

COMMUNITY GIRLS' SCHOOL SOCIAL STUDIES

GRADE 2

©2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION.

All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only.



This book is the property of the Ministry of
General Education and Instruction.

THIS BOOK IS NOT FOR SALE

Funded by:



GLOBAL
PARTNERSHIP
for EDUCATION
quality education for all children

FOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Community Girls School (CGS) 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.



Hon. Awut Deng Acuil, MP
Minister,
Ministry of General Education and Instruction

UNIT 1: Our community..... 1

Community rituals, ceremonies and festivals..... 1

Important activities in a community..... 4

Why we should work together..... 5

People in our community..... 7

Jobs done by people in the past..... 8

UNIT 2: Time to decide..... 10

Simple choices we make..... 10

Healthy and safe decisions..... 14

Importance of good decision making..... 16

Name some of the objects that were used long time ago and the ones used today..... 17

UNIT 3: The people of Africa..... 19

Relationship between ceremonies or practices today and those from the past..... 20

Leaders from the past who have shaped the current culture
..... 21

Factors that influenced the early settlement and migration to specific places in South Sudan.....23

Origin of National Symbols.....24

UNIT 4: Environmental pollution.....37

Ways of presenting ideas42

Effects of listening carefully to other people's responses43

UNIT 5: What's the difference?.....46

Types of settlements.....46

Factors influencing movement of people from one place to another.....47

What can be done to minimise migration?.....46

Land use and economic activities in African continent.....47

Products and jobs of a locality.....49

UNIT 6: More problem solving.....53

Causes of conflict.....53

Ways of solving conflicts.....54

The need to live together.....55

Ways of maintaining peaceful communities.....56

UNIT 1

Our community

Activity 1

Community rituals, ceremonies and festivals

Key words

Rituals

Ceremony

Festival

Initiation

Look at the following pictures.




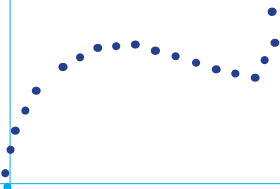

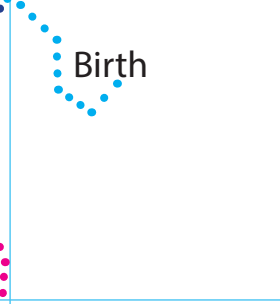

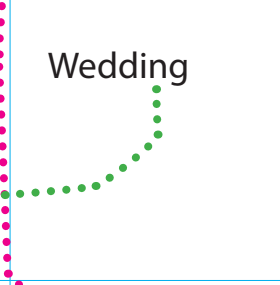

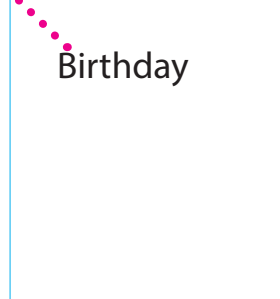
Write down the names of the ceremonies taking place in the pictures above.

Arrange the following ceremonies in order starting from the first ceremony to the last ceremony in life.

- a) Wedding
- b) Naming
- c) Burial
- d) Birth
- e) Initiation

Matching

Join the dots to match the pictures below with the name of the ceremony.

Ceremony	Name of the ceremony
	Christmas 
	Birth 
	Wedding 
	Birthday 

Homework

Find out from your parents or guardians about some ceremonies, rituals and festivals practiced by people in your community.

Activity 2

Similarities and differences between rituals and ceremonies

Key words

Similarities

Differences

Costumes

Different activities in a community happen for different reasons.

Some rituals and ceremonies are performed using same tools, at the same time, with the same costumes. These are called **similarities**.

Some rituals and ceremonies are done using different tools, at different times. These are called **differences**.

Write down the similarities and differences between rituals and ceremonies.

Similarities	Differences

Know zone

Write whether the following sentences are TRUE or FALSE.

1. People are always divided by ceremonies in their communities. _____
2. People come together during festivals in their community.

3. Different activities in a community happen for different reasons. _____
4. Rituals, ceremonies and festivals are done to mark a certain event in a community. _____

Homework

Find out from your parents or guardians the rituals and ceremonies practiced in your community.

Activity 3

Important activities in a community

Key words

Voting

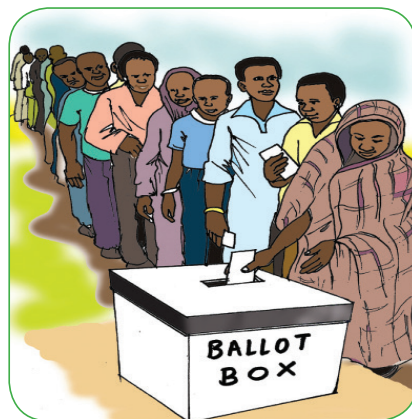
Harvesting

Performed

Some activities that happen in communities are very important. These activities are performed differently.

They are performed at a specific times of the day, month or year.

Look at the following pictures.





Homework

Ask your parents or guardians other activities that require people to work together.

Activity 4

Why we should work together

Key words

Work

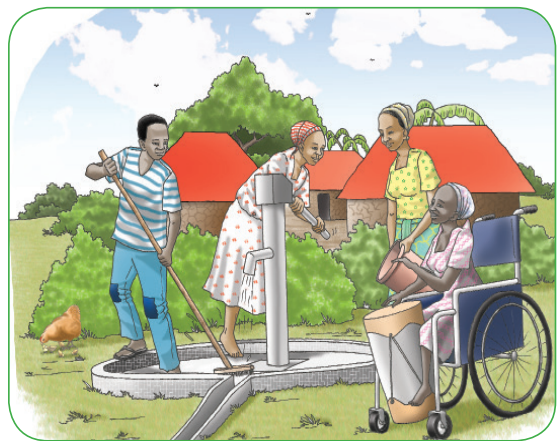
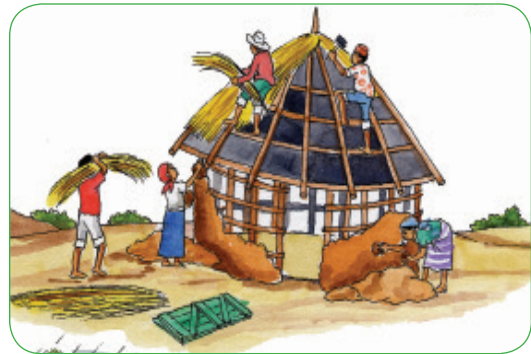
Together

Listen to your teacher reading a story about the pictures below.



1. What do you think would have happened if everyone in the community acted as Ria.
2. Write down the importance of working together.
3. What lesson have you learnt from the story?
4. What advice can you give to others?

Look at the pictures below.



Identify the work being carried out in each picture above.

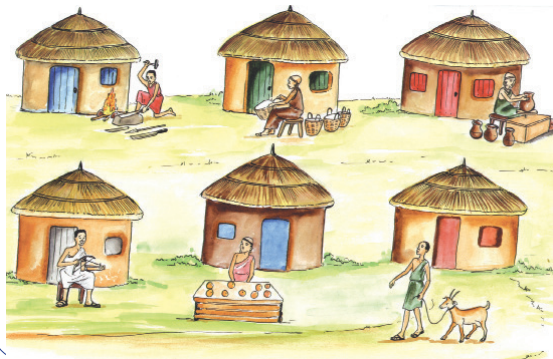
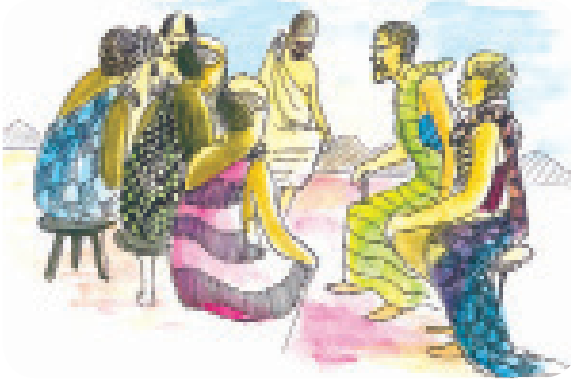
Time to draw

Draw your family members working in a garden.
Share with your friend what you have drawn

Activity 5

People in our community

Look at the pictures below.



Individual work

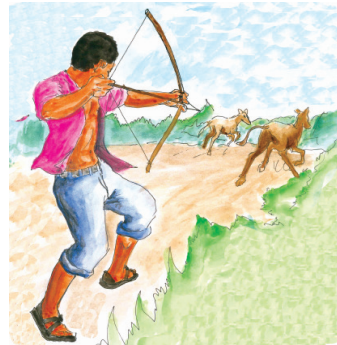
Write the name people in your community call their God.
Share your answer with your friend.

Activity 6

Jobs done by people in the past

My name is Hakim. I am from the Dinka community. My grandfather told me that they never went to school. They had several activities to keep them busy. The activities included herding cattle, tilling land and trading. The activities were their source of food. It also kept all members of the community busy.

Look at the pictures below.



New words

Assist:	To help somebody in doing something.
Ceremony:	An event that is done at a specific time.
Community:	A group of people sharing common interests.
Festival:	A party where people drink, dance and eat different foods.
Ritual:	Traditional performance which is made to clean an individual or a society.
Role:	A function of something or somebody.
Participate:	To get involved in doing something.
Swear:	To be put in a position by making promises that should not be broken.
Tradition:	Habits that are passed from one generation to another.

UNIT 2

Time to decide

New words

- Choice:** The ability to pick something over something else.
- Community:** A group of people living together.
- Decision:** The act of deciding.
- Right:** Something that is accepted by all.
- Role:** The function of something or somebody.

Activity 1

Simple choices we make

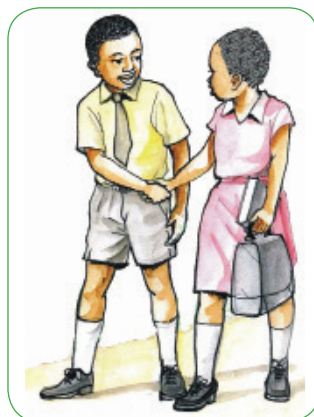
Key words

Community

Tradition

Homestead

Look at the pictures below.



Key words

Decision

Effects

Look at the pictures below.



Write down the effects of the decisions in each picture above.
Share with your friend and show your teacher.

Group work

Using the pictures above, discuss the choices that:

- a) Affect one person.
- b) Affect other people.

Let us recite

Recite the poem below.

Decisions, decisions,

Everyone has his or her own
decision,

Others make decisions as a
group,

Our decisions will always affect
us,

Either positively or negatively,

We should always make positive
decisions.



Write down other choices we make that:

- a) Affect one person.
- b) Affect other people.

Homework

Ask your parents or elders some of the decisions that we make that affect other people.

Tell your teacher any decision that you were told.

Activity 3

Group decision making

Key words

Decision making

Situations

Indicate

Sometimes we need other people to help us make decisions.

Look at the pictures below.



For people to decide together, they need to agree.
They also need to know the effects of their decisions.
They should as well be ready for the result of their decisions.

Homework

Ask your parents or elders some of the situations that indicate group decision making.

Tell your group members and your teacher.

Activity 4

Healthy and safe decisions

Key words

Healthy

Safe

Some of the decisions we make keep us safe and healthy.
When we play together we keep ourselves healthy.

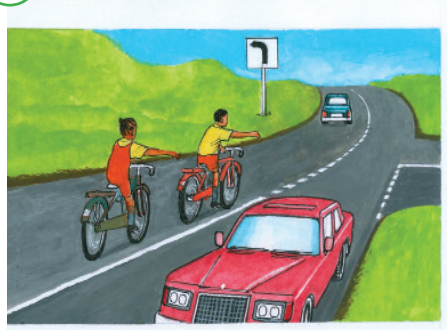
Look at the pictures below.



C



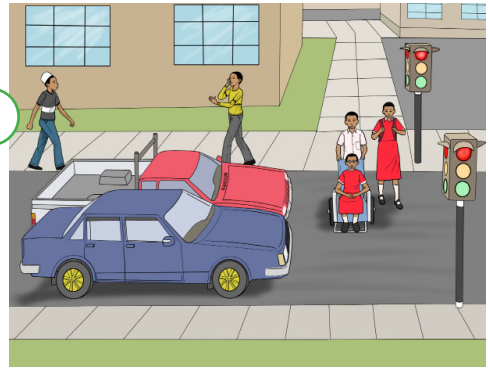
D



E



F



From the pictures on pages 73 and 74, put a tick (✓) on a picture with a healthy decision and (x) on a picture with unhealthy decision.

A

B

C

D

E

F

Sometimes we need people to help us make healthy decisions. This helps us to be safe.

Listen to your teacher reading to you a story about the picture below.



Answer the following question.

Write down the lesson that you have learnt from the decision of Ajok.

Homework

Ask your parents or guardians about their roles in good decision making. Share with your friend in class.

Activity 5

Importance of good decision making

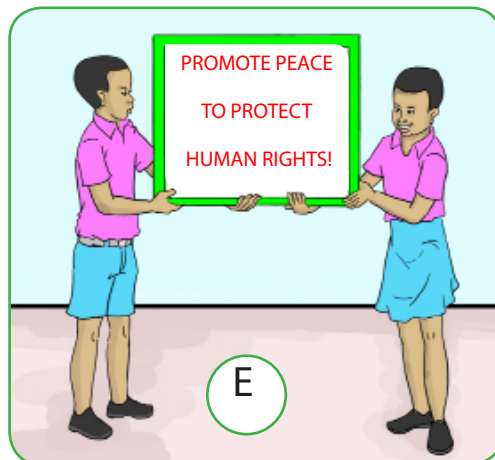
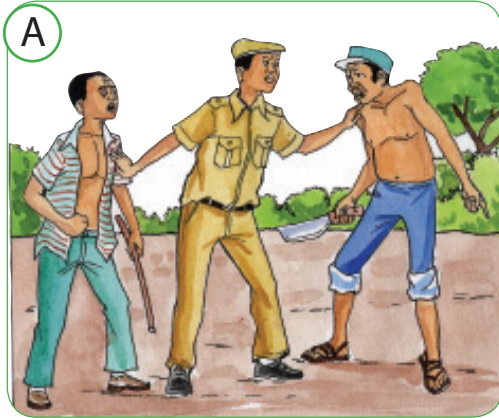
Key words

Decision

Importance

Right

Look at the pictures below.



Group work

From the pictures on page 17, identify the pictures that show support of:

- a) Human rights.
- b) Peaceful living.

Homework

Find out from your parents or guardians other activities that support:

- a) Human rights.
- b) Peaceful living.

Work to do

1. Define the term decision making.
2. Rearrange the numbers in order to get the importance of decision making.

a) ^③ unity ^① It ^② promotes.

b) ^② promotes ^③ peace ^① It.

c) ^③ human rights ^④ supports ^② It. ^①

3. Write down two ways in which a good citizen can support human rights.
4. What is the importance of making decisions together?

UNIT 3

The people of Africa

Pair work

1. Tell your friend the activity that each person is doing from the pictures on page 19?
2. Tell your classmates some of the activities people in your community do together.

Activity 3

Common practices of African communities in the past

Look at the picture below.



Pair work

1. What is happening in each picture?
2. What other traditional practices do you know? List them.

Activity 4

Relationship between ceremonies or practices today and those from the past

Look at the pictures below.



Pair work

1. Name the practices and ceremonies in each picture.
2. Have you ever been to any ceremony in your

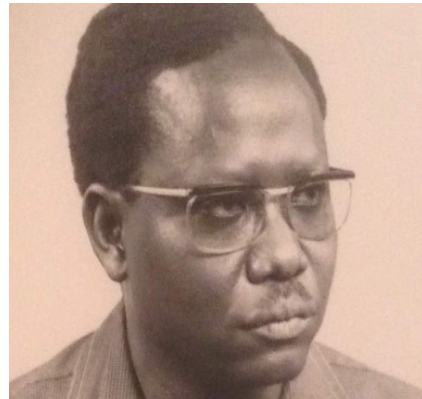
community?

Activity 5

Leaders from the past who have shaped the current culture

Look at the pictures below.

These leaders fought to bring the change that is now seen.



Group work

1. Name the leaders in the pictures above.
2. Are there any other leaders that you know that brought change? Name them.

Activity 6

How economic activities are related to the way people lived

Look at the pictures below.



Individual work

1. Name the economic activities in the pictures above.
2. Suggest why people settled in the places above.

Group work

Find out about the activities taking place in the pictures on page 8.

List them down.

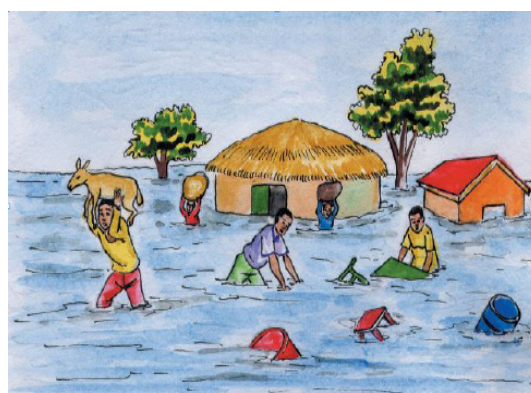
Homework

Find out the reasons why people moved from one place to another in the past. Share your answer with your classmates.

Activity 7

Factors that influenced the early settlement and migration to specific places in South Sudan

Look at the pictures below.



Pair work

1. Examine the factors that led to migration in the pictures on page 23.
2. Suggest the places that you would love to live in and why?
3. Why do you think drought is not good for economic activities?

Activity 8

Origin of National Symbols

Read the National Anthem below.

Oh God!
We praise and glorify you
For your grace on South Sudan
Land of great abundance
Uphold us united in peace and harmony

Oh motherland!
We rise raising flag with the guiding star
And sing songs of freedom with joy
For justice, liberty and prosperity
Shall forevermore reign





Oh great patriots!
Let us stand up in silence and respect
Saluting our martyrs whose blood
Cemented our national foundation
We vow to protect our nation
Oh God, bless South Sudan!

Group work

Sing the National Anthem as a class.

The flag is one of our National Symbols. The flag has six colours. These are Black, White, Red, Blue, Yellow and Green. Black stands for the people of South Sudan. The first white colour stands for the short period of peace gained after the 1972 Addis Ababa Agreement. The second white colour stands for the peace that was realised after the Naivasha Agreement in 2005. Red stands for the red blood found in all human beings. The Blue colour symbolises the Nile River. The Yellow star stands for vision and guiding principles of the Republic of South Sudan. The Green colour stands for the Greenland of the Republic of South Sudan.

Look at the national symbols below. Match each symbol with its name.

Symbol	Name of Symbol
	President
	Flag
	Shield
	Coat of Arms

Individual work

1. Explain the importance of the National Anthem.
2. Practice singing the National Anthem individually.

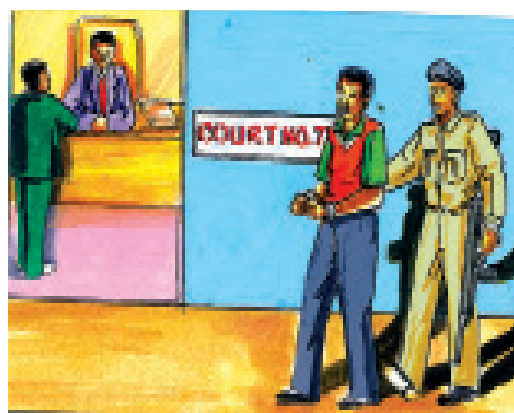
Time to draw

Draw two symbols and show members of your group, do it in turns.

Activity 9

Importance of National Symbols on the daily lives of South Sudan people

National Symbols promotes unity, peace, law and development in a country. Roads and trade are only developed when there is peace. Symbols help people work together.



Pair work

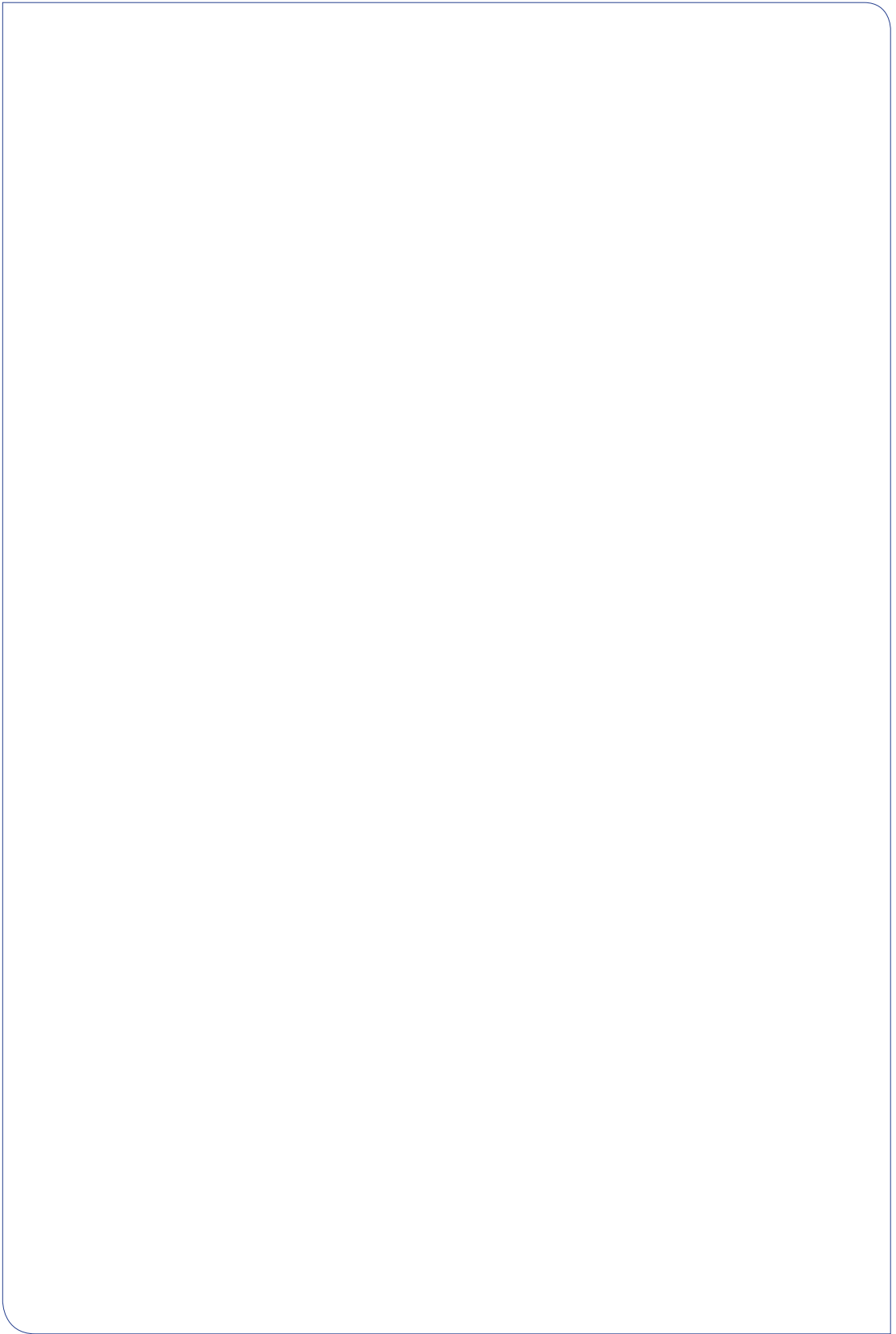
1. What is happening in the picture on page 26?
2. With the help of your teacher, name how National Symbols help in promoting the activities above.

Work to do

1. Suggest names that you call God in your community.
2. Explore the tools that were used for farming in the past.
3. African communities offered sacrifices to their gods.
TRUE or **FALSE**.
4. Interpret National Symbols.

New words

Community:	A group of people living together in a place.
Berries:	Small fruits that can be eaten.
Traditional:	Something from the past.
Members:	Belonging to a special group.
Relationship:	How two or more people are joined by something that they share in common.
Common	Something found everywhere or shared by two or more people.
Shape:	To determine the future of something.
Economic activity:	Activity that give people money.
Settlement:	A special place that people have identified to live .
Migration:	The movement of people from one place to another.



UNIT 4

Environmental pollution

Activity 1

Types of pollution

Look at the pictures below.



Pair work

1. Tell your friend some human activities that causes pollution.
2. Suggest ways in which the environment can be protected from the types of pollution you mentioned

above.

Nature walk

Take a walk out of class. Look around for any type of pollution. Are there papers on top of soil? Is the air fresh? Pick the papers on the soil and put them in a dustbin around your school.

Group work

1. Tell your group members what is happening in the pictures on page 38.
2. Talk about the kinds of pollution seen around your home.
3. Draw one kind of pollution.

Activity 2

Types of litter and rubbish

Look at the following pictures.





Pair work

1. Name the type of litter you see in each picture.
2. Go outside the classroom and collect all types of litter seen. Tell where it comes from. After that take all the litter to the dustbin.

Homework

Find out from your parents more activities done that pollute the environment. Share with your group members what you found out.

Activity 3

Effects of pollution

When we spoil the environment, we can not live well. Water pollution causes diseases especially when people drink dirty water.

Air pollution cause bad smells and an uncomfortable environment. Pollution causes drought which brings death

of plants and animals.



Pair work

Tell your friend the causes of the following:

- a) Drought
- b) Bad smells
- c) Death of plants and animals
- d) Unsafe drinking water

Individual work

Come up with ways in which the following kinds of pollution are dangerous to living things:

- a) Air pollution

- b) Water pollution
- c) Soil pollution
- d) Noise pollution

Activity 4

Preventing pollution

We can make our environment good.

There are some activities we do to help us. They include; disposing waste in the right way, cleaning our environment, protecting water bodies as well as playing low volume of music.

Look at the following pictures.



Class discussion

1. Tell your class members the activities that help to keep the environment clean.
2. Talk about the reasons why we need a clean environment.

Activity 5

Ways of presenting ideas

There are different ways of presenting ideas.

We need good communication skills in order to present our ideas. Debates and discussions can be used. Practical ways are good in presenting ideas.

Look at the pictures below.



Group work

From the pictures on page 42, talk about those ways that you have ever used to present ideas. Which one did you love most? Why? Share with your friends.

Nature walk

1. Get out of your class during your free time. Try and cut grass in the school compound.
2. How does the compound look like now? Share this with your friends.

Activity 6

Effects of listening carefully to other people's responses

We need to present good ideas to people.

Listening to others help us understand things better. When we understand something better, we can argue using facts and our knowledge on the topic expands. When we listen to other people's responses, we are able to know their stands and opinions about something.

Look at the pictures below.



Individual work

Come up with a drawing showing a group of learners discussing with an elder of the community.

Homework

Find out from your parents, other reasons why we should listen carefully to others.

Share with your group members.

WORK TO DO

1. Suggest ways that can be used to protect soil.
2. Explore your environment for ways in which the environment has been polluted.
3. Discuss ways in which the government could help the citizen to protect their environment.
4. Investigate ways on how loud music is harmful.
5. Explain various ways that can be used to present ideas.

New words

Environment:	The things that surround us .
Pollution:	The act of making the environment dirty.
Rubbish:	All kinds of dirt that make the environment to look ugly.
Drought	A long period without rains that make the environment to be dry and ugly.
Effect:	The result of something.
Bad smell:	A smell that is not pleasant to the nose.
Prevent:	To stop from happening.
Activity:	Something that involve people using their brains to think and energy where needed.
Idea:	A thought that can be used to bring
needed	change.
Present:	To introduce or explain something in some way.

UNIT 5

What's the difference?

Activity 1

Types of settlements

A settlement is a place where people live. There are two types of settlements; town and village settlements.

Look at the pictures.



Individual work

1. Name the types of settlements in the pictures above.
2. Name the type of settlement you live in. Do you love it? Why?

Homework

1. Find out from your parents or elders the reasons that made you move to your current settlement.
2. Share with your group members what you found out.

Activity 2

Factors influencing movement of people from one place to another

Key words

Factor

Influence

Movement

People have many reasons for migrating. They include; lack of health facilities, poor roads, lack of quality education, wars, drought, famine, floods among others. One will migrate to places with better schools, better health facilities, good roads among others.

Look at the following pictures.



Pair work

1. From the pictures on page 39, state the factors that make people move to these places or away from them.
2. Talk about it with your friend.

Activity 3

What can be done to minimise migration?

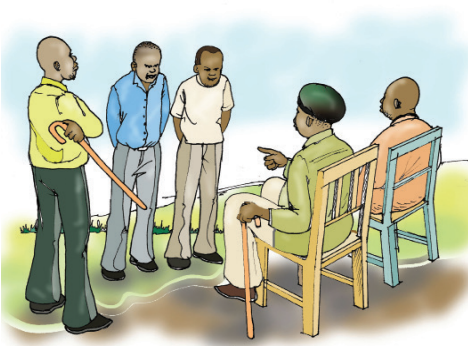
Key words

Minimise

Migration

There are ways that can be used to minimise migration. They include; living peacefully, planting trees to avoid drought, building facilities like hospitals and schools. The roads should also be well constructed.

Look at the pictures below.



Group work

1. Tell your group members what is happening in each picture.
2. Write down other activities that can be done to reduce migration of people.

Homework

Find out from your parents and elders the activities that can be done to reduce movement from one place to another.

Activity 4

Land use and economic activities in African continent

Key word

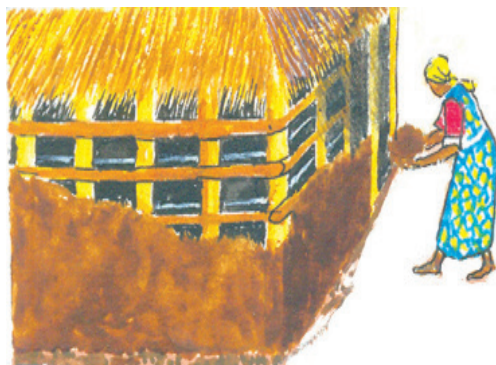
Economic activity

The way we use our land is called **land use**.

Activities done at a place that help people get money are economic activities.

Different communities do different economic activities.

Look at the pictures below.



Pair work

1. Tell your friend the economic activities that you see in the pictures on page 47. How is the land being used?
2. Tell your friend one economic activity that you have ever taken part in.

Activity 5

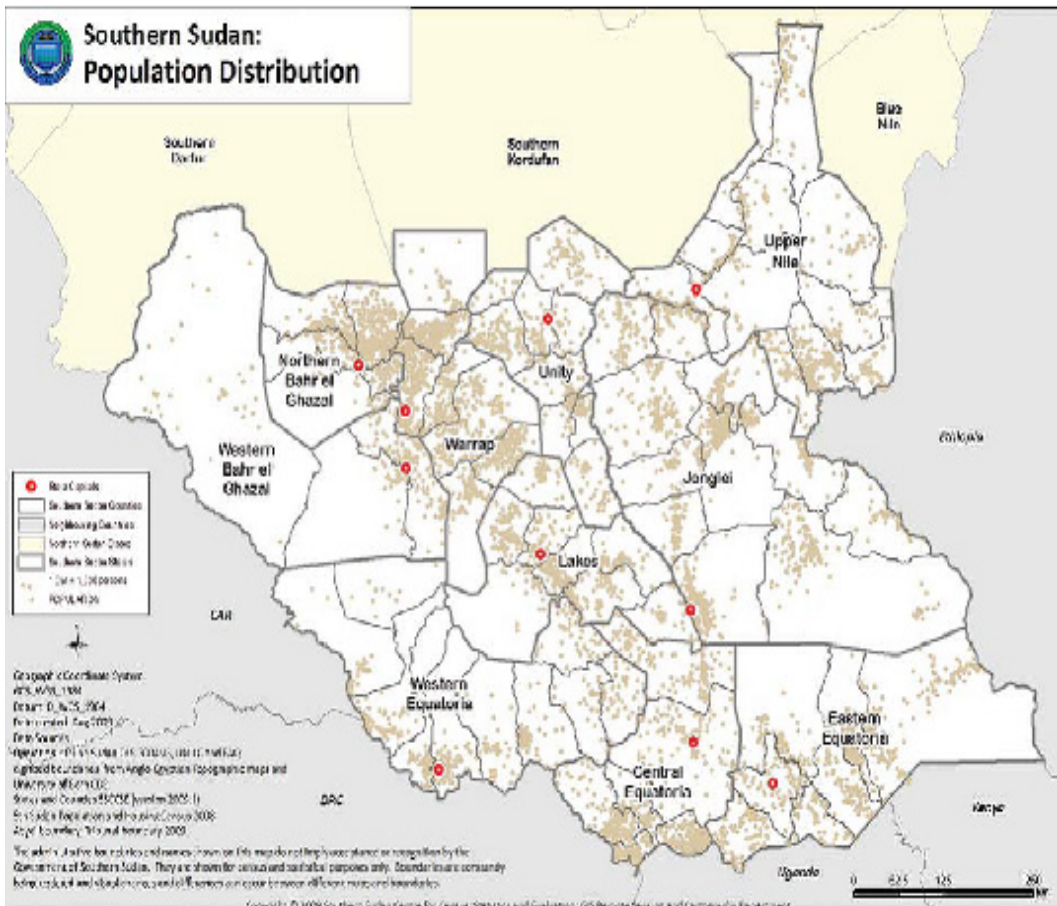
Features of a locality

Key words

Feature

Scattered

Look at the map below.



Pair work

1. Tell your friend the places on the map that have more people than the others.
2. Give reasons why you think there are more people at one place than the other.
3. Find out the features from the map that are likely to be in your locality.
4. Draw one feature that you like most and why?

Time to draw

Draw a sketch map to show population in your village.
Share the map with your classmates.

Activity 6

Products and jobs of a locality

Key words

Product

Locality

Every locality have different jobs and products. The products and jobs in a locality are different depending on the resources available. The animals and plants present in a locality determine the types of products that will be found there. The jobs done in one locality may be same or different from those done in another locality.

(a) Products

We get different things from animals and plants.

Look at the pictures below.



Group work

1. Name the animals and plants that give us each of the products in the pictures above.
2. Choose two products from animals and plants that you love most.
3. Write them down.

Homework

1. Find out from your parents those jobs that they cannot allow you to do. Ask them why.

WORK TO DO

1. Some jobs are too hard for children. Give examples of such jobs.
2. Family disagreements can make some members to migrate. **TRUE** or **FALSE**.
3. The following are reasons why people migrate. Arrange them using the numbers.
 - a) Education to for look
1 2 3 4
 - b) Employment look to for
1 2 3 4
4. List the products that we get from the following:
 - a) Cow
 - b) Hen
 - c) Goat
 - d) Trees
 - e) Camel
5. Arrange the following words to make the words for jobs done by people.
 - a) bbcoler
 - b) tordoc
 - c) chertea
 - d) rmerfa
 - e) eidrvr

New words

Town:	A place that is highly developed and with more facilities that can accommodate several people.
Village:	A place that is less developed and has a scattered population.
Factor:	Things that contribute to something.
Influence:	To indirectly or directly determine how something is done.
Movement:	The act of getting away from one place and settling to another.
Minimise:	To reduce.
Feature:	A thing that can be seen.
Scattered:	To be far apart.
Product:	What we get from something, could be an animal or a plant.
Locality:	A place.

UNIT 6

More problem solving

Key words

Conflict

Cause

Activity 1

Causes of conflict

A **conflict** is a form of fight that is brought by disagreement. Conflicts are not good. Conflicts are brought by theft, not accepting other people's religions, corruption among others.

Look at the pictures below.



1. Identify causes of conflict in your area.
2. Explain how conflicts are solved in your locality.
3. Share the solutions to the conflicts with your class.

Homework

1. Find out from your parents or elders the causes of conflict in your area or country.
2. Ask your parents or guardians how the problems can be solved.

3. Share your findings in the class.

Activity 2

Ways of solving conflicts

Key words

Law

Conflict

There are several ways that can be used to solve conflicts. People can decide to report the conflict to the payam chief or village elder for it to be solved.

They can also decide to meet and talk about what led to the conflict.

Another way is looking for a third person to help solve the conflict.

Here are pictures to help you.



Pair work

1. Tell your friend ways of keeping peace within the community.
2. Take turns to tell members of your group how best people can share the available resources such as water, farmland, grazing land and boundaries.

Individual work

Tell your teacher how you solve disagreements with your brothers or sisters at home. Who do you report it to? Why?

Activity 3

The need to live together

Key words

Society

Neighbour

It is good to live peacefully with others. Living together is good for members of a society. We are safe from enemies and dangerous animals when we live together. For a good relation with our neighbours, we should respect each other.

Here are pictures to help you.





Group work

1. Tell your group members ways of solving different community problems in your school.
2. Present the group work in class.

Activity 4

Ways of maintaining peaceful communities

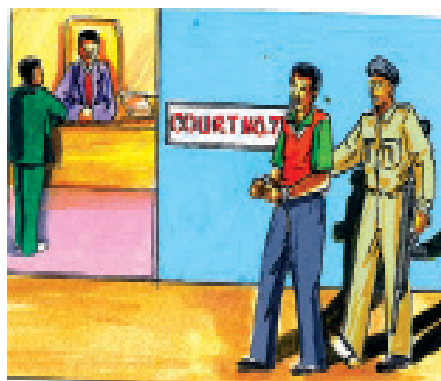
Key word

Functions

Peaceful communities can be maintained through:

1. Working together in building schools, bridges and hospitals.
2. Respecting one another.
3. Helping others during community functions such as marriages, burial ceremonies and even circumcision.

Here are pictures to help you.



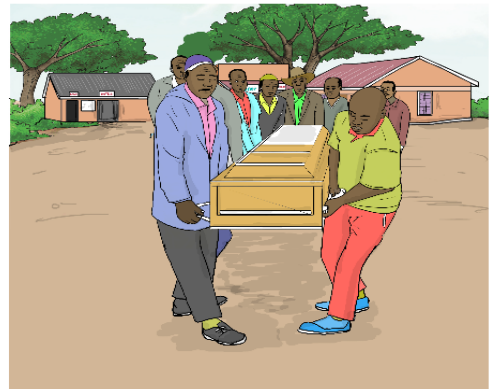
Pair work

1. Tell your friend other methods of making people live peacefully.

Key word

Dangerous

Conflicts are dangerous in a community. They bring death, poverty, being arrested or even being killed. Conflicts causes disunity and separates family members.



Group work

1. Tell your group members what you think is happening in each of the pictures above.
2. Tell your friend how any of the above can be stopped.

Activity 6

What should you do with mines that are found in the region?

Key words

Protect, Mines

There are times we find mines in our region. We should report it to the authorities. The authorities have a safer way of dealing with mines. They also protect the mines. Protecting the mines allows us to protect our environment. A safe environment makes us and our animals safe. It allows us to live without fear of any kind.

Homework

1. Find out from your parents about what you can do if you find a land mine. See if they can think of other ways.
2. Tell your group and teacher when you come back to school.

WORK TO DO

1. Explore causes of conflict.
2. Investigate two ways of solving conflicts.
3. Discuss the need to live with others.
4. Explain why you think conflicts are bad.
5. Investigate ways of maintaining peace in our community.

New words

Cause:	To bring something.
Conflict:	A disagreement between two or more people.
Law:	A set of rules and regulations governing a group of people.
Society:	A group of people living together.
Dangerous:	A thing that is harmful to us.
Neighbour:	Someone who stays next to us.
Functions:	The work of something.
Mines:	Places where minerals are gotten from.