

REPUBLIC OF SOUTH SUDAN

PASTORAL LIVELIHOODS AND EDUCATION FIELD SCHOOLS

SOCIAL STUDIES



Level 2

MINISTRY OF GENERAL EDUCATION, AND

INSTRUCTION 2016

SOCIAL STUDIES LEVEL 2

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UNIT 1: MAP READING

If you go grazing your cattle in the bush, you can find the direction you came from and where you are going to by looking at your own shadow, tall trees, high hills, the direction of flow of rivers and location of valleys.

However, sailors who travel using ships on the water bodies and pilots who fly aircrafts have no physical features to look at to locate the direction they came from and where they are sailing or flying to.

They use compasses or other instruments to show them directions.

COMPASS POINTS

In level one (1) we learnt about directions.

The main directions we learnt about were

North N

East E

West W

South S

The sun rises in the morning and sets in the evening. It rises in the east and sets in the west.

A girl stressing her hands one to the east and the other to the west.

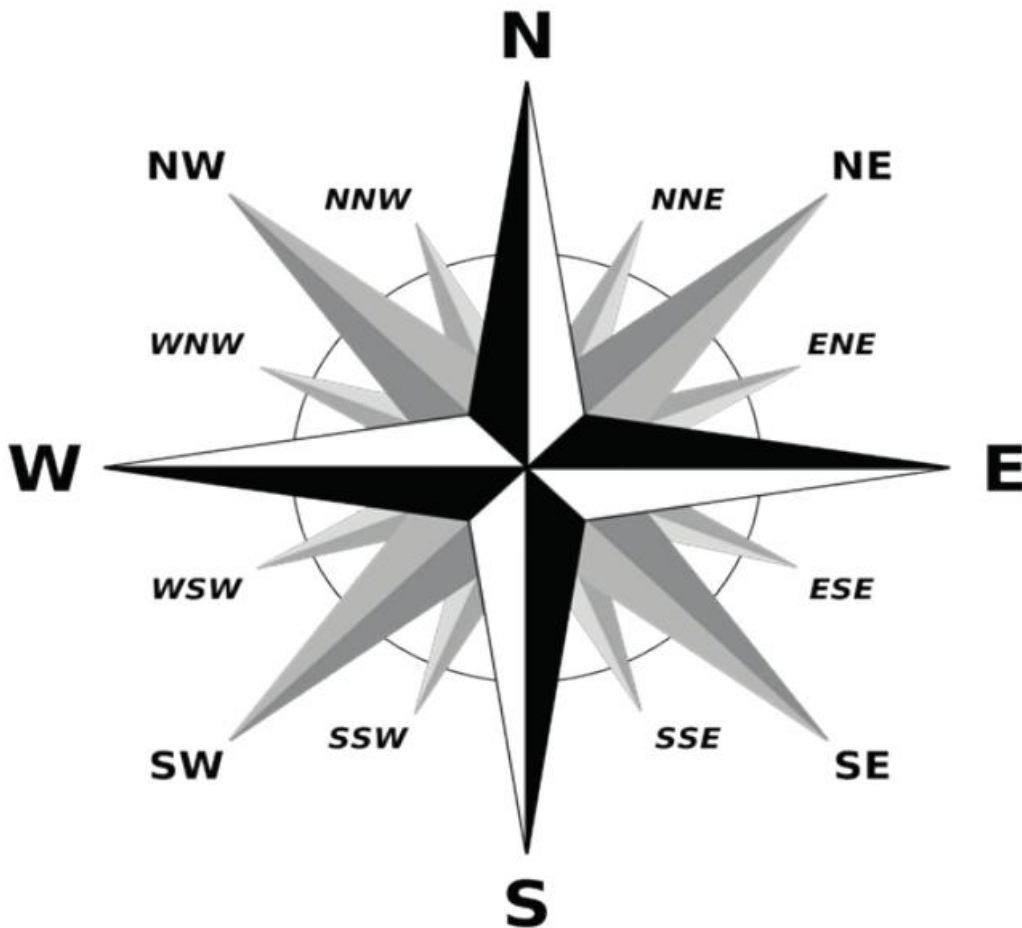


In the picture, Elizabeth is standing with her hand pointing east. Her left hand is pointing west. She is facing north and her back is towards the south.

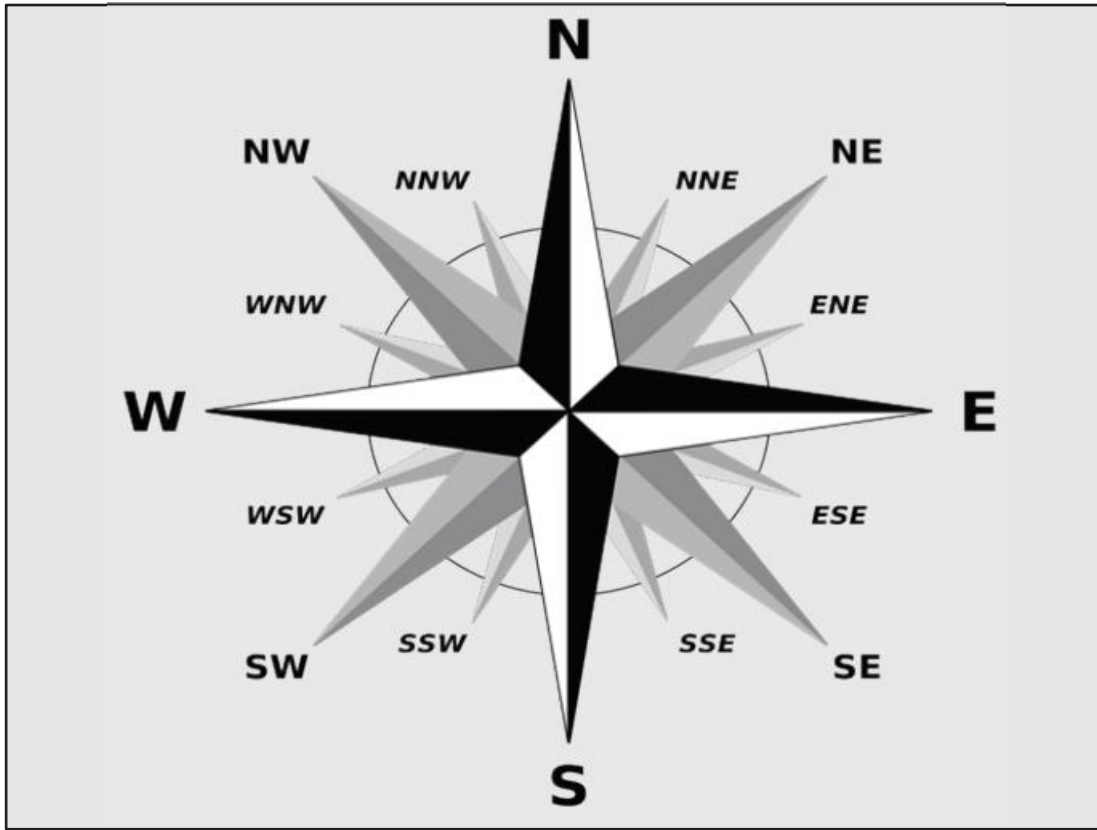
Activity:

- Draw a circle in your exercise book.
- Make a dot in the centre of the circle.
- Draw a line from the top of the circle down to the bottom of the circle, with the dot in the centre.
- Draw a line going across the circle to meet the dot in the centre.
- The two lines should cross at the dot.
- At the top of the circle write the letter N to show North.
- At the bottom of the circle write the letter S to show South.
- To the right of the circle write the letter E to show East.
- To the left of the circle write the letter W to show West.

Compass direction using the eight cardinal points N, NE, E, SE, S, SW, W, NW.



Compass direction using the eight cardinal points N, NE, E, SE, S, SW, W, NW.



USES OF COMPASS DIRECTION

- Compass points help us find the direction of a place.
- They help us to know if something is north, south, east or west of certain place.

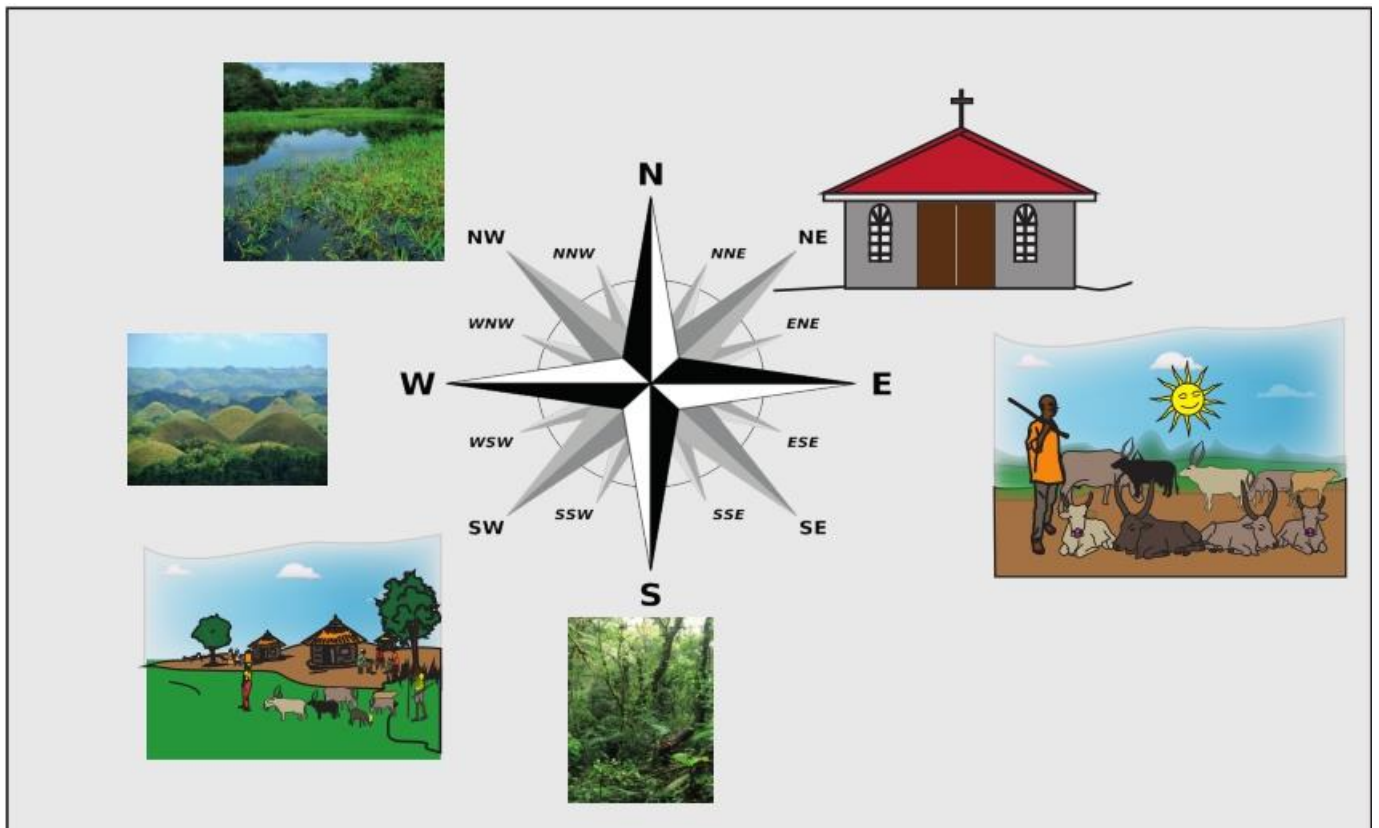
The compass in the picture shows eight directions

- Northeast is the point between North and East.
- Northwest is the point between North and West.
- Southeast is the point between South and East.
- Southwest is the point between South and West.

Activity

- Take your learners outside and ask them to face the sun.
- Ask them which direction are they facing?
- Ask them to stretch out their hands on each direction.
- Ask them in which direction is their right hands pointing?
- In which direction are their left hands pointing?
- Which direction is behind them?

Cattle camp showing a swamp to the northeast, the kraal to the east, forest and grazing land to the south, a hill to the west, a church to the northeast and a village to the west.



Majok's village is west of the kraal.

There is a swamp northeast of the village.

The forest and the grazing land is south of the kraal.

There is a hill on the west of the church.

Exercise

1. What type of features will you use to find the direction of your cattle camp when you go to the bush grazing?
2. Pilots and sailors find their directions by use of?

Maps and scales

Maps are flat pictures of what is on the earth.

Maps show many different things such as:

- The shape of the land- hills, valleys and mountains
- Water bodies- rivers, lakes and the seas
- Manmade things- roads, towns and buildings.

We use maps to direct people to places they do not know.

Accurate maps are maps that are drawn to scale.

This means that all the distances are carefully measured before the map is drawn.

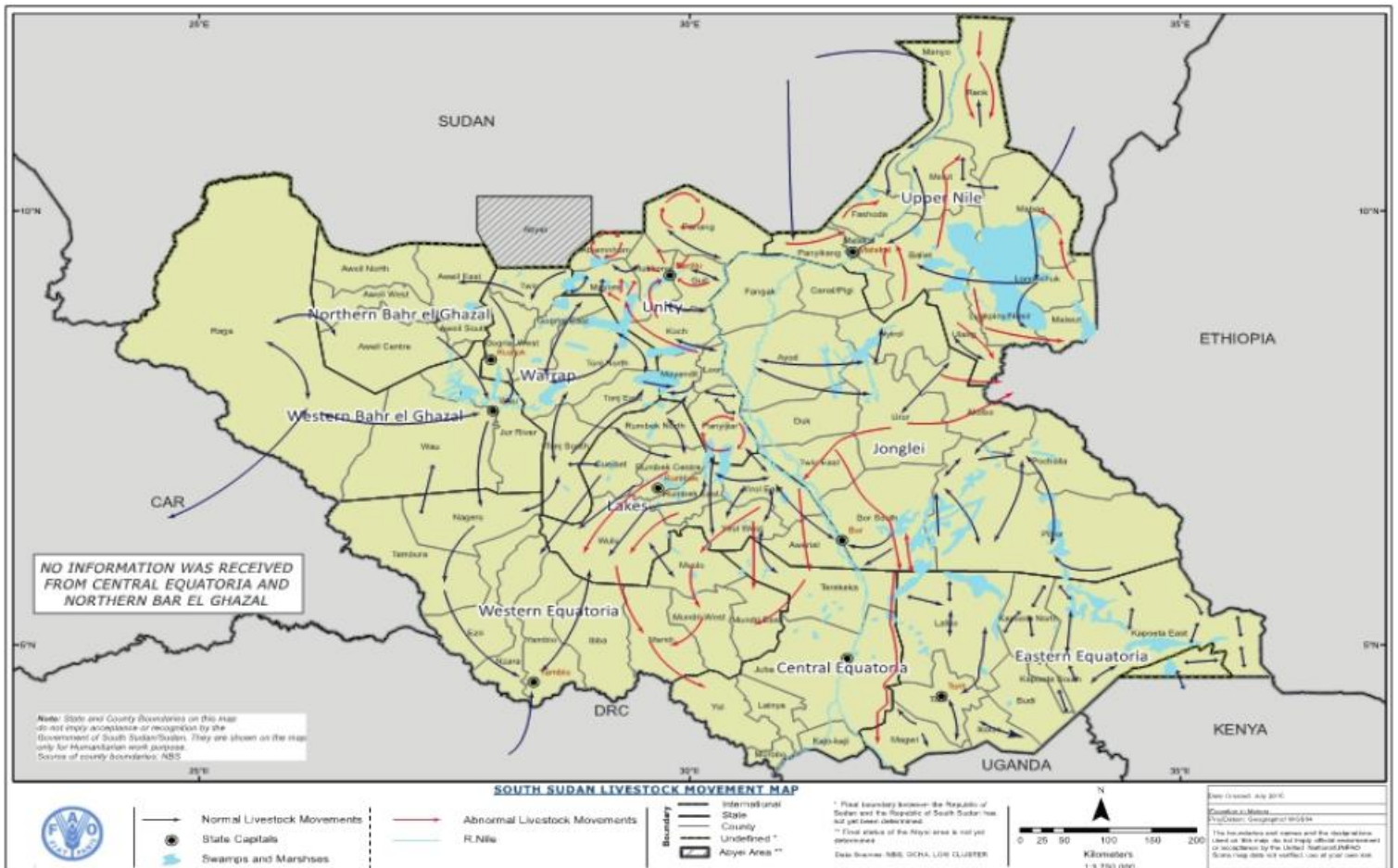
First, we will measure the length and width of the cattle camp.

Since the length and width are too big to draw on paper, we will use a scale e.g. 1 centimetre (Cm) on a piece of a paper represent 1 Metre (m) on the ground.

- We are going to draw an accurate map of our cattle camp
- Measure the length and width of your cattle camp
- Decide on a scale to represent the real measurement in your exercise book.
- We will also measure the blackboard and draw them in our exercise books.
- At the bottom of your map draw a line to show the scale

Map of South Sudan and the location of my state

Map of South Sudan showing the various states Drawn into scale.



Look at the map of South Sudan carefully.

Write down the name of your state

How many more other states did you know in South Sudan?

What scale is used for drawing this map?

You can also see a compass drawn on the map.

What have I learnt?

1. The compass points of N, S, E and W
2. Uses of map
3. Definition of a map
4. Maps and scales
5. Location of my state on the map of South Sudan

What will I do?

1. Practice drawing the map of my state and location my payam and cattle camp

Exercise

1. Name the counties in your state and their headquarters
2. Which town is the headquarters of your state?
3. How many counties are there in your state?

UNIT 2: LANDFORMS

Landforms include both the physical or natural features and manmade features found in our environment. These include:

Mountains and hills

Mountains and hills, vegetations, streams, homestead and cattle camp



In the picture above you will be able to see mountains, hills, flat land, forests, grass land, river/stream or swamps.

These things are part of our physical environment.

The different shapes are called landforms.

In some states there are hills and mountains, flat lands and valleys.

In other states there are rivers, lakes and swamps.

There are many mountains in South Sudan.

The Imatong Mountains are in Eastern Equatoria or Imatong State.

A mountain



People normally build houses and grow crops at the foot of hills.

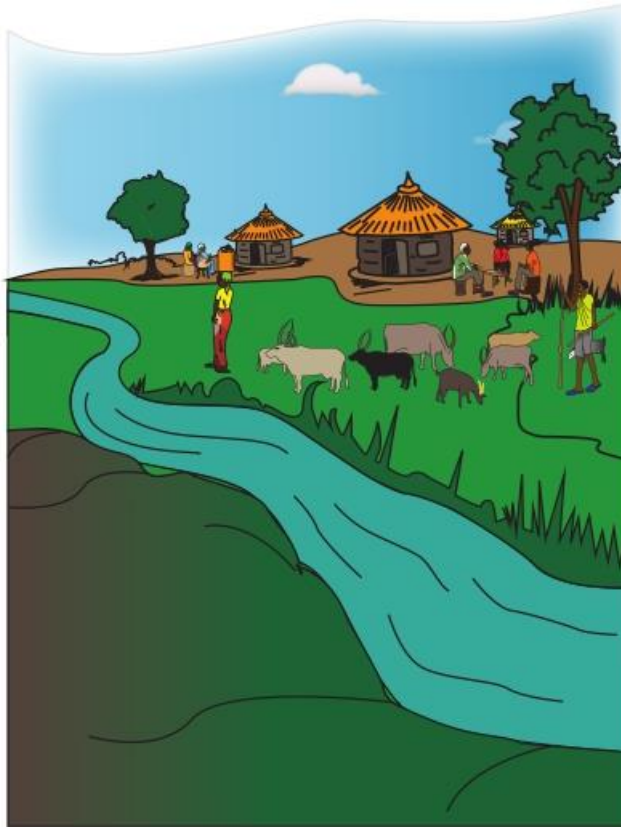
They graze goats, sheep and cows on the slopes of hills.

Steep hilly areas often have poor soil. This is because the fertile soil is washed away and deposited on the flat land at the bottom of the hills.

This makes the soil at the bottom of the hills fertile and good for growing crops.

Rivers

A river flowing in a plain



There are many rivers in South Sudan.

The River Nile is the major river that flows through South Sudan.

It flows from Lake Victoria in Uganda, which is south of South Sudan, and on to Equatoria and Upper Nile States in the north of our country.

Many rivers join the Nile. They include the river Aswa in Nimule, river Sobat in Malakal and Jur River in Western Bahr el Ghazal in Wau.

The Sobat flows from east to west and joins the Nile.

The swamp area along the White Nile is the largest wetland area in Africa. This wetland is called the Sudd.

There are many lakes in the swamps.

Map of South Sudan showing the various rivers and swamps.



Importance of rivers and lakes

Rivers and lakes provide us with

- Water for drinking, cooking, washing etc
- Water for animals
- Water for growing crops like rice, sugar cane, vegetable etc
- We catch fish in rivers and lakes
- We can use boats to travel to different places

However, rivers and lakes can be destructive in the following ways:

- The flat land near the rivers often becomes flooded.
- Sometimes crops and building are destroyed by floods
- Mosquitoes and other insects breed in rivers and swamps cause disease like malaria.

What have I learnt?

1. Definition of landforms
2. Types of landforms
3. Importance of rivers and lakes

What will I do?

1. I will identify all the landforms along our migratory routes

Exercise

1. List four landforms found along your migratory routes in the cattle camps
2. What are the uses of these landforms to you people?

UNIT 3: CLIMATE

Climate is the average weather conditions of a place recorded over a long period of time.

The weather conditions that are recorded to determine the climate of a give place include:

- Rainfall
- Sunshine
- Temperature
- Wind
- Pressure and
- Cloud cover etc

Rain

Heavy rainfall with children and youth caught up grazing their cows, river flooded.



Farmers are happy when it rains because the rain helps crops to grow.

Cattle and goats are happy because rain makes grass grow. Without rain there would be no food.

Rainwater flows into the rivers. Without rain, rivers and swamps would dry up.

Sometimes there is too much rain. Rain washes away good soils from hilly land. Too much rain sometimes causes floods.

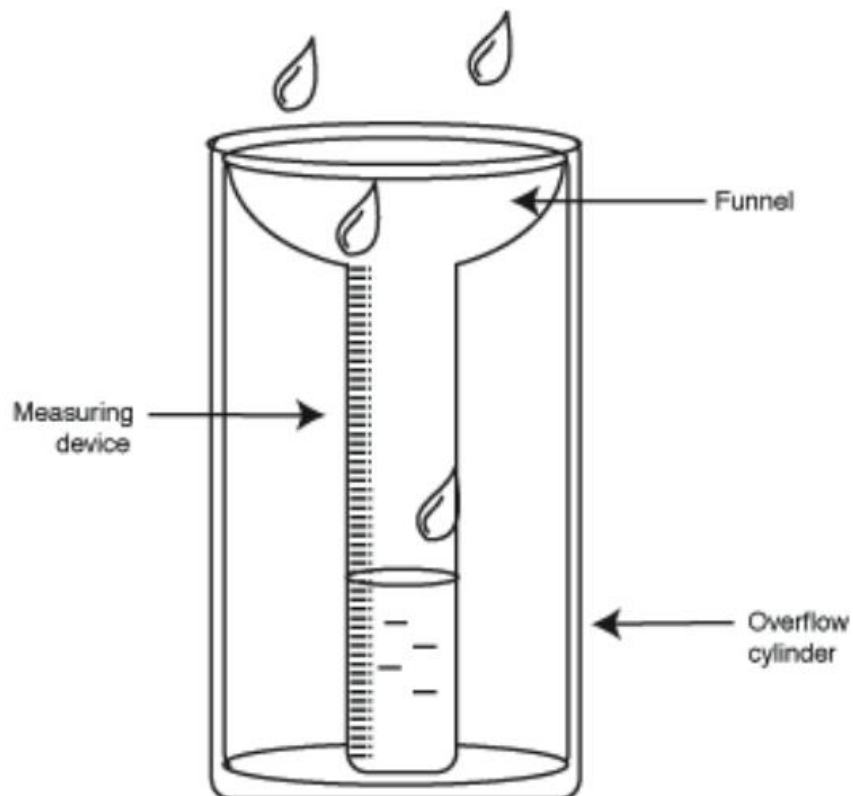
Heavy rain spoils roads.

Activity:

1. Draw two pictures to show the good things about rain and two pictures to show the problems when there is too much rain.
2. Write some notes on how you feel when it rains in your cattle camp

For one to measure the amount of rainfall received every day, week, and month or every year, we use an instrument known as rain gauge.

A rain gauge



How to make a rain gauge

- Take a clear jar and make marks on it in millimeters (mm).
- Cut the top off a plastic bottle to make a funnel.
- Place the funnel on the jar.
- You have now made a rain gauge.

How to use a rain gauge

- Place the rain gauge on level/flat ground away from trees and buildings.
- Rain will fall into the funnel and drop into the jar.
- Look at the jar and see which mm mark the water has reached.

Record all that you see the whole month or year. By doing this you will be able to tell which month of the year has the highest rainfall and which month has the lowest rainfall.

Sunshine

Uses of sunshine

When the sun shines, it makes the air hot and gives out heat.

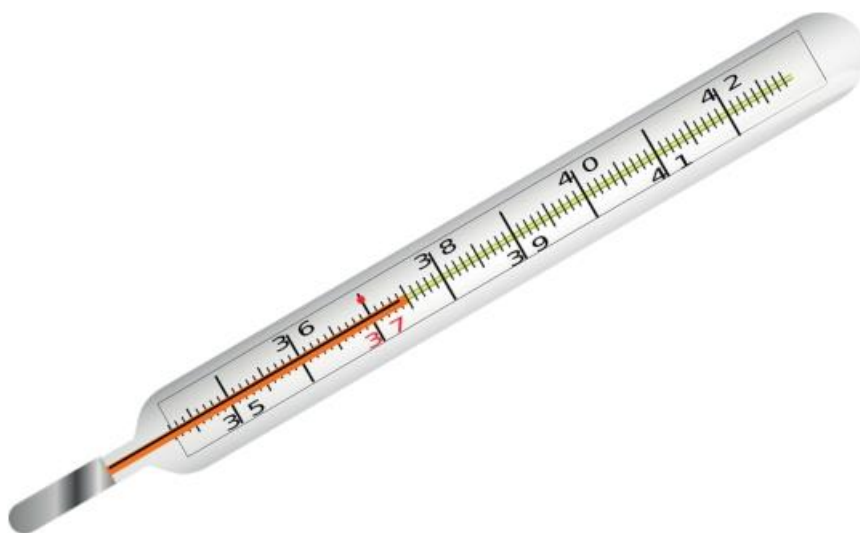
- Sunshine helps plants to grow well.
- We dry food and clothes in the sunshine.

Early in the morning, the sun does not shine too brightly, so it is cooler. The sun is hottest in the middle of the day.

Measuring temperature

Temperature means how hot or cold something is. We can measure the hotness or coldness of the air. We use an instrument called thermometer to measure temperature.

An illustration of a thermometer



The numbers at the side show degrees.

We usually measure the temperature using degrees centigrade ($^{\circ}\text{C}$).

The temperature of frozen water (ice) is 0°C . We say that 0°C is freezing point. The temperature of boiling water is 100°C . We say that 100°C is boiling point.

The liquid (mercury) inside the thermometer rises when it is hot and falls when it is cold.

In the hospitals the doctors use the thermometer to measure the body temperature of those who have headache.

Exercise

Using the thermometer drawn above;

1. What temperature is shown by the thermometer in the picture?
2. Which months of the year are hot in your state?
3. Which months are cold in your state?
4. What activities do you do when it is hot in your state?
5. What activities do you do when it is cold in your state?

The wind

Did you know that the air around us moves?

Moving air is called wind.

Wind is very useful.

- Wind blows the rain cloud so it brings rainfall to our area.
- Wind blows away the dirt when we are winnowing millet, sorghum and other grains.
- Wind can move a machine to pump water
- Wind can move a boat by filling its sails

However, sometimes wind is so strong that it becomes dangerous to our lives and property.

- Strong winds can destroy crops and trees
- Strong winds blow away the soil, making the land lose its fertility.
- Strong winds sometimes blow the roofs off houses.

Illustration of a destructive wind that breaks houses, trees etc



Activity

- Copy this table into your exercise book.
- For each element, write two good effects (advantages) for the people of your state.
- For each element, write two bad effects (disadvantages) for the people of your state.

Element	Advantages	Disadvantages
Rain	1. Provides water for animals. 2.	1. Can wash away the soil, causing soil erosion. 2.
Sunshine(high temperatures)	1. ----- 2. -----	1. ----- 2. -----
Wind	1. ----- 2. -----	1. ----- 2. -----

Things that affect climate

Areas with high mountains have cool temperatures.

Can you name any place in your state which has cool temperatures?

In Equatoria state, Mount Kinyeti found in the Imatongs is the coldest place in South Sudan. It is about 2,500 metres above sea level. We measure the height of the land from the level of the sea which is 0 metres. If you go up to the top of a high mountain, you will notice that it is often covered with clouds. The water in the sea evaporates and forms clouds.

Winds carry the clouds over the land. As the clouds rise, they meet cooler air. This causes rain.

An illustration of clouds forming on top of a mountain blown from the sea



What have I learnt?

1. Definition of climate
2. Elements of weather
3. How make and use rain gauge
4. Measuring temperature using thermometer
5. Uses of wind
6. Things that affect climate

What will I do?

1. Will avoid burning and cutting down trees to keep our climate good for animal keeping and crop growing.

UNIT 4: SEASONS AND VEGETATION

In level one you learnt that there are two main seasons in South Sudan. That is wet and dry season.

The wet season

In some states, land preparation begins when the first rains start. People use hoes, ox-ploughs and tractors to cultivate. During the wet season every person becomes busy on the farms planting different types of crops.

Cereal crops like millet, sorghum, maize require minimal amount of rainfall meanwhile crops that take long to mature like coffee, banana, tea, cassava need plenty of rain fall.

Ceremonies and festivals are not encouraged during the wet season.

Activity:

In groups, list the main activities of people in your state during the wet season

- What crops do the people in your cattle camp grow?
- What livestock do people keep?
- What is the main activity of the youth at this season?
- What do the old people do during the wet season?
- Does your state have a long rainy season or a short rainy season?
- Which crops grow during the long rains?
- Which crops grow during the short rains?

The dry season

Harvesting is done at the beginning of the dry season.

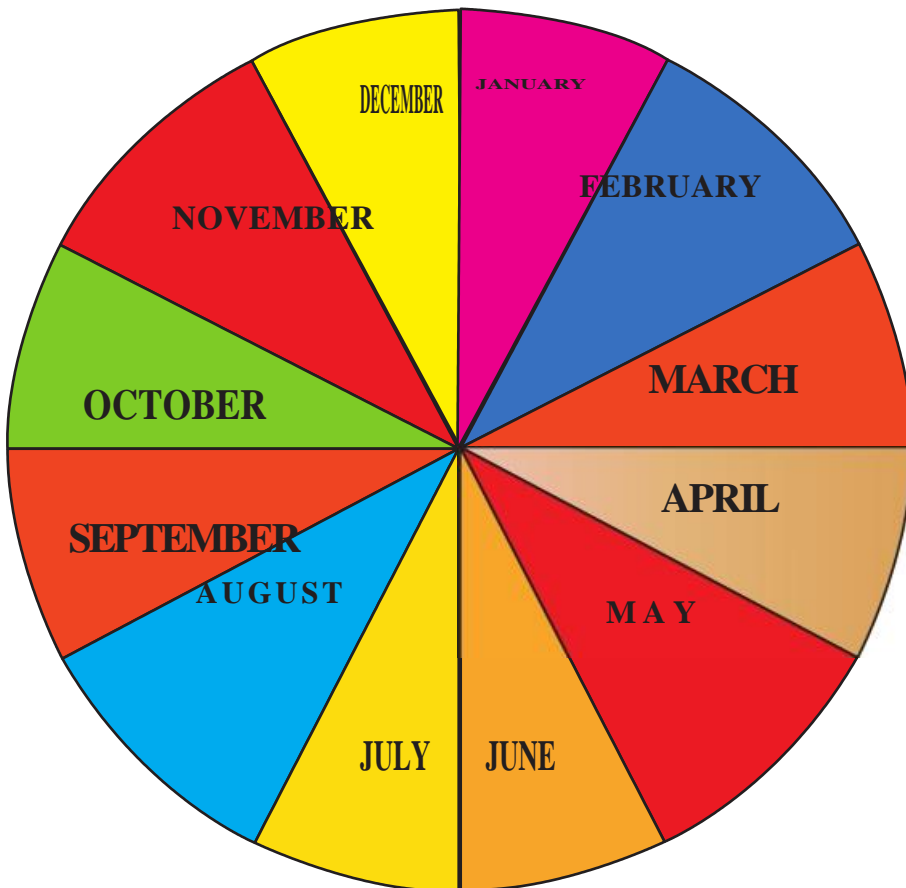
After harvest, it is time for the people to relax. They go to dances, marriage ceremonies and feasts.

Some people hunt wild animals during the dry season. They use spears, arrows and dogs. Firearms are not allowed. In game parks and game reserves, people are not allowed to hunt wild animals.

A group of youth going for hunting with their dogs, arrows and bows, spears etc



A circle showing the 12 months of the year



Which months are the rainy months in your state?

Which months are the dry months in your state?

Tell your facilitator when the people in your cattle camp do the following things:

- Plant crops
- Weed
- Harvest crops
- Graze their livestock on the swamp (toich)
- Graze their livestock far away from their homes
- Sell their crops

Activity:

- In your exercise book, copy the circle showing the 12 months of the year.
- Colour the months in the wet season green.
- Colour the months in the dry season yellow

The types of vegetations found in our payam, county and region

We call trees, grass and other plants vegetation. Plants that grow are affected by the landforms, the climate and the type of soil. There are different types of vegetation in South Sudan. In areas with a hot and wet climate there are many trees. The plants have green leaves and look healthy. These trees are called forests.

What are the different types of vegetation in South Sudan?

Savannah

Savannahs are grassland areas where the vegetation is composed of acacia trees and grass. People in these areas keep livestock such as cattle, goats and sheep. Donkeys are kept for transport.

Crops like groundnuts, simsim and sorghum (dura) are grown in these areas.

Thick forests

Thick forests are found in wet areas such as Maridi, Yambio and Yei counties. Some forests are planted. An example of a planted forest is Loka West Teak Forest Plantation, around Gumbiri hill and Katire in Imatong State.

Swamps

Swamp vegetation



Plants that grow in swampy places often have their roots under water. Such plants or vegetation include papyrus which is commonly used for making mats, houses, bags and paper. Water lily is one of the vegetation found in the swamps. Its fruits are sometimes eaten.

Uses of forest

- Forests protect soil from being carried away by rainwater and strong wind
- Forests are home for many birds and wild animals
- Forest give us firewood
- We also get poles and timber from the forests.
- Forests help to bring rain.

However, people who live closer to the forests face problem of:

- Tsetse flies which cause sleeping sickness for human beings and Nagana for animals
- It harbor wild animals like monkeys that are destructive to farm crops like maize
- It is difficult to construct roads in areas with thick forest cover.

What have I learnt?

1. Types of seasons
2. Types of vegetations found in our payam , county and region
3. Uses of forest

What will I do?

1. Use the wet season for growing food crops like groundnuts as we become settled for some time.
2. Use the dry season for moving the animals to the swampy areas where there is water and grass

UNIT 5: EARLY PEOPLE

Early people lived in caves. They did not live in houses as we do today. They do not wear clothes. They wore bark of trees, leaves and animal skins. Today skins and sisal are used in traditional dances by some communities.

Early people lived together with animals and birds in the forest. They ate wild fruits and roots. They were not always safe because some of the animals such as lions, leopards and hyenas were dangerous.

They ate raw food. Later they discovered fire to cook their food and warm themselves. They burnt bushes to scare away dangerous animals. With all this way of life of the early people they became known as the Stone Age people because they used stones for weapons and tools.

Fire

Fire is important because it helps people to:

- Cook food
- Keep warm
- Keep safe from wild animals
- Make simple tools

Early people learnt the art making fire. When you strike one stone against another it glows and fire comes out of the sparks. Fire can also be made by rubbing dry pieces of wood together.

Man rubbing sticks against another stick to produce fire.



What do people do in your cattle camp in case there is no fire?

Settlement

Early people also used fire to clear the vegetation. They took seeds from food they liked to eat and planted them in the land they had cleared. This was the beginning of farming.

They used sticks, leaves and grass to build shelters for themselves near their farms. They stayed in one place to look after their crops and to harvest.

The first animal to be kept by early people was a dog. These dogs protected early people from wild animals. Early people tamed some wild animals such as the sheep, goats and cows we keep today.

Settlements brought people together. As a result, they increased in number. Their animals also increased. Soon there was not enough land for cultivation and grazing. So some families began to move away and found new areas for settlement. This led to the formation of clans and tribes.

A homestead of the early people



What have I learnt?

1. Way of life of the early people
2. Uses of fire by the early people
3. Settlement pattern of the early people

What will I do?

1. I will appreciate the good work done by the early by introducing fire which has remained useful up to day.

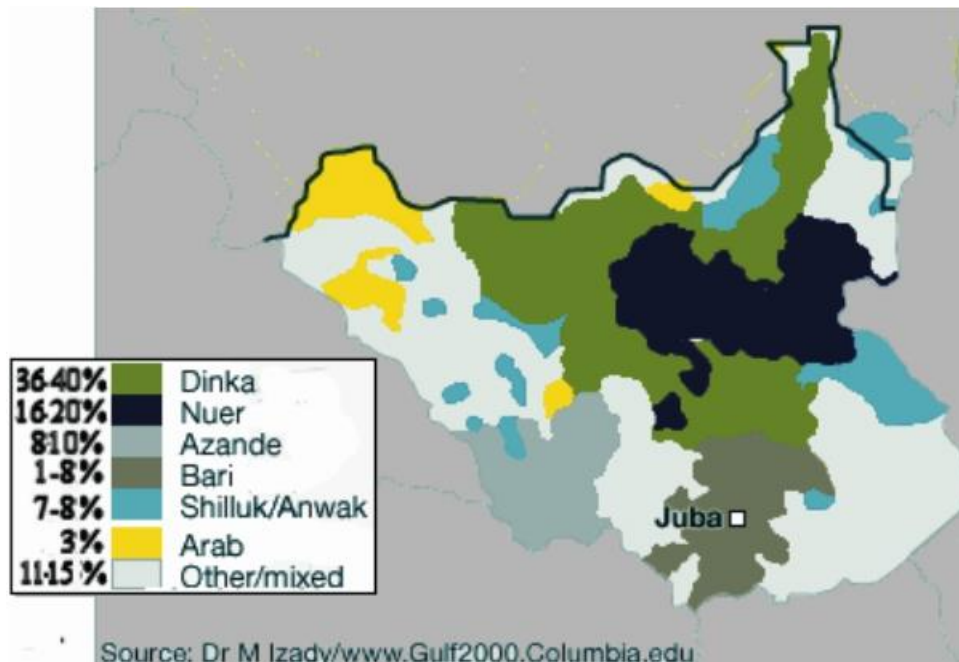
Exercise

1. Why was fire important to the early people?
2. Why did the early people begin to stay in one place?
3. Which was the first animal to be kept by the early people?
4. Which other animals did the early people keep?
5. Why did people move and settle in new areas?

UNIT 6: PEOPLE IN OUR STATE

Language groups

A map of South Sudan showing different ethnic tribes



The people of South Sudan are mainly Nilotes. However, the Southwestern part of South Sudan is occupied by Bantu-Sudanic people. They migrated from the Democratic Republic of Congo (DRC) and the present Central Africa Republic.

There are many communities in the Republic of South Sudan. Each community speaks the same language; they sing the same songs, eat similar types of food and dance in similar styles.

The River Nilotes live in Bahr el Ghazal and the Upper Nile regions. Among the River Nilotes are divided in to five groups such as:

1. The Dinka
2. The Shilluk
3. The Anyuak
4. The Jur (Luwo/Luo)
5. The Nuer

The plain and Highland Nilotes are generally known as Nilo-Hamites. They are:

1. The Bari
2. The Lotuho
3. The Didinga
4. The Toposa
5. The Lango and the Murle.

The Nilo-Hamites mainly live in the Equatoria Region. Also in Equatoria are the Acholi and Madi.

The Bantu-Sudanic live in the former Western Equatoria and former Western Bahr el Ghazal. They include the following communities:

1. The Azande
2. The Baka
3. The Mundu and
4. The Makaraka

All of the above live in the former Western Equatoria. In the same group are the:

1. Bongo

1. Balanda
2. Keresh
3. Fartit, all live in the former Western Bahr el Ghazal.

Exercise

1. Name five communities in your state
2. Which community is the largest in your state?
3. Where did they come from?
4. Ask your parents or elders to tell you the story of the origin of your community

Movement and settlement of people in South Sudan

A long time ago the people who live in South Sudan occupied the Nile Valley from Egypt to Upper Nile. They traded with the people of the Middle East and Asia. Gradually they migrated southwards to the present location of South Sudan.

What made these people move to our state?

There used to be a war in our country. People were killed and their livestock was taken away. Their food crops were destroyed. The war caused some communities to move away from our state. The new communities are moving into our state and to other counties.

People migrating with their property, animals etc



This event of movement is not a recent thing; it started long time ago during the time of our great grandparents. When the population increased, the people moved to a new area to get more land to grow their crops and graze their livestock. Some of the people who lived in dry areas moved to wet areas. Diseases such as cholera and sleeping sickness also caused people to leave their fertile land settle in open areas.

Activity:

In group of four learners, assign your learners to go to their communities to find out:

1. The origin of their community?
2. What made them to settle in the current place they are in today?
3. Write down your findings in your exercise books and present it to the class

Moral Laws

In our communities, children are taught the customs and traditions of the community. These are the things people should do and things they should not do.

We taught, for example, “Do not steal other people’s things”. Our traditional societies taught children the same things.

The Christian religion teaches us to love our neighbors as we love ourselves.

Moral laws teach us to do good things and be mindful of other people. They encourage us to be honest and to make friends with other people.

Moral laws help us to behave well. They discourage things that are likely to harm the community.

All religions have moral laws. These are rules which tell us how to behave well and do what is right.

Well behaved children and disobedient children



What have I learnt?

1. Language groups
2. Movement and settlement of people in South Sudan
3. Moral laws

What will I do?

1. Appreciate and love all the different languages spoken in my county
2. Behave morally good

Exercise

1. List two language groups found in your county
2. Mention one language group which have moved to your county newly
3. Which moral laws are followed in your cattle camp?
4. What happens if one did not follow the moral laws in your cattle camps?

UNIT 7: CEREMONIES AND EDUCATION

Religion in our state

Our people believe in God. Many of them are Christians. Others are Muslims.

There are also people in our state who follow the religion of their ancestors. Even before Christianity and Islam were introduced to our state, people believed that there was life after death.

Our people believed that they could talk to their dead relatives by offering gifts of food. They sacrificed chickens, goats and bulls at religious ceremonies. The different tribes had different names for God.

Pastors who come from other countries to preach Christianity in our states are called missionaries.

Christianity was introduced to our state by European and American missionaries. Arab traders brought Islam to our states.

Activity:

- Find out how people in your state call God.
- Find out how Christianity was introduced to your state.

Traditional ceremonies

Music

Singing and dancing are very important in our communities. Drums and flutes are played skilful musicians. People sing and dance to celebrate a successful harvest or during a mourning ceremony.

Marriage ceremonies

Marriage is important because it is a foundation for family life. Traditional marriages are arranged by the parents of the bridegroom (boy). They pay dowry to the parents of the bride (girl). On the day the bride is being handed over to her husband, there is a big feast with food, drinks, music and dancing. Many people come to wish the couples well. In some communities, there is a competition between the men who want to marry a girl. They compete to see who can pay the highest dowry.

The man who pays the biggest number of cattle wins the girl's hand in marriage.

Modern marriages often take place in churches. The bride and the bridegroom go to church and make their marriage vows (promises). This means that they promise to be faithful to each other, to produce children and to look after each other until death.

A church marriage



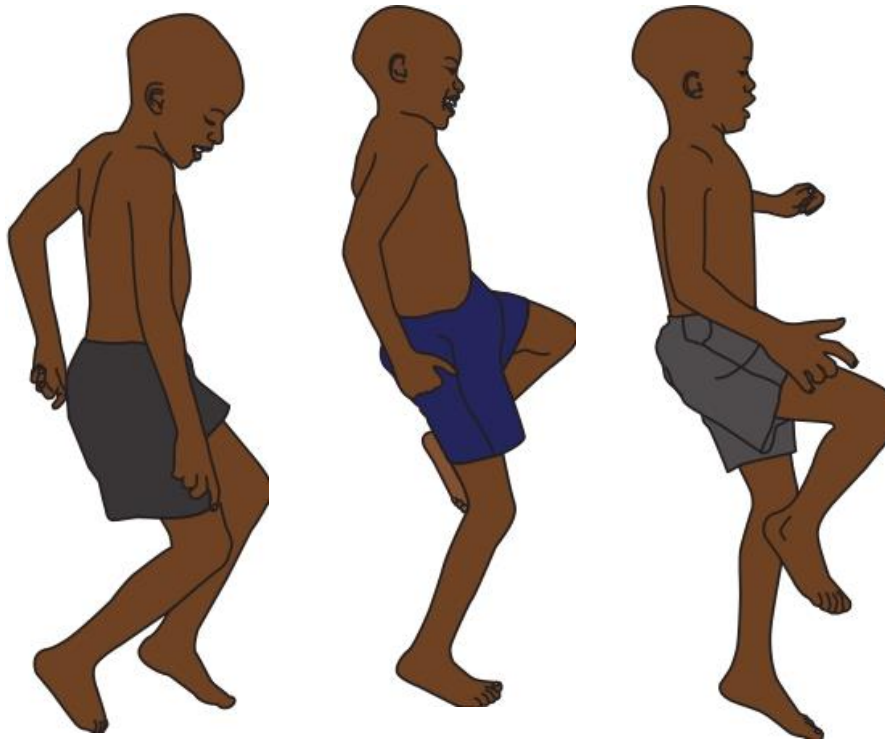
Activity:

- In your PLEFS centre in group of four learners, go to your elders in the cattle camps ask them to narrate to you how marriage is conducted in community.
- Write down your findings and narrate it to your class
- Draw a picture of a marriage function in your community
- What is the role of the parents of the bride and the bridegroom during the marriage process?

Age-group ceremonies

Age-group ceremonies were a way of teaching moral laws. Young men and women were initiated when they reached the age of adulthood. Among some tribes, markings were made on the face or the lower teeth were removed. The young men and women were also taught how to behave towards other members of the community.

Age-group dancing together after their initiation ceremony



Important people in my community

Rainmakers

In our traditional society, rainmakers were considered to be very important people. The community respected them as everyone thought that they could make rain. At harvest time people brought various food crops to the rainmakers as gift.

When there was a drought, rainmakers performed rituals to bring rain. At that time, people did not know the scientific explanation for how rain is formed.

Fortune tellers

In our traditional community, if people had health or social problems, they could to consult the fortune teller. Frequent sickness in the family was thought to be caused by evil spirits. Fortune tellers were consulted when people became sick. A fortune teller was also consulted when crops failed to yield properly. Expectant mothers often asked the local fortune tellers whether their baby would a boy or a girl.

Today few people go to fortune tellers with their problems. Knowledge of science has helped solve problems for which people had no answers before.

Exercise

1. Are there still fortune tellers in your cattle camps?
2. Can you name some of your fortune tellers?
3. What do they foretell the people in your cattle camp?

Traditional healers

Health is very important among the people in my cattle camp. Traditional healers help to cure diseases. They can give treatments for stomachaches, headaches, diarrhea, coughs, broken bones and other diseases.

Traditional healers use simple natural medicines such as herbs, roots, tree bark and other materials which are found locally. When a traditional healer is unable to cure someone he/she will often suggest that the person goes to a hospital or health centre for treatment.

A traditional healer treating sick people



Exercise

1. Mention some of the traditional healers in your cattle camps
2. How important are traditional healers in your cattle camp?
3. What do they do to cure diseases?
4. What type of diseases do they cure in your cattle camps?

Education

Traditional education

Children learn a lot from their parents and adult relatives. Although children go to school to learn how to read and write, what they learn from home is equally important. They learn through watching and copying/imitating what adults do.

Traditional teachers

Grandparents played an important role in educating young people. They told stories about the past about famous people in the community. Other stories were about the religious beliefs of the community.

Before children went to school, they learnt practical skills which included:

- Digging
- Building huts
- Hunting
- Defense against enemies
- Protecting crops and livestock
- Blacksmithing
- Pottery
- Basketry
- Identifying herbs for medicine
- Good behavior towards their elders

- Songs and dances

Activity

Copy the list of practical skills above into your exercise book.

Put a tick against the skills that you have been taught by your elders

Modern education

School education was introduced to our country by European missionaries. These missionaries lived with the people and learned their languages. They wrote books which they used to teach people how to read and write.

In 1857 the Catholic missionaries under Bishop Daniel Comboni came to Sudan and started a school for five boys at Red Cross in Jonglei Province among the Dinkas. In 1906 the Church Missionary Society (CMS) arrived at Mangalla and started a mission station at Malek. Archdeacon Shaw ran Malek Mission and started a class to teach Dinka boys how to read and write.

School education brought changes in the traditional way of life of many of our people. Christian beliefs now influence our lives. The idea of age-groups is disappearing in some communities and initiation ceremonies are rarely practiced.

Games

Games are good because they help our bodies grow strong and healthy. Games help us to relax after working hard at school. Team games help us to cooperate with each other. Qualities for leadership can be developed through sports and games. Competitions in riddles train children to think hard. Sometimes our teachers use games to help us learn new things.

Children playing different games both male and female



What have I learnt?

1. Religion in our state
2. Traditional ceremonies
3. Important people in my community
4. Education
5. Types of education
6. Games

What will I do?

1. Respect tradition ceremonies and important people in my community

Exercise

1. Ask your parents/elders in the cattle camp to mention the first schools established in your community
2. Who were the first people who attended modern school in your community?
3. What practical skills do you learn from your parents before going to school
4. What are some of the common games you are involved in, in your cattle camp?

UNIT 8: RESOURCES AND ECONOMIC ACTIVITIES

What are resources?

Sources of economic wealth are called resources. These include land, water, forest/grass, wild animals and people. People use resources to improve their lives, for example, good soil is used for crop production.

Agriculture

Many of the people who live in our area are farmers. They produce food crops for themselves and their families. These crops include maize, groundnuts, millet, sorghum, cassava, sweet potatoes, yams and beans. They also grow fruits and vegetables like bananas, pumpkins, cabbages, tomatoes, pineapples, oranges and guava.

Farm of maize



In some areas farmers grow cash crops. These are crops which are grown and sold for money. Coffee, tea, cotton and tobacco are the main cash crops in South Sudan. Others include groundnuts, maize, sorghum and beans.

1. What types of crops are grown in your state?
2. What are the major problems facing farmers/crop growers in your county?
3. What are the possible solutions to these problems?

Livestock

Livestock keeping is the rearing of cattle, goats, sheep and pigs. These animals are reared for their milk, meat and skin.

In the drier parts of our state people keep many cattle. They graze in the open grasslands during the wet season. During the dry season, the farmers move closer to the banks of rivers where the cattle graze on the plains.

Farmers are proud of their cattle. The more cattle a man has, the richer he is. People respect a man who has many cattle.

Cows, goats, sheep and pigs grazing on the plains



Exercise

1. What is the importance of keeping cattle in your county?
2. What are the dangers of keeping large herd of cattle on the land?
3. What are some of the solutions to improve on the cattle you keep?

Forests

Forests are divided in to two types such as:

Natural forests are those which have not been planted by man but grew by themselves. Meanwhile artificial forest is the one which is been planted by human being in a given location/place. Aja forest in Maridi County and Biki in Yambio County are natural forests. Katire in Imatongo State and Loka West in Yei River State are examples of planted forests.

Thick forest



Wood that is cut from trees is called timber. We use timber to build houses, to make furniture, for fencing and making electricity poles. In some countries, timber is made into pulp which is used to make paper.

Trees also provide us with fruits and local medicines. We get firewood from forests. Forests provide a home for many animals and birds.

Protecting our forests

What happens when we cut down our trees burn forests?

A burnt forest



The people who cut down trees and burn the bushes spoil our land. When the land has no trees, wind blows away the soil. Rainfall also washes away the soil. Trees also protect our rivers from silting. Trees provide us with shade during the day. Forests are important in attracting rain.

Exercise

1. What is the importance of forests?
2. What is expected of you to protect our forests?

Fishing

Our country South Sudan has so many rivers. The Nile, Jur, Yei, Sue, Ibba, Bahr Naam and Bahr Ola are some of the rivers in which people fish. Other rivers are the Aswa, Lol, Sobat and Atapi.

People fishing using canoes, net and hooks in the river



Types of fish caught are:

1. Tilapia
2. Nile perch
3. Mudfish

Map of South Sudan showing its rivers



Importance of fish

- Fish is a vital part of our diet
- Fish is a source of income as they are sold for money

The common fishing methods

- Fishermen use nets and traps for catching fish
- In some areas they fish using canoes
- Some fishermen carry spears which they use for spearing fish in the water
- Others use line hooks to catch fish

Fish preservation methods

- The traditional ways are:
 - Drying in the sun
 - Salting
 - Smoking using fire
- Fish can also be kept fresh for a few days in a refrigerator or in boxes of ice. In some places, fish are frozen. Frozen fish can be transported long to distances if they are packed in Lorries that have freezers in them.

Problems facing fishing

- Floods make fishing unsafe
- Droughts cause the rivers and lakes to dry up
- Most of the fishing areas are in remote places where there are few people with limited market.
- Large amounts of fish need to be transported by lorry, but there are no proper roads in the swamps/toich.
- Fishermen do not have good equipment and strong canoes
- The fish need to be preserved in large quantities of but there are a few fish processing factories near the fishing areas.

Exercise

1. List three types of fish found in your area
2. What is the importance of fishing?

Wild animals

Wild animals are some of the examples of resources of South Sudan. Wild animals like elephants, buffalos, lions, giraffes are found in Game Park and game reserves. The major game parks of South Sudan are Badingilo, Boma, Nimule and Southern National Park, Sambe National park.

Importance of wild animals

- Source of tourist attractions
- Source of food/meat
- They generate income as visitors/tourist from other countries come to see them they pay money
- They lead to growth and development of towns as accommodation facilities are built for the tourists.

Problems facing game parks and game reserves in South Sudan

- Poaching this is illegal killing of wild animals
- In security in the country that leads to killing of wild animals
- Lack of roads to transport officials of wildlife to protect the wildlife

Exercise

1. Name some of the wild animals found in your payam
2. What is the importance of wild animals to you?
3. Why are there few wild animals in your payam?
4. What can you do to protect wild life in your state?

Importance of conserving resources

When we conserve our soils, they will continue giving us good harvest for a long time. There will be enough grass for our cattle. Taking care of forests will make our land beautiful. The forest will help us to get enough rain all the time. We will have enough firewood, poles, timber. Wild animals will continue to live in the forests and more tourists will visit our game parks. Young generation who will be born after us will see those wild animals. We should also plant more trees to conserve the environment. Keep our water bodies safe for the fish and other animals that live in the water to increase in numbers. We must care for our resources so that they can be used now and in the future.

Blacksmiths

Blacksmiths are important because they make tools from iron. They use fire to heat the iron and then they hammer it into different shapes. Blacksmiths make hoes, hammers, knives, fishing hooks, spears, and arrows and cooking pots. They can also make large items such as iron gates

Wood carvers

Wood carvers often work with blacksmiths. For example, they will make the wooden handles for hoes and hammers. Wood carvers also make furniture, doors, carts and pestles and mortars. They also make shields, walking sticks and musical instruments such as drums.

A wood carver with variety of items he made



Pottery

Pots are made from clay which is dug from the ground. In some places, women make different shapes of pots like gula and gada. They pour water on the clay, mix it and shape it into a pot. They leave the pot to dry in the sun or dry the pot in a fire. When the pot is ready, they decorate it.

Pots are used for keeping water drinking and are also used for cooking.

Weaving and basketry

In some places people weave cloth from cotton or wool. They also weave things from palm leaves, sorghum stalks, bamboo and reeds. They make baskets, mats, bags and hats. They usually make these things in the dry season when they do not have to work on their farms. Both men and women make baskets.

A woman making basket from local materials in the cattle camp



What have I learnt?

1. Definition of resources
2. Types of resources and their uses
3. Protecting our resources

What will I do?

1. I will protect the resources around my cattle camp

Exercise

1. Who are the popular blacksmiths in your cattle camp?
2. What tools do blacksmiths make in your cattle camps?
3. What tools are made by wood carvers in your cattle camps?
4. Where did wood carvers learn the skills of wood carving in your cattle camps?
5. Do people in your cattle camp make pots using clay?
6. What sex normally makes pots from soil in your cattle camps?
7. List some of the items made locally in your cattle camps by women and men?

