



Pastoralists in the Modern World - Worksheet

Q1. a. Find the names of the pastoral communities of Arica, in the following grid:

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

b. Mark the location of the pastoral communities in the outline map of Africa given below:



Africa map: pixabay.com/illustrations/africa-continent-geography-map-6828384/(BrickBard)

Q2. Fill in the Blanks:

- Over _____ Africans depend on pastoral activity for their livelihood.
- There are about _____ cattle herders in Southern Kenya and _____ in Tanzania.
- In 1919 _____ came under British control. After independence, it united with _____ to form _____.
- Before British invasion, Maasailand stretched from _____ to the steppes of _____.
- Serengeti National Park was built over _____ Square kms of Maasai land.
- 'Maa-sai' means _____.



Q3. State whether the following statements are 'true' or 'false', and if false, correct the same:

- a. Some African pastoralists also take up agricultural activity.
- b. Names of game reserves which came up on grazing land in Tanzania was Kruger National Park and in Kenya was Maasailand game park.
- c. The Maasai warriors wore green coloured pants and shirts and had cut their hair very short.
- d. Jumping dance of the Maasai is called 'Adamu'.
- e. The warriors formed the ruling group, and decided the affairs of the Maasai community and settled disputes.
- f. The warriors raided the cattle of other pastoral groups to prove their superiority.

Q4. Explain in brief, the causes of loss of grazing land for the animals of Maasai pastoralists.

Q5. Discuss the measures taken by the British to administer the affairs of the Maasai and the consequences of the same.

Q6. Discuss the answers to the following questions:

- a. Why did the pasture lands decline?
- b. How were protected forests different from the reserved forests?
- c. What do you think of the reasons given by the British for denying grazing rights?
- d. How did the passing of the Forests Act affect the lives of the pastoralists?
- e. The colonial officers distrusted the mobile craftsmen and traders. Explain this point in context of the Criminal Tribes Act.
- f. How pastoralists coped with these changes based on the following points
 - Rich pastoralists
 - Poor pastoralists
 - Migration

Q7. Mark on a political outline map of India - the states where the various pastoral communities belong to and prepare a legend/key.

(Students can refer to the atlas or website and complete the activity.)



Answers:

1.

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

b.



Africa map: pixabay.com/illustrations/africa-continent-geography-map-6828384/(BrickBard)
The blue ball image in Africa Map: PPT Shapes

2.

- a. 22 million b. 3,00,000, 1,50,000 c. Tanganyika, Zanzibar, Tanzania
d. North Kenya, North Tanzania. e. 14760 square kms f. 'my people'

3.

- a. True
b. False - Maasai Mara and Samburu National Park in Kenya and Serengeti National Park in Tanzania.
c. False - The Maasai warriors wore deep red Shukas and intricately plaited their hair.
d. True



e. False -The Elders

f. True

4. The main causes of loss of grazing land for the animals of the Maasai pastoralists were as follows:

- About 60% of Maasai land, which were the best grazing lands were taken over by the European settlers and the Maasai were restricted to a small area in South Kenya and North Tanzania
- The British government encouraged agriculture, due to which grazing lands were taken up for cultivation
- Game reserves were set up in grazing land and Maasai were restricted from entry

5. The British appointed chiefs of different sub-groups of Maasai and imposed restrictions on raiding and warfare. The chiefs accumulated wealth over a period of time and bought land and animals. They lent money to the poor Maasai and earned interest too. They started earning regular income. The poor Maasai who depended only on pastoralism became poorer and started doing other jobs, like working as charcoal burner or taking up odd jobs in towns. The rich become richer and the poor become poorer. The traditional authority of the elders also reduced considerably.



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.