty stricken.

Activity 1

Brain Storming

Word Search: Search for these words

crippled disabled illness destitute blind
beggars crafts band lame skill

H	A	N	D	C	A	P	P	E	D
C	C	B	C	R	A	F	T	F	I
R	H	E	A	S	K	I	L	L	S
I	O	G	L	B	A	N	D	N	A
P	I	G	L	P	P	Q	X	V	B
P	R	A	A	L	C	H	O	X	L
L	P	R	M	E	C	H	P	U	E
E	X	S	E	D	B	L	I	N	D
D	C	R	A	F	T	S	K	I	L
D	E	S	T	I	T	U	T	E	S
I	L	L	N	E	S	S	Q	U	V

Jairos Jiri

Jairos Jiri is one of Zimbabwe's heroes. He was born near Masvingo in 1921. He spent most of his time trying to improve the lives of the disabled people. Jairos Jiri Association is named after him. It was started in 1952. He felt sorry for the disabled and discovered that they needed skills that would earn them a living. He turned part of his home into a workshop. The people learnt how to repair shoes and make things from leather. There were blind, crippled deaf as well as the dumb people. Nguboyenja Centre in



Bulawayo marked the first Jairos Jiri centre. The centre started a school for young handicapped people, a band and a choir too. He started to open other centers because the number of people increased. He opened some of the following centres:

Study the table on Jairos Jiri Centres

Name of centre	Type of handicap	Place
Silobela	Home for destitutes, crippled men and women	Kwekwe
Naran	Blind and deaf children	Gweru
Waterfalls	Children with illness of the mind-mentally handicapped	Harare
Mukuvapasi	Physically handicapped	Rusape

The Association also has shops that sell craft work made by the disabled in Gweru, Kwekwe, Victoria Falls, Bulawayo, Mutare, Zimunya and Harare. Jairos Jiri had very little education and started his working life as a herd boy, a gardener, a cook, a bottle store worker, a shoemaker and a dishwasher. He died in his office on 12 November 1982.

Exercise 1

1. a) Who started the Jairos Jiri Association?
b) When was he born?
c) Where did he start his first centre?
d) What kind of people did he train?
e) What was their main work?
2. Name four cities where some craft work are sold.
3. Name three jobs that Jairos Jiri did during his time.
4. When did Jairos Jiri die?
5. How can we help disabled people? Give two answers.

Sally Mugabe

Sarah Francesca Mugabe, also known as Sally Mugabe, was the first heroine to be buried at the National Heroes Acre. Born in Ghana in 1931, she died in Harare on January 27 1992. She died of a kidney ailment.

Mrs Mugabe's greatest and memorable contribution to Zimbabwe was her tireless devotion to improving the welfare of children and underprivileged members of society. She also became the patron of Mutemwa Leprosy Centre in Mutoko. She raised money and donations for the centre and helped erase the society's stigma



Sally Mugabe

associated with lepers. She had the needs of children at heart and she assumed patronage of many children's centres from those catering for the disabled to those caring for orphans and children of **ex-combatants**. Ex-combatants are ex-soldiers. Sally ensured that they had enough food, clothing and shelter. She also initiated projects to rehabilitate prostitutes and became the Executive Chairperson of the Child Survival and Development in Zimbabwe. In 1988 she established the Child Survival and Development Committee for Zimbabwe with the assistance from United Nations International Children's Education Fund (UNICEF). In 1989 she was elected the first Secretary of the United Zanu (PF) Women's League as well as Secretary for Women's Affairs in the party's **politburo**. A politburo is a policy making committee of a party, for example, ZANU (PF).

Exercise 2

1. Where did Sarah Francesca Mugabe come from?
2. Amai Mugabe contributed much to Zimbabwe. List three of the things that she did.
3. She got assistance from UNICEF. What does the abbreviation stand for?
4. When was Amai Mugabe elected the first secretary of ZANU (PF)?
5. What was the cause of her death?
6. What is the name of the committee she established in 1989?

Matthew Rusike Children's home

The Matthew Rusike Children's Home Childcare was founded by the late Rev. Matthew Jacha Rusike who worked tirelessly for the benefit of the less privileged children. Rev. Rusike helped the Methodist church to establish a home for orphaned and vulnerable children in Epworth in 1960.

Matthew Rusike Children's Home also works with people in the community to look after orphans as well as vulnerable children.

St Giles Rehabilitation Centre

It is a medical rehabilitation centre established in 1964. It offers services in physiotherapy, occupational therapy, speech therapy, psychology and pediatrics. It also has a primary school for physically handicapped children.

Non-Governmental Organisations (NGOs)

These organisations help in providing help needed by less privileged people. These organisations help the needy by providing equipment needed by such people. This could be paying school fees, buying textbooks, building schools, providing food and providing skills for some particular jobs so that people are self-reliant.

There are a lot of non-governmental organisations in Zimbabwe. They all help different people in the society. One example is the Zimbabwe Albino Association. It was formed on November 3 1996. The association helps people with albinism by finding ways and means of raising resources to provide for their needs.

Activity 2

In pairs

1. Complete the following table and answer the questions.

Name of organisation	Type of people cared for
Matthew Rusike	
Zimbabwe Albino Association	Physically handicapped

2. _____ and _____ are examples of voluntary organisations.
3. Two examples of local voluntary organisations are _____.
4. Give two examples of the work voluntary organisations give.

Church Organisations

These organisations help in providing help needed by the needy. They mobilise resources to assist the needy in their communities by providing food, clothes, school fees and even assisting at funerals and weddings.

Church organisations also provide health services for a very small fee, for example, Karanda hospital in Mt Darwin and Howard hospital in Chiweshe. They also take part in community projects such as providing clean water through sinking boreholes and various churches have schools that train people in technical subjects such as dressmaking, carpentry and welding.

Exercise 3

1. St Giles was established in 1964. [True/False]
2. Children with disabilities need care, just like other children. [True/False]
3. _____ founded Matthew Rusike Children's Home.
4. Which centre offers physiotherapy?
5. Give an example of one non-governmental organisation in Zimbabwe.
6. Give one purpose of the Zimbabwe Albino Association.

6B. Local voluntary organisations that empower the vulnerable and disadvantaged

Beneficiaries within communities

The beneficiaries of the voluntary service groups include the orphans, the disabled, the elderly and the poverty stricken. These people are found in the community and they need care and love just like everybody else as they are disadvantaged.

Orphans

HIV/AIDS has produced a number of orphans in the communities to such an extent that some families are now child headed. In some homes, orphans look after ill and dying elders. Some of the orphans are denied the opportunity of going to school and they stay at home doing farm work and household chores. Many orphans also drop out of school because of lack of money to pay fees. After realising that these orphans need to be cared for, the different voluntary groups had to find means and ways of helping them financially and materially.



Donations to an orphanage

Activity 3

1. Collect pictures of assistance provided by voluntary organisations to the needy.
2. Dramatise orphans being ill-treated and getting help from voluntary organisations.
3. List voluntary organisations taking care of orphans and the vulnerable in the community.

Disabled

Many people in different communities reject people with disabilities. Children with disabilities have the same rights as other children. They have the right to be safe, learn and develop as far as they can. They also need love and communication. Because of such needs, they have been looked after by different voluntary organisations.

Activity 4

1. List organisations that care for the disabled people.
2. Visit a voluntary organisation in your area.

The elderly

Old people need a lot of care. They need to be loved, they need food, materials to use and a home to stay in. Some organisations have built some homes for the old people, for example, Entembeni Old People's Home and Ekuphumuleni in Bulawayo.

Activity 5

1. Use the internet to find out about old peoples' homes and children's homes in the country.
2. Research on how Jairos Jiri established and managed his centres.
3. Visit an old people's home.

The Poor

There are people in the community who also need assistance to get social services. They do not have any source of income and anything to use. These people also need help for better living. These are the poor.

Activity 6

1. Suggest at least six ways of helping the poor.
2. In groups, dramatise the way of life for the poor and the rich families.

Exercise 4

1. List two beneficiaries from local voluntary organisations within communities.
2. Give two sad things faced by some orphans in communities.
3. Children with disabilities have the same rights as other children. [True/False]
4. What do old people need from the community? Give two answers.
5. What do we call people who are able bodied but lack basic needs and need assistance from voluntary organisations?

Summary

- Prominent people like Jairos Jiri and Sally Mugabe dedicated part of their lives to helping the needy.
- In Zimbabwe there are a lot of NGOs that help the needy. One of them is the Zimbabwe Albino Association.
- Various people and organisations work together with the government to provide the needed social services to the needy people of the society through voluntary work.

End of topic assessment test

Multiple choice test

1. Jairos Jiri's headquarters are in _____.
A. Harare B. Bulawayo C. Mutare D. Zambia
2. Disabled people should _____.
A. not help in society B. be left out
C. be allowed to work D. not be loved
3. Mathew Rusike was a _____.
A. Farmer B. Reverend C. Butcher D. Builder
4. _____ is a local organisation.
A. AU B. UN C. Jairos Jiri D. FAO
5. Sally Mugabe was the 1st female _____ to be laid at National Heroes Acre.
A. patron B. hero C. heroin D. nurse.
6. Sally Mugabe was the patron of _____.
A. Matthew Rusike Children's home
B. Jairos Jiri association
C. Mutemwa Leprosy Centre
D. Karanda hospital
7. In which way did Mathew Rusike help the needy?
A. Founded a home for the disabled.
B. Founded a Children's home.
C. Founded the Red Cross.
D. Founded a home for mentally ill people.
8. What are voluntary organisations?
A. Organisations which help people free of charge.
B. Organisations which let people pay for their upkeep.
C. Organisations which look after the rich people.
D. Organisations which give food to the poor only.
9. Two national voluntary organisations in Zimbabwe are _____ and _____.
A. Jairos Jiri Association and Matthew Rusike Children's Home
B. UNICEF and UNHCR
C. WHO and DDF
D. Matthew Rusike and Mother Theresa

- lives
the
t to
ugh
10. Which group of people need constant help from others?
A. the aged B. the rich C. the teens D. the mothers

Structured questions

1. a) Jairos Jiri Association was named after whom?
b) Name two cities where craft work is sold?
c) Jairos Jiri's headquarters are in _____.
d) How old was Jairos Jiri when he died?
2. a) How can we help disabled people?
b) Give two groups of people who need assistance in Zimbabwe.
c) In which way did Matthew Rusike help the needy in Zimbabwe?
3. a) When was the late Amai Sally Mugabe elected the first secretary of ZANU (PF)?
b) Name two of the things that Amai Sally Mugabe contributed to Zimbabwe.
4. When was St Giles Rehabilitation centre established?
5. Name three things church organisations do for the poor.
6. The beneficiaries of voluntary organisations are _____, _____ and _____.

Glossary

Organisation	- a group of people organised for a common purpose.
Orphans	- children who whose parents are dead.
Voluntary	- done willingly and not that you are forced to do it. Done without payment.

Topic

7

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

Objectives

By the end of the lesson you should be able to:

1. identify productive sectors
2. describe activities in the productive sectors
3. state sources of family income
4. list family expenditures
5. compile a family monthly budget
6. state the importance of banking
7. identify different methods of banking.

Flashback

1. List all the natural resources you know.
2. Discuss how natural resources are conserved.
3. Discuss people's activities that destroy natural resources.



Key words

budget

consumption

income deficit

Introduction

Zimbabwe's economy is based mainly on agriculture but also has strong mining, fishing, tourism, manufacturing and forestry sectors. In this unit we will look at Zimbabwe's productive sectors. The activities in the productive sectors include growing, harvesting, processing and marketing. We will also look at family incomes, expenditure, budgeting and banking.

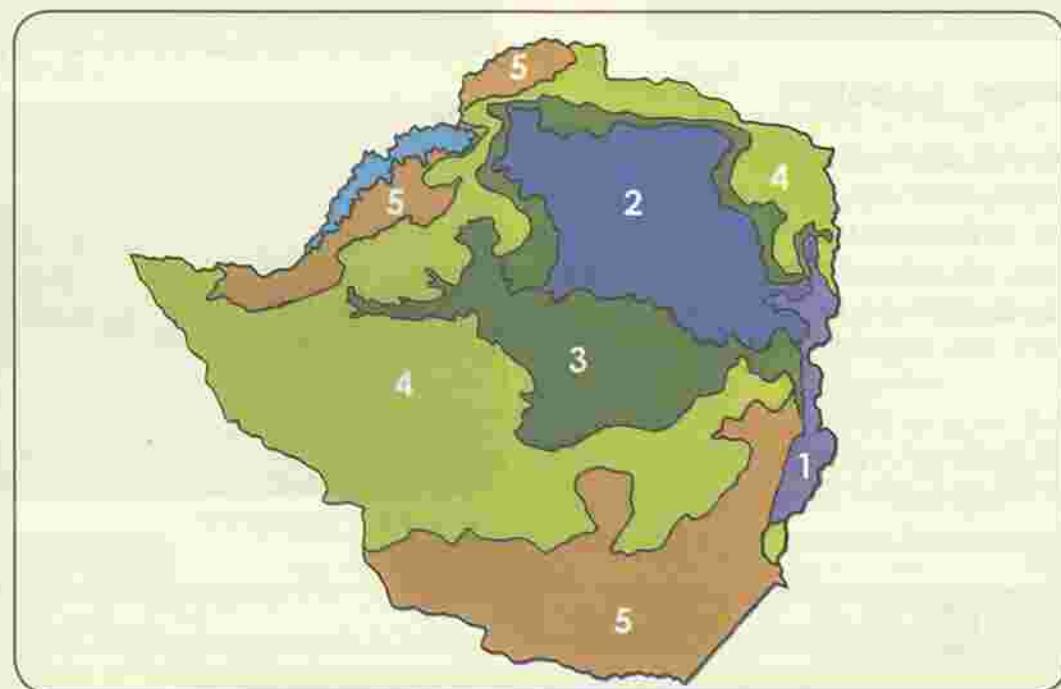
7A. Productive sectors in Zimbabwe

Agriculture

Agriculture refers to the growing of crops and keeping of animals either for **consumption** or for commercial purposes. Consumption is the act of using a product instead of selling it. Agriculture is the backbone of the lives of the people

of Zimbabwe. This is the most important productive sector in the country. It contributes greatly to the economy of the country. The agricultural sector employs many people, both formally or informally. It also contributes to the country's foreign currency earnings through exports. Crops like tobacco and cotton are sold to other countries, hence, bring foreign currency to Zimbabwe. From this sector, large quantities of raw materials are sent to the manufacturing industries. For example, cotton is sent to ginneries for weaving into cloth and sugarcane is sent to sugar refineries where sugar is produced. Sugarcane is also used to produce ethanol.

Farming Regions in Zimbabwe

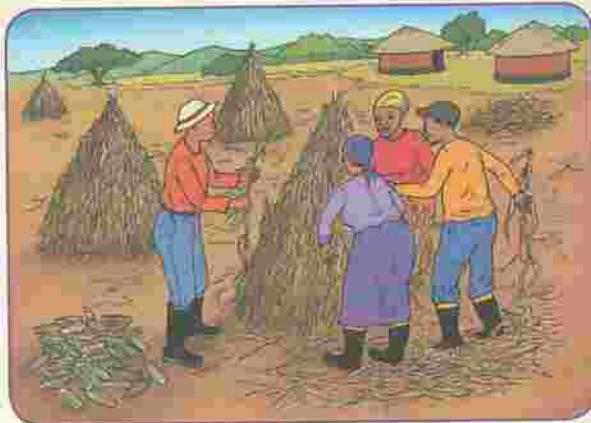


There are five natural farming regions in Zimbabwe. The regions are as a result of temperatures, type of soil and amount of rainfall received in an area. This means that the rainfall and temperatures in a region influence the farming activities of that area or region. Regions 1, 2 and 3 are mostly suitable for commercial farming and cash crops are grown there. Regions 4 and 5 are the dry areas in the country where intensive livestock production is done. Most peasant farming is practiced in regions 4 and 5. In these areas peasant farmers grow drought resistant crops like sorghum, millet or rapoko. These are usually referred to as small grains. Crops like sugar cane, which favour high temperatures, are also grown through irrigation schemes.

Subsistence farming

Subsistence farming is done by most people in rural areas. It is hand to mouth farming. The crops grown are mainly food crops and the people grow crops and rear animals mainly to feed their families. The little extra food crops and animals are sold to neighbours so as to meet their family needs. Crops grown are

mainly food crops like maize, groundnuts, rapoko, maize, sorghum, round nuts as well as cowpeas. Animals kept include goats, sheep, cattle and chickens. Simple tools like ploughs pulled by oxen, hoes for weeding, cultivators and scotch carts are used in the agricultural practices. This is known as peasant farming and the farmers are referred to as peasant farmers.



People harvesting (subsistence farming)

Commercial Agriculture

Commercial agriculture can be referred to as agro-business. The production of crops or animals is mainly for sale. Large quantities of wheat, maize, bananas, oranges, cotton or tobacco are grown and sold at national or international markets. Commercial agriculture is practised mainly in regions 1 and 2. Big heavy machines are used. The machines include tractors, harrows, combine harvesters as well as overhead sprinklers.



Commercial agriculture

Activity 1

1. In groups, discuss farming activities in your community.
2. Draw the map of Zimbabwe, showing the main farming regions.

Exercise 1

1. List three main crops grown in commercial farming.
2. What type of agriculture is practiced at your home?
3. Name three animals you find on a commercial farm.
4. What is the difference between subsistence and commercial farming?
5. List two advantages and the disadvantages of subsistence farming.
6. Write two advantages and disadvantages of commercial farming.
7. List three machines used in commercial farming.

Mining



Diamond



Coal

Mining is the process of extracting minerals from the earth. Dating back to the 16th century, Zimbabwe has been very blessed with minerals. Portuguese records of the 16th century show that traders obtained a lot of precious minerals from the Mutapa State. In actual fact, Zimbabwe was colonised because the colonisers wanted minerals, especially the gold. Minerals mined in Zimbabwe include gold, copper, tin, diamonds, iron ore, coal and phosphate among others. Most of the minerals in the country are exported and in turn bring in good foreign currency.

Zimbabwe has a lot of mineral deposits. There is a rock feature that cuts across the country with a lot of mineral deposits like gold. The feature is called the Great Dyke and it runs for about 530km. The dyke divides the Highveld into two halves.

Activity 2

Using the internet, research mining in Zimbabwe and fill in the table that follows.

Mineral	Where is it mined?
Coal	Hwange
Phosphate	Dorowa
Diamonds	_____
Gold	_____
_____	Bikita
Nickel	_____
Copper	_____
Iron ore	_____

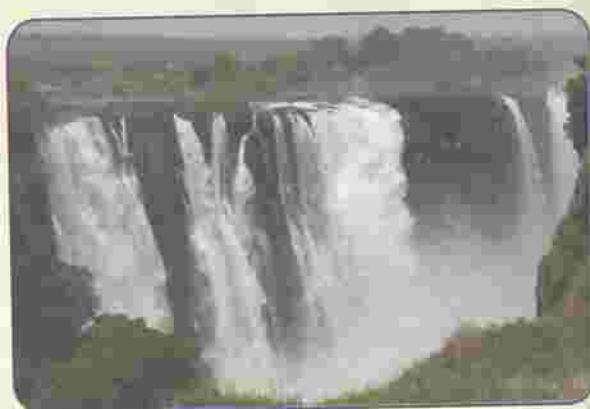
Fishing

As a land locked country, Zimbabwe relies on its inland water for fish production. Most of Zimbabwe's fish comes from Lake Kariba. Most fishing in Kariba is done by peasants living along the lake shore. Some of the fish are dried while some are

sold fresh. The other inland dams and lakes also produce enough fish for consumption to surrounding communities.

Tourism

Tourism has become very popular these days. Who would not like to be a tourist? Many people come from different countries to see places of interest in the country and they are called international tourists. Tourists from other countries bring foreign currency into the country. The places of interest include Great Zimbabwe, Victoria Falls, Hwange National Park, Lake Kariba as well the Eastern Highlands of Zimbabwe where the great Nyangani Mountain, Vumba and Chimanimani mountains are found.



Victoria Falls

Forestry

Zimbabwe's forestry industry is based mainly on exotic trees such as pine, eucalyptus as well as wattle. There are also indigenous woodlands which take long to grow. These include teak, mahogany, amarula as well as mukwa in Shona and umvagazi in Ndebele. Zimbabwe is self-sufficient in sawn timber. However, in rural areas where wood is a fuel and also used for building, there is a problem of deforestation. The 1st Saturday of December has been set aside for tree planting. This is done so as to promote tree planting and to create awareness for the importance of trees.

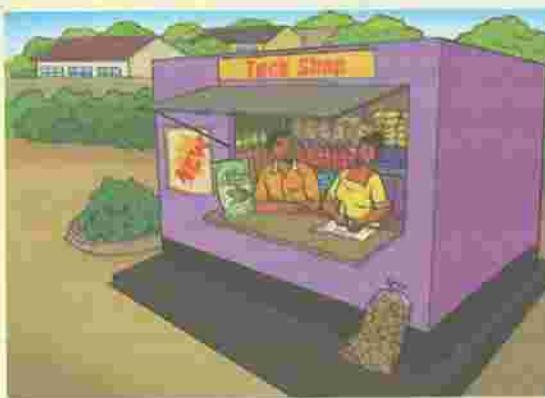
Activity 3

1. Arrange for a school visit to some of the tourist attraction centres.
2. Organise a field trip to any productive centre nearby, could be a farm or a mine.

Exercise 2

1. List three tourist attraction places in Zimbabwe.
2. Give four examples of minerals mined in Zimbabwe.
3. What is Zimbabwe's main cash crop?
4. Which day is set apart for tree planting?
5. Mountains in the eastern highlands are _____, _____ and _____.
6. Most farmers in rural areas are _____.
7. What is the importance of the tourism industry to the country?

7B. Budget income expenditure



People get money or **income** for everyday use from different sources. Income is money that is earned. Money is required for different purposes in life. For effective use of money, a **budget** is required. A budget refers to the planned use of money. Expenditure is money that is used by the family.

There are a number of ways of earning an income. Some people are employed formally hence their money comes from their employers. The formal sector includes the civil service, parastatals, some private companies and also some non-governmental organisations. Some people are self-employed, hence, they get their money from selling their produce, for example, from selling garden crops or poultry projects. Other people engage in vending and earn a living that way. Others earn a living from small businesses including the cross borders who merely practice buying and selling. Another group is that of peasants who rely on peasantry farming. There are also business people who get their money from the businesses they run.

Activity 4

1. In pairs, write the different ways people in your area get money.
2. Visit a local bank and find out ways which can enable one to get a loan to start a project to earn money.
3. Suppose someone gave you \$50.00, what would you do with it?
4. In groups, make a family monthly budget. State whether it's for a rural family or an urban one.
5. Compare your home needs with your income.

Expenditure

Expenditure is the act of spending or using money. Different families have different ways of using their money. Expenditures differ in families due to a number of

factors. In rural areas, money is mainly used to buy much needed groceries like sugar, cooking oil, soap. It is also used to pay fees for children, transport purposes, buying clothes and any other needed items. In urban areas it is a bit different. There are a lot of expenses. These include rentals, where you pay for where you live, paying phone and water bills. Transport to and from work is needed as well as to and from school. Any food is to be purchased hence their groceries need a big share of their budget.

Activity 5

1. Tell others about your family expenditure.
2. Explain where most of your family money is needed.

Budgeting

A **budget** is planned use of money at a certain period. For family incomes to sustain families, budgets are needed and necessary. In most families, incomes are lower than their wants or needs. A budget makes it possible for one to manage his/her money to maximum use. With a budget, one can properly plan for the use of his or her money.

When making a budget there are certain things to consider. Firstly, there are basic needs, like mealie-meal, salt, sugar or cooking oil which should always get the first preference. Basic needs are necessities of life, hence should always be available. Luxuries are considered depending on the availability of the money. Luxuries include drinks, cakes, sweets as well as cigarettes. If the income is not enough to meet the family needs then there is a **deficit**. A deficit is a shortfall of money. If amount earned is enough and leaves extra money then that is surplus. Usually the surplus is invested.

Activity 6

Complete the budget below:

Home needs per month	Amount
Food	
Rentals (Including electricity)	
School fees or accessories	
Bus fare	
Paying accounts for clothes	
Incidentals	
Total required	
Amount earned	
Difference/surplus	

Exercise 3

- The planned use of money is called _____.
- Teachers, doctors or the police are all in the formal sector. [True/False]
- What is the main difference between basic needs and luxury needs?
- Write two important things paid for by people in urban areas .
- If a family's income is lower than their needs then they are said to be having a budget _____.
- Give two ways in the informal sector which are sources of family incomes.

7C. Banking

Importance of banking

A bank is an important institution for keeping people's money safely and paying out on a client's request. Names of different banks in Zimbabwe include Agri-bank, Standard Chartered, Barclays, Cabs, Steward and many others. There is the Reserve Bank of Zimbabwe which controls the working of the country's banks and money. Most working people earn their salaries through banks. Banks issue notes and coins which are used as a medium of exchange by all **consumers**. A consumer is a person who purchases goods and services for personal use. It is through a bank that depositors and borrowers are connected. They create employment for different people. At times banks support agricultural development of the country by providing loans at a low rate to farmers. Banks also give out loans to people who want to get big projects, only if they meet the bank's requirements.

Methods of banking



Over the counter banking



Online banking

There are different methods of banking. The most common method is depositing money over the counter. This is a bank transfer which involves direct deposit and withdrawal. There is also banking which has become very common in the country. This type of banking is called online banking and under this type we also have mobile banking. Mobile banking involves internet or mobile transfer of money. Examples of this are eco-cash, tele-cash and one wallet among others. Banks also use internet to do e-banking. They have come up with ways of making sure that banking happens even at the comfort of a client's home.

Activity 7

1. Research on the importance of banking and different banking methods.
2. Tour local banks and find out the way they do things.
3. Role play over the counter and e-banking.
4. Listen as a resource person explains about banking.

Exercise 4

- 1 Write two uses of banks.
- 2 What is a budget?
- 3 The two forms of money are _____ and _____.
- 4 Define mobile banking.
- 5 Write two reasons why banks are important in a country.
- 6 How do banks support the agricultural sector?

Summary

- Zimbabwe's productive sector is mainly agriculture as it is also one of its foreign currency earners. The productive sector also includes mining and tourism. Tourism has also become very popular and a good foreign currency earner.
- Many families budget and spend their money as per family's earnings.
- Different banking methods help people access their money easily or purchase what they want easily.

End of topic assessment test

Multiple choice questions

1. Most workers get their salaries from their employers through a _____.
A. mobile phone B. card
C. deposit D. bank
2. What is the importance of the productive sector?
A. Many crops are grown.
B. Food crops and cash crops are grown.
C. Raw materials come from that sector.
D. There is a lot of work there.
3. A mineral used to make jewellery is _____.
A. phosphate B. coal C. iron D. gold
4. _____ is the planned use of money.
A. Banking B. Budgeting C. Mobile banking D. Inflation
5. What are basic needs in a family budget?
A. Sugar, milk, mealie-meal, cooking oil and salt.
B. Rice and sweets.
C. All groceries.
D. Chocolates.

6. What is Zimbabwe's chief cash crop?
A. Maize B. Rice C. Tobacco D. Groundnut
7. The South African currency also used in Zimbabwe is the _____.
A. pula B. dollar C. rand D. kwacha
8. The bank which controls all the country's money is _____.
A. Cabs B. Standard Chartered
C. Barclays D. the Reserve Bank
9. A utility paid for by people in urban areas that people in the rural areas do not pay for is _____.
A. water B. groceries C. school fees D. transport
10. What are cross border traders? They are _____.
A. business women
B. people with businesses outside
C. people who buy goods from neighbouring countries and sell in Zimbabwe
D. those with many shops in towns

Structured Questions

1. (a) In which region do we find most commercial farms?
(b) Which cash crop is mainly grown in region 1 of the country?
(c) What are combine harvesters used for?
2. (a) Where are diamonds mined in Zimbabwe?
(b) What name is given to the rock feature that runs along the Highveld?
(c) What mineral is mined at Hwange?
3. (a) What does the term 'landlocked' mean?
(b) Name the lake Zimbabwe heavily relies on for fish.
(c) Who does most of the fishing at Lake Kariba?
4. (a) Which two places attract tourists in our country?
(b) Why are tourists important to Zimbabwe?
Write two exotic trees found in Zimbabwe.
In any budget, what aspects does one look at?
Who does most of the fishing at Lake Kariba?
(a) Write one main difference between the budget of a rural family and an urban family.
(b) What is the importance of keeping money in a bank?
(c) What is e-banking?

Glossary

Income	- money earned.
Production	- what comes out of something.

End of term two assessment test

Multiple choice questions

1. The CRC specifies all the _____.
A. laws B. children's rights C. policies D. traditions
2. Children's Rights Charter defines a child as being below _____.
A. 10 years B. 5 years C. 18 years D. 12 years
3. Which of the following shows civil rights and freedom?
A. Choosing religion of one's choice.
B. A name.
C. A balanced diet.
D. Passport or national identity card.
4. Children have the right to education but it is their responsibility to _____.
A. play
B. ignore it
C. read and do homework
D. avoid class
5. What is citizenship?
A. Living in a country.
B. Belonging to a country.
C. Migrating to a country.
D. Visiting a country.
6. Which one is a quality of good citizens?
A. Disloyal to their country.
B. Those who disrespect the constitution.
C. Defend their country.
D. Those who disrespect the flag
7. Abuse causes _____ in the victim.
A. confidence
B. respect
C. intelligence
D. fear and confusion
8. Who faces abuse in the world?
A. Women only.
B. Men only.
C. Children only.
D. Men, women and children.
9. Which type of abuse involves one being beaten up?
A. Physical abuse.
B. Sexual abuse.
C. Mental abuse.
D. Verbal abuse.
10. A Peace Order is a form of gender based protection document protecting one from _____.
A. lack of food
B. physical abuse
C. the good life
D. love
11. The CEDAW eliminates all forms of discrimination against _____.
A. men B. animals C. women D. birds
12. Which traditional practice violates women's rights?
A. Gender.
B. Abuse.
C. Virginity testing.
D. Rape.

3. What is human trafficking?
A. Buying and selling of women and children for sexual exploitation.
B. Movement of women and children to different countries.
C. Humans moving from one place to another.
D. Using various forms of transport to travel.

4. Identify any sex difference women have that men don't.
A. Beard
B. Deep voice
C. Breasts
D. Muscles

5. Police forces have the duty to _____.
A. arrest whoever they want
B. maintain peace and order
C. perform illegal acts
D. practice corruption

6. Heritage sites help the country earn _____.
A. praise
B. foreign currency
C. respect
D. competition

7. People who visit a country for site viewing or holidays are called _____.
A. neighbours
B. passersby
C. tourists
D. visitors

8. Where is the Great Zimbabwe found?
A. Bulawayo B. Masvingo C. Harare D. Chinhoyi

9. Inyanga mountains are found in _____.
A. Masvingo B. Mutare C. Gweru D. Nyanga

10. Khami Monuments are found near _____.
A. Harare B. Gweru C. Bulawayo D. Chinhoyi

11. The Chinhoyi Caves are located _____ km west of Chinhoyi.
A. 20 km B. 15 km C. 25 km D. 10 km

12. Heritage sites hold a _____ value for the local people.
A. cultural B. social C. significant D. economic

13. The Heritage sites have helped create _____ for the local people.
A. employment B. food C. shelter D. protection

14. Heritage sites foretell the _____ of the country to the young.
A. culture B. history C. belief D. future

15. Igloos are built by _____.
A. San people
B. Egyptians
C. Shona people
D. Eskimos

16. An igloo is built of _____.
A. cement bricks
B. stones
C. sun dried bricks
D. ice blocks

17. _____ is material used to build a hut.
A. Grass B. Leaves C. Tiles D. Asbestos

18. The Tonga build their huts on _____ because of floods and wild animals.
A. land B. silts C. boats D. trees

19. Which shelter is found in a desert?
A. Hut B. Igloo C. Tent D. Pyramids

30. A factor that influences the type of shelter is _____.
A. tradition B. climate
C. language spoken D. available manpower

31. Why are most round huts in rural areas thatched with grass? It is because _____.
A. that is what people like
B. grass is cheap and easy to get for people in rural areas
C. people in rural areas do not like zinc or asbestos
D. it rains in rural areas

32. Which organisation deals with disabled people?
A. Matthew Rusike Children's Home
B. St Giles Rehabilitation Centre
C. Jairos Jiri
D. World Vision

33. When was Jairos Jiri association started?
A. 1990 B. 1951 C. 1930 D. 1952

34. The Jairos Jiri association owns shops that sell ____ made by disabled people.
A. televisions B. food C. craft D. gadgets

35. One heroine buried at the Heroes Acre is _____.
A. Betty Mafi B. Ishewokunze
C. Sally Mugabe D. Mama Mafuyana

36. Sally Mugabe was originally from _____.
A. Zimbabwe B. Ghana
C. Botswana D. Brazil

37. In which year did Sally Mugabe establish the Child Survival and Development Committee?
A. 1960 B. 1975 C. 1980 D. 1988

38. Matthew Rusike Children's Home aims at taking care of _____.
A. women B. men C. old people D. orphans

39. Who benefits from voluntary services groups?
A. Elite B. Poor C. Working class D. Intelligent

40. Which disease has produced a large number of orphans in communities?
A. Cancer B. Cholera C. HIV/AIDS D. Typhoid

41. Ekuphumuleni is a home for the _____.
A. orphans B. old C. disabled D. blind

42. A voluntary organisation is an _____.
A. organisation which helps people free of charge
B. organisation which lets people pay for their upkeep
C. organisation which looks after the rich people
D. organisation which gives food to the poor only

43. Zimbabwe's productive sector is mainly _____.
A. tourism B. mining C. agriculture D. trading

44. How many farming regions are in Zimbabwe?
A. 4 B. 7 C. 10 D. 5

45. In which regions is livestock production done?
 A. 1 and 2 B. 2 and 3 C. 3 D. 4 and 5
46. Subsistence farming is farming for _____.
 A. business B. family consumption
 C. trading D. money
47. Which mineral is used to make jewellery?
 A. gold B. copper C. zinc D. coal
48. Zimbabwe's dominant cash crop is _____.
 A. tobacco B. wheat C. groundnuts D. rice
49. A basic family budget involves _____.
 A. clothes and shoes
 B. sugar, salt, mealie meal, cooking oil and meat
 C. drinks and cereal
 D. grapes and apples
50. Where do people keep their money?
 A. In the kitchen.
 B. Their backyard.
 C. Bank.
 D. With friends.

Structured Questions

1. a) What is a right? (1)
 b) CRC stands for _____. (1)
 c) List at least three groups of child rights. (3)
 d) Give the difference between civil rights and freedom and basic health and welfare rights. (1)
2. a) What is a citizen? (1)
 b) What is the difference between a citizen by birth and a citizen by registration? (1)
 c) Identify any five qualities of a good citizen. (5)
 d) The constitution of Zimbabwe explains that every citizen has a right to _____ and _____. (2)
3. a) What is abuse? (1)
 b) List any four types of abuse. (4)
 c) What is the difference between gender and sex? (1)
 d) Identify and explain any three types of gender based protection. (3)
4. a) List at least four types of gender based violence. (4)
 b) What is human trafficking? (1)
 c) What is the duty of a police officer? (1)
 d) Besides maintaining peace and order, what other role do the police officers play in the country? (1)
5. a) List any two heritage sites in Zimbabwe. (2)
 b) What are the advantages and importances of having heritage sites? (2)
 c) Where does the name Zimbabwe come from? (1)
 d) Which mountain is said to be sacred in Zimbabwe? (1)

6. a) Which shelter is suitable for areas with flooding and wild animals? (1)
b) Why do people in the desert use tents as shelter? (1)
c) What is an earthquake and which type of shelter is suitable for an area with earthquakes? (2)
d) An igloo is built using _____. (1)
7. a) List at least three voluntary organisations which target vulnerable people in Zimbabwe. (3)
b) Who are the vulnerable people in the community? (1)
c) In which town was Jairos Jiri centre first built? (1)
d) What kind of materials made by disabled people are sold by Jairos Jiri Association? (2)
8. a) Name any two people who had a passion to help the less privileged in the society. (2)
b) How did Sally Mugabe help the Mutemwa Leprosy Centre in Mutoko? (1)
c) What does UNICEF stand for? (1)
d) Who benefits from local voluntary organisations? (1)
9. a) Agriculture is the most productive sector in Zimbabwe. [True/False] (1)
b) What benefits does the country get from agriculture? Give at least three. (3)
c) In which region is commercial farming practiced? (1)
d) What are the advantages of having minerals in a country? (2)
10. a) What is a budget? (1)
b) Why is budgeting important? (1)
c) Why do people keep their money in banks? (1)
d) Identify any two methods of banking practiced nowadays. (2)

Topic 8

Transport and communication

Objectives

By the end of the lesson you should be able to:

- outline the development of means of transport and communication
- examine indigenous and modern means of transport and communication
- explain the importance of modern transport and communication
- identify goods transported by road, rail, air and sea
- evaluate the current modes of transport
- list major road ports, seaports and airports linked to Zimbabwe
- locate major seaports and airports on a map
- identify various communication systems
- describe the appropriate use of communication systems.

Flashback

- Using the internet, find pictures of different modes of transport.
 - paste them on a manila paper and name each one.
2. In groups, talk about different ways of communicating with friends

Key words



transport

communication

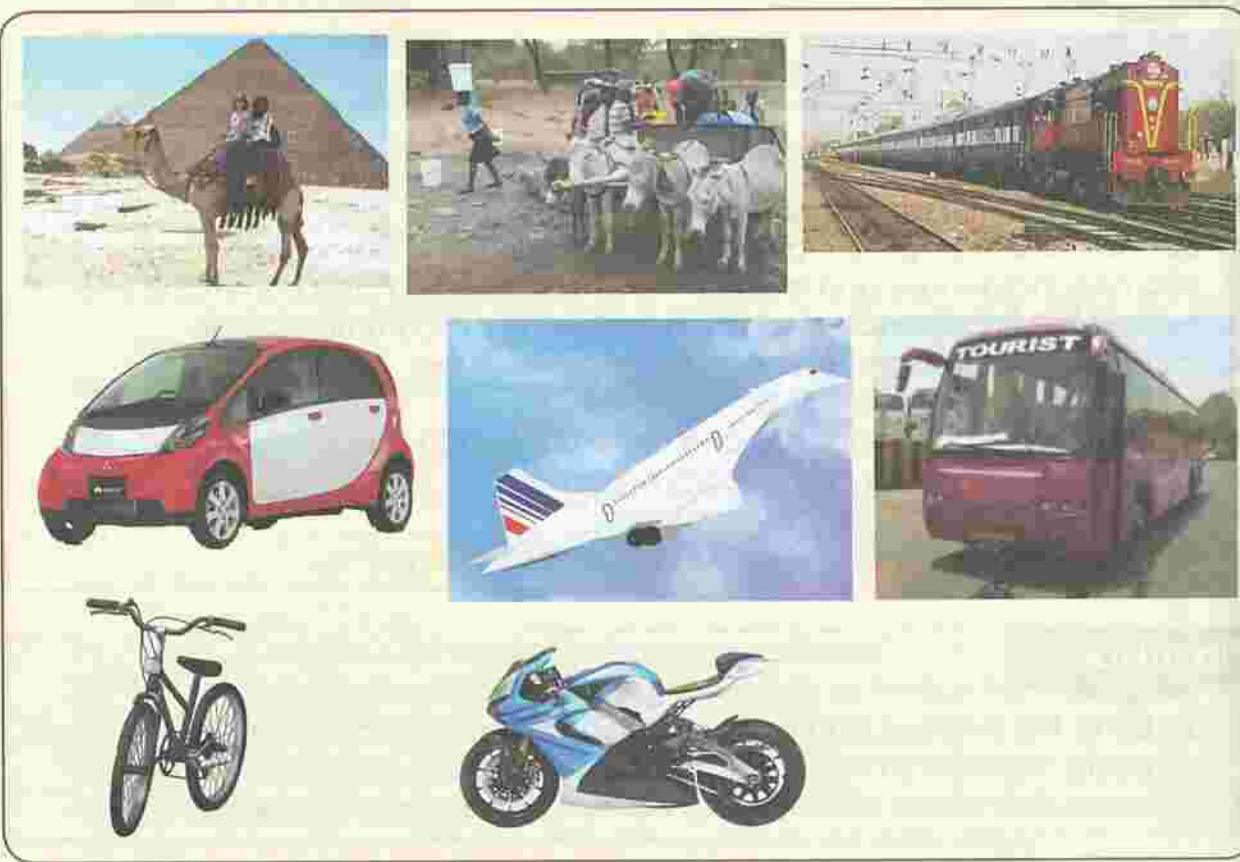
mode

Introduction

Transport is a means of travel or movement from one place to another. It includes the public and private movement of people and goods. On the other hand, **communication** is the act of passing information or messages from one person to another. There is movement in both transport and communication. So transport and communication go hand in hand. For information to be passed then transport is required. Also, goods are to be transported there should be some communication. Transport and communication are an important part of our day to day life.

8A. Development of transport and communication

Transport



Means of transport

Dating back to the Stone Age, people in Zimbabwe travelled from one place to another on foot. They carried their goods on shoulders, heads or on backs. Later on they turned to their animals. They used backs of donkeys or horses. After some time, they used sleighs or sledges pulled by animals. This was then followed by the wheel. The introduction of the wheel brought in ox-wagons, scorch-carts, bicycles as well as cars. The wheel travelled on prepared roads.

In Zimbabwe, the first gravel roads were constructed in 1920. Next came strip roads in 1933 and full tarred roads came into effect around 1949. This has led to our tarred roads today.

James Watt around 1760 developed a steam engine. In Zimbabwe, the first railway lines were built in 1897. These were built by Rhodes' men from South Africa. Rhodes wanted a railway line which ran from Cape Town in South Africa to Cairo in Egypt.

After cars and trains came air travel. The first aeroplane flight was successfully carried out by the Wright brothers in 1903. Today a lot of travelling and ferrying of goods is done by air.

Communication



Means of communication

In communication, man first used smoke or sound of drums as a way of passing different messages. Rising smoke could call people to the chief's court. Beating of drums in a special way could mean the death of someone. Blowing of the horn was also used for communication. At times, a messenger could be sent by word of mouth. All this was followed by the use of letters, telephones and telegrams. Today the use of fax, e-mails, computers, internet or satellites have come into use. The most recent ways of communicating through the internet, mobile phones and computers include facebook, twitter and whatsapp. The new ways of communication are fast and efficient.

Exercise 1

1. Name two ways that people used to communicate long ago.
2. List three ways of modern transport used today.
3. State one disadvantage of traditional ways of communication.
4. State one advantage of modern transport.
5. Name one device that can be used to communicate with a lot of people at the same time.

Indigenous means of transport

Indigenous means of transport in Zimbabwe include donkeys, cows and carts. These were used long back. People would use donkeys and cows to carry heavy

luggage on their back. After some time they designed a cart that was pulled by donkeys or cows. Both people and the luggage could be carried on the cart. People would travel long distances for days. After travelling for a distance they would rest on their way and continue later until they reached where they were going. However, indigenous transport was much cheaper to use and it is still being used in Zimbabwe especially in the rural areas.

Modern means of transport

The modern means of transport include boats, cars, buses, trains, motor bikes and aeroplanes. Modern transport improved the efficiency in travelling or transporting goods and people. It is faster than the indigenous transport. Some take more time depending on the distance they are travelling and the goods being transported. For example, a ship or boat will take months to travel to some countries because they are slow but transport huge items such as cars. They make it easier for countries to import and export goods. Aeroplanes are very reliable as people can now fly to different places in a short space of time. In everyday life we use either of the transport to go to work, school and travel to other towns. As much as modern transport is available, it is expensive to acquire and maintain. It costs so much to buy and to fuel it.

Indigenous communication

Long ago people used to communicate using smoke. People would go to higher places, such as mountains to make a fire. This would alert people around that there was a message being communicated. They also used to beat drums. The drum was beaten in different ways to communicate different messages. During the hunting and gathering, the iron aged people would paint the rocks to let people know the animals that were found in the area. Rock painting was used to communicate with other people. The indigenous type of communication was mainly effective for people living very close to each other. People were forced to stay close to each other so as to make communicating easier.

Modern communication

This was seen as a relief to people because they are able to live far away from each other but can still communicate. People started using letters, telephones, fax and email. Letters were easily sent to the post office and they could be carried by cars to the next town or village. A person would receive a letter from the postman. Later people started using phones, the fax and emails. This improved the efficiency of communication. People can now speak to each other and give feedback at the same time.

Importance of modern transport and communication

- Help in trade. Some countries require resources which are not found in their country, for example, gold.

- The transportation of technology has become easier as countries can use better technology from other countries.
- Goods can be transported in and outside the country and also around the country from one city to another.
- People can travel from one place to another.
- They shorten distance between places.
- In agriculture, perishables can reach their destination while fresh.
- People easily share ideas.
- People can now get informed in a short space of time.

8B. Transportation of goods

Transport is very important in people's lives today. Goods are carried from areas of production to those of consumption. Goods are transported from areas with surplus to those with a deficit of the particular goods. People are able to move from one place to another in search of jobs, education and any other emergency in life through transport facilities.

Modes of transport

There are different modes of transport that are used to transport goods. These include air, rail, road and water.



Modes of transport

Activity 1

1. What mode of transport would you use?
 - (a) To go to your friend's house which is 500 metres away from your place.
 - (b) To visit a relative 200 km away from your house.

- (c) To take perishable goods like milk, fruits and vegetables from farms to towns and cities.
- Use the internet to find out the advantages and disadvantages of various modes of transport.
 - Research:** Visit Traffic and Safety Council/Police station and find out what can be done to reduce road accidents in the country.

Goods and modes of transport

Mode of transport	Goods transported
Road	cars, farm produce, groceries
Rail	heavy goods such as furniture, minerals
Air	flowers, farm produce
Water	oil, cars, furniture

Activity 2

Copy and Complete the table below.

Mode of transport	Goods transported	Form of transport
Road	Farm produce, for example, tobacco to auction floors, vegetables to market or to cities	Big trucks and lorries
Railway		
Air		
Water		

Roads

Roads play an important role in the transport system. In Zimbabwe, road is the most common mode used because it is accessed by nearly everyone in every part of the country, whether rural or urban. For example:

- It is by road that we reach railway stations, airports and seaports.
- Roads connect rural areas to urban areas.
- Roads connect towns, cities and neighboring countries.
- It is by roads that door to door services are accessed by means of cars, buses, motor-bikes or trucks.
- It is by roads that all our farm produce are taken to markets or to manufacturers.

Railways

Railways are the cheapest mode of transport by which thousands of people can travel from one corner of the country to another for different purposes, for example, business, education and visiting friends and relatives. People of all income groups can travel by train as it has different types of compartments like general, sleeper and many others. Goods trains carry goods like coal, cement, food grains, fertiliser and petroleum from industries to areas of consumption. Passenger trains and goods trains travel on a railway line.

Water

From olden days till now, water has been an important means of transport. It is very useful in transporting very heavy and bulky goods. A ship can carry tonnes and tonnes of goods at a time. Goods like petroleum and its products can be transported easily across continents. Ships, boats and submarines all take off or load at a seaport or harbour at a coast of an ocean or sea.

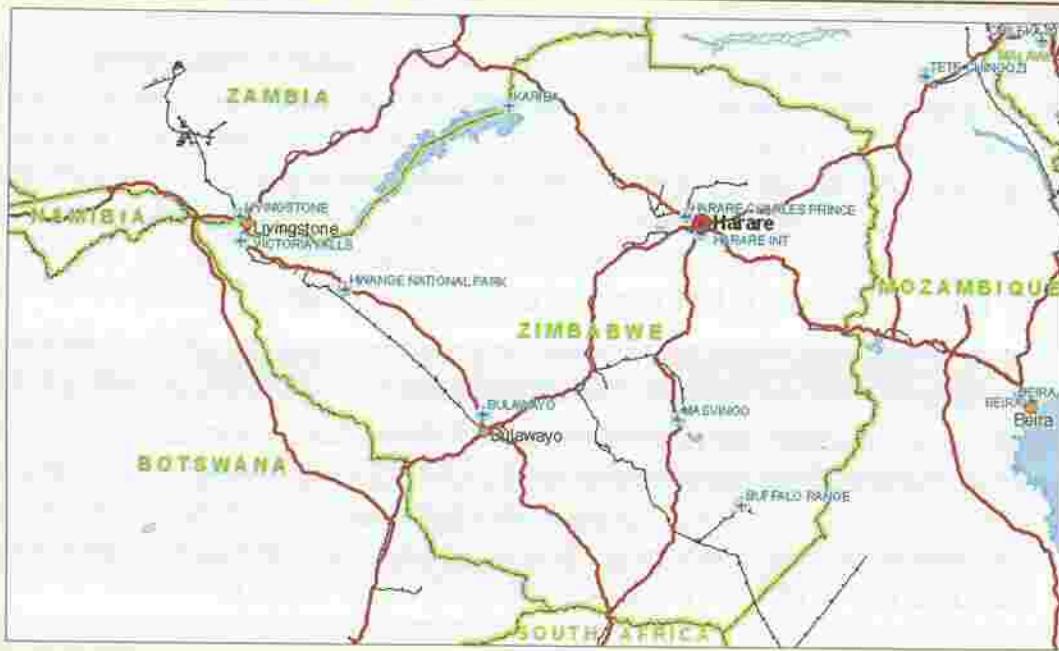
Zimbabwe is a landlocked country, hence, uses seaports of neighbouring countries to move its exports and imports. Beira is the nearest seaport to Zimbabwe. In Zimbabwe, boats are seen mainly in Kariba Dam.

Air

This is the fastest means of transport. By air, one can reach a destination quickly without congestion of any other means of transport. Air transport is free from surface hindrances like mountains, forests or flooded rivers. It connects countries of different continents making the world a global village. It is suitable for transporting fruits, vegetables, flowers or high value goods like drugs or machines. It is useful in times of disasters, for example, in floods or in wars. However, it is very expensive hence out of reach for the common man. Aeroplanes land or take off at airports in cities or towns.

Exercise 2

- What mode of transport would be used to transport fresh flowers to the United Kingdom?
- What mode of transport would be used to transport cars from Japan to Durban in South Africa?
- What mode of transport is used by cotton farmers to carry their cotton from farms to cotton ginneries?
- Write one advantage of the railway transport over the road transport.
- What mode of transport is used to get to airports or seaports?
- Name airports you know in the country?
- What problems are met in areas where there are poor roads?



Key

- Capital
- Major Towns
- National Boundary
- ⊕ Airport
- Seaport
- Primary Road
- Railway

A map showing airports of Zimbabwe and sea ports linked to Zimbabwe

Study the table below.

Air ports	Sea ports
Victoria falls	Mozambique port Beira and Maputo
Joshua Mqabuko Nkomo	South Africa port Durban and port Elizabeth
Robert Mugabe International	

Activity 3

Locate and name the sea ports linked to Zimbabwe and airports of Zimbabwe shown on any map of Southern Africa.

8C. Responsible use of communication systems

Communication is a system of carrying or passing messages from one person to another. Through communication people exchange thoughts, ideas and information.

There are different types or means of communication in place now. People communicate with each other by letters, telephones, cell phones, newspapers,

magazines, radios, televisions, computers and also satellites. Messages can also be sent through telegrams, facsimile machine (fax) or emails. In fact, the choice of communication depends on purpose.

Postal communication can be classified into two parts, postal service and telephone service. Postal service is now an old means of communication. It includes letters, money orders, parcels and postal service schemes. Telephone services have proved to be very important and widely used in today's world. They are quick and affordable.

At times, information can be communicated to a very large number of people. This is called mass media or mass communication. These include radios, televisions, newspapers, books, magazines and satellite communication.

New Communication Technologies

There is a revolution of technology. These include internet, whatsapp, facebook email, fax, video conferencing, twitter and skype.

Communication systems are used effectively they support personal and country development. Through the new technology, communication is fast, instant and reliable. The new technologies have some negative effects like causing addiction and teaching children pornography. Communication systems like Facebook are global. This means that they are used by people from around the world. Murderers, rapists, kidnappers and other dangerous people also use these systems. If children use these without parental guidance they may communicate with dangerous people.

Activity 4

Research

Use the internet to find the advantages and disadvantages of new communication technologies.

Exercise 3

1. List two means of communication from the past.
2. Give three examples of mass media.
3. A suitable type of transport to carry school learners going for sports to a country overseas is _____.
4. Which mode of transport is suitable for transporting perishable goods from one country to another?
5. Name one thing that can be transported by the fastest mode of transport?

Summary

- Transport developed from animal to air while communication developed from smoke signal to satellite. The modes of transport include water, road, rail and air.
- All the transport systems in the world use these modes.
- In other countries there has been massive development in the communication and technology industry.
- There has been great development in the communication systems on internet communication platforms such as whatsapp, google, twitter and many others.

End of topic assessment test

Multiple choice questions

1. _____ is a mode of transport used by cars, buses, trucks and lorries.
A. Water B. Vehicles C. Wheels D. Road
2. Which form of transport is used commonly to deliver goods in city centres and around rural farming areas?
A. Air B. Water C. Railways D. Road
3. The fastest means for transporting goods and passengers is _____.
A. bus B. intercontinental highways
C. train D. aeroplanes
4. _____ is a modern way of communication.
A. Smoke B. Drum C. Horn D. Email
5. When communicating with someone in South Africa, you can use _____.
A. drums B. paintings C. telephone D. railway
6. The best reason air transport is better than other means of transport is _____.
A. its huge size B. it is faster C. good seats D. safety
7. The most expensive form of transport is _____.
A. an aeroplane B. a cart
C. the railway D. road transport
8. Which airport is found in Zimbabwe?
A. Joshua Mqabuko Nkomo airport B. Zambia
C. Limpopo River D. Mozambique
9. Zimbabwean trade is best served by ports in _____.
A. Zambia and Namibia B. Tanzania and Zambia
C. West Africa D. South Africa and Mozambique
10. Why are roads important in remote rural areas of the country?
Because roads _____.
A. are good B. make people like to travel
C. are safe D. help in the development of an area

Structured questions

1. a) The mode of transport that is suitable for water locked countries is _____.
b) What is the best mode of transport used by farmers or shop owners to deliver their goods?
c) Why can't farmers use the railway system to transport their tobacco to auction floors?
2. a) Write one formal way of using letters today?
b) Why is it important to keep all public phones working?
c) How did people from long ago communicate?
3. a) Write one problem faced by people travelling on a train.
b) What mode of transport would be used to transport perishable foods to Britain?
4. a) Write one advantage of the new communication systems.
b) Why is communication necessary and important to people?
c) What modern discoveries make people communicate globally?
d) Apart from phoning or receiving calls, what are the other functions of a cell phone?
5. a) Write three modes of transport you know.
b) Which old means of transport is used by people in the remote rural areas?
c) Write two factors which influence the choice of how we travel.
6. a) What do the following ships carry?
 - (i) Passenger ship _____.
 - (ii) Cargo ship _____.
c) Write two seaports used for Zimbabwean trade.
d) What goods are normally carried by ships from continent to continent?
e) How would a car bought from Japan be transported to Zimbabwe?
7. a) Write two ways in which people communicated long ago.
b) Which is the fastest means of transport?
c) Write two uses of a computer.
8. a) Write four modes of transport you know.
b) What means of transport is best for transporting bulky goods over long distances?
d) The mode of transport used by cars, trucks and buses is _____.

Glossary

Satellite - is the latest means of communication which enables passing of information across all nations of the world.

Objectives

By the end of the lesson you should be able to:

1. identify ways of creating employment in Zimbabwe
2. identify work and leisure activities in the past and present
3. describe appropriate leisure activities.

Flashback

1. In groups, discuss why people need to work and the different kinds of work people do at home.
2. Identify people who have done well in sports and art in Zimbabwe.
3. In pairs, talk about what you do during your leisure times.



Key words

indigenisation

industrialisation

Introduction

For anyone to live a successful life they have to work. However, after work there is need to relax, rest and refresh. When you rest you will be able to work again the following day. Even God, the creator of the universe, rested on the seventh day after working for six days. Work and leisure go hand and hand.

9A. Employment creation in Zimbabwe

People are employed so as to get money to earn a living. Therefore, the government does a number of things so as to create employment for its citizens. This is meant to help people earn a living and to stop the movement of people from one place to another looking for employment, especially to other countries like South Africa. The government also introduces and helps fund cooperatives and irrigation schemes so as to create and sustain employment.

Different professions (Occupations)



Doctor

Builder

Lawyer

Chef

Cooperatives can be formed and engage people in a number of projects. Projects like poultry, piggery, buying and selling, animal husbandry and many others can be established. Training of people is key for cooperatives to be successful. Resources also need to be provided so as to ensure success.

Functional irrigation schemes can be boosted by building more dams in different areas and engaging people in all year round agriculture. A variety of crops and vegetables can be grown and find their way to bigger markets and supermarkets in towns for sale. Produce from irrigation schemes can also be sold nationwide depending on the surplus.

Activity 1

1. Tell others about any cooperative you know. Take note of the following questions:
 - (a) What does the cooperative do?
 - (b) How many members does it have?
 - (c) How do the members work?
 - (d) Where do they sell their produce?
2. Find out more about other cooperatives and what they do.
3. Talk about industries and what they produce.
4. Use the internet to find out how to establish a cooperative.

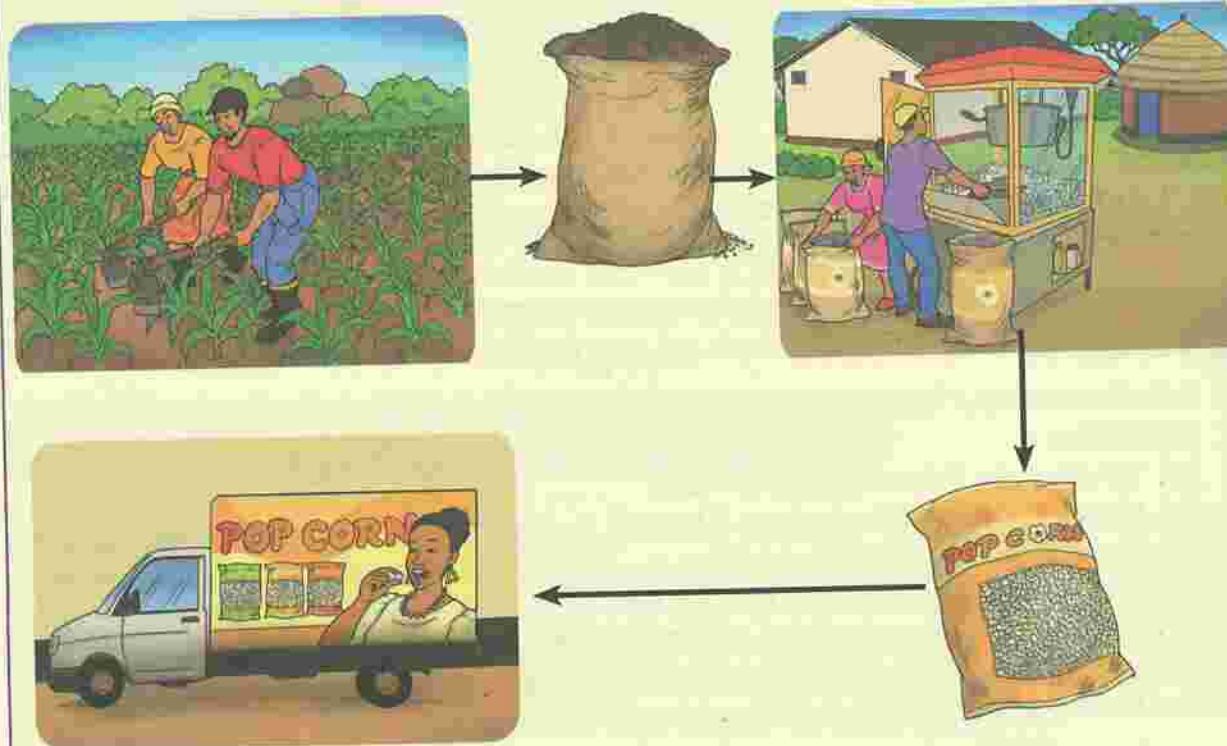
Indigenisation is another way of creating employment. Local people own companies and employ many local people. Processing and registering companies is made easy and accessible to many ordinary people.

Industrialisation is also another way in which industries are established in many areas and accessed by local people. The Zimbabwe Agenda for Sustainable Socio Economic Transformation (Zim Asset) 2013-2018 was developed for that. It helps to create employment in the country. The aim is to add value to our abundant natural resources. People are encouraged not to sell products in their natural state only but add value so as to create employment around the processing cycle. For example, instead of just selling maize, people can process it into different snacks. That way more people are employed. The case study below shows this type of employment creation.

Case study

Farmer A grows corn. He has two full time labourers on the farm and hires 20 more on part time when its weeding and harvesting time. Hence Farmer A has created 22 jobs.

He went for a value addition workshop and decided to produce popcorn at his farm. Farmer A employs 5 more labourers full time. He also regularly hires Driver C to deliver his Maputi to the shops and wholesale. Farmer A has now employed a total of 28 people, hence creating jobs.



Employment creation through adding value

Exercise 1

1. Why do people get employed?
2. _____ is important for cooperatives to be successful.
3. In order for people to engage in all year Agriculture they need _____.
4. What is industrialisation?
5. Value addition leads to _____.

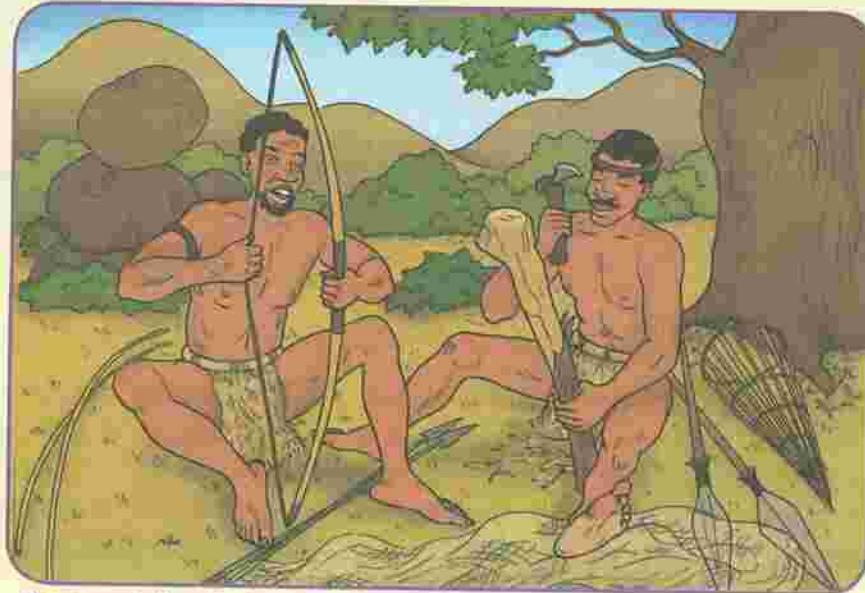
9B. Work and leisure in the past and present

Work in the Past

Work has been there ever since people lived. The people of the pre-colonial era worked very hard daily for their families' upkeep. They had to make tools they wanted to use in their search for food. The San were hunter-gatherers. Men and boys of a certain age went out to hunt. Women and girls were engaged in gathering fruits, preparing meals for their families and taking care of children.

The different ethnic groups did different kinds of work. As the staple diet was mainly from crops like millet and sorghum, peasant farming was practised. People started specialising in fields like blacksmith, farming, building and trading. They were very good builders as most of our great famous ruins were built by them. They also built big stone walled buildings such as Great Zimbabwe. The people also engaged in mining. They mined minerals like gold, iron and copper. They then traded with white foreigners for beads, cloths and bangles. They also engaged in security matters through military training to protect their empires .

On the other hand, women were engaged in pottery and weaving. They prepared meals for their families. They took care of children as well as all the other family members. Agricultural activities were part of their duties as well.



The san doing their everyday activities

Activity 2

List ruins that you know and then say who built them.

Leisure in the past

All ethnic groups were engaged in leisure activities. There was a day set aside every week just to relax and rest. This was called *chisi/izilo*. Grandmothers and grandfathers were sources of educative folktales which taught children good morals and manners. These stories were normally listened to whilst relaxing around a fire at night.

Evenings were also the best times for traditional dances where there was singing and beating of drums and any other entertaining activities. Among the Ndebele, the dances included *isitshikitsha* and *ingquzu*, whilst the Shona did *jerusarema* and *mbakumba*.

In the Ndebele state, ceremonies were conducted to celebrate the fertility of the land. The first fruit ceremony, *inxwala*, was celebrated annually. The king officiated this in his capacity as the political and religious leader of the state.

Games played an important part in the social life of the people. The traditional games played included playing house (*mahumbwe/amandlwane*) hide and seek (*chihwande hwande/ umacatshelana*) and many others. The games taught children discipline, teamwork, self-reliance and trustworthiness. Swimming and wrestling were games of great interest as well.

Activity 3

1. Write down a list of indigenous games you know.
2. In groups, play some indigenous games you know.
3. Talk about folktales you know and find their moral lessons.
4. Use the internet to find out about traditional games.

Work at present

There are different kinds of work which people do nowadays. The kind of work one does depends on the level of education and skill one has. Most jobs require a certain level of education and training in that field. Workers can be put into different classes according to their level of education and training of a particular job. Workers can be unskilled, semi-skilled or skilled.

Activity 5

1. What do you do when you are free at home or at school?
2. What do parents do when they are free?
3. Watch a sporting game on a television. Tell your classmates about it.
4. Talk about the sporting activities below.



Exercise 2

1. List three work activities that were done in the past that we still do today.
2. List three classes of present day workers?
3. White collar jobs are done by which class of workers?
4. What is leisure?
5. Give two activities you do in your leisure time.
6. Why is leisure important?

9C. Responsible use of leisure time

There are activities that are appropriate for leisure. These include playing different games. Games help the mind and the body to relax and refresh. Games help develop individuals' health. Continuous playing of games leads to one developing game skills which can make him/her turn into a professional.

However, there are certain leisure activities which are inappropriate, activities like clubbing in bars or night clubs. Here people spend lots of money, take drugs, misbehave and do all sorts of bad things. These activities may also lead youths to unwanted pregnancies, prostitution and many other bad behaviours.

Activity 6

Identify people who have become famous through sports. Create a chat with their pictures and present it in class.

Exercise 3

Research about people in sports and complete the table.

Name of person	Sport
Peter Ndlovu	Soccer
Tatenda Taibu	_____
Kirsty Coventry	_____
Elliot Mujaji	_____
Charles Manyuchi	_____
Benjani Mwaruwari	_____

Summary

- Work and leisure are part of life.
- The government plays an important role in employment creation.
- Leisure helps one to relax. However, there are leisure activities which have become work and give people income. Good examples are all the different sporting activities.

End of topic assessment test

Multiple choice questions

1. Why do people do the work they do?
 - A. To occupy themselves.
 - B. To be good citizens.
 - C. To earn a living and serve their families and societies they live in.
 - D. To keep out of trouble.
2. Why do school children work in the school garden?
 - A. It is child labour.
 - B. Because they will be punished.
 - C. To feel the work.
 - D. To train them so that they are prepared for life and become useful to their societies.

3. A dentist can be classified as _____.
A. semi-skilled B. skilled
C. unskilled D. a hard worker
4. If many people are unemployed what problems could be encountered in the societies?
A. They do not like education.
B. Many people become teachers.
C. There will be a rise in crime rate and drug abuse.
D. More people get married.
5. A business jointly run by many people is a _____.
A. company B. cooperative
C. irrigation scheme D. poultry business
6. In the San community, who did the hunting?
A. Men and women B. Only women
C. Only men D. Children
7. What are government workers called?
A. Semi-skilled B. Messengers
C. Civil servants D. Passenger
8. One form of leisure that is passive is _____.
A. playing golf B. fishing
C. collecting coins D. watching a movie
9. What do leisure and recreational activities do to our bodies?
A. Grow big and old. B. Be tired and restless.
C. Relax and refresh. D. Be light and do work.
10. Leisure activities at school help learners _____.
A. learn B. develop body and mind
C. get tired D. hate school work

Structured questions

1. (a) Explain what work is?
(b) Why do people work?
(c) What type of work did early people do to earn a living?
2. (a) Write two weapons made and used by the San for hunting.
(b) What was the main work done by the San men?
3. (a) How were children occupied during their free times in the iron-age era?
(b) Of what importance were folktales to children and the community?
(c) What do most men in rural areas do during their free times?
4. (a) If a boy gets a gardening job, what type of worker is he?
(b) Write two ways of reducing unemployment in the country.
(c) State one advantage of being self-employed.
5. (a) What do primary school children do during their free times?
(b) What is leisure?

- (c) Write two leisure activities you know.
(d) Are leisure activities taught at school?
6. (a) Why is it bad for young boys and girls to go to night clubs?
(b) What are the advantages of leisure activities to the human body?
(c) Write two leisure activities done by people of long ago.
(d) Give one leisure activity that was done long ago and is still done today.
7. (a) What sport is liked by most people in the world?
(b) Why did people of long ago not have much time for leisure activities?

Glossary

Employment

- a kind of work done to earn money for a living.

Employment creation

- ways of creating jobs or work.

Leisure

- activity done during free time for enjoyment or refreshing.

Work

- doing something to earn a living.

Topic

10

Objectives

By the end of the lesson you should be able to:

- list causes and effects of poverty in the community
- suggest ways of reducing poverty in the community
- discuss effects of HIV/AIDS on people at home, at school and in the community
- identify types of pollution
- state effects of pollution on the environment.

Flashback

- Talk about natural resources. List them.
- Discuss how to preserve the natural resources you listed above.



Key words

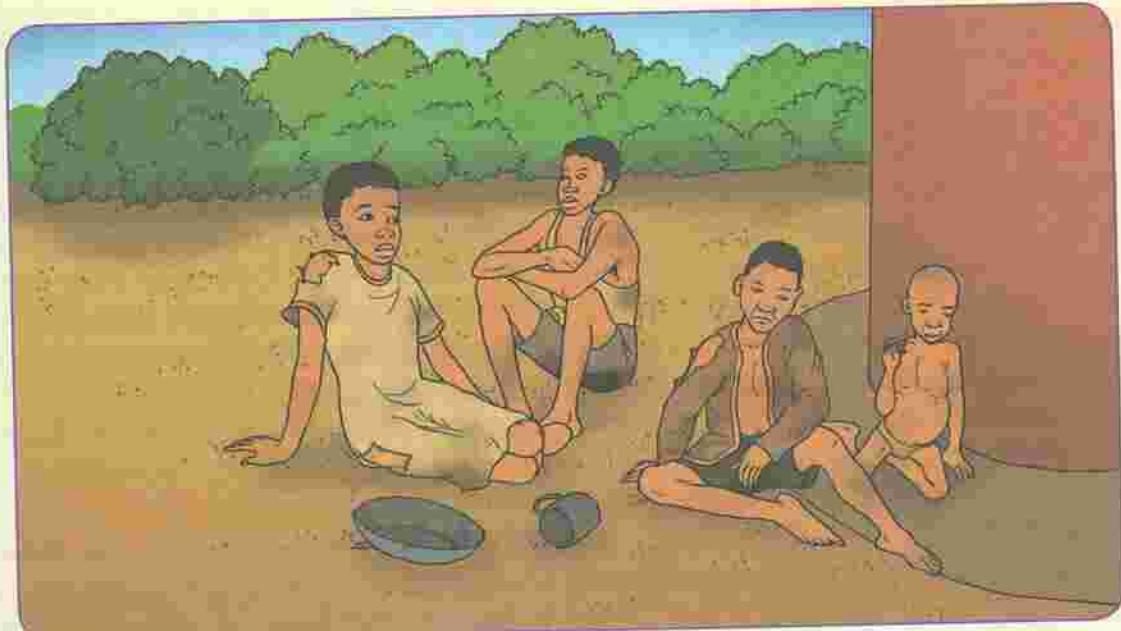
global issues poverty datum line absolute poverty pollution
relative poverty

Introduction

Poverty, HIV/AIDS and pollution are issues of concern to the whole world today. These issues have been found to be major challenges the world is facing. Zimbabwe as a nation has also been severely affected by these three issues. Organisations have been set to try and come up with lasting solutions to these challenges.

10A. Poverty

In Zimbabwe poverty is an issue of great concern. Many people do not have enough or cannot afford decent three meals a day. Most families, both in rural areas and urban areas, forgo other meals because they afford single meals daily. According to Consumer Council of Zimbabwe (CCZ), most Zimbabweans are poor. Many people earn money that is below the **poverty datum line**. A poverty datum line is the standard of living that one must afford for them to be seen as not poor. There are two types of poverty. There is absolute poverty and relative poverty.



Poverty stricken children

Absolute poverty is when a group of people has nothing and cannot meet a normal standard of living. The people in absolute poverty cannot afford the daily meals, health services, proper housing, proper clothing and education.

Relative poverty is experienced by those with more but their earnings are below the poverty datum line. They have something but cannot meet the normal standard of living.

Activity 1

1. Find out which group of poverty most of the people in your area fall under.
2. What do you think are the causes of poverty in your area?
3. Use the internet to find out the causes of poverty and compare with those in your area.

Causes of Poverty

Poverty is a bit complicated. It is caused by a range of reasons which work together. The causes include joblessness, low pay or laziness. Also, inconsistent rainfall has contributed to the poverty of the people of Zimbabwe as most people rely on agricultural output. As most Zimbabweans depend on peasantry, the inconsistencies of rainfall have made people fail to produce anything for their families. Therefore, drought is also a cause of poverty as there will be less quantities produced in the agricultural sector.

In Zimbabwe unemployment is also the cause for poverty. Many people are unemployed, hence have no income. Those employed in the formal sector earn amounts below the poverty datum line. Those in the informal sector also find it

difficult because money in circulation is limited. Some people are just lazy, hence, they cannot raise anything for their families.

Effects of poverty

When people are poor it means they cannot afford the decent three meals a day or their everyday needs. This has a negative impact on people's lives. It affects their health as they are unable to get healthy food because they cannot afford it. They also cannot afford health services and this causes many illnesses and pre-mature deaths, leaving many orphans behind. At school, parents fail to raise the required levies, hence causing dropouts as well as negatively affecting the learners' pass rate. Failure by many parents to pay the required levies limits many developments at a school.

However, there are measures by government to help those in absolute poverty in the form of Basic Education Assistance Module (BEAM). Many people are poor and the assistance at times is not enough for all who need it. Also, some non-governmental organisations such as CAMFED and Plan International come in with some help. A number of organisations have been trying to help reduce poverty by providing food and health services to the indigenous people for free. These are organisations like the United Nations, World Vision, World Health Organisation and others.

Activity 2

1. In groups, discuss poverty.
2. Research and present on the causes and effects of poverty.
3. Listen as a resource person explains the number of ways of reducing poverty.

Exercise 1

1. What is poverty?
2. What are the three causes of poverty you know of?
3. Write two causes of unemployment in Zimbabwe.
4. How does poverty affect health?
5. What are the two ways of reducing poverty that you know?
6. Suggest one way people in your area can do to reduce poverty.

10B. HIV and AIDS

HIV stands for Human Immunodeficiency Virus. HIV is the virus that causes AIDS. It weakens the immune system which is the body's defense against illness or infection. AIDS stands for Acquired Immuno Deficiency Syndrome. AIDS is acquired, which means that you get the disease from someone else. Immune means the body's

system for fighting off diseases and deficiency shows that there is a weakness in that system. Syndrome is a collection of symptoms of diseases. AIDS then is the final stage of a person's infection with HIV. When one is HIV positive it means the person has been infected with HIV. Once infected with the virus there is no cure, hence one will contract AIDS. People with AIDS take medicine called antiretroviral which help to control the virus in their blood.

HIV and AIDS can affect population figures. Africa has a high rate of HIV infections, hence many people die each year from AIDS. In Zimbabwe, the first case of AIDS was detected in 1985. In 2000 to 2005, a strategic framework was put in place after the 1999 HIV and AIDS national policy. However, in 2011, AIDS experts reported that there was a drop in HIV infections in Zimbabwe. This is because people have been educated hence have changed their behaviour because they now know more about the disease.

Activity 3

1. There are facts and myths surrounding HIV/AIDS. Research about them and present your findings in class.
2. Listen to a resource person as they teach you about the virus and its effects on families, schools and communities.

Effects of HIV/AIDS at home, school and community

There are many orphans and vulnerable children (OVCs) in the communities. Child headed families have come into existence. For most families with HIV patients, budgets have become strained trying to meet nutritional requirements and getting treatments for patients. Discrimination within families and communities because of the virus has led to family feuds and illtreatment of children and adults with the virus. There are also lots of transfers in schools. When a child loses a parent or parents, he/she is moved to live with a relative. Failure to pay the required levies by relatives has led to some orphans failing to attend school.

Exercise 2

1. What does HIV stand for?
2. What is discrimination?
3. Write two ways by which one can contract HIV.
4. What are the effects of HIV and AIDS at home? Give three.
5. What are OVCs?
6. What are the effects of HIV and AIDS in the community? Give two.

10C. Pollution

To pollute is to make dirty. Pollution is dirtying or poisoning land, air or water.

Types of pollution



Water pollution



Land pollution

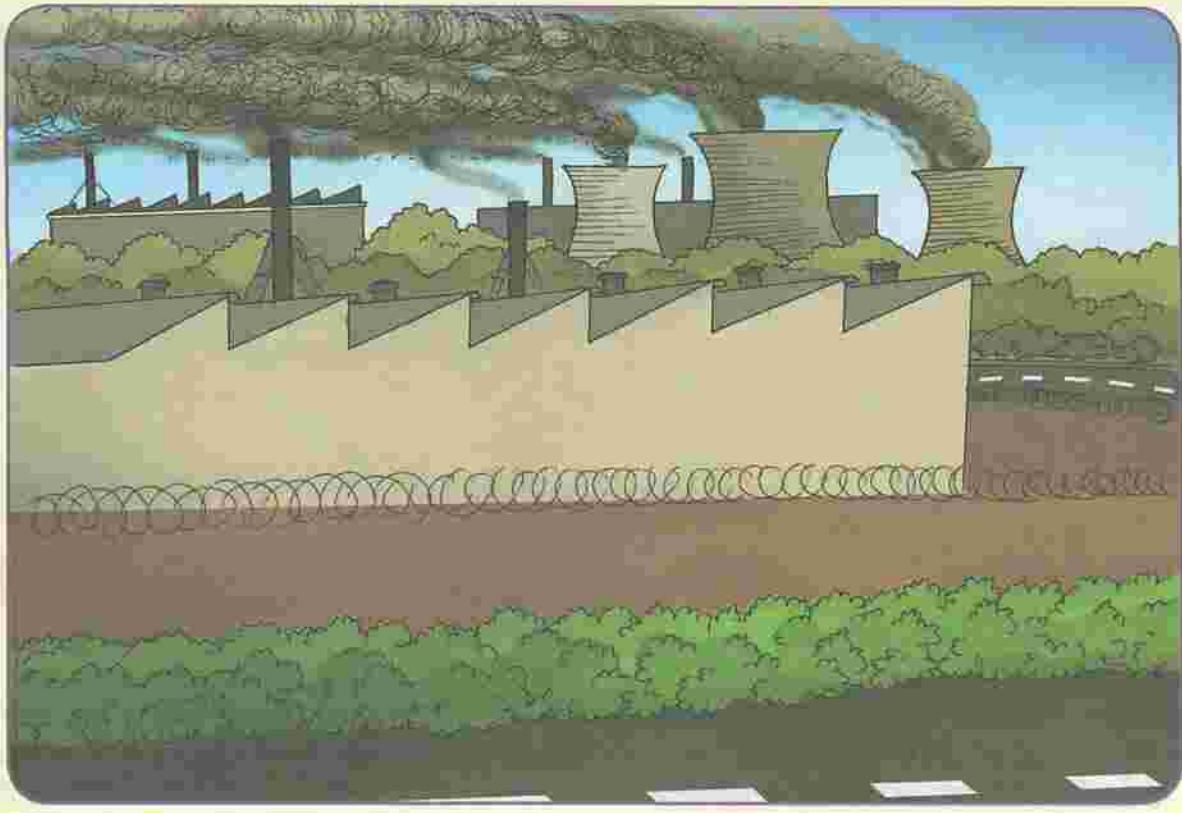
Water pollution

The different types of pollution include water, air, noise and land pollution. Water that is polluted is not clean. Water can be polluted by different materials. Some materials dissolve in the water and make it unsafe and unclean for domestic purposes. These can be waste chemicals from industries, homes and schools. There are some materials that do not dissolve in water yet they make it dirty. These can be paper, plastic, tires and tin. Some of the water pollutants are harmful to life. Polluted water can cause diseases like cholera, typhoid and dysentery. Oily water may kill plants, animals and people. Also, if water is polluted by pesticides or other chemicals it may kill animals like fish, frogs, crabs and any other animals.

Activity 4

1. List materials that dissolve in water.
2. How do people pollute water at home?
3. Using the internet, research on water pollution and its effects.

Air Pollution

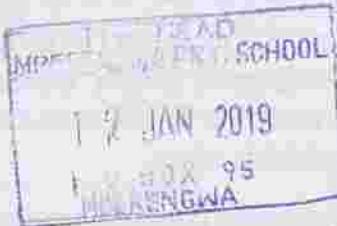


Air contains a lot of different gases. Gases that support living things include oxygen and carbon dioxide. Smoke, dust and various gases pollute the air. Most polluting gases cannot be seen and are odourless but very poisonous. Smoke from car exhausts pipes, big companies, big burning fires all pollute the air. Polluted air causes sickness as it affects lungs.

Activity 5

From the list below, choose items that pollute the air:

1. Black clouds of smoke from big industries
2. Smoking exhaust pipe of a car or a lorry
3. Smoke from boiling water
4. Smell from the pit latrine at home
5. Fog
6. Dust
7. Smell from blooming flowers
8. Smoke from forest fires
9. A burning mosquito coil in the house.



Land pollution



Land pollution is the deposition of solid or liquid waste materials on land or underground. Land pollution is one of the biggest problems the world is facing today. Land pollution has become a major problem ever since the development of industries. In actual fact, land pollution can be seen as the destruction of the earth's surface as a result of man's activities or their misuse of the land's resources. Man's activities have destroyed natural habitats of the land.

Activity 6

1. Go outside and pick up all the rubbish you see or find.
2. Make a list of all the rubbish.
3. Classify the rubbish into classes, for example, rubbish that decays and that which does not.
4. Talk about how the rubbish should be disposed of at school.

Types of land pollution

Land is polluted in different ways. Land is polluted by various kinds of rubbish like paper, plastic containers, bottles, cans, waste food, used cars, broken furniture, medicine bottles or any scrap materials. Rubbish that does not decay leads to rubbish piles.

Farming activities also contribute in causing land pollution. Fertilisers are applied to the soil. Also pesticides and other chemicals are added during the agricultural process. These also affect and disturb the soil.

Deforestation is another aspect that disturbs the land. Trees are important as they make the oxygen needed for any life and take in the carbon dioxide that is breathed out. If trees are cut down unnecessarily then both the oxygen and carbon dioxide content in the air are disturbed. Less oxygen in the air leads to ozone depletion, hence affecting the ozone layer.

Effects of land pollution

Land pollution can be very dangerous to human life. Land pollution can be a source of different diseases. Dirt can cause skin rashes, or any other different kinds of diseases. Dump sites can cause bad smells in towns. When rubbish is continually burnt it leads to air pollution which then affects human life. Deforestation reduces the amount of trees which then affects the amount of rain. Lesser rains mean lesser vegetation and food crops which then leads to hunger. Land pollution can affect the climate.

Summary

- Poverty is mainly caused by drought or by lack of rainfall. When people are poor they cannot afford the meals of the day because they don't have money.
- When people don't have enough food they get sick easily.
- Many children have become orphans because of the HIV/AIDS pandemic
- Pollution is another challenge faced by the world today due to the development of industries.

End of topic assessment test

Multiple choice questions

1. All are natural resources except _____.
A. soil B. minerals C. water D. road
2. The whole world is disturbed or worried by the following except _____.
A. poverty B. pollution C. HIV/AIDS D. parties
3. Most working people earning below the poverty datum line are in _____.
A. absolute poverty B. relative poverty
C. peasantry group D. joblessness group
4. HIV/AIDS is a challenge to the whole world because it _____.
A. affects many people B. has no cure
C. makes people sick D. attacks black people
5. One of the causes of poverty include _____.
A. low paid work B. agriculture
C. good education D. consistent rainfall
6. The government helps those in absolute poverty by _____.
A. giving parents work B. making parents work at school
C. providing BEAM in schools D. giving free books

7. If a person tests positive for HIV, then that person has AIDS.
A. Certainly B. Very true C. Not actually D. False
8. It is important for people to know their HIV status because it helps _____
A. one to know how to take care of oneself
B. people to go to prophets for healing
C. people to know who to talk to
D. boys and girls know who their friends are
9. How has industrialisation destroyed the land?
A. Natural habitats have been destroyed.
B. Many trees have been planted.
C. Good methods of farming are used.
D. Fertilisers produced have enriched the soil.
10. One effect of poverty at home is _____.
A. unemployment B. pre-mature death
C. BEAM D. laziness

Structured questions

1. (a) What is air pollution?
(b) What pollutes the air we breathe? Give three examples.
(c) How can you tell that the air is polluted?
(d) What part of the body is affected by breathing dirty air?
(e) What is the effect of breathing polluted air?
2. (a) Name any water borne disease you know.
(b) Drinking polluted water can cause diseases like _____, _____ and _____.
(c) Why is clear water not necessarily clean and safe to drink?
(d) Why do we put lids on wells.
(e) What makes water in rivers not safe for human use?
3. (a) When noise irritates or hurts our ears it is _____ pollution.
(b) What normally causes noise pollution?
(c) A _____ is a good example of noise pollution.
4. (a) People with HIV/AIDS have the right to learn. [True/False]
(b) Why is it bad to throw away used baby pampers everywhere?
(c) Write one cause of poverty in communities.
(d) Is dropping out of school a cause or effect of poverty?
5. (a) How can we reduce land pollution:
(i) at school
(ii) at home
(iii) in the whole country?
(b) Write at least one way of reducing air pollution.

End of year assessment test

Multiple choice questions

- One important role of the family is to ____.
A. have members B. have children
C. protect its members D. be rich
- Your father's sister is your ____.
A. niece B. aunt
C. cousin D. grandmother
- One effect of migration is ____.
A. development of new cultures B. poor living conditions
C. drought D. too much rain
- One cultural practice copied from whites by Africans is seen in ____.
A. reading B. sleeping C. dressing D. copying
- Indigenous Languages are languages ____.
A. copied from others B. learnt at school
C. spoken by local people D. borrowed from somewhere
- A ____ is also a nuclear family.
A. polygamous family B. child headed family
C. one-parent family D. single parent family
- What is courtship?
A. Preparation for marriage B. Marriage
C. When boys and girls are growing up D. Stages of development
- Which one of the following is not a traditional way of getting married?
A. Kufizira B. White wedding
C. Musengabere D. Kukumbira
- Identify the two different types of marriage.
A. Customary and marriage B. Civil and marriage
C. Civil and customary D. Marriage act
- The living together type of marriage in Ndebele is called ____.
A. Ukuhlalisana B. Mapoto
C. Ukwenda D. Ukuhlelo
- Who built the Great Zimbabwe?
A. Shona B. San C. Bantu D. Mutapa
- The first ruler of the Mutapa state was ____.
A. Dombo B. Mutota
C. Gatsi Rusere D. Changamire
- Why did Mzilikazi make friends with traders?
A. For gold
B. He wanted guns and ammunitions
C. So as to let them in his area
D. He wanted tea.

A girl went back to the classroom to look for her book, she found two boys in the classroom. They moved towards her and started fondling her breast and intimidating her, telling her not to say anything to anyone. After some minutes of struggling, she got out of the classroom.

40. One danger of modern communication systems to learners is ____.
- they can communicate with dangerous people
 - they can research using the internet
 - they can communicate with their friends
 - they can sharpen their brains through playing games on computers
41. When people are poor it means they ____.
- do not have enough
 - have plenty
 - don't like a lot
 - don't have cars
42. One cause of poverty is ____.
- working for the government
 - joblessness
 - being educated
 - too much money
43. Boys and girls living in rural areas are safe from AIDS.
- True
 - Sometimes
 - Often
 - False
44. One material that pollutes water is ____.
- food
 - crops grown
 - chemicals from industries
 - sugar
45. In ____ areas, the roof should be attached firmly to the building so as to prevent it from lifting.
- flood prone
 - cyclone prone
 - earthquake prone
 - drought prone
46. The following project can create good employment except ____.
- poultry
 - piggery
 - animal husbandry
 - stealing
47. What important part did games play in people's lives in the past?
- Games taught children discipline.
 - They taught children indiscipline.
 - They were meant for destroying people.
 - They were not good for their lives.
48. A day of rest for the Indigenous people is ____.
- Sunday
 - Saturday
 - chisi/izilo
 - Monday
49. A ____ is a mode of transport used to transport oil from Beira to Mutare.
- bus
 - aeroplane
 - car
 - pipeline
50. What is the end product of cotton?
- Meat
 - Cloth
 - Food
 - Flour

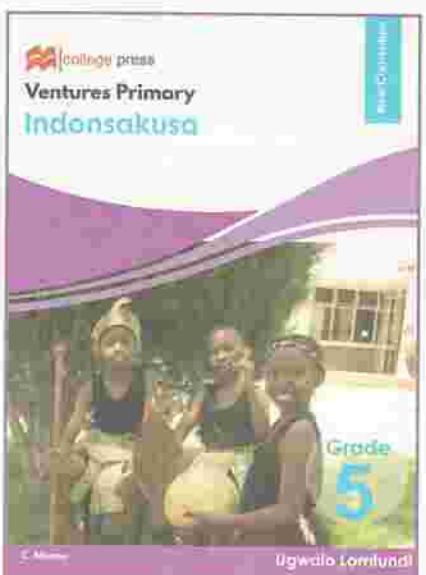
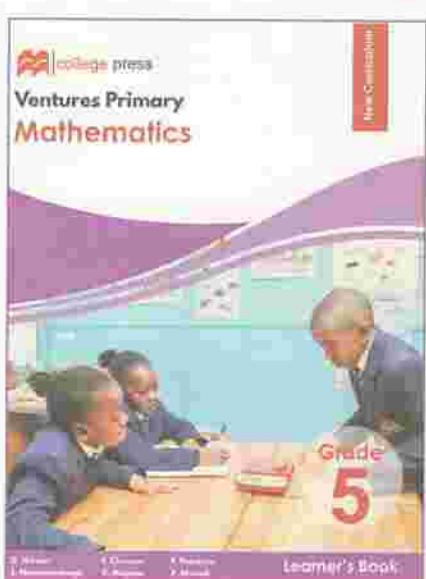
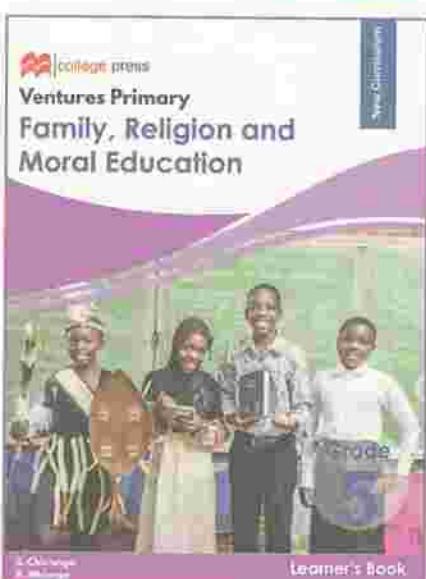
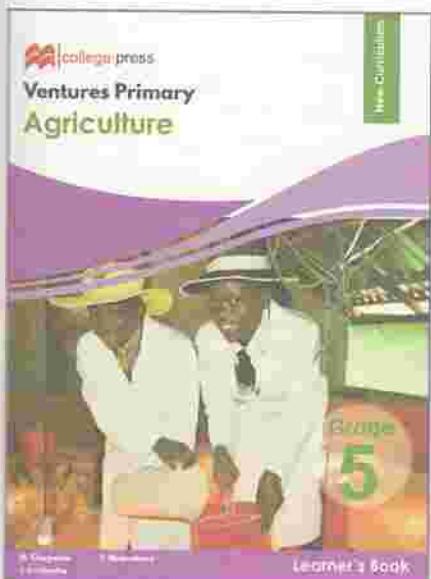
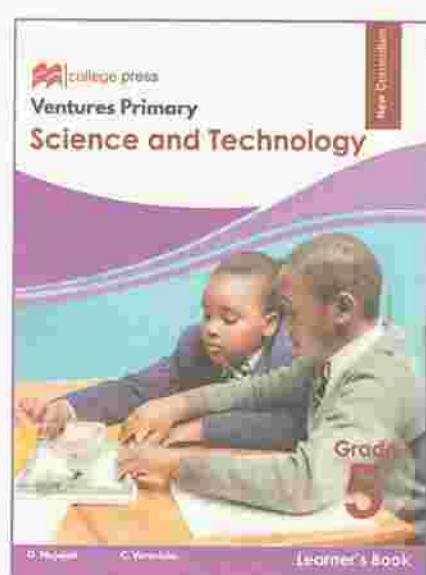
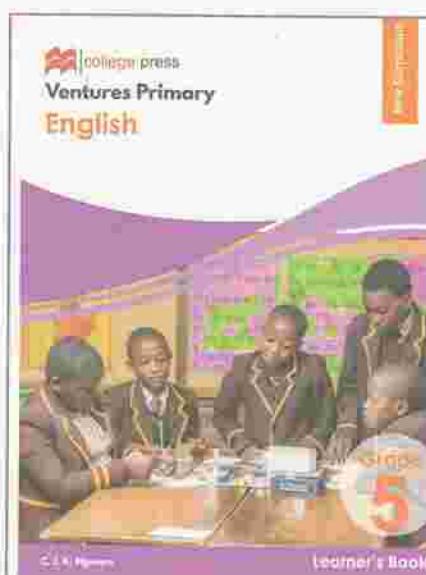
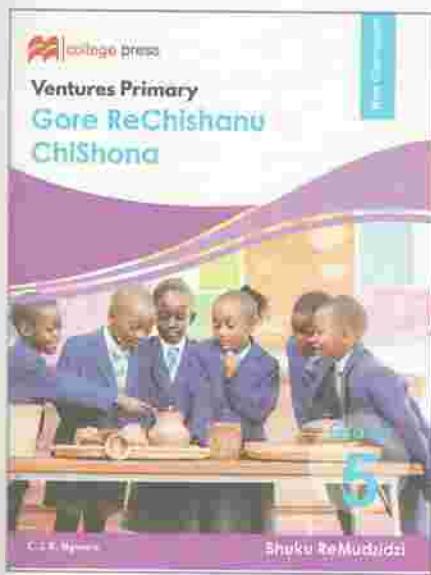
Structured Questions

- (a) Father, mother and children living together make a ____.
(1)
- (b) Name two types of families.
(2)
- (c) Write one way of minimising migration.
(1)
- (d) Write two negative effects of conflict at school.
(2)
- (e) A foreign language that has become official in Zimbabwe is ____.
(1)

2. (a) Give one traditional way of getting married. (1)
(b) What is the difference between a civil and a customary marriage? (1)
(c) What is courtship? (1)
(d) Write one sign of puberty in a boy. (1)
3. (a) What is tribute? (1)
(b) Who was the leader of the Ndebele? (1)
(c) The Rozvi state was led by people of the ____ totem. (1)
(d) Name any one group of people who traded with the Mutapa. (1)
(e) Who was the owner of BSAC? (1)
4. (a) Write one responsibility of a pupil at school. (1)
(b) What happens to people who violet children's rights? (1)
(c) Give one way through which one can be a citizen of a country. (1)
(d) Write one right of a citizen. (1)
(e) How can you tell if a child is being abused? State one way. (1)
5. (a) Name the heritage site we find near Masvingo. (1)
(b) Who are the inhabitants of an igloo? (1)
(c) What materials are used to build an igloo? (1)
(d) Why are huts of pole and dagga common in most rural areas? (1)
6. (a) Which two groups of people in a community need help? (2)
(b) How did Jairos Jiri help the needy? (1)
(c) What is the name of Jairos Jiri's first centre? (1)
7. (a) What is the main cash crop of Zimbabwe? (1)
(b) List the crops grown in region 5 of Zimbabwe. (1)
(c) Give one indigenous tree used in carpentry? (1)
(d) What is the planned use of money called? (1)
(e) What are the two forms in which cash exists? (2)
8. (a) Write two modes of transport you know. (2)
(b) How did people travel long ago? (1)
(c) How is oil transported from Beira to Zimbabwe? (1)
(d) What mode of transport is used to transport vegetables from farmers to cities? (1)
(e) State one advantage of the satellite. (1)
9. (a) Write one problem of unemployment in Zimbabwe. (1)
(b) What name is given to rest day within the Ndebele communities? (1)
(c) Write one importance of games in the past. (1)
(d) State one example of a leisure activity. (1)
(e) Why is it not good for young girls and boys to go to night clubs? (1)

10. (a) State one cause of poverty in Zimbabwe. (1)
(b) Suggest one way of reducing poverty in the country. (1)
(c) What does HIV do to the body? (1)
(d) Holy Family Primary School is near the road used by caterpillars from Dorowa minerals, what pollution is likely to be experienced at the school? (1)
(e) What are the effects of drinking polluted water? (1)

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Ventures Primary Heritage-Social Studies Grade

5

Ventures Primary Heritage-Social Studies Grade 5 Learner's Book 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 5.

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.

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