

SOCIAL STUDIES
FOR THE YOUTHS IN PLEFS
LEVEL 3



SOUTH SUDAN

***Pastoralist Livelihood & Education Field Schools
(PLEFS) Project***

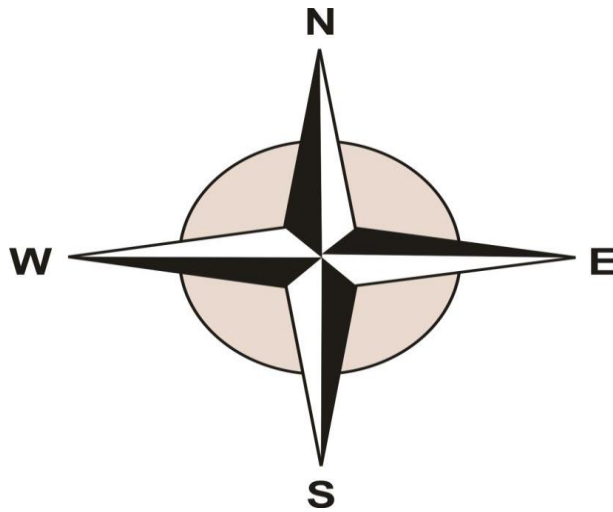
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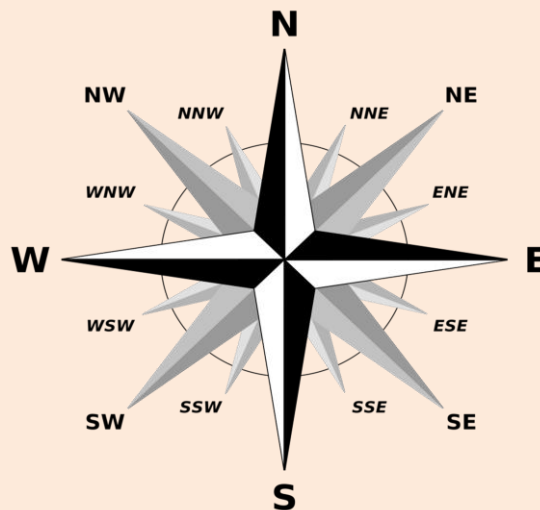
UNIT 1: TELLING DIRECTION

1.1 Direction

You have already learnt that a compass can be used to find direction. Can you remember four main cardinal points of a compass? They were North, South, East and West.



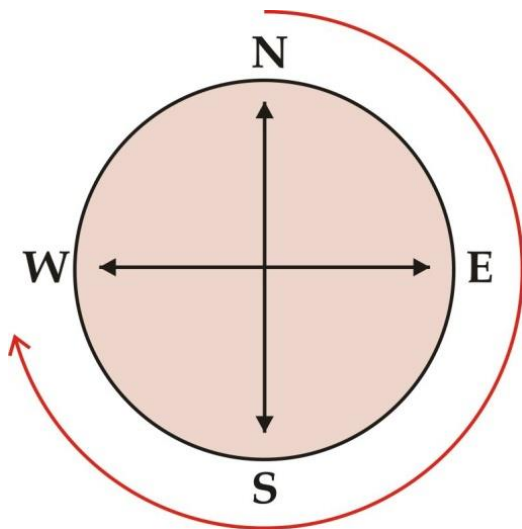
In addition to four main points of the compass, there are other four points. In addition to the eight points there are others which make telling direction clearer and more specific.



Discuss with your friends. Tell the direction using the compass.

1. Draw the compass and apart from the four cardinal points, name all the others.
2. The direction of your current cattle camp from the village.
3. Draw your common migratory route and describe it; e.g. North-West, then south-west towards south-east the east towards north.
4. The direction of the water point from the cattle camp.
5. The place where animals are herding

Make a compass for your cattle camp. Make sure it can be rotated from one direction to another. Mark the cardinal points.



From the compass drawn above, you can notice that to move round from one point to get back to it, you make a complete circle

In mathematics lesson your mathematics teacher can tell you that, there are 360 degrees in a circle. The symbol used to show degree is $^{\circ}$, so we write 360 degrees as **360 $^{\circ}$**

Note the following points:

- Half of a circle is 180° . You cover 180° when you travel from: from north to south; east to west; south to north; west to east, etc.
- When you travel through 90° (known as quarter of a circle). You travel from north to east, east to south, south to west, west to north, etc.
- When you move or travel 45° you move south to southeast, southwest to west, west to northwest, northwest to north etc.

Note again that the compass has a magnetic needle that always points north. They are used by:

- a- Aeroplane pilots,
- b- Ship sailors on the sea.
- c- And those people traveling overland across unknown country or in the forest to show you a direction.

Answer the following questions in your book.

Make sure your spellings are correct and your handwriting is good.

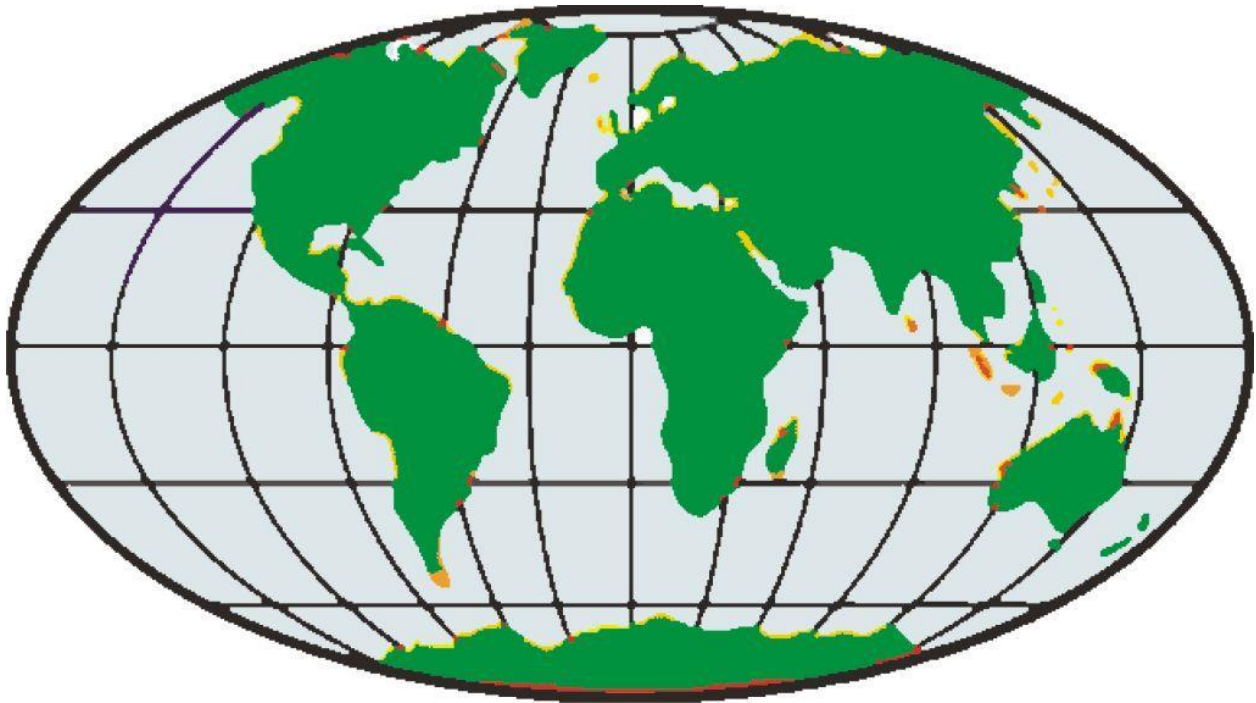
- 1) What are the four cardinal points of a compass?
- 2) How many degrees are there between the following points:
 - North and west
 - Southeast and south
 - Northwest and west
 - West and southwest
- 3) Where does the needle of a compass always point?
- 4) What are the uses of a compass?
- 5) What kind of people use compass?

Meaning of Latitude and Longitude

If you look at a map in an atlas, you will see the lines running from top to the bottom of the world map. They are called lines of longitude. Other lines are horizontal

running across the page of the world map from left to right or from west to east which are called latitude, in the map the lines latitude and longitude are numbered





Latitude: (shown as a horizontal line) is the angular distance, in degrees, minutes, and seconds of a point north or south of the **Equator**. Lines of latitude are often referred to as parallels.

Longitude: (shown as a vertical line) is the angular distance, in degrees, minutes, and seconds, of a point east or west of the **Prime (Greenwich) Meridian**. Lines of longitude are often referred to as meridians.

Africa Latitude and Longitude examples: (see map)

Accra, Ghana:	$5^{\circ} 33' N / 02^{\circ} 11' W$
Algiers, Algeria:	$36^{\circ} 45' N / 3^{\circ} 2' E$
Cairo, Egypt:	$30^{\circ} 2' N / 31^{\circ} 14' E$
Cape Town, South Africa:	$33^{\circ} 55' S / 18^{\circ} 25' E$
Dakar, Senegal:	$14^{\circ} 45' N / 17^{\circ} 19' W$
Djibouti, Djibouti:	$11^{\circ} 49' N / 42^{\circ} 35' E$
Lusaka, Zambia:	$15^{\circ} 24' S / 28^{\circ} 17' E$
Nairobi, Kenya:	$1^{\circ} 17' S / 36^{\circ} 49' E$
Windhoek, Namibia:	$22^{\circ} 33' S / 17^{\circ} 4' E$

Please Note

Latitude and Longitude are imaginary lines; you cannot see them with your own necked eye on the surface of the living earth. But Longitude lines begin from the North Pole to the South Pole. It divides the surface of the earth into small equal slices or spaces. It is numbered in degrees from 0° to 180° . The line of Longitude passes through a place called Greenwich near London in England and also through Accra, Ghana in Africa and it is known as Greenwich Meridian or Prime Meridian.

As you look at the world map some places are on the Greenwich Meridian while others are to the east or west of Greenwich Meridian. There are 180° of Longitude to the east of Greenwich Meridian and 180° of Longitude to the west of Greenwich Meridian which makes the total of 360° which is the number of degrees in the circle going around the earth.

The lines of Latitude are also imaginary that run around the earth from east to west and they are parallel they do not anywhere. The distance between each line is measured in degrees.

The 0° line of Latitude runs around the center of the earth and is known as the equator. It divides the earth into two equal halves.

Questions

1. Where do the lines of latitude begin and end?
2. What name is given to the 0° line of Longitude?
3. What name do we give to the 0° Latitude?
4. How many degrees of latitude are there north and south of the equator?

Effects of latitude and longitude

- When you move closer to equator, the temperature rises
- When you move away from the equator, the temperature general gets lower

- The Longitude does not affect climate, the weather remain the same when moving around Longitude.
- The imaginary pole through the centre of the earth from pole to pole is the earth axis. The earth rotates on its axis. Half of the earth is turned towards the sun and the other half is in shadow. This results into day and night.
- The earth rotates 360° in 24 hours and in one hour the earth moves 15° ($360^{\circ} \div 24 = 15^{\circ}$).
- The earth rotates once in 24 hours. The world is therefore divided into 24 time or zones “.
- Each division is one hour. Each hour = (is equal to) 15°
- 1 degree is 4 minutes ($60\text{minutes} \div 15^{\circ} = 4\text{minutes}$).
- For every 15° East of 0° Longitude (Greenwich) the clock is one hour ahead of 00. For every 15° west of 0° the clock is one hour behind.
- This is because the sun rises one hour later.

Questions

1. Why does time increase as one moves to the east of Greenwich?
2. How wide is the time zone in degrees?
3. Why do we have time zones?

The International Date Line

Greenwich 0° is directly opposite Meridian 180° . These two longitudes divide the world into two halves. Therefore, International Date Line is at 180° .

On crossing the International Date Line (180°) by traveling east, a day is gained and on traveling west a day is lost.

Questions

1. Write the correct name in the spaces provided:

(a) Longitude 160° E passes through _____ in Asia

(b) Longitude 160° W passes through _____ in USA.

2. If you travel longitude 106° E on Monday, 1st January to longitude 160° W:

(a) What day of the week will you be at longitude 160° E?

(b) What date of the month will you be at longitude 160° W?

UNIT 2: POSITION AND SIZE OF SOUTH SUDAN

South Sudan lies between latitude 4° N and Latitude 13° N and longitude 22° E and 38° E. South Sudan borders Eritrea and Ethiopia to the east. Central African Republic to the west and to the southwest lies the Democratic Republic of Congo. Uganda to the South and the Republic of Sudan lies to the north, lastly Kenya to the southeast of the country.



Broad Regions of the Republic of South Sudan

The three Great Regions of the Republic of South Sudan

- 1- Bhar el Gazal Region
- 2- Upper Nile Region
- 3- Equatoria Region

The above mentioned regions connect to each other by either road, air, or river transport. The population of South Sudan is about 7.5 million, and 95° of the population live in rural areas.

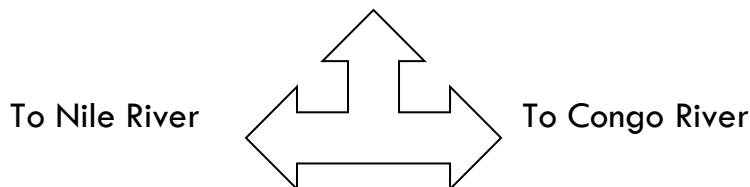
Questions

- a. Name the countries that share borders with South Sudan?
- b. How many regions are there in South Sudan?
- c. Name the regions of South Sudan?

2) Match the countries with the directions given below:

Countries	Direction
<ul style="list-style-type: none"> • Central African Republic • Uganda • Democratic Republic of Congo • Ethiopia • Kenya 	<ul style="list-style-type: none"> • South Sudan • East • West • Southeast • Southwest

South Sudan lies in the Nile Basin. A basin means a low land that drains water into the river. The basin rises from Congo water divide plateau to the south and the southwest. This water divides means that the water flows to the west into the Congo River, while water to the east flows into the Nile River.



The eastern boarder of South Sudan rises the Ethiopian Highlands in which water flows into the River Blue Nile in Ethiopia.

The Basin Proper

The basin proper is the lowest part South Sudan which is covered with clay soil and Sudd vegetation. It had been relayed or said that the basin proper was once a large lake but it silted up with soil eroded or pushed from the East African Plateau and the Ethiopian Highlands. The basin is composed of young rocks and is rich in soil. In the course of the basin proper there are some lakes such as lake No in the Upper Nile region which is the largest in South Sudan, and also Shambe still exist

The lakes in the Sudd region are of Ox- bow type.

- Lake Yirol in Bhar-el-Gazal Region
- Lake Muni in Terekeka in Equatoria Region

Ox- bow lakes are known to be rich in fish but very few people live in the sudd region because its flood and swampy . Heavy rainfall and the many rivers in the area are the main cause of the year long flood. One of the main rivers in this region is the Nile which meanders or twists its way across this area to the north through Malakal in Upper Nile Region. Other rivers are the Jur river, River Lol, and River Kiir all are in Bhar el Gazal Region and River Sobat in Upper Nile .

The Sudd region lies between Sobat River and Bhar-el-Gazal river.

Along the Sudd region the ground rises in the southeast which comprises of iron stone, forest and woodland. It causes the tropical rain forest of Democratic of Congo. Therefore, during the rainy seasons the communities in this area move with their livestock to the highlands for grazing and back to the toch (swampy areas) during the dry seasons.

Hills in South Sudan

In South Sudan hills are scattered in different parts of the country. Imatong Mountains in the far south, on the border with Uganda. There are other mountains in southeastern part of the Equatoria region. The Imatong Mountains in the southeast include Kenyeti Mountains, which is the South Sudan highest mountain. To the southeast of Boma Plateau.

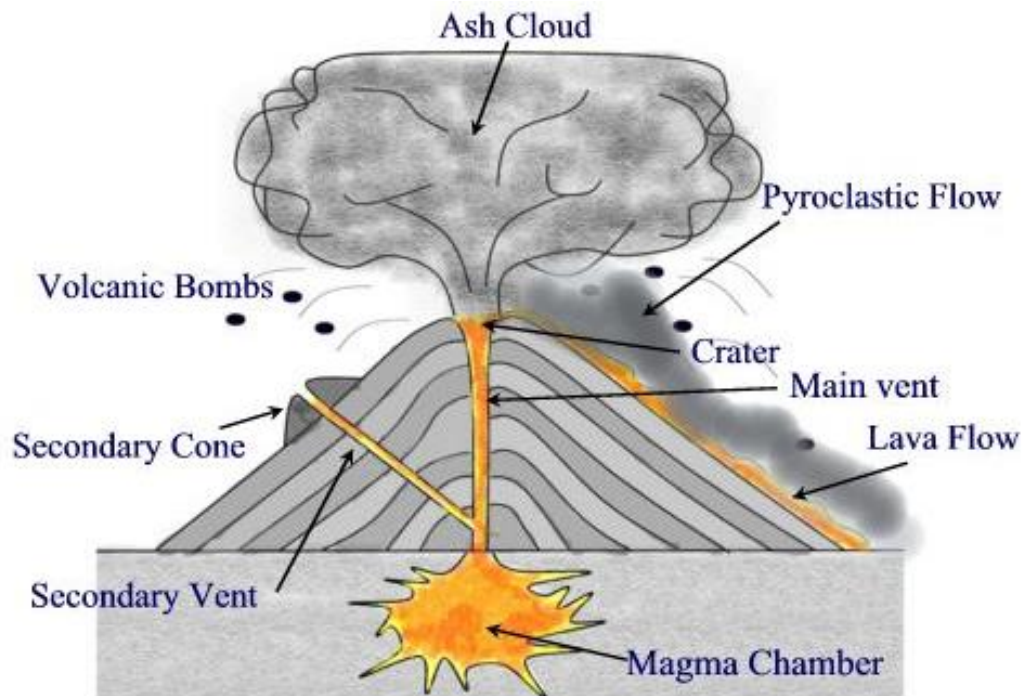
Some hills in South Sudan are known as volcanic hills. Volcanoes produce mountains and other land forms. Examples of volcanic hills are Rejaf hill which is located south of Juba and other volcanic hills are Boma Plateau.

The canoe- like Rejaf hill is the result of molten rock being pushed from underground to the surface of the earth. It builds two layers, ash and lava ,and form a hill. As a result liquid lava can flow for a long distance, forming high, flat land known as a plateau.

Underground Volcanoes

As lava is pushed from underground, it's also pushed down into the earth and form the hard rock layers and then rises to the surface. The rock formed underground is called Granite.

Diagram showing the formation of a volcano



Examples of Granites in South Sudan are:

- Bongo on Yei Juba road
- The Gumbiri Hills of Yei county

- The Maridi hills and
- Awo' do Hills of Mundri county

H Suddan are:

Low lying regions in South Sudan

Rivers and Swamps

Rivers in South Sudan

The main rivers in South Sudan are:

- River Nile
- The Jur River
- Lol River
- River Kir in Northern Bhar el Gazal
- Sobat River

In Rumbek county there are many lakes and that is why it's called lakes Province or Lakes State. The River Nile forms an enormous swamp called Sudd Region, the most important feature in the Sudd Region is Lake No which is known to be the largest lake in South Sudan. The location of swampy region is between Bor and Bhar el Gazal River up to the River Sobat.

The most dominant plants are:

- Reeds: is a tall plant like grass with hollow stem that grows in or near water.
- Papyrus: is a tall plant with thick stems that grows in water and papers are made from it.
- Hyacinth: is a plant with a mass of small blue, white or pink flowers with sweet smell they grow together around a thick stem.
-

Questions

Answer numbers 1-5 in your book

1. Why do few people live in the Sudd region?
2. Name some of the mountains found in South Sudan?
3. What are the main rivers in South Sudan?
4. Where do the Dinka people take their cattle during the rainy seasons?
5. Where the swampy region is located?

Discuss in groups

6. People say South Sudan is a very rich country. Lift some information from this topic to support this.
7. Which areas along your migratory route can crops grow very well?
8. Are there some pastoralists growing crops? What can you say about crop growing by your community?

UNIT 3: WEATHER AND CLIMATE

When we talk about the weather, we refer to the condition of the air at a certain time.

The following are the characteristics of weather:

- Hot, cold, rainy, , Sunny or cloudy to describe weather.

We refer to weather conditions in an area over a long time.

Climate in areas of South Sudan may be described as:

- a- Wet and hot as in Western Equatoria
- b- Dry with little rainfall, as in Northern Bhar el Gazal
- c- Wet and dry , as in Central Equatoria

The different between weather and climate, is that Weather has a short duration or period and while climate takes a long period of time. South Sudan has only two seasons, the dry and wet seasons in which Northern Bhar el Gazal among others in South Sudan has a long dry season , lasting for about seven months, while Equatoria a shorter dry season lasting for three months.

Weather and climate includes rainfall, temperature and wind and they are influenced by the following features:

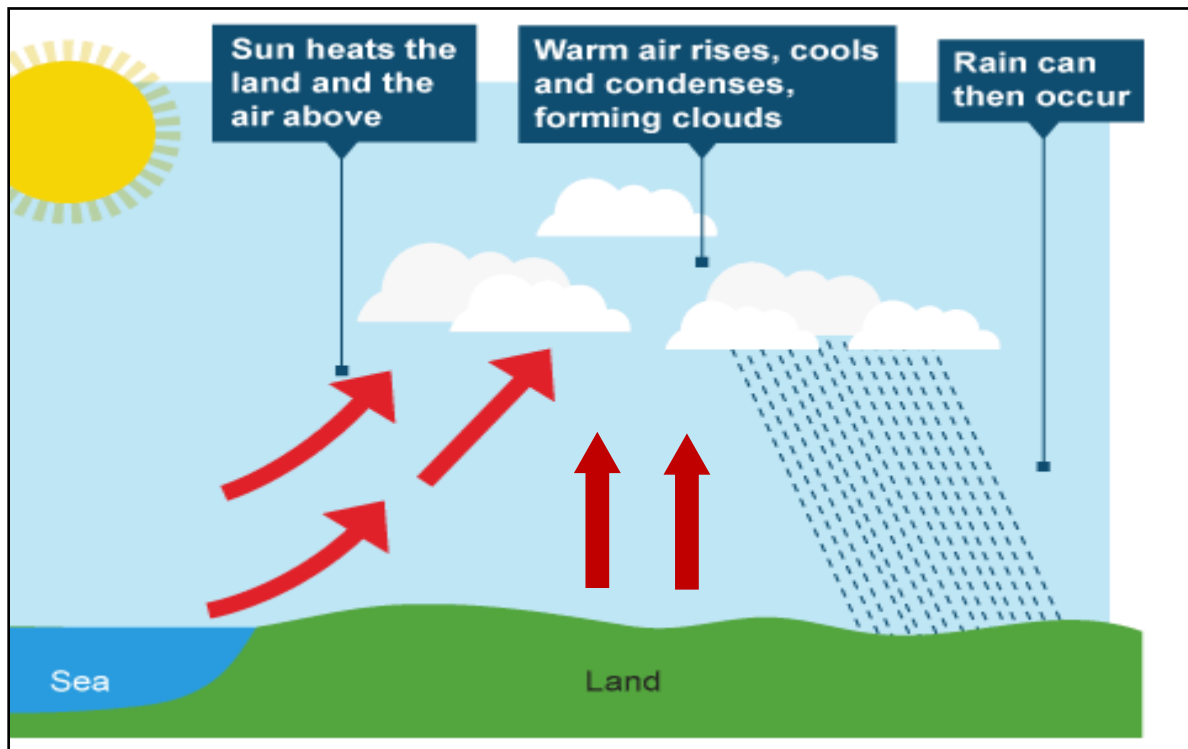
- a- Latitude or distance from Equator
- b- Distance from the sea or water bodies
- c- Altitude
- d- Vegetation

The following are the types of rainfall in South Sudan:

- 1- Convectional rainfall
- 2- Relief rainfall

Convective Rainfall

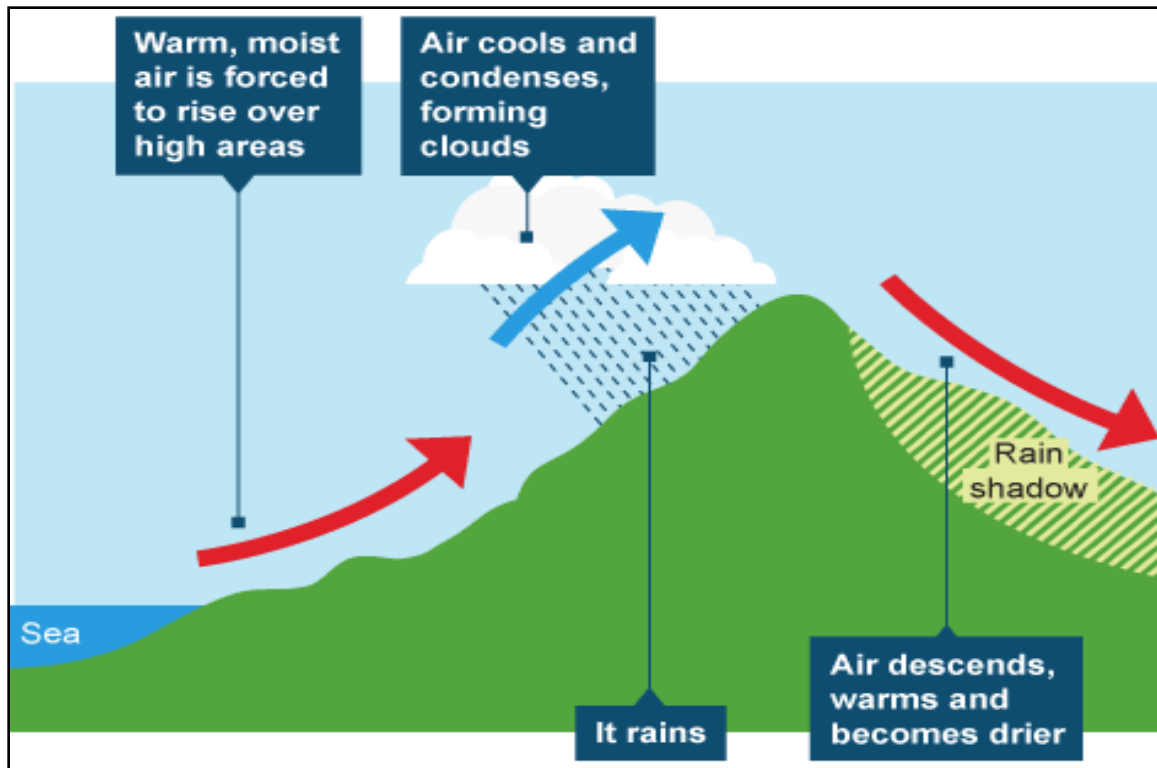
South Sudan has a lot of rainfall. Most areas receive conventional rainfall. Conventional rainfall is formed through evaporation and vapor water rises in the air and as it rises higher and higher, it cools and turns to water vapor into tiny drops of water and when the atmosphere is saturated with water it falls from the clouds back to the ground as rain.



Relief Rainfall

The relief rainfall occurs in the areas where the land changes from low to high. The diagram below will help you understand how relief rainfall happens

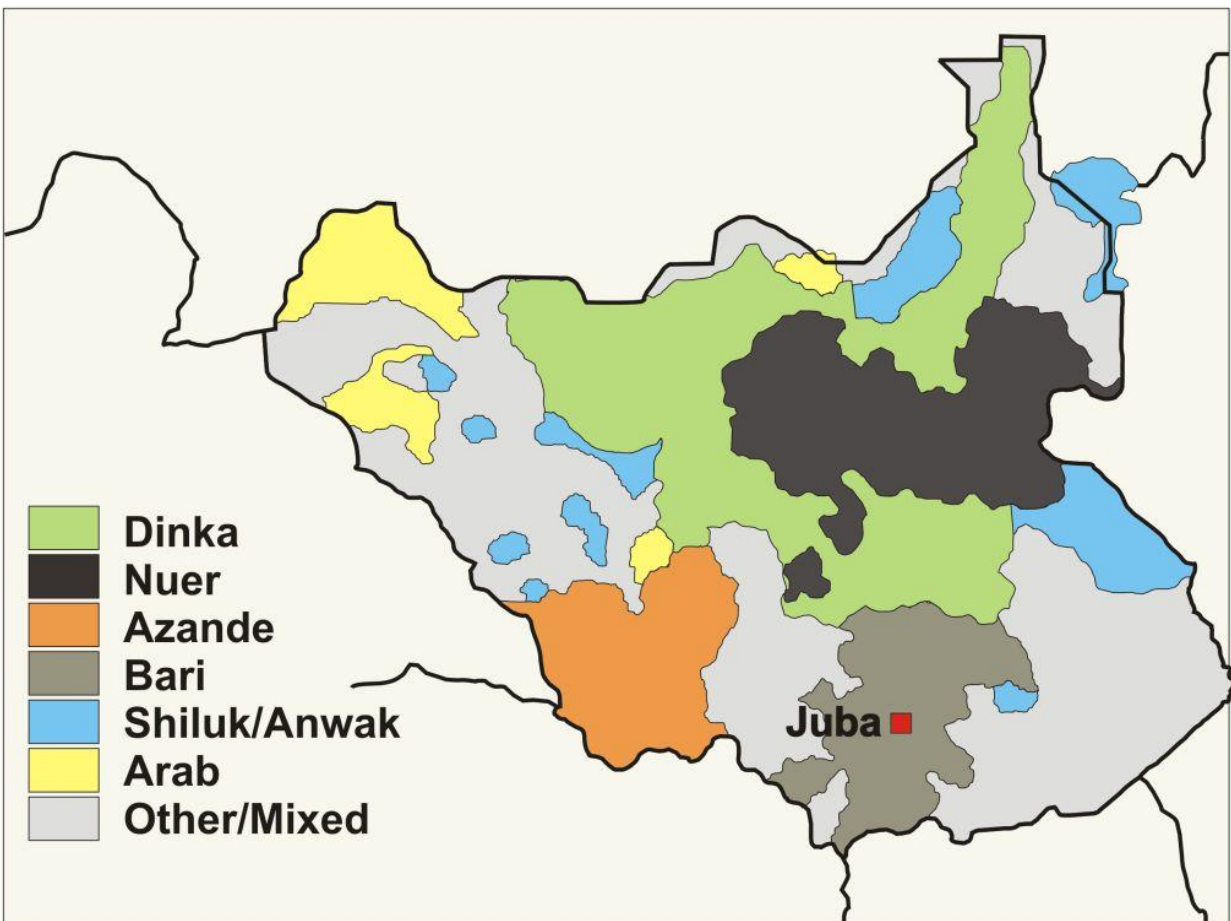
The arrow show the wind blowing from the sea across the land . Usually the wind carries a lot of water vapor. The wind rises higher when it reaches higher ground and as it rises higher it becomes cooler. The cooling causes the water vapor to condense into clouds which produce rain. Therefore, areas with the mountains receive relief rainfall, eg. The Imatong Mountains and the Boma hills.



UNIT 4: ETHNIC GROUPS IN SOUTH SUDAN

Ethnic groups are here referred to as communities that speak the same language and have the same customs as tribes or, in more modern terms, as ethnic groups and people sharing the same language and culture.

South Sudan has many ethnic groups that can be classified into five large groups that speak related languages. These are Nilotic, Azande, Ferteed, Hamite, and the asaudanic groups.



The Nilotic people

The largest group is Nilotic. This group is divided into three sub-groups as follows:

- a- River lakes Nilote
- b- The highland Nilote

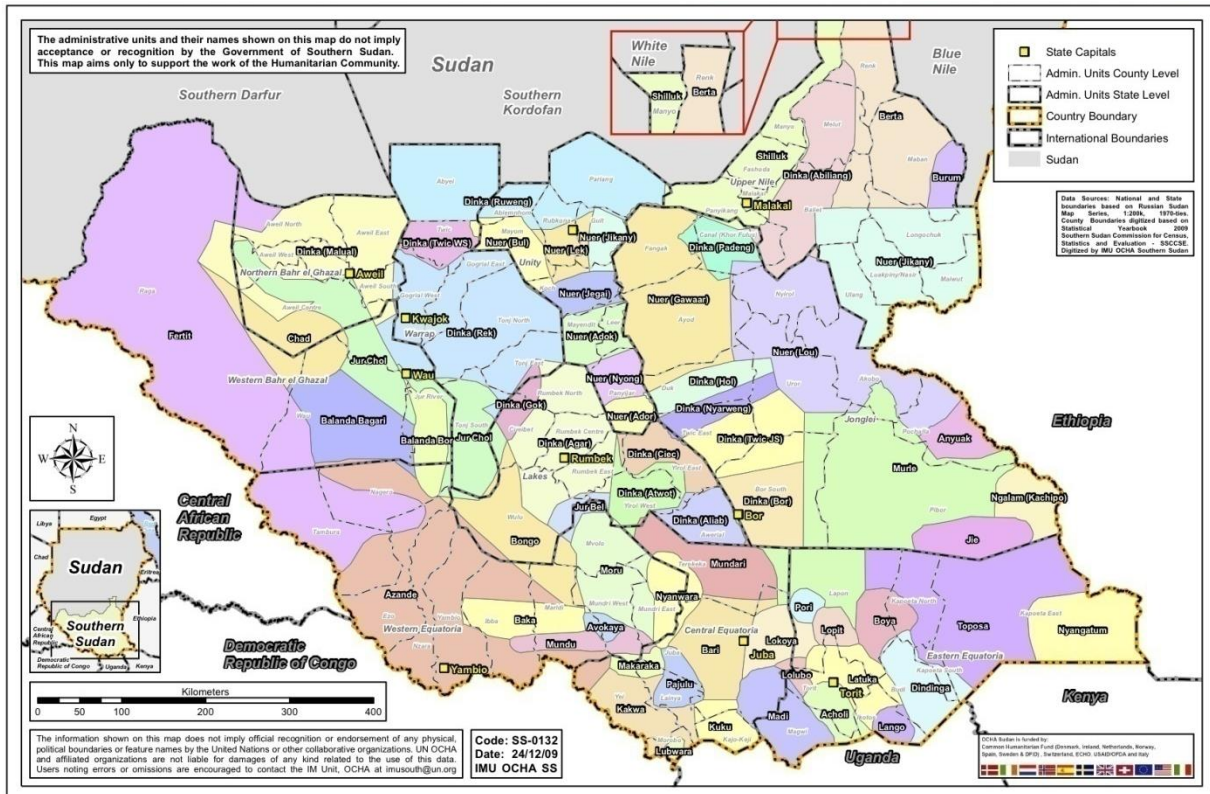
c- And the plain Nilote.

The river lakes Nilote had been living in South Sudan since time of memorial. Their place of origin was in present day Aweil county in Bhar el Ghazal region. The Dinka, Nuer, Shilluk or Colo, Bari, Acholi, Lango and Jur are descendants of the river lakes Nilote.

Questions

- 1- Name the language groups living in South Sudan
- 2- What groups belong to Nilote?

Map of South Sudan showing main tribes.



The Nilo-Hamites

By tradition, the Nilo-Hamites are cattle keepers like the Nilotes. They live in Central Tanzania, Uganda, Kenya and Ethiopia. In addition to cattle keeping, they fish and grow some crops.

The original home of Nilo- Hamite was the area north of Lake Turkana. From there they moved westwards into South Sudan and southwards into Kenya and Uganda. The Nilo Hamite groups in South Sudan include the Bari, Mundari, Nyanguara, Pojulu, Kuku, Lulubo, lotuko, Lopit, Lango, Toposa. The Danyiro are a section of the Toposa who left the main tribe and migrated to the east. For some time they were ruled by Ethiopia.

Questions

- 1) Where do the Nilo- Hamites live?
- 2) Which communities in South Sudan are Nilo- Hamites ?

Bantu South Sudanic Tribes

The Bantu Sudanic tribes originated in west Africa and the Congo region. They entered South Sudan from Central Africa Republic and Democratic Republic of Congo in the early nineteenth century. The Azande were the largest of the Bantu Sudanic tribes that came to live in South Sudan. In Bhar el Ghazal, near Wau are Indogo-Sere group. According to traditional histories they came from the south. They speak a language related to Mundu who live around Maridi county and the Democratic Republic of Congo.

The Moru- Madi group live in Mundri and Maridi county. The Kaliko and Avokaya in Yei county. The Madi live around Opari in South Sudan and in Moyo District in Uganda. The Bongo tribes came into South Sudan from Uele River in Central Africa Republic.

Questions

- 1) Name some of the Bantu Sudanic tribes of South Sudan?
- 2) Which is the largest group of the Bantu Sudanic people ?
- 3) Where did the Azande originate?
- 4) Where do we find the Moru-Madi people?
- 5) Where did the Bongo originate from?

UNIT 5: POPULATION DISTRIBUTION IN S.SUDAN

The last topic we saw how different ethnic groups migrated into South Sudan. This topic we shall see how they became distributed and settled where they are now.

One of the important factors for the settlement of those ethnic groups depends on the climatic conditions. Only few people choose to live in hot deserts or on the upper slopes of high mountains because it is too cold. People do not build their homes in swampy places. If you travel along the Nile from Bor to the Bhar el Ghazal river, you will find that banks are swampy and that there are few people living there.

The river Sobat area is flat and become flooded during the rainy season. The Sudd Region is a large area of swamp with tall reeds, papyrus and water hyacinth and only few people live around this area. The distribution of the population in South Sudan is not even due to the variety of climate in the three regions of South Sudan. Some parts of the country are densely populated while others have few people. An area that has a low population is called sparsely populated.

Population density is the number of people in a given one square per kilometer.

The population is always affected by four factors as follows:

- a) Climate
- b) Natural vegetation
- c) Soil fertility
- d) Water resources

UNIT 6: SOCIAL AND CULTURAL ACTIVITIES

Historically many tribes or ethnic groups in South Sudan originally divided into clans. A clan is made up a group of families who descended from a common ancestor. In most African communities or societies, are men or male. The custom of clan still exists today in South Sudan.

In the traditional societies, of tribes that had clans, members of the same did not marry each other. Marriage takes place outside the clan. Children born within the clan belongs to the father not to mother.

Clans are very important in the tribal system. When there is insecurity in a village, clan members provide security. They also look after the welfare of clan members. In times of famine they share whatever food available. They work together at times of harvest and when there is a lot of work to do. The land belongs to all members of clan.

Clans are by rules and if clan member is found guilty of an offence or crime against another clan, he/ she would be fined by a council of elders. Relatives would pay the fine if the person is unable to pay. Obedience and respect for elders was or is one of the rules the members of a clan had to obey. Young men and girls were or is not to engage in sexual relations before marriage. They were to obey and follow all the traditional customs.



Elders of community sitting under the tree deciding a case.

Questions

- 1) What is a clan made up of?
- 2) Why are clans important in tribal system?
- 3) Do you belong to clan? If so, what custom does it has?
- 4) What taboos your clan keeps?
- 5) What initiation ceremony does your clan has?

Age- sets and age- groups

In the traditional community there were age- sets and age groups. These were groups of people of about the same age. Age defined a person roles and duties in the community. People worked and socialized according to age. The boys usually look after the animals while the girls fetched water and firewood. In most communities in South Sudan, young and married formed warrior class to defend the community.

Usually an age- set was made up of a number of age- groups coming from different parts of the community. For age- groups to become age- sets, the young men had to undergo through an initiation ceremony. This usually took place between the ages of 12 and 18.

In South Sudan the practice of age- sets was found among many tribes in South Sudan, Lotuko, Dinka, Nuer communities and etc. The elders of those communities had to fix the dates for initiation ceremonies. Names which were used in rotation were given to different age- sets. Members of an age- set were loyal and friendly to each other. They progressed together through the age- grades and as the time went on, they become junior warriors. This was usually after initiation ceremony. The next was to become senior warriors (monyemiji), then junior and senior elders.

The age- group and age- set system enable youth from different communities to enter into relationships outside their clan.

Questions

- a. What is an age- set or age- group?
- b. Do you have age- sets or age- groups in your community?
- c. What activities do the members of your age- group do?

Taboos and Initiation ceremonies

What is taboo? It is a custom that forbids members of any clan from doing something against clan's norms. Hence, many tribes of South Sudan forbid marriage or sexual relations between closed related people. Among some communities, its believed that people who break taboo can contract leprosy. In other communities, pregnant woman aren't allowed to eat certain foods. If they do, they believe that something bad will happen to them. Many group of educators and some other towns dwellers have quit the practice of taboos. They now believe in what science teaches.

Most of communities in South Sudan have initiation ceremonies. These ceremonies mark the time when youth enter adulthood. The most common method of initiation is circumcision. Another is the removing of the lower teeth and among the Dinka and Nuer communities; the giving of tribal marks on the forehead is considered the initiation into adulthood for both boys and girls.

Religion

Every community in South Sudan has its own traditional religion. All of them believe in God who is a creator as they believe. They worship God and pray to Him. They pray to God and make offerings many things that they have to ask God to respond to their wishes. They didn't have special building where they can gather and worship God. They also believe in the spirit of their dead ones and in which they make special offerings to their ancestors. Families built shrines where they could remember their dead relatives. To- day in South Sudan, many people have become either Christians or Muslims but many traditional remain recognized by some conservative rural natives.

Questions

- 1) How do people worship God among your people?
- 2) For what do your people pray?
- 3) How do they remember their relatives?

Modern Educational system

To- day the customs or cultures of our ancestors are changing with coming of a modern educational system which has been set up to teach our children and young adults the skills needed for a modern nation like South Sudan. In our education system the Ministry of Education is the head of a modern system in any country, e.g. South Sudan. The head teacher is the Director of the school. He discusses school planning with the staff. Each staff members has certain job to do to help in running the school, for example, staff members are responsible for games, library, schools clubs and gardening.

Also pupils have a role to play in the school. They can be appointed as school prefects, games captain and class monitor to assist the teacher in the class rooms and outside in the compound. This help the pupils learn leadership skills.

Questions

- 1) Why is education important?
- 2) Why is PLEFS important to you?
- 3) What are the main duties of each person in PLEFS?

How is PLEFS administered?

The PLEFS center organization means;

- a) Putting things in order; the learning space, materials, identifying learners and facilitators from within the cattle camp.
- b) It is concerned with the process of regulations, forms, calendars, schedules, material, non-material and human equipment, and facilities to perform various activities for teaching and learning of various topics.

This work is done by a school management committee.

Roles of the Center/School Management Committee

1. Organizing the PLEFS center, learners, and learning resources
2. Decision making – E.g. On location of learning space, allocation of lessons, movement plan
3. Planning – PLEFS class schedule time table, lesson plan, IGA activities etc.
4. Communication
5. Control
6. Leadership

Questions

- 1) Who is responsible for managing your PLEFS?
- 2) What are the roles of this committee?

The school community

Always people talk of school community. The school community is composed of head teacher, the staff and pupils. This group feel that the school is belongs to them.

The role of the school community will be to:

- Participate in school planning
- Participate in identifying suitable place/location within the cattle camp for learning/session
- Support construction/erection of temporary learning space – tent, tree shade etc.
- Contribution of food, milk to the community facilitators
- Providing security
- Participation in school sports, reading, music, drama activities
- Visiting the schools
- Attendance at SMC/PTA meeting
- Mobilizing children and youth to attend classes
- Encouraging fellow adult members to participate in PLEFS sessions

Questions

- 1) What is a community?
- 2) What is a school?
- 3) What is PLEFS
- 4) What is the role of the school community?



A teacher in a PLEFS class

The main pastoral communities in South Sudan live in the semi- dry areas where there is little agriculture. Pastoralists keep large herds of cattle or livestock; cattle, goats, sheep and sometimes camels and donkeys. In South Sudan, Dinka, Nuer, Mundari and Toposa are pastoralists. In neighboring countries, Karamojong in Uganda, Samburuu and Maasai in Kenya are also pastoralists.

The pastoralists in South Sudan rarely sell their cattle. They use them to pay dowry or for marriages. Bulls are often slaughtered during ceremonies like marriage, religious and other festivals. Their main food is milk, blood, and meat. They use livestock skin to sleep on and for clothing.



Questions

- 1) Name three pastoral communities and their countries?
- 2) What types of animals does your community keep?
- 3) What do they do with these animals?
- 4) Explain some other customs of pastoralist communities.

Marriage

One very important ceremony is marriage. All communities consider it to be the foundation of the family life. Marriage customs differ from community to community but there are common things which are common throughout South Sudan. When a young man and a young girl agreed to get married, the young man's father pays a bride price (dowry) to the parent of a girl. This bride price may be money in modern times and cattle and other valuable material in other communities agreed upon by

the parent of a young girl. When the parents of a bride agreed or satisfied with the price the last wedding ceremony day is arranged where a lot of food and local drinks are prepared. Many relatives and friends are invited to attend the wedding. On this day the two youngsters are united as husband and wife and their families are relatively connected.

Questions

- 1) Why is marriage an important ceremony?
- 2) How is marriage conducted?

Sports

Games are very important part of human life they make our bodies strong and healthy. Games help us to relax and refresh our minds. They help us develop our character, for example, we learn to cooperate with opposing teams when playing sports. Games help us to develop leadership qualities, to be tolerant of others, and to accept defeat.

These days' modern games are played in the villages and towns. People play football, netball and rugby. In villages people like dancing and wrestling, and tug-of-war. In the villages young people play hiding and seeking and older people play traditional games like mungula. In games and sport players have a chance to meet people from different of the country and other parts of the world they exchange ideas and establish good relationships. Sport should be encouraged to bring peace and national unity and international co- operation.

UNIT 7: RESOURCES AND ECONOMIC ACTIVITIES

Animal Husbandry

Look at the following pictures.



Taking care of the sick animals



Vaccinating a sick cow

What is animal husbandry? It is when pastoralists take care of their animal health or livestock. This includes all kind of animals that people keep including cattle, sheep, goats, pigs and camels. Many of the ethnic groups in south Sudan are either pastoralists, raising stock as their main activity, or semi- pastoralists, keeping livestock and also cultivating crops.

Cattle herding, is very important to those ethnic groups because they depend on their animal for many things. They use cattle mainly for marriages, these animals provide them with meat, milk, butter, skins and hides and they are sold in the markets in these modern times.

The number of cattle you have always determines your social status or your prestige in the society or community. The more cattle you have the richer and more respected you are in your clan, tribe in the community at large. In pastoralists areas camel and donkeys are used for transportation. The pastoralists always move away from swampy land to the high land for grassing and back to the river banks during the dry seasons. Cattle camps kept and organized by young men and move to Toch for grazing and there they practice games and sports. The youth eat a lot of meat and drink a lot milk.

Questions

- 1) What types of livestock do people keep in your county?
- 2) What do you use the animal for?
- 3) Where do you take your cattle during the dry season?
- 4) What do the youth do in the cattle camps?
- 5) Describe the yearly activities of the members of your family

Crop farming

Crop farming in South Sudan is especially done in the following areas:

- Western Equatoria
- Eastern Equatoria
- Central Equatoria

This is because there is adequate rainfall in the region. South Sudan is an agricultural country around the areas of Yei, Kajokeji, maridi and Yambio counties in which agriculture provides enough food for the people. Crops in those areas are grown by both small scale and large scale farmers. The common crops are; sorghum, groundnuts, simsim, beans, maize, cassava and sweet potatoes and surplus of these crops are sold. In other areas some people grow tobacco, tea, coffee, and sugar cane as cash crops but not large scale production.



A farmer harvesting vegetables

Questions

- 1) What types of crops are grown in your cattle camp?
- 2) Which animals do you keep?
- 3) What do you do with the animals?
- 4) What other activities do you do?

Crop Irrigation



Irrigation is the diversion or means drawing water from a natural supply such as rivers or lakes into farm land to provide water to crops. This is done by using canals, pipes, and buckets. Irrigation is always done in areas where soil is suitable for crops but there isn't enough rainfall.

In South Sudan irrigation is not widely practiced only in some few areas like in Northern Bhar-el-Ghazal and along White Nile in Northern Upper Nile region during dry season for irrigating some vegetables and fruits gardens. It is widely practiced in Sudan more than in South Sudan

The following are the proposed sugar schemes for cotton in Southern Sudan during the united Sudan:

- a- Malut and Mangala for sugarcane planting
- b- Anzara scheme in Azande land for planting cotton

Also in northern Upper Nile in Renk county where there is a large dura plantation that produces enough sorghum for the whole country. It has strategic stores for storing the product from Renk dura plantation. This plantation is not yet nationalized by the national government in South Sudan, but still in the hands of private farmers who export this dura to Sudan and some accessible parts of South Sudan.

Questions

- 1) Do you practice any form of irrigation in your cattle camp?
- 2) What types of crops do you grow?
- 3) What is not possible for you to irrigate a wide area?

Benefits of Growing Crops

Crops are very important in the lives of our people. Crops like sorghum, maize, cassava and millet are grown for food and other crops like groundnuts, simsim and beans are used at home and the surplus can be sold for cash in the local markets. Cash crops are grown like coffee; tea and cotton mainly sell as cash crops in order to important. These crops are mainly grown Maridi, Yambio and in Tumbura counties. Tea is grown in Upper Talanga. They create employment for local people in those locations.

Some challenges that face farmers

- 1) Constant worry or fear for farmers weather there will be enough rainfall causes low crops yields.
- 2) And fear that crops may be attacked by plants diseases and insects.

Questions

- 1) What is the benefit of growing crops?
- 2) What are some problems farmers have?

Food Crops and subsistence Farmers

Most farmers in South Sudan practice what is called subsistence farming. They are called so because they grow food for themselves not for sell in the market.

Subsistence households are found in Bhar el Ghazal and Upper Nile regions. The main crops that they grow are sorghum, simsim, millet, cassava and beans. These subsistence farmers do not have modern factors of production. Example, tractor, capital and etc.

They use local tools like hoes,(maloda toria,) axes and pangas. Ox- plough has recently been introduced and hopefully that will replace traditional tools. Growing of crops vary from place to place.

Questions

- 1) What is subsistence farming?
- 2) What crops do subsistence farmers grow?
- 3) What do farmers do with surplus food that they grow?
- 4) What cash crops grown in Equatoria region?
- 5) Where is cotton grown in South Sudan?
- 6) Which areas grow coffee?