

GRADE 8; SOCIAL STUDIES

SIMPLIFIED NOTES

CBC RATIONALIZED WORK

Well-organized, simplified learning notes that provide clear, concise information in a logical sequence, making key concepts easily accessible and memorable, enhancing understanding and retention while fostering engagement and facilitating effective study.

By providing a clear focus on key ideas, these Mwalimu Consultancy Notes foster better retention and comprehension, making learning more accessible and enjoyable.

UPDATED VERSION

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SOCIAL STUDIES AND PERSONAL MANAGEMENT

Self-Improvement

By the end of the sub-strand, the learner should be able to:

- a) Describe personality traits for self- understanding,
- b) Share goals for self-improvement in social life,
- c) Appreciate the role of values in the development of personality traits.

BUILDING SELF-ESTEEM.

- **Building self-esteem** refers to the process of developing a positive perception and belief in one's own worth and abilities.
- It involves recognizing and appreciating one's strengths, accomplishment and unique qualities, while accepting and learning from mistakes and setbacks.

Factors that influence self-esteem in day-to-day life.

There are many factors that can influence a persons' self-esteem in day-to-day life. The factors include:

- ☐ Positive interactions such as showing empathy and acts of kindness can boost our self-esteem while negative interaction can lower it.
- ☐ Accomplishing personal goals or achieving success in different areas of life can increase our self-esteem.
- ☐ Negative body image can lead to low self-esteem while positive body image can boost it.
- ☐ Supportive environment can boost our self-esteem while a negative environment can lower it.
- ☐ Unrealistic beauty standards and expectations can lead to low self-esteem.

Ways of building a healthy self-esteem for promotion of social cohesion.

- ☐ A healthy self-esteem is important in promoting social cohesion. It helps to enhance positive interactions and respect for others.
- ☐ We can build a healthy self-esteem by:
 - ☐ Believing in yourself and embracing your strengths and weaknesses.
 - ☐ Celebrating successes and achievements.
 - ☐ Maintaining a positive attitude.
 - ☐ Being kind to yourself by doing things you enjoy, practicing positive self-talk among others.
 - ☐ Promoting body positivity and unhealthy body image.
 - ☐ Being assertive.

Healthy esteem in social interactions.

Healthy esteem involves demonstrating confidence, self-worth and self-acceptance in our thoughts, behaviors and interaction with others.

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We can exhibit(show)a healthy self-esteem by;

- ✓ Being confident in ourselves.
- ✓ Setting goals and working towards achieving them.
- ✓ Seeking support or guidance when faced with challenges.
- ✓ Handling criticism positively.
- ✓ Practising self-care such as maintaining personal hygiene and doing physical exercise.

Values that enhance healthy self-esteem in day-to-day life.

- ☐ Integrity.
- ☐ Responsibility.
- ☐ Patience.
- ☐ Love.
- ☐ Kindness.
- ☐ Respect

COMMUNITY SERVICE LEARNING PROJECT

A Community service project refers to a voluntary initiative undertaken to solve specific need or improve the well-being of a community

Identification of a problem or gap in the community

The following are ways to determine the gaps or needs in the community

- Classroom discussions where learners discuss and share their observations and experiences regarding community needs
- Field trips to community centers, shelters or NGO's working in the area may assist learners to interact with individuals involved in the community development, who know more about the gaps they address and the needs they fulfill
- Conducting surveys where learners design and distribute questionnaires to their peers, family members and community members to gather their perspectives on community needs
- Conducting media analysis, where learners analyse local news articles, social media platforms or online community forums to understand the concerns and needs expressed by community members

Suggestion for CSL project

1. Start garbage recycling plant in the community
2. Control soil erosion on the school farm
3. Start rainwater harvesting to provide access to clean water

Designing solutions to the identified problem

- ✓ It is essential to consider the effects of a solution to a problem and the period in which the proposed solution can be implemented
The solution should be achieved in 3-4 weeks
- ✓ It is advisable to pick the best solution to a problem and implement it

Planning to implement the solution to the identified problem

Write the plan to implement the solution. The plan should include the following

1. What resources will be needed to address the solution
2. What role will each group member play?
3. How will you ensure that the solution will have a lasting effect?
4. What challenges may you face?
5. How will you solve each challenge you had listed above?

Implementing the plan for solving the identified problems

1. Set clear objectives
2. Breakdown the project into tasks
3. Assign responsibilities for individuals responsible for each task
4. Set deadlines for each task
5. Gather the resources required for the project
6. Perform the tasks allocated as planned
7. Regularly monitor the progress of each activity. Assess the effectiveness of the solution implemented and measure the impact achieved. Make adjustments where necessary to improve the outcomes

Reporting on the concluded project

A project report gives information that can be used to prevent an occurrence of some problem in future.

It also gives recommendations on how the project can be sustained or improved on.

A sample report has the following details

1. Problem statement
2. Current state
3. Root cause
4. Possible solutions
5. Implementation plan
6. Results
7. Follow up actions

Benefits of community service learning

1. Gives us the opportunity to apply what we have learnt in the classroom to real life situations.
2. Help develop skills such as problem solving, critical thinking, communication, collaboration and leadership
3. We gain a better understanding of social issues and needs facing our communities
4. It boosts our self-esteem, self-efficacy and personal growth as we overcome challenges, while conducting the projects
5. The community benefits from the projects
6. Encourages diversity since learners from different background participate in shared projects

PEOPLE AND POPULATION.

SCIENTIFIC THEORY ABOUT HUMAN ORIGIN

- The scientific theory about human origin is also called the **evolution theory**.
- It was developed by Charles Darwin.
- The theory argues that all living organism underwent processes of change over millions of years by evolving from simple forms to complex forms.
- This happened through the processes of:
- **Mutation** -human organisms went through changes in their genes and the behaviour of their bodies.
- **Natural selection** -after mutation only the fittest or strongest organisms survived.
- **Adaptation** -after surviving mutation and natural selection, the organisms adapted to their new environment

Stages of Human evolution.

The following are stages of human evolution.

Aegyptopithecus.

- ☐ Was the earliest ancestor of both human beings and apes.
- ☐ Was discovered in Egypt.
- ☐ Moved on four limbs.
- ☐ Had a tail.

Dryopithecus.

- ☐ Had a flat skull and larger canines.
- ☐ Was discovered in Rusinga Island.
- ☐ Moved on four limbs.
- ☐ Had a pointed face.

Kenyapithecus or Ramapithecus.

- ☐ Had larger teeth and jaw bone.
- ☐ Was discovered in Fort Tenan.
- ☐ Moved on two legs.
- ☐ Had a larger brain capacity.

Australopithecus.

- ☐ Had a loping forehead, projecting face and big eyebrows.
- ☐ Fossils were discovered in Ethiopia and Kenya.
- ☐ Walked upright and had a larger brain capacity than Kenyapithecus.

Homohabilis (Handyman.)

- Was human-like but with longer arms.
- They lived in families.
- Had a brain capacity larger than that of Australopithecus.
- Was discovered in Olduvai Gorge in Tanzania.

Homoerectus

- Was upright man.
- Was clever with brain capacity of 850cm^3 which was larger than of Homohabilis.
- Discovered fire and made advanced tools.

Homo sapiens.

- They were more intelligent than the Homo erectus.
- Had a brain capacity of $1000-1800\text{cm}^3$.
- Had straight legs and walked with long strides.
- Back of the skull was rounded with square eye socket.

Homo sapiens sapiens.

- Was the last stage of human evolution.
- Is the most advanced creature to appear on earth

Importance of Fossil Records.

- Fossils refer to the preserved remains of plants and animals that are found beneath the Surface of the earth.
- Fossil records help to understand how human beings evolved, lived, adapted and changed

Fossil records have the following importance:

- ✓ Provide past evidence on how plants and animals adapted to their environment.
- ✓ Helps to establish evolutionary relationship between organisms and their ancestors.
- ✓ Fossil records help to establish the time period in which organisms lived.
- ✓ Fossil records help archeologists and other natural scientists to place important events and species in the appropriate historical and geographical era.
- ✓ Fossil records of humans help us to understand the social, political and economic life of man over years.
- ✓ They give us information on the culture of humans, clothing, food, and beliefs in the past.
- ✓ Fossil records give us information on the economic activities of man such as the animals they hunted, crops they cultivated, fishing among others.
- ✓ Fossil records give us information on the type and uses of tools and other materials used by humans in farming, hunting, war or religious activities over the years.
- ✓ They provide evidence of Africa being the cradle of humanity.

Locations of human remains discovered in Africa.

Prehistoric sites are places where man's remains which are evident of his past existence were found. The oldest known human remains in Africa were discovered in Ethiopia, dating back to around 200,000 years ago. The following are a few examples of where and when pre-historic human remains have been discovered in Africa. Other places are; Fort Ternan (Kenya) where Ramapithecus or Kenyapithecus were found.

Changes that took place in humans as a result of evolution.

- Evolution of human beings has been a continuous process resulting from various changes and adaptations.
- These changes are characterized in their teeth, arms, body shape, brain size, structure of their legs and shape of their head.
- These changes were important for them to adapt to new environmental conditions for survival.
- Human beings evolved to walk on two legs, freeing their hands for tool use and enhancing mobility.
- Over time, the human brain had grown, leading to advanced cognitive abilities.
- They developed the ability to make and use tools.
- Humans developed language, enabling communication.
- Evolution influenced teeth, adapting them to a diverse diet including plants and animals.
- Humans evolved complex social structures, forming family units and communities.
- Humans have had reduced hair on the bodies.

Human remain	Location discovered	Time discovered
Australopithecus	Taung in Botswana Olduvai gorge in Tanzania. Omo valley in Ethiopia.	1924 1959 1974
Homo habilis	Olduvai gorge in Tanzania. Kobifora. Olorgesale near Lake Magadi in Kenya	1964 1969
Homo erectus	Shores of lake Turkana in Kenya. Hadar in Ethiopia. Morocco. South Africa. Algeria. Nariokotone River (Kenya)	1984
Homo sapiens	Eliye springs (Kenya) near Lake Turkana. Omo river in Ethiopia. Ngaloba in Tanzania	

EARLY CIVILIZATION.

Places of origin of early visitors to the East Africa coast.

East Africa was visited by visitors from Europe and Asia. They included the following:

- ☐ Arabs
- ☐ Portuguese.
- ☐ Indian.
- ☐ Persians.
- ☐ Chinese.
- ☐ Greek.
- ☐ Egyptians.
- ☐ Phoenicians.
- ☐ Romans.
- ☐ Syrians.

Swahili civilization along the East African Coast.

- ☐ The east African coastline is a long stretch made up of Somali, Kenya, Tanzania and Mozambique.
- ☐ Swahili civilization developed from the interactions between local bantu speaking communities and the Arab traders who visited the East African Coast.
- ☐ They practiced a blend of Islam and traditional African religions. They changed the culture, religions, economic and even social way of life.
- ☐ They came up with new clothing designs to blend with different cultures. This includes **Kanga, kanzu and taqiyah**. They also introduced special Swahili foods such as **biryani, pilau, mahamri** among others.
- ☐ Swahili people were known for their skills in trading, fishing and sea faring.
- ☐ They established city-states such as Kilwa, Mombasa and Zanzibar which later become centers of trade.
- ☐ They traded their goods such as gold, ivory and slaves. They built impressive religious Structures such as mosques and houses made from **makuti, coral stones and lime**.
- ☐ The Swahili people constructed dhows which were small wooden boats that helped them navigate along the East African Coast of the Indian Ocean.
- ☐ They also had networks of trade routes that connected them to other parts of Africa and The Middle East.
- ☐ Over time, European powers established colonies in East Africa. They abolished the slave trade, which had a significant source of wealth for the Swahili city-state. However, the Swahili people and their culture still thrive along the East African Coast to date.
- ☐ The Swahili language is spoken by people of Kenya, Tanzania, Uganda and even Democratic Republic of Congo.

Factors that led to the growth of East Africa city-states.

✧ **Bantu migration and arrival of the Arabs.**

- Migration of Bantu speaking people to the east African coast where they interacted with the Arabs.
- Bantus practiced agriculture while Arabs were traders. This helped in the establishment Of trading centres that grew into city-states.

✧ **Trade.**

- There were trading activities between the East Africa merchants and traders from India,China,Persia and Arabia.
- The East African cities exported agricultural products and slaves.

✧ **Monsoon winds.**

- Facilitated the movement of vessels of traders to travel from one coast to another.
- ✧ Rise of Islam.
- Conversion of Islam linked Swahili states to massive trade networks that crossed the coastal area.

✧ **Good deep natural harbours.**

- The natural harbours along the coast ensured the safe docking of vessels.

✧ **Swahili language and culture.**

- City-states are considered the product of Swahili language and cultural heritage.
- Ancient Egypt was the beginning of building designs and construction of permanent Buildings we have today.
- The hieroglyphics form of writing in Egypt used to keep records developed into modern writing and education.
- Knowledge of planning and predicting of seasons based on the calendar started in the early civilization. Today, it has been developed further to include weather forecasting in predicting accurate changes in weather.
- Industrial development in the ancient Kingdom was based on simple skills. 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 shado of irrigation. This has been applied in the agricultural sector.
- Tools such as jembes or hoes used in farming today were developed in the ancient civilisation.
- The political structure of the modern government resembles the government structure Adopted in early civilisation.

The current civilization owes its development to the ancient based on the following reasons:

Early civilisation	contribution
Irrigation technology	Agriculture sector.
Building technology	Engineering sector
Hieroglyphics	Education and writing sectors.
Record keeping in ancient Egypt.	Weather forecasting and agriculture sectors.
Weather forecasting and season	Weather.
Trading(exchange of goods And services)	Trade.
Political structure	Political governance and structure.
Mining of minerals such as copper, gold and tin.	Industrialization.

The trans-Saharan trade

‘Trans’ means across. This was therefore the exchange of goods across the Sahara between the peoples of North Africa (Berbers and Tuaregs) and the people of western Sudan (the dark-skinned people who occupy the region south of the Sahara)

The West African kingdoms of Mali, Ghana and Songhai were involved in this trade.

Development of the trans-Saharan trade. (8th-16th c AD)

Factors that led to the development of the trans-Saharan trade.

- a) Demand for West African good such as gold, slaves and kola nuts by the North Africans and for North African goods like horses, cotton cloth and weapons by the west Sudan people.
- b) Existence of rich merchants in the region, such as the Berbers and Tuaregs, who provided capital for investment in the trade/ availability of capital.
- c) Existence of Local trade in the western Sudan belt and among the barbers and Tuaregs provided a base for the regional trade.
- d) Existence of the Tuaregs, who provided security to traders, guided them through the deserts and maintained some water points like the oases where the Berber merchants watered their camels and rested before continuing with their journey to and from western Sudan.
- e) Availability of well established trade routes across the desert which made it easy for the traders to travel.
- f) Existence of Kings in western Sudan like Mansa Musa of Mali and Askia Muhamed of Songhai who provided protection to traders, ensured peace and political stability.
- g) Availability of pack animals like the camel and the horse which enabled easy movement through the desert. The camel could carry heavy loads and travel long distances without water.
- h) Existence of oases which became a source of water during the travels, for the camels and the traders.

- i) Invasion of North Africa by the Arabs and their eventual settlement led to increase in the volume of trade.
- j) There were also vast trade goods like gold, palm oil and ivory. This stimulated the development of trans-Saharan trade.

The trade goods in the trans-Saharan trade.

From western Sudan;

- a) Gold- this was by far the most important commodity that originated from the wangara region, Bornu, Upper Senegal and upper Niger.
- b) Slaves- they were forcefully captured and later used as soldiers and labourers in the Arab world.
- c) Kola nuts and feathers. Monopoly of the Hausa traders from Kano region.
- d) Hides and skins- from Hausa land for making leather clothing and shoes.
- e) Ivory- originated from western belt mainly from cote d'ivoire.
- f) Gum- from Mauritania and Senegal
- g) Dyed cloth and pepper

From the north.

- a) Salt- from Taghaza, Taodeni, Bilma and Ghadames.
- b) Horses- from Tripoli were on demand among the political leaders and their soldiers.
- c) Glassware, beads, mirrors, perfumes, spices, dried fruits, needles, firearms, daggers and cowrie shells.

Organization of the trans-Saharan trade.

Beginning of Trans-Saharan Trade was due to the fact that North Africa was rich in the salt that West Africa lacked while West Africa was rich in gold. The Trans-Saharan trade led to an exchange of salt for gold

The trade was between people of the western Sudan and Arabs from North Africa.

Because of the long distance involved, the traders had to organize themselves very well.

Traders travelled in large caravans of camels and traders to enhance their security.

The rich traders from North Africa initiated the trade. They provided trade goods, camels and horses to middlemen who coordinated the trade.

The middlemen would contact desert guides known as takshifs who also acted as desert guards. They protected the traders and guarded the oases in the Sahara .The Tuaregs also provided the traders with security and acted as interpreters.

The caravans usually departed from the north after the rainy season when sandstorms would subside for smooth travel. The traders made stops at the oases to refresh themselves and let their camels drink water.

They carried gifts for leaders of the communities along the route to appease them and as reciprocation for security while traveling through their kingdoms. Rulers of western Sudan offered service to the traders while they were in the territory

The trade was conducted in barter/ exchanging one good for another/ silent trade. Some of the caravan traders used agents who sold goods on their behalf in the interim period between their departure back to the north until the time they came back to western Sudan.

The rulers of western Sudan controlled trade/regulated amount of gold to be sold. The traders paid taxes to the kings of western Sudan.

The main items of trade were gold and salt i.e. from the west came gold, ivory, slaves, ostrich feathers, leather, kola nuts and pepper. From the north came salt, horses, weapons, iron implements, clothes, silk and beads. Arabs and Berbers financed the trade.

The traders followed fairly defined route. The most important routes were as follows;

- a) A route Starting at Sijilmasa (an oasis) in Morocco through Taghaza (a desert town with a lot of salt) and ended at Andaghost in western Sudan.
- b) A route starting in Tunis and passing through Ghadames, Ghat, Agades and Gao. Then it passed through Hausaland, Gonja and eventually ended at Yorubaland in modern Nigeria.
- c) A route beginning at Sijilmasa and passing through Timbuktu before proceeding to Gao.
- d) A route beginning at Tripoli passing through Fezzan and eventually ending at Bornu in the Sudan Belt.

Challenges faced by the trans-Saharan traders.

- a) There was Communication barrier due to lack of a common language for transactions. This was a challenge during the pioneer years.
- b) Traveling long distances for many months, usually upto three months, across the desert was tedious and stressful.
- c) Traveling under extreme weather conditions; too hot during the day and too cold at night.
- d) Scarcity of water and food during the journeys. The traders suffered serious sickness due to such extreme weather variations.
- e) There were constant Attacks by hostile communities who sometimes robbed them of their merchandize.
- f) Traders were sometimes attacked by insects like scorpions and wild animals.
- g) The traders sometimes suffered from Loss of direction due to the vastness of the desert.
- h) Exposure to frequent sandstorms which killed many traders.
- i) Sometimes wars between kingdoms disrupted trade.

Impact of the trans-Saharan trade.

Positive impact;

- a) The trade stimulated the emergence of urban centres along the trade routes. Towns like Taghaza and Timbuktu developed due to the production of trade commodities like salt and gold respectively.
- b) Profits from the trade stimulated the growth of strong empires as the kings levied taxes on the caravan traders. Examples of such empires include Mali, Ghana and Songhai.
- c) Introduction of horses in the western Sudan belt led to strengthening of the state armies as horses were used by the armies to boost security in the region.

- d) A class of wealthy traders emerged in western Sudan. These were mainly the local merchants who interacted with the merchants from North Africa.
- e) The trade stimulated the emergence and growth of smithing technology and industry.
- f) The trade led to the introduction of iron tools in wider areas of western Sudan. This boosted agricultural production in western Sudan and ensured food security in the area.
- g) There was population increase in western Sudan due to increased food production as a result of better farming tools.
- h) It also enhanced contacts between North Africa and the Sudan belt. This facilitated the spread of European goods and ideas between the peoples of the two regions.
- i) The trade facilitated the spread of Islamic religion in the Sudan belt. For example, the Hausa traders were converted to Islam.
- j) There was introduction of the Islamic system of education in the Sudan belt. The University of Timbuktu for example, teaching mainly Islamic syllabus, was one of the institutions that emerged as a result of the trade.
- k) Sharia law was introduced in the states that accepted Islam in western Sudan.
- l) The trade led to the introduction of the Arabic architectural designs in West Africa.
- m) The Islamic and Arabic culture-language, mode of dressing and eating mannerisms also spread to western Sudan.
- n) The mode of transport in the region was remarkably revolutionized by the introduction of camels and horses making transport efficient.

Negative impacts;

- a) The trade increased warfare in the region as communities gained access to firearms and horses. Thousands of people lost their lives.
- b) Many people in the western Sudan belt were captured and taken into slavery to meet the demands of the trans-Saharan traders.
- c) The demand for ivory also led to the destruction of wildlife in western Sudan.

Decline of the trans-Saharan trade.

The trade reached its climax at around AD 8th c. by 15th c, the trade had declined due to the following reasons;

- a) Exhaustion of the salt and gold minefields as well as other like ivory. This discouraged traders from coming to West Africa.
- b) Increased political instability in the region due to so many wars of conquest created insecurity to the traders.
- c) The desert conditions e.g. harsh weather, dangerous insects, snakes and robbers discouraged many traders from the activity.
- d) Invasion of the region by the almoravids and the Tuaregs increased insecurity even more along the trade routes. Hence traders discontinued their involvement.
- e) Moroccan invasion of western Sudan in the 16th century undermined the trade.

- f) The growth of the trans-Atlantic trade attracted some of the trans-Saharan traders thus reducing the volume of commodities that were sold.
- g) Colonization of west and North Africa by Europeans who took over the resources hence African activities were undermined.
- h) Invasion of North Africa by the ottoman Turks created insecurity along the caravan routes leading to decline of the trade.
- i) Anti-slave trade pressure from the British and eventual abolition of slave trade reduced trade profits.
- j) The establishment of commercial ports on the western African coast and the use of navigable rivers by the 16th century AD rendered caravan trade unpopular as it was slow, cumbersome and risky

Population growth in Africa.

- Population growth is determined to carrying out a national census and comparing the outcome with the previous census outcome.
- Population growth can either be positive or negative.
- Positive population growth results when the birth rates and immigration rates are higher than death rates and emigration rates. This results in rapid population growth.
- Negative population growth rate occurs when there are some people leaving a population through death or emigration as compared to those joining it through birth and immigration. This results in slow population growth.
- **Population growth** is the change of population size in a region over a period of time. Several factors influence population growth. These include:
 - Migration.
 - High birth rate.
 - Reduced death rate etc.
- Population census data among countries in Africa, is counted and analysed to guide the government in planning and making decisions that affect lives of many people.

Causes of Population growth in Africa.

Population growth in Africa is influence by various causes and has both positive and negative effects.

Population growth in Africa is caused by:

- ✧ **High fertility rates**-African countries have high birth rates due to cultural, social and economic factors such as early marriages, limited access to contraceptives and traditional beliefs that value large families.
- ✧ **Declining mortality rates**-improved healthcare, access to clean water and advancement in medical technology have led to lower infant and child mortality rates.
- ✧ **Urbanization**-rapid urbanization in Africa has led to increased migration from rural areas to cities in search of better opportunities. This contributes to growth of population.
- ✧ **Lack of education**-lack of education limits individual understanding of the family planning

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methods and contraceptives which results in high birth rates.

- ✧ **Natural calamities**- natural calamities such as drought and famine results in high deaths in Africa. This slows down the rate of population growth.

Effects of population growth in Africa.

- ✓ Over-exploitation of resources.
- ✓ Unemployment and poverty due to few employment opportunities.
- ✓ Shortage of social amenities.
- ✓ Increased innovation.
- ✓ Development of urban centres due to increased population.
- ✓ Food insecurity.
- ✓ Increased crime rates.
- ✓ Ready markets for goods and services.
- ✓ Increase in supply of human labour.
- ✓ Deforestation to provide human settlement.
- ✓ Strain on limited resources such as land, water and food and in infrastructure and services such as housing, transportation and sanitation.
- ✓ Loss of culture and diminishing of trust among citizens.
- ✓ Rise in dependency ratio which increases the economic pressure on the work force

Types of Migration in Africa.

- Migration refers to the movement of people from one place to another.
- The place that people move from is called the place of origin.
- The place people move to is called the place of destination.
- People migrate due to different reasons.
- There are different types of migration as follows:
- **Internal migration**- this is the movement of people within a country.

Internal migration has the following types of migration as well.

Rural to urban migration-migration involving people moving from rural areas to urban area.

Urban to Rural migration-involve moving from urban areas to rural areas. **Rural to rural migration**-involves moving rural areas to other rural areas. **Urban tour ban migration**-involves moving from one urban centre to another.

- **External migration**-migration of people from their country to other countries.

Effects of migration in Africa.

- ✧ Development of urban centres due to increase in population.
- ✧ Congestion of urban areas due to increase in the population.
- ✧ Migration results in cultural diversity.
- ✧ Growth of slums due to poor living conditions.
- ✧ Pressure on public services such as schools, housing and health care.
- ✧ Separation of families.
- ✧ Money sent to home countries in form of remittances boost the local economy.
- ✧ Results in rural areas having more elderly people as the younger ones migrate in search of a better life.

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Demographic trends in Kenya.

□ Kenya's demographic trend have been changing over the years.

~**Population growth**-Kenya's population has been growing steadily over the years, and it is currently estimated to around 50m people.

~**Urbanization**-more and more Kenyans are moving from rural areas to urban centers in search of better opportunities. This has led to the growth of cities like Nairobi, Mombasa and Kisumu.

~**Age structure**-Kenya has a relatively young population, with large proportion of people under age of 30. This has implication for education, employment and social services.

~**Ethnic diversity**-Kenya is the home to many different ethnic groups, each with its own language and culture. This diversity can be a source of strength, but also present challenges in terms of national unity.

~**Health and mortality**-Kenya had made significant progress in improving health outcomes recently, but challenges remain. Infant mortality rates are still high and HIV & AIDS continues to be a major public concern.

Socio-Cultural diversity and inclusion

◦ **Socio cultural diversity** refers to social, cultural, racial and ethnic backgrounds that exists in different communities.

It can be seen the way people dress, the food they eat, languages they speak, the festivals they celebrate and the social interactions they engage in.

◦ **Socio-cultural diversity** refers to social and cultural characteristics that exist among people.

It includes differences in aspects such as ethnicity, nationality, language, religion, gender, age and socio-economic status.

◦ **Inclusion** refers to the practice of giving people from diverse background equal access to opportunities without

discrimination or exclusion based on factors such as race, gender, beliefs or ability.

Ways of celebrating various socio-cultural diversity in the community.

We can celebrate cultural diversity by:

↗ Participating in music and drama festivals which represents various cultures.

↗ Celebrating Utamaduni day.

↗ Organizing and participating in cultural festivals.

↗ Encouraging intermarriages between people from different races and ethnic communities.

↗ Interacting freely with people from different religious, race, ethnic communities among others.

↗ Cooking and eating dishes from different cultures.

Promoting respect for socio-cultural and inclusion in society.

We can promote respect for social-cultural diversity and inclusion in the following ways:

- ↗ Learning about different cultures.
- ↗ Participating in cultural events of other communities.
- ↗ Participating in the Kenya Music and Drama Festivals.
- ↗ Creating awareness about socio-cultural diversity and inclusion.
- ↗ Preserving cultural artefacts in museums and cultural centres.
- ↗ Respecting and celebrating various socio-cultural diversities.

PEACEFUL CONFLICT RESOLUTION.

- ☐ **Conflict** is a disagreement or argument between individuals or groups of people.
- ☐ It can arise to differences in opinion, interest or belief.

Situations that may lead to conflict in a family.

- ☐ Poor communication-leads to misunderstandings and disagreements.
- ☐ Competition such as sibling rivalry.
- ☐ Parental comparison between siblings.
- ☐ Unequal distribution of house chores.
- ☐ Differences in value
- ☐ Stress

Characteristics of a peaceful family.

Provides support, love and care for its members.

- ✧ Maintains open and honest communication, allowing each member to express their thoughts, feelings and concerns without fear of judgment.
- ✧ Spends quality time together and engages in activities that strengthens their bond.
- ✧ Family members shows respect towards each other, creating an environment where each person feels important and valued.
- ✧ They have conflict resolution mechanism or strategies, allowing them to
- ✧ Address disagreements and challenges in a healthy.
- ✧ Family members provide emotional support, celebrate accomplishments and offer encouragement during tough times

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Non-violent ways of solving family conflict.

Non-violent methods of resolving conflict are approaches and strategies that aim to address disagreements and disputes without resorting to physical violence or harm.

✧ Some of the non-violent methods of resolving family conflict include:

- ☐ **Negotiation**-family members should discuss and find a solution that meets everyone's needs.
- ☐ **Problem-solving**- involves willingness to identify the issue that resulted in the conflict and solving them. Both parties should find lasting solution to the problem.
- ☐ **Mediation**-involves a neutral third party to help in communication and amicable solutions.
- ☐ **Apologizing**-family members should apologise for harmful actions and words.
- ☐ **Forgiveness**-family members should forgive each other to promote peace.

Importance of resolving family conflicts peacefully.

- ☞ Maintains healthy and positive relationship.
- ☞ Sets a positive example for the family.
- ☞ Reduces stress and tension within the family.
- ☞ Promotes understanding and empathy among family members.

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NATURAL AND HISTORICAL BUILT

ENVIRONMENT

MAP READING AND INTERPRETATION

- A map is a representation of an area, drawn to scale showing various features such as roads, rivers and landmarks.
- Map reading is the process of interpreting and analyzing information presented on a map
- Elements of map help in map interpretation. They are used in identifying physical and human features of a place.
- They include
 1. Frame
 2. Key
 3. Title
 4. Scale
 5. Compass

Marginal information on a map

- Marginal information refers to the information and additional facts found the margin or border of a map.
- The information is always given on the margin of the map sheet
- The following are elements of marginal information
 1. **Map identification** – which helps to identify a particular sheet. It includes map title, map series number, sheet number and edition
 2. **Latitudes and longitudes** – are marked in degrees (north or south, east or west) on the edges of the map
 3. **Scale** – is usually shown as a representative fraction or linear
 4. **Key** – contains conventional signs and symbols used to present natural human-made features
 5. **Grid coordinates** – are the numbers which appear in the inner margin of a map. They consist of 3 digits or numbers
 6. **Index to adjoining sheets** – is a diagram showing the position of the map sheet in relation to other maps next to it.
 7. **Conversion table** – is provided so that the reader can convert the scale from the units used to any other
 8. **Publisher and copyright** – show the publisher and originator of the map
 9. Compass direction
 10. Edition number
 11. Sheet index number

Types of scales on map

- A scale is a ratio of a distance on the map to the corresponding distance on the ground.
- It helps in understanding the relationship between distance on the map and actual distance

	Type of scale	Description
1	Statement scale	The scale is written in words.
2	Representative scale	This is a scale expressed as a fraction or ratio
3	Linear scale	This consist of a line subdivided into small equal segments. The linear scale has two sections. On the right of zero is the primary scale which is marked in kilometers and to the left is the secondary scale which is marked in meters. It is used to measure the exact distances, usually less than a kilometer

Uses of scales on maps

1. Scales are used to measure distances on maps and compare them to actual distance on the ground.
2. Scales are used to determine the level of details that a map can display.
3. Scales enable us to draw a map expressing the actual distance on a small flat surface
4. Scales can be used to determine the shortest route to follow when navigating

Linear scale

Linear scale are commonly used on topographical maps

Topographic map is a representation of the earth's physical features and man-made features in details. Such features include rivers, roads, railways and mountain among others.

Constructing a linear scale

Piece of paper, ruler

1. Draw a straight line from left to right across the pieces of paper
2. Divide the line into segments, each measuring 2cm
3. Starting from the second segment, write zero and continue to the right in ascending order. This part of the linear scale is the primary scale

When using this scale to measure distances on the map, 2cm will represent 1km on the ground.

4. Subdivide the segment on the left of zero into 10 equal parts. Each part measuring 0.2 cm This will be the secondary scale. It is used to measure distance shorter than a kilometre Each part represents 100 metres

2cm on a map represents 1000 metres on the ground

Therefor $0.2 \text{ cm on a map represents } 1000/2 \times 0.2 = 100 \text{ metres}$

Using a linear scale to read distances

1. Use a ruler to measure the distance between point A and B on the straight line

2. Transfer your measurement to the linear scale. Ensure that the zero mark of the ruler is at point zero of the linear scale
3. Transfer the distance of less than a kilometer to the secondary scale

Conversion of scales

Converting a statement scale to a representative fraction scale

If the statement scale reads 1 cm represents 3km, first convert 3km to cm

Since $1\text{km} = 300,00\text{cm}$

Therefore 1cm represents 300,000cm

The representative scale or ratio scale will read $1/300,00$ Or $1:300.00$

Converting representative fraction to statement scale

If the representative scale reads $1:400,000$ or $1/400,000$ first convert 400,000 cm to km

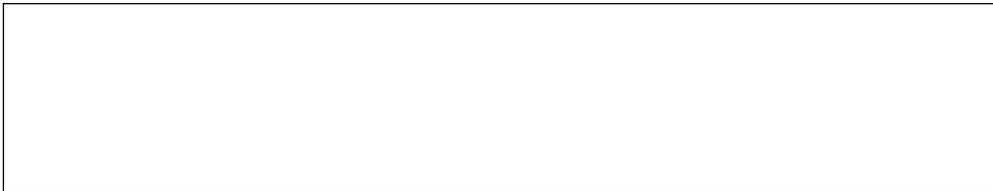
1 km has 100,000 cm

1 cm represents $400,000 \div 100,000 = 4\text{km}$

Statement scale is 1cm represents 4 km

Converting linear scale to representative fraction scale

Convert the following linear scale into a representative fraction scale



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Solution

- Start by converting the linear scale into a statement scale by measuring the distance represented by 1 cm on the linear scale
1cm represents 1 km
- Then convert the statement scale into a representative fraction scale
 $1\text{ km} = 100,000$
Therefore, 1 cm will represent $(1 \times 100,000 = 100,000\text{ cm})$
- The representative fraction scale RF is $1/100,000$ or $1:100,000$

Converting representative fraction scale RF into linear scale

Convert $1:100,000$ into linear scale

Solution

- Convert the representative fraction into a statement scale

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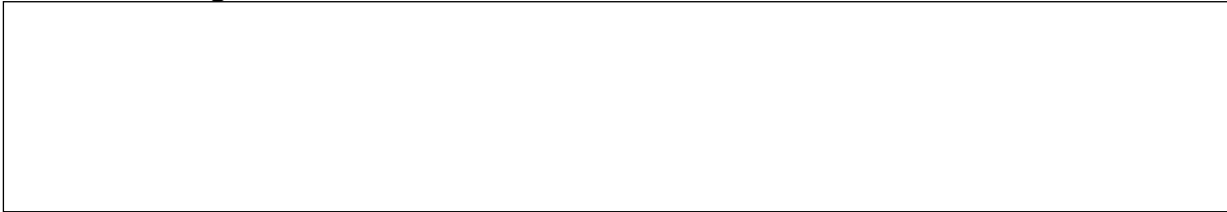
- Then, convert the statement scale into a linear scale by drawing a line and dividing it equally into cm as shown



- add one unit into the left of the zero and subdivide it into equal sections.
- Each centimeter on the line should represent 1km on the ground

Converting from linear scale to statement scale

the linear scale given is



In statement form, the linear scale reads 1cm represents 1 km since the line is subdivided in cm

- ❖ Scale are important because they enable us to find the actual distance on the ground
- ❖ They also enable us to determine the details presented by a map. This is determined by the size of maps. The size of maps is determined by scales. This can be
- Small scale – this is a map that has a scale larger than 1:100,000
- Medium scale map: this is a map whose scales range from 1:25,000 to 1:50,000
- Large scale map: this is a map with scales range from 1:25000 to 1:2000 and below

Measuring distances of places on a map using scales

Measuring distances on a topographical map

- Measuring distance on a map is important skill in map reading
- It enables us to determine the distance between two points
- The distance is measured using a scale
- The distance measured is either straight or curved

Measuring distance along a straight line

1. Using a pair of dividers

- Mark the starting and ending points of the feature to be measured on the map (xy)
- Stretch the pair of dividers such that one end touches the starting point and the other end touches the end
- Hold the divider firmly to avoid movement
- Transfer the stretch of the divider against the linear scale of the map and read the distance
If the distance is less than a kilometer, use the secondary scale on the left hand side of 0.

2. Using a ruler to measure straight distance

- Mark the start and end points of the feature on the map and draw a pencil line joining the two points
- Place the cm side of the ruler along the line you have drawn and read its length in cm
- Multiply the length by the scale of the map

For example, if the length of the stretch is 15cm and the scale of the map is 1:50,000, then the calculation could be done as follows

1:50,000 means that 1cm represents 500m

Therefore 15cm represents $500 \times 15 = 7,500 \text{ m}$

Since $1000 \text{ m} = 1 \text{ km}$

Then $7,500 \div 1000 = 7.5 \text{ km}$

The 15cm stretch on the map represents 7.5km on the actual ground

3. Using a straight edge of a piece of paper to measure straight distance

- Join the start and the end points using a thin pencil line
- Place the straight edge of the paper along the pencil line and mark on it the start and end points
- Place the edge of the paper against the linear scale of the map and read the distance in kilometre

Measuring of winding or curved distances

1. Using the straight edge of a paper to measure curved distance

- Mark the starting and the ending points on the line and label them A and B
- Fold a long piece of paper to obtain a firm straight edge
- Using a pencil, subdivide the winding distance into a series of nearly straight stretches
- Place the straight edge of the paper at point A and mark point on the paper
- Turn the paper about the point A until it lies on the next stretch. Mark the next point on the edge of the paper and turn about the paper at this point until it lies on the next straight stretch. Repeat the process until you reach point B. mark B on the edge of the paper
- Place the straight edge of the paper against the linear scale of the map and read the distance

2. Using a cotton thread to measure curved distances

- Mark the starting and ending points of the winding road, river or railway to be measured and label them A and B
- Tie a knot close to one end of the thread and place it on point A
- Carefully/ lay the rest of the thread along the winding distance until you reach point B
- Using a pen, mark the position of point B on the thread
- Stretch the thread and place the length between the knot and ink mark on the linear scale of the map and read the distance

Calculation of areas on a map using scales

1. Areas of regular shapes

Calculating areas on a map is the same calculation on the ground

Areas of regular shapes on a map are calculated using mathematical formulae for the specific shapes

- a. Area of a square = length x length
- b. Area of triangle = $\frac{1}{2}$ x base x height
- c. Area of a rectangle = length x width
- d. Area of a circle = π x radius x radius

2. Calculating area of irregular shape

a. Grid squares

- divide the map of the plot into a series of grid squares
- using the scale of the map, calculate the area represented by one grid square, in maps whose scale is 1:50,000, the area represented by one grid is 1 square kilometre
- count the number of complete squares within the irregular plot and record on paper
- count the number of incomplete squares in the irregular shape and divide by two to get complete squares
- add up the complete squares and multiply by the scale of the map or the area of one square, which is 1 square kilometer

b. simple geometric figures

- trace the irregular shape from the map
- subdivide the traced shape into regular shapes
- calculate the area of each shape in square centimeter
- add up all areas of the regular shapes
- convert the total area square centimeter into square kilometer using the scale

c. strips or offsets

- trace the irregular area to be measured
- subdivide the traced shape into strips of the same widths
- measure the length of each strip and convert the measurement according to the scale 1cm represents $\frac{1}{2}$ km
- calculate the area of each strip in square kilometer
- add the area of all the strips in square kilometer

Methods of representing relief features on topographical maps

POLITE NOTE!

***Take note that this is a Sample of the Well Organized Detailed
Simplified Notes.***

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