STANDARD 3 SOCIAL STUDIES SUMMARY NOTES

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THAVITE ZONE

SALIMA DISTRICT

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UNIT 1: LOCATION OF THE VILLAGE

Four cardinal points

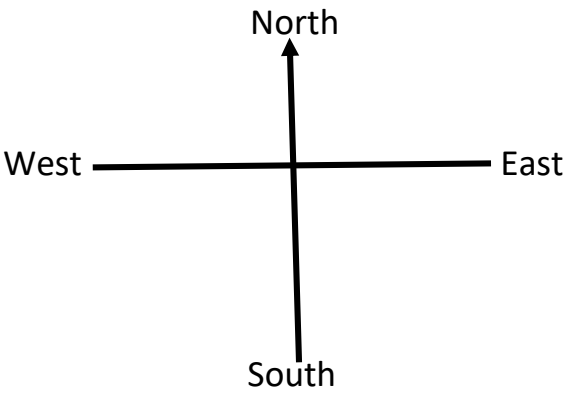
-The direction of a place can be located using the position of the sun.

-The sun rises from the east and sets in the west.

-When one faces the east, his/her left hand is to the north while the right hand is to the south.

-East, west, north and south are referred to as the four cardinal points. These are used to describe the location of places.

The four cardinal points



Locating features using cardinal points

-The positions of a village, school, mountains and rivers can be located using the cardinal points e.g. a village may be to the east, west of another village.

UNIT 2: FAMILY MEMBERS

Family members

-Family members include the father, the mother and children.

-Other family members include uncles, aunts, cousins, nieces, nephews and grandparents.

Roles of family members

a) Parents

-Find food for the family.

-Source other needs for the family such as clothes.

-Teach children good manners.

-Send children to school.

b) Children

-Respect parents and elders.

-Help parents with family chores.

-Go to school.

-Behave in a proper manner.

Family sizes

-Families vary in size.

-Some are small others are large.

-In a small there can be parents/ guardians and a few children.

-A large family can be composed of parents/guardians and many children. In other cases a family may have dependants.

Problems of large families

-Large families strive to get resources like food, clothes, health care, housing and school fees.

Origins of the family

-Every family came from somewhere.

-It is important for every child to know where his/her family originated from. This will assist them to trace their family relations and understand their family history.

UNIT 3: TRADITIONAL CUSTOMS

Cultural practices in the family

a) Practices related to meals

-Eating together from one plate.

-Each member eating from his/her own plate.

-Children taking their meals in the dining room with their parents or guardians.

-Children taking their meals in the kitchen.

-Washing hands starting with the eldest member.

-Pouring water for each other when washing hands.

-Parents, especially the father, getting the best share of the meal.

b) Practices related to related to respect {children}

-Not being allowed to enter their parent's bedroom.

-Respecting elders.

-Dressing according to the wishes of the family.

-Respecting the rules and laws of the society.

-Girls and girls sleeping separately.

c) Practices related to cooperation

-Praying together during meal times and when going to bed and getting up.

-Assisting one another in times of problems.

-Reporting strange things encountered within the home and communities.

-Working together in various activities at home.

-Participating in traditional ceremonies.

Importance of cultural practices

-Promote cooperation among members.

-Provide training opportunities for new members of a society.

-Ease problems when people share responsibilities.

-Provide survival skills.

-Provides a sense of responsibility.

-Develop a sense of oneness among members.

-Maintain continuity of the culture.

-Encourage members to respect each other.

-Promote the feeling of uniqueness.

-Encourage patriotism.

Traditional customs practised in the community

-Traditional customs ate beliefs and behaviour patterns that have been part of a culture for a long period of time.

-Some traditional customs in Malawi include ululating at the birth of a child, children receiving things with both hands and sleeping in separate rooms from parents.

Traditional customs practised at funerals

-Taking part in the work at a funeral voluntarily.

-Giving assistance to others in the form of food, money and other material resources.

-Showing sympathy to a bereaved family.

Traditional customs which relate to marriage

-Engagement

-Weddings

-Traditional dances and songs

-Feasting

-Go-betweens

Traditional customs related to respect

-Being obedient, cooperative and polite to elders.

-Respecting oneself.

-Respecting peers and visitors.

-Kneeling down or squatting when receiving things from adults.

UNIT 4: PHYSICAL FEATURES AROUND THE VILLAGE

Physical features around the village

-These physical features include mountains, hills, rivers, plains and valleys.

Uses of physical features

-Hills and mountains provide firewood, wild fruits, rocks, precious materials, water and grass.

-Plains are generally used for farming, settlement, growing trees and construction of roads and railway lines.

-Valleys usually have fertile soils. They are used for farming.

Effects of not caring for physical features in the area

-Soil erosion

-Floods

-Droughts

-Climate

Ways of caring for physical features

-Avoid bush fires.

-Avoid cutting down trees carelessly.

-Plant trees and grass when others are cut down.

-Avoid overgrazing.

-Re-afforestation.

-Making ridges across the slopes.

UNIT 5: THE BASIC NEEDS OF THE VILLAGE

Basic needs

-Basic needs are important requirements which a person needs.

Basic needs of a village or township

-Water

-Roads

-Markets

-Shops

-Clinics

-Schools

>People get water from different sources such as rivers, wells and taps.

>Shops are run by business people while roads, clinics, schools and markets can be constructed by the villagers on self-help basis or by government or non-governmental organizations.

Importance of caring for the basic needs of a village and school

-Facilitate the movement of people from one point to the other.

UNIT 6: ANIMALS AND INSECTS FOUND AROUND THE HOME AND SCHOOL

Animals and insects around the home and school

-**The animals** include cattle, chickens, goats, dogs, cats, sheep, ducks, birds, lizards, frogs, pigs, chameleons, crocodiles, rabbits, guinea fowls, turkeys, fish, snakes, rats, mice and monkeys. Some animals are tamed while others are wild. **Tamed animals** include goats, rabbits and cattle. **Wild animals** include monkeys and crocodiles. Some animals such as dogs, crocodiles and snakes can bite people.

-**The insects** include cockroaches, grasshoppers, mosquitoes, butterflies, termites, ants, houseflies, scorpions, bettles, wasps, crickets, bees and spiders. Some insects bite while others spread diseases. **Insects that bite** include bees, wasps and mosquitoes. **Insects that can spread diseases** include mosquitoes, houseflies and cockroaches.

Uses of animals and insects

-**Sources of food** such as meat, milk, eggs and honey.

-**Source of income** through sales of meat, milk and eggs.

-Source of manure.

-Sources of transport.

-Sources of power e.g. pulling ploughs, ridgers or an ox-carts.

-Source of raw materials e.g. hides for making drums, chairs, belts, shoes and leather bags.

Practices that can disturb animal and insect life around the home and the school

-Killing them.

-Removing them from their homes.

-Burning grass and bushes.

-Clearing bushes and forests.

-Not providing tamed animals with clean water.

-Poisoning

-Wounding them.

Ways of caring for animals and insects around the homes and the school

Tamed

-Feeding them properly.

-Providing them with clean water.

-Providing them with good shelter.

-Protecting and treating them for diseases {e.g. by vaccination} and parasites.

-Protecting them from thieves and predators.

Wild animals

-Not wounding or killing them.

-Avoid bush fires.

-Not destroying nests.

-Establish natural parks and game reserves.

-Not destroying their habitants.

Insects

-Not injuring or killing them.

-Not clearing the grass and bushes in which they live.

UNIT 7: COOPERATION

Situations that need community cooperation

a) In the times of happiness

-For example during weddings, prayers, initiation ceremonies, traditional music and dances, birth of children, parties, sporting activities, opening of development projects, victory and collective garden work.

b) In times of sorrow

-For example during funerals, illnesses, disasters and court cases.

Importance of cooperation

-People share interests.

-They share beliefs, values and attitudes.

-They exercise interdependence.

-People speed up development activities.

-They learn from others.

-Encourage them to achieve their goals.

-People preserve their culture.

-People maintain their identity.

-Encourage people to develop their village or school.

UNIT 8: SOCIAL RELATIONSHIPS IN THE VILLAGE

Social relationships in the village

-Social relationship refers to the association or interaction between or among people

Forms of social relationships

a) Single relationship: This is a social relationship between two people. For example, husband and wife, a parent and a child, a customer and sales person.

b) Group association: This is a social relationship among many people. It consists of more than two people. For example a family, child hood group, a clan, a team, a club, a department and a school.

Importance of social relationships in the village

-Provide emotional and social support in times of need.

-Help people to share resources in times of need.

-There is companionship, love, security and well-being.

-Enables socialization of new members.

-It helps in transmitting norms and values for life.

-People get advice on various issues such as HIV and AIDS.

-People are able to care for and respect each other.

-Members are able to live together.

-Members spend leisure time more profitably.

-People depend on each other.

-People develop a sense of oneness for social solidarity.

UNIT 9: HOME SAFETY

Common accidents in home

-Being scalded by hot water and other fluids.

-Consumption of harmful substances e.g. rat poison.

-Drowning in water.

-Being cut or pierced by sharp objects e.g. knives and nails.

-Electric shock.

-Falling due to slippery floors or poor lighting.

Safety precautions on common accidents in homes

-Filling holes with soil.

-Not leaving water in bathtubs and basins.

-Covering water containers and protecting swimming pools.

-Keeping medicines away from children.

-Keeping children away from fire and hot fluids.

-Keeping sharp objects such as knives in safe places.

-Keeping floors dry.

-Being careful when walking over slippery floors.

-Repairing all electrical appliances.

Importance of following safety precautions in homes

-Prevents accidents.

-Save lives.

-Reduce the number of patients in hospitals.

UNIT 10: ROAD SAFETY

Examples of road accidents

-Collision of cars.

-People being hit by cars or bicycles.

Causes of road accidents

-Faulty motor vehicles.

-Drunken drivers.

-Stray animals.

-Bad weather conditions.

-Bad road conditions.

-Careless pedestrians.

-Overloading of vehicles.

-Careless drivers.

-Wearing dark clothes while walking or cycling on roads at night.

Road safety precautions

-Following traffic police and traffic lights signals when using the road.

-Using the pedestrian crossing when crossing the road wherever available.

-Walking on the right hand side of the road.

-Following road signs and regulations.

-Carrying a torch or lamp at night.

-Wearing white or reflective clothing when walking at night.

-Walking in a single line when crossing a road.

-Avoid grazing animals along the road.

-Cycling on the left hand side of the road.

-Fitting bicycles, cars and ox-carts with reflective materials.

Road signs

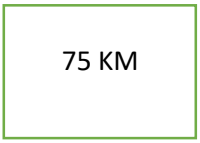
-A road sign is a symbol placed along the road.

Types of road signs

a) Informative signs

-These inform people about what they will find or see next and show the direction and distances of various places.







b) Regulatory signs

-These sighs tell road users what they should do.

-They have a red circle with a message as shown below



c) Danger warning signs

-These are signs which warn people of danger ahead.

-They have a red triangle and sometimes are accompanied by words that describe the approaching danger.

Importance of road signs

-Help to control speed.

-Control the flow of traffic.

-Warn road users of dangers on the road.

Dangers of removing road signs

-Road users' cannot know of impending dangers or conditions of the road.

-Road accidents can happen at an alarming rate.

UNIT 11: POPULATION OF THE SCHOOL AND VILLAGE

Number of people in the school and the village

-Population is the number of people living in a particular area.

-Some schools and villages have more people than others.

Problems which arise because of high population in the school

-Learners learn in the open because of inadequate classrooms. The learners have a lot of disturbances like strong winds, the sun, passers-by or vehicles.

-Learners sit on the floor because of inadequate desks. The learners have poor body posture and they cannot write well. Their clothes and books become dirty.

-High pupil-textbook ratio which results in learners not having access to books.

-Inadequate number of teachers resulting into high pupil-teacher ratio.

-Lack of clean water because of inadequate boreholes.

-Inadequate toilets/latrines leading to the spread of diseases and absenteeism.

Problems which arise because of high population in a village

-People scrambling for water.

-High rate of deforestation.

-Soil erosion due to over-cultivation.

-Destruction of scenic beauty.

-Scarcity of firewood.

-Destruction of shelter or for animals and birds.

-Lack of raw materials for building.

-Drought can result.

-Food shortage leading to malnutrition or death.

Solutions to problems of high population in a school

-Asking the school management committee members to provide the resources.

-Seeking support from Non-Governmental Organizations {NGOs}.

-Seeking support from the Ministry of Education and other bodies.

-Seeking support from well-wishers.

-Organizing shift systems to allow more learners to access the school facilities.

Solutions to problems of high population in a village

-Avoid careless cutting down of trees.

-Plant more trees.

-Manage land properly.

-Have smaller families.

-Civic educate members.

UNIT 12: RIGHTS AND RESPONSIBILITIES OF CITIZENS

Rights of citizens in the community

-Rights are entitlements which every citizen enjoys by virtue of being a member of a community.

-These entitlements are also called Civic Rights.

Examples of civic rights

A) Right to protection

-Citizens are entitled to the protection of the lives and property.

-The community, the family members and government should ensure the protection of all its citizens.

b) Right to provision of social services

-Citizens have a right to special services.

-They have a right to good standards of living.

-It is the responsibility of the community with support from the government to provide social services such as clean water, health centres, schools and telecommunication facilities.

c) Right to participate in civic affairs

-In a community, citizens have a right to participate in public affairs.

-They also have a right to form or join voluntary groups.

-They have a right to vote for their leaders.

d) Right to economic welfare

-Citizens have the right to earn a living through doing business or being employed.

Duties and responsibilities of citizens

-Caring for social services.

-Participating in civic affairs such as attending meetings.

-Conserving the environment.

-Collecting and disseminating information.

-Taking part in development work.

-Obeying the law.

-Respecting the rights of others.

-Adhering to the norms and virtues of the community.

Rights and responsibilities of children in the community

Rights

-Right to life.

-Right to play.

-Right to liberty.

-Right to security or protection.

-Right to justice.

-Right to dignity.

Responsibilities

-Taking care of themselves including their property.

-Accepting responsibilities.

-Considering the rights and interests of others.

-Behaving in a civilized manner.-Being honest.

-Demonstrating self-control.

-Respecting the rights of others.

-Protecting the property of others.

-Working for the common good.

-Being tolerant.

-Taking care of social facilities and the environment.

UNIT 13: COMMUNITY LEADERS

Examples of leaders in the community

-Village heads.

-Initiation counsellors.

-Political leaders.

-Religious leaders.

Roles of a village head

-Allocating land.

-Settling disputes.

-Making decisions on funeral arrangements.

-Hosting visitors.

-Interpreting and implementing government policies.

-Leading in self-help projects.

-Keeping population records.

Roles of political leaders

-Organizing party meetings.

-Encouraging development work such as construction of schools, health centres, roads and bridges.

-Interpreting government policies.

-Representing his/her community at meetings.

Roles of religious leaders

-Spiritual guidance.

-Marriage affiliation.

-Marriage counselling.

-Preaching the word of God.

Roles of initiation counsellors

-Initiating the youth into adulthood.

-Counselling the youth.

-Advising village heads on cultural issues.

Qualities of good leaders

-Kind

-Empathetic

-Honest

-Caring

-Considerate

-Loving

-Hard working

-Understanding

-Trustworthy

-Responsible

-Sympathetic

-Wise

-Law abiding

-Tolerant

-Impartial

-Humble

UNIT 14: WATER

Uses of water

-Drinking

-Cooking

-Washing clothes

-Cleaning clothes

-Bathing

-Irrigating crops

-Watering vegetables

-Home for fish and animals

-Transporting people and goods

-Processing of food and materials in factories

Sources of water

-Rivers

-Lakes

-Streams

-Ponds

-Wells

-Boreholes

-Dams

-Taps

-Springs

-Rain

Water pollution

Ways of polluting water

-Urinating and defecating in water.

-Bathing and washing in or near water supplies like streams, rivers, lakes and wells.

-Building pit latrines near water supplies.

-Dumping industrial wastes into the streams, rivers and lakes.

-Defecating around water sources.

Dangers of polluting water

-Some diseases spread quickly when pollutants get into a river, lake, ponds or any other sources.

Examples of diseases which spread as a result of pollution

-Diarrhoea

-Dysentery

-Cholera

-Typhoid

Ways of caring for drinking water

-Avoid urinating in water.

-Avoid bathing and washing clothes near water sources.

-Avoid dumping industrial wastes into water sources.

-Filtering

-Boiling

-Treat water with chemicals e.g. Chlorine.

-Storing water in clean containers.

GLOSSARY

Cardinal points: The four sides of the earth namely west, east, south and north.

Model: A representation of something.

Culture: The way people live including their beliefs, customs and language.

Traditional custom: Beliefs due to acceptable behaviour or way of doing things.

Valley: An elongated stretch of land between highlands which is watered by a river.

Plain: A level, even flat stretch of land.

Basic need: Something necessary for people to live.

Tamed animals: Animals kept in the home also known as domestic animals.

Wild animals: Animals living in bushes and forests.

Cooperation: Doing things together with a shared aim or objective.

Interdependence: Relying on one another.

Relationship: The way in which people are connected to each other.

Social: About society and its cultures.

Norm: Situation or pattern of behaviour that is usually expected, required or agreed.

Value: Standard.

Solidarity: Support and agreement among a group of people that share the same aims or opinions.

Accident: Something that happens unexpectedly and causes harm.

Home: A place where you live.

Pedestrian crossing: Where people on foot use to cross the road.

Regulatory signs: These are signs that tell people what they should do.

Informative signs: These are signs that inform people what they will see or find next.

Road sign: A symbol placed along the road.

Sign post: A sign on a road side.

Dignity: Honour or respect.

Right: Fundamental entitlement of a human being.

Responsibility: An obligation of a person to do something.

Liberty: Freedom to live as you choose without too many restrictions from government or authority.

Community: A group of people living together.

Pollution: The process of making something unfit for human use.

Water source: Place where water is found.

REFERENCE

Standard 3 Social Studies Teachers' Guide

GLORY BE TO GOD!!!!!!!!!!!!!!!!!!!!!