

# South Sudan

LEVEL  
2

## ALP

# Social Studies

## Level 2

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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 people and Technology in Africa

### Key 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.

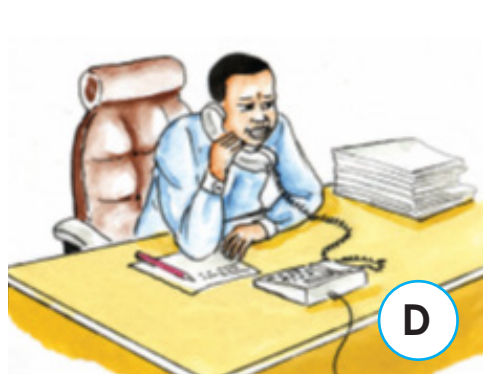
**Economic activity:** Activity that give people money.

**Settlement:** A special place that people have identified to live.

**Migration:** The movement of people from one place to another.

African people are found in Africa. They comprised of different ethnic groups and tribes. These include the Nilotics, Nilo-Hamites, Bantu, Kushites, Sudanic

Look at the pictures below



## Group work

1. Name the things that you can see.
2. List down those that you see today.
3. Which ones were used in the past?

## Pair work

1. Write the name of animals people hunted in the past.
2. Name the types of fruits and root tubers people still collect in your areas.

## How to draw

Draw a traditional house that people in your community constructed in the past.

## Homework

Find out the food which was eaten in the past and still been eaten today.

Write them down.

## Individual work

Write the name people in your community call their God.

Share your answer with your friend.

## Activity 1

## Jobs done by the people of South Sudan 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**



## Pair work

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

## Activity 2

## Common practices of South Sudan communities in the past

Look at the pictures below.





## Pair work

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

## Activity 3

Relationship between ceremonies today and those from the past.

Look at the pictures below.



## Pair work

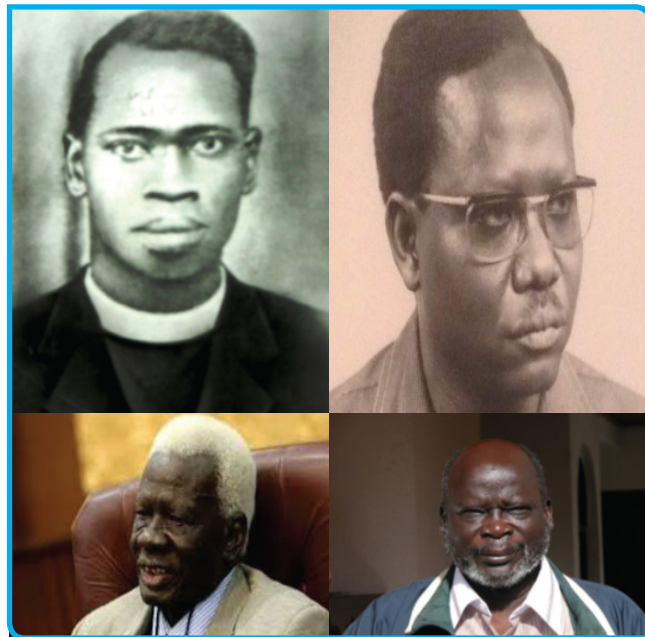
1. Name the practices and ceremonies in each picture.
2. Have you ever been to any ceremony in your community

## Activity 4

Leaders from the past who have shaped the current culture of South Sudan.

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 5

How economic activities are related to the way people lived.

Look at the pictures below.



## Pair work

1. Examine the factors that led to migration in the pictures.
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 6

## Origin of national symbols

Recite and sing the National Anthem

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 conduct

## 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 7

### 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 12?
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.



## Activity 8

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

Look at the pictures below.



## Pair work

Examine the factors that led to migration in the pictures above

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 9

## What is technology? And name equipment used in technology

### Key words

**Technology:** The science of applying knowledge for practical use.

**Practical:** Actual doing or use of something.

**Application:** An act of putting something to use.

**Technological:** Relating to use of technology.

**Communication:** Means of passing information.

**Habits:** Something that you do regularly.

**Messenger:** Someone who takes message from one person to another.

**Invent:** To create something that has never been made before.

### The meaning of technology

Technology is the science of applying knowledge for practical use.

Examples of things brought by technology are:

Mobile phone



Car





Television



Radio



Computer



Computer



Digital Camera



Piano



Photocopying Machine

## Pair work

Which of the above items have you ever seen?  
Explain how they were being used.



A person making a call using a telephone



A person reading a newspaper

## Individual work

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

**Find the following words from the word search above:**

Car      Mobile phone      Computer  
Telephone      Printer      Camera  
Radio      Watch

## Home work

1. Find out from your parents the technological items used in your home.

## Activity 10

**What is technology? And name equipment used in technology**

The way people lived in the past is not the same as we live today.

The following ways of life have changed because of technology



***Transport***

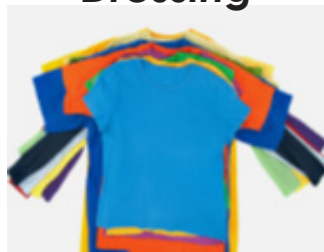


***Eating habits***



***Communication***

***Dressing***



# 1. How technology has changed the eating habits



French fries



Irish potatoes



Grilled fish



Fish



Drinking water using a glass



Drinking water using a calabash

## Pair work

Explain how the foods in the pictures above were prepared traditionally.

## Home work

How technology has changed the way of dressing

### 2. How technology has changed the way of dressing

The way people dressed in the past is not the same way we dress today.



Medicine man



Doctor

## Pair work

Compare the way people dressed in your community in the past and the way we dress today





Traditionally dressing



Modern dressing

## Group work

Make two traditional clothes using things that are found around your school.

## Home work

Ask your parents the types of clothes that people used to wear in the past.

### **3. How technology have changed the ways of communication**

Communication has been made easy because of technology.

Traditional ways of communication are:



Messenger



Horn blowing

### Pair work

Using the pictures above, explain how people communicated in the past.

Modern ways of communication are:



Mobile phone



Radio

### Group work

Compare how people communicated in the past and today.

## Individual work

Write a letter to your friend telling him or her that you will not write him or her a letter but you will communicate with him or her using a mobile phone.

## Home work

Find out from your parents or elders other ways of communication that were used in the past

### 4. How has technology have changed the ways of transport?



## Individual work

Write the story about how modern ways of transport has made life easy in your community. The following words will help you: **Cars, aeroplanes, trains, tarmac road and water**

✓



Tarmac road



Murram road

## Group work

1. Use the materials around you to make the things used for transport in your school.
2. Place them at one corner of your class.

## Home work

Ask your parents or guardians the common means of transport in your community

**Recite the poem below.**

*Technology, technology, technology,*

*You make our work easier,*

*You make our communication faster,*

*You make our travel quicker,*

*You make our health better,*

*You make our life brighter,*

*Technology, technology, you are such a wonder.*



Find the benefits of technology from the poem above

Write them in your notebook.

### Activity 11

**Other items brought by technology:  
The plough, the steam engine, the  
printing press**

Technology has brought the following items:

- (a) The plough
- (b) The steam engine
- (c) The printing press

#### (a) The Plough

The plough is used in preparing land for farming. The first plough was invented by John Deere in 1837.

**Look at the pictures below**



### Home work

Ask your parents or guardians other ways that were used to prepare land for farming in the past.

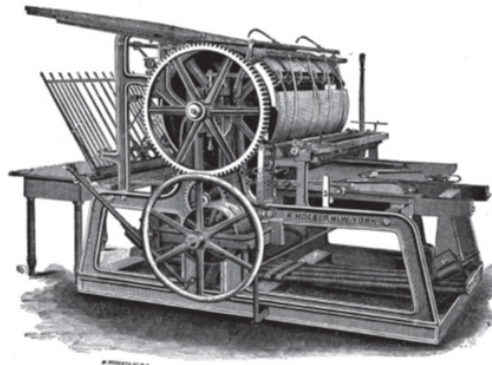
## (b) The Steam Engine

It is a heat engine that uses steam as its fluid.  
It was invented by Thomas Newcomen in 1712.



## (c) Printing Press

It is a machine used to print books and newspapers.  
It was invented by Johannes Gutinburn in 1440.



## Group work

Make the following items using things found around you.

(a) A car

- (b) An aeroplane
- (c) A Mobile phone

Put them at the learning corner of your class.

**Individual work**



1. Choose the best way of communication and transport from the pictures above.
2. Give reasons for your choice.

## Time for riddles



1. I was invented by James Watt. People use me to make copies of paper. Who am I?
2. I move in the air. People use me to travel to faraway places. Who am I?
3. I use electricity. People use me to communicate. I can fit in a pocket. Who am I?

### Activity 12

### Life before technology and now



Traditional cooking



Modern cooking





Traditional house



Modern house



Traditional transport



Modern transport

## Pair work

Use the pictures above to compare life before and after technology.

## Group work

Discuss the problems faced by your communities in:

- (a) Transport
- (b) Communication

## Work to do

1. Which machines do you believe could be developed in future to help your community and why?
2. Compare how life was in the past and how life is today.
3. Explain the important benefits of technology to the people of your community.

## UNIT 2

## Weather and Climate in Africa

### New words

**Physical feature:** Things that we find on the environment that are naturally present on earth.

**Benefit:** The good things that we get from something.

**Tourism:** The act of visiting places for fun and adventure.

**Fishing:** The act of getting fish from a lake or a river.

**Farming:** Cultivating food and keeping domestic animals for food and money.

**Drowning:** To be carried away by a large amount of water that you cannot control

**Floods:** A large amount of water in the surface water brought by heavy rains.

**Symbol:** An item or sign that is used to stand for something else.

**Dangers:** The bad things that we get from something.

## Activity 1

## What are the physical features found in our State?

The land of Africa is made up of different types of physical features.

Physical features are the things that we can use in our environment such as mountains, plateaus, hills, valleys, rivers, streams, lakes, swamps, plains, and land among others.

**Look at the picture below**



### Pair work

1. What features do you see in the picture above?
2. Name the physical features found around you.

### Time to draw

Draw a forest and colour it.

## Nature walk

Get outside your classroom. Look around you. What do you see? List down the physical features once you get to class.

Share with your friend.

## Activity 2

## Physical features found in South Sudan

Look at the map below.



## Pair work

1. Tell your friend how each physical feature looks like.
2. Draw any physical feature that you know.
3. Show your physical features to your group members.

### Activity 3

### Benefits of physical features to us

The pictures below show benefits of physical features. Physical features act as a source of entertainment and tourist attraction. Forests and mountains can be visited for fun.

Name the features that give each of the benefits below.



### Pair work

1. Write down the benefits of the physical features to the people.
2. Take turns in telling your groups the importance of physical features.

## Activity 4

## Dangers of physical features

Physical features can be dangerous. Rivers can get so full and cause floods. Floods are dangerous to us, our houses and crops.

Rivers can also cause death through drowning. Features like forests, mountains and rivers are homes to dangerous animals.

Animals like crocodiles, lion, and snakes among others. Plain lands can be affected by earth quakes which make them to collapse with everything on top of it.

### Look at the pictures below

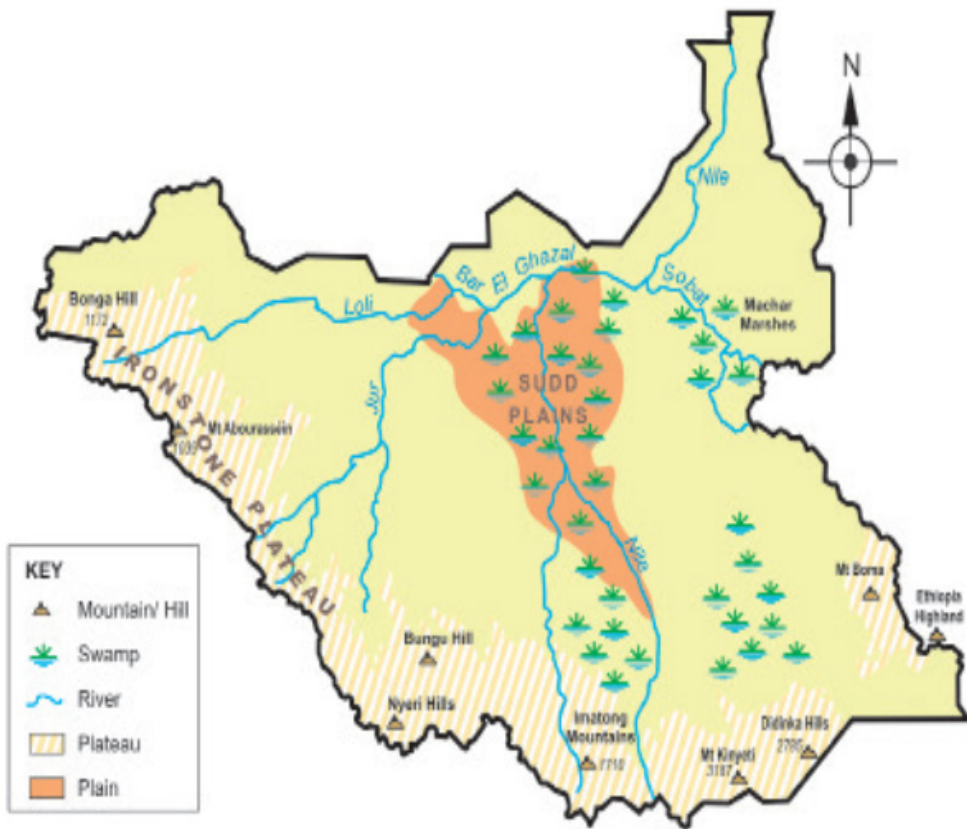


### Pair work

1. Tell your friend what is happening in the pictures above.
2. Has any of the above ever happened to you? Tell your friend about it.

## Activity 5

## Representation of physical features on a map



## Pair work

1. With your friend, look at how physical features are shown in the map above.
2. Draw the sketch map of South Sudan. Locate the major physical features like River Nile, Mount Kinyeti, the Sudd Swamp, River Bahrel Ghazal, River Sobat and Boma Mountain.



## The features in our Payam



Mount Kinyeti



River Nile



Sudd Swap

### Pair work

1. Name any other physical features in your payam.
2. Look at the features shown in the map. Do they look the same with those in your payam. Name those that are in the map and also in your payam.

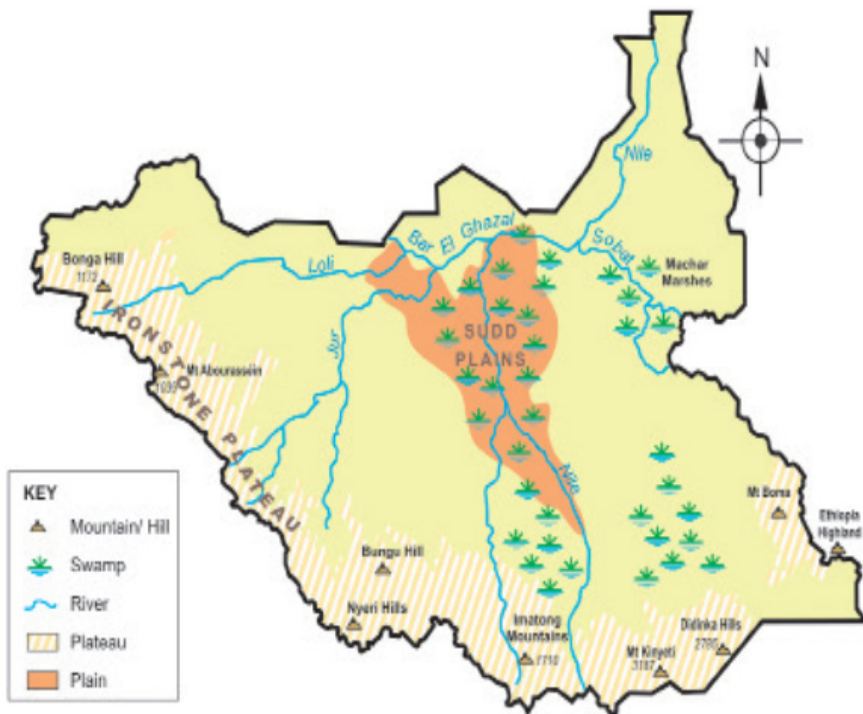
## Time to draw

Draw a map of your school and show classrooms, trees, offices and toilets using symbols.

## Activity 6

## Physical features found in Africa

Look at the map below.



## Pair work

1. From the map above, list down the physical features that you can see.
2. Take turns to share your answers with your friends

## Work to do.

1. Explore the rivers found in your country  
\_\_\_\_\_.
2. Discuss the kind of animals found in rivers and lakes
3. Suggest reasons why we should not play in the forest.
4. Investigate the physical features found in Africa.
5. Discuss the importance of physical features to human beings.

## Activity 7

### Definition of weather and types of weather

**Pattern:** A repeated arrangement.

**Elements:** Weather conditions especially bad ones.

**Recording:** A process of storing something to be heard or seen later.

**Effects:** A result of something.

**Specific:** Relating to one thing.

**Famine:** A situation in which there is not enough food.

**Bare land:** Land without grass.

**Describe:** To say or write what something or someone is like.

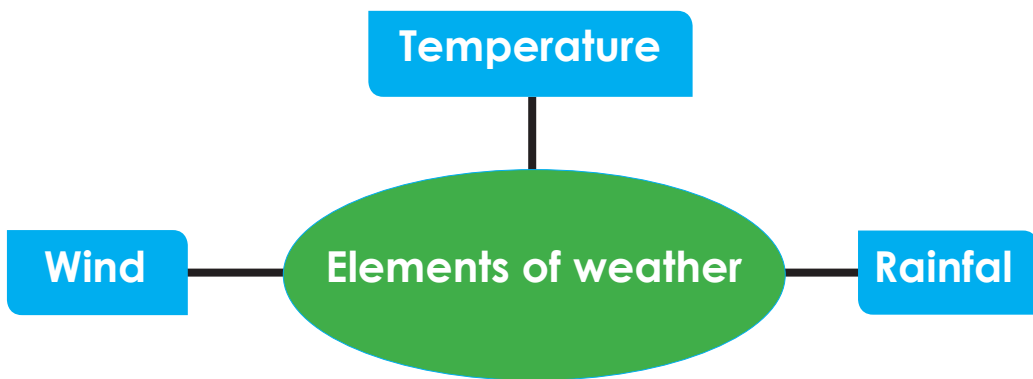
# Weather

Weather is the daily condition of air in a place.

## Activity 8

## Elements of weather

Things that tell us the weather of a place are called elements of weather. They are:



## Temperature

Temperature is how hot or cold a place is.



We put on heavy clothes when its cold



we put on light clothes when it's hot

## Group work



1. What do you see from the pictures above?
2. Discuss what you always do when it is raining.

## Wind

Wind is moving air. It helps us know the weather of a place.

## Pair work



Tell your friend what is happening in the pictures above.

### Activity 9

### How to protect ourselves in different weather conditions

## Activity 10

## Instrument used in measuring weather conditions



A weather station

Weather is measured and recorded in a [weather station](#).

### Class Project

1. Visit the nearest weather station.
2. Record what you have seen.
3. Present what you have recorded to your teacher.

## a) Temperature

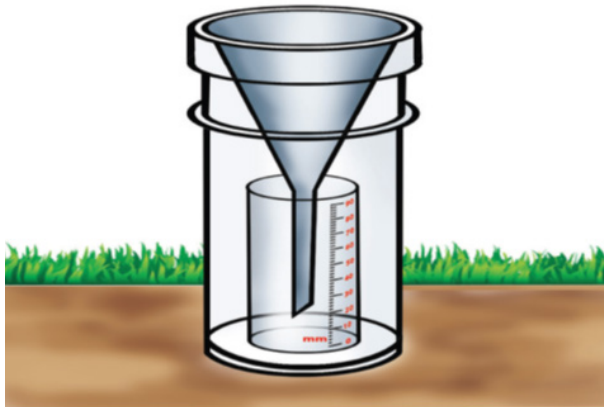
Temperature is measured using a thermometer. The readings are in degrees Celsius ( $^{\circ}\text{C}$ ).



A thermometer

## b. Rainfall

We measure rainfall using a rain gauge. It is measured in millimetres.

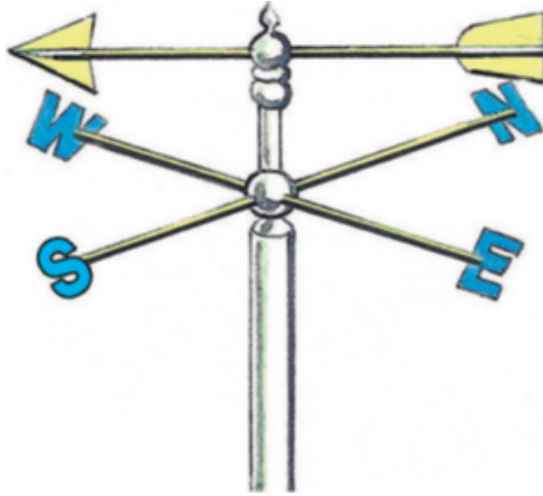


Rain gauge



### c. Wind

i) We use a **wind vane** to tell the direction of wind. The pointer faces the direction wind is blowing from.



Wind vane

ii) We use a **windsock** to tell the direction and strength of wind. Strong wind makes the windsock appear straight.



## Group work

Use materials found around you to make the following instruments:

- a) Wind vane
- b) Wind sock
- c) Rain gauge

## Class activity

Set up a simple weather station at school.

Use the instruments you have made to measure elements of weather. Use what you have recorded to describe the weather patterns in your area.

## Activity 11

## Importance of the study of weather

The study of weather helps us plan our activities well.





## Pair work

Using the pictures above, why is it important to study weather?

## Group work

Share with your group members why it is important for us to study about weather.

## Individual work

Have you ever been rained on from school?  
Why do you think the study of weather is important?

## Activity 12

## Effects of weather changes on our environment



1. Identify what is happening in the pictures above.
2. Which changes are harmful? Explain how.

## Individual work

Explain the effects of good and bad weather in the environment.

## Activity 13

## Problems caused by bad weather



## Group work

Use the pictures above to answer the questions that follow.

- What problems of weather can you see?
- Discuss how weather has caused these problems.

## Individual work

Identify the problems you face at home because of bad weather

## Activity 14

## How to overcome problems caused by bad weather



Tell your teacher what you can see.

## Pair work

Listen to the text that your teacher will read for you and answer the questions that follow.

1. Why is it important to plant trees?
2. Explain what we should do to prevent the problems caused by weather.

### Important

We should plant trees in our environment.



# Climate

## Activity 15

### Meaning of climate and its effect on human activities

Climate is the average weather conditions of a place over a long period of time and over large areas.

## Nature walk

Get outside the classroom.

What is the weather like today? How can you tell? What was the weather like yesterday?



## Activity 16

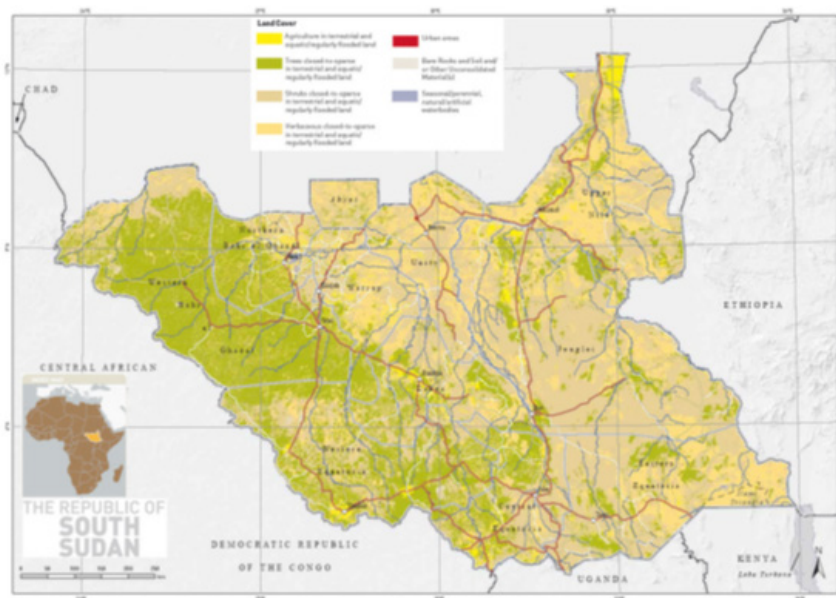
## Differentiate between weather and climate

The table below shows the difference between weather and climate:

Weather	Climate
<ul style="list-style-type: none"> <li>• Measured for a short period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Measured for a long period of time.</li> </ul>
<ul style="list-style-type: none"> <li>• Weather covers a specific area</li> </ul>	<ul style="list-style-type: none"> <li>• Climate covers a large specific area. area.</li> </ul>
<ul style="list-style-type: none"> <li>• Weather conditions change at intervals.</li> </ul>	<ul style="list-style-type: none"> <li>• Climate conditions take time to change.</li> </ul>

## Activity 17

## Climatic regions of South Sudan





## Pair work

1. In which months of the year does your area receive a lot of rain? In which months does it receive a lot of sunshine?
2. Discuss in groups why your area experiences the type of climate you have observed.

### Factors that make the climate appear differently



Relief features



Presence of water bodies



Type of cover crops



Cutting trees

## Pair work

1. Copy and draw in your exercise books the map of South Sudan showing climatic regions. Label it correctly.
2. Identify different activities taking place in the climatic regions you have shown on the map.

## Activity 18

## Seasons of South Sudan

The wet and the dry climate in South Sudan are called seasons.

A season is a long period in which the weather pattern is the same.



## Individual work

What differences have you observed between wet climate and dry climate in your area?

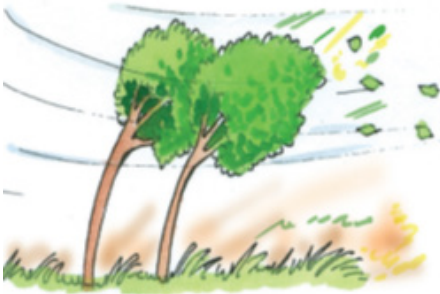
i) Similarities between wet season and dry season.



Sunshine is in both season



Rainfall is in both seasons



Wind blow in both seasons



Clouds are in both seasons

ii) Differences between wet season and dry season

<b>Wet season</b>	<b>Dry season</b>
1. We receive a lot of rainfall.	We receive little rainfall.
2. There are short periods of sunshine	2. There are long periods of sunshine.
3. The ground is wet and slippery	3. The ground is dry and dusty.

## Activities we do during different seasons



### Individual work

Identify the activities in the pictures and the seasons that they are carried out.

### Pair work

Explain the activities that the people in your area carry out during wet and dry seasons.

## i) Activities during the wet season



Cultivating our gardens



Spraying crops



Weeding our crops



Planting our crops

## ii) Activities during the dry season



Harvesting crops



Drying crops



Storing seeds



Grazing animals

## Nature walk

Find out the ceremonies people in your area attend during dry season.

## Activity 19

### Climate change and human activities that cause climate change

#### Climate change

Climate change refers to the changes in patterns of weather.

The changes last for a long period of time.



The following human activities cause climate change:



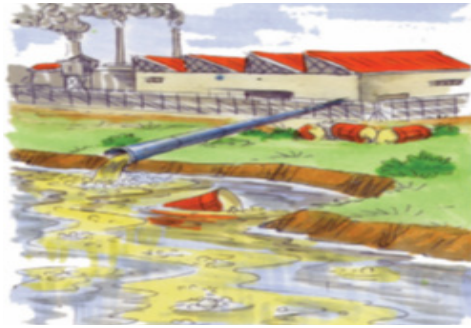
Burning charcoal



Over grazing



Cutting trees



Water pollution

## Group work

Find out the things responsible for changes in patterns of weather in South Sudan.

## Effects of climate change



Bare land



Dead animals



Flooding



Famine

### Pair work

Discuss some of the activities in your area that can lead to climate change.



## Activity 20

## Our role in contributing to good climate



### Pair work

How do such activities contribute to good climate?

### Group work

Identify other sources of energy that can contribute to good climate.

### Important

The government should invest on other sources of energy such as gas, solar and electricity to stop the public from using firewood.

## Work to do.

1. Explain why the study of weather is important in our country.
2. Explain why we have different types of weather.
3. Match the weather instrument with the element it measures.

### Instrument

- i) Wind vane
- ii) Wind sock
- iii) Rain gauge
- iv) Thermometer

### Element

- a) Rainfall
- b) Temperature
- c) Wind strength
- d) Direction of wind

## UNIT 3

# Human Activities and Environmental Pollution

### New words

**Forestry:** A science of planting and taking care of large areas of trees.

**Small scale:** Small areas.

**Large scale:** Large areas.

**Nutrients:** Anything that plants or animals need in order to grow.

**Cultivating:** To prepare land and grow crops on it.

**Lumberman:** A person who cut down trees.

**Sawmill:** A factory where trees are cut into pieces with machines.

**Value:** How useful or important something is.

## Activity 1

## Economic activities in our state

Things that we do to give us money are called economic activities.



## Pair work

Discuss what is happening in the pictures that you have seen.

## Story time

Listen to the story that your teacher will read to you then answer the questions that follow:  
What is the difference between the economic activities done by the parents of Aketch and that of Mr. Deng?



## Pair work

1. Identify the economic activities shown in the pictures above.
2. Tell your friend the economic activity that you like and why you like it.

Some of the economic activities include:



Family



Hunting



Fishing



Trading

## Group work

Discuss in groups the economic activities carried out in your community.

## Pair work



1. Find the following economic activities from the word search above:

**Herding, Forestry, Gathering, Farming, Trading, Basketry, Mining, Hunting, Fishing,**

1. Suggest other economic activities that you know.

## Activity 2

## Economic activities in South Sudan.

South Sudan has many economic activities depending on then climate and the weather.



Identify the economic activities above.

### Crop farming

This is the growing of crops on small scale and large scale.

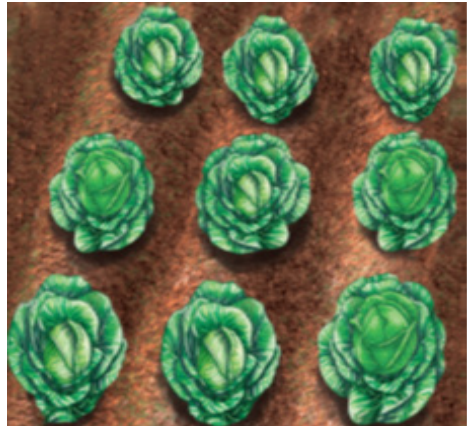
### Pair work







From the pictures on page 45 and 46 explain the good things that we get from each of the crops that you have seen.



## Group work

Discuss the nutrients we get from the fruits and the vegetables above.

## Crop farming process

Problems faced by farmers

Preparation of land

Planting of crops

Weeding

Harvesting

Drying

Storage



Bad road



Pests



Drought



Flooding

## Group work

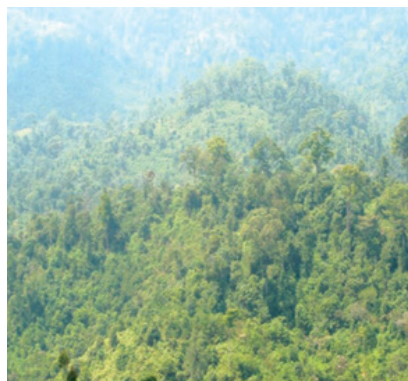
Explain how the above problems affect farmers.

### Activity 3

### Forestry

A forest is a large area with trees.

Forestry is the activity of cultivating and managing the forest.



### How to process wood

*Sing the song below.*

*Up in the forest, stand big tall trees,*

*Lumberman, Lumberman, cut down the tall  
trees,*

*Timber is rolling, Timber is rolling, Take it to the  
sawmill,*

*Saw mill, sawmill,*

*Take it to the carpenter,*



*Carpenter, Carpenter,  
Make a chair for me,  
And I sit on it and I think about,  
The big and tall trees.*

## Pair work

Use the song above to write a story about how a tree becomes a chair. The following words will help you:

- Cutting
- Sawmill
- Carpenter
- Timber
- Forest
- Hammer
- Nails



Problems facing forestry.



## Individual work

Explain how the activities above are a problem to forestry.

Important

We should plant more trees.



## Activity 4

## Fishing

This is the activity of catching fish.

Fishermen in South Sudan catch fish along the White Nile, lakes, streams and waterfalls.



## Importance of fishing

1. It brings people together.
2. It brings money from other countries.
3. It is a source of food.
4. It also create jobs for the jobless people.



## Problems facing fishing



Water pollution



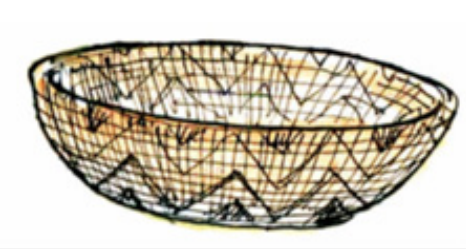
Bad roads for taking goods to the market

## Group work

Explain some of the problems facing fishing industry in your community.

## Home work

1. Ask your parents some of the economic activities that they know. Write them down.
2. Which economic activity produces the items below?



Let Adhol, Adek and Kur tell us the economic activities that make our country important.



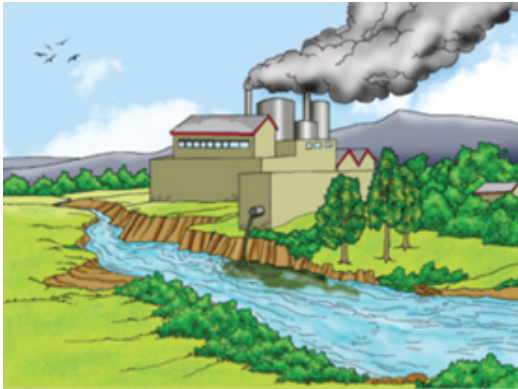
**Adek**

**Adhol**

**Kur**



*An industry is a place where raw materials like cotton are made into finished products like clothes.*



### **Class projects**

With the help of your teacher, visit a local industry.

1. Find out the reasons why it was started there.
2. Find out about the problems facing the industry.
3. Write down what you have been told.
4. Take your book to your teacher.

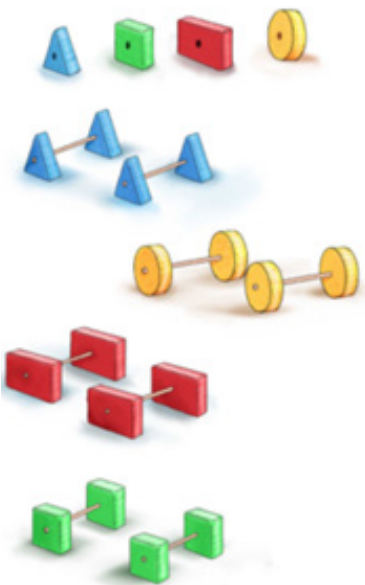
## Pair work



Match the items above with what is used to make them.

## Types of industries

Traditional industries make traditional goods using readily available things. Modern industries make modern items using raw materials.



Explain how you can make a toy vehicle using the pictures above.

The following words will help you.

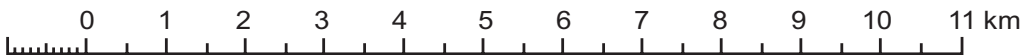
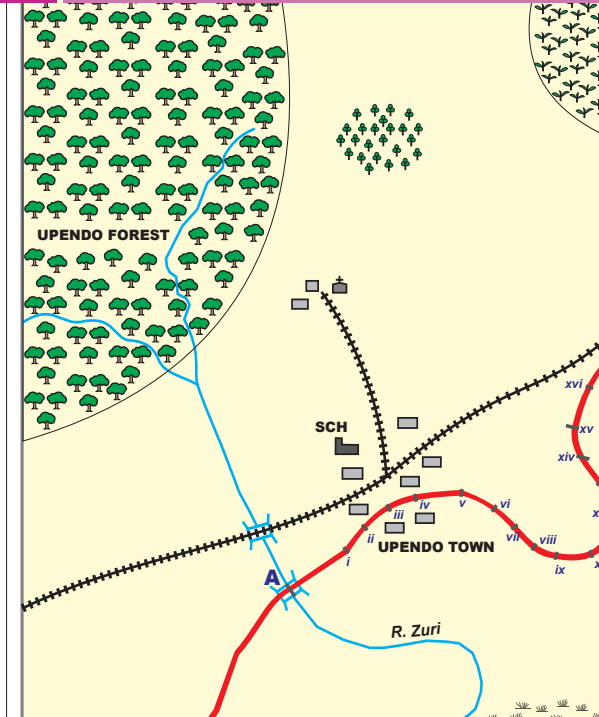
- Sandals
- Cutting
- Wheels
- Sticks
- Thread
- Toy vehicle

Explain how technology has changed the way of life of people in your area.

A map is a drawing showing an area of land or sea.

## Activity 6

## Map reading



This is a scale. It is used to measure distance on a map.

KEY			
	ROAD		TEA PLANTATION
	RAILWAY		COFFEE PLANTATION
	BUILDINGS		BRIDGE
	LEVEL CROSSING		CHURCH
	FOREST		SCHOOL
	PAPYRUS SWAMP		RIVER

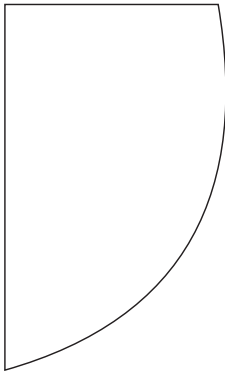
These are symbols. They stand for different items on a map.

### Group work

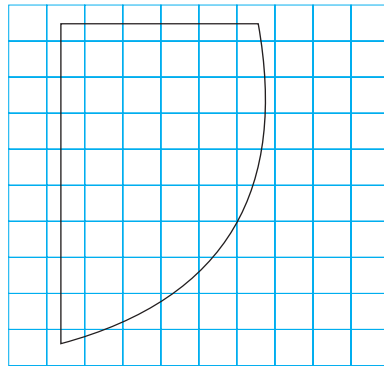
From the map above:

1. Name any physical features that you can see.
2. Identify the economic activities that you can see.

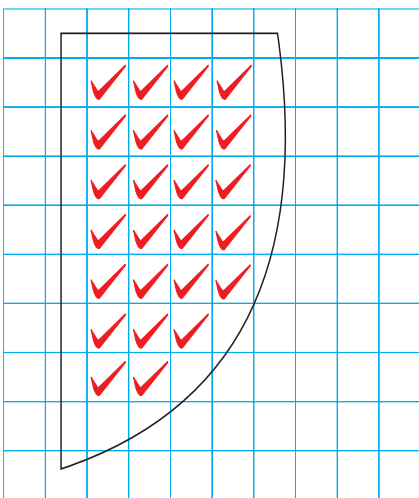
How to calculate an area on a map using the grid method



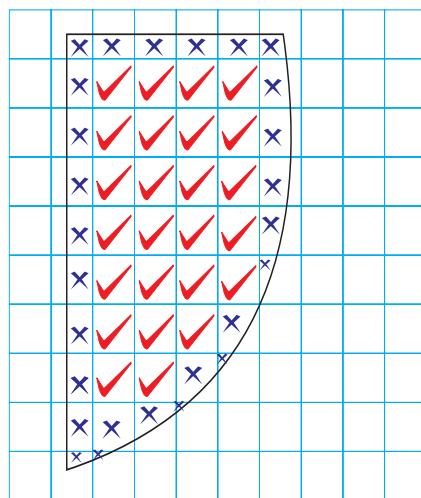
Trace the region on a tracing paper.



Draw squares of one centimetre each



Count all the full squares



Count the incomplete squares then divide by two., Add to the complete squares

Full squares = 25

Incomplete squares = 27

$$\begin{aligned} \text{Area} &= \frac{\text{Incomplete squares}}{2} + \text{Complete squares} \\ &= \frac{27}{2} + 25 \\ &= 13.5 + 25 \end{aligned}$$

Area = 39 squares

### Work to do

1. Describe any traditional industry that you know.
2. Investigate how industries in South Sudan affect the way you live.

### Activity 7

### Definition of pollution

### 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.

**Environmental pollution** is doing activities that make our environment dirty.

These activities include; playing loud music, using chemicals to spray our crops, pouring oil and other chemicals in water, allowing bad smells into the air. The kinds of pollution we have are,



air, water, soil and noise.

## Activity 8

## Types of pollution



## Pair work

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

## 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

## Group work

1. Tell your group members what is happening in the pictures on page 25.
2. Talk about the kinds of pollution seen around your home.
3. Draw one kind of pollution.

## Activity 9

## 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.

## Home work

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

### Effects of pollution

When we spoil the environment, we cannot 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 10

## 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 11

### 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 above, 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 12

### 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.

## Home work

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.

## UNIT 4

# People of South Sudan and their Settlement

### 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.

**Key words**

Town

Village

The decision to settle in a place is influenced by several factors.

These include: Relief features, water bodies, road junctions, social amenities, rainfall pattern, the fertility of soil among others.

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

**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?

## Home work

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, and good roads among others.

Look at the following pictures



## Pair work

1. From the pictures above, 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

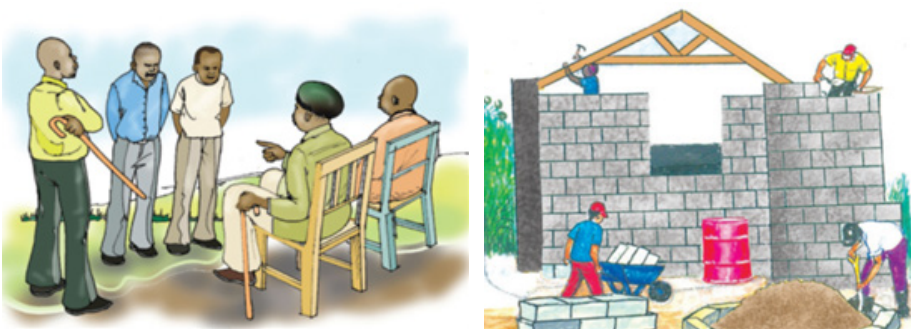
## Key words

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.

## Home work

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 words

Economic.

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 above. How is the land being used?
2. Tell your friend one economic activity that you have ever taken part in.

## Activity 5

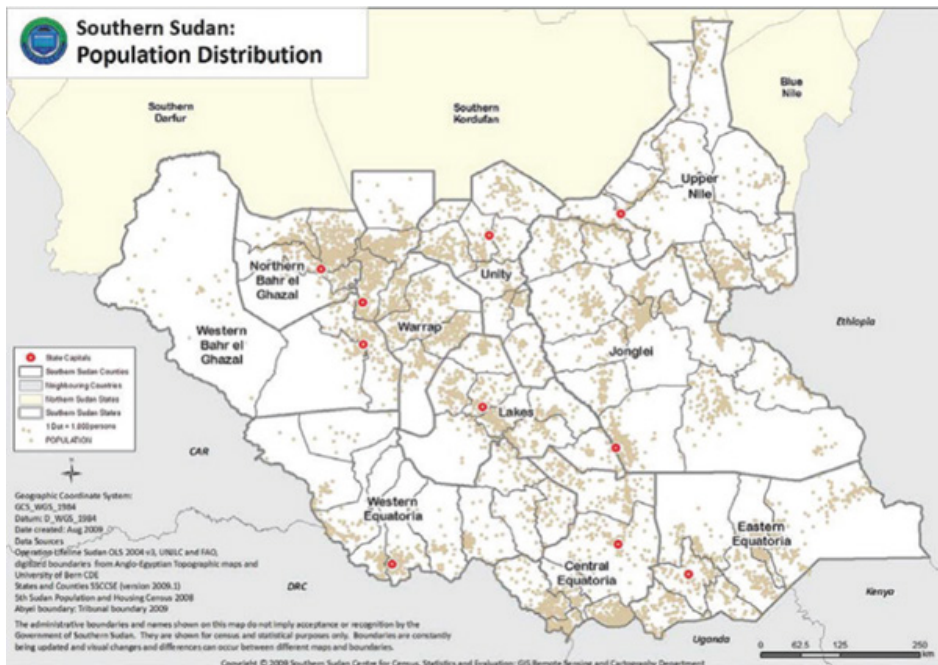
## Features of locality.

### 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.

## (b) Jobs

Jobs give us food. We should help our parents do some of the jobs. Look at the jobs below.

Look at the pictures below.



### Group work

1. List the jobs in the pictures above.
2. Which one do you want to become when you grow up?
3. Write down other jobs that you know.

## Individual work

Write down the jobs that you normally do at home on weekends. Which one do you love most and why?

## Home work

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

## Activity 7

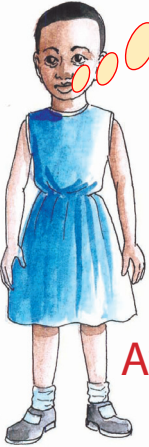
## People of South Sudan



The people of South Sudan came from different places to settle in their current places.

1. Plain Nilotes came from Ethiopian Highlands.
2. The River-Lake Nilotes came from Northern Sudan from the Kush kingdom.
3. The Bantu group came from West Africa.
4. The Sudanic group came from West Africa .

Ayen, Ajak, Okot, Kiden, Omot and Akello will tell us the communities in South Sudan.



Ayen

Dinka Nuer Moru  
Shiluk Murle Jur  
Kachiopo Jie



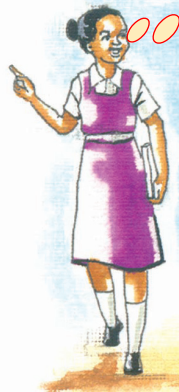
Ajak

Anyuak Acholi  
Maban Azande  
Bango Bai



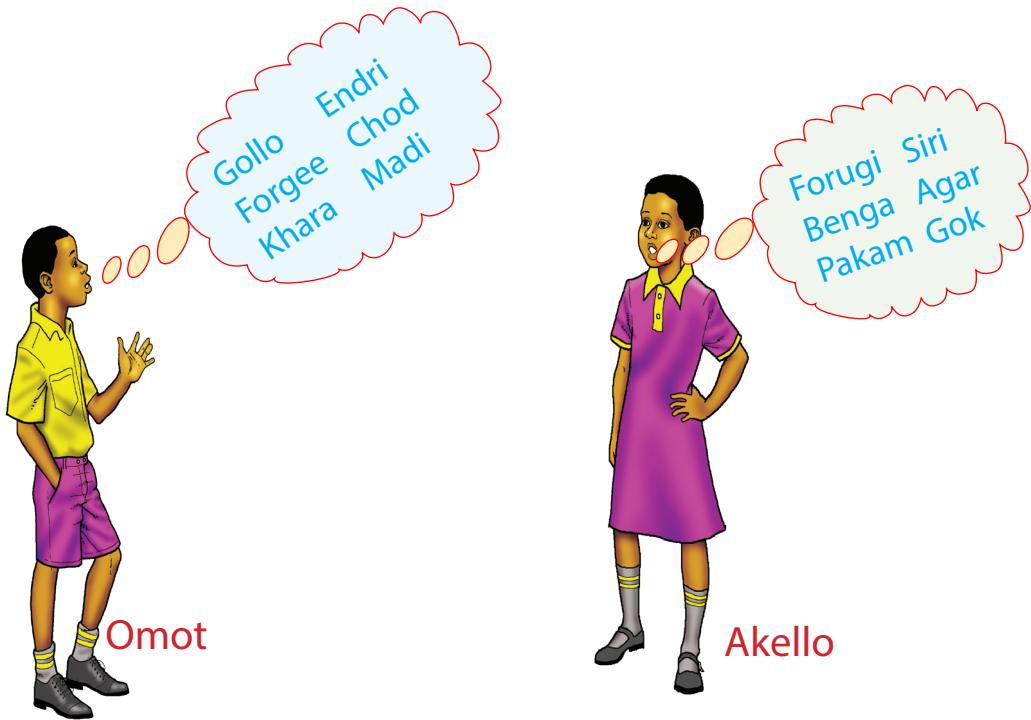
Okot

Mundu Toposa  
Koma Kuku  
Kakwa



Kiden

Lango Pari  
Otuho Ajaa  
Bari Baka



## Group work

Identify the Plain Nilotes from the names that you have read.

## Individual work

Write a letter to your friend in another school from a different community asking him or her to tell you about the people living in their community.

## Activity 8

## How stories of origin have changed our lives today

These are stories with beliefs on where people came from.



### Story time

Listen to the story that your teacher will read to you and then answer the questions that follows.

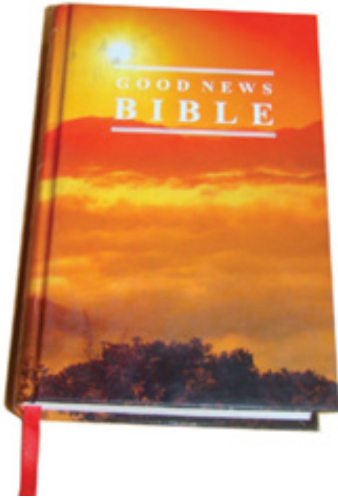
### Pair work

1. Where did Garang and Abuk come from?
2. How is the story important?



## Group work

Discuss the creation story in the Bible if you are a Christian or the Koran if you are a Muslim.



### Activity 9

How stories of origin have changed our lives today



Some people believe they came from the moon. Others believe they were created by a superior being, while others believe that they came from the mountains or hills.



## Home work

Ask your parents about the people in other parts of your state and their stories of origin.

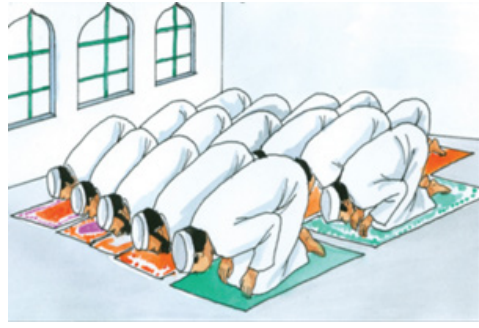
### Activity 10

### Religious practices and symbols

Religious practices are the activities we engage in to stay in line with our various gods.

### Religious practices

Some religious practices are:



## Individual work

Identify and write down religious practices in each of the above picture.

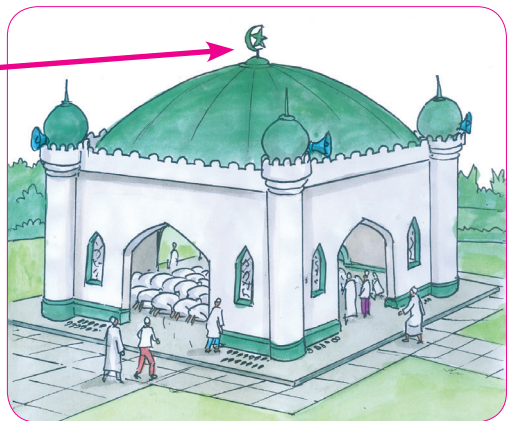
### Religious symbols

Symbols are images used to represent something.

Cross



Minaret



## Time to draw

1. Draw any religious symbol that you know.
2. What does it represent?

## Group work

Are the religious practices in your communities the same or different? Discuss.

One of the religious symbol we have is:



## Pair work

Write down the meaning of religious symbols in your religion?

## Time to draw

1. Draw the flag of your country.
2. Explain what each colour of your flag represent.

## Home work

Ask your parents or guardians some of the

religious symbols that you have in your religion and write them down with their meaning.

### Activity 11

### Laws that govern a community

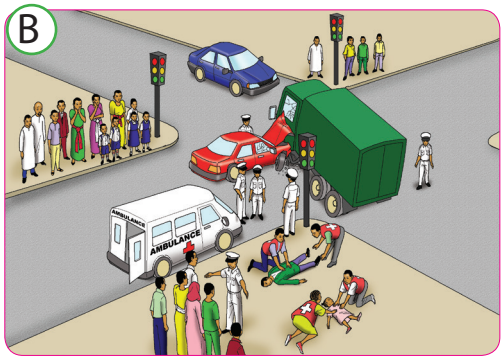
Laws are used to direct someone on what to do and what not to do. Each community has laws that govern them.



### Pair work

Explain some of the things that can make people to be arrested.

### Individual work

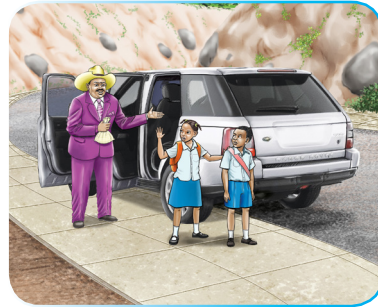


1. Explain what is happening in picture A and B.
2. What could be the possible causes of the accident?

## Activity 12

## Importance of laws in a society

Laws guide us on how to behave.



## Group work

Explain what is happening in the pictures above.

## Debate

Hold a debate on the topic "School rules are important"

## Work to do

1. Explain why stories of people origin are important.

2. Investigate the religious practices in your religion.
3. Compare the laws in your community to that of other states.

## UNIT 5

## Conflict

### Activity 1

### Define conflict

A conflict is a serious argument between two or more people that leads to a fight.





## Group work

1. Discuss what is happening in the pictures above and their causes.
2. How can you solve the problems that you have discussed above?

## Pair work

Tell each other the arguments that you have ever had and their causes.

## Activity 2

### Types of conflicts found in our communities

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

## Individual work

Find the following causes of conflict from the word search on page 69.

Greed, poverty, stealing, pride, corruption and religion.

## Group work

Use a dictionary to find the meaning of the words you found.

## Activity 3

## Causes of conflict in our society

**Recite the poem below.**

Conflict, ooh conflict,  
We should avoid conflict,  
it may lead to a fight,  
It may lead to hatred,  
Items may be destroyed,  
People may also die,  
We should always live in peace,  
And love each other.



## Pair work

Identify the effect of conflict from the poem above.

## Home work

Find out from your parents other effects of conflict in your society.

### Activity 4, In groups

Ask learners the effects of conflict in our society

### Activity 5, In pairs

Ask learners the ways of solving conflict

### Activity 6

Things that bring us together

The following factors bring us together:



Games and sports



Presidency



Education



National flag

## National Anthem

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!

Sing the National Anthem.



## Group work

Explain how games and sports bring people together.

1. Discuss the cause of the problem.



2. Get help from another person.



3. Listen to each other and come with ideas that will help solve the problem.



## Role-play

Using role play, dramatise how you can solve a problem in school.

### Activity 7

### 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.



Good



Wrong

## Pair work

Complete the following table by writing right or wrong. One has been done for you.

Activity	Right or wrong
Taking someone's property without permission.	
Going to Church or Mosque.	
Gossiping.	Wrong
Not greeting the elders.	
Helping your parents at home.	
Working hard in class.	
Making noise in class.	
Drug abuse.	
Negative peer pressure.	
Sex before marriage.	

## Group work

Come up with five right and five wrong things in your community. Exchange with your deskmate.

## Activity 8

## Drugs

A **drug** is any thing which when taken into the body affects how the body works.



### Pair work

1. Identify the correct drug from the pictures above.
2. Identify the ones that are good. Explain why.
3. Which ones are bad? Explain why.



## Drug abuse

Drug abuse is the use of drugs wrongly.



### Important

Say no to negative peer pressure.

### Work to do

1. Jada on his way to school found two boys fighting. Using what you have learnt, explain how he should have stopped the fight.
2. Describe how you can resist negative peer pressure.



## Group work

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

## Activity 9

## Ways of maintaining peaceful life in communities

### Key words

#### 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

Tell your friend other methods of making people live peacefully.

## Activity 10

## How peer pressure can help us solve problems

Peer pressure is an act of doing something because your friends are doing the same thing. It can be positive or negative.



## Group work

Discuss how you can avoid negative peer pressure.



Negative peer pressure

## Activity 11

## The use of decision making skills in solving problems

**Decision making** is the ability to make choices.

A **skill** is the ability to do something well.

Therefore, **decision making skill** is the ability to come up with the right choices.



## Individual work

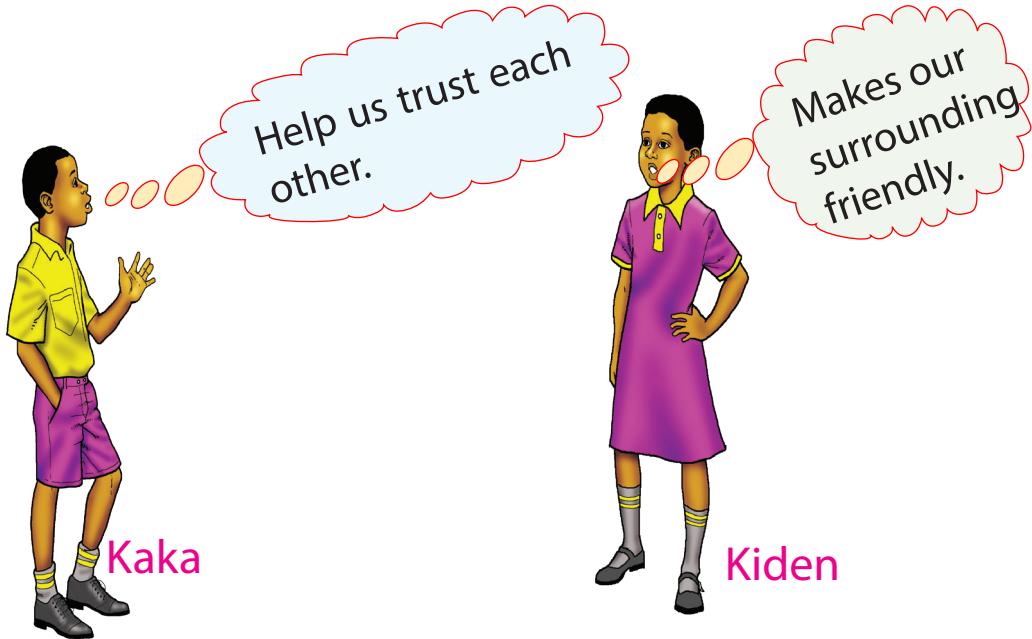
Have you ever made a choice in your life?

Was it good or bad?

Share with your teacher what it was about.

## Positive effects of solving problems

Listen to what Lokonyen, Kaka and Kiden are saying about the good effects of solving problems.



## Group work

Talk about some of the common problems that the young people face.

## Activity 12

**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.

## Home work

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.

## Activity 13

### What is right and wrong?

Right things are good things.

Wrong things are bad things.