

Social Studies

Level Four

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FOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Accelerated Learning Programme (ALP) textbooks based on the National Curriculum of South Sudan.

The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

The National Curriculum is a competency based and learner-centered that aims to meet the educational needs and aspirations of the people of South Sudan. Its aims are manifold: (a) Good citizenship (b) successful lifelong learners, (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society.

This textbook was designed by subject panelists to promote the learners' attainment of the following competencies; critical and creative thinking, communication, cooperation, culture and identity.

No one can write a book of this kind without support from colleagues, friends and family. Therefore, I am pleased to register my thanks to Dr Kuyok Abol Kuyok, the Undersecretary of the Ministry, who emphasized the importance of Alternative Education System (AES) and approved the development of its textbooks.

I also want to record my thanks to Ustaz Omot Okony Olok, the Director General for Curriculum Development Centre (CDC) and Ustaz Shadrack Chol Stephen, the Director General for Alternative Education Systems (AES) who worked tirelessly with the subject panelists to develop the textbooks.

Lastly, but not least, my greatest thanks and appreciation must go to the Global Partnership for Education (GPE) and UNICEF-South Sudan for without their support and partnership this textbook would not have seen light.



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UNIT 1

The rise and fall of civilization

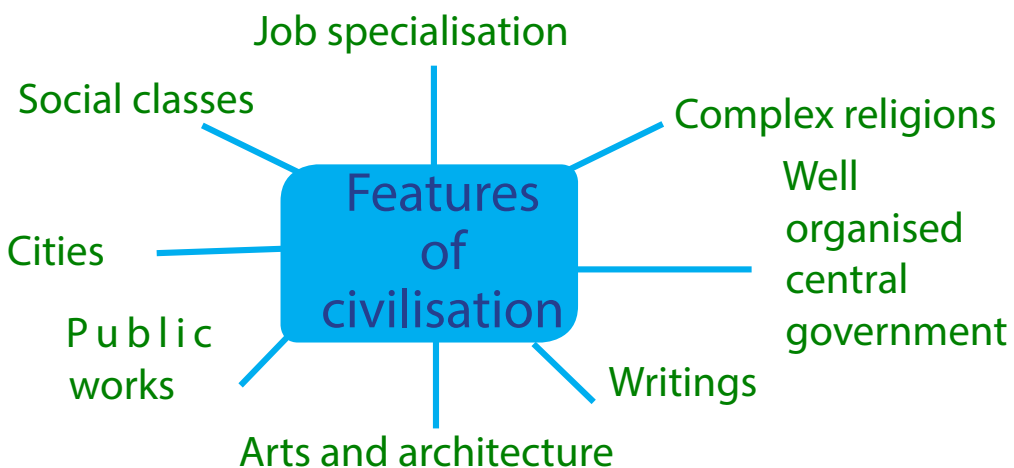
Activity 1

Meaning of civilization

Introduction

Civilisation is the stage of human social development and organisation which is considered the most advanced stage. It is the starting point of a society. Civilisations have existed for millions of years and are the basic unit structure of a society. Civilisations were the base of great societies such as Egypt and Rome. If not for civilisation, these societies would not have flourished or even existed.

Individual work



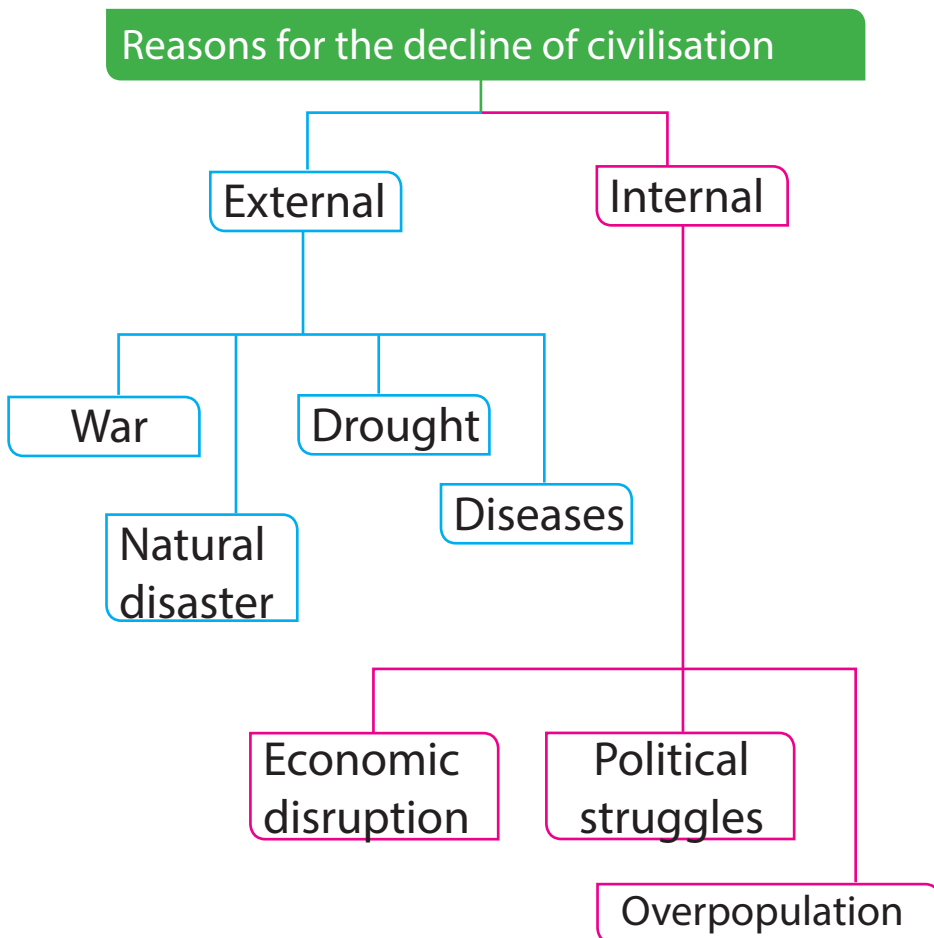
Pair work

1. Discuss each feature of civilisation and write brief notes of each.
2. Investigate the factors for the success and failure of civilisation.
3. Present your work to the rest of the class.

Activity 2

Reasons for the decline of civilization

There are many reasons for the decline of civilisation. These reasons include internal and external.



Group work

1. How do you think this might have happened?
2. Explain each reason both internal and external.

Class Assignment

1. Many civilisations you learnt about in lower classes such as ancient Greece, Rome and Egypt no longer exist.
(a) Why do you think this happened?
2. Explore factors and events that you think might have caused the fall of entire civilisation. Base your answers to either external or internal factors.

Activity 3

Areas of civilization

These are regions which appear to have developed civilisation independently.

Pair work

Rearrange the following words to find the regions of civilisation in the world.

1. Yasma
2. Teczas
3. Oranm

Individual work

1. Explain by giving reasons why you think these areas were called civilised areas according to the features you know which describes a

civilisation.

2. Do you know other areas of civilisation apart from the three given?

Look at the map below.



A world map showing areas of civilisation.

Group work

1. Explore the areas of civilisation you can see from the map above.
2. Using the map above, recognise settlement patterns and communication

Activity 4

Sources of information on civilization

Pair work

1. What sources do you think historians use to study in the past?
2. Do you think these sources are the best?
3. Give reasons why you think they are the best?

These are things, places or people from where we get historical information from.

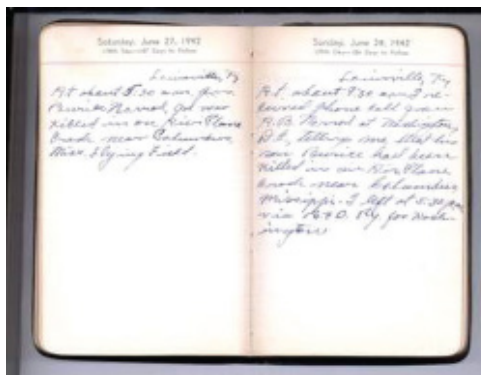
It is through these sources of history that make us know what happened in the past.

These sources include:

1. **Primary sources:** These are original records, created at the time historical events occurred or well after events in the form of memos and oral histories. They provide the best information about the past. Some of the primary sources include: artifacts, documents, diaries, manuscripts, autobiographies and recordings.

Look at pictures A and B below.

1. Can you identify them?
2. Why do you think they fit to be primary sources of information on civilisation?



2. **Secondary sources:** These are records of events created by people who were not directly involved in or present at the event. They include historical books, archives and magazines.
3. **Tertiary source:** These include radios and television, documentary films and the internet. The internet is a one stop shop for historic information. Radios and televisions air news and other important historical documentaries.

Group work

1. Apart from sources discussed above, what other sources do you know?
2. Explain their advantages and disadvantages.
3. Do you believe on these sources? Explain.

Activity 5

Mayas civilization



A map showing Mayas Civilisation.

Maya Civilisation developed within the Mesoamerica cultural area. It was developed by the Maya people. This civilisation was known for its:

1. Hieroglyphic script – the only known fully developed writings systems of the pre-Columbian Americans.
2. Arts architecture.
3. Mathematics calendar.
4. Astronomical system.

Maya civilisation developed in an area that encompasses South-eastern Mexico, all of Guatemala and Belize, the western portions of Honduras and El Salvador. The first Maya cities developed around 750 and by 500Bc. These cities passed monumental architecture, including large temples with elaborate stucco Facades.

Reasons for Mayas decline

There are number of factors that contributed to the decline of Maya's civilisation. They include:

1. Deforestation

Civilisation led to massive requirement for fuel.

This was the period during the emergency of industrial revolution in Europe.

Therefore, trees were cut down to provide fuel in industries to operate machines.

2. Droughts

Industrial Revolution in Europe led to increased deforestation. The cutting of trees reduced the amount of rainfall causing drought.

3. Famine

There was excessive hunger caused by lack of food. It was characterised by excessive malnutrition and deaths of human beings and animals.

4. Wars

There was competition and wrangles over limited resources like fuel, water and food. It later spread to wars in the entire region causing a challenge to the Mayas Empire.

Pair work

Account for the decline of the Mayas civilisation.

Individual work

1. Do you think deforestation was the main cause of Mayas civilisation?
2. Apart from the reasons given above, explore other reasons you think can be the cause of Mayas decline.



The exact origin of this civilisation was uncertain, but they are believed to have begun as a northern tribe of hunters and gathers. They referred themselves as 'Meshika or Mehika.' They were known as Tenochca from the name of their capital city. The Aztecs appeared in Mesoamerica as the south central region of pre-Columbian Mexico. Their arrival came just after the fall of the previously dominant

Mesoamerican civilisation the Toltecs. They were known for some of their achievements which include :

1. Sources of archaeology.
2. Native books.
3. Lengthy detailed accounts for their Spanish conquests.
4. Highly structured society with strict caste system.

Reasons for Aztecs decline

Pair work

What caused the fall of Aztecs Empire?

Reasons for its decline

There were number of factors that contributed to the decline of Aztecs Empire.

These factors are well known. They include:

1. Diseases

Diseases played a huge role in the fall of Aztec Empire. These diseases were brought by Africans who had gone to the war and they were made slaves. They contacted small pox, a very contagious disease which led to the death of many people from Aztecs. Many people were buried and houses were demolished. This reduced the population of Aztec Empire.

2. Tactic

The tactics of Spanish army played a big role. The Mexicans were simply used to playing different rules. However, the Aztecs soon got wise to the ways that the Europeans fought, and this almost led to their victory. But Cortes still used clever tactics in the final stage with the combination of native friends and this brought the fall of Aztec Empire.

3. Human sacrifices

There was no doubt that the ritual Aztec sacrifice contributed to the fall of Aztec Empire in more than one way. Killing thousands of people by offering them as a sacrifice to their gods. The killing of people through sacrifice motivated their enemies to conquer them as they considered them evil.

4. Religion

Religion played a big role in human sacrifices. This is because Aztec people believed that Spanish were gods. This made them to spare some of the Spanish army because they wanted more people to sacrifice to their gods. This was a tactical error that fastened the fall of the Aztec Empire.

Individual work

Arrange the above reasons in order, from the most significant causes of decline of the Aztec civilisation.

Activity 7

Roman Empire



The Roman Empire is a term used to refer to the period in ancient Roman history and civilisation, when Roman and its territories were ruled by autocratic emperors. Territories of the Roman Empires included lands in the west and South Europe. The Roman Empire was the post Roman republic period of the ancient Roman civilisation characterised by government headed by emperors. It was the most powerful in economic, cultural, political and military forces in the world of its time. It was one of the largest empires in the world history. Its capital city was in Rome. It was not a nation-state in the modern, but a network of towns left to rule themselves. They had the best army in the world at that time and they were ruled by force. The empire was divided into provinces and each province was headed by a Governor plus Civil and Military support.

Reasons for decline of Romans Empire

The decline of Roman Empire was due to many reasons but there were no specific reason known for its decline.

The major causes of its decline were:

1. Barbarian knowledge of Roman military tactics
The knowledge that the Barbarians gained of Roman style of warfare and military tactics by serving in the Roman army were eventually turned against the empire and led to the decline of Rome.
2. Antagonism between the senate and the emperor
These two groups had differences and this caused enmity. The Roman Empire had a legal power to

rule Roma's religious, civil and military affairs with the senate acting as advisory body.

3. Natural disaster

During the time of Roman Empire there were not only foreign wars, civil wars, street fights, and revolts but also natural disaster such as famine, plagues and earthquakes.

4. Decline in morals

The decline in morals, especially in the rich upper classes, nobility and emperors negatively impacted the Romans which led to their decline.

5. Unemployment of the working class

Cheap slave labour resulted in the unemployment of the plebs Rome who became dependent on the hand-outs from the state. This caused a lot of poverty in the empire which led to its decline.

6. Faster expansion of Empire

The rapid growth in the lands conquered by the Empire led to the need to defend the borders and territories of Rome. The people of conquered lands most whom were referred to as Barbarians hated the Romans.

7. Slavery labour

The number of slaves increased drastically during the first two centuries of the Roman Empire. The Roman's dependency on slave labour led not only to the decline in morals and ethics but also to stagnation of any new technology to produce goods more efficiently.

Pair work

1. How would you categorise these reasons, starting from the main reason to the minor?
2. Why do you think this is the way these reasons should be arranged?

Class Assignment

1. Compare and contrast at least two civilisations.
2. Explore other emperors, giving a brief history of each emperor.
3. Investigate the factors for the success of the above emperor.

Debate

“Roman Civilisation contributed greatly to civilisation in

Activity 8

Benefits of civilization to modern society

Pair work

1. What do you understand by the word benefits?
2. Do you think civilisation was of any benefits to modern society?

Benefits of civilisation to modern society

1. Introduction of new architectural design:

Introduction of actual design.

- 2. Political structure:** A suitable political order would develop overtime owing to collective experience of society, far superior to laws as practiced by tribal groups. The result is society merely transitions from tribalism to modern society.
- 3. Culture advancement:** Culture is also burnished in a highly sophisticated civilisation with exchange of ideas.
- 4. Technology advancement:** Exchange of ideas between people led to innovations and discoveries.
- 5. Safety:** When a large number of people live together is safe and secure. People can often help each other at times of need.

Individual work

1. What is a challenge?
2. Explain why you think there are challenges facing civilisation in today's society.

Major challenges facing civilisation in today's society

1. Crime

Criminal activities in the society have negative impacts in the process of civilisation. Premature death of the youths who are energetic and productive in the society affects development. There have been recorded suicidal attempts in Cambodia, Rwanda and other states. More time is lost in reconciliation rather than in economic development.

2. Terrorism

Terror attacks ranks the major fear in both

developed and developing countries in the world. There is tragedy in transforming the socio-economic and political reality in the society. Developing countries have been labeled as 'evil' or 'terrorist' by those in powers steering up civilisation. Modern states sanctions terrorism to hit their enemies worldwide. This ends to a period of healing and reconstruction instead of development.

3. Unhelpful insights

A belief of system that rejects religion in the world has led to emergency of World Trade Association. There is lack of core spiritual values associated with the material project. There has been a horrific attack to western civilisation with failure to address evils of modern civilisation but rather affectively addresses the conditions. There is continued lack of materials of developing states by the powerful states. These are unhelpful insights, which are the enemies to civilisation.

4. Belief centered exclusivity

Efforts to frame the horrifying attacks on 'freedom' and 'democracy' within civilisation have resulted to exclusivity. Exclusive appropriation of values of freedom and democracy by western civilisation perceived by attackers as opposed to people and culture in their legitimate aspirations to freedom and democracy.

Americans belief they are exclusively with God on their side. However, attackers in the side of the suicidal bombers assume that Allah is on their side in opposing the 'evils' impacts to their communities that they associate with the western civilisation.

Group work

1. Advancement of Science and technology is the Major cause of these challenges to modern society. Justify.

Activity 9

Importance of maps in understanding about the development of civilization.

Pair work

1. Why do we need maps?
2. Draw a map of Mayas, Roman Empire and Eztec civilisation.
3. From the maps you have drawn, write what they are used for.

There are various reasons why we need maps.

They include:

1. Maps trace culture of the people in civilisation history. Culture is a unique element in civilisation. Culture defines people's way of life and ideological approach.
2. Maps provide historical accounts in civilisation process. Through maps we get historical information from the earliest to modern process of civilisation. Therefore, maps are artefacts of civilisation. Emergence of eclipse maps represents the coming together of several advancements in scientific thoughts. It championed knowledge and audacity to think independently. Historical eclipse maps show important role that the solar events have played

in evolution of knowledge.

3. Maps provide visual representation of regional civilisation in history. Civilisation is a continuous process in the society. It takes, account of regions accessible based on the determinant precepts.

Individual work

Apart from the importance we have discussed above, explore other importance of maps.

Activity 10

Period of history

Pair work

1. What do you understand by the term periods of history?
2. How would you classify these periods.
These periods of history summarises various Eras in the history of the world, from the ancient world to the present day.

There three periods of history. They include:

1. Ancient history.
2. Post classical era or medieval age.
3. Modern history.

1. Ancient history (60,000Bc -650AD)

This refers to the time of period in which scientists have found the earliest remains of human activity. This period ends with the fall of several

empires such as Western Roman Empire in the Mediterranean, the Han Dynasty in China and the Gupta Empire in India.

The Bronze Age is the period in which humans around the world began to use bronze as a major metal in tools.

Iron Age this period began around 1000BC with the widespread of iron in tools. It ended at approximately 650AD with the fall of early mentioned major civilisations. BC and BCE refer to the same time of period. BCE is abbreviation for 'Before Common Era' and BC for 'Before Christ'. This was done to standardise time periods across the world.

2. Post Classical Era (500-1500)

This is period of time that immediately followed ancient history and proceeded to modern history. Depending on the continent, the era generally falls between the years 200-600 and 1200- 1500.

This era followed the fall of major civilisations like Han in China, the Western Roman Empire, the Gupta Empire and the Sasanian Empire. It is also called Middle Ages because it is between two other periods. Ancient times and modern times. During this period English was the main language used. This period drastically changed the world from what was classical civilisation to the modern period, and this brought several important developments and trends that directed the world into becoming what it is today. During this era,

there was expansion and growth of civilisation into new areas across Asia, Africa, Europe, Mesoamerica and western South America. It was followed by the early modern eras and forms the middle period in three- period division of the world history ancient, postclassical and modern. This Era is thought to be characterised by 'invasions' from central Asia, the development of the great world religions (Christianity, Islam and Buddhism) and of networks of trade and military contact between civilisations.

3. Modern period

This modern period covers human history from the creation of more global networks to the present day. This modern history is divided into three phases.

1. Early modern periods (1500-1750).
2. Mid-modern period (1750-1914).
3. Contemporary history (1914 to present).

Early modern period (1500-1750)

This is the first third of the modern period and is often used with the parent categorisation. It starts with the invention of the printing press, covering the voyage of Christopher Columbus in 1492. This period ends by the beginning of British industrialisation.

Mid modern period (1750-1814)

This was the age of revolution which is less commonly used period, but covers the time

between the early modern and contemporary. It began around 1750 with European industrialisation and it is marked with several revolutions. It ends around 1914 with the improvement of industrialisation in Europe, United State, Japan and Russia.

Contemporary history (1914 to present)

This history generally covers history which is still in the living memory.

This is the modern history which describes the historical period from 1914 to present.

This contemporary history is politically dominated by the cold war between the United States and Soviet Union whose effects were felt across the world.

Group work

Compare the characteristic features of ancient period and characteristic feature of modern period.

Debate

Hold a debate on the following topic.

“Life during medieval period of history was better than life in ancient period of history.

Activity 11

Characteristics of different periods of civilization

Pair work

1. What do you understand by the word 'Period of Civilisation?'
2. Do you think the three periods of history had the same features? Give reasons.

Characteristics of different periods of civilisation

1. They have more complex political structure namely, the state where the state societies are more stratified than other societies. There is a greater difference among the social classes; where the ruling class normally concentrate in the cities.
2. Civilisation has distinctly different settlement patterns from other societies.
3. Depended on agriculture for substances with the possible exception of some early civilisation in Peru which may have developed upon maritime resources.
4. Civilisation have been distinguished by their means of subsistence, types of livelihood, settlements patterns, forms of government, social stratification, economic systems, literacy and other cultural traits.

Individual work

1. Explore more characteristics of different periods of history.

Revision Question

1. Research primary and secondary sources of history.
2. Explain the reasons for the rise and fall of civilisation.
3. Why do you think the eight features of civilisation define a civilisation?
4. Explore some of the benefits of civilisation to the modern society.

New words

Civilisation: A stage of human political, economic and social development and organisation which is considered the most advanced stage.

Explore: To look for something.

Disaster: An unexpected natural or man-made catastrophe of substantial extent causing loss of life or sometimes natural change to the natural environment.

Culture: The arts, customs and beliefs that characterise a particular society or nation.

Liberal: Widely open to new ideas, willing to depart from established opinions.

Hieroglyphic: A writing system.

Empire: A political unit having an extensive territory.

Moral: Capable of right and wrong action.

Inflation: An increase in the general level of prices or in the cost of living.

Complex: Not simple.

Empire: A state ruled by an emperor.

Ancient: Existent or occurring in time long past usually in remote ages.

Civilise: To increase the social standards of people or place.

Religion: A belief in and worship of a supernatural controlling power especially a personal god or gods.

UNIT 2

Exploring Physical Features.

Activity 1

Define physical features and types of physical features found in South Sudan

Individual work

1. What do you understand by the term 'physical features?'
2. Write any physical feature that you know.

Naturw walk

With the guidance of your teacher, walk outside the class. Observe the physical features found within the school compound. Walk to the neighbouring places and observe other physical features found within the environment.

The pictures below will guide you.



A Hill



A Valley

Group work

1. Discuss what you have identified.
2. Write down what you have observed.
3. Present what you found out to the rest of the class.

Learning point

Physical features are natural landforms on the surface of the earth.

Examples of physical features found in South Sudan are; grass, trees, streams, rivers, valleys, hills, mountains and desert. Physical features are very important to the environment and generally to the people of South Sudan.

Activity 2

Impacts of physical features on human activities

Homework

1. Explore other physical features nearby home and on the way to school.
2. Discuss these physical features in respect to;
 - a) Farming and livestock keeping.
 - b) Movements of people and goods.
 - c) Building and construction.

Learning point

Human activities

Human activities are things that people do in order to earn a living. They include; crop farming,

livestock rearing, industrialisation, trade, mining, transport and communication. An impact is an effect or influence to an activity.

Physical features have both positive and negative influence on human activities.

Impacts on Transport and Communication

Positive impacts

1. Lakes and rivers are used as a means of transport. People transport goods and move from one region to another through lakes and rivers. For example River Nile in South Sudan is used for transport.
2. Masts to improve communication are set up in highlands areas to improve communication.

Negative impacts

1. Mountains like Mt Imatong may obstruct free movement of people from one place to another. It is difficult and expensive to construct roads in such areas.
2. Low lands areas and swampy areas tend to flood and this may cause loss of lives and property.



Floods in Aweil North.

Pair work

1. Physical features are more of disadvantageous than advantages to people. Explain.
2. Do you think physical features can be improved to better communication and transport in South Sudan?

Impacts on agriculture

Positive impacts

1. Volcanic mountains form fertile volcanic soils which are important for farming. Plateaus and plains are suitable for setting up large farms where machinery can easily be used.
2. Areas near big lakes experience conventional rainfall which is good for agriculture. This attracts many people to live there and practice agriculture.
3. Mountains are source of rivers since the ice melts to water and this water is used for Agriculture.
4. Some rivers and lakes provide water for irrigation for example River Nile in South Sudan.

Negative impacts

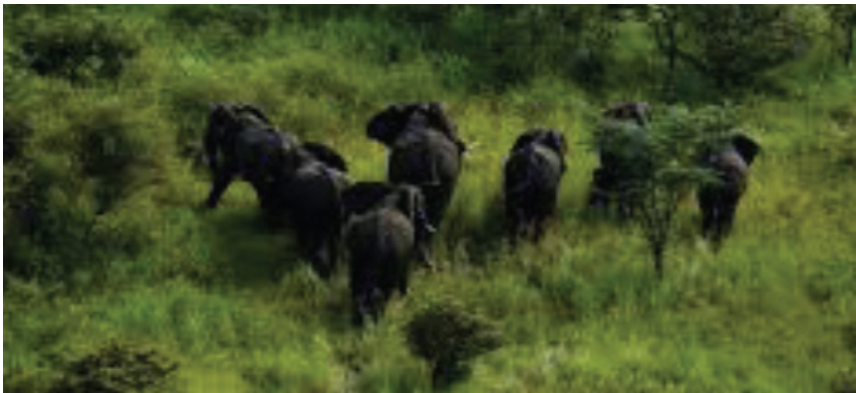
1. Many food crops do not grow in swampy areas because the soils are waterlogged, hence discourage farming.
2. Fewer people settle on the leeward side which has less rainfall than the windward side. The amount of rainfall is inadequate for crop growing
3. Flood- prone areas are usually avoided by

people since floods can lead to loss of livestock, property and human life. Floods will also damage crops planted near the river.

Impacts on trade

Positive impacts

1. Plains and forests are homes for wild animals which attracts tourists.



Elephants in Ashana game park.

2. Rivers and lakes like River Nile are important sources of minerals like salt. Other rivers and dams are used to generate electricity.
3. Forests found at the foot of high mountains and within the Rift Valley provide raw materials for some industries.



Imatong forest on Mount Imatong.

4. Many lakes and rivers have fish which is an important source of food that is rich in proteins. This act of fishing provides job opportunities for people living near those areas. Fishing earns income for many families living near lakes.
5. Relief features form beautiful scenery which attracts tourists. Examples of such features are mountains, falls and valleys.

Negative impacts

1. Mountains like Mt. Imatong affects trade because some roads cannot pass through a mountain and very expensive to build roads in such areas.
2. Lowland areas and swamps tend to flood and this may cause loss of lives and property. This discourages trade in same areas.

Group work

1. Compare the effects of physical features on communication, trade and industry in South Sudan to the rest of the world.
2. Explore other impacts of physical features on trade, communication and production in South Sudan.

Activity 3

Ways of protecting physical features in South Sudan

Ways of protecting physical features

There are many ways that we can use to protect physical features in our society. These is because physical features are very important in our country. They include;

1. Contour farming- This is growing of crops on the level across or a perpendicular to a slope rather than up and down the slope. The rows running across the slope are designed to be as level as possible to facilitate tillage and planting operations on the contour. This helps in protecting physical features like hill



Contour farming

2. Strip cropping- This is a method of farming which involves cultivating a field partitioned into long, narrow strips which are alternated in a crop rotation system. This is used when a slope is too steep. This helps in preventing soil erosion.

3. Afforestation and reforestation - A forestation is the establishment of a forest or stand of trees in an

area where there is no previous trees cover. Reforestation is the natural or international restocking of existing forests and woodlands that have been depleted usually through deforestation.



Afforestation.

Pair work

1. Why do you think we should protect the physical features?
2. Make posters with the information about protection of physical features. (protecting our physical features is protecting our environment).

Group work

Plan for a tree planting day with your teacher and everyone should plant two trees in the school compound.

Individual work

1. Explore and identify other ways of protecting physical features in South Sudan.
2. Explain the importance of protecting physical features on the environment.

Activity 4

Contributions of physical features in South Sudan

Learning point

Physical features are important to the people of South Sudan in many ways for example:

1. Some physical features such as mountains, the valley, the falls, the sandy beaches, lakes and rivers have given rise to the tourism industry. Tourists visit South Sudan hence boosting the country's economy and living standards.
2. Other physical features such as falls have helped the country with hydroelectric power. For example, Fula in South Sudan. Most of highlands are rich in volcanic soils, which form some of our best farming areas.
3. Natural forests are also found on slopes of the mountains and on some hills, forests, attracts rainfall.
4. Some physical features such as mountains and hills protect people from strong dangerous winds.
5. High mountains such as Mt. Imatong, Mt. Kinyeti helps in formation of relief rain which is needed for man, animals and crops. Mountains are source of many of our rivers.

Pair work

1. Tell your friend the physical features found around your school.
2. Discuss their uses.

Group work

1. Explain the contributions of the following physical features in South Sudan.
2. Why do you think these physical features have positively contributed to the economy of South Sudan?



Fula falls.



Section of River Nile.



A section of Imatong Mountains.

Activity 5

Effects of industrialization to the environment

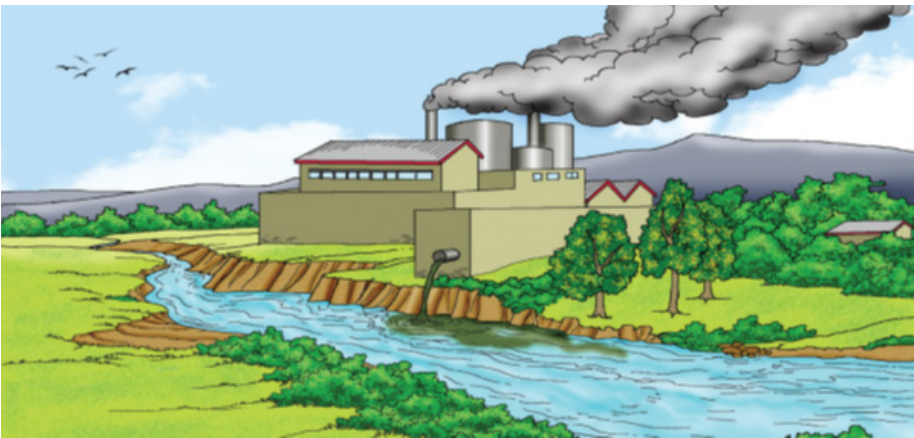
Debate

“Industrialisation is a harmful practice.”

Learning point

These effects include:

1. Air pollution



Air Pollution

Industrial gases, smoke and dust released to the air leads to air pollution. For example, fumes from paper-making factories, like webuye paper mill in Kenya. Some gases when inhaled cause respiratory diseases in human being.

2. Water pollution

Some industries dump chemical wastes into rivers and other water bodies causing water pollution. Water pollution leads to death of marine life and also makes water unsuitable for human

consumption. Such water cannot be used for domestic uses as it may lead to outbreak of diseases. Ship takers used for transporting industrial products can also lead to leakage and spill oil in the sea. This is also a threat to marine life.



Water Pollution

3. Spoil the scenic beauty

Some mining industries leave gaping holes on the surface of the earth once the mineral has been exhausted from the mining site.

This spoils the beauty of the landscape. The holes may collect water and become breeding places for mosquitoes which cause malaria and water snails that bring about bilharzia.



Holes left after mining

4. Waste reduces soil productivity

Waste deposited on land makes soil unproductive. The industrial wastes can also be released to rivers leading to water pollution.

5. Deforestation

Some industries use trees as their raw materials. Cutting down trees has reduced the forest cover in the country. This affects the rain cycle and exposes the soil to erosion. Reduction of trees which take in carbon dioxide leads to global warming.



Cutting of trees cause deforestation.

6. Release of toxic gases with rain to form acidic rain. Some industries release toxic gases to the atmosphere. These gases combine with rain to form acidic rain. This corrodes roofing iron sheets and destroys plants.

Individual work

1. What are the impacts of industry on the environment?

2. Global warming and green house effects are the results of industrialisation. Explain.

Activity 6

Effects of development of agriculture to the environment

Class Assignment

1. Define the term “agriculture”
2. Do you think practice of agriculture can lead to negative effects to the environment? Give reasons.

Learning point

1. Soil erosion

Heavy agricultural machinery results in more permanent damage to the soil .This may lead to poorer crop yields and increased pollution from agricultural land. Compaction of soil reduces lands long-term ability to produce food.



Soil erosion

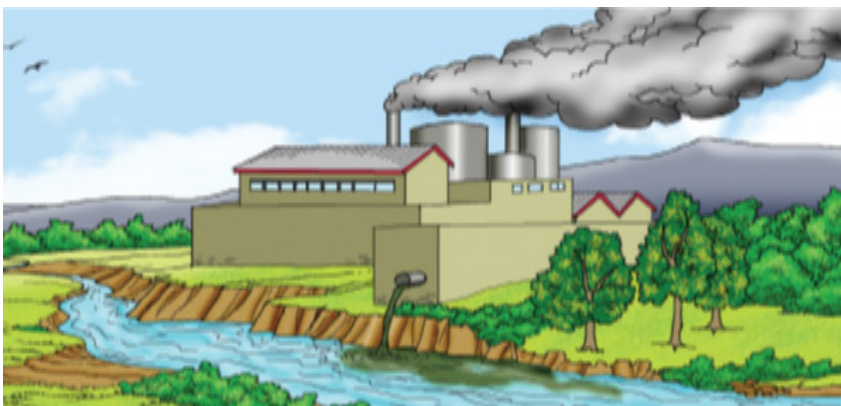
2. Global warming

The increase greenhouse gases in our atmosphere produced by human activities like burning of fossils fuels or deforestation.

These activities produce large amounts of greenhouse gas emissions which causes global warming. Global warming harm the environment in several ways. Desertification increases melting of snow and ice and sea level rise.

3. Water pollution

Agriculture pollution is the main source of pollution in water and lakes. Chemicals from fertilizers and pesticides make their way into the ground water that ends up in drinking water. Health related problems may occur as it contributes to the blue baby syndrome which causes death to the infants. Different farming practices have effects on environment. Agriculture practices employed around the world cause agricultural pollution. These process causes degradation of the eco-system.



Water pollution

4. Deforestation

This is the process of clearing Earth's forests on a large scale worldwide and resulting in many land damages. One of the causes of deforestation is to clear land for farming. Farmers clear forests for farming and cattle ranching. Deforestation causes the loss of habitat for millions of species. Trees act as a carbon sink that is they absorb carbon dioxide, an unwanted greenhouse gas out of the atmosphere. Removing of trees releases carbon dioxide into the atmosphere and leaves behind few trees to absorb the increasing amount of carbon dioxide in the air. This causes negative impacts to the environment.

5. Air pollution

The growing demands for enhanced food productivity to meet the needs of the global population has led to the use of improved agriculture technology in which pesticides play a crucial role. Pesticides are used to increase agriculture products by preventing and controlling the damage caused by pests. These substances have toxic effects and persistence in the environment. These chemicals when sprayed leads to air pollution which is a negative effect to the environment.



A man spraying chemicals on crops.

Group work

1. Find out other effects of development of agriculture on the environment.
2. What do you think should be done to prevent these effects to the environment?

Activity 7

System to protect bio diversity in South Sudan.

Pair work

1. Research from the newspapers and other social media about protecting the biodiversity.
2. Discuss how you contribute towards protection of biodiversity

Learning point

System is a detailed method and routine created to perform duties.

Biodiversity refers to varieties of plants and animals within a habitat on the earth.

Habitat is a home of plant and animal species. Protecting biodiversity is all about finding real methods to coexist without causing harm to the environment. Plants and animal species are inter-related and depend upon one another. Disruptions to this connection, however, reduce biodiversity and threaten human health, livelihood and survival. Human being has impact in protecting the biodiversity in order to enhance human life.

The following are the main systems of protecting diversity:

1. Encouraging local biodiversity

Establishing a grass lawn, planting trees, vegetables or flowers at home and proper maintenance to it.

This forms a beautiful natural habitat for animal species and beauty to the environment.

Diversifying gardens both at school and at home.

Choose native flowering plants to your region that attract bees, butterflies and other pollinators. This will replenish nutrients to the soil and prevent erosion.

2. Reducing the use of agrochemicals

Agrochemicals like pesticides, fertilisers, insecticides, herbicides and fungicides. These chemicals cause contamination in the soil, air, and ground water. Some pesticides kill untargeted key organisms like earthworms in the soil. Earthworms are responsible for aeration in the soils.

There should be proper control of weeds using organic methods.

Weeds can be eliminated by pulling them. Allow natural predators like ladybirds, ground beetles and praying mantis to get rid of weeds.

ENERGY CONSERVATION



Individual work

1. Look at the picture above.
2. Explain what energy conservation it is.
3. How does energy conservation help in biodiversity protection?

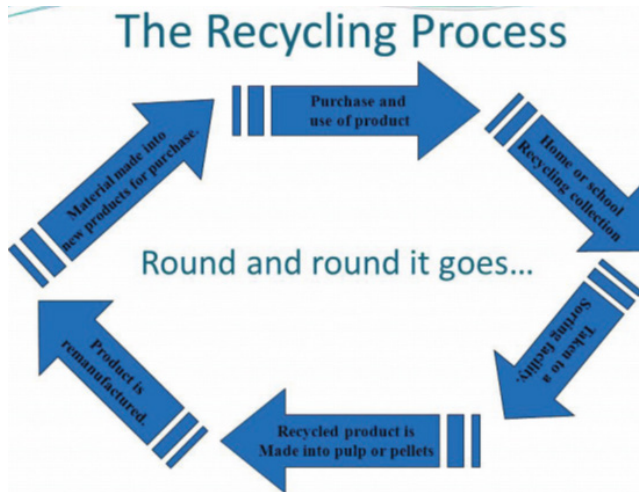
3. Advocating for biodiversity

Reduce over-reliance on the use of genetically modified (GMO) crops which has a negative influence to the soil. GMO crops reduces soil fertility leading to poor production Making important connection in the local areas. Some people in the community are helpful in conserving biodiversity. These are the people with knowledge and awareness relating to the environment. Examples of such people are science teachers, community leaders and environmental activists who advocate for biodiversity in the society. Participating in environmental essay competition through involvement in article writing. This will enable the information reach wider members in the society.

4. Helping the environment

In protecting biodiversity, one should be an informed beneficiary to the environment. Use products that are environmental friendly. There should be reduce, reuse and recycle products we use in our daily lives.

Practice eco-friendly food strategies at home like starting community garden, use of composts and use of renewable sources of energy.



The recycling process

The process involves collection of used waste products like papers scrap metals, animals and plants wastes. The waste papers can be recycled to form tissue papers. Both animals and plants wastes are used to make farm manure while scrap metals are collected ,heated and hammered to form metal doors, padlocks and even door lockers.

5. Formation of societies to protect biodiversity

Wildlife Conservation Society plays a magnificent role in protection of wildlife and wild places in South Sudan.

6. Use of energy conserving light bulbs

It is possible to purchase light bulbs used in domestic lighting to improve efficiency and protect the environment.



Energy conserving light bulbs.

7. Ensuring environmental cleanliness

Picking litter around in the environment and dumping them appropriately. Many items like plastics and cans are not biodegradable and cannot decompose. They cause pollution to the environment.

8. Afforestation and re-afforestation

Afforestation is the establishment of trees in a new area.

Whereas re-afforestation is the establishment of trees where they once existed and were cut down. Trees attract rainfall and have an effect on the carbon cycle in the atmosphere.

Group work

1. Apart from the systems discussed above, what other systems do you know?
2. Write a list of your school contribution towards protecting of biodiversity.



The Green Belt Movement planting trees.

Activity 8

Principle and strategies to balance protection of environment from industrial development and agricultures.

Individual work

Research the meaning of the following words:

- Environmental protection.
- Principle.
- Strategy.

Learning point

Strategies and principles are very important to people because they help in maintaining and protecting the environment. They protect agriculture and industries from causing negative effects to the environment in order to meet the

demand of the current generation.

The government has taken measures and strategies to protect the environment because people depend on it.

Pair work

1. Explain why environmental protection requires principles and strategies.
2. Formulate principles for environmental protection in the school level.

These strategies and principles include:

1. Setting laws and measures to the agricultural and industrial development about protection of the environment.
2. Setting penalties to the companies and industries which cause negative effects to the environment.
3. Taking actions on the people who pollute the environment or cause negative effects to the environment.
4. Organising seminars and meetings with the owners of companies about the appropriate methods to be used in their companies.



A public rally on the importance of using environment friendly methods and chemicals.

5. Initiating programmes about environmental protection in radios and televisions.
6. Providing environment-friendly chemicals to the companies and industries.
7. Prioritising pollution protection and control.
8. Setting institutions to teach about the friendly methods of protecting environment.
9. Making - environment protection a responsibility of every citizen.



People disposing litter.

Group work

- (i) Explore more ways of protecting the environment.
- (ii) Give other strategies that the government can take to control pollution of the environment

Revision question

1. Explain why environmental protection requires principles and strategies.
2. Formulate principles for environmental protection at the school level.
3. Discuss ways in which South Sudan can do to improve on biodiversity.

New words

Habitat: A specific place or natural conditions in which a plant or an animal lives.

Bare: Naked or uncovered.

Production: The act of making or creating something.

Erosion: A result of having been worn away or eroded.

Strategy: A plan of action intended to accomplish a specific goal.

Desert: A barren area of land.

Biodiversity: The number and variety of species of plants and animal life within a region.

Communication: A state of exchanging information.

Human activities: These are things that people do in order to earn a living.

Renewable: Able to be renewed.

Plateau: A raised land with fl at top extending over a large land.

Famine: Extreme shortage of food in an area.

Vegetation: Plants collectively.

Recycle: To break down and reuse component materials.

Agriculture: The art or science of cultivating the ground including the harvesting of crops, rearing and management of livestock.

UNIT 3

Mining in South Sudan

Activity 1

Meaning of mining and areas of mining in South Sudan

Introduction

Mining is an activity of extracting valuable minerals from the earth's crust. Minerals can be found in solid, liquid or in gaseous form. A mineral is a natural occurring substance with specific chemical and physical properties.

Pair work

1. Look at the map below.
2. Identify the minerals mined in the places shown in the map.



Major mining areas in South Sudan

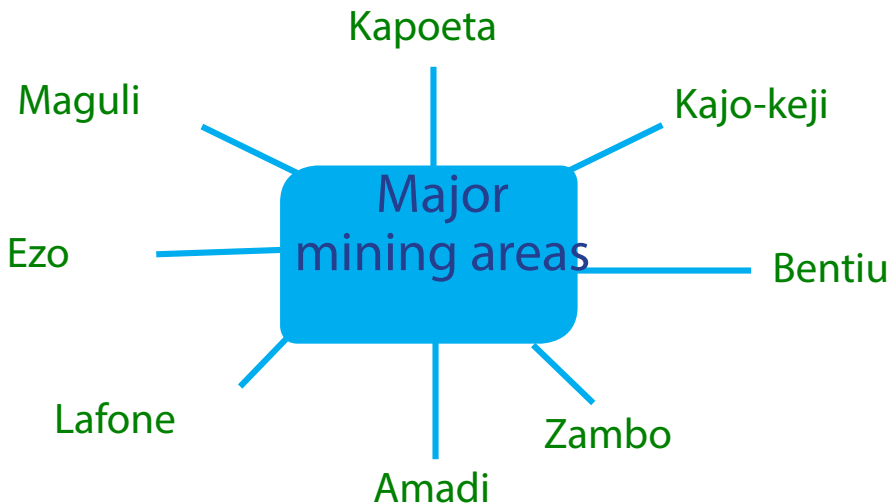
Word search

Find and circle minerals found in South Sudan from the word search below. The first one has been done for you.

M	A	N	G	A	N	E	S	E
O	I	R	O	N	K	T	I	N
I	O	T	L	H	I	L	L	S
L	E	A	D	S	A	L	V	T
D	I	A	C	O	P	P	E	R
Y	Z	I	N	C	E	Z	R	Q

(GOLD, COPPER, ZINC, LEAD, MANGANESE, IRON, SILVER, TIN, OIL)

Major mining areas in South Sudan



Individual work

1. Draw the map of South Sudan and indicate the mining areas on it.
2. Write minerals mined in each area.
3. Present your work to the rest of the class.

Group work

1. Explore more mining areas in the country apart from the ones mentioned in the page above.

Activity 2

Benefit of mining in South Sudan

Introduction

Mining is the main source of mineral commodities that all countries find essential for maintaining and improving their standards of living.

Pair work

The present development in South Sudan is attributed to mining sector. Based on the various minerals mined in the country, justify this statement.

1. **Source of foreign exchange to the economy:** Oil is the chief mineral export in South Sudan. It earns the country's foreign exchange.
2. **Mining provide employment:** Many people are directly or indirectly employed in the mining industry. Some people are employed in the mining, processing and transporting of minerals. This helps to raise the living standards of people.



South Sudanese working in mining centre

3. Development of urban centre: Mining leads to growth of towns and cities for example Juba city, Paloch town and Kapoeta town have developed due to mining gold and oil.



Juba city.

4. Minerals provide raw materials for manufacturing industries: The extraction of limestone has led to the development of cement and lime factories.
5. Improvement of transport and communication networks: Infrastructures such as roads, railway

lines, electricity and telephone cables are connected to the mining areas to make them accessible. However, funds derived from mining are spent in construction of roads.



6. Improvement of social amenities: Social amenities include schools, hospitals, dispensaries, social meeting halls and markets. Mining has a significant contribution to the South Sudan nation. Cash achieved from mining is used to build schools, hospital and other social amenities.

Group work

The continuous depreciation in mineral export by tones can be explained by the number of factors. How would you prove this situation?

Activity 3

Challenges facing mining in South Sudan

Mining is a very important economic activity in South Sudan. However, there are several challenges facing mining. The following are challenges facing mining in South Sudan.

1. Accidents

Accidents such as collapsing of mine shaft are common which leads to loss of lives, especially when underground method are used.

2. Poor working conditions

The condition under which miners work affects their health. It may lead to health problems such as lung cancer.

3. Inadequate capital

Inadequate capital for prospecting and mining minerals. South Sudan lacks the resources to prospect and mine minerals.

4. Lack of skilled people

South Sudan do not have skilled people and therefore mostly depends on other countries to provide for them people with skills.

5. Poor transport systems

This hinder exploitation of minerals in those areas with mineral deposits. Most of parts of South Sudan

are remote and poorly served with the transport network.



Poor road linking mining centre.

6. Insufficient power supply

Most of the places where mining take place are not supplied with power which is necessary for mining activities.

7. Land conflicts

Most mining lands have conflicts where the original owners of the land do not allow government to do mining in their land.

8. Over-reliance on mining by the government

This makes it to neglect other sectors like agriculture and when the world market of minerals fluctuate this causes serious effects to the country's economy.

Activity 4

Ways of minimizing challenges in the mining sector

1. Introducing training programmes for miners.
Due to unique dangerous mining operations, workers need good training. New miners with no experience should be allocated few working hours.
2. Government to set laws on child protection – children should be protected from economic exploitation and from performing any work in order to avoid child labour like in mining sector.
3. Government to start schools and institutions to train and teach technical skills of mining like designing, engineering and geologists to avoid talent shortage in mining sector.
4. Create and find good markets for mining worldwide to increase market for minerals.
5. Avoid using very expensive methods and use cheap methods in order to avoid high cost during mining.
6. Every mining company should have environmental protection management systems in the place of mining.

7. Government to encourage and support other sectors apart from mining for example agriculture, tourism to avoid over-reliance of mining which may be affected by price fluctuations.

Group work

1. Do you think the steps which South Sudan government is taking on improving mining sector will make any change in minimising challenges in mining sector?
2. War in South Sudan is the main challenge in the mining sector. Discuss.

Individual work

Challenges in the mining sector can only be minimised if there is peace in South Sudan. Justify.

Activity 5

Methods of mining in South Sudan

There are a variety of methods used in mining in South Sudan. The type of mining depends on the following variables.

- Mode of occurrence.
- Accessibility to the mineral deposits.
- Expense to be incurred(cost).

Group work

1. Explore methods of mining which can be used in South Sudan.
2. Why do you think these methods are used in South Sudan?
3. Do you think they are the best methods to be used in South Sudan? Give reasons.

There are three main methods of mining depending on occurrence of the minerals. The three common methods of mining include:

1. Open cast mining.
2. Underground mining.
3. Placer mining.

1. Open cast mining

As the name suggests, it is done at an open area. Open cast mining is also known as open pit mining or quarrying. It is used to extract minerals occurring on the surface of the earth.

Mineral deposits that occur on the surface of the earth are stripped out by digging. If the ground bearing the mineral ore is hard, explosives is used to soften the ground rocks. It involves removal of unwanted materials on top of the mineral deposits and dumping nearby. The mineral ore is then dug out or exploited by explosives and loaded in Lorries and trucks. Open cast mining is used to extract surface minerals like coal, copper, iron ore, limestone and quarried rocks like

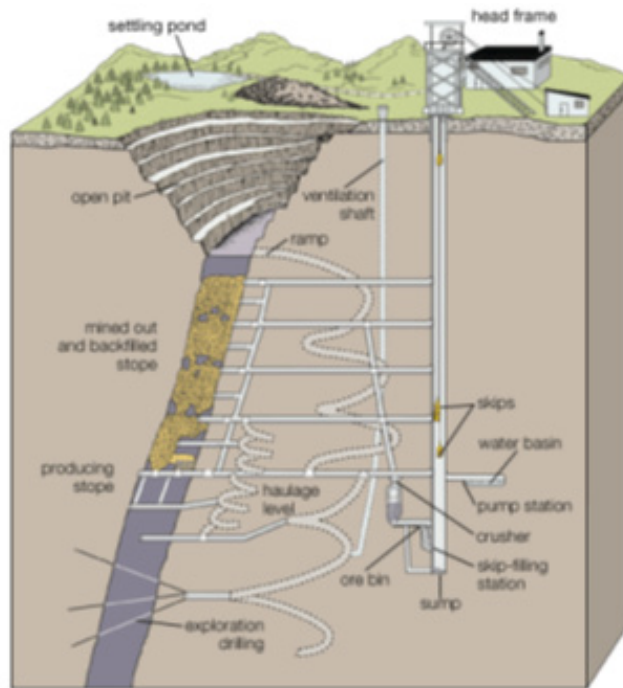
gravel and sand.



2. Underground mining

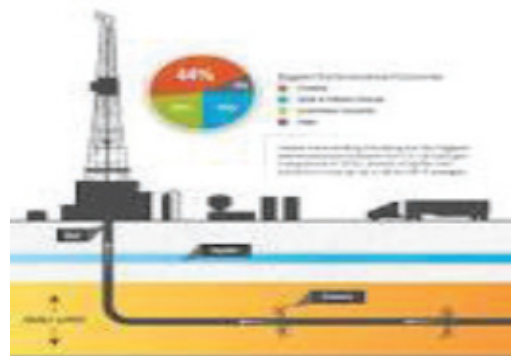
This method of mining is used when mineral deposits occur deep in the ground where open cast mining cannot access the mineral deposits. Depending on the occurrence of the mineral deposits, various underground mining is used in extraction.

(i) Shaft mining method is used to extract minerals occurring deep where vertical shaft are sunk. From the shafts, horizontal tunnels are driven outwards to reach the mineral ore. The mineral bearing rock is blasted by use of explosives. The blasted mineral bearing rocks are transported along the tunnels by railways or conveyor belts to the vertical shaft. It is then brought to the surface by a lift called a cage. A cage moves up and down the shaft transporting miners and equipments required in mining process. Shaft method is used to extract minerals like gold, diamond and titanium in South Africa.



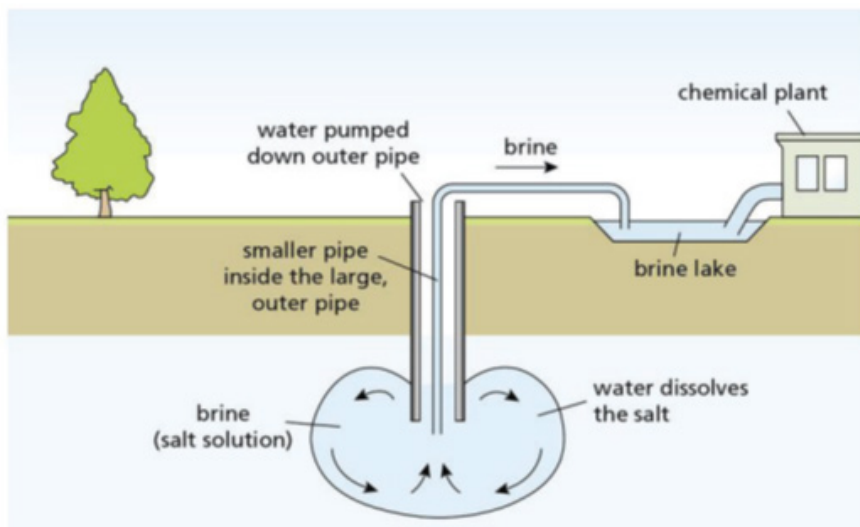
Shaft mining.

(ii) Drilling mining method is used in exploitation of petroleum and natural gas. Drilling or boring is done on the underground crust to access the deposits. Petroleum or natural gas is then brought to the surface by its own pressure or pumping.



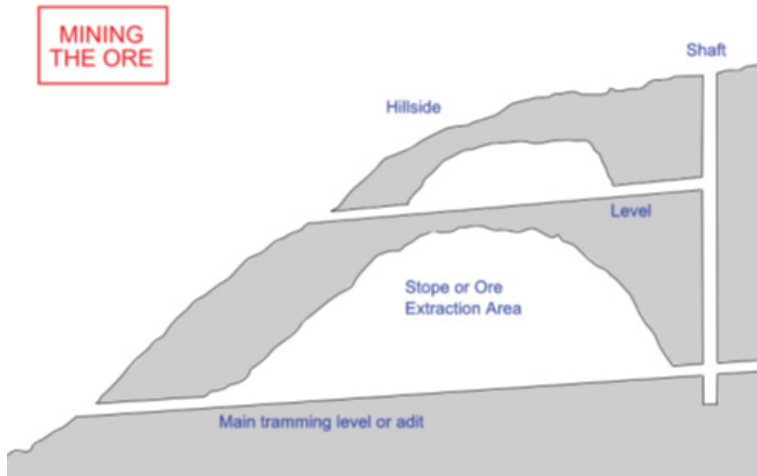
Oil drilling method.

(iii) Solution mining method is used to extract minerals occurring underground that dissolve in water. Pipes with superheated water or steam are sunk to the mineral deposits. The mineral dissolves in water and then pumped on the surface. At the surface, the solution is superheated for water to evaporate leaving the solid mineral. Solution mining is used to extract salt, potassium, ammonia or sulphur.



Solution mining.

(iv) Drift or adit method is used to extract minerals occurring on gentle slopes of hills, valleys or adits. Adits are horizontal or gently inclined tunnels dug in the hillsides. Example is copper mining in Kilembwe, Uganda.

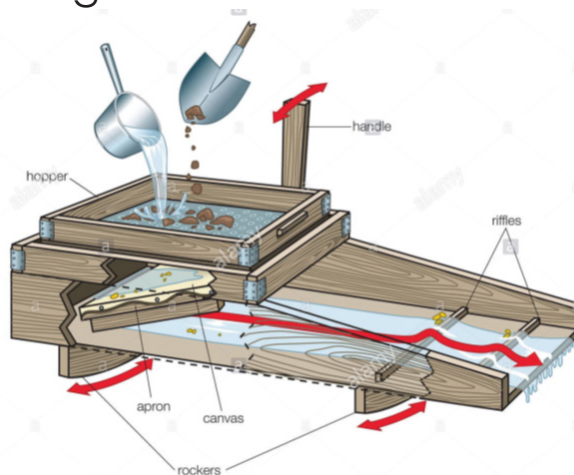


Adit mining.

3. Placer or alluvial mining

Used to extract mineral that occur in alluvial deposits. When exposed veins containing ore deposits are eroded, the mineral deposits mix with a mass of sand and gravel forming alluvial deposits. Alluvial deposits contain minerals that are extracted by placer method.

Placer mining methods used to recover minerals in alluvial deposits are; panning, dredging and hydraulic mining.



Placer mining

Panning involves collecting the alluvial material containing the mineral in a pan. Water is added to the pan and rotated. Mineral contained sinks to the bottom of the pan because of its physical property of being denser than water. Lighter materials mixed with water are poured in the stream. The collected materials are dried on the sun and minerals are obtained by picking with a magnet.



Panning method.

Field trip: a visit to a mining sector

Aim: To find out methods of mining.

With the guidance of your teacher, organise for a field trip to the nearby mining centre.

The following should be done before the visit.

1. Select a representative to conduct a previsit to the area of the visit.
2. Set objectives for a visit.
3. Identify the travel routes.
4. Carry necessary materials required during the visits.

5. Identify the trip guide who knows the area well.

Individual work

From the above methods, match the following minerals with their methods of mining.

Minerals	Method
Iron	
Copper	
Zinc	
Gold	
Limestone	
Oil	

Activity 6

Impact of mining in South Sudan

Introduction

Mining has an impact on local communities both positive and negative.

Positive impacts such as national and community development projects are important but they do not hide the potential negatives. We have found mining can positively and negatively impact people of South Sudan.

Pair work

1. Can you evaluate the positive impacts of mining in South Sudan?
2. What conclusions can you derive from the impacts of mining?
3. Looking at the following pictures, how can you link them to the impacts of mining?



Learning point

Negative impacts of mining in South Sudan

1. Mining makes soil to be agricultural infertile. This is due to total removal of cover plants. Mining changes the texture of the parents' soil as well as add contamination like metals. Further, mining practices are not well controlled, the wash off from the over-burden dumps may find ways into the nearby lands and that may reduce the fertility of soil.
2. The waste products and materials left indisposed spoils the natural beauty of the land.



Heap of waste products from mining industry.

3. The open pits fill with water during the rainy season. They become breeding grounds for mosquitoes which become a health hazard to people.



Quarry filled with stagnant water.

4. Hollows which are left after mining are very dangerous .These holes cause danger to people and animals if they are not covered.



Land degradation.

Debate

“Mining is the backbone to the economy of South Sudan.”

Activity 7

Contribution of mining to the economy of South Sudan

1. Developments of industries

In South Sudan, Minerals provide raw materials for manufacturing industries. For example, limestone mining has led to the development of cement and lime factories. Many mining industries provide raw materials for some industries.

2. Development of social amenities.

Mining may lead to the development of social facilities such as schools, electricity, water and hospitals. Those employed in the mining sector are able to acquire some of the basic necessities such as balanced diet, education and health care. This raises the living standards of people. For example people living around Kapoeta have benefited from such improvement.

3. Employment opportunities

Mining and related industries provide employment for many people in South Sudan. Many people are employed in such industries and this improves living standards of people.

4. Development of transport and communication
Mining helps in development of transport links like roads and railway lines to places which were previously inaccessible.
Several mines in South Sudan are served with railway lines, all weather roads and telephone.
5. Earning Foreign Exchange
For example, mineral such as oil and gold is exported to Japan and India earning South Sudan foreign exchange. The foreign exchange is used to purchase machinery and other goods from industrialised countries.
6. Development of settlement
Settlement areas and urban centres have developed wherever there are mining activities.
For example, Juba town has developed because of mining activities.

Pair work

Apart from contributions discussed above, explore other contributions of mining in South Sudan.

Individual work

All development in South Sudan is because of mining sector. True or false? Give reasons for your answer.

1. What are the regional bodies?
2. Explore regional bodies that you know.
3. Identify their aims and achievements.

Economic Community of West African States (ECOWAS)

ECOWAS is a regional group of 15 countries of western African, founded in 1975. Its mission is to promote economic integration in all fields of economic activity, particularly industry, transport, telecommunications, energy, agriculture, natural resources, commerce, monetary and financial questions, social and cultural matters.

Composition of ECOWAS

The Institutions of the Community shall be:

- Heads of State and Government
- Council of Ministers
- Community Parliament
- Economic and Social Council
- Community Court of Justice
- Executive Secretariat
- Fund for Cooperation, Compensation and Development
- Specialised Technical Commissions.



ECOWAS headquarter in Abuja, Nigeria.

Member states of ECOWAS

Benin, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania (left 2002), Niger, Nigeria, Senegal, Sierra Leone, Togo, and Burkina Faso.

Aims and objectives of ECOWAS

The aims of the Community are to promote cooperation and integration, leading to the establishment of an economic union in West Africa in order to raise the living standards of its peoples, to maintain and enhance economic stability, foster relations among Member States and contribute to the progress and development of the African Continent.

The following are its objectives:

1. To harmonise and coordinate national policies and to promote integral programmes projects

and activities, particularly in food, agriculture and natural resources.

2. To promote the establishment of joint production enterprises.
3. To establish an economic union through the adoption of common policies in the economic, financial social and cultural sectors, and the creation of a monetary union.
4. To promote joint ventures by private sectors enterprises and other economic operators, in particular through the adoption of a regional agreement on cross-border investments.
5. The adoption of measures for the integration of the private sectors, particularly the creation of an enabling environment to promote small and medium scale enterprises.
6. The establishment of an enabling legal environment.
7. To promote a balanced development of the establishment of a common market through; liberalisation of trade and adoption of a common external tariff.

Challenges facing ECOWAS

1. Suspicion abounds among member states.
2. Ideological differences creating tension between some member states.
3. Divided loyalty and commitment, as a result of participation in other organisations by member states.
4. Border conflicts among member states.

5. Foreign interference like French soldiers in Cote d' Ivoire.
6. Political instability.

Achievements of ECOWAS

The major achievements of ECOWAS through the years cut across all sectors and they include:

1. Establishment of the ECOWAS Monetary Institute (EMI).
2. Formulation of an ECOWAS Common Trade Policy (CTP) and ECOWAS Trade Development Strategies.
3. Free Movement of goods and persons boosted with the adoption of the ECOWAS Biometric Identity Card to facilitate mobility and promote security in the region.
4. Drafting of a Regional Border Management Manual for use in immigration and security training institutions.
5. Promotion of strategic products for food security and sovereignty including combating cross-border livestock disease.
6. Development of Regional Power Market with the setting up of regulatory and economic environment.
7. Promotion of renewable energy and energy efficiency technologies and services.
8. Establishment of a Regional Centre for Disease Control.

Southern African Development Community (SADC)

This is an inter-governmental organisation. Its headquarters are in Gaborone, Botswana. Its goal is to further socio-economic cooperation and integration as well as political and security cooperation among sixteen Southern African states. Established in April 1980 as SADCC, later changed to SADC in August 1982. The official languages are:

English, French and Portuguese.

Member states

The member states of EAC are: Botswana, Angola, Comoros, DRC Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe.



Gaborone, Botswana SADC headquarters building.

Objectives of SADC

The main objectives of SADC are:

1. To achieve development and economic growth.
2. To enhance peace and security.
3. To alleviate poverty.
4. To enhance the standard and quality of life of the people of Southern Africa.
5. To support the socially disadvantaged through regional integration, built on democratic principles and equitable and sustainable development.

Challenges facing SADC

SADC countries face many social, development, economic, trade, education, health, diplomatic, defense, security and political challenges:

1. Livestock diseases and organised-crime gangs.
2. Perennial war and conflicts in member states that damage their economies.
3. Competition from other trade blocs like COMESA and EAC.
4. Existence of different product standards and tariff regimes, weak customs infrastructure and bad roads.

East African Community (EAC)

This is a regional inter-governmental organisation composed of six countries in eastern Africa. Its headquarters are in Arusha Tanzania. It was established in 2001. Its main objective was the formation of single customs territory.

Member states of EAC

The member states of EAC are: Tanzania, Kenya, Uganda, Rwanda, Burundi and South Sudan.



EAC Heads of State summit in Arusha.

Objectives of EAC

EAC was formed to serve the member states based on the following main objectives:

1. To form a free trade area with no tariffs on trade among member states.
2. To form a common market with free movement of capital and labour.
3. To widen and deepen cooperation among the partner states and other regional economic communities.
4. To form a political union, that is, the East Africa Federation.
5. To form a monetary union with a common currency, the East Africa Shilling.

Challenges facing EAC

The following are the main challenges facing EAC:

1. Political instability in the member states like Uganda and Kenya.
2. Ideological differences among some head of states.
3. Overdependence of foreign countries for development and aid.
4. Institution weakness – The organisation had no strong structure and depended on cooperation among three members.
5. Imbalanced Benefits – There are different priorities within the EAC. This has led to the failure of ensuring that all countries benefit equally from the regional integration. For example, as Kenya's currency appreciated while the currencies of other countries' depreciated. The countries in this economic bloc have different growth accelerations.

EAC has not met its 2012 target of agreeing on the formation of a monetary union. Following two years of negotiations, it was expected that a protocol would be approved at EAC heads of state summit at the end of November; which would have started the process of monetary integration.

Achievements of EAC

1. Transport and Communications - The main objectives of the agreement are to facilitate inter-state road transport through reduced documentation for crews and vehicles at border crossings including harmonised requirements for operation licensing and customs and immigration regulations. This has made it easier and quicker for traders from one member country to trade with traders from other member countries.
2. Education and skilled Labour - EAC aims at creating centres of excellence in the community to provide top quality training and education aimed at meeting current and future skill needs and technical innovation in the regional bloc. Free visas are provided for students from member states to study at any university within this community
3. Joint Tourism Promotion Initiatives - the EAC partner states signed important protocols that will help in promoting East Africa as a single tourist destination and will result in attracting more tourists and increase the contribution of the tourism industry to the East African economy. A single East African Tourist Visa for the EAC countries of Kenya, Rwanda, and Uganda has been available since 2014.

Inter-Governmental Authority on Development (IGAD)

This is a sub-regional organisation in the horn of Africa. Its headquarters are in Djibouti city. It was formed in 1996. The main objective of IGAD is to strengthen and expand co-operation among members.



IGAD proceedings in Djibouti city.

Objectives of IGAD

The following are the main objectives of IGAD:

1. To promote peace in the region by solving conflicts through dialogue.
2. To fight terrorism.
3. To promote food security.
4. Encourage trade and investment environment for its member's state.
5. To promote cooperation in research and development.

Challenges facing IGAD

1. Drought - many of the members of IGAD continue to face food shortages.

2. War in Somali - IGAD sponsored two years of peace talks in Kenya and Somali and this resulted to formation of transitional federal in 2004.
3. War in South Sudan-IGAD has devoted a lot of time trying to end civil wars in member state.
4. Lack of Sufficient Political will – In terms of peace and security, the role of the IGAD Secretariat is marginalised.

Achievements of IGAD

1. Resolving conflict in its member states- IGAD has achieved some significant results in its history. These revolve around leading the process of peace making in South Sudan and Somalia.
2. Driving towards economic development and alleviating poverty within the member states.

However, these results have not been unqualified successes, but it could be argued that without the interventions of IGAD, the bad situations would have been much worse. With its limited resources, and challenges within its member States.

African Union (AU)

African Union is a continental union consisting of all 54 countries in Africa. It was established on 26th May 2001 in Addis Ababa, Ethiopia, and launched on 9th July 2002 in South Africa, with the aim of replacing the Organisation of African Unity (OAU). The most important decisions of the AU are made by the Assembly of the African Union, a

semi-annual meeting of the heads of state and government of its member states. The AU's secretariat, the African Union Commission.



The AU headquarters complex in Addis Ababa, Ethiopia.

Composition of the AU

AU is made up of both political and administrative bodies. Assembly of the African Union is the highest decision-making organ. It is made up of all the heads of state or state members of the AU. Pan African Parliament is a representative body, which consists of 265 members elected by the national legislature of the AU member states. Executive Council, made up of foreign ministers, which prepares decisions for the Assembly;

Permanent Representatives Committee, made up of the ambassadors to Addis Ababa of AU member states. Economic, Social and Cultural Council (ECOSOCC), a civil society consultative body.

Objectives of the AU

1. To achieve greater unity and solidarity between the African countries and Africans.
2. To defend the sovereignty, territorial integrity and independence of its Member States.
3. To accelerate the political and social-economic integration of the continent.
4. To promote and defend African common positions on issues of interest to the continent and its peoples.
5. To promote peace, security, and stability on the continent.
6. To promote democratic principles and institutions, popular participation and good governance.
7. To promote and protect human and peoples' rights in accordance with the African Charter on Human and Peoples' Rights and other relevant human rights instruments.
8. To promote sustainable development at the economic, social and cultural levels as well as the integration of African economic.
9. To work with relevant international partners in the eradication of preventable diseases and the promotion of good health on the continent.

Member states of AU

 Algeria	 Egypt	 Malawi	 Seychelles
 Angola	 Equatorial Guinea	 Mali	 Sierra Leone
 Benin	 Eritrea	 Mauritania	 Somalia
 Botswana	 Ethiopia	 Mauritius	 South Africa
 Burkina Faso	 Gabon	 Morocco	 South Sudan
 Burundi	 The Gambia	 Mozambique	 Sudan
 Cabo Verde	 Ghana	 Namibia	 Swaziland
 Cameroon	 Guinea	 Niger	 Tanzania
 Central African Republic	 Guinea-Bissau	 Nigeria	 Togo
 Chad	 Kenya	 Republic of Congo	 Tunisia
 Comoros	 Lesotho	 Rwanda	 Uganda
 Côte d'Ivoire	 Liberia	 Sahrawi Arab Democratic Republic (disputed state)	 Zambia
 Democratic Republic of Congo	 Libya	 São Tomé and Príncipe	 Zimbabwe
 Djibouti	 Madagascar	 Senegal	

Challenges facing AU

1. Handling political issues in the member states.
2. Ethnic, religious and regional divisions have been rapidly increasing.
3. There are a few military leaders who hinder democracy.
4. Poor transport is a hindrance to economic development in Africa.
5. Members have large international debts.

6. A.U members are still dependent on developed countries for aid.
7. Divided loyalty – members of AU are also members of other groups like ECOWAS.

Achievements of AU

1. AU has become the voice of the African continent on the global level. Both UN and EU just decide to follow the position of the AU on African problems.
2. Through New Partnership for African Development, the AU has been able to create a better relationship between the world's industrialised nations and Africa.
3. AU has achieved a certain level of peace and security on the African continent. For example a 7000- African Union peacekeeping force.
4. AU has been monitoring elections in various parts of the continent. This has helped to ensure credible elections and the installation of legitimate governments in many member states
5. The African Union elected a woman as the first President of the African Union's parliament. This is seen as recognition of the need for gender balance in appointments within the AU.
6. AU has done a lot to protect the rights and welfare of Africa children. It has instituted the Day of the African Child to protect the rights and interests of children. This Day of the Africa Child is held every 21st June. The Union has been sponsoring programmes for school children in

selected member states.

7. The AU has successfully established its constitutional organs such as the African Union Parliament African and the African Court of Justice.

Individual work

Regional body	Head Quarter	Member states	Aims
COMESA			
IGAD			
ECOWAS			
EAC			
SADDC			

Revision Questions

1. Discuss the link between mining and development of South Sudan.
2. How do you feel technology has affected the mining industry as a whole in South Sudan?
3. Mining sector in South Sudan has been faced by several challenges .What do you think can be done to minimise these challenges?
4. Plan for a visit to a mining industry and research on reasons why some mining industry are located where they are.

New words

Extraction: Is a process of separating desired substances when mixed with others.

Collapse: Is to fall.

Toxic: This is something poisonous.

Biodiversity: Is a variety of plants and animal life in the world or in a particular habitat.

Explore: Is to investigate.

Beneath: Means lower down.

Prohibition: Is the action of forbidding something.

Mineral: Is a valuable or useful chemical substance that is found naturally in the ground.

Impact: Is a force or the action of one object coming forcibly into another.

Regional bodies: These are international organisations incorporated with international membership.

UNIT 4

Promotion of gender equality

Activity 1

Meaning of gender and gender equality

Gender is a state of being male or female.

Gender equality is the state of having the same rights, status and opportunities as others regardless of one's gender.

Pair work

1. Look at the pictures below.



3. How is gender equality shown in these pictures?
4. Discuss other ways of promoting gender equality.
5. Present your answers to the class.

Activity 2

Effects of Gender Equality

1. Look at the picture below.
2. Explain what you think is happening in the picture below.
3. What judgement would you make in the picture below.



Read the following story in pairs

Mr. Wani is a village elder. He is married and has five children, three boys and two girls. All his children have gone to school despite his community's cultural tradition which states that the girl child is not supposed to be educated. Mr Wani treats his wife with respect and as an equal partner in the family. He has also written a will in which he has allocated each of his children an inheritance. This is against the traditions and culture of the people in his community.

Group work

1. Ask your friend what they have learnt from the story of Mr Wani.
2. Is he doing the right thing by treating his wife fairly?
3. If you were Mr Wani, would you have done the same? Present your work to the rest of class.

Pair work

1. Looking at the pictures below, Give roles of each member of the family.
2. Justify for the equal division of labour in the family.

A nuclear family



Look at the pictures below.



Individual work

1. Can you explain what is happening in each picture?
2. Do you think there is gender equality practice in those pictures?
3. Discuss other occasions and situations where gender equality is practiced?

Activity 3

Examples of countries where gender equality is practiced

Pair work

1. Do you know any country in Africa where gender equality has been successfully practised?
2. How would you categorise these countries?
 - (i) Rwanda (IV) Sweden
 - (ii) Norway (v) Nicaragua
 - (iii) Iceland (VI) New Zealand

Reasons why these countries have successfully promoted gender equality

- (i) Strong political commitment.
- (ii) Women empowerment strategies.
- (iii) The constitution.
- (iv) Commitment of leaders.
- (v) Elimination of gender – based discrimination which prevents many from living the productive and fulfilling lives.

Ways of promoting gender equality in South Sudan

- (i) Provision of equal opportunities.
- (ii) Promotion of human rights.
- (iii) Improvement of living standards.
- (iv) Provision of equitable education for all.

Group work

Why do you think some countries like South Sudan have not successfully promoted gender equality?

1. Ann Itto Leonardo



Ann Itto Leonardo is a South Sudanese politician. She was previously the Minister of Agriculture and Forestry for the South Sudanese government, as well as the acting secretary-general of the Sudan People's Liberation Movement.

In 1978, she joined the University of Juba as a teaching assistant. After receiving a scholarship, she attended Kansas State University in the United States where she studied for her doctorate. Leonardo returned to the University of Juba afterwards where she took up a lecturing post. In 1994, she joined the Sudan People's Liberation Movement and began to pursue a career in politics.

Ann Itto Leonardo was named the Minister of Agriculture and Forestry within the Cabinet of South Sudan on 10 July 2011. Prior to the referendum on self determination, she stressed the need for food security. She subsequently announced plans in late 2011 to set up a national agricultural bank and to provide technical support to the 90 of the population who are involved in small-scale farming.

During 2014-15, she was named as the acting secretary-general of the SPLM. During this time she commended the work undertaken to launch a new blood bank in Wau. In November 2015, she was replaced in that position by Jemma Nunu Kumba.

She has been critical of the lack of involvement of women in the government of South Sudan in 2014, and that political progress was being undermined by the constant conflict, saying “We could lose all the gains we have made, women need to lead the change we want to see.”

In 2016, she was named as the advisor for agriculture and food security to South Sudanese President Salva Kiir Mayardit. She has been selected a member of parliament for East Africa Community (EAC) based in Arusha Tanzania in 2007.

2. Madam Jemma Nunu Kumba



Madam Nunu was born in 1966 in Tombura County of Western Equatorial. She attended secondary school from 1983 to 1986 in Juba.

In 1990s, Kumba worked as an administrator of a company with ties to the Sudan People's Liberation Army (SPLA) and then as a coordinator for the New Sudan Council of Churches. When her husband was appointed Sudan People's Liberation Movement (SPLM) representative to Namibia, Madam Kumba moved with him. While in Namibia she enrolled at the University of Namibia, studying public administration from 1999 to 2002. In 2002, she participated in peace talks on behalf of SPLM in Kenya. After the Comprehensive Peace Agreement (CPA) in 2005, she served as a member of parliament in Khartoum, in the current North Sudan. Madam Kumba is a member of the SPLM party.

Kumba was the first woman to serve as governor after the CPA. She was appointed Governor of the Western Equatorial State in 2008.

On 10 July 2011 she was appointed the Minister for Housing and Physical Planning in the Cabinet of South Sudan. On 3 August 2013, she was moved to Minister of Electricity, Dams, Irrigation and Water Resources.

In July 2016 she became the Minister of Wildlife Conservation and Tourism.

In October 2015, President Kiir Mayardit, appointed Kumba to serve as deputy secretary general of SPLM. At the same time, Salva Kiir dissolved national secretariats and tasked Kumba with recommending new party secretariats. She replaced Anne Itto Leonardo in the position of deputy secretary general of SPLM. Madam Kumba was sworn in on 13 November 2015.

3. Madam Awut Deng Achuil



Madam Awut is a South Sudanese politician. She is the current Minister of Gender, Child and Social Welfare.

Early in her career, Madam Deng as a leader of peace efforts participated in the New Sudan Council of Churches peace initiative. She was also instrumental in the 1999 Wunlit Peace Conference between the Nuer and Dinka.

From 2000 to 2002 Deng traveled the world advocating for peace efforts in South Sudan to various world leaders.

She was awarded the 2002 Interaction Humanitarian Award for her efforts for peace.

Deng participated in the peace talks in Kenya from 2002 to 2004 which led to the Comprehensive Peace Agreement in 2005. From 2005 to 2010 she

held an appointed position to the Southern Sudan Legislative Assembly in Juba. She also served as a presidential adviser on gender and human rights from 2005 to 2009. Deng cofounded the Sudanese Catholic Bishops Regional Conference, the Sudanese Women's Association in Nairobi, and the Sudanese Women's Voice for Peace.

Madam Deng served as South Sudan's Minister of Labor and Public Service from 2009 to 2011, taking the role previously held by David Deng Athorbe. She was again appointed to the Cabinet of South Sudan on 10 July 2011. She was sworn in as Minister for Labour, Public Service on 14 September 2011. As part of a new cabinet named in April 2016, Madam Deng was named Minister of Gender, Child and Social Welfare.

4. Angelina Teny



Madam Teny is a South Sudan politician who was state minister of Energy and Mining in the Khartoum-based Government of National Unity between 2005 and 2010. She ran for election as governor of Unity State in April 2010 but was defeated in an election that she claimed was rigged.

Angelina Teny was educated in Great Britain and speaks both English and Arabic fluently. She is the wife of Riek Machar Teny, former Vice- President of South Sudan. Angelina Teny is one of the most prominent women politicians in South Sudan.

In November 2003, Angelina Teny facilitated a conference of South Sudan women on The House of Nationalities held in Lokichokio, a concept designed to foster peace and national unity through recognition of diversity.

Angelina Teny was appointed adviser on petroleum matters to the South Sudan Energy and Mines Ministry, and was the leader of negotiations with the Khartoum government over ownership and management of oil assets.

Pair work

1. From the above autobiographies, why do you think these women are prominent in South Sudan?

2. How did they contribute to gender equality in South Sudan and entire Africa?

Group work

1. Examine the situation in your community. Who are the prominent women within the locality?
2. Why do you think the people you have mentioned above are prominent?
3. Explore their roles in the society.

Activity 5

Barriers and hindrance to gender equality in South Sudan

Pair work

1. Why do you think, there are barriers to gender equality in South Sudan?

Barriers

These are natural obstacles that prevents or blocks movement from one place to another. It can be a law, a rule or a problem that makes something difficult or impossible.

1. Lack of support from the government
2. Rigidity of people on their culture
3. Ignorance
4. Lack of role models
5. Poverty

Hindrances

These are people or things that makes something difficult or impossible.

These Barriers Include;

- Culture of the people.
- High illiteracy rates among women.
- Social cultural perceptions that devalue girl's education.
- Gender based violence.
- Lack of financial resources to file legal claims in courts.
- Female Genital Mutilation (F.G.M). Practice in some communities.
- Early marriage of girls undermines chances of the girl child to achieve high levels academically.

Group work

1. Look at the pictures below and interpret.
2. Do you think this is one of the hindrances to promotion of gender equality.



3. How is it true that these pictures portray barriers to promotion of gender equality in South Sudan?

Activity 6

Strategies of minimizing barriers and hindrance to gender equality

1. Reduction of high illiteracy rates through investment in education.
2. Establishment of adult education programs to increase adult literacy rates.
3. Improvements of the health care system to ensure better living conditions for women and their families.
4. Law enforcement to combat early marriages and gender based violence.
5. Reduction of women workload.
6. Training of female legal professionals and provision of legal programs for women seeking justice.
7. Establishment of gender programme within learning institutions like schools and universities

Pair work

1. Write your own presentation about minimising barriers.
2. Do you think these barriers can be eliminated if only every citizen appreciate gender equality and take it as their responsibility? Give reasons.

Home work

Through the help of your parents or guardians at homes discuss aspects of society and community where there is lack of gender equality and explain.

Activity 7

Strategies for promoting gender equality in South Sudan

These strategies include:

- a) Sensitise the community on need for gender equality.
- b) Enforce strict laws on that violating gender equality.
- c) Establishment of policies to promote gender equality.
- d) Incorporate gender equality education in curriculum.
- e) Educating both genders on their rights.
- f) It reduces cases of human abuse.

Pair work

1. How would you interpret the following picture?
2. What do you think is being portrayed in the following picture?



Group work

1. Explore ways in which gender equality can be promoted in South Sudan?
2. What do you think the government of South Sudan can do to improve the state of gender equality in South Sudan?

Activity 8

Benefits of gender equality in South Sudan

1. Equal representation of gender whereby women are actively involved.
2. Equal access to job opportunities and empowerment of women.
3. Improvement of democracy.
4. Promotion of peace and reduction of violence.

Pair work

1. Research and read from newspapers about gender equality.
2. Cut newspapers where there is promotion of gender equality.

Individual work

1. Look at the picture and interpret what is happening.
2. Do you think gender equality has been promoted in this picture?
3. What importance does this picture show about gender equality?



Activity 9

Views of gender equality by people of South Sudan

Pair work

Promotion of gender equality in South Sudan is one of the main tools for the development of the country. Justify.

- Gender equality is one of the tools which can end South Sudan's civil war. The women of South Sudan should be allowed to play a full role to hinder male-dominated which causes gender inequality.

- The voice of South Sudan's women must be heard to give peace a chance in South Sudan.
- They should be given power in order to heal and reconcile over the mistrust and the pain they faced.
- Gender equality it is the only way that will bring peace to South Sudan and this will happen when the leaders feel the need of allowing women of South Sudan to promote peace, and to unity the country and end the war.

Group work

1. What conclusion can you draw from gender equality promotion in South Sudan?
2. Do you think promotion of gender equality can contribute to minimising of conflict in South Sudan?

Revision Questions

1. Why do we need gender equality? Explain.
2. What is the state of gender equality in South Sudan?
3. Is gender equality attainable?

New words

Realism: A concern for a fact.

Culture: The arts, customs and habitats that characterise a particular society or a nation.

Mutilate: Destroy beyond recognition.

Violence: Extreme force.

Sensitize: To become increasingly aware of, in a concerned way.

A barrier: An obstacle.

Patriotism: Love of the country.

Rigid: Not flexible.

Illiteracy: Inability to read and write

Economy: Effective management of the resources of a community or a system.

Combat: A struggle for victory.

Clashes: An angry argument.

UNIT 5

Just and Fair Society

Activity 1

Meaning of justice and fairness

Read the following story

Mr. Akong walked in class and found learners making noise. He didn't bother to ask who the noise makers were, but decided to punish the whole class.

Group work

1. Do you think Mr Akong's actions were fair and just?
2. Discuss any event when you were treated in a way that was not fair by your friends.
3. Present the work to the rest of your class.

Individual work

Discuss what you would have done if you were Mr. Akong.

Learning point

Justice is the legal process by which fairness is administered. (Justice is a legal process in which one is treated in a fair or reasonable manner)

Fairness is a way of treating people in the right manner.

Activity 2

How to promote justice and fairness in our community

Individual work

1. In your community, what do you do that you think it promotes fairness and justice.
2. Why do you think what you do promote justice and fairness?

It is important for members of a community to promote justice and fairness in their community.

These are ways of promoting justice and fairness.

- Equal distribution of resources.
- Equal application of law.
- Gender balance in job distribution and allocation.
- Equal sharing of responsibilities.

Pair work

Look at the picture below.



2. Can you interpret this picture in terms of gender equality in the working place?

3. Is there justice and fairness in that picture?

Group work

1. Give examples of justice and fairness in our community.

2. Can a peaceful community exist without justice and fairness.

Activity 3

Ways of promoting justice and fairs in South Sudan

Pair work

Do you think justice and fairness can be promoted in South Sudan?

Group work

(a) Discuss the ways in which people in South Sudan are treated in a just and fair manner.

(b) Discuss how the following acts could promote just and fair treatment for the people of South Sudan.

(i) Gender balance in government employment.

(ii) Equal distribution of resources. Prepare a presentation for the class.

Learning point

It is important for people in a country to be treated in just and fair way. Let us find out how people in South Sudan can be treated in just and fair way. Both girls and boys are taken to school in South Sudan. Both men and women are given equal job opportunities irrespective of where they come from. Everyone including leaders face the law equally. Government resources are distributed equally to all people whether in towns or remote areas.

Activity 4

Sources of information about justices and fairness

Look at the following pictures.



Individual work

Observe and interpret what you have seen in the pictures.

Group work

1. How is justice and fairness seen practised in your community and school?
2. Explore three ways in which justice and fairness is practiced in your school.

Learning point

The above pictures show some of the sources of information on justice in South Sudan. The first picture shows our country's constitution. A constitution is a set of laws that govern a country. It binds us as one nation and ensures justice and fairness for all.

The second picture shows our courts' logo. A court is known for giving fairness and justice. Led by judges, courts act as tribunals in civil and criminal cases. Two sources ensure that justice and fairness is maintained in South Sudan.

Group work

1. Explain other sources of information about justice and fairness.
2. Do you think the sources you have mentioned above provide information about justice and fairness?

Activity 5

Law and order

Just as a school has school rules, a country too has rules. Rules that govern a country are referred to as laws. Pupils who break school rules are punished. Citizens who break the **laws** are taken to court. To be fair to them, they are given a chance to defend themselves.



Pair work

1. Interpret the two pictures above.
2. Distinguish between law and order.
3. What is the relationship between picture A and B In terms of law and order?

Learning point

When pupils obey the school rules, there is order in the school.

Laws are meant to guide people so that they do not commit crimes.

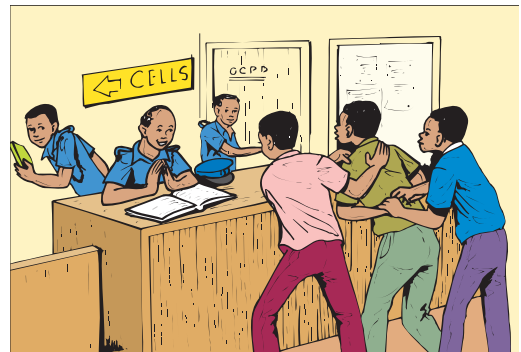
When people obey the laws, there is order in a country. Laws are the system of rules which govern a country. Order is an authoritative command or instruction. Law and order is important in a society that is expected to live together. This is because in a community, people share traditions and values. For our society to prosper, law and order must prevail. This will enable people to live without fear. This promotes development in the society.

Look at the following pictures.

A



B



Group work

1. Observe and interpret the two pictures.
2. What judgment would you make in the two pictures?
3. Find out the list of your school rules and present them on a flow chart.

Activity 6

Rule of law

Rule of law is the restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.

Group work

1. Identify barriers to peaceful and health living in South Sudan.
2. Explore the ways that can be used to minimise barriers to healthy living.
3. Make posters using your art skills.

(Peace! Peace! Peace!)

Learning point

The following are major principles in the rule of law:

- a) The laws of the land must be fair and accepted by all.

- b) Respect to all members of society.
- c) People should mix freely with each other so that they understand each other.
- d) Equal development.
- e) The government should not favour one area but must make sure every part of the country develops.
- f) Good governance.
- g) The form of government should be accepted by the people. This means that people should be involved in the choice of their leader.
- h) Equal access to economic opportunities and social amenities.
- i) The government should cater for all classes and types of people within one area.

Key factors for promoting peace

- Equal distribution of resources.
- Upholding human rights.
- Peace education and awareness.
- National and international games.
- Transparency in all sections of the government.
- Respect to the rule of law.
- Equal opportunities in all sectors of life.
- Respect to the rule of law.

Importance of peace and reconciliation

1. Leads to development.
2. Leads to political stability enhancing national security.
3. Attract investors who create employment.
4. Promotes economic growth.
5. Discourages tribal or gender discrimination.
6. Enables equal services to all by the government.
7. Ensure unity among the people.

Activity 7

Law and order in the community and in the states

Learning point

It is important to keep law and order in a community and in the country.

This makes people to feel safe. The government employs police and other leaders to make sure there is law and order in the community.



Pair work

1. Look at the picture above and interpret.
2. Discuss the roles of the above people.

Group work

3. What are the roles of your chief in your village?
4. In groups and with the help of your teacher, carry out a role play on how your community keeps law and order.

Activity 8

Effectiveness of law and order in the community

Learning point

Although there are laws that guide people on how to behave, some members of the community do not keep to the laws. This causes disorder in the community.

Role play

With the help of your teacher, carry out a role play to show people breaking the law and causing disorder. There should be some law abiding people. There should be some police officers trying to bring order.

Principles of justice and fairness in South Sudan

The following are some of the principles of justice and fairness in South Sudan.

- a) Using courts when aggrieved to get justice.
- b) Equitable sharing and distribution of national resources. This is called the principle of equity.
- c) Ensuring that human rights are respected in all levels.

Pair work

1. Tell your friend what you think will happen if people are denied their rights.
2. Identify some of the rights that people can be denied.
3. Explore rights in our country and present your work on a flow chart.

Activity 9

Conflicts

Read the following story

Tar is a primary 7 pupil from Njori primary school .She has two friends Fatimah and Keji. Tar and her friends usually carry food to school every day and they always put their lunch box together. One day, Tar arrived before her friends and served all the meal leaving her friends with little food. When Keji and Fatimah came from the class they realised that their food was very little and decided to beat

their friend. The other student saw this and came to separate then they called the teacher who solved their conflict and punished them.

Pair work

From the story above, what do you think caused conflict among the three friends?

2. How would you describe this type of conflict?
3. Do you think by calling the teacher to solve the conflict was a wise decision?

Learning point

Conflict is a series of disagreements or arguments between people with different views.

Conflict is also a situation where there is disagreement between two or more parties. It may involve individuals, members of a family or even people of different religions.

Types of conflict

1. Individual verses individual.
2. Community verses community.
3. Nation verses nation.

Group work

1. Differentiate the three types of conflicts.
2. What do you think are the causes of these conflicts?
3. Give 2 examples of each conflict, individual, national and international.

Activity 10

Causes of conflicts at individual, national and international levels

Pair work

1. Explain the three types of conflict.
2. Can you make a distinction the national and international conflict level?
3. Using flow chart distinguish between three types of conflict.

Causes of conflicts at an individual level

- I. Failure by an individual to fulfil expectations at home, at the work place or in the community.
- II. Differences in opinion.
- III. Personality clashes such as some people failing to do certain things.
- IV. Failure of individuals to appreciate other people's opinion.
- V. Frustrations – when any individual is unable to do

what he or she wants can cause conflict.

Learning point

South Sudan has experienced conflicts for a long time. When people ignore the laws it leads to conflicts. This is because of disagreement between the political leaders.

Causes of conflicts at a national level

National conflict is a type of conflict in which a part of nation turns against another part of the same nation. For example, land, wealthy, boundaries and others.

These causes includes:

1. Unequal distribution of resources

This is a state where governments share resources to its people unequally. Where some communities and areas get more resources than others. Resources like land, water, social amenities and others.

2. Competition of political power

This is a state where every leader is greedy of power to rule.

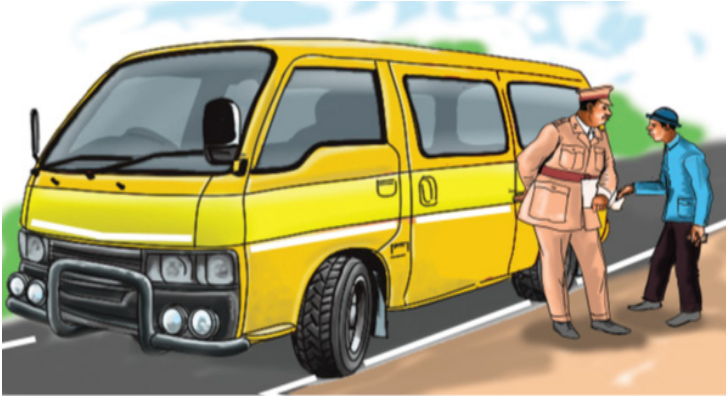
This may lead to conflict among leaders.

3. Political differences

These are unresolved grievances between the national government and local communities.

4. Corruption

This is a form of dishonest or unethical conduct by which a person trusted with a position of authority use that authority to acquire personal benefits. For example, traffic officers take bribe from a matatu conductor.



A policeman asking for bribe.

5. Tribalism

This is the act of favouring someone because he or she comes from your community. This act of favourism causes conflict in a nation.

6. Cultural and religious differences

This is where people have different cultures and practices. This may lead to conflict when some groups refuse to accept other people cultures and religion.

Pair work

Do you think these conflicts can be minimised.?

2. Explore the solutions to these causes.

Causes of conflicts at an international level

These are conflicts between different nations or states. They can occur between a country and another. For example, South Sudan and Sudan, Syria and Iraq.

Causes of international conflict

1. Demands for its sovereignty by a certain group of people in an already recognised region.



People demonstrating in South Sudan.

Demands for equality of groups in political, social and economic structures of their own society.

3 Competition for territories and is so important to every country. Many countries fight over boundaries.

4. Ideological differences: This is when two countries have different ideologies. South

Sudan had no ideology which direct people on what to do, when to do and where to do.

Class Assignment

1. Work in groups to research other international conflicts that have occurred in other parts of the world.

2. Discuss other causes of international conflict.

Activity 11

Effects of conflicts in South Sudan

War extends its consequences beyond mass deaths. Armed conflicts between South Sudan and Sudan led to major effects to the country. Conflicts affect development of a country in various ways. The presence of conflicts in a country affects people's economy. Wars in a developing country like South Sudan have heavy human economic, political and social costs. Conflicts in a country are major causes of poverty, under development and ill health.

Debate

“Conflict is necessarily evil.”

Pair work

1. Based on the previous conflict experiences in South Sudan account for the current situation.
2. What is the relationship between the current economy of South Sudan to the previous conflicts state.

These effects include:

1. Deaths

During war many people die in battle even those not involved. Most people who die are mostly women and children. Due to these deaths the population of a country reduces. The international war which occurred between South Sudan and Sudan led to decrease of population in South Sudan.

2. Refugees

Conflicts in South Sudan caused migration of many people from their original land to foreign countries .Where they go and camp in other countries.



Refugees.

3. Poverty

During war a lot of properties during conflicts are destroyed. The war between South Sudan and Sudan destroyed properties like houses, trading centers, schools, churches making many people to be poor and also as a country.

4. Deserted homes

The war between Sudan and South Sudan forced people to migrate from their land to foreign lands. This is because their properties and houses were destroyed and burnt by their opponents. This led to homes families in South Sudan.



Deserted homes.

During the war between South Sudan and Sudan infrastructures were destroyed like schools, hospitals and this led to poor economy development in South Sudan.



Poor roads

Project work

Explore from the community the effects and conflicts.

Activity 12

Conflicts resolution

Individual work

1. What do you understand by the word conflict resolution?
2. Have you ever been involved in a conflict even with your friends?

How did you solve your conflict? Conflict may occur between individuals or groups. When conflicts occurs ways and means of solving them must be sought.

Pair work

Look at the following picture.



1. Identify the personalities of Salva Kiir from the picture above.



2. Explain what is happening in the picture above.

Activity 13

Conflicts resolution methods

These are peaceful methods of resolving conflicts. When conflicts erupt peaceful resolution must be taken. These methods can be used in all levels. Individual level, national level and international level.

Pair work

1. Research conflict resolution in the following countries in Africa.

- Kenya
- Rwanda
- South Sudan

2. What do you think were the main methods used in conflict resolution in the above countries?

1. Arbitration

This refers to a situation where a disagreement is solved by a neutral person. The person who is chosen to resolve the dispute is called an arbitrator. He listens to the two sides involved in a conflict and helps them to reach an acceptable decision. This method is preferred by many companies because it's cheaper and helps negative publicity.

Steps to follow when arbitrating

1. Both sides involved in the conflict should be ready to present their case as they know it.
2. After listening to the complainant's side of the story, the arbitrator then asks questions to clarify the story. The other group to the conflict will also ask questions.
3. The second group should then respond to the story by the first group through a representative and the arbitrator should ask questions for clarification.
4. On the grounds of the applicable rules the arbitrator should consider the facts and then make a decision.

2. Mediation

Mediation refers to a situation where a person is not involved in a dispute tries to help two conflicting groups or individuals to reach to a good agreement. They do this by talking to them with a view to helping them reach some sort of settlement. The parties involved must be ready to listen and come up with good ideas that can help them to settle their disagreement.

There is need to focus on the way forward and avoid blaming each other.

Steps towards mediation

(a) In way of introduction, the mediator should explain the rules. The mediator is supposed to help

the two parties reach an agreement and not to impose a decision on them.

(b) The two parties that were involved in the conflict should explain in their own words what the problem is. The complainant should explain first and then the other party.

(c) After listening to each party, the mediator summarises the stories from each party and also identifies the fact.

(d) Solutions are suggested by the mediator and the parties are invited to give their opinions of the solutions proposed.

(e) Depending on the two party's reaction, the solution may be looked at a fresh and then an acceptable solution identified.

(f) An acceptable agreement is then reached by both parties. The agreement is written down. Each party must be committed to it.

3. Negotiation

This refers to discussions between people who are trying to reach an agreement over a dispute. Negotiation in solving conflicts takes on three important steps; finding out the facts, discussion and agreement. The three are necessary if a solution to a conflict is to be found.



South Sudan leaders shaking hands.

Steps towards negotiation

a) Fact finding

Negotiations begin with finding out all the facts about the conflicts that is going to be solved. It is important to understand the items that the parties in a conflict care about most. As the interests of the parties are looked at, the laws or guidelines that will be in operation are also addressed in preparation of the next stage.

b) Discussion

A friendly environment is created during the discussion and find out possible worked solutions. It should be always a give and take situation.

c) Reaching an agreement

At this final stage, each party should show

willingness to compromise for any negotiations to succeed. The points of agreement reached should be fair to both parties and they should both feel they have benefited from the process.

d) Diplomacy

This is a professional activity or a skill of managing international relations, mostly by country representatives abroad.

Group work

How would you justify that these methods have helped in solving South Sudan conflict?

Revision Questions

1. Why justice and fairness is important in your community?
2. Explain how justice and fairness is addressed in South Sudan.
3. In groups, plan for a nature walk to the neighbouring community.

Write questionnaires about causes of conflict in your community.

Walk around the neighbouring community and research the causes of conflicts at national and individual level.

4. Conflict is the enemy of development. Justify.

Key words

A logo: A symbol that acts as a trademark to identify an institution or other entity.

Court: A hall or a chamber where justice is administered.

Constitution: A legal process by which fairness is practised.

Peace: A state free of war.

Conflict: A clash or a disagreement, often violence between two opposing groups or individuals.

Law: This is the body of rules and standards issued by a government or to be applied by courts and similar authorities.

Fairness: Is a way of treating people in the right manner.

A refugee: A person seeking accommodation due to a natural disaster.

Justice: Is a quality or a state of being poor.

Underpin: To support from below with props.

Diplomacy: The skill of managing international relations, typically by a country's representatives abroad.

Mediation: Is a way of resolving disputes between two or more parties with good effect.

Crime: Act committed by violation of law

UNIT 6

The coming of Europeans into Africa

Activity 1

The coming of European into Africa

Key words

Acquire: To get something and make it your own.

Alliance: A relationship between a group of people or states that have united for a mutual benefit.

Allienate: To cause someone stop supporting or agreeing with you. To take something from somebody forcefully and own it.

Civilisation: Any complex society characterised by urban development, social stratification imposed by a cultural elite, symbolic systems of communication such as writing systems.

Colonisation: Imposition of political, social and economic control by a powerful nation on weaker nations.

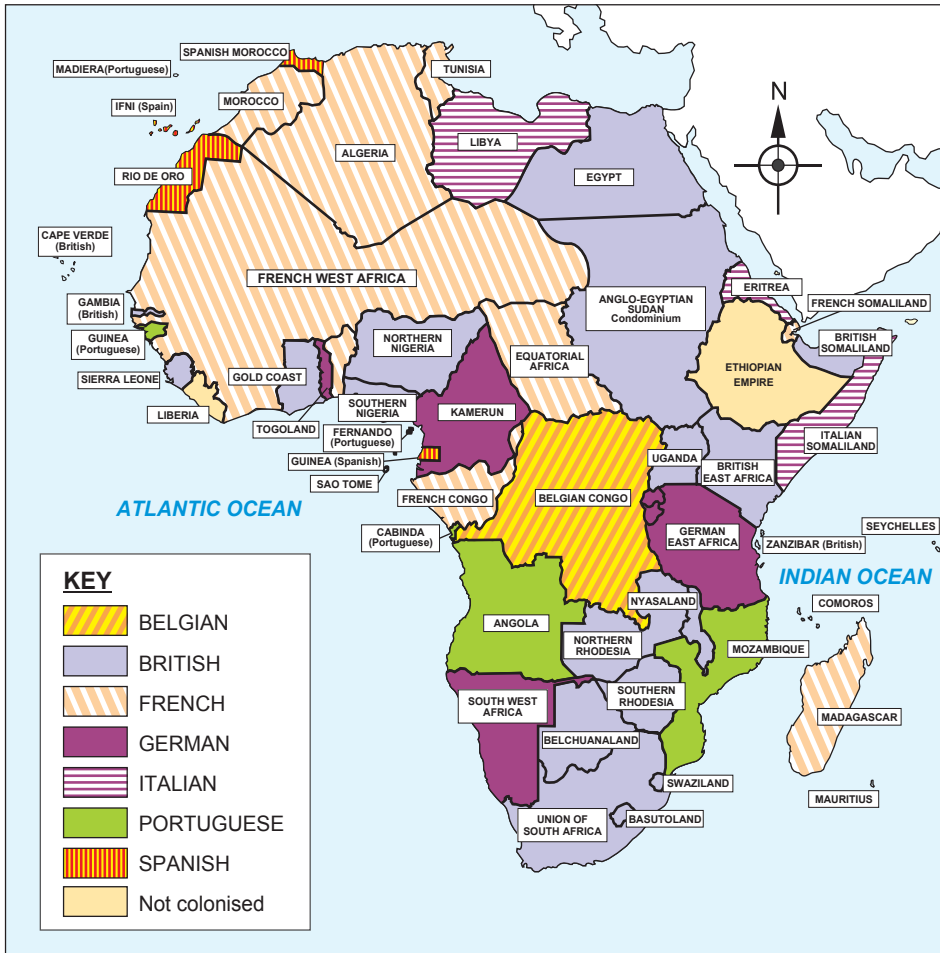
Merchants: People who trade with commodities produced by other people.

Policy: A set of principals that have been put in place to guide decision making.

Scorch-earth policy: A military strategy that aims to destroy anything that the enemy might use to defeat them.

Significant: Having great importance.

Strategy: A high level plan to achieve a goal even with uncertain conditions in place.



Pair work

Explore the reasons for the British occupation of Egypt and present your findings in class.

Activity 2

Pattern of European settlement in Africa

The first European settlements in Africa were established by traders.

Merchants generally operated independently. From time to time, they called on their home governments for help in dealing with hostile Africans. They later negotiated alliances and trading treaties with the African leaders. They also appointed officials to protect commercial interests at strategic points along the African coasts.

Christian missionaries were the first Europeans to establish cut posts in the interior of Africa. They also acted as intermediaries between Africans and European imperialists. Some missionaries provided essential information to European armies and supported military expedition against African groups that had refused to accept Christianity. African rulers did not develop a common policy towards the Europeans. Some avoided contact with the Europeans.

However, many coastal states had already become too dependent on overseas trade hence it was hard to cut their ties with Europeans.

Europeans also took advantage of the rivalries among Africans and forged alliances with some African communities against others. This made it

easy for the Europeans to establish colonies and obtain raw materials from Africa.

The European powers that declared interest in Africa include;

- (i) Belgium** **(ii) France**
- (iii) Britain** **(iv) Portugal**
- (v) Spain** **(vi) Germany**

The Europeans who came to Africa were divided into three groups as follows;

- a) Traders**
- b) Missionaries**
- c) Explorers**

Those who came as traders had an intention of taking part and controlling African coastal trades.

The missionaries came mainly to spread Christianity.

The European explorers came to venture and discover how Africa looked like.

Group work

1. Form three groups for missionaries, explorers and traders. Each group to identify persons, reasons for their coming to Africa and how they differed in terms of attitude towards Africa.
2. Discuss about the first group to come into Africa and the items they brought.
3. Mr James loves adventure and travels to new

places to know more about such places.

There were also Europeans who came to Africa for the same purpose as Mr James.

Using reference materials find any three European visitors who came to Africa to learn more about it. State their countries of origin, the organisations that sent them and the reasons for coming to Africa.

4 Select one representative from your group to present the answers to the class.

Activity 3

Reason for the coming of European

The Europeans came to Africa for different reasons.

These reasons were:

- a) **Social reasons**
- b) **Political reasons**
- c) **Economic reasons**
- d) **Strategic reasons**

Class work

If European imperialists come to South Sudan today, what could be their main reason for making South Sudan their colony?

Social reasons

1. To stop slave trade.

Slave trade in Africa had begun way back in the

17th Century when there was a need of labourers to work in the European plantations in America.

African slaves were considered energetic and resistant to diseases.

This stopped in the 19th Century when human rights organisations all over the world vehemently opposed this act. Some European powers saw a need of coming to stop this trade and introduced legitimate trade.

2. To spread European civilisation

Europeans felt superior in all aspects of human life. Therefore, they felt that it was their duty to transform other parts of the world. This made them to come to Africa to introduce their civilisation.



The modes of dressing between Europeans and Africans was different.

To settle excess population.

After a period of extensive industrial revolution, there was a tremendous political, social and economic development in Europe. Because of the good and high living standards, European governments therefore took advantage of Africa to settle their excess population.

4. They came to spread Christianity in Africa.

Christianity spread to the rest of the world from Europe. Mission societies sent their missionaries to Africa to set up mission centres and convert Africans to Christianity.

5. To provide humanitarian assistance to Africans in terms of health.

European nations had an advanced health sector. They had made numerous inventions in the field of medicine during the period of Industrial Revolution. They wanted to pass this to Africa. They felt they had a duty to assist other people in curing diseases.

Political reasons

I. Compensation of loss – France and British wanted colonies to compensate for their loss. For example, France had lost the two prestigious colonies of Lorraine and Alsace to German during France-Prussian war.

II. To acquire status and recognition – most of the European countries wanted to acquire status and recognition.

III. To show their power and prestige.

Economic reasons

I. Need for raw materials – Europeans needed raw materials for their industries from Africa such as cotton, rubbers, cloves, ivory and minerals.

II. Market of accumulated capital – Europeans were looking for a place where their businessmen could invest their capital.

III. Market for their manufactured goods – They wanted to get market abroad for their manufactured goods.

IV. To establish a trading centre in Africa – There was a need to open up trading centres in Africa so that they could settle their surplus capital.

Strategic reasons

These were well organised schemes by the colonial powers to ensure that they equally benefited from the resources in the African continent. These reasons included;

I. Control of Suez Canal – They opened Suez Canal and it became the short cut from Britain to the Eastern World for example, China and India.

II. Control of River Nile – Britain occupied Egypt, Sudan and Uganda in order to control River Nile and its sources.

III. To control Indian Ocean – Occupation of the East African Coast also ensured control of the Indian Ocean and India.

Pair work

Discuss the following questions and present your answers in class.

- I. What happened during colonial imperialism in Africa?
- II. Which were the major European countries that were involved with the scramble for and partition of Africa?
- III. Examine how the Africans were treated by imperialists.

Individual work

I If Europeans were to colonise South Sudan today, what would be their strategic reasons for doing this?

State and explain your answers.

Activity 4

Impact of coming of European

The coming of Europeans had massive impacts on the life of Africans. These effects include;

1. Africans lost their land

African land was alienated by Europeans. It is worth noting that African land was fertile and highly productive. This was an attractive resource

to Europeans. The European powers brought many citizens from their countries and made them settlers on African land. Africans were forced into native reserves. This is one of the factors that would contribute to African nationalism in later years of this colonial period in Africa.



A group of Africans restricted in a native reserve in 1960s.

2. Africans lost their freedom

After being rendered landless by European settlers, Africans were restricted in reserves. They would not be allowed to move freely as their freedoms of association and movement were restricted. In some countries like Mozambique and Kenya, Africans had some designed cards that would restrict them to certain areas of work.

3. Creation of boundaries

This is the time Africa was divided into the countries we see today. By then this caused conflicts and divisions among Africans. Additionally, communities

that had lived together all years of their existence got separated and found themselves in different countries. A good example of these communities includes the Ayuak of South Sudan and Ethiopia , Ma'di and Acholi of South Sudan and Uganda, Kakua of South Sudan, Uganda and DR Congo.

4. Loss of traditional authority

Africans lost their traditional independence. This happened to both the collaborators and resistant communities. Europeans imposed their administration on the Africans. The African chiefs were used as petty workers who implemented the policies of their colonial masters.

5. Decline of African traditional industries

African cottage industries declined drastically after establishment of colonial rule in Africa. This was because one of the reasons why Europeans came to Africa was to find markets for their manufactured goods from their industries. This rendered African cottage industries useless.



Juba City

Other impacts of the coming of Europeans in Africa include:

1. Introduction of money as a medium of exchange in trade.
2. Unfair treatments of Africans.
3. Promotion of Western culture and civilisation.
4. Introduction of Western education.
5. Emergence of African elites.
6. It led to the development of urban centres such as Juba and Nairobi.
7. It led to the introduction of Christianity in Africa.
8. It led to loss of life during colonial invasions and during African resistance to colonialism.

Pair work

1. Identify some commercial centre from South Sudan which was established during colonial period.
2. Draw a table to categorise European powers with their colonies they acquired in Africa.

Activity 5

Response of African to European colonial rules

Africans responded in two ways to the coming of the Europeans.

These two ways were by collaboration and resistance.

a) Collaboration

Collaboration was the act of accepting the colonial rule. Some African communities accepted the Europeans effort to colonise them. An example of a leader who collaborated is Lewanika of Lozi, Apollo Kagwa and Semei Kakugulu of Uganda. Lewanika of the Lozi Kingdom

The Lozi Kingdom was situated in the present-day Zambia. It was founded in the 17th Century. During the pre-colonial period, the kingdom was ruled by a king known as litunga.

In 1830, the Lozi Kingdom was invaded by the Kololo who conquered them and started ruling them. However, in 1864, the Lozi regained their independence from the Kololo after a successful uprising led by Lewanika. After defeating the Kololo, Lewanika began to re-organise the kingdom and centralise power. By doing so, he made a lot of enemies both among the Lozi people and other Kingdoms. During the British invasion of Borotse land, Lewanika led the Lozi to collaborate. Lewanika

Reasons why Lewanika collaborated

Lewanika collaborated with the Europeans because of the following major reasons:

1. He feared the Germans and the Portuguese who had conquered neighbouring regions.
2. He feared he could be attacked and removed from power by neighbouring communities for example, the Ndebele.
3. The killing of Lobengula of the Ndebele by the British was met with eagerness to collaborate by the Lozi people.
4. He wanted military support to control chiefs.
5. He hoped that European missionaries would educate him and his people.

Group work

1. Find out whether the following African leaders responded through collaboration or resistance.
 - i) Kabaka Mwanga of Buganda.
 - ii) Mandika of West Africa under Samouri Toure.
 - iii) Buganda under Kabaka Mutesa 1.
 - iv) Wanga under Nabongo Mumia.
2. Draw a table to match those who resisted and the people they represented.

Note

Even after collaborating, Africans still lost their resources to the Europeans.

For example, the Lozi's Barotseland was alienated by the British as many

Africans in the kingdom were rendered landless.

b) Resistance

Some African communities opposed European efforts to colonise them. An example of a leader who led his people to resist is Samouri Toure of Mandika and Omukama Kablega of Bunyoro Kingdom. Samouri Toure Samori Toure was the founder of the Mandika Empire. He is one of the most remarkable leaders in the history of African nationalism. He led Mandika people in a prolonged resistance against the French invasion in West Africa.

He was born in Sanankoro village in the modern state Guinea. He was a famous trader who gained alot of wealth. He also served in the army for seven years. It was from this that he learned war tactics which would help him to fight the French.

When the French approached their empire in 1882, Samori Toure united the Mandika states into an empire. He made Bissandugu his capital. Mandika Empire became one of the largest empires in West Africa. The war between Mandika and French broke out in 1891. Both sides had accused

each other of violating a treaty that had been signed between Samori Toure and the French. This war lasted for more than seven years. Samori Toure finally was defeated after seven years of colonialism. The French arms were too much for his army which had fought gallantly for a long time. Samori Toure was captured by the French in 1898. He was exiled in Gabon where he died in 1900.

Factors that enabled Samori Toure to resist for a long time

1. Islam as a state religion in Mandika Empire helped to unite the Mandika forces. In fact to them, they were staging a jihad (holy war) against the French who were Christians.
2. Samori Toure had been a trader who was familiar with the geographical layout of his empire. This helped him during his war against the French.
3. He used diplomacy and negotiation before resorting to war.
4. He had a powerful army. He had a standing army that could be called upon to go to war when need arise.
5. His army was equipped with modern weapons which had been bought from European traders.
6. His soldiers were skilled in warfare. This is because some of them had served in colonial army.

7. The Mandika used scorched-earth policy of destroying crops and villages and evacuating the people from areas that were about to be occupied by the enemy forces. This was meant to deny the enemy food and people to work for them.

8. He also had a local factory for guns.

Pair work

Read the story of Samouri Toure and answer the questions in the table below.

When was Lewanika born?

Name the European country that Samouri Toure was fighting.

What was the name of the people he led?

Reasons why he was defeated

1. The French had superior weapons than the ones he had.
2. He lacked support from other African leaders.
3. The French interfered with his trade which was the main source of wealth to the empire.

Reasons why Samouri Toure resisted colonial rule

- I. He wanted to retain his political independence
- II. To protect Islam against pagan.
- III. To protect his commercial activities and monopoly in the region.
- IV. To protect his rule, powerful influence and

possession of the Mandika.

v) His plan for expansion in the region of the same area was threatened.



Class work

1. Describe how the scorched-earth policy worked as it was used by Samouri Toure.
2. What do you think were the lasting effects of this fighting technique?

Activity 6

Migration in South America

Migration is a movement from one place to another often of a large group of people or animals. South America has been experiencing significant changes in migration within the last decades. It has experienced people's movement within the region mostly for labour reasons. This migration has led to the improvement of South America's economy. Example of countries in South America which have

attracted the most significant regional migration are:

- Argentina
- Brazil
- Chile

Note

All those who migrated into South America in 18th and 19th Century, were taken as slaves to provide labour in plantations, farms and homes.

Learning point

Imagine you are offered an opportunity to move to South America.

Explain the reasons why you would grab the opportunity positively.

Activity 7

Migration in North America

North America has also experienced migration of people from within and outside the continent. There has been an influx of people into America from other places in the world mainly to seek better life. United States of America has had an economic expansion in the last two Centuries making it one of the largest economies in the world. This has attracted migration of people.

Reasons for people's migration to North America

1. To look for new opportunities.
2. To search for religious freedom.
3. To look for lands to settle.
4. To look for money.
5. Search for better living standards.
6. Search for employment opportunities.

Pair work

1. Discuss the reasons why many Africans are crossing the mediterranean sea everyday to enter Europe.
2. Write down the main points in your notebooks.

Importance of migration and settlement in the world

- i) Expansion of economy of the countries where people migrate to.
- ii) Labour supply of foreign workers.
- iii) Opening of large plantation farms and productivity.
- iv) Establishment and expansion of industries.
- v) Leads to cultural exchange among people.
- vi) Increases population in the countries where people migrate to and reduces in the countries where people are fleeing.

Group work

Migration take jobs and destroy economies."
Organise a debate about this statement.

Activity 8

Colonialism in America

America is a vast land which is divided into two continents. These countries are North and South America. America was colonised by various European powers starting from 15th Century. Spain was the first European power to colonise the largest area from North

America and the Caribbean to the south tip of South America.



A map of the two American continents showing the European colonies.

The basic colonisation of America in large began in 15th Century

(1492) when Spanish expedition headed by explorer Christopher

Columbus sailed west to find a new trade to the Far East but

landed in the 'New World'. He had good impression about

America and staged colonialism towards it.

Other powers such as France also founded colonies in America.

France found colonies in the North Eastern part of America, a number of Caribbean islands and small coastal parts of South America.

Portugal colonised Brazil and some parts of Canada.



Colonialism contributions to the African continent were social, political and economical. The contributions depended on the European countries that took up African states as their colonies. These contributions were both positive and negative as outlined below;

Positive contributions

1. Introduction of Christianity in Africa.
2. Missionaries brought education in Africa by establishing missionary schools.
3. The Europeans protected Africans against their enemies by introducing modern weapons such as guns.
4. Europeans brought new technology to Africa. For example, tools used for farming.
5. Introduction of new crops like maize, pawpaw, cassava and manioc from the New World.
6. Building of infrastructures like medical facilities, transport and communication network, schools and established plantations for growing crops.
7. Introduction of new languages like French, English and Portuguese.
8. More jobs were created for Africans.
9. It made the world aware of African culture.

10. Better and stronger institutions were established.

Negative contributions

1. Enslavement of Africans to the new lands.
2. Introduction of forced labour.
3. Dilution of African culture.
4. African religion was destroyed by the introduction of Christianity.
5. Separation of tribes due to partition of Africa.
6. Taking away most of African Resources.
7. It led to social inequality as those who were employed by the colonial administration felt proud and more superior than others.
8. Africans lost their lives and their properties.

Individual work

Colonialism in Africa was majorly seen as a brutal attempt by Europeans to exercise their power and dominance over other races.

Explain five reasons why you think colonialism was good.

Revision questions

1. Describe one African response towards the British government in the colonial Sudan.
2. Discuss the major reasons why a person might move from Imatong state to Juba.

3. Draw a table to illustrate the major African leaders that led both resistances and collaborations in Africa.
4. If colonial imperialists would decide to colonise South Sudan today, what things in South Sudan would attract them to come?
5. Suggest and explain possible things Africa in general should consider improving in order to curb emigration of its people to European countries today.
6. Suggest possible measures African countries should put in place to curb emigration of their citizens to European countries today.

UNIT 7

Climate Change

Key words

Atmosphere: A layer of gases surrounding the planet.

Damming: Making a barrier to obstruct the flow of water.

Greenhouse: A structure with walls and roof made of transparent materials with plants under regulated climatic conditions to grow.

Influence: Ability to create an effect on how someone will act.

Interfere: Taking part in the affairs of someone without them wanting you to.

Irrigation: Application of controlled amounts of water to plants at needed intervals.

Moderate: To keep within measured limits.

Occur : To take place.

Pastoralists: A group of people that rear cattle and often move from one place to another in search of pasture and water.

Reliable: Something that can be depended on.

Activity 1

Definition of climate change



Pair work

Look at the picture above.

1. Discuss what is happening in the picture.
2. What do you think are causes of these changes in the picture above.

Weather is the daily change in occurrence of temperature, rain, clouds, humidity, wind and sunshine at a particular time and place.

Climate is defined as the average weather conditions of a place recorded for over a long period of time. Mostly it is a period of thirty to thirty five years.

Climate can also mean weather condition of a place studied and recorded for a long time.

Rainfall is one of the factors that produce climate.

Group work

1. Research from the resource person about weather and climate conditions in the past 5 to 10 years.
2. Compare with the current weather and climate conditions.
3. Explain the changes in the above comparisons.

Activity 2

Major climatic zones and their characteristics in Africa

Climate change is in the statistical distribution of weather patterns when that change lasts for an extended period of time. Different types of climate have different characteristics.

Pair work

1. Explore different types of climates from the atlas.
2. Based on the types of climate, classify the world's climatic zones. Justify your classification.

The major climatic zones in Africa are:

This climatic region is found around the equator. This climate also covers the region of South West of South Sudan. The countries that experience equatorial climate include Congo, Democratic Republic of Congo, Liberia, Southern Nigeria and Eastern Madagascar.

Characteristics

- i) Hot and wet throughout the year.
- ii) The rainfalls in the afternoon, accompanied by lightening and the thunderstorm. This is a convection type of rain.
- iii) Rainfall received ranges from 1 500 mm to 2 000 mm.
- iv) Temperature experienced ranges from 28°C to 30°C with diurnal range of 2°C.

2. Savanna climate

This climate is experienced to the North and South of the equator.

It borders the Equatorial climate.

Examples of countries that experience savanna type of climate include Ghana, Northern Nigeria, Côte d'Ivoire, Chad, Angola, Zambia, Uganda, Southern Kenya and Western parts of Mozambique.²²

Characteristics

- i) Has two seasons, hot and cold.
- ii) Receives rain in hot seasons.
- iii) Rainfall ranges from 750 mm to 1 500 mm.
- iv) Temperature ranges from 15° to 28°C.
- v) Dry season is shorter than the wet season.

3. Mediterranean climate

This is experienced in areas around the Mediterranean Sea in North Africa.

It covers Morocco, Algeria and Tunisia as well as the Cape province in South Africa.

Characteristics

- i) Winds are very dry.
- ii) Has cold, wet, winters and dry summers.
- iii) Temperatures ranges from 10°C to 25°C.
- iv) Rain is brought by westerly winds.
- v) Rainfalls during winter.

4. Desert climate

This type of climate is experienced in countries that are found in the Sahara, Namib or Kalahari deserts. These countries include Egypt, Namibia, Botswana, Mali, Libya and Algeria.

Characteristics

- i) Hot and dry throughout the year.
- ii) The sky is clear.
- iii) Rainfall received is below 250 mm.
- iv) Temperature ranges from 0°C to 50°C.
- v) Diurnal range of temperature is very high.
- vi) Hot days and cold nights.

5. Semi Desert climate

This is the region that is found between Savanna climatic region and the desert. It is also called Semi-arid climatic region.

The countries that experience this type of climate include Botswana, Mali, Tunisia and Algeria.²³

Characteristics

- i) Hot and dry all year round.
- ii) Has few cold nights.
- iii) Rainfall ranges from 0 to 350mm.
- iv) Temperature ranges from 25°C to 50°C.

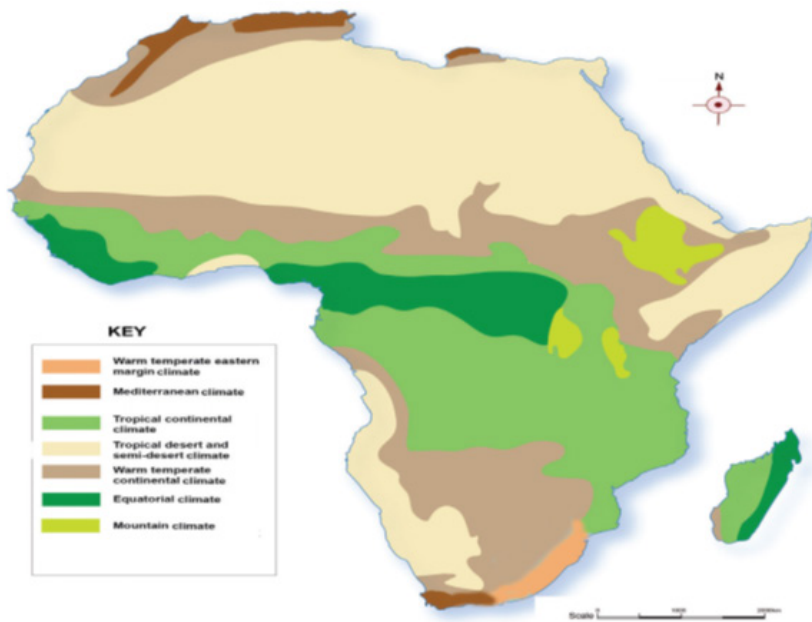
Mountain climate

Mountain climate is also called alpine climate.

It is experienced in areas with high mountains. These areas experiences low temperatures that at times are below zero degrees at the peak of the mountain.

Temperatures decrease with an increase in altitude. These areas experience heavy rainfall on windward side compared to the leeward side.

This type of climate is experienced in mountains such as Mt. Kenya in Kenya, Mt. Kilimanjaro in Tanzania among others



Climatic zones in Africa.

Home work

1. Classify the climatic zones of South Sudan citing their characteristics.
2. What is the influence of human activities to the climate in your locality?
3. What do you think are conditions derived from the effects of human activities on climate?
4. Name the climatic zones found in Africa and explain their significant characteristics.

Activity 3

Causes of climate change

Climate change is the variations in climatic conditions of different regions in the world.

Group work

1. Discuss the following causes of climatic change.
 - a) Industrial activities
 - b) Deforestation
 - c) Earthquakes
 - d) Interference of the river channels by damming
 - e) Pollution
2. Explore strategies to reduce the rate of climate change within your locality

Activity 4

Effect of climate change and human activities

Pair work

1. Summarise human activities that are likely to be affected by climate 25

Learning point

Climate highly influence human activities. The following are the ways in which climate influence different human activities.

a) Influence on pastoralism

Pastoralists such as the Murle, Dinka, Toposa and Nuer are affected by climate change. They move from one place to another in order to adjust to this climate change. This movement is referred to as transhumance.

When it is dry and there is no pasture, they move to wet climatic regions where there is pasture.



South Sudan pastoralism

b) Influence on crop production

During winter season, people have indoor agricultural activities such as growing crops in structures called greenhouses.

In some countries, the rainy season is the planting season while harvesting of cereal crops like millet and maize is done during dry season.

c) Influence on sporting activities

People also have winter sports when it is cold especially in Tunisia, Morocco and Algeria.

d) Influence on mining activities

During rainy season, most of the areas in South Sudan floods even the mining areas. This makes it difficult for the miners to work in mining areas.



Poor climate affects roads.

Activity 5

Adaptation to climate change

We have learnt about the causes of climate change in the previous activity. In this activity, we shall learn about ways in which people adapt to climate change.

Adaptation to climate change means anticipating the adverse effects of climate in a given place and taking appropriate actions to minimise the damage.

It can also be reacting to the change in climate that has already happened.



Climate change

Examples of adaptation measures include the following:

1. Using scarce water sources efficiently.
2. Building flood defences and raising the level of dykes.
3. Growing drought tolerant crops such as sorghum and cassava.
4. Planting more trees.
5. Setting aside land corridors to help species migrate.

Pair work

With your friend, suggest possible measures that can help a society deal with heavy drought.

Present your suggested points in class.

Group work

Look at the following pictures.



(A) People planting trees.



(B) Biogas plant.

Discuss what the people in picture A are doing.

Explain how their activities can lead to preventing climate change.

Discuss how the biogas above can help in

minimising the chances of climate change.



Activity 6

Factors affecting climate change in Africa

The main factors affecting climate in Africa are:

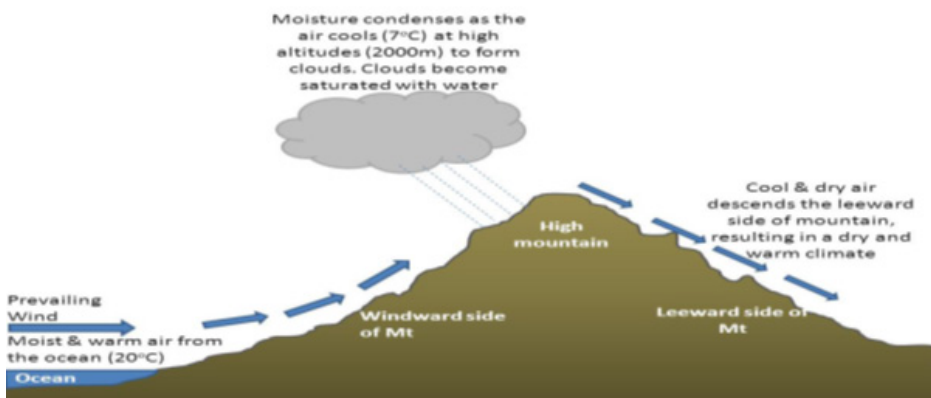
1. Relief
2. Latitude
3. Altitude
4. Winds
5. Ocean currents
6. Distance from the sea
7. Nature of the coastal line.

Pair work

1. What is your opinion on the present climatic conditions of your country?
2. In short paragraphs, summarise the characteristics of climate in your state.

1. Relief

Relief is the general appearance of the landscape in relation to altitude. The relief feature that has a major influence on climate is a mountain. When winds blow across the land and reach mountain areas, they are forced up the mountain. If those winds contain moisture, they condense and cool. The condensed moisture then falls in form of rain.



Relief rainfall.

The above diagram shows relief rainfall.. It is also called orographic rainfall.

This type of rainfall occurs in the highlands and mountain areas.

The side of the mountain that receives rainfall is called windward side while the one that receives low or no rainfall is called leeward side.

The main economic activity on the windward side is agriculture and dairy farming.

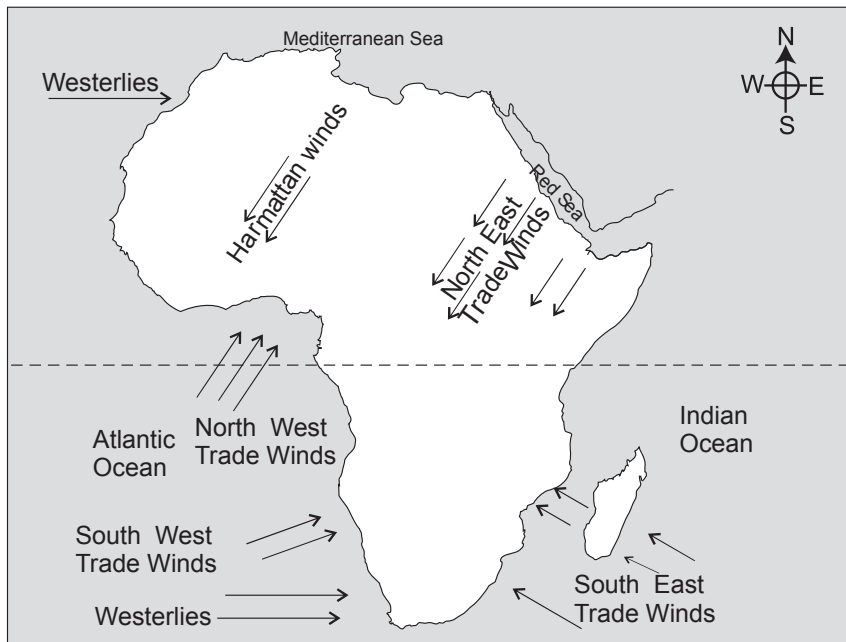
The main economic activity on the leeward side is pastoralism.

2. Winds

Wind is defined as a moving air. Winds are named according to the directions they blow from.

Winds that blow from sea to the land are known as on-shore winds. The on-shore winds bring rain to the east coast of Africa in places such as Mombasa because they carry moisture from the ocean.

The winds that blow away from the land to the sea are called off-shore winds. Off-shore winds are usually dry and bring no rain. Examples of off-shore winds include North-East Trade Winds and the Harmattan.



A map of Africa showing winds that blow across the continent.

3. Altitude

Altitude is the height above sea level. The higher you go the cooler it becomes.

Temperatures drop as one moves higher in altitude.

Areas that have high altitude such as highlands and mountains are colder than areas with low altitude such as coastal regions and the lake basins that are at sea level.

4. Latitude

Latitude in this case is the distance from the equator. Temperatures are usually so high near the equator. This is because the sun's rays hit the equatorial region at a right angle and travels a shorter distance from the sun to reach the earth's surface. The temperature decreases further as one

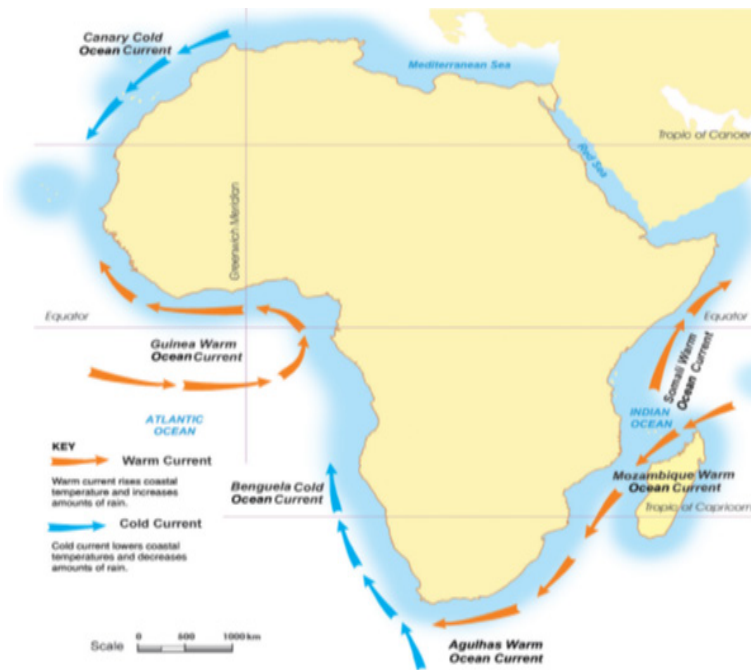
move away from the equator. This is because in areas away from the equator, the sun's rays travel a longer distance to reach the earth's surface. The longer the rays of the sun the lower temperatures on that part of the earth.

5. Ocean currents

An ocean current is the continuous movement of water in the ocean.

An ocean current can either be cold or warm depending on where it is coming from.

Ocean currents from both the North Pole and South Pole are cold. Winds blowing over a warm current towards the land lead to the formation of rainfall. Winds blowing over a cold current discourage formation of rainfall on the adjacent land. Cold currents always bring fog and mist to the mainland. Places next to warm ocean currents often receive heavy rainfall while those next to cold currents receive very little rainfall.



A map of Africa showing the ocean currents of Africa.

Pair work

Work in pairs and examine how ocean currents affect climate in Africa.

6. Distance from the sea

Areas near a large water body receive more rain than areas further away.

The type of rainfall experienced is called convectional rainfall. Sea breeze and land breeze are formations that result in this case.

Sea breeze blows from the sea to the land and have a cooling effect to the mainland. They occur during the day. Land breeze blows from the land

to the sea and have a cooling effect to the sea. It occur at night.

Insert pictures on pupil book 8 page 32

7. Nature of the coastline

A coastline can either be regular or irregular. A regular coastline is almost straight while irregular is not. Winds that blow along a regular coastline do not bring rain for example North East Trade winds along Somalia coastline bring no rain therefore causes the horn of Africa to be dry. The South East Trade Winds that blow to the East African coast bring rain to this area. Coastal regions of Kenya for instance receives a lot of rainfall because it lies along an irregular coastline that disrupts the path of the moisture-laden prevailing winds.

Group work

1. Based on the factors discussed above, account for the climatic conditions of South Sudan.

2. Explain the influence of regular and irregular coastlines in changes of climate.

1. Discuss your current understanding of the term global warming.

2. Highlight the cases of global warming pointing out the major ones.

Learning point

Activity 7

Global warming

Pair work

Global warming is the current increase in temperature of the Earth's surface (both land and water) as well as its atmosphere.

Average temperatures around the world have risen by 0.75°C over the last 100 years about two thirds of this increase have occurred since 1975. In the past, when the Earth experienced increases in temperature, it was the result of natural causes but today it is being caused by the accumulation of greenhouse gases in the atmosphere produced by human activities.

The natural greenhouse effect maintains the Earth's temperature at a safe level making it possible for humans and many other lifeforms to exist. However, since the Industrial Revolution, human activities have significantly enhanced the greenhouse effect causing the Earth's average temperature to rise by 34 almost 1°C . This is creating the global warming we see today. To put this increase in perspective, it is important to understand that during the last ice age, a period of massive climate change, the average temperature change around the globe was only about 5°C .

Global warming is affecting many places around the world. It is accelerating the melting of ice sheets, permafrost and glaciers which is causing

average sea levels to rise.

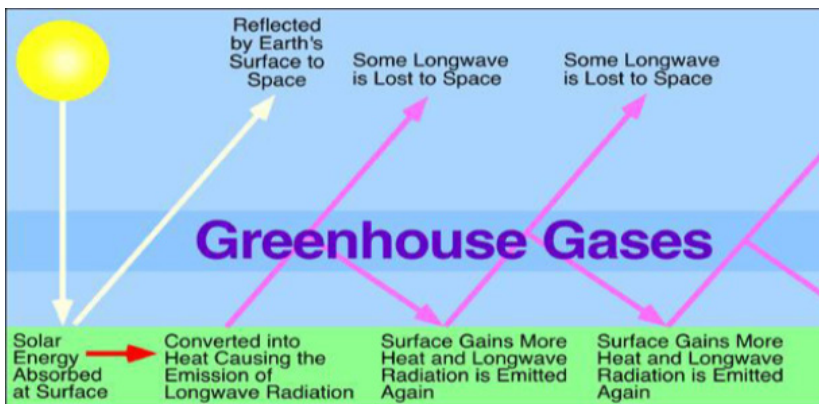
It is also changing precipitation and weather patterns in many different places, making some places dryer, with more intense periods of drought and at the same time making other places wetter, with stronger storms and increased flooding.

These changes have affected both nature as well as human society and will continue to have increasingly worse effects if greenhouse gas emissions continue to grow at the same pace as today.

The cause of global warming is the increasing quantity of greenhouse gases in our atmosphere produced by human activities, like

- The burning of fossil fuels or
- Deforestation.

These activities produce large amounts of greenhouse gas emissions which is causing global warming.



These gases trap heat in the Earth's atmosphere to keep the planet warm enough to sustain life, this process is called the greenhouse effect.

It is a natural process and without these gases, the Earth would be too cold for humans, plants and other creatures to live in.

These greenhouse gases generated by human activities are being added to the atmosphere at a much faster rate than any natural process can remove them.

Global levels of greenhouse gases have increased dramatically since the beginning of the Industrial Revolution in the 18th Century.



Industrial emissions that accelerate
global warming

Deforestation has become a massive undertaking by humans.

Transforming forests into farms has a significant number of impacts as far as greenhouse gas emissions are concerned.

For Centuries, people have burned and cut down forests to clear land for agriculture.

This has a double effect on the atmosphere both emitting carbon dioxide into the atmosphere and simultaneously reducing the number of trees that can remove carbon dioxide from the air.

When forested land is cleared, soil disturbance and increased rates of decomposition in converted soils both create carbon dioxide emissions. This also increases soil erosion and nutrient leaching which can further reduce the area's ability to act as a carbon sink.

Field trip

1. Organise a visit to a nearby industry or factory. Get to know how the industry works. Prepare a simple questionnaire that will involve questions about how the industry controls emission of gases to the atmosphere.
2. Make a summary of points learnt and present them in class.



Deforestation enhances global warming.

Group work

1. Account for the causes of global warming.
2. What do you think are the impacts of global warming?

Effects of global warming

Global warming is damaging the Earth's climate as well as the physical environment. One of the most visible effects of global warming can be seen when the Arctic glaciers, permafrost and sea ice are melting rapidly. Global warming is harming the environment in several ways including:

- (a) Desertifications whereby many places in the world are becoming deserts while the existing ones are becoming larger as time goes by.
- (b) Increased melting of snow and ice.

Sea level rise

(c) Stronger hurricanes and cyclones

Revision questions

1. Discuss the best climate you would like to live in and explain why.
2. Explain why climate of a place will take so long to change using relevant examples from your state.
3. Explore the economic activities that can take place in a cool and wet climate.
4. Identify the economic activities carried out on the windward side of Mount Kinyeti in Imatong state.
5. Explain why the economic activities in question four would take place using the ecological stages of a windward side of a relief mountain.
6. What do you think can be done to minimise global warming in the world?

UNIT 8

Exploring Farming Systems

Key words

Rearing: To bring up until they are fully grown.

Manually : An activity done using the hands.

Greenhouse: A transparent building where plants that need protection from cold weather are grown.

Fodder : A kind of livestock food that is made of dried hay.

Agricultural schemes: They are large lands that all types of agricultural activities take place.

Abandon: To stop looking after something.

Self-reliance: Depending on your own powers and resources and not that of others.

Generate: To create.

Appropriate: Suitable for something.

Agro-forestry: A type of agriculture where crops and trees are grown together in the same piece of land.

Activity 1

Agriculture in South Sudan

Group work



1. Explain the activities taking place in the pictures above.
2. Do you think these methods of farming are modern or traditional?

Learning point

Farming is the growing of plants and rearing of livestock.

South Sudan covers 644 million square kilometres of land. The cultivated land is about 27,712 square kilometres and has a population of 8.3 million people.

Soil and climatic conditions as well as availability of water makes South Sudan suitable for agriculture. Agriculture, pastoralism and fishing are the main economic activities of the people of South Sudan.

With a total surface area of about 105.6 million hectares, about half of this land is mainly an agricultural land while the other half comprises

of marginal land, forests, mountains, rivers and wetlands.

There are different methods of farming used in South Sudan. These methods are:

1. Traditional methods – These are methods which were used long time ago historically before the coming of European Even though they are still being used today. An example of these is the rain fed agricultural method.

2. Modern methods – These are the methods used today and that were introduced to South Sudan during colonial period. An example of these is mechanised rain fed agriculture.

Pair work

1. What do you understand by the term Agriculture?
2. How would you categorise the methods of farming?
3. Agriculture is the backbone of South Sudan economy. Justify.

Nature walk

With the help of your teacher, walk around the area near your school and your community.

Observe the farming activities that take place in those areas.

Name some of the plants grown and animals reared.

Report your findings in class.

Learning point

Farming refers to the growing of crops and keeping of animals for food and other products.

Farming can be done for subsistence purposes or for commercial purposes.

There are many methods of farming practiced in South Sudan. These methods are either traditional or modern.

Traditional methods of farming may be in crop farming or livestock keeping.

Rain-fed crop cultivation is one way of traditional farming. Pastoralism is an example of traditional method of livestock keeping.

Modern methods of crop cultivation include planting crops under irrigation and in green houses. It also includes plantation farming where cash crops such as sisal, coffee and tea are planted on large pieces of land. Combined crop cultivation and animal keeping is a common phenomenon in agriculture today. In this form of farming, the keeping of animals becomes beneficial as it provides manure to the crops. On the other hand, the crops provide fodder to the animals. This is a double benefit as it goes a long way in saving costs that could have been involved in farming.

Individual work

1. What is farming?
2. Categorise the methods of farming in the pictures below either as traditional or modern.



- (a) What methods of farming are used in your community today?
- (b) Report your findings to your groups.

Field trip

Organise a field trip to an agricultural scheme. Explore the methods of farming used in that scheme. Confirm whether the following farming methods are used:

- Mechanised rain fed agricultural schemes such as Aweil rice scheme.
- Traditional rain fed agriculture in any part of South Sudan.
- Mechanised irrigation schemes such as Aweil rice scheme.
- Traditional irrigation around Juba and along perennial rivers.
- Livestock husbandry or pastoralism Kopoeta, Jongle Trekeka, Boma and Rumbek.

Activity 2

Method of farming

Different parts of South Sudan practise different types of farming using different methods. These methods depend on different crops and different types of soil.

Group work

1. How many methods of farming do you know that are practised in your community? List them.
2. Why do you think these methods are the ones practised in your community?

3. Do you think the methods of farming practised in your community are the best? Explain why.

Learning point

The following are methods of farming mostly used in South Sudan.

a) Shifting cultivation

Shifting cultivation is a method of farming where an area of land is cleared off its vegetation and cultivated for a period of time and then abandoned for its fertility to be naturally restored.

A land in shift farming is cleared and cultivated for a very short of time.

It is then left and allowed to revert to its normal and natural vegetation as the cultivator moves to another field.

The cultivation period is often terminated when the soil reveals any sign of exhaustion or when the plot is overrun by weeds. The length that the plot is cultivated is however shorter compared to the period in which the land is allowed to regenerate by lying free or fallow.

Shift farming has been often and highly practiced by indigenous communities for many centuries. It takes place and occurs in Amazon rainforest areas, West and Central Africa as well as Indonesia. Alongside other aspects of agriculture, slash and burn farming is under the threat of large scale forest clearance.

Advantages of shifting cultivation

1. It helps used land to get back all lost nutrients and as long as no damage occurs therefore, this form of agriculture is one of the most sustainable methods.
2. The land can be easily recycled or regenerated thus; it receives seeds and nutrients from the nearing vegetation or environment.
3. Shift farming saves a wide range of resources and provides nutrients because a small area is usually cleared and the burned vegetation offers many nutrients.
4. It helps to ensure more productivity and sustainability of agriculture.
5. In shift farming, it is easy to grow crops after the process of slash and burn. This is why shifting agriculture is also popularly known as slash and burn farming.
6. It is an environmentally friendly mode of farming as it is organic.
7. Shift cultivation is a mode or form of weed control.
8. It also plays a crucial role in pest control.
9. Soil borne diseases is also reduced significantly through shifting mode of farming.
10. It also reduces the rate of environmental degradation.

Shifting cultivation is a one lands clearing mode of farming or a slash and burn strategy. It leaves only stump and large trees in the farming area after the standing vegetation has been cut down and burned. The ashes enrich soil. Cultivation on earth after clearing of the land is often accomplished by a hoe and not necessarily by plough.

Disadvantages of shifting cultivation

1. It can easily lead to deforestation because when soil fertility is exhausted, farmers move on and clear another small area of the forest.
2. Shift farming can easily cause soil erosion and desertification.
3. It destroys water sheds.
4. Shift farming is uneconomical.
5. It easily leads to loss of biodiversity.
6. Water pollution in coastal areas easily occur because of raw sewage.
7. Shifting mode of farming restricts the intensity of land use.

b) Bush fallowing

Bush fallowing is a system of subsistence farming in which land is cultivated for a period of time and then left uncultivated for several years so that its fertility can be restored.

Features of bush fallowing

1. It is mainly practised by peasant farmers.
2. It involves the use of crude implements like cutlass and hoe.
3. The family is the main source of labour.
4. It is common in rural areas with abundant farmlands.
5. Productivity per unit of land or per unit of labour is low.
6. Foods which are mostly grown there: yams, maize, cassava and many others.

Pair work

Look at the picture below.



3. What method of farming is this? Do you like it?

why?

4. Where do you think this method of farming is practised?

5. What effect do you think this kind of farming can bring to the environment?

Advantages of bush fallowing

The main advantage of bush fallowing is the fact that it is low cost since the equipment used are simple. Other advantages are:

1. It ensures continuous sustenance during periods of crop failure.
2. It can be used to check soil erosion, leaching and weed growth.
3. It is very easy to practise as low technology is required.
4. It aids the natural restoration of soil nutrients during the fallow period.
5. It helps to control plant pests and diseases.

Disadvantages of bush fallowing

1. There is no provision for expansion in bush fallowing, as it does not lead to mechanisation.
2. It leads to wastage of land.
3. It leads to the destruction of valuable forest resources like timber.
4. It leads to land fragmentation due to increase in

population.

c) Subsistence farming

This refers to the kind of farming whereby the farmer cultivates crops or keeps animals mainly for the purpose of supplying the needs of the family.

d) Cash crop

Refers to a type of farming where agricultural crops are grown for the purpose of sale or to make profits, instead of subsistence or barter. It is also called commercial farming or cash cropping.

In simpler words, cash crop farming is done by farmers to earn money in return for sustenance or to meet the family's requirements. Also, an additional profit would be required for the next crop-related activity.

That is, farmers have to borrow money from banks to purchase seeds for planting. Then, depending on the rise in market prices, they sell the harvested crops. In this way, they are able to repay their loans only after the sale of their crops.

The farming techniques used vary with each farmer as well as from one country to another. That is, traditional farmers in developing countries employ farming techniques that they are accustomed to. In the more developed countries, intensive cultivation and mechanised farming techniques are commonly used.

Furthermore, the price of cash crops depends

on the supply and demand in more developed countries, the least developed countries being the suppliers.

The climate is a factor that decides the growth of cash crops. That is, the growth of cereals, fruit trees and potatoes is supported by temperate climatic conditions, whereas rice, soybean and others, come from a subtropical climate and sugarcane, cocoa, with others from a tropical climate.

Advantages

1. Cash crop farming is considered as an accurate method that has proven to raise affordable food in high quantities.
2. It is profitable to the farmers and serves as a source of their sustenance.
3. It gives employment where cash crops can be processed and promotes economic diversification.
4. It earns revenue for the government.

Disadvantages

1. Mono-cropping or sole cropping is followed, where a single crop is grown each year on the same land. Due to this, there may be limited production of certain food crops.
2. Moreover, the continuous use of mono-cropping has been linked to soil degradation or decline in the soil quality, which further leads to the growth

of pests and disease-causing pathogens. The outcome of this could also be mass starvation caused due to the extensive destruction of a particular crop.

3. Cash crop farming may prove beneficial only to those farmers who have food security and access to other necessary inputs and income, whereas small farmers may face constraints.

Examples of cash crops include:

Wheat, rye, corn, oats, barley, rapeseed, mustard, potatoes, rice, millet, apples, oranges, cherries, coffee, cotton, strawberries, raspberries, soy beans, tea, etc.

e) Irrigation farming this refers to the supply of water to make land agriculturally productive for example the Aweil rice scheme.

f) Horticultural farming this is the intensive cultivation of vegetables, fruits and flowers for sale Magwi, Yei Mundri and Madi area.

g) Beef farming this is whereby farmers keep animals or livestock for meat only. This farming is practised in Magwi, Pageri, Mundri and Yei areas.

h) Dairy farming this is whereby farmers keep animals for milk products.

i) Pastoral farming this refers to keeping a large herd of livestock in arid and semi-arid areas in which farmer move from place to place looking for water and pasture. For example, Upper Nile, Aweil and

Kapoeta.

Pastoralist tribes in South Sudan are; The Toposa, Didinga, Murle, Dinka, Mundari Nuer and many others.

Individual work

Compare the effects of farming in your localities with other parts of South Sudan.

Activity 3

Farming system in Kenya

A farming system is a set of organised conditions for production of crops, livestock, fish, agro-forestry and others.

Learning point

Kenya just like South Sudan depends heavily on agriculture. Agriculture is the backbone of Kenya's economy.

Not much of Kenyan land supports agriculture; this is because quite much of its land is semi arid.

Nevertheless, Kenya's climate is much tropical just like South Sudan.

Kenya has two systems of farming namely:

- Extensive and
- Intensive

The above systems can be carried out under large scale or small-scale farming depending on level of technology, availability of land, capital and skilled labour.

Extensive system – Involves farming on large piece of land using very little input to produce the desired products.

Small scale farming – Farming system which involves growing of crops and raising of livestock on small pieces of land for maximum yield per unit area, through use of high levels of labour and capital by application of modern farming technologies.

Pair work

1. Do you know any farming system in your locality? Name them.
2. What can you say about farming systems in South Sudan.



Small scale farming where exotic cattle are reared on small scale farming in Kenya.

Intensive farming system – Farming system which involves the commercial production of large quantities of crops and livestock on a large farm.

Large scale – Farming system which involves growing of crops and rearing of animals on a large piece of land applying modern farming technologies.

Farming methods in Kenya

The farming methods practised in Kenya are as follows.

1. Mixed farming
2. Shifting cultivation
3. Organic farming
4. Agro-forestry
5. Nomadic pastoralism

Individual work

Compare and contrast farming systems in South Sudan and other countries with similar climate.

Activity 4

Effect of farming today

Many of the foods that we buy either in the market places or in the shops are as of the result of

agriculture. Agriculture makes a country self-reliant in terms of food.

Agricultural products are also used in many processing industries and hence agriculture is a source of raw materials for industries.

Farming activities stimulates the establishment and development of related industries.

Pair work

1. Look at the pictures below. Explain what is happening in each picture.



Identify other impacts of agriculture in your locality.

Activity 5

Impact of agriculture

Agriculture, as a main economic activity in South Sudan has various impacts to the people of South Sudan.

Pair work

1. Draw a map of South Sudan and indicate areas where main cash crops are grown.
2. Discuss the ways in which the growing of cash crops in South Sudan help in growing the country's economy.

The impacts of agriculture includes:

- (a) It earns foreign exchange when agricultural products are exported.
- (b) Farming creates employment opportunities.
- (c) Leads to the development and improvement of infrastructure.



A good road.

- (d) Establishment of social amenities such as

schools, health centres and recreational facilities



A hospital



A school

(e) Leads to the establishment and growth of urban centres.



Juba city

(f) It leads to self-reliance in terms of food security.

Home work

What has agriculture contributed in your community?

Activity 6

Farming systems and their effects on the environment, community and

From various farming activities, people are able to get food and raw materials for industries. Activities that enable farming are income generating, while some of them have enabled people to conserve the environment.

It is because of this reasons that appropriate farming methods have to be used to enable people benefit maximumly from various farming activities.

Some traditional farming methods for example, are less beneficial as compared to modern methods of farming. These include shifting cultivation, as compared to agro-forestry.

Class activity

Using relevant reference materials, find out on the farming methods practised in Sudan, Ethiopia, Kenya and Uganda then compare them with the farming system in South Sudan. (Consider the methods of farming whether rain fed or irrigation, highly mechanised or labour intensive, use of greenhouses and the types of crops that are grown).

Group work

Organise the class into groups. Using various sources such as reference Social Study textbooks, internet and resource persons:

1. Find out how farming is practised between Kenya and Uganda.
2. Draw a table to show similarities between the farming systems in Kenya, Uganda and South Sudan. Present your books to the teacher for marking.

Class activity

Outline the positive and negative effects of farming to the economy, community and the environment.

Positive effects	Negative effects
1.	1
2.	2
3.	3
4.	4
5.	5

The following are measures that can be practiced to curb the destruction of the environment as a result of farming.

- Recycling waste.
- Recycling water.

- Composting.
- Renewable energy.
- Fair distribution of resources.

Home work

Look at the pictures below.

How are these ways used to curb destruction of environment?



Building of check dams
or gabions.



Agro-forestry



Contour ploughing

Revision questions

1. Identify a farming system that best suit your local area.
2. Why do you think farmers use crop rotation?

3. If you were a farmer what are the best management practices will you use to improve farm production and environmental sustainability.

4. Why do you think agriculture has become an important economic practice for most of the developing African countries?

5. Explain why South Sudan should emphasise the use of agro-forestry more than it is being used today.

Key words

Activity 1

Meaning of national unity

Read the following story.

Once upon a time, there was a flock of doves that flew in search of food led by their king. One day, they had flown a long distance and were very tired. The dove king encouraged them to fly a little further. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all the doves landed and began to eat.

Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying a huge club. The doves desperately fluttered their wings trying to get out, but not possible. The king had an idea. He advised all the doves to fly up together carrying the net with them. He said that there was strength in unity.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter looked up in astonishment. He tried to follow them, but they were flying high over hills and valleys.

Pair work

1. From the story above, why is unity important?

2. Explore factors that can promote unity in our school and our community.
3. Where do you think factors that promote peace in South Sudan originated from?

Learning point

From the story above, we learn that unity refers to togetherness or oneness among people in a society.

National unity can be described as the oneness of a nation whereby people work together to promote economic growth and political stability.

It can also be defined as a state of having no wars or disputes.

National unity is very important because when people are united, there is peace and development.

Unity protects people from all evil-doings.

Unity gives strength.

Unity is important for both human beings and animal survival. Where do you think factors that promote peace in South Sudan originated from?

Individual work

Observe the picture below and interpret what is happening.



How does this picture portray unity?

What conclusion can you draw about peace from the picture above?

Activity 2

Symbols that promote national unity in South Sudan

Did you know?

In Section 33 Paragraph 1, the constitution specifies, among other things, the following things that promote National Unity:

Pair work

1. What is a symbol?
2. Look at the pictures below.
 - (a) Name the pictures.
 - (b) Explain how they are used in South Sudan.



Learning point

There are many symbols that promote unity in South Sudan.

The major symbols of unity in South Sudan include:

1. The National flag

The flag of South Sudan was adopted following the signing of the comprehensive peace agreement that ended the second Sudanese civil war.

It has the following colors and each color represent different things in South Sudan.



Flag of South Sudan.

Black represents the people of South Sudan.

Red represents blood that was shed for the independence of the country.

Green represents the country's agricultural, natural wealth and land.

White represents South Sudan's peace attained after many years of the liberation struggle.

Blue represents the waters of Nile River, a source of life for the country.

Yellow represents unity, hope and determination for the people

2. Presidency



The President of South Sudan.

The position of presidency in the republic of South Sudan is a symbol of unity. The president is the head of state and commander in chief of the armed forces.

3. The constitution

A constitution is a symbol of unity. The constitution of the republic of South Sudan was signed by President Salva Kiir and celebrated on July 9, 2011. It marked the day which the country got independence from North Sudan.



H.E. President Salva Kiir waves the newly signed constitution during the ceremony in the capital Juba on July 9, 2011 to celebrate South Sudan independence.

4. The coat of arms

The coat of arms of South Sudan has features of African fish eagle bearing a shield and crossed spears. The eagle is a symbol of strength, resilience and vision. The shield and spears represent protection of the new states of South Sudan.



The coat of arms of South Sudan

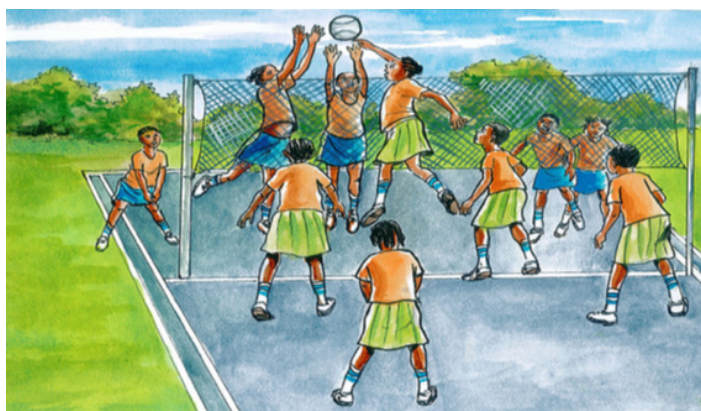
Activity 3

Factors that promote national unity

These are factors that enhance cooperation. They are the acts of combining and bringing various factors in a way that makes them one.

Pair work

1. Look at the picture below.



2. Explain how these pictures help promote National Unity in South Sudan

1. Use of the national language

A national language promotes communication and better understanding between people. English is the official language of South Sudan.

The common use of a national language irrespective of status, race or age promotes National Unity.

2. National political parties

There are several registered political parties in South Sudan. They are all expected to sell their policies to the citizens. Since party policies focus on the nation as a whole, political parties are an important factor in the promotion of national unity. Sudan People's Liberation Movement (SPLM), National Democratic Party, Liberal Party, United Democratic Party among others are examples of the political parties found in South Sudan.

3. Intermarriages

Marriage between people of different ethnic groups and races leads to unity between two or more communities.

This helps in promoting national unity amongst different communities.

4. Trade

Traders and business people interact with their customers and move from one place to another to sell and buy their products. These activities promote National Unity.



5. National philosophies or mottos

A philosophy is a rule or set of values, a country or school follows. It guides a national life attitude and conduct. These enables people from ethnic groups to put their resources together

Most countries have philosophies that offer guidance in national activities. These philosophies promote national unity.

6. Equal distribution of national resources

The government follows a policy of fair and equitable distribution of national resources for example social amenities like schools and hospitals. Roads are also fairly distributed to all parts of the country. This encourages good inter-relationship among the citizens hence promoting national unity.

Group work

Education is the main factor for the promotion of peace. Justify.

Activity 4

Importance of equal distribution of resources

Equal distribution of resources refers to the sharing of assets equally in both the community and in the state. It is important because everyone have equal rights over the available resources.

Pair work

1. Do you think resources should be shared equally in a country. Explain why.
2. What are some of resources you know that a government can distribute equally.

Learning point

The importance of equal distribution of resources in the community:

1. When there is equal distribution of resources in the community and in the state resources will not be exploited at the hands of a few people.
2. Equal distribution of resources ensures continuous flow of sufficient resources to every section of the society.

Group work

In groups of six discuss about the resources South Sudanese should share amongst each other.

3. Equal distribution of resources eliminates the difference between the rich and poor in the society to reduce poverty.

4. Equal distribution of resources helps to achieve the motive of sustainable development.

Individual work

Examine how your local community share common resources. Make short notes and present to the teacher.

Group work

In groups of six, discuss about the resources South Sudanese should share.

Individual work

Examine how your local community share common resources. Make short notes and present your books to the teacher.

Activity 5

Effects and importance of sharing power

Power sharing – this is distribution of power among the organs of the government like legislature, executive and judiciary.

Group work

1. From the factors above, identify the factors that you think are most important in power sharing.
2. Provide examples where these factors have had an impact in our community.

Learning point

The following are some of the reasons why power sharing is important:

- a) Power sharing helps to reduce the possibility of conflict between social groups.
- b) It is a good way to ensure the stability of political order as social conflict often leads to violence and political instability.
- c) It is the very spirit of democracy in power sharing, ensuring participation of the people.
- d) It leads to development of a political culture that tolerates diversity, a strong civil society and strong common economic interests.
- e) It helps in maintenance of social harmony and peace.
- f) Peace that comes as a result of power sharing stimulates fast economic growth.⁶⁴
- g) When peace prevails and the citizens are empowered economically, this leads to improved living standards among the citizens.
- h) Through power sharing, people take direct

participation in the system.

i) It allows minorities to enjoy fair share in power.

j) It makes sure that no any government can rule for longer period of time.

k) Power sharing provides for a system of checks and balances in the government.

Power sharing in South Sudan has been made possible though various ways. It includes forming an all inclusive cabinet with people from different tribes and gender.



First Vice President Riek Machar, President Salva Kiir and Second Vice President James Wani Igga with members of the cabinet of the Transitional Government of National Unity in Juba on April 29, 2016.

Class debate

A country where power is shared is better than a country where there is no power sharing. Debate on the statement above

These are the methods by which the power is shared among the three organs of government.

Group work

1. Explore and discuss the best systems for power sharing.
2. Research successful strategies at a local and national level.

Learning point**Methods of power sharing include:****1. Autonomy**

Autonomy allows an ethnic group or other groups claiming a distinct identity to exercise direct control over important affairs of concern to them while allowing the larger entity to exercise those powers which are the common interests of both sections.

Among the forms of autonomy is symmetrical federalism, in which all units enjoy similar powers, and asymmetrical federalism that might provide enhanced powers to a particular region.

2. Group Building-Block Approach

This option relies on accommodation by ethnic-group leaders at the political centre and guarantees for minority rights. It is “consociation”

in that it encourages collaborative decision-making by parties in conflict. The key institutions are federalism and the devolution of power to ethnic groups in territory that they control.

Class discussion

Imagine a situation in your class where there are inadequate resources. Hold a dialogue to identify how you can share the available resources.

Activity 7

National unity process in other countries and their roles in shaping the unity of South Sudan

Many countries which have had conflicts have been involved in National Unity process of solving their conflicts peacefully and this has really helped South Sudan.

Pair work

1. What is conflict resolution?
2. How would you be involved in conflict resolution between your friends in the school?
3. Based on what you know, explain the five process of conflict resolution in the society?

Many African countries have had a conflict at one point or the other. There has been a process of

reconciliation in order to bring back national unity in those countries. Examples of these countries are Rwanda, Uganda and Kenya.

The methods that have been used to solve conflicts in these countries and bring unity include:

1. Dialogue: Exchange of ideas and opinions on a particular issue with an aim of finding solution.
2. Mediation: Intervening between conflicting parties with an aim of promoting unity.
3. Negotiation: Mutual discussion over an issue involving more than one party.
4. Arbitration: This is dispute resolution conducted by an independent and a neutral third party.
5. Litigation: This involves the appealing for fair judgment to a higher court of law.



The Central Equatorial State High Court of South Sudan.

6. Inquiry: This can include formation of commission of inquiry.

The National Unity process in other countries have helped in the shaping of the unity of South Sudan: For example in Kenya.

[Read the following story.](#)

[2007–08 Kenyan crisis](#)

The 2007–08 Kenyan crisis was a political, economic and humanitarian crisis that erupted in Kenya after former President Kibaki was declared the winner of the 67 presidential election held on December 27, 2007. In part due to the ethnic and geographic diversity of Kenyan politics, no one narrative can explain the reaction of opposition supporters to the announcement of the new elected presidential swearing-in, which was done on December 30, 2007 in the evening. In addition to staging several non-violent protests, opposition supporters went on a violent rampage resulting to mass killings. The opposition leader encouraged supporters to engage in mass protests which he announced on local television and radio stations.

Targeted ethnic violations escalated and at first were directed mainly against the community of which the sworn in president originates from. The Kenyan coastal resident took to the streets to protest the electoral manipulations and support their preferred candidate, the opposition leader.

Tensions rose as the land less indigenous Coastal communities felt this was a time to avenge. Looters also struck a number of stores across the country.



Kofi Annan(centre) during the post-election violence in Kenya in 2008

Annan mediation

Former UN Secretary General Kofi Annan arrived in the country about a month after the election and successfully brought the two sides to negotiating table. On February 28, 2008, the two antagonistic leaders signed a power.

Sharing agreement called the National Accord and Reconciliation Act 2008, which established the office of the Prime Minister and created a coalition government. The power-sharing Cabinet, headed by opposition leader as Prime Minister,

was eventually named on April 13, after lengthy negotiations over its composition; it was sworn in on April.

The post-election demonstration and violence stemmed from a mixture of motives. Some of which were the external forces like media reports.

Ghanaian President and African Union Chairman John Kufuor, was about to begin negotiation in a peaceful atmosphere but the opposition leader said that he anticipated direct talks involving both himself and the sworn-in president, with Kufuor's participation.

On January 9, Kufuor met separately with the two antagonistic principals. Government statements on that day emphasized commitment to dialogue and said that he had already initiated a process of dialogue with other Kenyan leaders. The sworn-in president also gave a speech in which he said that the vote was concluded, that it was impossible to change the outcome, and that any complaints should be handled through the courts. The two sides agreed to an immediate cessation of violence as well as any acts which may be detrimental to finding a peaceful solution to the ongoing crisis.

There exist doubts that the sworn-in president really invited Kufuor as opposed to him having come as a result of international concern for the worsening situation in Kenya. This was captured both on TV and print media. In addition, the PNU side was actively downplaying the seriousness of the post-

election crisis, saying that this was a local problem that would be dealt with locally. It even urged the displaced people at various police stations and camps to 'return home' and generally tried to dissuade international attention to the crisis. It is also worth noting that there were conflicting reports from Ghanaian weblogs about President Kufuor's visit.

Remember

- Dialogues have been in these countries in helping to bring together the parties in conflict in South Sudan to enhance unity.
- Some of the heads of state in the countries that have been able to achieve National Unity have acted as mediators in the South Sudan conflict.
- Many South Sudan people have benefited by settling and studying in countries that have attained National Unity.
- The countries that have been able to achieve National Unity have acted as a role model to South Sudan hence helping in the shaping the unity of South Sudan.
- Some countries that have been neutral have helped in shaping the unity of South Sudan by acting as arbitrators.



H.E. President Salva Kiir with president Omar al-Bashir of Sudan during signing peace agreement.

Activity 8

Developing coexistence using the principles of equity, human rights and justices.

Co-existence in a society is promoted by observing and upholding equity, respect of human rights and enforcing justice.

Pair work

Can you make a distinction between equity and justice?

Learning point

(a) Equity

This is equal and just distribution of resources, opportunities and power.

Resources to be distributed includes land, water, minerals, fuel and wealth in general among corresponding geographic entities (states and countries)⁷⁰

Equity ensures that there is continuous flow of sufficient resources to every section of the citizens.

(b) Human rights

The fundamental constitutional rights that a human is entitled to.

Human rights can be categorised as:

Social rights

- Right to housing and sanitation
- Freedom from hunger
- Right to security
- Right to education

Civil rights

- Right for free and fair trial
- Right to vote and be voted for
- Freedom of expression
- Freedom to access information
- Freedom of association
- Freedom of movement

Economic rights

- Right to own property
- Right to trade
- Right to employment

Environmental rights

- Rights to protect natural resources and the environment.

Justice

Fair treatment of a person without discrimination according to gender, race or religion.

Justice ensures that no one person or group should have a greater benefit or rights than another.

Conversely, no person or group should be denied similar benefits to those that another group enjoys.

Justice means punishing actions or words that are wrong and upholding things that are good. This helps ensure that wrongs will be ended and rights will be upheld thereby leading to a safer society for everyone.

Justice in our country is enforced through courts.

Activity 9

Building peace and reconciliation in conflict areas



Group work

Look at the above pictures.

1. What do you think the people in pictures A, B, C and D are talking about?
2. Explain how the above pictures show the ways of building peace and reconciliation.

Learning point

Ways of building peace and reconciliation in conflict areas

There are many ways of building peace and reconciliation in conflict areas.

They include:

A B

C D

1. Dialogue
2. Civil education.
3. Involvement of peace - keeping mission groups for example the United Nation and African Union.
4. Involving the judicial and court system.
5. Incorporating peace, education in the curriculum.
6. Celebrating the successes in the request for peace and non-violence.
7. Making a personal commitment to non-violence.
8. Speaking out against prejudice and discrimination.
9. Reporting people who offend you to your teachers so that they can be taught the importance of maintaining peace.
10. Becoming trained in mental health and first aid so that you can respond to people with mental distress.

Activity 10

Strategies to promote peace in South Sudan

Peace in South Sudan can be promoted through various ways. The government of South Sudan is setting strategies to promote peace in the country.

Group work

In groups, answer the following questions:

- 1 What are some of the things the government has done to promote peace.
2. What do you think should be done to bring a lasting solution to insecurity and civil wars in South Sudan?

Learning point

Some of the strategies used today to promote peace in South Sudan include:

1. Improving education

As far as individual level is concerned, improving education is the most decisive factor since the war began in the mind of a man. Peace education plays a major role in promoting peace in the republic of South Sudan.

2. Democratisation

This is developing or introducing of democracy in a country that did not have it before. It is the most effective peace strategy. It has been proved that countries with great democracies hardly go into war. There is respect for freedoms and human rights.

3. Increase prosperity

Poverty and unjust distribution of wealth are major causes of war. This strategy should not be restricted to the society level. One of the most important factors in increasing prosperity is the trade. Also, the state's available resources should be distributed to all people equally.

International system level

This is central focal point for peace and conflict research. The peace strategies that have been developed for this level will then form a focal point on this sanction.

To summarise these strategies for eradicating the causes of violence in international system, the international law has not prevented the use of force. Their idea was to replace the use of

Activity 11

National and International Bodies

National and international bodies are organisations formed by independent states. Their main aim is to promote international peace and security. Examples of these international bodies are: United Nations [UN], African Union [AU], Transparency international the Commonwealth among others.

Group work

What do you understand by;

- (a) National bodies
- (b) International bodies

2. Can you make a distinction between national and international bodies?

Learning point

Roles of National and international bodies

The following are the roles of national and international bodies:

1. They promote international peace and security.
2. They prevent occurrence of other wars.
3. To develop friendly relations among nations.
4. To promote international understanding and cooperation among members.

5. To protect the interest of minority groups such as the handicap and minority tribes.
6. To promote and cooperate cultural interactions between members.
7. To promote economic development among member states.

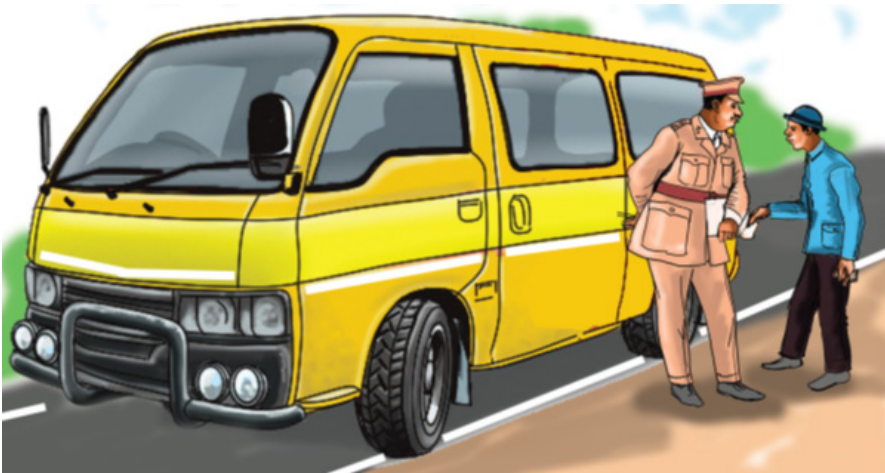
Pair work

Discuss what you think the United Nations has done to foster peace and security in South Sudan.

Activity 12

Challenges faced by national and international bodies in promoting peace

Look at the following picture.



Group work

1. What do you think is happening in the picture?
2. Why do you think promoting peace has been a big challenge to the people of South Sudan?
3. Discuss the roles of national and international bodies.

Learning point

The challenges facing international and national bodies include:

1. Corruption

This is the act of giving or receiving bribes. It is doing things in unlawful ways.

2. Nepotism

This is the practise of favouring one's relatives in the provision of employment and other services.

3. Tribalism

This is the practise of favouring people from one's ethnic group or tribe.

4. Racism

This is the practise of favouring people of a particular race.

5. Multi - partism

This is the availability of many political parties in a

particular state or country.

6. Refugees

Refugees are groups of people who live in exile due to political, economic and social problems in their countries. High number of displaced persons in a given country

Respect for human rights. Everyone in the community should respect human right including freedom of expression, assembly, movement and religion.

There is no conflict of who is right.

People should be tolerant of those that are different from them and have respect for faith. 85

Appreciating and respecting other's faith.

Group work

Discuss the challenges the United Nations might be experiencing in South Sudan as it tries to foster peace and security.

Activity 13

Law and justice in relation to regional cooperation and national unity

Regional cooperation is a process in which neighbouring states enter into an agreement in order to upgrade relationship through common institutions and rules.

Pair work

1. Explain the meaning of law and justice.
2. Make a list of laws that you know in your country.

Learning point

Benefits of regional cooperation

More connectivity tends to generate trust and a need for trust. Common interests and common institutions reduce the potential for conflict, conflict that formerly could lead to war.

Some of the benefits of regional cooperation:

a) It implies the lowering of barriers to trade, thus benefiting the economy and increasing the well-being of the member states' citizens.

b) Education and cultural exchanges have the potential to enhance regional integration for the benefit of all members. Cultural differences between and within states will continue to exist. However, should not be regarded as sources of conflict, but as sources of diversity, beauty and inspiration.

c) Cross-border cooperation is enhanced as a result of regional cooperation.

d) Common social and cultural activities have greatly contributed to breaking down the language barrier in the region enhancing effective communication and understanding.

South Sudan has its own neighbouring countries. Regional co-operation is important for South Sudan and its neighbours. There is mutual benefit where regional co-operation is observed. If laws and justice in South Sudan could be observed and developed like in some countries found in this region we would easily achieve National Unity.

Read the following newspaper extract from the Ethiopian News Agency then answer the questions that follow.

Ethiopia, South Sudan Sign Agreements, MoU that Forge Friendship

24th Feb, 2017, Addis Ababa, Ethiopia

Ethiopia and South Sudan have signed agreements, a protocol, and memorandum of understanding (MoU) in various fields so as to forge their relationship.

The signing ceremony took place in Addis Ababa, following the bilateral talks held between Prime Minister Hailemariam Desalegn and President Salva Kiir of South Sudan.



President Salva Kiir and Prime Minister Hailemariam Desalegn during the signing of the agreement

The agreements concerned roads and bridges, communication, information media and preferential trade agreement as well as border trade protocol.

The two countries have also signed memorandums of understandings on cooperation in the construction of roads, diesel off-take arrangement, health and energy.

The leaders have agreed to engage each other to implement the agreements and address any matter that may arise in future.

Acknowledging that free movement of people and goods are pre-requisites for enhancing economic ties and expeditious implementation of these agreements, the two leaders have decided with immediate effect to start the construction of road projects.

Noting with satisfaction the existing bilateral ties, they also agreed to continue holding ministerial commission meetings led by respective foreign affairs ministers twice in a year.

Agreement was also reached to form Joint Border Administrators or Governors Committee (JBAC) to further strengthen cooperation on issues of security, trade, development and infrastructure along the common borders.

Regarding the restoration of peace and security in South Sudan, the two leaders agreed to work for the inclusive process of the National Dialogue that was declared on December 14, 2014.

Prime Minister Hailemariam said on the occasion Ethiopia and South Sudan have deep ties and “Ethiopia will continue to be with South Sudan forever.”

Class assignment

From the newspaper extract on the pages above, discuss the benefits of regional cooperation that the two countries will get from this agreement

Activity 14

Resilience against struggles in developing solution in working in harmony

Resilience against struggle in developing solutions to working in harmony can be achieved through:

- a) Organising civic education regularly to enhance development in resilience in working in harmony.
- b) Holding national debates on ways of building resilience against struggle in developing sustainable solutions to working in harmony.
- c) Recognising people who have contributed positively towards resilience against struggle in developing solutions to working in harmony.
- d) The syllabus should incorporate information on developing solutions to working in harmony.
- e) Organising of games and sports with the theme on developing sustainable solutions to working in harmony.

Class debate

Africa still needs help. Debate

Revision questions

1. National unity can be promoted through various factors. Identify these factors explaining how they promote national unity.
2. What ideas justify that sharing of power is

important and it promotes national unity?

3. What is a symbol? Explain five symbols of unity in South Sudan.

4. Explain five methods of solving conflicts.

5. Define the following Human rights and give two examples for each;

a) Social rights.

b) Civil rights.

c) Economic rights.

d) Environmental rights.

6. Draw a table of heroes and heroines in South Sudan. Align them in two columns representing the personalities.

7. Is there any statue that represent a national hero in your community?