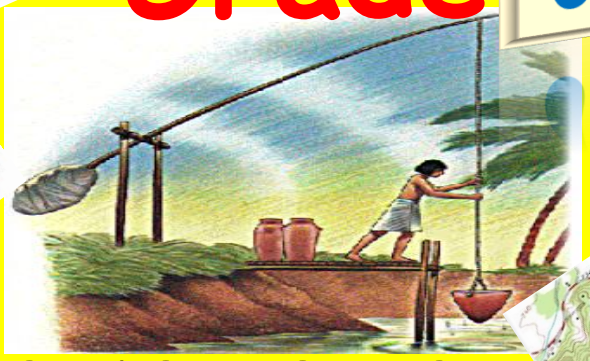
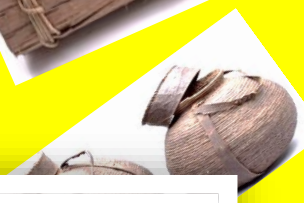
COMPETENCY BASED CURRICULUM

RATIONALISED SOCIAL STUDIES NOTES

Grade 7





0710250520

STRAND 1 PERSONAL DEVELOPMENT.

1.1 Self-Exploration.

- **Self-exploration** is the practice of examining your own thoughts, feelings, values, beliefs, identity, background, views, and emotions, with the purpose of better understanding yourself.
- **T**he purpose of self-exploration is to determine the gap between "what you are" and "what you really want to be
- It is a process of focusing attention on our self.

Personal abilities and Interests for Self-Improvement.

One can improve themselves through various personal abilities and interest such as:

- ✓ Setting Goals
- ✓ Learn New Skills
- ✓ Practice Self-Care
- ✓ Surround Yourself with Positive People
- ✓ Embrace Change

Setting Goal in Decision Making in Career Choices.

How do you set a goal in decision-making strategy?

- ✓ Define the goal.
- ✓ Know your alternatives.
- ✓ Gather enough information about your goal.
- ✓ Consider the consequences
- ✓ Determine the plan of action or the steps needed to achieve your goal.
- ✓ Setting clear goals makes obtaining your career choices easier. The clearer you are about the steps (or objectives), the more likely you will achieve your goals.

Use the "SMART" methodology in setting goals.
SMART stands for Specific, Measurable, Achievable, Realistic, and Timely.

Career opportunities related to social studies

1. Law -Advocate -Lawyer
2. Geology –studying the earth
3. Museology –study of museums.
4. Cartography-the science or practice of drawing maps.
5. Urban planning-the process of developing and designing urban areas to meet the needs of a community.
6. Meteorology and climatology-study of atmosphere and weather pattern over time.
7. Aviation-development and operation of aircrafts.
8. Archaeology-study of human past using material remains.
9. Medicine-a science practice of taking care of patients by managing and diagnosing them.
10. Teaching-passing of knowledge to other as a profession.
11. Survey.
12. Engineering.

1.2 Entrepreneurial Opportunities in Social Studies.

Entrepreneurial opportunities for social studies

Some of the entrepreneurial opportunities for social studies in our society include

1. *Pottery*
2. *Basketry*
3. *Ecotourism*
4. *Horticulture*
5. *Agro forestry*
6. *Fishing*
7. *Dairy farming*

Gender stereotypes associated with career choices and entrepreneurial opportunities in social studies

→ People have different views regarding the roles or careers chosen by women or men.
→ Some people believe that certain careers or entrepreneurial opportunities belong to a given gender (male or female). These are called **gender stereotypes**.
→ Everyone has an equal opportunity or chance to study their career of choice.
→ They can also pursue a given entrepreneurial opportunity of their choice.

- **Gender** is the state of being male or female in relation to social and cultural roles.
- **Stereotypes** are fixed general ideas or images that assume that a person behaves in a particular way.
- Stereotypes limit aspirations and development of talents.
- They create gender differences.
- These gender differences ought to be addressed using appropriate strategies.
- A **strategy** is a careful plan or method of dealing with an issue

We can address gender stereotypes in career and entrepreneurial opportunities related to social studies through the following strategies

1. Committing and encouraging both males and females to take a full range of careers and business opportunities
2. Ensuring representation of both genders in leadership
3. Treating both males and females equally by using texts and circular that does not promote gender bias
4. Develop policies, law- and decision-making process that represent both males and females.

Recognizing biological difference devoid of stereotypes in career choices and entrepreneurial opportunities in social studies

- There are biological differences between male and female people.
- Biological difference should never be a hindrance to one's career choice and entrepreneurial opportunities.
- Both male and female should be given equal opportunities to pursue their dreams.

STRAND 2 PEOPLE POPULATION AND RELATIONSHIPS.

2.1 Human Origin.

TRADITIONAL STORIES ON HUMAN ORIGIN

- ✓ This is an attempt by communities of people to explain their origin.
- ✓ It is given through Oral Traditions, myths and legends.
- ✓ It mainly states that the first people were created by God.

❍ **Kikuyu community**

- According to the Agikuyu, God (Ngai) appeared and created their ancestors (Gikuyu and Mumbi) at Mukurwe Wa Gathanga near present day Muranga
- Gikuyu and Mumbi gave birth to 9 daughters who later formed the nine class.

❍ **Bukusu**

- The bukusu of wetern Kenya belives that the fist man was called Mwambu.
- He was made from mud by WELE KHAKABA (God the creator) at a place called Mumbo which means west.
- God created a wife for him. Mwambu and his wife moved from Mumbo to the foothills of Mt. Masaba-mt elgon- where their descendants grew in numbers to become the Abaluhya community.

❍ **Maasai**

- Once upon a time Enkai (God) owned all the cattle in the world. One day he opened the sky and replaced all the cattle he owned from heaven to earth using a long rope.
- Enkai created 3 communities on earth.
- The Torrobo (also the Ogiek) , the gikuyu whom God bless with seed and grain and the Maasai whom God blessed with all the cattle of the world.

❍ **Akamba community**

- The akamba community believes that God was called Mulungu. He created the first man MUNDU and woman KIVETI.
- They were then placed on top of Nzaui Hill in makueni.
- He blessed them with children and livestock.

❍ **Nandi community**

According to the Nandi, the first two people came from the knees of a giant man, which began to swell until they burst. A man came from one knee and a woman from the other. These became the ancestors of the Nandi-speaking people of Kenya. This is an example of myths in certain communities that do not directly refer to God's creation.

RELIGIOUS STORIES ON HUMAN ORIGIN

- This presents man and everything else as having been created by God.
- It is contained mainly in;

❖ **The Bible (used by Christians)**

✓ God created the heaven and earth according to Genesis chapter 2

❖ **The Quran (used by Muslims).**

✓ Islam believes that all living and nonliving things were created by Allah

❖ **Hindu**

✓ The universe was created by Brahma. He is regarded as the hindu god of creation

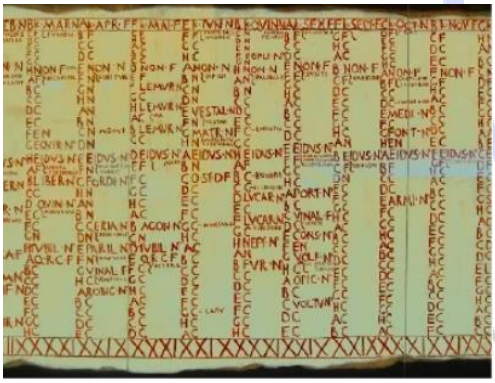
2.2 Early civilisation.

Meaning of state, kingdom and Empire

- ❍ **State**
- ✓ A territory is considered as an organized political community under one government
- ❍ **Empire**
- ✓ An extensive group of semi-autonomous states ruled by one ruler.
- ❍ **Kingdom**
- ✓ A state or territory ruled by a king or queen

The ancient Egypt

Pyramids in Giza



Invention of Calendars.

Hierographics

Potter wheel.

Factors that led to growth of Ancient Egypt Civilization

- **Presence of river Nile.**

✓ It the annual flood of river Nile and the use of shadoof method of irrigation boosted agriculture

- **Early technology**

✓ It ushered in the bronze stage where copper and tin were used to make simple tools such as chisels and needles.

✓ Artisans also made pots for storage and cookery purposes using potter's wheel

- **Population**

✓ High population in Ancient Egypt provided ready manpower and market

- **Strong military and leadership**

✓ They ensured growth of the kingdom through conquests and assimilation of conquered neighbours into the empire

- **Use of hieroglyphic**

✓ The formal writing helped keep reliable and accurate records in religion, government and history

- **Use of the calendar**

✓ Tracking of days and monitoring events such as annual flooding of the nile, planting and harvesting period

- **Specialized workers**

✓ They worked in various institutions. They helped in keeping records in the Egyptian empire.

✓ They recorded harvest, finances and history

The Great Zimbabwe

- Great Zimbabwe was a city and a powerful kingdom near Masvingo in the central part of the modern-day Zimbabwe, Mozambique and Botstwana.
- It existed between 1000BC to 1500BC
- Zimbabwe is a shone word meaning "***stone houses***"

- Great Zimbabwe had a centralized government with hereditary kings. This system of government led to the rise and growth of the kingdom

Factors that led to the growth of the Great Zimbabwe civilization

1. Agriculture-this ensured steady supply of food for the kingdom.
2. Trade- acquisition of firearms in exchange of goods boosted their strong army.
3. Existence of several mineral deposits. -presence of large deposits of minerals such as gold, copper and iron were good for the economy.
4. Centralized government & Strong leadership-the great Zimbabwe had hereditary kings which made it stable.
5. Strong and stable army-this helped protect the kingdom.
6. Fertile soil and good climate- this were favourable factors that promoted agriculture.
7. Religion- Religious beliefs brought them together. The traditional God called **Mwari** helped unify the kingdom.

The kingdom of Kongo

- ☞ Kingdom of Kongo was a powerful kingdom located in Central Africa.
- ☞ Kingdom Kongo was found in the present-day Western part of Democratic Republic of Congo (DRC) Northern part of Angola.

Factors that led to the growth of kingdom of Kongo

1. Strategic location of the kingdom.
2. Economic prosperity of the kingdom.
3. Trading amongst people of Kongo.
4. Presence of traditional industries in Kongo.
5. The political stability of the industries of Kongo.
6. The coming of the Portuguese.
7. The Christianity factor.
8. Favourable climate and the kingdom its closeness to Congo river which supported agriculture throughout the year

Locating ancient kingdoms on a map of Africa

Pupil's activity

Page 77-78

Contributions of early African civilisation to the modern world

Modern civilization owes its current development to the ancient civilization.

The following are contributions of early civilisation to modern world.

- ✓ Religion was practiced in different communities in the past. This has developed over time shaping our spiritual beliefs and worship. Different religions are practiced in different countries.
- ✓ Writing- the Egyptians hieroglyphics inventions resulted in the modern writing paper industries also developed and were used to keep records developed into the modern writing and education.
- ✓ Ancient Egypt was the beginning of building designs and construction of permanent buildings we have today.
- ✓ The knowledge of planning and prediction of seasons based on calendar started in the early civilisation. Today it has been developed further to include weather forecasting in predicting accurate changes.
- ✓ The industrial development in the ancient kingdoms was based on simple skill. Copper and tin were used in ancient Egypt to make items. Today most of the industries use metals and alloys to make construction and infrastructural equipment.
- ✓ The modern irrigation technology borrows a lot from the ancient irrigation techniques such as shadoof. This has been applied in the agricultural sector
- ✓ Tools such as jembes/hoes used in farming today were developed in the ancient civilisation
- ✓ The political structure of modern government resembles the early civilisation government.

2.3 Slavery and Servitude

Servitude is the state of being a slave or completely subject to someone powerful.

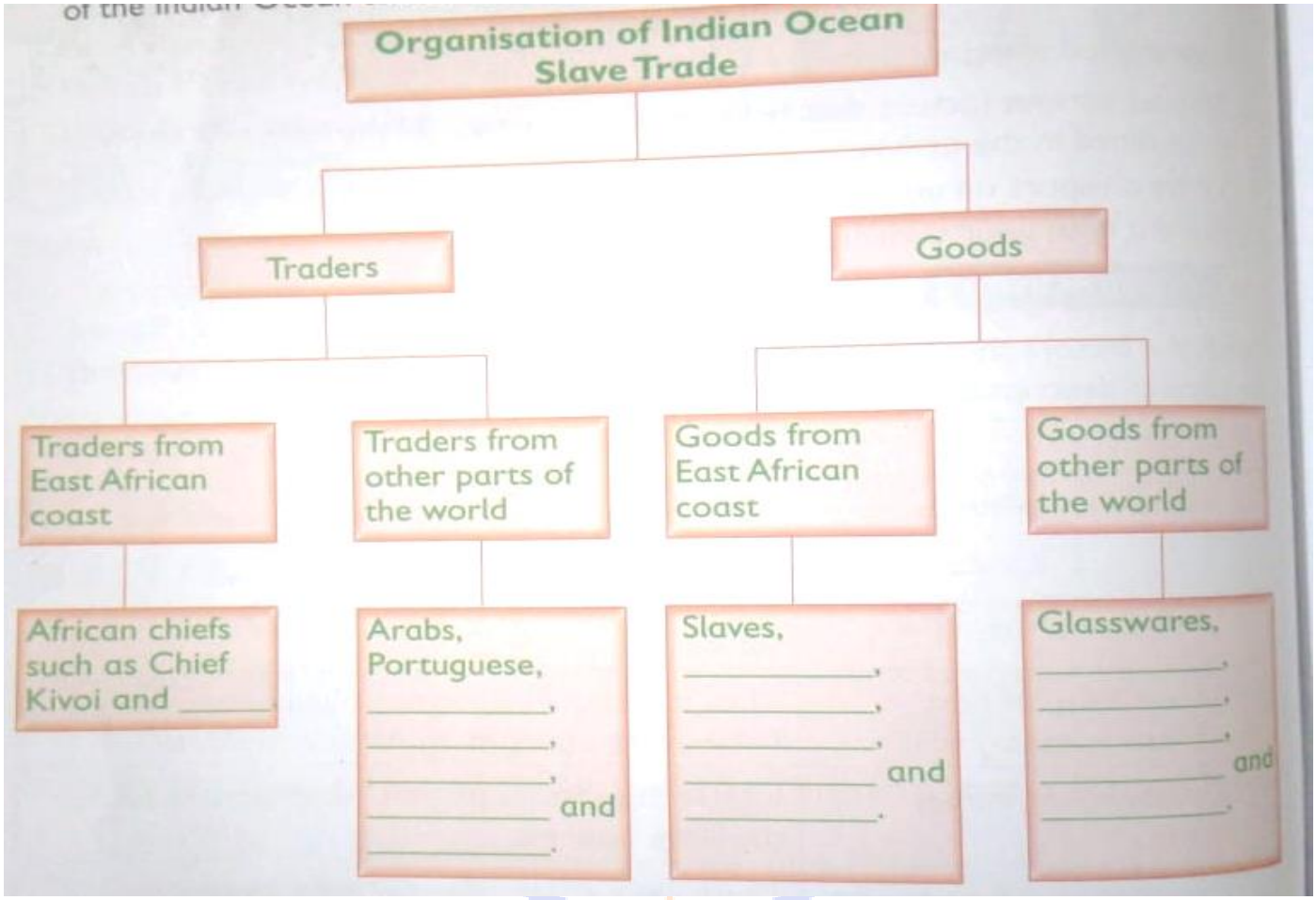
Slavery is a condition in which human being is owned by another and deprived of basic human rights.

- In poor African families, members of the families were given out to wealthy family members of society in exchange of food, clothing and other essentials.
- Some of the chiefs and kings raided their neighbours and took captives of them. Those captured, were forced to work as slaves in their farms, homes and king's or chief's palaces.
- The captured slaves were beaten, denied food and treated inhumanly.

Factors that led to development of the Indian Ocean Trade 15th Century.

- ***Availability of slaves***- they were commodities for the trade.
- ***Long distance traders***- they included Akamba and Nyamwezi who helped in ferrying fellow African as slaves.
- ***Accessibility of East African coast by sea***- this helped in shipping the slaves across the Indian Ocean.
- ***Existence of the monsoon winds***- it helped in aiding movement of ships carrying slaves.
- ***Peace and political stability in the coastal city***- it gave the traders peaceful environment to do the slave business.
- ***Collaborating of African chiefs***- such as Mirambo and Kivoi welcomed Traders in their territories. They exchanged slaves for other goods.
- Advancement of the ship building industry in Europe and natural harbour.

Organisation of the Indian Ocean Slave trade.



Social Injustices committed on the Africans during the Indian Ocean Slave Trade in the 15th Century.

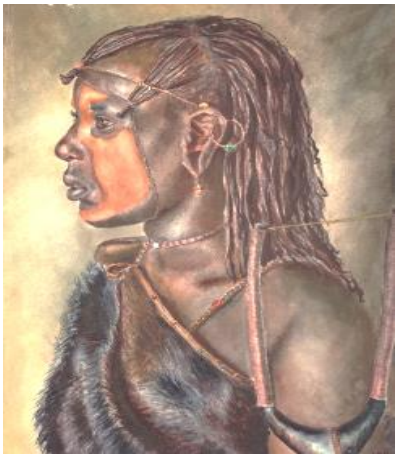
- ✈ Long hours without food.
- ✈ Death.
- ✈ Fatigue.
- ✈ Slaves were ferried in ships for long distances.
- ✈ Whipping.
- ✈ Legs and hands chained during the long distances from villages to coastal towns.
- ✈ Harsh climate.

2.4 Social-Economic Organisation Of Selected African Communities up to 1900

Social organisation of selected African communities up to 1900

Social organisation of the Ogiek community up to 1900

- ⇔ Ogiek are southern Nilotic speakers.
- ⇔ Most of them live in the county of nakuru, mau and mt elgon forests.
- ⇔ Family was the basic unit among the ogiek community.
- ⇔ The lineage was responsible for enforcing traditional law and order.
- ⇔ Father was head of the family.
- ⇔ The ogiek were polygamous.
- ⇔ There was division of labour among the ogiek community.
- ⇔ Men provide for the family needs, provide leadership and security.
- ⇔ Women worked in homestead, bear children and do household chores.
- ⇔ Children helped with household chores, cultivating in farms and artisanship.
- ⇔ The ogiek were a patriarchal society- men owned property and passed it to their sons.
- ⇔ The ogiek believed in one Supreme Being called **Tororet** who they offered prayers and sacrifices to.
- ⇔ They believed also in the existence of ancestral spirits called **Oiik**.
- ⇔ They had diviners who could foretell the future using supernatural powers.
- ⇔ Both boys and girls were initiated.
- ⇔ Boys ceremony was called tumdo op went
- ⇔ Girls ceremony was called tumbo op tiipik
- ⇔ Initiated boys of the same age group sets were known as **ipinda**
- ⇔ The ogiek used plants and herbs from forest for treating diseases.



The Ogiek Hunter

The Ogiek Bee Hive

Ogiek Honey pot

Social organisation of the Zulu community up to 1900

- → Zulu are Nguni people, bantu speaking in south Africa.
- → They occupy Kwazulu natal province in South africa
- → In the Ngumi languages **izulu** means **heaven** or **weather**
- → The zulu clans referred to as the **isizwe**
- → The zulu society was organised into parilineal **sibs**. The sibs were further divide into lineages which were composed of descendants of a common ancestor
- → Most households comprised extended families who lived in one household called kraal
- → Men inherited everything. Inheritance was patrilineal
- → The zulu people were polygamous. Men married many wives and lived with them with the extended family in the **kraal**.
- → Men paid dowry in terms of cows and gifts during the weeding day umabo
- → The zulu community believed in **Umhlanga** or **Reeds dance** ceremony
- → Beadwork was a prominent attire that worn at the **Umahlanga**
- → Beadworks was a sign of communication
- → It also symbolized wealth status of a person
- → Zulu believed in one God called **unkulunkulu**
- → The controlled day to day human life of the Zulu community
- → The Zulu had traditional medicine men who treated the sick.

Social organisation of the Asante community up to 1900

- Asante are Akan speaking people
- They live in the central part of the Modern-day Ghana
- Are organized into clans which is headed by a chief
- Each clan speaks its own dialect of the **Aken** language
- They believe in one supreme creator called **Nyame**
- Ancestors were believed to connect people to **Nyame**
- Asante empire leader was called **Asantehene**

- He also acted as a spiritual leader
- **Omamhene** and chiefs were all religious leaders who presided over religious ceremonies
- Golden stool was th symbol of national unity in the Asante empire
- It symbolized ones and authority from the Asantehene
- It was based in Kumasi, the capital of Asante empire
- **Odwira** festival was an annual ceremony
- They believed in the spirits of the departed rulers
- Asante were socially stratified into 5 main divisions
- 1st division – king and those close to the king
- Lived in the capital of Kumasi
- Were wealthy and lived in luxury
- 2nd division – consisted of the chiefs and top officials who assisted the king in enforcing law and order
- 3rd division – those who had acquired a lot of wealth hence respect in the society
- 4th division – comprised of ordinary farmers, traders and fishermen
- 5th division – the lowest class was for the slaves
- Asante families were extended and matrilineal – mother's brother was the legal guardian of her children
- Asante were experts in form of decoration, logos, arts, sculture and pottery
- These were known as **Adinkra** symbols.

Comparing the social organisation of the Ogiek, Zulu, and Asante community up to 1900
Student activity

Aspect of social organisation	**The Ogiek**	**The Zulu**	**The Asante**
Marriage	Polygamous	Polygamous	
Initiation ceremony			
Social gender roles			
Art and clothing			
Family set up			
Name of their God	Tororet	believed in one God called uNkulunkulu	supreme creator called Nyame
Inheritance	The ogiek were a patriarchal society- men owned property and passed it to their sons	Men inherited everything. Inheritance was patrilineal	
Circumcision	Both boys and girls were initiated		

2.5 Origin of Money.

Transformation brought by introduction of money.

- Introduction of money solved the problem of double coincidence of wants. A seller had to get a buyer for goods that he had and at the same time be in possession or have what the seller needed.
- Different denominations of money have made it possible to strike a balance during transactions that cannot be subdivided.
- The durability of money makes it possible to store the value of perishable goods such as farm and animals produce that would lose value with time.
- Money market has enhanced continental trading.
- Banks have also upgraded their systems to enable electronic and mobile money transfer across the continent.
- Money has made trading very convenient since buyers are able to get what they want.
- Invention of online money transfer does not guarantee safety when transacting business.
- Introduction of money contributed to poverty reduction. This is through creation of job opportunities.

Uses of Money in Trade.

- ⇔ ***It is a medium of exchange during trade****-money is a link between a buyer and a seller. Instead of exchanging goods for goods, one can exchange goods for money and uses the money to buy the goods when need arises.*
- ⇔ ***Standards of differed payment****-this means that one can acquire an item that he needs and commits to pay for the item at a later date.*
- ⇔ ***Unit of account in trading****-some goods perish overtime. To avoid incurring losses, traders exchange them with money which is durable.*
- ⇔ ***Store of value****-money is the unit through which other values in trade are measured*.

2.6 Human Diversity and Interpersonal Relationships.

Human diversity and inclusion

Personality attributes which make individuals different from others

- **Personality attributes** are qualities or characteristics that differentiate the character, action and attitude of a person from one another.
- **Student activity**

Personality attribute	**Description**
Openness to experience	
Introversion	
Extroversion	
Agreeableness	

❍ **Desirable and undesirable personality attributes in a multicultural society.**

- Desirable attributes are traits worth having or doing because they are useful, necessary or popular.
- These traits include:
  - ✓ Commitment.
  - ✓ Courage.
  - ✓ Intelligence.
  - ✓ Kindness.
  - ✓ Humour.
  - ✓ Common sense.

❖ Undesirable characteristics are traits that are unwanted or harmful.

❖ They include:

- ✓ Low emotional intelligence.
- ✓ Close minded.
- ✓ Lack of empathy.
- ✓ Sarcasm.

Components of Human identity in a multicultural society.

→ Human identity is the characteristic determining who a person is.

→ Components of human identity include the following:

- ✧ Race.
- ✧ Ethnicity.
- ✧ Gender.
- ✧ Age.
- ✧ Physical characteristics.
- ✧ Religious beliefs.

2.7 Peace and Conflict Resolution.

❍ **Peace and conflict for personal well-being.**

→ Peace is very important as it helps in ensuring harmonious living with each other.

→ Peace helps to reduce conflicts with each other.

Contribution of personal peace to responsible citizenship.

⇔ Using dialogue to help resolve matters affecting people in the society.

⇔ Inviting peace speakers to help discuss the importance of peace in our society.

⇔ Posting positive messages about peace.

⇔ Organizing sports to win trophies.

⇔ Organizing peace rallies.

Personal characteristics that express a state of peace for mutual social well-being.

✈ Forgiveness.

✈ Self-discipline.

✈ Positive attitude.

✈ Loving.

✈ Calmness.

✈ Loyalty and honesty.

Approaches that promote peace for harmonious living.

- When one is in a state of calmness despite challenging situation, then this is an indication of peace.
- ***Some of the approaches include:***
    - ✈ Believe in actions that trigger your inner peace.
    - ✈ Compile a joy list to remind yourself of activities that promote inner happiness and peace when you feel disturbed, angry, sad and disappointed.
    - ✈ Serve others to help yourself too. Encourage someone, volunteer and participate in activities that promote inner peace, eat right, get enough sleep, exercise and meditate to help calm your inner self.
    - ✈ Focus on accepting what you cannot control to avoid suffering.

Promoting peace at personal level for harmonious living.

There are different approaches that can promote inner peace for harmonious living. They include:

- ✧ Developing your understanding on how to promote your inner peace through minding for example, charging perception about people.
- ✧ Develop your understanding about emotions and conflict. For example, anger and fear.
- ✧ Pay attention to how communication reduces conflict.
- ✧ Get guidance from role models. (Mentors.)
- ✧ Engage in activities such as sports, yoga, reading and meditation.

STRAND 3 COMMUNITY SERVICE-LEARNING PROJECT.

3.1 Community Service-Learning Projects.

- We can carry out many activities in the community to assist us in learning.
- Some of these activities assist in solving problems and challenges those members of our community face.
- This learning approach is referred to as **Community Service Learning.**

Meaning of terms used in Community Service Learning.

A community

- A community is a group of people living in the same place or having a particular characteristic in common.

Community service.

- Community service is voluntary work done by a person or a group of people for the benefit of their community.

Community service learning (CSL)

- Community service learning (CSL) is a strategy of learning where learners get an opportunity to work with community members to solve local problems.

Project

- This is an activity done outside class with an aim of benefiting the learners, the school and the local community.

Problem.

- This is a difficult situation in the community. It is a gap or opportunity that the project done will aim to fill and solve.

Solution.

- This is a remedy or a means of solving the problem.

Activity or project plan.

- This is a document which describes how the project will be implemented and done.

Project implementation.

- Project implementation is carrying out the activities in the project plan to achieve the desired objective.

Written report of a project.

- A project report is a document containing all the information about the project. It shows the problems, solution, activity or plan and how the project was implemented.
- It also contains challenges encountered during the implementation, how the team tackled the challenges and the lessons learnt during the activity.

Steps involved in carrying out CSL project

A project is a series of tasks that need to be completed to reach a specific outcome

A **community services learning project** can therefore be defined as a series of learning and services tasks are aimed to meet an identified need or solve an identified problem in the community

To plan and carry out a CSL activity, one must follow these steps

a.) Identification of the problem in the community

→ This done through discussions with different people conducting surveys and reading or watching news on community needs.

→ Doing all these will help you identify a need or a gap that needs to be solved.

→ A gap or problem is the difference between where we are and where we want to be.

→ Learners intending to do a CSL activity brainstorm and discuss to come up with one problem for the project of activity

b.) Designing solutions to the problems

During this stage, listen to as many suggestions on the solutions as possible.

Narrow down to the most cost effective but efficient solution to the problem

c.) Plan to implement the solution (when, what, who, how)

In this stage think about the possible steps, resources, the learning skills required, shared responsibilities and the time it will take to complete the project

- When planning one should ask themselves questions like

a. What will we accomplish?
b. How long will the project take?
c. Who will we work with?
d. How can we engage people of different talents, abilities and perspectives?
e. What training sensitivity is required for us or our patrons to accomplish the goals?
f. What needs to be accomplish our goals?
g. Who will do want?
h. What resources do we need to be successful and how will we get them?

d.) Implementation of the solution

- This is the stage where you set out offer a solution to the problem or implement your plan
- Action is taken by volunteering, serving or being an advocate for something.

- As you take the action it is important to document the actions through pictures, videos, reports, journals or any other form.

e.) <u>Reporting and reflecting</u>

- This is an ongoing process and it happens before writing and after the action stage.
- The different means of reflection include writing journals, discussions, songs, skirts, and diagrams, reports, taking pictures or videos and so on.
- Reflecting helps one to examine what they learnt and analyse whether the projects made a difference.
- One also gets to examine how they feel about volunteering.

Importance of Community Service Learning.

- ✓ CSL helps to solve challenges in the community.
- ✓ CSL enables learners to put to practice the skills they have learnt.
- ✓ CSL enhances creativity as people improvise tools and equipment to use.
- ✓ CSL promotes critical thinking as the people brainstorm on problems affecting the community.

STRAND 4 NATURAL & HISTORIC BUILT ENVIRONMENTS IN AFRICA.

4.1 Historic Information.

- Historical information helps us understand about our past human accounts.
- This promotes the pride of our historical past and heritage.

Sources of historical information in the society

- Museums.
- Monuments
- Caves
- Historical pictures
- Folk songs
- Old coins
- Recorded folk stories
- Archaeological sites
- Textbooks
- Articles
- Myths
- Artefacts,
- Fossils

Primary and secondary sources of information

- **Primary source** is historical information that are created during the time period studied or were created at a later age by participant in the event being practiced.
- **Secondary source** is historical information that interprets or analyses a historical phenomenon.

Primary sources of historical information	*Secondary sources of historical information*
Artefacts.	Books.
Diaries.	Journals.
Documents.	Articles.
Autobiography.	Speeches.
Recordings.	Reviews.

	Research reports.

Ways of preserving historical information

- Covering historical articles and books.
- Locking delicate artefacts in glass cabinets.
- Recording or taking photographs of the historical leaders.
- Laminating pictures of past events or famous people.
- Use shelves to display artefacts.

Significance of historical information in providing evidence of past accounts

Sources of historical information	Significance of sources of information	How did it provide evidence of past accounts
Primary source	• Provide cultural values of the society	They are preserved in museums and cultural centres for viewing
Secondary sources	• Provide knowledge to students of history	They are stocked in libraries and archives.
	• It helps leaners to understand the past events and ways of life.	
	• Historical information promotes the pride of our past and respect for those who lived in different communities.	Stocked in the libraries and museums
	• Historical information helps learners understand the way communities were organized in the past.	Stocked in libraries

4.2 Historical Development of Agriculture.

- Crops grown and animals kept in the Rift valley of East Africa, Egypt and Nubia during Early Agriculture.
- Crops that were grown in the rift valley of East Africa, Egypt and Nubia include:

→ ***Rice.***
→ ***Flax.***
→ ***Barley.***
→ ***Wheat.***
→ ***Cotton.***
→ ***Sorghum.***
→ ***Fruits.***
→ ***Beans.***
→ ***Vegetables.***
→ ***Cucumber.***
→ ***Onions.***
→ ***Lentils.***
→ ***Dates.***
→ ***Figs.***
→ ***Henna.***
→ ***Grapes.***
→ ***Finger millet.***

- Animals that were domesticated in the rift valley of East Africa, Egypt and Nubia include:

- → ***Caprines.***
- → ***Cattle.***
- → ***Sheep.***
- → ***Goats.***
- → ***Donkey.***
- → ***Poultry.***
- → ***Bees.***

Methods of irrigation used in ancient Egypt. Methods of irrigation used in ancient Egypt.

- **Shadoof irrigation.**

→ The farmer collects water using a bucket or a vessel tied with a rope to one end of a long stick.
→ The stick was operated like a see-saw balancing with the weight on the other end.
→ The vessel was lowered into the river to collect water which was then poured onto the nearby farms.

- **Basin flooding irrigation.**

→ When river Nile started flooding it brought silt along with it.
→ As the flood retreated, some water and silt was deposited in the surface.
→ The land was then tilled and cultivated.

- **Canal irrigation.**

→ Farmers made canals that were used to irrigate their land with flood waters from River Nile.

Contributions of River Nile valley agriculture to the word.

- ***Invention of different methods of irrigating dry plants***.
  - This led to innovation of basin, canal and shadoof irrigation systems.
- ***Growing of fibre crops.***
  - They were wrappers during the preservation of mummies.
  - They also led to growth of industries.
- ***Construction of tombs in the valley of Kings and pyramids such as Pyramid of Giza.***
  - They are great inspiration to modern architecture.
  - They also attracted tourists.
- ***Invention of language and mathematics.***
  - This introduced formal writing and invention of modern day paper.

- **Invention of hieroglyphics.**
  - This enabled Egyptians to invent calendar and keep farm records.
  - The knowledge also helped in the construction of pyramids.
- ***Invention of nilometre.***
  - This helped determine the level of flooding of Nile which was useful in agriculture.
  - Major cities have grown along River Nile.

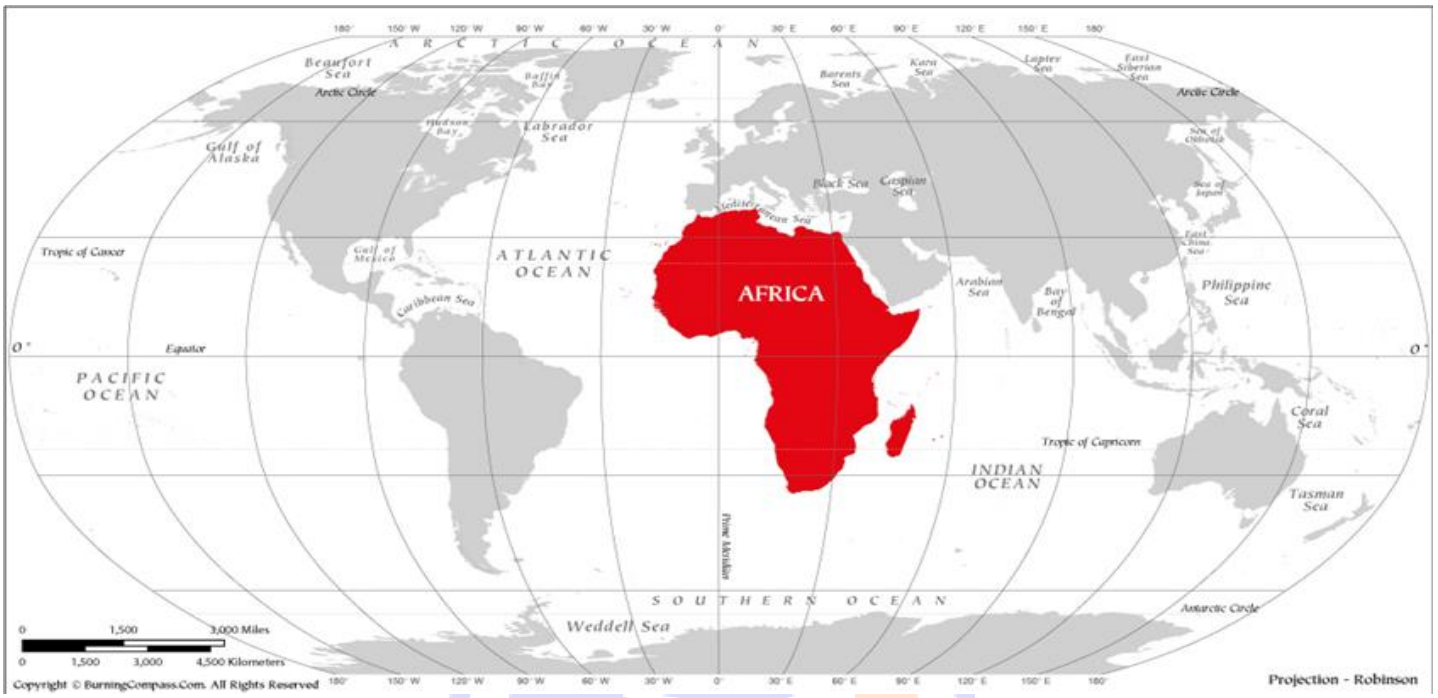
4.3 Maps and Mapwork.

- A map is a representation of the earth or part of it on a flat surface. Or piece of paper.
- Maps have symbols that help in understanding of information on earth's surface.
- Map must also have the following:
  - ***Key.***
  - ***Scale.***
  - ***Compass direction.***

Position of Africa

- Africa is the second largest continent and lies between latitude 37ºN and 35ºS and on longitude 18ºW and 52ºE.
- Separated by water from all other continent except at the point where it joins Asia.
- Mostly Easterly point is called ras hafun(cape guardafui)
- Mostly westerly is cape verde
- Mostly northerly is cape bon
- Mostly southerly is cape agulhas
- Africa is connected to sinai peninsula by suez canal
- Separated from Spain by strait of gibraltar

- Separated from Arabia by strait of bab el-mandeb



The position of Africa

Shape of Africa

- The northern half is very wide while the southern is much narrower.
- At the cape guardafui extends outwards in the shape of a horn therefore the horn of Africa.

Size of Africa

* Africa is the second largest continent in the world
* Has an area of about 30.3 million square kilometres (20% of the total land surface)
* It measures 8000 km from north to south and 7400km from east to west

Other continents

i. Asia – 43608000km^2
ii. Africa – 30335000km^2
iii. North America – 25349000km^2
iv. South America – 17611000km^2
v. Antarctica – 13340000km^2
vi. Europe – 10498000km2
vii. Australia – 8923000km^2

Countries that makes up the Africa continent

Africa has the largest number of countries in the world making o total of 55 countries

1. Algeria 2381741km2
2. Angola 1246700km2
3. Benin 115773km2
4. Botswana 600372km2
5. Burkina faso 274200km2
6. Burundi 28490km2
7. Cameroon 475900km2
8. Cape verde 7275km2
9. Central africa republic 622984km2
10. Chad 1284000km2
11. Comoros 2117km2
12. Congo 34965km2
13. Cóte d' ivoire 322463km2
14. Djibouti 23310km2
15. DR congo 2345409km2
16. Egypt 1101449km2
17. Equatorial guinea 28051km2
18. Eritrea 124320km2
19. Ethiopia 1221900km2
20. Gabon 267667km2
21. Gambia 11369km2
22. Ghana 238537km2
23. Guinea 245957km2
24. Guinea bisau 36125km2
25. Kenya 582648km2
26. Lesotho 30460km2
27. Liberia 111369km2
28. Libya 1775000km2
29. Madagascar 592900km2
30. Malawi 118484km2
31. Mali 1240192km2
32. Mauritania 1030700km2
33. Mauritius 2040km2
34. Morocco 724730km2
35. Mozambique 802000km2
36. Niger 1267000km2
37. Namibia 824295km2
38. Nigeria 923773km2
39. Rwanda 26338km2
40. São Tome & principe 964km2
41. Senegal 196192km2
42. Seychelles 453km2
43. Sierra leone 72325km2
44. Somalia 626541km2
45. South africa 1221037km2
46. South sudan 644329km2
47. Sudan 1886068km2
48. Eswatini 17368km2
49. Tanzania 947419km2
50. Togo 56785km2
51. Tunisia 164154km2
52. Uganda 236036km2
53. Western sahara 252120km2
54. Zambia 752618km2
55. Zimbabwe 390759km2

- The largest country in Africa is **Algeria** while the smallest is **Seychelles**.
- Offshore island also form part of Africa. They include:

1. *Seychelles*
2. *Sao Tome and principe*
3. *Mauritius*
4. *Comoros*
5. *Madagascar*
6. *Cape verde*

Locating places and features on a map using latitudes and longitudes

- When giving the position of a place or features we start with the latitude and then longitude

Major latitudes and longitudes

→ Major longitude is called prime meridian also called **Greenwich meridian.**

→ In Africa it passes through:

- ***Ghana (Accra)***
- ***Algeria***
- ***Burkina Faso***
- ***Mali***

→ All other longitudes are measured and named from prime meridian up to 180˚ on both sides.

→ Major latitude are 3 passing through Africa.

❍ **Equator 0˚ – divides Africa into two parts**

It passes through;

1. ***Gabon***
2. ***Congo***
3. ***DR Congo***
4. ***Uganda***
5. ***Kenya***
6. ***Somalia***

❍ **Tropic of cancer $23^{1}/_{2}$˚ north of equator**

It passes through;

1. ***Western Sahara***
2. ***Mali***
3. ***Mauritania***
4. ***Algeria***
5. ***Libya***
6. ***Egypt***

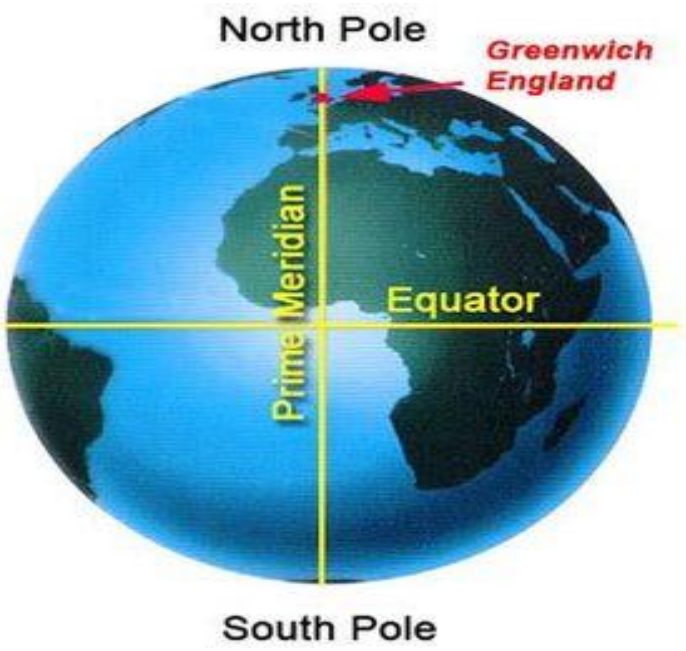
❍ **Tropic of Capricorn $23^1/_2$˚ south of equator**

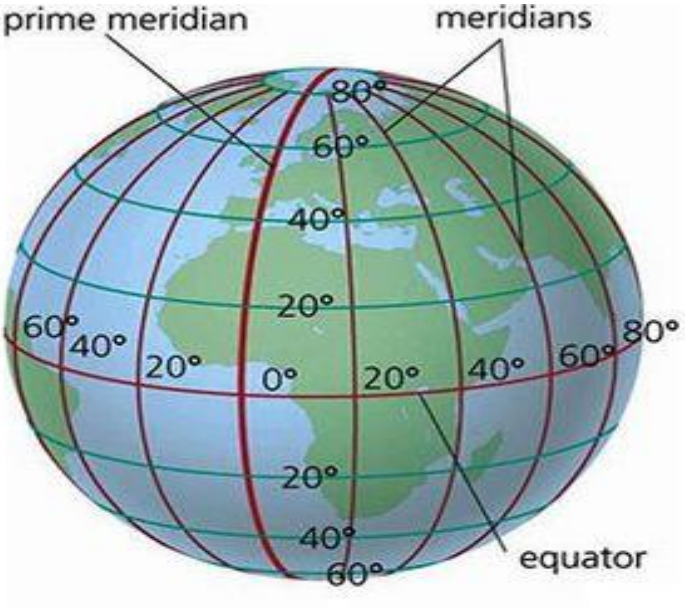
It passes through:

1. ***Namibia***
2. ***Botswana***
3. ***South Africa***
4. ***Mozambique***
5. ***Madagascar***

Other important lines of latitude are far from Africa are:

- ✓ Arctic circle 661/2˚N
- ✓ Antarctic circle 661/2˚S





Student activity

Place	Degrees north	Degrees south	Degree east	Degrees west
Kenya	5ºN	4½º S	Between 34º W AND 42º E	
Algeria				
Abidjan				
Eswatini				
Cairo				
Capetown				
Freetown				

Physical feature	Degrees north	Degrees south	Degree east	Degrees west
Lake turkana				
Namib desert				
Mt. Kilimanjaro				

River Zambezi				
Jos plateau				

Calculating the time of different places in the world using longitudes

- Rotation of the earth- This is movement of earth on its own axis
- Distance between longitudes is measured in degrees
- There are 360 meridians or longitudes. That is, 180^0 to the East and 180^0 to the west.
- One complete rotation is 360˚
- The direction of the rotation is from west to east i.e. anticlockwise direction.
- One complete rotation takes 24 hours
- All places found in the east of the Greenwich meridian will see sunrise first and therefore they are one hour ahead of those to the west
- If it takes 24 hours for the earth to rotate, it means in 1 hour, the earth covers 15^0 and 4 minutes to cover $1^{0.}$
- when calculating time to the east of Greenwich Meridian, we add the time difference to the local time.
- When calculating time to the West of Greenwich Meridian, we subtract the time difference to the local time.

24hrs = 360˚
1hr = ?
360×1 ÷24 =15
Therefore 1hr =15˚ or 360˚= (24×60)minutes=1440min
˚= 1440÷360 ×1=4min
I Hr the earth covers 15º and 1º it covers 4 minutes

Calculating time of places found to the east of Greenwich Meridian

Example 1

The time in Accra 0˚ is 7.00am. Calculate time in bermbera 45˚E
1hr =15˚
? = 45˚ = 45÷15×1 =3hrs
So 3hrs is equivalent to 45˚ then add 3hrs to 7.00am to get 10.00am

Example 2

Suppose the time at GWM is 12 noon what is the local time at Watamu 40◦E?
Time gained=40×4=160min=2 hours 40min
Local time at Watamu is 12.00+2.40=14.40-1200=2.40pm.

Example 3

At Dar-es-Salaam 40◦E time is 12pm what is the time at Ecuador 40◦E?

40◦+20◦=60◦

60×4=240min=4hours

Ecuador is behind in time =12.00-4=8 am.

NB

When calculating time to the east of Greenwich meridian, we add the time difference to the local time.

Calculating time of places found to the west of Greenwich Meridian

- When calculating time to the west of Greenwich meridian we subtract the time difference to the local time.

Example 1

If the time in Accra is 12.00 noon, what is the time in Dakar 17^0 W?

Find the difference in degree.

17^0-0^0

=17^0.

Calculate the difference in time between the two cities.

If 360 =24 hours

17^0 =?

17x24 ÷ 360

= 1 hr 08 minutes.

If the time in Accra 0^0 is 12.00 noon, then subtract the time difference to get the local time in Dakar.

12.00 noon

- 1. 08 mins

10. 52 am Dakar local time.

Calculating time of places found to the East and west of Greenwich Meridian

Example 1

A plane took off in Freetown 15^0 W at 7am local time.

What is the local time in Cape Town, 18^0 E

Calculate the number of degrees between Freetown and Cape town.

15^0 + 18^0 =33^0.

Calculate the time difference between the two cities.

If 360^0 = 24 hrs

Then 33^0 =?

33x24÷ 360

=2 hrs 12 minutes.

Since cape town is to the east of the Greenwich meridian, it means the city is a head of Freetown.
Therefore, to get time in Cape town, add the time difference to Freetown local time.
7.00 am + 2hrs 12 minutes= 9.12 am (Cape Town local time)

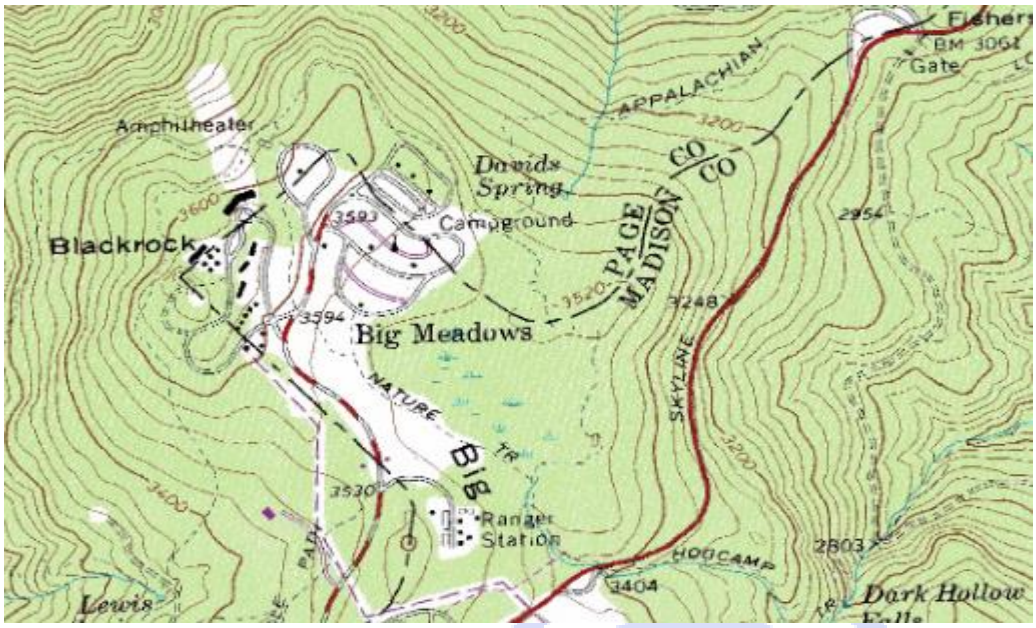
Pictures, plan and maps

- **A picture** - it is an image of an actual object represented as a drawing.
- **A map** - represents a part of the earth or a whole earth on a flat surface drawn to scale.
- **A plan** - is a place or picture drawn to scale for specific use such as construction or planning.

Picture	Plan	Maps
Image of a real object	Outline of something drawn to scale	Representation of the whole or part of the earth's surface drawn to scale
Gives details in their visible shapes and sizes	Also drawn as if a person was directly above the ground	Shows outline of objects on the ground
Can be inform of free hand, drawing, painting or a photograph	It represents a very small place	Drawn as if the drawer was above the ground
Not drawn to scale	The scale is large to show details e.g. house plan	It shows details
	Gives specific information	Most of the features are indicated by symbols.

Types of maps

- **Topographical map** -This shows or describes selected natural surface physical features on a small portion of a country or in an area drawn to scale. It represents natural and human-made features.

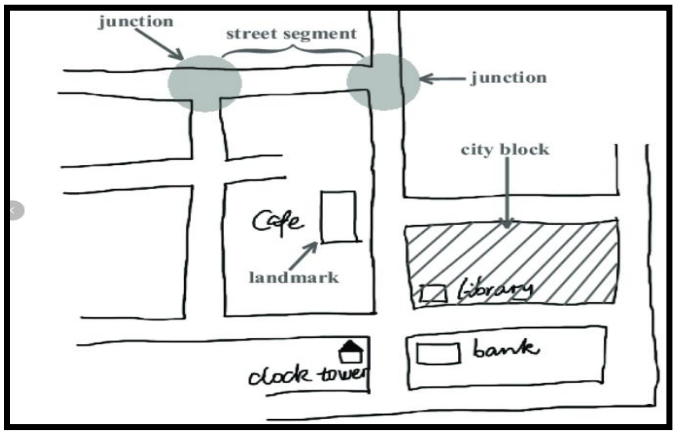


Topographical map

- **<u>Atlas maps</u>** - this is a special book with collection of maps in one volume. The maps are drawn to scale.

Atlas map

- **<u>Sketch map</u>** – This is a map drawn showing specific information in a given area. The map has a title, key, compass and is endorsed in a frame. Maps which are roughly drawn.



A sketch map.

A good sketch map should have the following characteristics:

- Neat and clear
- Title
- Frame
- Key
- Compass direction.

Importance of maps in day to day lives

1. Sketch maps are used to summarize information for easy reference.
2. Used for locating other countries.
3. Used for comparing sizes of countries.
4. For locating climatic regions of different parts of the world.
5. Give information on distribution of geographical phenomena e.g. vegetation on the earth's surface.
6. Help travelers to find their way.
7. Used to calculate distance of a certain place.
8. Used to locate physical features like landforms.

4.4 Earth and the Solar System.

Solar system is the group of heavenly bodies comprising the sun and the planets.

The origin of the solar system

The passing star theory

- A star with a greater gravitational pull passed near the sun
- It attracted large quantities of gaseous materials from the sun
- The materials split, cooled and condensed to form planets
- The planets were set in orbit by the passing star

The nebula cloud theory

- There was a slowly rotating cloud of dust and gas called Nebula. This caused high concentration of materials at the centre that formed the sun.
- Rotation speed increased and successive rings of gaseous materials were formed.
- The rings condensed to form planets.

- The materials grew in size enough to exert their own gravitational pull.
- The central gaseous material remained as the sun

Size of the earth.

- Equatorial diameter-12756km
- Equatorial circumference-40085km
- Polar diameter-39995km
- Surface area of the earth-510×10^6 km2
- Water surface – 73%.

Mercury

- Nearest from the sun
- Its 58m km from the sun
- Has no satellites
- Takes approximately 88 earth days to revolve around the sun.

Venus

- 2nd planet from the sun
- It's 108m km from the sun
- One of the brightest planets
- Can be seen clearly with naked eyes
- Takes approximately 225 earth days to revolve around the sun
- Slightly smaller than the earth
- Has no satellites

Jupiter

- 5th planet from the sun
- Approximately 778m km from the sun
- Largest in the universe
- Rotates on its own axis at very fast speed
- Has flattened poles due to its fast speed of rotation
- Together with the earth they are called twin planets due to having many similarities

Mars

- Also called The Red Planet because when it's observed through a telescope it appears reddish.
- The 4th from the sun
- Slightly smaller than the earth
- Approximately 228m km from the sun
- Takes 687 earth days to revolve around the sun
- Between Mass and Jupiter there are small celestial bodies called planetoids.
- Has no satellite.
- Has very thick layers of ice on its surface
- takes 12 earth years to revolve around the sun
- Has 16 satellites

Saturn

- 6th planet from the sun
- Second largest planet

- Approximately 1427m km from the sun
- Takes 29 ½ earth years to revolve around the sun
- Has a ring around it
- Has 18 satellites

Uranus

- 7th planet from the sun
- About 4 times bigger than the earth
- Approximately 2870m km from the sun
- Also rotates very fast
- Also has flattened poles due to fast speed of rotation
- It appears greenish foe being surrounded by methane gas
- Has 8 satellites
- Takes 84 earth years to revolve around the sun

Neptune

- One of the farthest from the sun
- 8th planet from the sun
- Approximately 4497m km from the sun
- Has 8 satellites
- Takes 165 earth years to revolve around the sun
- Very similar in size, colour and character with Uranus.

❍ **The shape of the earth**

The shape of the earth is called ***geoid/ovoid/oblate spheroid*** due to being an imperfect sphere by being wide at the equator and flat at the poles.

The position of the earth in the solar system

→ The 3rd planet from the sun
→ The earth and the heavenly bodies make the universe
→ The only planet that supports life
→ The home of man
→ Approximately 149m km from the sun
→ Takes 365 ¼ days to revolve around the sun
→ Has one satellite, the moon

Rotation of the earth

- Movement of the earth on its own axis (imaginary line through the centre from N pole to S pole
- Rotates through 360º)
- Takes 24 hours (day) to complete 1 rotation
- Rotates in an anticlockwise direction (west to east)

Effects of Rotation of the Earth

✓ Creates day and night because at any one time one side of the earth faces the sun (day) and the other remains in darkness (night).
✓ Causes deflection of winds and ocean currents in the N hemisphere to the left and in the S hemisphere to the right.
✓ It causes rising and falling of ocean tides.
✓ Causes time difference between longitudes.

Effects of Rotation of the Earth on human activities

Effects of Rotation	How rotation affects human activities
Day and night	Planning day and night activities
High and low tides	Helps in fishing activities Sea transport –
Deflection of winds and ocean currents	Triggering of cyclones, hurricanes and tornadoes for example the deflection cause pressure changes which affect ocean currents and movement of wind Growing of crops Aviation or sea transport Causes flooding

Time difference	Travelling Education Sports

Revolution of the earth

- Movement of the earth in its orbit around the sun.
- It's in anticlockwise direction.
- The orbit of the earth's revolution is elliptical.
- Takes 365 ¼ days in a year or 366 days in a leap year (every 4 years).
- The sun moves from the tropic of cancer to the equator and then towards tropic of Capricorn and back to the tropic of cancer.
- 21st march and 23rd September are called **equinox's** because the length of day and night is equal. The sun is vertically overhead at noon at the equator.
- 21st June is called **summer solstice** because its summer in the N hemisphere. The sun is vertically overhead at noon at the tropic of cancer.
- 22nd December is called **winter solstice** because its winter in the S. hemisphere. The sun is vertically overhead at noon at noon at the tropic of Capricorn.
- Solstice is the period of maximum tilting of the earth towards the sun.

Effects of the Revolution of the earth

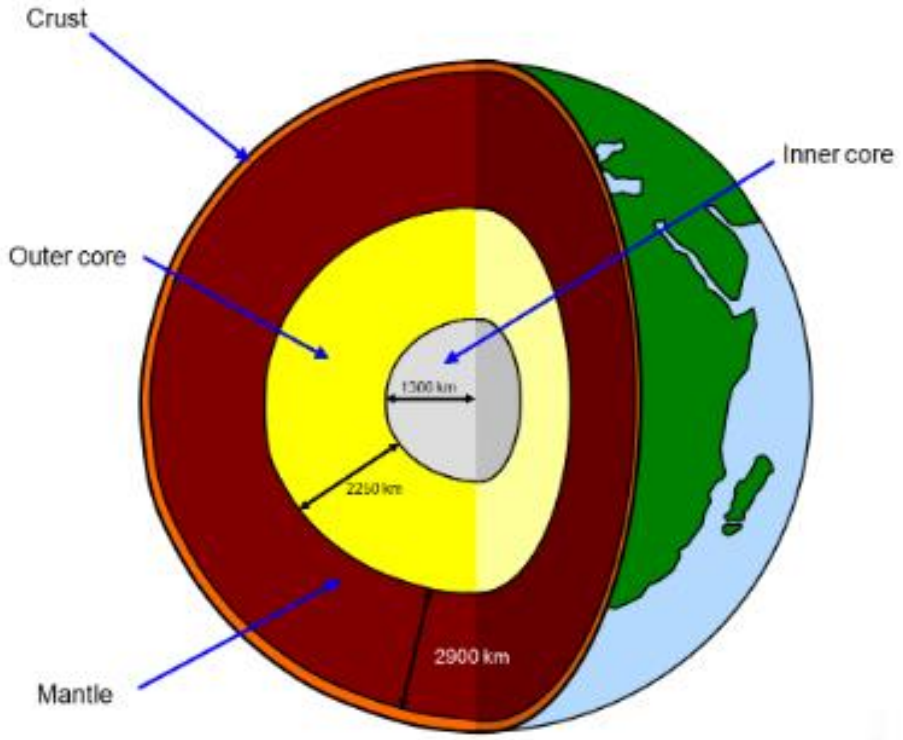
1. Causes the four seasons summer, autumn, winter and spring due to the movement of overhead sun causing changes in the heat belt.
2. Causes variation of day and night's lengths due to the earth's axis being inclined to the path of revolution at an angle of 60◦.
3. Equinoxes have equal lengths of day and night.
4. Summers have longer days and shorter nights.
5. Winters have longer nights and shorter days.
6. Causes changes in the altitude of the midday sun due to the earth's orbit being elliptical.
7. Highest altitude during equinox.
8. Lowest altitude during solstices.
9. Causes lunar eclipse due to revolution bringing the earth in line with the sun and the moon.

Effects of the Revolution of the earth on human activities

Effects of Revolution	**How revolution affects human activities**
Changes in the position of midday sun at different times of the year	
Varying length of day and night at different times of the day	

Seasons	

The internal structure of the earth



A. Crust/Lithosphere

- Outermost layer of the earth
- Made of soils and other loose deposits of sand
- The dominant rocks are granites.
- Extends 0-50km
- Has 2 layers

1. **Sial**
   - Also called continental crust
   - Made of light coloured rocks
   - Called sial because it's made up of silica and aluminium.
2. **Sima**
   - Also called oceanic crust
   - Mainly made of basaltic rocks which are brittle.
   - Called sima because it is made of silica magnesium and iron.

B. **Mohorovicic Discontinuity (Moho)**

- A definite zone of discontinuity between the crust and the mantle.
- Was discovered by Dr. Andrija Mohorovicic in 1909.

The Mantle/Asthenosphere

- Layer lying between the crust and the core

- Made of iron and magnesium
- Has two layers
- Upper mantle
- Rocks are more elastic than those of sima.
- Temperature is about 1000◦c.
- lower mantle
- Rocks are like very viscous liquid.
- Temperature ranges between 1000◦c to 3000◦c.

Gutenberg Discontinuity

A definite zone of discontinuity between mantle and core.

- **Core/barysphere/Centrosphere**
- The innermost/central layer of the earth.
- Has 2 layers
- Outer Core
- Composed of very dense rocks
- Made up of nickel and iron
- Temperatures are up to 3700◦c.
- Inner Core
- A solid mass of mainly iron
- Temperatures are estimated to be 4500◦c to 5000◦c.

F. The Atmosphere

- Layer of gases surrounding the earth.
- The earth revolves with it because its held onto it by gravity
- It's about 330km thick.

<u>Composition of the Atmosphere</u>

- ⇔ Gases-exist as a mixture
- ⇔ Smoke particles
- ⇔ Dust particles
- ⇔ Water vapour.

G. hydrosphere

Ocean and seas

4.5 Weather.

- Weather is the daily atmospheric conditions of a place at a particular time.

ELEMENTS OF WEATHER

Temperature

- Measure or degree of hotness or coldness of a place

Humidity

- The amount of water vapour or moisture in the atmosphere

Precipitation

- All forms of moisture which fall from the atmosphere to the earth's surface.
- Rainfall is a form of precipitation formed from clouds that in form of water droplets

Wind

- Moving air on the surface of the earth

Sunshine

- Direct rays of sunlight on the surface of the earth

Cloud cover

- Mass of tiny droplets of water or ice formed through condensation

❍ **Analysis and interpretation of weather conditions**

Diurnal/daily Temperature range

-Difference between the maximum and minimum temperature for any one day.

Mean Daily Temperature

-Average of the maximum and the minimum daily temperatures.

Mean Monthly temperature

-Sum of mean daily temperatures in a month divided by the number of days in that month.

Mean Monthly minimum Temperature

-Sum of daily minimum temperatures divided by the number of days in that month.

Mean Monthly Maximum Temperature

-Sum of daily maximum temperatures divided by the number of days in that month.

Mean Annual Temperature

-Sum of mean monthly temperatures divided by 12.

Mean Annual Temperature Range

-Difference between the highest and the lowest mean monthly temperatures in a year.

Monthly Rainfall Total

-Sum of rainfall recorded in a month.

Annual Rainfall Total

-Sum of monthly rainfall totals for 12 months.

Mean Monthly Rainfall

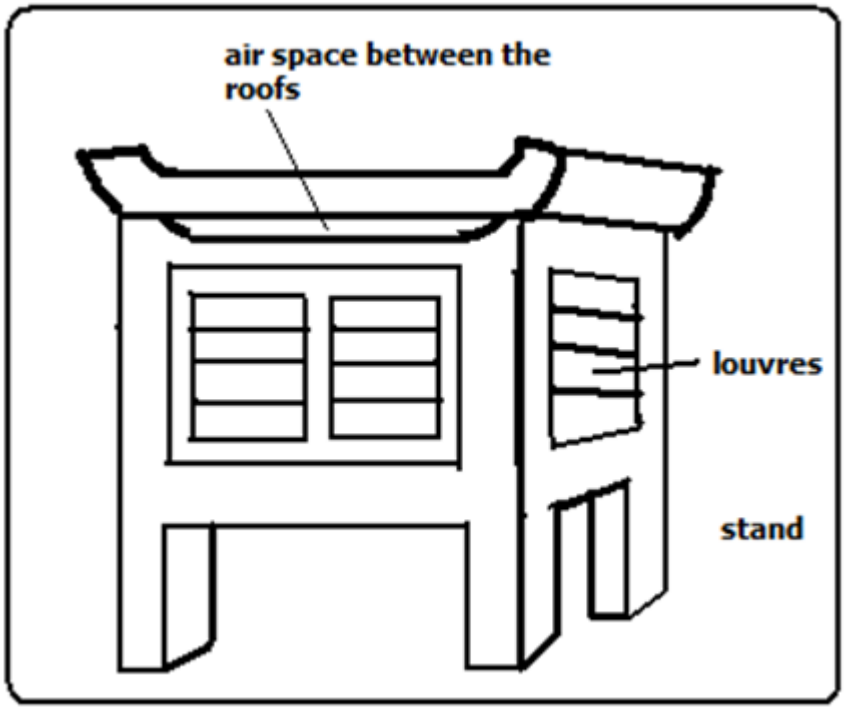
-Sum of rainfall totals for a particular month over several years divided by the number of the years of observation.

Mean Annual Rainfall

-Sum of mean monthly rainfall for 12 months of the year.

❍ **Weather Station**

–A place where observation, measuring and recording of weather elements is done,



Factors to Be Taken Into Account When Sitting a Weather Station

- ✶ Open space-An open place where there is little obstruction of weather elements.
- ✶ Accessible place-Accessible place so that recording can be done easily.
- ✶ Gently sloping land-A fairly level or gently sloping ground (5◦) so that it's easy to position weather instruments.
- ✶ Security-The place should have security.
- ✶ The place should provide a wide view of the surrounding landscape and the sky.
- ✶ The site should be free from flooding.

Constructing selected instruments for measuring elements of weather

Instruments for Measuring Elements of Weather

- **Thermometer**- measures temperature
- **Hygrometer**- measures humidity
- **Rain gauge**-measures rainfall
- **Barometer**-measures air pressure
- **Sunshine recorder**-measures sunshine duration and intensity
- **Wind vane** –measures wind direction
- **Anemometer**-measures wind speed
- **Windsock**-measures direction of the wind.

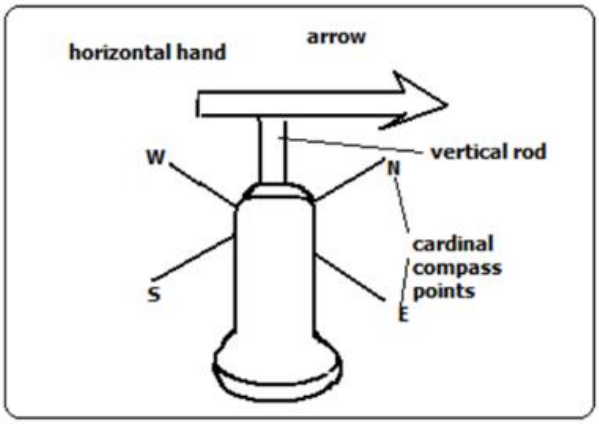
Constructing a wind vane

PUPIL'S ACTIVITY **windavane**

PAGE 52

Materials needed

- A paper cup
- Clay and plasticine
- A pin
- Drinking straw
- Marker pen
- A white circular cardboard
- Square and triangular paper cutting.
- A pencil with a rubber head'



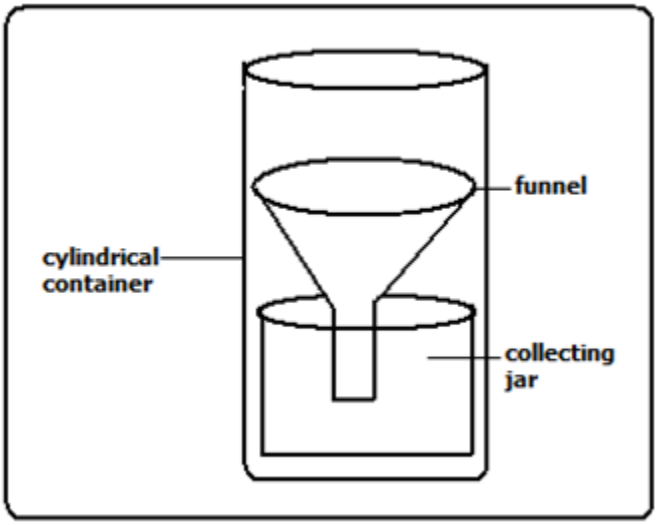
Constructing a rain gauge

PUPIL'S ACTIVITY

PAGE 53

Materials needed

- A 2-litre plastic bottle
- Ruler
- A ballpoint pen
- Masking tape
- A scalpel or pair of scissors



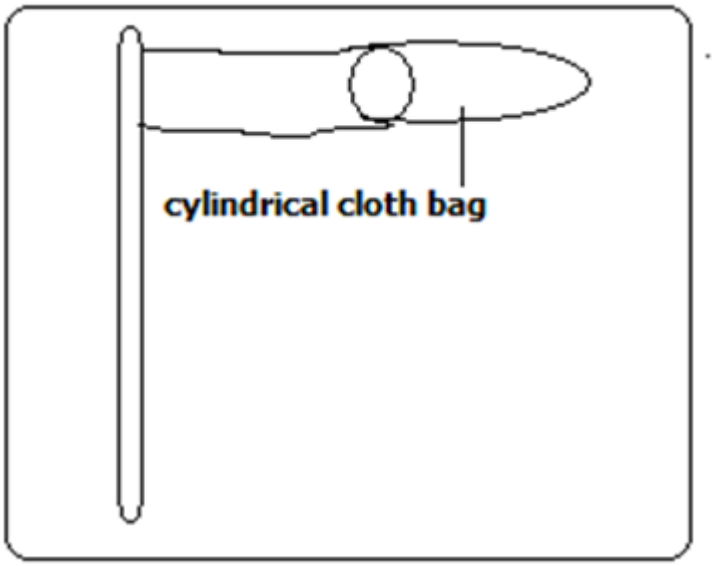
Constructing a Windsock

PUPIL'S ACTIVITY

PAGE 53-54

Materials needed

- → Cylindrical bag
- → String
- → A scalpel
- → Water paints
- → An empty plastic fat/magarine tin
- → Masking tape or cellotape
- → A pole with a pointed end
- → Painting brushes or chewed sticks



Significance of weather to human

- Helps us to be aware of natural calamities related to weather before they occur so as to take precautionary measures.
- Guiding tourists on when to visit national parks.
- Helps farmers to plan their activities such as planting, harvesting, etc.
- Ensures air and water transport is carried out safely.
- Helps sporting people to plan their training and competition schedules.
- Helps people to plan many other activities such as mining, electricity generation, holiday events, etc.
- Helps fishing communities to plan their activities

4.6 Field Work.

- Researchers and geographers usually engage in scientific study of the environment.
- This usually involves collecting data in order to achieve specific objects. This activity is called Fieldwork.
- They also record, analyse, interpret and present the data.

Methods of Data collection.

- Data in the field can be collected in the following ways:
  - ⇔ Use of questionnaires.
  - ⇔ Interviews.
  - ⇔ Sampling.
  - ⇔ Observation.
  - ⇔ Experimentation.
  - ⇔ Use of secondary sources.

Methods of Data Recording.

- Data recording ensures that the data collected during fieldwork is not lost.
- The following are methods of data recording:

→ ***Mapping****-drawing a map of the area of research.*
→ ***Filling in the questionnaire****-filling the blank spaces that have been left in a questionnaire.*
→ ***Tabulating****-filling climatic data in already prepared series of columns and rows.*
→ ***Tallying****-recording counts to ensure that they are accurate by using vertical strokes.*
→ ***Tape recording****-using an audio tape to get the exact words spoken by the respondent.*
→ ***Field sketching****-*
→ ***Taking photographs****-using a camera to capture what is seen in the field.*
→ ***Note-taking****-using a pen and a book to record what you are seeing and hearing.*
→ ***Labelling samples****-*

Methods of Data Analysis.

Data collected can be as follows.

County	Number of people tested	Number of people infected
A	14	10
B	56	35
C	79	39
D	28	23
E	52	34
F	72	45
G	45	28
H	54	23

Data can be analysed by calculating the following from the data after collection:

↳ **Mean/average.**

→ Calculating mean or average involves dividing the sum of all values by the number of values.
→ Therefore, calculating mean of the number of the people who were tested is as follows:

$$\frac{14+56+79+28+52+72+45+54}{8} = \frac{400}{8}$$

$$=50.$$

→ The same formula can be used to calculate the mean of the number of people who were infected.

- **Median.**
  - → Calculating median involves arranging all values in a descending or ascending order and then finding the middle value.
  - → Rank the values as shown: **8, 10,23,28,34,35,39,45.**
  - → Since the values are even, we cannot directly choose the middle number, therefore the middle number falls between two middle values which in this case is **28** and **24**.
  - → The median is the average of the two middle values.
  - → ***Therefore*** $\frac{28+24}{2} = \frac{62}{2}$

    $=31$

- **Mode**.
  - → Calculating mode simply involves picking the most frequently repeated value in the data.
  - → For example, using the data in the table (number of infected people) the mode is **23** as it turns out twice in the data recorded than any other number.

- **Range**.
  - → Range is obtained by subtracting the lowest value from the highest vale in a set of data.
  - → Calculate the range of the data showing the number of people tested.

Highest value-lowest value
=79-14
Range=65

  - → Calculate the range of value for the data showing the number of people infected,

Highest value-lowest value
=45-10
Range =35

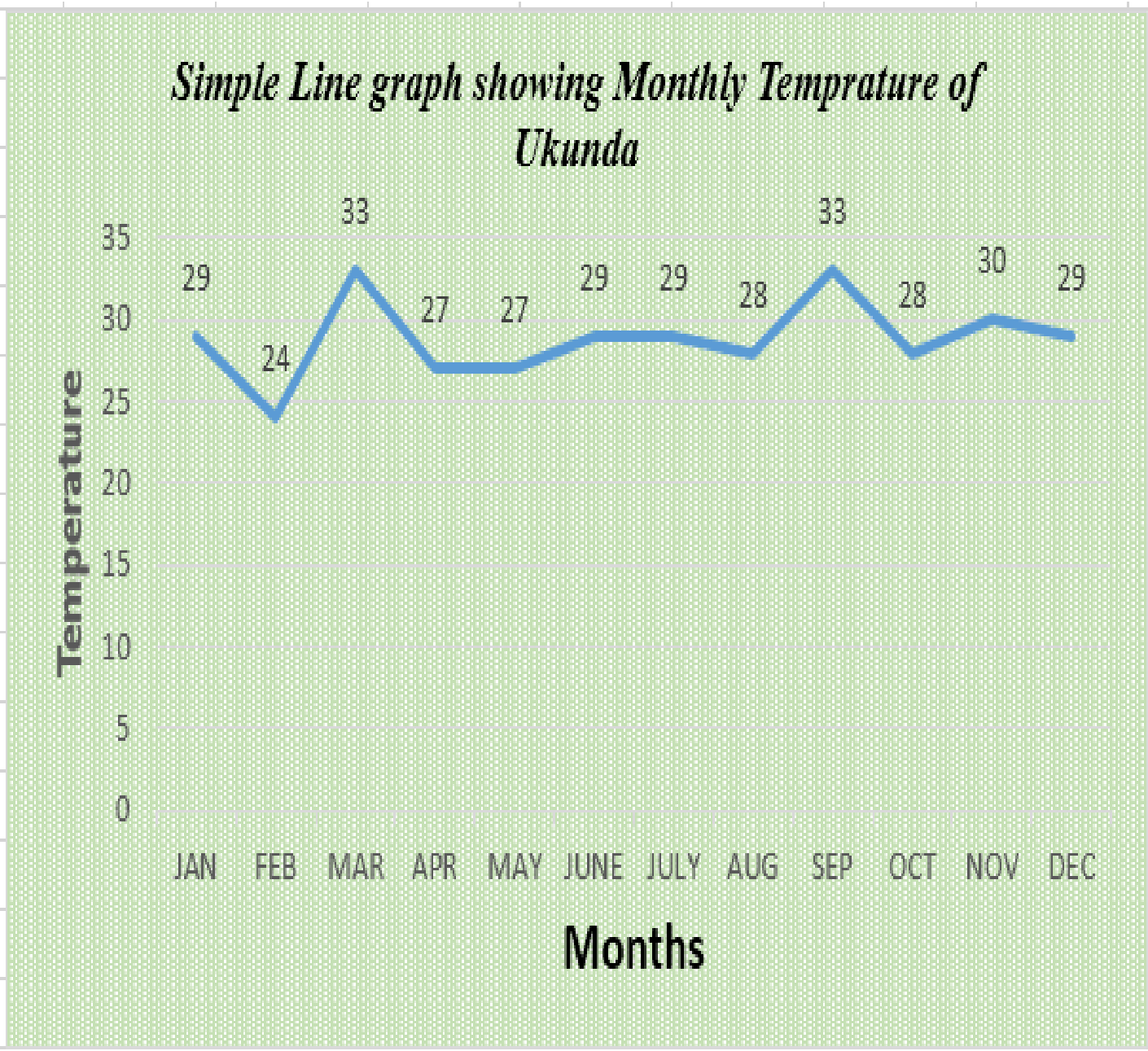
Methods of Data Presentation.

- After analyzing data from the field, it is important to present it in a way that creates visual impression for easy interpretation and understanding. This is called **data presentation.**
- Data can be presented using the following methods:
  - ⇔ Use of graphs such as simple line graphs, simple bar graphs.
  - ⇔ Use of charts such as pie charts.

Data presentation in a simple Line graph.

Grade 7 learners in a certain school obtained the following data showing monthly temperatures recorded in the nearby weather station.

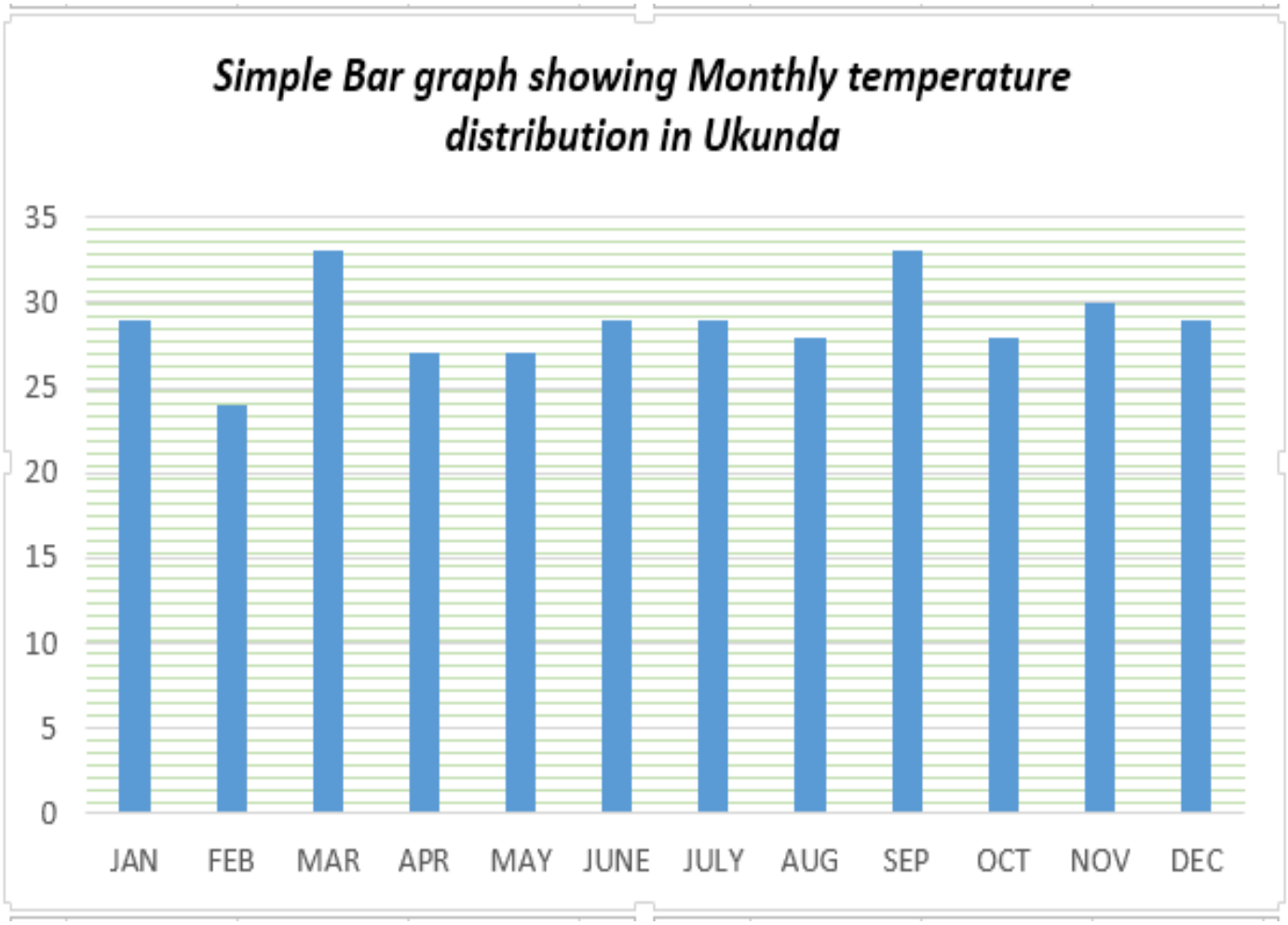
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp ^{0}C	29	24	33	27	27	29	29	28	33	28	30	29



Data presentation in a simple bar graph.

Grade 7 learners in a certain school obtained the following data showing monthly temperatures recorded in the nearby weather station.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp ^{0}C	29	24	33	27	27	29	29	28	33	28	30	29



Challenges and solutions in carrying out Field study.

- Language barrier.
- Inaccessibility due to thick vegetation, steep slopes and muddy areas.
- Poor roads network.
- Environmental challenges such as weather elements which include heavy rainfall or high temperatures.
- Attack by wild animals.
- Uncooperative respondents.
- Accidents in the field.

Solutions to challenges faced in field study.

- ✓ Carry out a pre-visit to identify the challenges of the field study earlier before the field study.
- ✓ Use of language translators in interviews and questionnaires.
- ✓ Carrying out field study in appropriate climatic periods i.e. during the dry season.

Procedure of carrying out fieldwork in research.

i. Coming up with the Topic and Area of study. For example, A study of **Hifadhi** Forest reserve in mazingira area.
ii. Formulating of objectives.
iii. Formulating of hypothesis.
iv. Seeking permission from relevant authorities.
v. Conducting a pre-visit to the area.
vi. Dividing students into groups. Each group is given a task depending on the objectives of the study.
vii. Designing a working schedule or program to be followed in the field.
viii. Choosing on methods of data collection such as observation, questionnaires, interviewing among other.
ix. Assembling research equipment such as cameras, route maps, tape recorders, notebooks among others.
x. Actual field study.
xi. Follow up activities such as writing a report, displaying photographs, samples and graphs.

STRAND 5 POLITICAL DEVELOPMENT AND GOVERNANCE.

5.1 Political Development in Africa Upto 1900 (The Ogiek, Zule and Asante)

Political organization of the Ogiek community up to 1900

- → They had no organized political structure.
- → They had no chiefs, clan elders or formal councils.
- → The Ogiek political structure was based on the lineage family system.
- → Two or more related families with one common ancestor formed a larger political unit called ***ipinda.***
- → The Ogiek had an age set system which supplied the community with warriors who defended the community against raids.

Political organization of the Zulu community up to 1900

- × Political structure of the Zulu was structured like a pyramid.
- × At the base, there were individual households called ***Umuzi***. The family was the basic political unit in the community.
- × Each ***Umuzi*** was under the control of the ***Umnumzane***-the household head. The **Umnumzane** was responsible for maintaining order at the household level.
- × He was answerable to the ***Induna***-the head of a district (**Isigodi**). He also made up several related ***Umuzis***.
- × The ***induna*** was responsible for enforcing law and order in the ***isigodi***. He also solved cases that the ***Umnumzane*** could not solve at the household level.
- × Several ***isigodi*** formed a larger political unit called ***isifunda*** which was controlled by a hereditary chief called ***inkosi***.

Political organization of the Asante community up to 1900

- ✈ Unlike the pyramid structure of the Zulu, the Asante Empire was organized in a cyclic formation.
- ✈ Power was concentrated at the central headquarters in Kumasi. This means power reduced as one moved away from the headquarters.
- ✈ The metropolitan Kumasi was directly ruled by the ***Asantehene***. **Asantehene Osei Tutu** was one of the founders of the Asante Empire.
- ✈ The ***Asantehene*** was advised by a council of kings in charge of various states that formed the Asante Empire. The council of kings were called ***Omanhene***. Each of these kings had to swear an oath of allegiance to the ***Asantehene***. He also had to give up the right of declaring war against another fellow ***Omanhene***.
- ✈ The states forming the Asante empire were united together by the **Golden stool** which was a national symbol of unity.
- ✈ The **Odwira festival** was conducted annually. During ***Odwira festival*** all the ***Omanhenes*** gathered in Kumasi. They would also solve any disputes among the states.

- The Asante had a very strong army that defended the empire from external attacks. The military also raided the neighbouring communities for expansion of the empire.

Golden stool of the Asante

The Concept of Scramble for and Partition of Africa.

- The scramble for Africa refers to the struggle by competition or rush by Europeans for colonies.
- The partition of Africa refers to the sharing or dividing up of Africa into European spheres of influence.

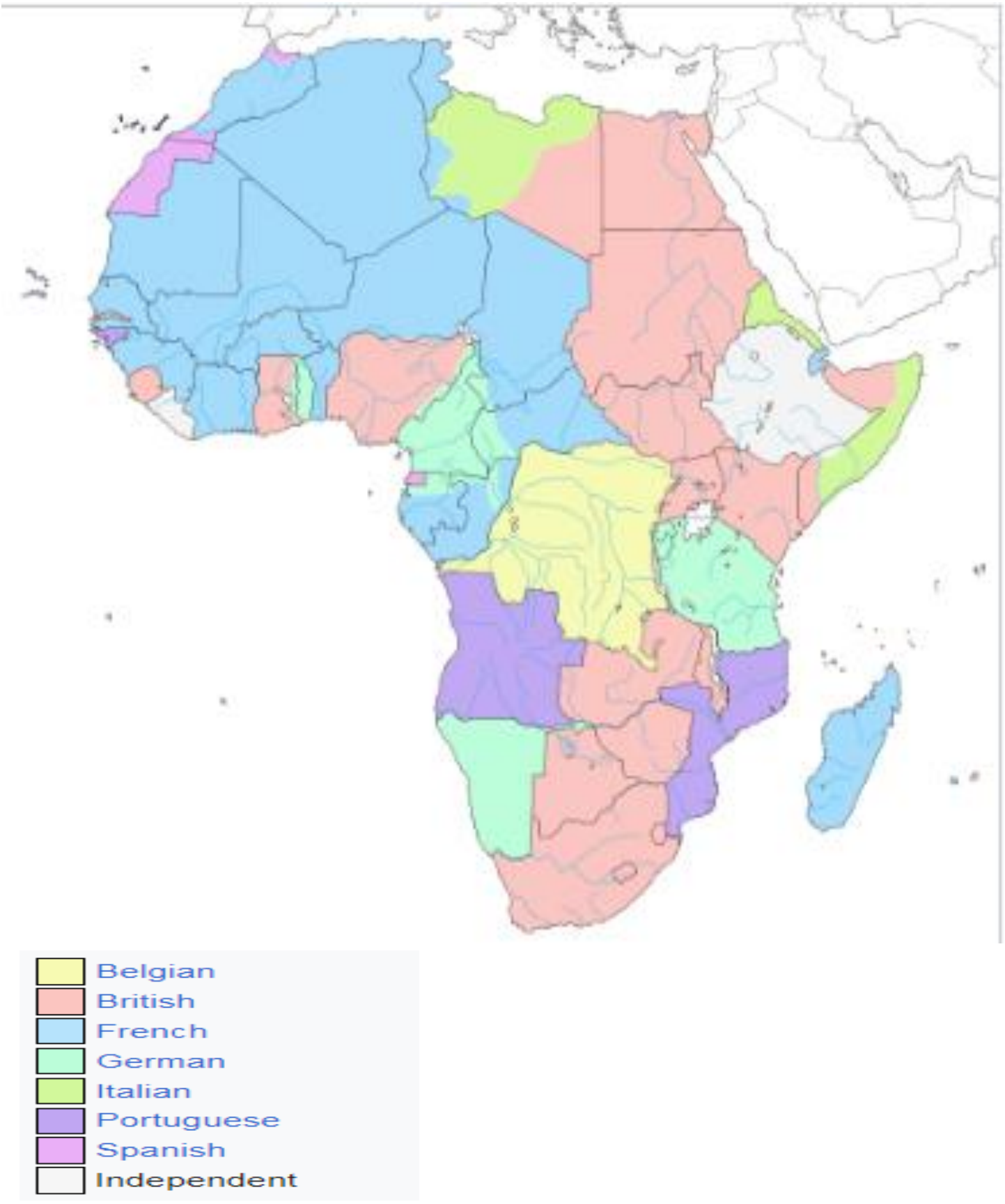
<u>European groups that came to Africa.</u>

- ***Explorers***-they discovered and named main physical features in Africa.
- ***Missionaries***-they came to Africa to spread Christianity and teach how to read and write.
- ***Traders***-they helped in bringing goods such as clothes, manufactured goods, spices among others.
- ***Colonisers***-they scrambled and partitioned for Africa.

Factors that led to the presence of Europeans in Africa.

- *To spread Christianity.*
- *In search of raw materials for their industries in Europe.*
- *Search for markets for their finished goods.*
- *National pride and prestige.*
- *For exploitation.*
- *To spread European civilization.*

Countries in Africa and their colonies.



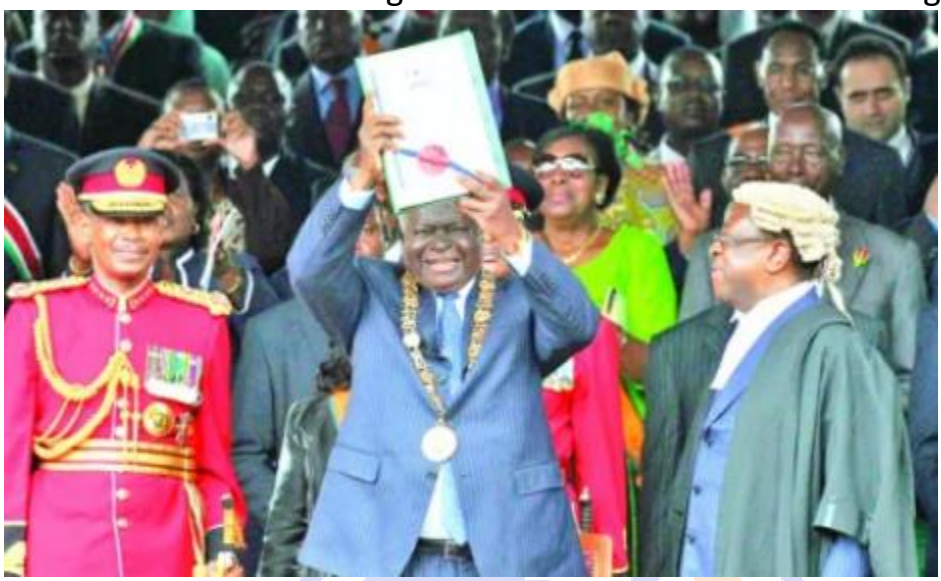
Colonial masters	Countries they colonized.
Britain	South Africa, Kenya, Nigeria, Ghana, Zimbabwe.
Belgium	Congo, Rwanda.
Portugal	Angola, Mozambique.
Germany	Namibia, Tanzania.
Italy.	Libya,
Spain.	Western Sahara, Equatorial Guinea,
France	Mauritania, Mali, Niger, Chad, Central African Republic, Ivory coast, Guinea Bissau, Algeria, Morocco, Burkina Faso, Tunisia, Madagascar. Senegal, Burundi

The Terms of the Berlin Conference of 1884-1885 on partitioning of Africa.

- ✈ Congo, Niger and Zambezi rivers are free for navigation and commerce.
- ✈ Declare the spheres of influence and colonies.
- ✈ Solve any boundaries dispute through negotiations.
- ✈ Ensure security of all Europeans in our colonies.

5.2 The Constitution of Kenya.

Constitution refers to the basic principles of the state, the structures and the processes of government and the fundamental rights of citizens that cannot be changed.



Former president Mwai Kibaki and former Attorney General Amos wako during the promulgation of the Constitution in 2010.

Importance of the Constitution.

- Allows representation of the people in the parliament.
- Ensures justice is followed.
- It gives privilege of dual citizenship.
- It clearly states the rights and responsibilities of individuals.
- It outlines the structure and how resources should be shared equally.
- It spells out responsibilities of those in power hence promoting good governance.

The National Values provided in the Constitution of Kenya.

- ✓ Patriotism.
- ✓ National unity.
- ✓ Rule of law.
- ✓ Equity.
- ✓ Inclusiveness
- ✓ Social justice
- ✓ Equality
- ✓ Integrity
- ✓ Human rights.

Ways of Upholding and protecting the Constitution of Kenya for Social cohesion.

- ✓ Uphold the constitutional principles of leadership and integrity in daily interactions.
- ✓ Lead by example and demonstrate ethical behaviors.

- ✓ Act with honesty, transparency and accountability.
- ✓ Respect the rights and dignity of others.
- ✓ Promote equality, fairness and justice in all interactions.
- ✓ Foster a culture of trust, teamwork and collaboration.
- ✓ Make decisions based on the best interest of the people and the nation.
- ✓ Strive for excellency and continuous improvement in all endeavours.
- ✓ Embrace diversity and inclusivity in our interactions.
- ✓ Uphold the rule of law and ensure equal access to justice for all.

5.3 Human Rights.

- **Human rights** *are privileges human beings are entitled to irrespective of their colour, race, gender, tribe, faith, political opinion or status.*

Evolution of Human Rights.

- Human rights evolved from simple rules in the society, chiefdoms, kingdoms and empires to become universally accepted.
- The belief that everyone is entitled to certain human rights starts a long time ago.

Examples of human rights include:

- *Rights to education.*
- *Right to proper housing.*
- *Right to marry and have family.*
- *Right to fair trial.*
- *Right to own property.*
- *Right to employment.*
- *Right to access information and fair application f law.*
- *Right to participate in cultural life of choice.*
- *Right to vie for any political office.*
- *Right to join trade unions.*
- *Right to clean water.*
- *Right to basic needs.*
- *Right to security.*
- *Right to vote.*
- *Right to medical care.*
- *Right to life.*

Classification of Human Rights.

Human rights can be classified as;

- Social rights.
- Economic rights.
- Civil rights.
- Cultural rights.

- **Civil rights** *protect individuals from action by the government, organizations or other persons.*
- **Political rights** *mandate individuals from to participate freely in the political system. This includes voting and holding public office.*
- **Economic, social and cultural rights** *provide protection for the dignity, freedom and well-being of individuals. They include rights to adequate food, housing, health, social security, cultural life, water, sanitation and work.*

Characteristics of Human rights in the society.

- → **Non-discrimination**- *human beings should not be discriminated on the basis of colour, ethnicity, gender, race, age, religion, nationality or language.*
- → **They are universal**-*human rights are the same in all member states of the United Nations.*
- → **They are enforceable**-human rights must be anchored in constitution for member states and be protected by the court of law.
- → **Immutable**-human rights should not be taken away or changed by anyone.
- → **Equal** -human rights are equal in status. Human beings are equal irrespective of their communities, traditions or nations.
- → Independent and interrelated-
- → Participatory and inclusive
- → Protected by court of law
- → Indivisible and interacted-
- → Inherent

<u>Equity and Non-discrimination in fostering solidarity</u>.

Equity refers to the treatment of people or allocation of resources according to each individual's needs.

Non-discrimination is an important part of equality that ensures individuals are treated in the same way regardless of gender, race, and religion. Language ethnicity, disability or nationality.

<u>Promoting Equity and non-discrimination for prosperity.</u>

The following ways can be used to promote equity and non-discrimination in the society.

→ Providing food, shelter and caring for the orphans.
→ Donating wheelchairs to physically challenged people.
→ Ensuring laws that protect the women, disabled and other minorities are respected.
→ Creating public awareness to support equity and non-discrimination through schools, media, support groups among others.

5.4 African Diasporas.

~ **Diaspora** word originated from a Greek term '***diaspeirein'*** which means "**scatter across**."
~ **Diaspora** refers to a scattered population whose origin lies in a different geographical area.
~ **Asylum** refers to a person seeking protection in foreign country due to persecution and serious human rights violation in his or her own country. An asylum seeker usually flees from his or her country after facing threats to his life or security.

Factors that contributed to the presence of African Diasporas across the World.

✓ Trans-Atlantic trade.
✓ Refugees.
✓ Search for education opportunities.
✓ African seeking asylum due to political instability and community hostility.
✓ Search for employment opportunities.
✓ Assimilation in France.

Role of the African Diasporas in the political development in Africa.

Africans in diaspora play an important role in the political development in Africa.

- *They help formulate policies that improve the political environment in their home countries.*
- *They also help in voting during general elections.*
- *They help in funding political parties during elections.*
- *They protect political asylum in the diaspora.*
- *They help in pushing for political changes in countries that have leaders who abuse power.*
- *They provide funds to organizations that help in civic education.*

5.5 Citizenship.

- A global citizen *refers to someone who is aware and understands the world.*
- A global citizen takes an active role in making the world peaceful, sustainable and fairer.

Interconnectedness and Interdependence among Countries in the World.

Global citizenship is the idea that one's identity goes beyond the geographical region or political borders.

- Globalization *refers to interaction and integration of people in different areas of the world for economic, social and political reasons.*
- Interdependence refers to the state of being connected with each other or relying on one another for mutual benefit.

The dependence of two or more people or things on each other.

- Interconnectedness refers to ability to understand and function in an increasingly multicultural and international environment to foster the development of individuals and nations in a diverse society.

Reasons for interconnectedness and interdependence among countries in the world.

- *Trading.*
- *Technology.*
- *Tourism.*
- *Better medical care.*
- *Investments.*
- *Education.*
- *Employment.*
- *Peacekeeping missions.*
- *Sports reasons.*

Positive and negative effects of globalization at local and national levels.

Positive effects of globalization include;

- Improvement of the economy.
- Led to poverty reduction and general development of some countries.
- Creation of employment opportunities or jobs.
- There is greater access to technology due to sharing.
- There is cultural diversity due to ease in movement around the world.
- Enable easy communication and flow of information around the world.
- Has enables importation of cheap and affordable goods.
- Has led to access to new talents.
- Led to access to new markets.

Negative effects of globalization include;

- Loss of cultural identity due to integration.
- Widens the gap between developed countries and the developing countries.
- It has led to collapsing of the local industries.
- Has led to unequal business growth.
- It has also led to job displacement where people involuntarily losses jobs due to closure of firms.

Qualities of a global citizen in the modern society.

- Should understand other people and have empathy.
- Should act fairly in his or her choices and decisions.
- Believes that all people are equal.
- Accepts differences among people.
- Cooperatives with others.
- Should be curious and ants to know about others.
- Should be open minded and confident.
- Should be able to respect the universal human rights.
- Should conserve the environment.
- Believes in making positive changes in the world.
- Should advocate for peace in all areas.
- Should be adaptable and flexible to any global challenges

VYNTEX SOFTCOPY
PUBLISHERS