

Lesson 6: Our cultural values

Activity 1



Read about values in Tanzania.



Values are the things we believe to be important, and our values help us decide how to act and how to behave.

Culture on the other hand is the way of life in a society. The experiences and traditions we all get from older people, like dancing, weaving, pottery work, fishing, and looking after cattle and other animals are part of our culture.

Family values means what we believe makes a good family, and how members of a family should behave. An example of a family value is that younger members of a family should respect older members. If we have this value, we listen to, obey and help older members of our family.

In school, there are values we should live by. For example, we believe in taking care of our common property. If we have this value in our minds, we will always treat our school building, our books and other equipment in the right way.

In Tanzania, we try to live by our cultural values. For example, we all greet each other to show respect. Everybody shares the culture and its values. In this way, our people can live in peace and make progress without forgetting the important things.

Can you name some of our cultural values in Tanzania?

Activity 2



Look at these values and actions. Match an action to the value that it shows.

Actions	Values
1) You try to help a neighbour who cannot carry her heavy things.	a) Hard work
2) You find some money on the floor outside a shop, and you go inside to ask if anybody has lost it.	b) Respect for the law
3) You do all your homework but you also find time to feed the animals and clean the compound.	c) Care for the environment
4) Your friend wants you to drive in his father's car with him. He doesn't have a driving licence so you say no.	d) Patriotism
5) You always try to save water, and not use more than necessary.	e) Honesty
6) You try to do what is best for your country, not just for yourself.	f) Taking care of others

Activity 3



Choose any two tribes that are found in Tanzania.

Write one common thing in their culture.

For example: In... and in... they both eat cassava.

Write one difference that they have in their culture.

For example: In... they wear... but in... they wear...

Write about a similarity and a difference between the two tribes.

For example: Although... and... both eat..., they speak different languages.



Reflect – Do you think that you are a good pupil at your school and a good citizen?
How does school encourage you to act according to Tanzania's cultural values? How does school encourage you to keep their home culture and customs?



Homework – Add more sentences to Activity 3 to make a short text describing the similarities and differences between the two cultures. You can draw pictures if you like.

Make a collection of words that are linked to your culture to bring to the next class.

Lesson 7: Our basic rights

Activity 1



Are these a right or a privilege?

food	mobile phones	dancing classes	freedom to say what you think
life	medical care	to be safe	not to work in mines
education	a home	to have a name	not to fight in wars
television	a pet	to have a nationality	not to be harmed or hurt
to play football	a bike	to have clothes	to live very near a school

Activity 2



Which human rights are being violated here?

1.



2.



3.



Activity 3



Write any four sentences from the table.

A child's rights Children's rights	are violated when	he is she is they are	(denied)	tortured. an education. healthcare. food and clothing. forced to work in the mines. a home to live in. punished with violence. respect and dignity.
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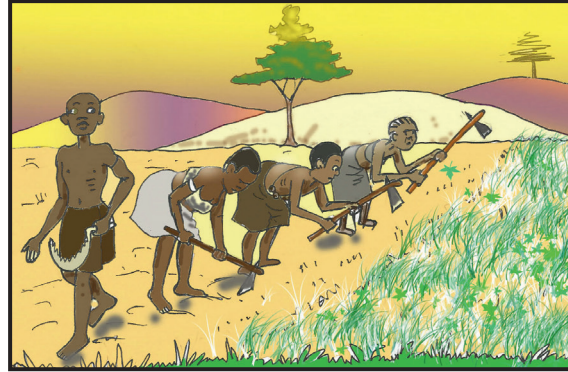
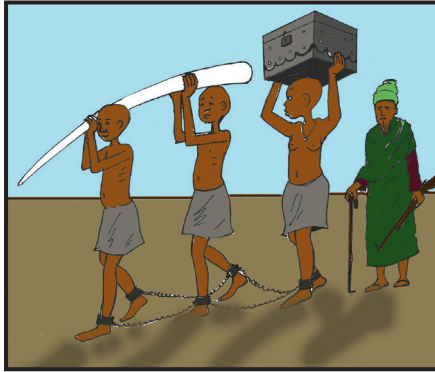
Reflect – Think about human rights. Are they only for children and only in Tanzania?
Are there places in Tanzania and other countries where people don't have the accepted human rights?



Homework – Ask your parents how rights and privileges have changed since they were children. Make notes about how things have changed and bring them into school.

Lesson 8: Social organisations in our history

Activity 1



Read and match the systems to each paragraph.

Slavery

Feudalism

Communalism

- a) People lived and worked together in large groups. They did not keep animals or grow crops. When they gathered wild plants from the forest or hunted animals, they distributed the food equally amongst their community. Sometimes the community exchanged food for items they needed, such as arrowheads for hunting. The members of the community shared activities such as bringing up children and treated each other equally.
- b) In this system, a person called a slave master could own another person, who was their slave. The slaves worked very hard and they were given food but they did not get any money. The slave master could sell them to another person and they would have to go and live with them.
- c) In this social system a few people called landlords owned big pieces of land. People who didn't have land were called tenants. The tenants rented the land from the landlord so they could grow produce to live. The rent was often very expensive though, and it was difficult for the tenants to pay the rent. The landlords became rich while the tenants were poor.

Activity 2



Look at the sentences. Decide with your partner if they are about slaves, tenants or both.

1. You could rent land from the lord.	...tenants...
2. Your master could sell you or your wife/husband.	
3. You had to work on the land.	
4. You could leave if you wanted.	
5. You could not own your house.	
6. You could be set free.	
7. You could sell extra crops and keep the money.	
8. Sometimes you could work for your master as a cook or teacher.	
9. You could only leave the land if you ran away illegally.	

Which would be better for you and your family, life as a slave or life as a tenant?

Activity 3



Write about one advantage tenants had.

For example: Tenants could rent land but/while slaves

Write about one advantage slaves had.

Slaves could ... but/while tenants ...



Reflect - What is the connection between today's lesson and the lesson you studied on 'Our basic rights'?

In Activity 1 you read about communalism. What are the advantages of this way of life? What are the disadvantages?



Homework - Find out something about these:

- (i) Hadzabe
- (ii) Nyaru Banja
- (iii) Bagamoyo

How are they connected to this lesson? Prepare to tell your class about one of them next time.

Lesson 9: Our neighbours

Activity 1



Look at the picture, and ask and answer questions about the neighbours.



Activity 2



Copy and complete these sentences.

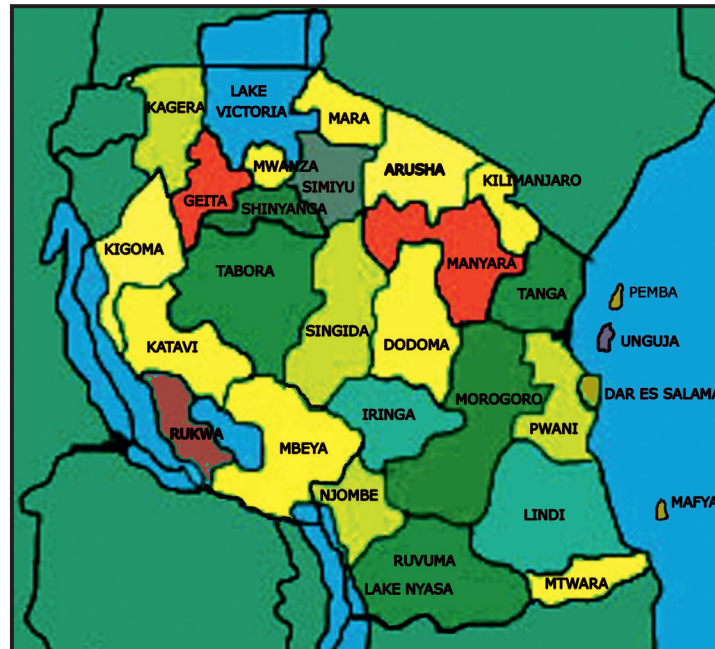
1. I am a good neighbour because...
2. To be a better neighbour I should...



Homework – Draw a map of your local neighbourhood and then write a paragraph describing who lives there using all the position words you have learned.

Lesson 10: Our International neighbours

Activity 1



Read this text. Is it a good or bad idea for Tanzania to cooperate with other countries?

In 2000 the new East African Community (EAC) was established with five members made up of Tanzania, Kenya, Uganda, Rwanda and Burundi. This common market was set up in order to build regional cooperation amongst these countries and to improve economic ties. Some of the ways this is done include allowing the free movement of goods, services and labour across borders. For example, the free movement of labour would involve a Tanzanian citizen going to find a job in Kenya without any problem. The important thing is that he/she has to have a passport.

The EAC has also set up a customs union, which means that customs charges or tariffs put on imports and exports, are the same within the community, e.g. moving a car from the Dar es Salaam port to Nairobi is the same tariff as moving a car from Nairobi to Dar es Salaam.

Apart from cooperating with EAC members, Tanzania also has economic, cultural and political cooperation with other countries of the world.

Activity 2



Think about what you discussed about how Tanzania works with other countries. What new things have you learnt from this text? Your teacher will give you some questions to discuss.

Activity 3



Find the words from Column A in the text and underline them. Match them with their meanings in Column B.

A. Words in the text	B. meaning
1. established	a) boundaries that separate countries
2. ties	b) things a country sells and sends to other countries
3. borders	c) started, set up
4. involve	d) connections, links
5. customs charges	e) working together to produce, sell and buy things
6. exports	f) inside
7. within	g) mean
8. economic cooperation	h) a tax you pay when you move goods from one country to another



Homework – Look around your home and find five things you use that come from East African countries, and five things that come from other countries outside East Africa.