



South Sudan

Primary Social Studies 3

Primary Social Studies has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects Experts. This course book provides a fun and practical approach to the subject of Social Studies, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 3 syllabus as developed by **Ministry of General Education and Instruction.**

Each year comprises of a **Pupil's Book and Teacher's Guide.**

The Pupil's Books provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Social Studies.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Social Studies can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the primary school syllabus, and at the same time equipping the pupils with skills to fit in the modern day global society.

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Primary Social Studies 3

Pupil's Book



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Social Studies

Pupil's Book

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1

The people of Africa

New words

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

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

Activity 1

People in our community

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 .

Time to draw

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

Homework

Find out the food that is from the past but is still eaten today. Write them down.

Individual work

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

Activity 2

Jobs done by people in the past

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

Look at the pictures below.



Pair work

1. Tell your friend the activity that each person is doing from the pictures on page 4?
2. Tell your classmates some of the activities people in your community do together.

Activity 3

Common practices of African communities in the past

Look at the picture below.



Pair work

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

Activity 4

Relationship between ceremonies or practices today and those from the past

Look at the pictures below.



Pair work

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

Activity 5

Leaders from the past who have shaped the current culture

Look at the pictures below.

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



Group work

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

Activity 6

How economic activities are related to the way people lived

Look at the pictures below.



Individual work

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

Group work

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

List them down.

Homework

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

Activity 7

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

Look at the pictures below.



Pair work

1. Examine the factors that led to migration in the pictures on page 9.
2. Suggest the places that you would love to live in and why?
3. Why do you think drought is not good for economic activities?

Activity 8

Origin of National Symbols

Read the National Anthem below.

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

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





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

Group work

Sing the National Anthem as a class.

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

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

Symbol	Name of Symbol
	<p>President</p>
	<p>Flag</p>
	<p>Seal</p>
	<p>Court of Arms</p>

Individual work

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

Time to draw

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

Activity 9

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

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



Pair work

1. What is happening in the picture on page 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.

UNIT 2

The land of 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.

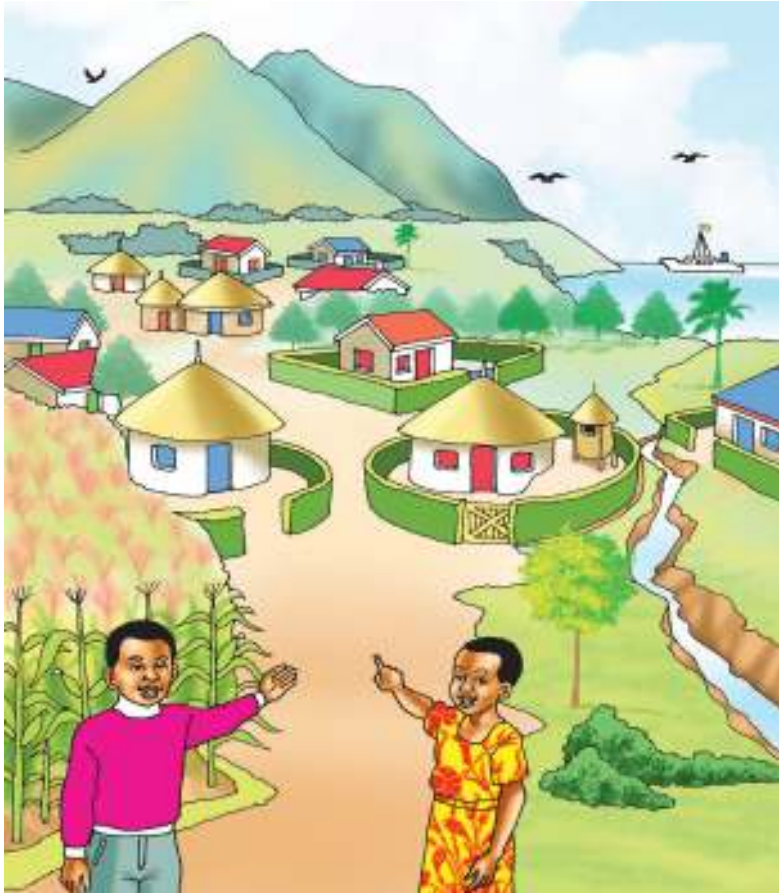
Activity 1

What are the physical features found around your home?

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, land among others.







Look at the following picture.



Pair work

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

Match the physical features below with their names. One has been done for you.

Physical features	Names
	<p>Mountain</p>
	<p>River</p>
	<p>Forest</p>
	<p>Plain</p>
	<p>Valley</p>
	<p>Lake</p>

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

Problems that we get from 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, 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.



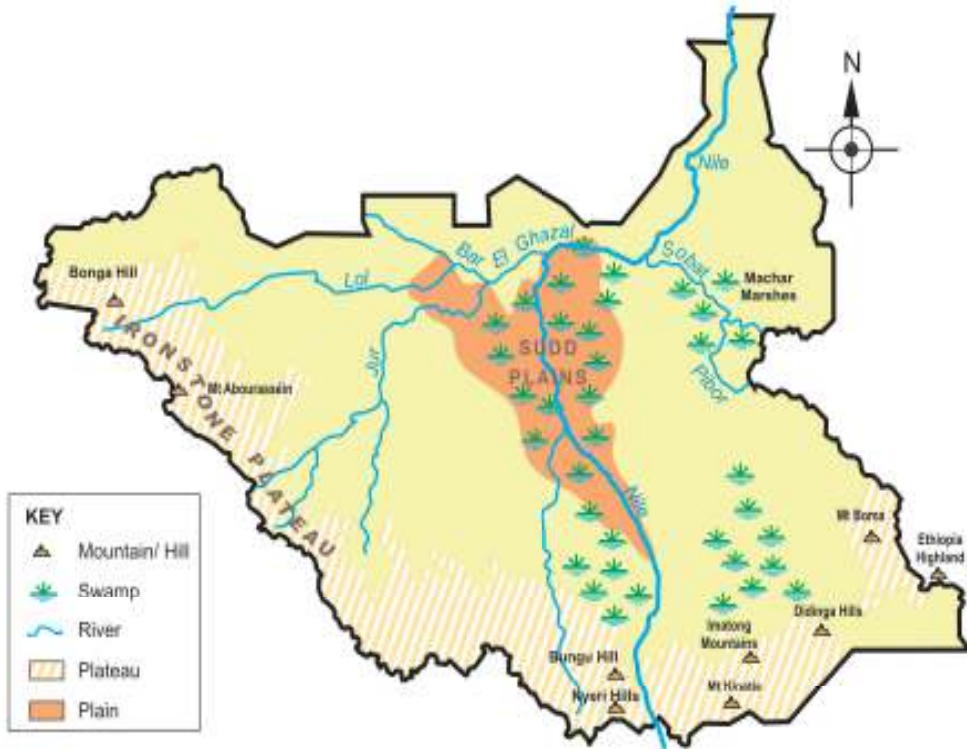
Pair work

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

How do we represent physical features on a map?

Look at the map below.



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 Swamp

Group 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.

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.

UNIT 3

Environmental 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 1

Types of pollution

Look at the pictures below.



Pair work

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

Nature walk

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

Group work

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

Activity 2

Types of litter and rubbish

Look at the following pictures.





Pair work

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

Homework

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

Activity 3

Effects of pollution

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

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



Pair work

Tell your friend the causes of the following:

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

Individual work

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

- a) Air pollution

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

Activity 4

Preventing pollution

We can make our environment good.

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

Look at the following pictures.



Class discussion

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

Activity 5

Ways of presenting ideas

There are different ways of presenting ideas.

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

Look at the pictures below.



Group work

From the pictures on page 30, talk about those ways that you have ever used to present ideas. Which one did you love most? Why? Share with your friends.

Nature walk

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

Activity 6

Effects of listening carefully to other people's responses

We need to present good ideas to people.

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

Look at the pictures below.



Individual work

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

Homework

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

Share with your group members.

WORK TO DO

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

UNIT 4

What's the difference?

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

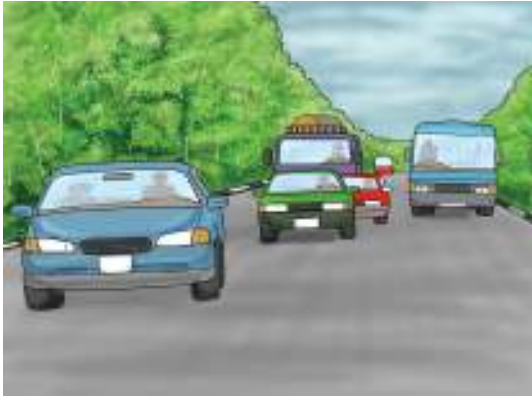
The decision to settle in a place is influenced by several factors. These include: Relief features, water bodies, road junctions, social amenities, rainfall pattern, the fertility of soil among others.

Activity 1

Types of settlements

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

Look at the pictures.



Individual work

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

Homework

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

Activity 2

Factors influencing movement of people from one place to another

Key words

Factor

Influence

Movement

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

Look at the following pictures.



Pair work

1. From the pictures on page 35, state the factors that make people move to these places or away from them.
2. Talk about it with your friend.

Activity 3

What can be done to minimise migration?

Key words

Minimise

Migration

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

Look at the pictures below.



Group work

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

Homework

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

Activity 4

Land use and economic activities in African continent

Key word

Economic activity

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

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

Different communities do different economic activities.

Look at the pictures below.



Pair work

1. Tell your friend the economic activities that you see in the pictures on page 37. How is the land being used?
2. Tell your friend one economic activity that you have ever taken part in.

Activity 5

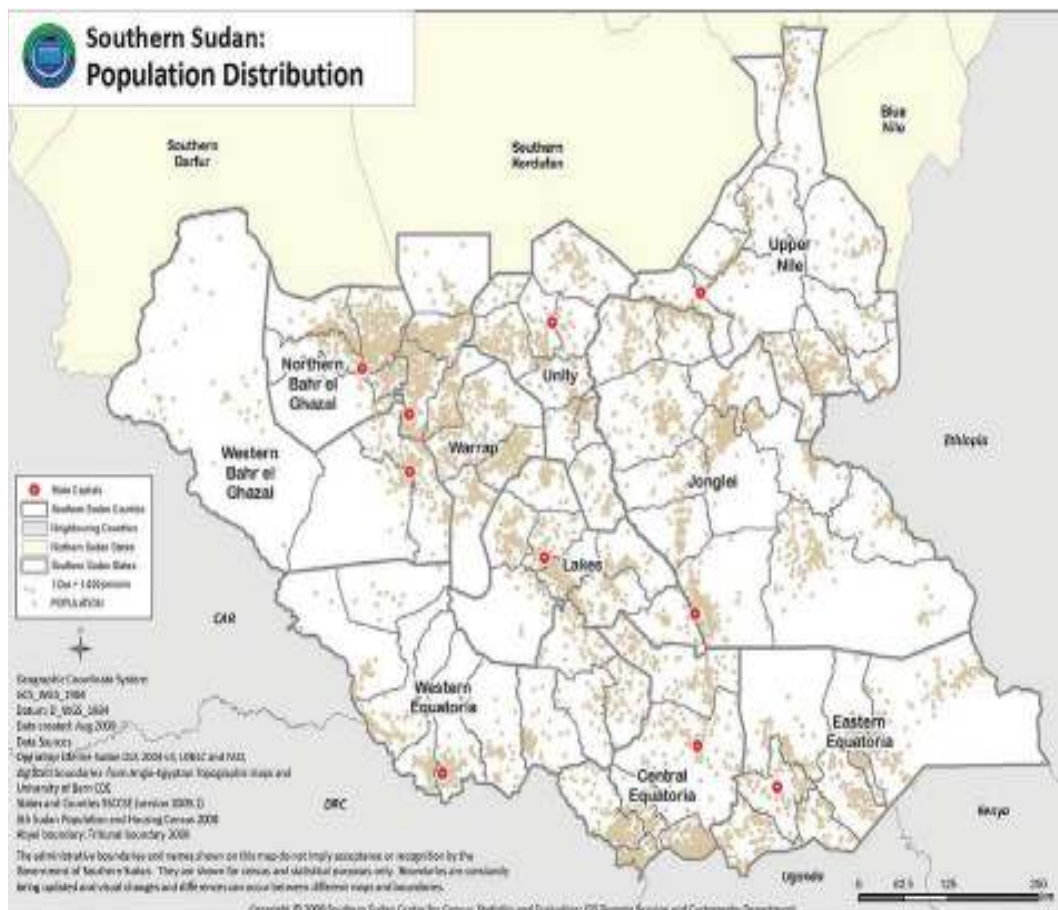
Features of a locality

Key words

Feature

Scattered

Look at the map below.



Pair work

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

Time to draw

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

Activity 6

Products and jobs of a locality

Key words

Product

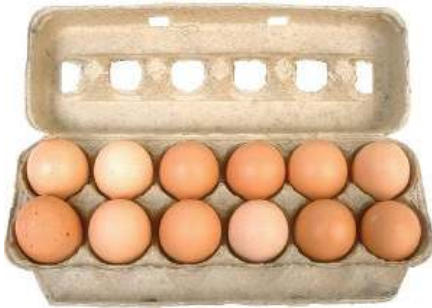
Locality

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

(a) Products

We get different things from animals and plants.

Look at the pictures below.



Group work

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

(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?

Homework

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

WORK TO DO

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

UNIT 5

More problem solving

New words

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

Key words

Conflict

Cause

Activity 1

Causes of conflict

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

Look at the pictures below.



Pair work

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

Homework

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

Activity 2

Ways of solving conflicts

Key words

Law

Conflict

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

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

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

Here are pictures to help you.



Pair work

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

Individual work

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

Activity 3

The need to live together

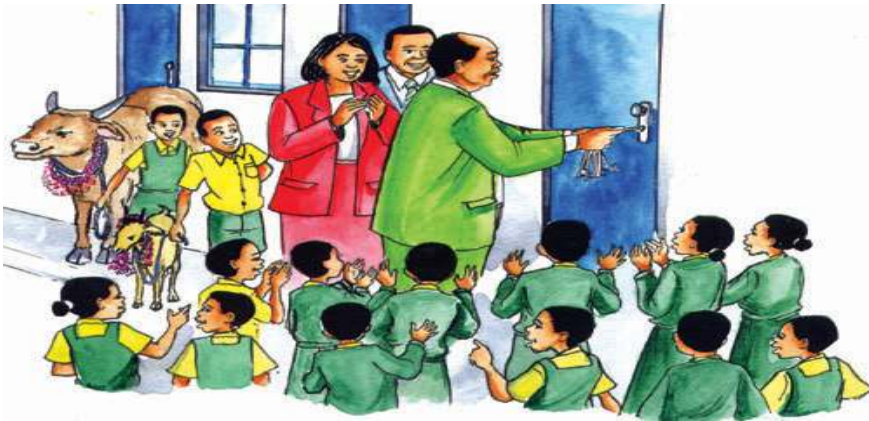
Key words

Society

Neighbour

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

Here are pictures to help you.



Group work

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

Activity 4

Ways of maintaining peaceful communities

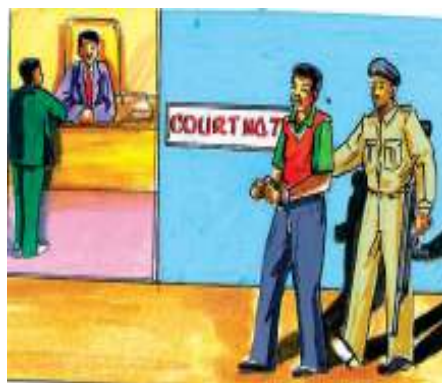
Key word

Functions

Peaceful communities can be maintained through:

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

Here are pictures to help you.



Pair work

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

Activity 5

Dangers of conflict in the community

Key word

Dangerous

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



Group work

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

Activity 6

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

Key words

Protect, Mines

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

Homework

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

WORK TO DO

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