



South Sudan

Primary Social Studies 5

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 5 syllabus as developed by **Ministry of General Education and Instruction.**

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Primary Social Studies 5

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South Sudan

PRIMARY
5

Social studies

Pupil's Book 5

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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 Past Kingdoms

A Kingdom is a region or a territory that is ruled by a king or a queen. There were many kingdoms that existed in what is now South Sudan and other parts of Africa during the pre-colonial period.

Some of these kingdom still exist today. Others may have disappeared, but their influence is being felt today.

That is why, it is important to learn about them. They are part of our present lives and culture.

The main kingdoms of South Sudan were:

- Azande
- Otuho
- Chollo (shilluk)
- Anyuak(Anywaa)

The picture below shows the warriors ancient Azande kingdom.



Pre-colonial refers to the period before the European colonisation of Africa. The main colonisation started in about 1850, although Europeans had been in Africa long before.

Activity 1

Pre-Colonial Kingdoms

Read the following passage.

Pre-colonial Kingdoms were the societies that existed in Africa before the coming of the explorers, missionaries and colonialists. These Kingdoms were found in almost every part of Africa. Each developed different way of living, different customs and different cultures. A Kingdom is ruled by a King.

Not all pre-colonial societies were kingdoms. Africa has very many tribes with different structures of rulings. Just like in South Sudan today, many tribes had no kings but they had Chiefs, sub chiefs, clan heads and family heads for effective administration of their areas. For example, the Moru-Madi, the Luo and the Atker.

Pair work

1. Explore the main kingdoms in South Sudan during the pre-colonial period.
2. Survey whether all pre-colonial societies were Kingdoms.

Write down your answers in your notebooks.

Individual work

1. Explore the period in which European colonisation started in Africa.

Crossword

Find and circle the names of kingdoms found in South Sudan in crossword below. The first one has been done for you.

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

(AZANDE, SHILLUK, OTUHO)

Features of kingdoms in South Sudan

The kingdoms of South Sudan had the following features:

- (i) They were headed by kings.
- (ii) Warriors defended the kingdom from external and internal attacks.
- (iii) Council of elders advised the king.
- (iv) Members of the community were subjects of the king.
- (v) Different kingdoms had different cultures such as artwork and economic activities.

Activity 2

How do we know what happened long time ago?

How do we know about these kingdoms from long time ago?

What evidence do we have?

We have two main sources of evidence:

1. Artefacts that have survived. These could be tools, weapons, buildings, jewellery or other decorative things. Most buildings were made of wood so almost all have rotten away. Things made of stone or metal have lasted longer.
2. Some written records have survived. Not all kingdoms had written forms of language, but many did. There are some written records made by traders and visitors along with some drawings.

The following are some examples of masks from the Sahelian Kingdom. They were used in dancing and other ceremonies. Sahelian Kingdom was located in today's Mali and Niger.



They were made of very hard wood making difficult for them to rot. They give us some idea of the Sahelian culture.

Here is some writing from the Sahelian Kingdom. This kingdom existed in what is now Mali and Niger over a thousand years ago. This writing is from the 9th Century AD – so it is about one thousand two hundred years old. It is a medical writing about the treatment for a plague.

There are also some remains of buildings from the Sahelian Kingdom. These are in the picture below. Because the writings were on stone, they have lasted for over a thousand years.



Sahelian buildings from the 9th Century.

Group work

1. What are the two sources of evidence that we have?
2. Where was the Sahelian Kingdom located?

Write down your answers in your notebook

Explain your reasons.

Recognition of Kingdoms

Pre-colonial kingdoms were recognised by items of art such as costumes and customs.

The kingdoms were also recognised by their tools, weapons and the type of houses they lived in.

Most of the tools and weapons were made from stones and metals which were long lasting.

Different kingdoms in South Sudan had different ways of doing things. These includes how they carried out their economic activities.

Individual work

Explore the different kinds of items that were used to recognise Pre-colonial kingdoms.

Look at the picture below.



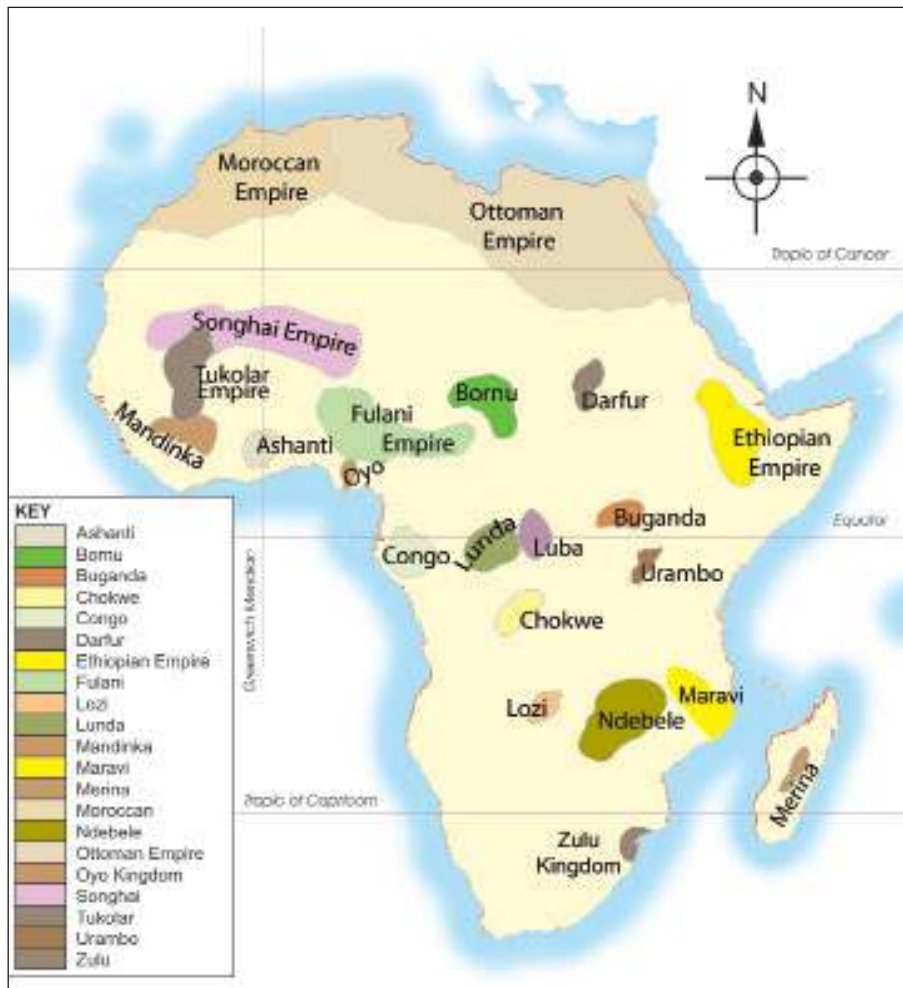
The form of housing from the picture above is still used today in our country.

Activity 3

What happened elsewhere in Africa?

There were Kingdoms in what is now South Sudan and in other parts of Africa. We have already mentioned the Sahelian Kingdom in Mali and Niger. Other kingdoms included; the Bunyoro-Kitara Kingdom in Uganda, the Zulu kingdom in South Africa and the Asante Kingdom in West Africa (Ghana).

Look at the map below. It shows the main pre-colonial kingdoms in Africa in the year 680 AD (nearly one thousand five hundred years ago.)



Map of Africa showing main pre-colonial kingdoms.

Pair work

1. Explore the parts of Africa today where the main kingdoms in 680 were located and why some of them were referred to as empires.
2. Draw your own map showing these kingdoms and empires. Remember to use a key to help explain your map.

Explain your reasons to your friend.

Activity 4

West African Kingdoms

We know a lot about the West African kingdoms because they were well developed with written records. There are also many buildings and artifacts remaining.

Here is a map of West African kingdoms in 1625. You will see that there were already some Portuguese and Dutch possessions. The kingdoms of Morocco, Mali and Benin are not the same as the modern countries with these names.



The West African kingdoms

Pair work

1. Discuss what you know about the west African kingdoms.
2. Identify and explain the changes that occurred in the West African kingdoms between 680 and 1625?

Write down your answers.

Group work

1. Draw your own map showing these kingdoms and empires.
2. Explain your reasons to your group.

Activity 5

The Benin Empire

One of the places marked on the map on page 9 is Benin. This was a very advanced empire in 1625. It was made up of several kingdoms. The Emperor was in charge of the empire.

The kingdom of Benin was an interesting place. The people developed some unique things as their civilisation developed. One of those unique things was their art. They wove cotton fabrics with stripes of colour. Their carved wood masks are still famous around today. Art and fabric made by Benin artists were in high demand by other civilisations and tribes. Its capital was known as Benin city. The city, was laid out in long, straight streets. Houses lined the long streets. Some had many rooms and covered porches. The palace was the most splendid home in the city. The city was surrounded by a great wall to keep it safe. In fact, it was a series of walls and ditches providing protection to the people inside.



The Great City of Benin in the 15th Century.



The Great Wall of Benin

The wall was over 16,000 kilometres long. It contained more than 500 interconnected settlement boundaries. It enclosed 6,500 square kilometres and was built by the Edo people between 800 and 1400 CE.

The wall was four times longer than the Great Wall of China and used a hundred times more materials than the Great Pyramid of Cheops. It took an estimated 150 million hours of digging to construct and is perhaps the largest single archaeological phenomenon on the planet.

Some parts of the wall still exist to date even after being destroyed by the British army in 1897.

Here is a part of the Great Benin wall that is still standing to date. It is in Nigeria.



Part of the Great Wall of Benin remaining today

Pair work

Write your own presentation about Benin Empire. Include some drawings. Your teacher will select some people to make the presentation to the class. See if you can add to the information in this book or prepare further questions about Benin.

Activity 6

The Kingdoms of South Sudan

The map below puts the kingdoms in Africa into three groups.



Pair work

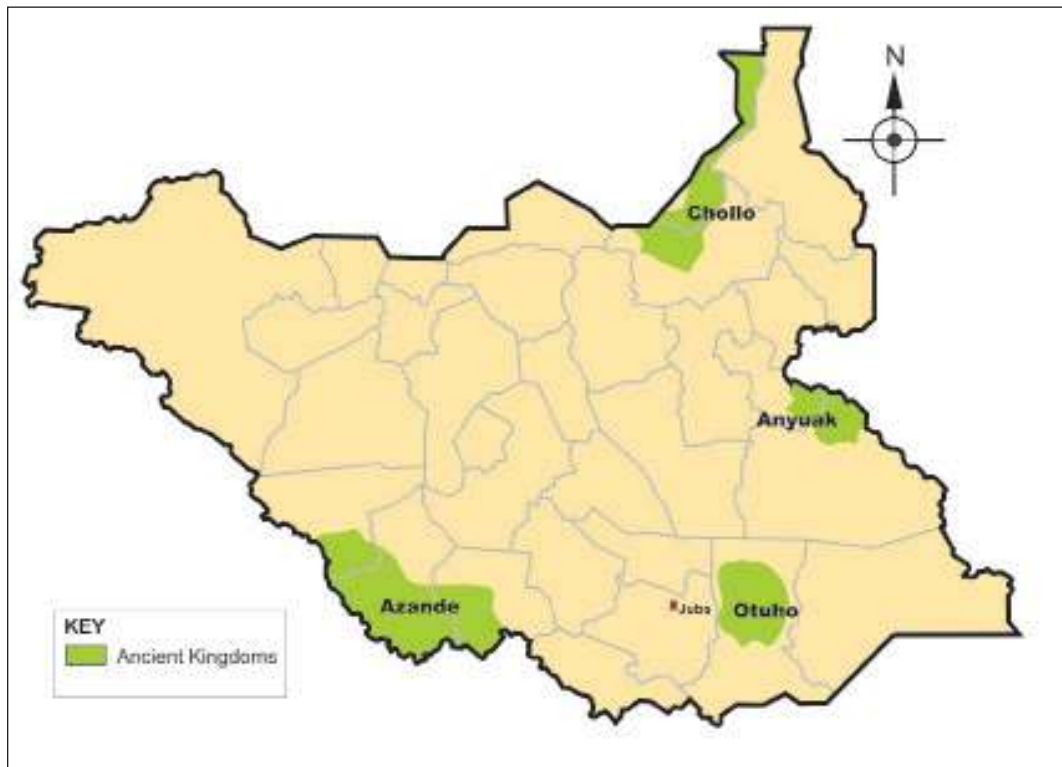
1. In which group are the South Sudan kingdoms?
2. Why are there few kingdoms shown on the map?

What are your reasons for your thinking?

Write down your answers.

Explain your reasons to your friend.

The term “Azande” refers to a culturally diverse group of people who over the past two hundred years have been brought together under the government of a number of distinct kingdoms.



Ancient kingdoms in South Sudan.

Shilluk kingdom is located along the banks of the Nile river in modern South Sudan.

It's the capital was in the town of *Fashoda*.

The kingdom was founded during the mid-fifteenth Century by its first ruler the demi-god *Nyikang*.



Shilluk Kingdom.

Time to recite

Recite the poem below.

*We are from the Shilluk kingdom,
Located on the banks of the White Nile,
Gol is the smallest unit in our society
Our community holds titles of,
Reth, Nyireth, Nyareth and Kwa Nyireth.
We love our community.*

Read the following passages about the kingdoms of South Sudan. They tell you about some of the features these kingdoms had in common.

Political Organisation

Government was centralised and headed by a King and a Queen. Below the King was other junior officials including military personnel. Kings appoint chiefs and other junior officers to assist them with administration duties. All the Kings were commander in chiefs of their armies. A council of elders helped the kings to govern. The council of elders could remove a King and demote him to a commoner. In the Asante Kingdom, the Queen held the same powers as the King.

Arrows bows, spears (short stabbing and long throwing spears), axes, knives and stones were the common weapons used in the pre-colonial kingdoms of South Sudan.

Culture and Beliefs

All kingdoms believed in many gods. Some had gods of rain, good harvest, fertility and good fortunes. They also believed in traditional doctors. They had cultural festivals, such as celebrating marriages and the birth of babies and mourning deaths. They practiced communal cultivation and kept a strong bond between societies.

Drums in many African societies were used to communicate special messages, for ceremonies and for mourning elders. There were several taboos to be followed and these varied from tribe to tribe, though with some similarities.

Ask your parents if there are still some of these taboos in your community).

Economic Organisation

The kingdoms were cultivators and animal keepers. They grew crops like maize, finger millet, cassava, sorghum, potatoes, yams and many others. They kept domestic animals like cows, goats and sheep, chickens and ducks. They also kept dogs for hunting and defence. Cats were kept for catching wild rats and keeping rats out of houses.

They exchanged farm produce for goods such as textiles that they did not have. They gathered honey and wild fruits, hunted wild animals for meat and caught fish. They also had iron smelting industries where they made shields, spears arrows and bows and a cloth industry where bark cloths were made.

Pair work

Make your own presentation about the South Sudan kingdoms. Refer to the information above. Your teacher will select some learners to present to the class.

Activity 7

Features of the Kingdoms of South Sudan

Read the information in the table on page . This table shows the similarities and differences between the kingdoms of South Sudan and other parts of Africa. Work with your partner to answer the questions below the table.

Kingdoms of South Sudan				Kingdoms elsewhere in Africa		
Azande	Shilluk	Anyuak	Bunyoro	Buganda	Zulu	Asante
Found in South western part of South Sudan	Found in Northern part of South Sudan	Found in Northern Eastern part of South Sudan	Found in Central part of Uganda, north of Buganda Kingdom	Found in the Central part of Uganda, South of Bunyoro Kingdom	Found in the South Eastern part of South Africa	Found at the coast of Southern part of the present Ghana
Kept few animals Grew crops	Kept big number of animals Grew less crops	Kept few animals mostly by royal families. They grew crops	Kept short horn cows and grew crops	Kept short horn cattle and grew large quantity of crops	Kept short horn cattle and grew large quantity of crops Kept large number of animals and grew crops	Kept few animals but grew lots of crops
Less involved in trade with foreigners	Less involved in trade with foreigners	Less involved in trade with foreigners	Involved in internal trade and coastal trade/Khartoum	Involved in internal trade and coastal trade	Kept short horn cattle and grew large quantity of crops Kept large number of animals and grew crops	Involved in internal trade and Trans Atlantic Trade
Used spears and arrows/bows for defence and hunting	Used spears and knives for defence and hunting	Used spears and knives for defence and hunting	Used spears, swords and later rifles obtained from the coast of East Africa and Khartoum traders	Used spears, swords, knives and rifles obtained from the coast of East Africa	Used spears, shields and later on rifles obtained from trade with foreigners	Used spears, swords, knives and later on rifles obtained from trade with foreigners

Pair work

1. Which kingdom was found in the South Western part of South Sudan?
2. In which South Sudan kingdom were animals mostly kept by the royal family?
3. Which three South Sudan kingdoms were less involved in trade with foreigners?
4. Which kingdom was in the Southern part of present Ghana?

Group work

Now create some of your own questions like these from the table to ask amongst yourselves in the group.

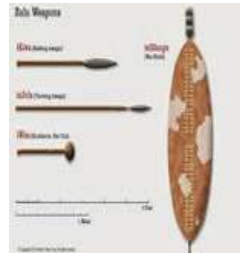
Activity 8

Cultural features of the Kingdoms of South Sudan

Here are some people and artefacts from the pre-colonial kingdoms of Africa.



Azande King with weapons



Zulu spears and shield



Shaka Zulu with shield/spear



Anyuak Royal Regalia & House



Anyuak Royal Regalia & House
Azande warriors with spears and shields



Shilluk King



Meroe King



Asante King



Asante Royal Cloth



Asante Royal Stool



Meroe shell necklace



Shilluk Men in the early 20th Century



A Shilluk warriors in the early 20th Century



Kush stone incense burner

Pair work

Talk to your partner about which of these pictures you like the best, and why. Make your own drawing or model of one of these people or artefacts. Compare your drawing with those of other group members.

Revision question

1. Identify five kingdoms in South Sudan.
2. How were the kingdoms recognised in South Sudan?
3. Explore the role of each of the following in the pre-colonial kingdoms of South Sudan.
 - (a) The king
 - (b) Warriors
 - (c) Council of elders
 - (d) Members of the community

New words

- Bow:** A flexible material whose ends are connected by a string, used for shooting arrows.
- Community:** A group of people sharing a common language, tradition, laws and interests.
- Culture:** Habits of a particular society or nation.
- Customs:** Duties and taxes paid on imported or exported goods.
- Eliminate:** To put an end to something.
- Jewellery:** A collection of rings, necklaces, bracelets and precious metals.
- Kingdom:** A government with a ruling that is passed to another ruler by inheritance.
- Pre-colonial:** Before the rule by another country.
- Shield:** Anything that protects defends, shelter or protect person during war.
- Structure:** The overall form or organisation of something.
- Weapons:** An instrument or tool used to attack or for defending oneself.

UNIT 2

This is our Land

In Primary 2, you learnt about physical features around the school and your home.



Identify the physical features in your country using the pictures above.

Physical features can be grouped into two:

- (a) Relief features
- (b) Drainage features

Activity 1

Relief features

Relief is the physical appearance of the land surface.

Relief features are things found on the earth's surface.

They are; mountains, valleys, plains, hills and plateaus.

Individual work

Write brief notes on each of the following relief features. In each case, give examples in South Sudan.



(a) Plateau



(b) Plain



(c) Mountain



(d) Valley

Activity 2

Drainage features

Drainage is the pattern of water flow on the earth's surface.

Drainage features are **rivers, lakes and swamps**.

Time to recite

Recite the poem below.

We are a family of drainage features,

We are rivers, lakes and swamps,

We flow on the earth's surface,

We are all water sources.

We are rivers, some of us are small others are big,

Our size depends on the amount of water we carry,

Most of us start from mountains and hills,

We pour our water in a mouth,

Some of us are permanent rivers,

Others are seasonal rivers,

We are all water sources.

We are lakes; we have a big depression on the earth's surface,

The depression is filled with water,

Our water can be fresh water or salty water,

Some of us are small,

We are all water sources.

We are swamps, we are found in wet and marshy areas,

We are always waterlogged,

We have a rich growth of papyrus reeds and rushes,

We are all water sources.

Individual work

1. Draw the map of South Sudan showing relief and drainage features in your book.
2. Draw a map of your payam and indicate where physical features are found.

Activity 3

Physical features in Africa

Most of the physical features found in our country are also found in other African countries. The following are the major physical features found in Africa.

- (a) Relief features
- (b) Drainage features

(a) Relief features

Some of the relief features found in Africa are the **Great Rift Valley**, **Mount Kilimanjaro**, **Mount Kenya**, **Mount Ruwenzori**, **Mount Atlas**, **Jos Plateau** and **Cameroon Mountain**.



Mount Kilimanjaro



Jos plateau



The great Rift Valley

(b) Drainage features

Some of the drainage features found in Africa are **Lake Victoria**, **Lake Tanganyika**, **River Nile** and **Lake Turkana**.



Lake Victoria



River Nile



Lake Malawi

Group work

Discuss the importance of physical in Africa. In each case, give an example.

Crossword

Find and circle the names of the physical features found in Africa.

One has been done for you.

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

(CAPE RANGES, LAKE MALAWI,
LAKE TURKANA)

For example,

Relief feature	Country
Cape ranges	South Africa
Atlas Mountains	Morocco, Tunisia and Algeria

Activity 4

Effects of physical features on human activities

Positive effects

1. Lakes and rivers are important because they provide water that is used at home. Water from these sources is used for watering crops and for animals to drink.
2. Lakes and rivers also provide us with fish that is used as food. Therefore, some people like to settle near lakes and rivers.
3. It is easy to use machines to farm on plateaus.
4. It is easy to build roads and railways on plains and plateaus since they are flat and people can reach them easily.
5. Some physical features such as mountains and lakes help in promoting the tourism industry.

Negative effects

1. Swampy areas attract mosquitoes that spread malaria. They also have micro-organisms that spread waterborne diseases.
2. People living near rivers are usually affected by floods, which sometimes damage crops and lead to loss of lives and property.

Group work

1. The following is a list of the major rivers in Africa. Name the places where they are found.
 - (a) River Nile
 - (b) River Senegal
 - (c) River Congo
 - (d) River Gambia
 - (e) River Zambezi
 - (f) River Limpopo
 - (g) River Orange
2. Discuss why these rivers are important.

The world is made up of seven continents. They are; South America, Australia, Antarctica, Africa, Asia, Europe and North America.

Homework

Use the map of the world to name physical features such as mountains, plateaus, and plains.

Name the major rivers and lakes of the world.

Pair work

Explore the effects of physical features on human activities.



A map of the world showing major physical features.

Activity 5

Formation of landforms

Mountains, hills, plateaus and plains are the four major types of landforms.

Landforms such as the Great Rift Valley, mountains and hills are formed as a result of eruption, earth movements and human activities.

Minor landforms include valleys and basins.



A valley



A basin

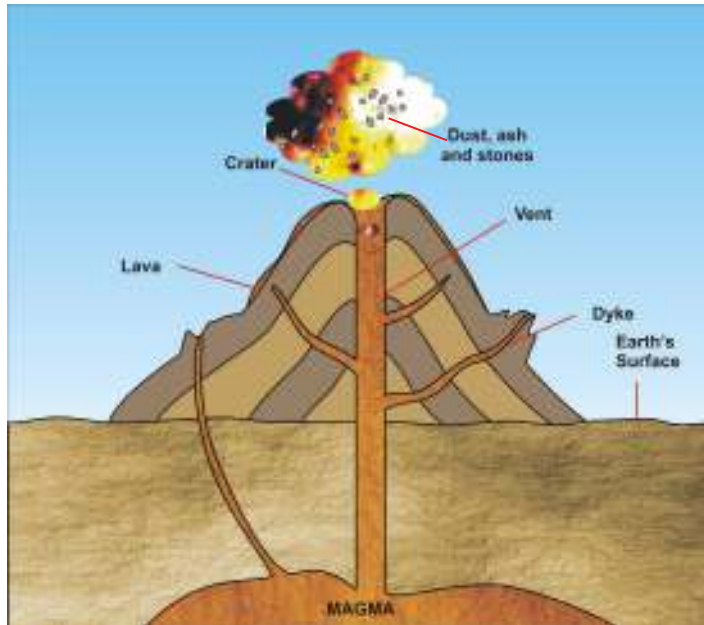
Landforms as a result of eruption

Volcanic mountains

A volcanic mountain is formed as a result of molten rock (magma) that erupts from deep below the earth's surface. Volcanic activities lead to formation of volcanic mountains. The eruption materials form a mountain or a hill.

Learning point

During disturbances caused by earth movements such as earthquakes the underlying rock cracks. Liquid rock comes out through the cracks. The liquid rock escapes to the earth surface where it turns into solid rock called **lava**. This process is referred to as **volcanicity**.



A volcanic mountain.

An example of a volcanic feature or mountain is **Mount Kenya**.

NB: There are active and dormant volcanoes.

Active volcanoes: Rajaf hills and Omeo hills in Juba and Magwi County respectively.

Dormant volcanoes: Okire hills and Adodi hills in Magwi County.

Group work

- (a) Use your atlas to name other volcanic mountains in Africa.
- (b) In groups, use the map of the world to locate some of volcanic mountains in the world.

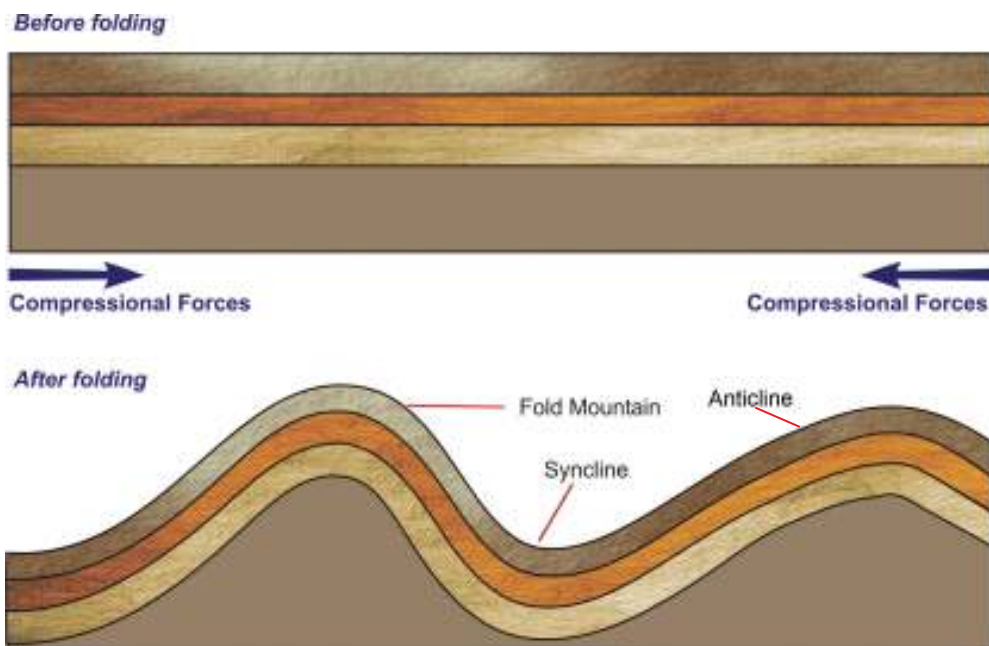
Fold mountains

Fold mountains are formed as a result of upper layer of the earth's crust folding to form mountains. Forces within the crust pushing towards the centre cause the folding. This process is referred to as **folding**.

Individual work

Use a piece of paper to make a fold mountain. Have the piece of paper (foolscap) on the table. Push it from both ends slowly towards the centre. A fold forms at the centre.

Draw the fold mountain you have made. Describe how a fold mountain looks like. An example of a fold mountain in Africa is Atlas Mountains.



The formation of a fold mountain.

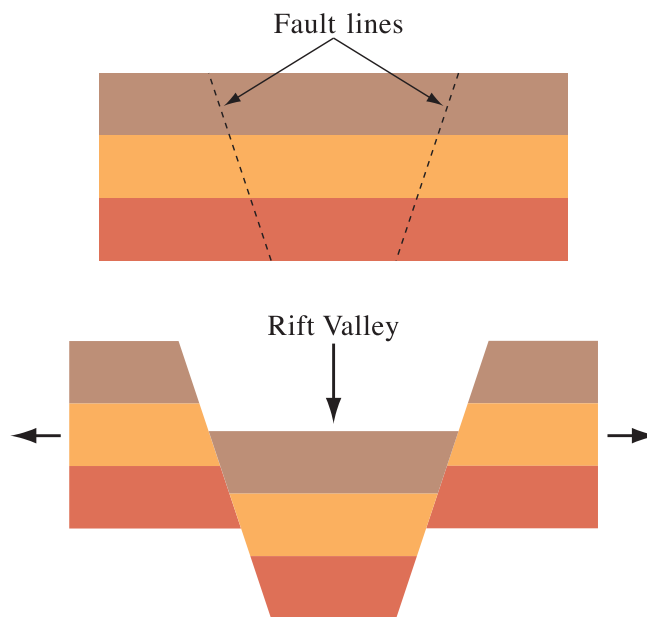
Pair work

In pairs, use your atlas to locate the following fold mountains in the world. Write the name of each mountain found in each continent

Continent	Name of the mountain
Africa	Cape Ranges, Atlas Mountain
Europe	
North America	
South America	
Asia	
Australia	

Formation of the Rift Valley

The Great Rift Valley was formed as a result of the middle area of the earth's surface sinking while the sides remaining fixed. This is where the forces pull from the side of the earth's crust.



The process of formation of a rift valley.

Learning point

The forces that pull on either direction are called **tensional forces**.

An example of a rift valley is the Great Rift Valley of Africa.

Pair work

In pairs, use the map of the world to name other valleys found in the world.



A map of Africa showing where the Great Rift passes.

Use the map of Africa and name the countries where the Great Rift Valley passes through.

One country is Uganda.

Plateau

A plateau is a high flat land of a place.

An example is Iron stone plateau in South Sudan.

Plateaus can be formed by a number of processes including upwelling of volcanic magma, extrusion of lava and erosion by water and glaciers.

Homework

Use the map of Africa to name other plateaus and the country where they are found.

Plateau	Country
Jos	Nigeria

Lakes

Lakes are formed as a result of rain water (floods) or rivers flows and accumulate into a depression.

Group work

Have an outdoor activity. In groups, form a depression on the ground. Have a raised area or a hill on one side. Make a channel from the hill to the depression. Pour water on the hill to run through the channel in the depression. At last the water will fill the depression forming a lake.

An example of a natural lake in Africa is Lake Albert in Uganda.

Use your atlas to identify the lakes below found in Africa.

Lake

- Lake Victoria
- Lake Tanganyika
- Lake Albert
- Lake Malawi
- Lake Ehad
- Lake Turkana

Some lakes are formed naturally while others are created by people.

An example of a manmade lake is the dam at the border of Zambia and Zambezi.

Individual work

Use the map of Africa to name other man-made lakes in Africa.

Lakes Nasser, Akosombo and dams are Victoria and Aswan high dam.

Activity 6

Effects of human activities on landscape

There are things that we do that change the landscape.

a) Construction of roads

Construction of roads can lead to changes on the landscape.

Construction of roads on landscape can affect underground water piping system.



A road construction.

b) Mining

The earth is the source of useful and valuable minerals like gold, diamond and oil.

Mining affects landscape by changing the shape of the land. This is done by leaving open pits on the landscape after mining.

c) Farming

Livestock farming such as keeping of cattle affects landscape. The movement of animals on land causes breaking of soil particles. These soil particles can be carried away easily by water or wind hence causing **soil erosion**. Therefore, livestock farming causes change of landscape.

Farming on the same piece of land over a long period of time also causes soil erosion.

Therefore, this causes change of landscape.

Look at the picture below.



A dammed river.

Pair work

Discuss how farming has affected the physical features of the area.

Name the feature that has been formed from the picture. Discuss other ways of farming that have affected physical features in your home area and your Payam.

Present your work in class.

Activity 7

Climate change

Effects of human activities on climate

Deforestation is the cutting down of trees. Trees play an important role in the formation of rainfall. Their leaves are used to pass moisture into the atmosphere through **transpiration**. This moisture is then changed to clouds, which form rain. Therefore, clearing of forests decreases the amount of rainfall will receive.

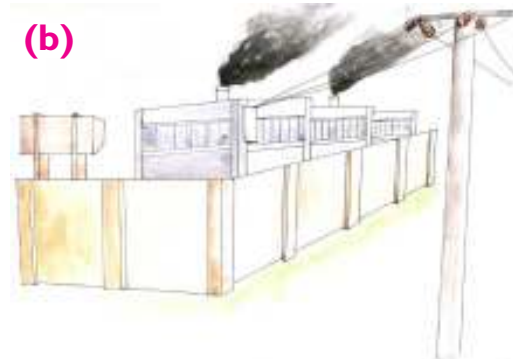
Industrialisation affects climate whereby it has increased the amounts of carbon dioxide being released in the atmosphere. This together with other gases released by vehicles affects climate.

Nature walk

Take a walk within the school neighbourhood. Find out human activities that have had an effect on climate.

Report your findings to your class.

Look at the following pictures.



1. Write down the effects of human activities on climate.
2. Find out whether you have the same effect of human activities to climate.

Revision questions

1. Write notes on the two groups of physical features. In each case give examples.
2. Name three landforms that are formed as a result of eruption. In each case explain how the landforms are formed.
3. Identify three drainage features in South Sudan.
4. Explain how Atlas mountains were formed.

New words

Deforestation:	The process of clearing trees or forests.
Depression:	A sunken place or hollow.
Dumpsite:	A place where wastes are put or kept.
Exhaust:	Waste gases or air coming from an engine or machine.
Folding:	To bend something.
Industrialisation:	A process of social and economic change whereby a human society is developed into an industrial state.
Landscape:	All visible features of an area of land.
Micro-organism:	An organism that is too small to be seen by unaided eyes.
Plateau:	An area of fairly level high ground.
Sewer:	An underground channel carrying off drainage water.
Swamp:	An area covered with too much water.
Tensional forces:	These are forces acting opposition to each other.
Transpiration:	The process of a plant to give off water vapour through the stomata.
Volcanicity:	The process of a mountain or hill to have a crater through which lava, rock particles or hot gas and vapour have been erupted.

UNIT 3

Leaders and Decision Makers

Activity 1

Qualities of a good citizen of South Sudan

Leaders are people who lead others in an organisation, in a group or a country. Decision makers are the people who make choices on what shall be done. Good leaders make decisions that make their followers successful in life. Good leaders should be role models to their followers.

Crossword

Find and circle the qualities of a good citizen. One has been done for you.

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

(RESPECTFUL, LOYALTY, JUSTICE, HONEST)

Learning point

Leaders are people who influence others in an organisation, a group or country.

Decision-making is deciding or making choices on what one can do.

They are able to do these activities without any fear because they are citizens of South Sudan.

A citizen is a person who has a right to belong to a particular country.

A good citizen respects others, their properties and works hard.

Characteristics of a good citizen

Time to recite

Recite the poem below.

Citizen, citizen,

A good citizen should be loyal to his or her country,

A good citizen should participate in voting activity,

A good citizen should promote peace in the country,

We should always be good citizens of our country,

Let us love our country.



Citizen, citizen,

A good citizen should be ready to defend his or her country,

A good citizen should be hard working to promote development of his or her country,

A good citizen should protect the country from enemies,

A good citizen should conserve the environment of the country,

We should always be good citizens of our country.

Let us love our country.



Citizen, citizen,

A good citizen should always pay taxes,

A good citizen should always obey the laws of his or her country,

A good citizen should always help in disasters by providing food, shelter and clothing,

We should always be good citizens of our country,

Let us love our country.



Group work

Discuss other qualities of a good citizen of South Sudan.

Present your findings to the class.

Learning point

Citizenship is the state of being a citizen or a member of a country or community in a legal way.

Good citizenship leads to a peaceful and united community. It also leads to a clean environment as citizens will not litter their surrounding and are always determined to ensure a clean environment.

Through good citizenship, we are able to choose good leaders to govern us.

Individual work

Explore more on the qualities of a good and bad citizen of South Sudan.

Activity 2

Effects of a good citizen to the community

Look at the picture below.

What are the qualities of good citizens in South Sudan?



People building a bridge.

Learning point

A good citizen can have the following effects on the community:

1. A good citizen should participate in community activities such as, planting trees, building roads and bridges.
2. A good citizen can also help in conserving the environment of his or her community by planting trees to avoid soil erosion. He or she can also conserve the environment by ensuring proper disposal of wastes.
3. A good citizen ensures there is security in his or her community by providing security to the community members.
4. A good citizen will also help to reduce drug and substance abuse in the community. He or she can do this by educating people in the community on the effects of drug and substance abuse.
5. A good citizen can also participate in development of a community by getting involved in community projects such as water projects in the community.

Look at the picture below.



A water project.

Group work

Discuss other effects of good citizenship to a community.
Share your findings in class.

Learning point

Good citizenship promotes good leadership. These leaders may assist in setting up community projects like water conservations tanks.

They may also construct roads, which lead to rural areas.

Pair work

In pairs, investigate more on the effects of good citizens.

Activity 3

Qualities of a good leader

A **leader** is a person who is in charge of a group of people or somebody who heads others. A good leader should have the following qualities; good communication skills, honest, high integrity, commitment, passion, accountability and confident.

Leadership is a process of leading people in the right direction in order to achieve set goals.

Read the story below.

John is our headteacher at St. Theresa Primary School. He is loving and caring. He listens to everyone's problem and treats us fairly. He guides our teachers and other school workers on what to do. He is always committed and confident with his work. Our

headteacher always wants the best performance in every activity that we participate in; academics and sports. He is very ambitious. He handles everything he does with courage. He also encourages us to be peaceful and united. We love our headteacher.

Pair work

1. From the story above, explain the qualities of a good leader.
2. What skills should a good leader have from the story above?
3. Explore other qualities of a good leader you know in your country.

Learning point

A **leader** is a person who has authority to guide others. Leaders may be good or bad. Good leaders are known by how they lead others.

They always listen to other people's views and are patient and kind.

A good leader should always be responsible.

Activity 4

Comparison between a good leader and a good citizen

A good leader is a person who rules in accordance with established rules, is not self-centred and includes others in decision making processes.

A good citizen is someone who respects others and their property. He or she is helpful and considerate willing to put others first. A good citizen listens to the views of others. He or she helps those who are not in a position to help themselves.

Similarities between a good leader and a good citizen

1. They both promote peace and unity in a country.
2. They are both loyal to their country.
3. Both of them promote justice and fairness in the country.
4. They are both patriotic to their country.
5. They both encourage conservation of the environment in their country.
6. They are both responsible to their duties.

Learning point

For a person to be a good leader he must be a good citizen. Good leaders and good citizens respect other people whether they are young or old and are always ready to listen to them. Our president is one of the people who are good leaders and good citizens. He loves his country and has a vision for it.

Group work

Discuss five similarities between a good leader and a good citizen.

Activity 5

Decision making

Good leaders and good leadership skills are key in decision-making. To reach to an agreement they do this regardless of ones gender, size of body, age, tribe or the ideas one is suggesting.

This makes them good leaders.

Decision making process

1. Identify the decision

If you realize that you need to make a decision. Try to clearly define the nature of the decision you want to make. This is the first step in decision making.

2. Gather relevant information

Collect information which is needed to make a decision and get to know the source of information like books and resource person.

3. Identify other ways

As you collect the information you get several ways of making a decision, list them down and analyse them.

4. Weigh the evidence

Put all those alternatives you have identified together and analyse them one by one. This is a very difficult internal process. In this process, you begin to favour some alternatives those that seem to have potential for reaching your goal.

5. Select among alternatives

Once you have weighed all the evidence, then you are ready to select the alternatives that seem to be the best for you.

6. Take action

Take some positive action by beginning to implement the alternative you chose.

7. Review your decision and its consequences

This is the final step, the results of your decision and evaluate whether it has met the need you identified in step one. If the decision has not met the need you identified then you are supposed to go through the same process to make a new decision.

Pair work

1. Decision making is a very important life skill in our life. Give reasons.
2. Have you ever been in a situation where you were unable to make a decision? If yes share with your friend.
3. What decision did you make?

Individual work

Explore the different steps needed in the decision making.

Activity 6

Debate



A debate setting arrangement.

Steps for effective debate

1. Introduce the topic to debate on

All debates start with a *topic*, or an issue. Often, this issue is a proposed course of action that one team will argue for and another will argue against. Choose a topic to which learners can relate and perhaps one with practical application.

2. Assign the proposers and opposers.

There are two sides to any debate. Naturally, one will argue for and another against the topic. With learners, it is best to **group learners into teams to research and argue the issue** rather than expecting one pupil to do all the work. This way, a pupil does not have all the pressure to perform and the other members of the group can help with comprehension and strategy.

Ideally, break your class into four groups (you will want at least three pupils in each group) and assign two groups to each of two topics. Then assign one of each pair of pupils groups to the proposition side. This group will argue for the issues being presented. The other two groups will be the opposition side and will argue against the topic

3. Give time for research

Learners will need **time to research the issue**. Not only that, they will also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialised vocabulary so the efficacy of their arguments does not depend on simple comprehension. Encourage each group to form a strategy as to who will do most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate.

4. Keep track of time

If you are unfamiliar with *formal debate*, the speakers follow a set order. First, the opposition group receives two minutes to present their case to the audience. The proposition group then receives two minutes to present their case. After both sides have a chance to speak, both teams receive two minutes to prepare a *summary*.

5. Make a judgment

Usually in debate, the *winner* is the one who has presented the strongest points. For classes, the overall purpose of speaking is more important than the specific outcome of the debate. Still, your students will probably want to know who won. To determine the *winner*, have the *audience* vote on which team they thought made the most convincing *argument*. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners. Your grading process, on the other hand, does not have to name a winner and a loser. As long as your students were able to communicate clearly, use good grammar, and have good pronunciation, the debate was a success, and their grades should reflect that success.

Debate

Hold a debate about a boy and a girl should be treated equally.

Pair work

Explore the elements of an effective debate giving examples.

Activity 7

Essentials of an effective debate

1. The debaters should address the audience and not their opponents.
2. The debaters should watch the time given for the debate.
3. The debaters are not expected to answer all questions they are asked.
4. There should be a fair judge who listens to both sides and gives his comments.

Activity 8

HIV and AIDS and STIs

HIV stands for Human Immunodeficiency virus. This is a virus that attacks the immune system, which is our body's natural defence against illness.

AIDS stands for acquired Immunodeficiency Syndrome. These are symptoms caused by HIV.

STIs stand for Sexually Transmitted Infections. These infections are predominantly spread by sexual contact.

Recite the poem below.

*Virus you are virus,
Collection of diseases,
You are a syndrome,
Because you live in blood only,
You don't care who you kill,
You kill young, adult and old,
You have no mercy,
You kill heros and heroines,
What a killer disease?*

*AIDS kills and has no friend,
Be warned it has no cure,
Unprotected sex spreads AIDS,
Sharing sharp objects like needles spreads AIDS,*

*Always be careful,
Abstain from sex before marriage,
Married people be faithful to your partners,
Look around and around,
Our mothers and fathers are not with us,
Because of this disease,
What a dangerous disease?*

*AIDS you are merciless,
You have destroyed and killed the nation,
You have made us orphans,
You have made us poor,
You have made us dependant,
What a killer disease?*

*AIDS do u have mercy?
What an illness!
Life has become meaningless,
You have made people hopeless,
You have made life lifeless,
You have brought hatred among people,
What a killer disease you are?*

Ways of spreading HIV and AIDS

- Unprotected sexual intercourse with an infected person.
- Sharing sharp objects like needles with an infected person.
- Blood transfusion.
- Infected mother to unborn child.

Ways of preventing HIV and AIDS and STIs

- Married people to be faithful to their partners.
- Abstain from sexual intercourse before marriage.
- Avoid sharing sharp objects like needles.
- Always use a condom during sexual intercourse.
- Holding seminars and workshops to teach about HIV and AIDS.
- Blood for transfusion should always be checked to ensure it does not contain the virus.

Group work

In group, survey on the causes, spread and prevention of HIV and AIDS and STIs.

Activity 9

Importance of respect to human rights and gender equality in debates

Human rights are the rights everyone is entitled to. **Gender equality** is where everyone is regarded as equal whether a boy or a girl and male or female.

Group work

Survey why we should embrace human rights and gender equality in our country.

Look at the picture below.



Suspect being rescued from mob justice.

Human rights and gender equality should work hand in hand to attain of the following objectives.

1. To promote security among people in a country.
2. To promote justice (fairness) in a country.
3. To ensure that rights of people with special needs are respected.
4. To ensure protection of people's rights.
5. To ensure equal distribution of resources among people.
6. To ensure peace and unity among people.

Learning point

Human rights and gender equality should be respected in a debate. This is because they lead to a fair and just discussion.

When human rights are respected everyone feels at peace with others.

Gender equality ensures an equal ground for everyone and hence people see each other as equal. These may lead to a peaceful co-existence even outside the debate.

Individual work

Write whether the following sentences are **TRUE** or **FALSE** about respecting human rights and gender equality.

1. Illegal acquisition of property is a way of respecting human rights and gender equality.
2. Mistreating people is respecting human rights and gender equity.
3. Shielding a suspect from mob justice is respecting human rights and gender equality.
4. Equal assigning of working positions is respecting human rights and gender equality.

Homework

Write down other areas where respect of human rights and gender equality is practiced.

Revision questions

1. In your own words differentiate human rights and gender equality giving example in each case.
2. Explore any three human right you know..
3. Examine the ways of respecting human rights and gender equality.

New words

- Debate:** A formal discussion in a public meeting that involves many people.
- Decision:** The process of deciding.
- Effective:** A desired result.
- Equity:** The quality of being fair and impartial.
- Essential:** Something that is necessary.
- Gender:** The state of being male or female.
- Justice:** The quality of being fair and reasonable.
- Loyalty:** A state of strong feeling of support.
- Patriotic:** The act of supporting your country.
- Right:** Something that is morally good, approved and acceptable.

UNIT 4 Farming

Activity 1

Farming systems in our locality

Farming is the growing of crops and keeping of livestock. Farming system is a set of agricultural activities organised while preserving land productivity, environmental quality and maintaining desirable levels of biological diversity and ecological stability. Examples of a farming systems are large scale farming and small scale farming.

Look at the picture below.



People growing food crops in a small farm.

Use this picture to answer the following questions.

1. What type of farming is shown in the picture?
2. What crops are grown from the picture above?

Pair work

Find out other farming system found in your homes.
Report your findings in class.

Group work

Survey the kind of crops that can be grown in your locality.

Activity 2

Importance of different farming systems in South Sudan

In South Sudan, different farming systems are practised. All these farming systems are importance to the farming systems provide the country with food hence curb food shortage.

Recite the poem below.

*Farming, farming,
It provides us with food hence we cannot starve,
It provides employment hence improves our living standards,
It helps us to participate in business activities hence we can get money,
It protects the soil on our land from erosion since we plant trees,
It increases the population of our country since we have food,
We love farming it makes our land beautiful.*

*Farming, farming,
It provides fish through fish farming,
It provides milk and meat through keeping livestock,
It provides a conducive and beautiful environment through planting trees,
It provides raw materials to our industries by planting coffee and trees,
We love farming it makes our land beautiful.*

Individual work

From the poem on page 62, write down the importance of farming systems in South Sudan.

Look at the picture below.



People having a meal at home.

These people are enjoying their food.

We get food from farm products.

Class project

In groups, have a small garden in your school and grow crops of your choice.

Activity 3

Suitable farming systems in South Sudan

Agriculture and Forestry

People in the rural areas mostly practice agriculture and forestry. These include sorghum, maize, rice, sunflower, cotton, sesame, cassava, beans and peanuts. Other crops that are produced in small scale include coffee, tea, sugar and tobacco.

Fruits and vegetables such as bananas, mangoes, lemons, pineapples, onions, okra, tomatoes, eggplants, potatoes and cabbages are also grown.

However, the region is rich in forest resources. These forests have different varieties of trees. These trees include indigenous African trees such as, Acacia Mahogany and Teak. They are the major sources of timber, **Gum Africa (Arabic)**, charcoal and firewood.

Livestock and Fisheries

Livestock is important to the economy of South Sudan. It is important because it provides food, employment and promotes culture. The livestock kept in South Sudan are cattle, goats and sheep. The larger proportion of the livestock is found in Greater upper Nile and Greater Bahr El Gazal regions.

However, the area also has a large stock of fish resources in the River Nile and its many tributaries. Therefore, most people are able to invest in fishing in South Sudan.



Livestock



Fishermen

Group work

Explore more ways to ensure sustainable farming practices.

Challenges facing farming in South Sudan

Some of the challenges facing farming in South Sudan include:

1. Inadequate financial services.
2. Low or no use of improved technologies.
3. Poor rural infrastructure that prevents access to markets.
4. Inadequate inputs including seeds, improved breeds, fertilisers, and agricultural inputs.
5. Low literacy make farmers lack knowledge about farming.
6. Inadequate research and extension services on agriculture and livestock.
7. Poor quality of services.
8. Lack of water and pasture for livestock especially during the dry season.
8. Lack of pests and diseases control methods of both crops and livestock.
9. Inadequate skilled labour in the farms.
10. Relief syndrome where humanitarian agencies and UNHCR always distribute relief food to needy communities which has made majority of the communities to rely heavily on relief neglecting farming for themselves.

Use the picture below to help you name reasons why people use different farming systems.



Rice plantation.

Name the type of crop being grown in this area.



People looking after their livestock in a grassland.

Name the type of farming system being used in the picture above.

Pair work

Investigate why people use a different system of farming in South Sudan. Ask your teacher to tell you other suitable farming systems in South Sudan.

Activity 4

Comparison of farming in South Sudan and in Africa (Kenya)

Similarities

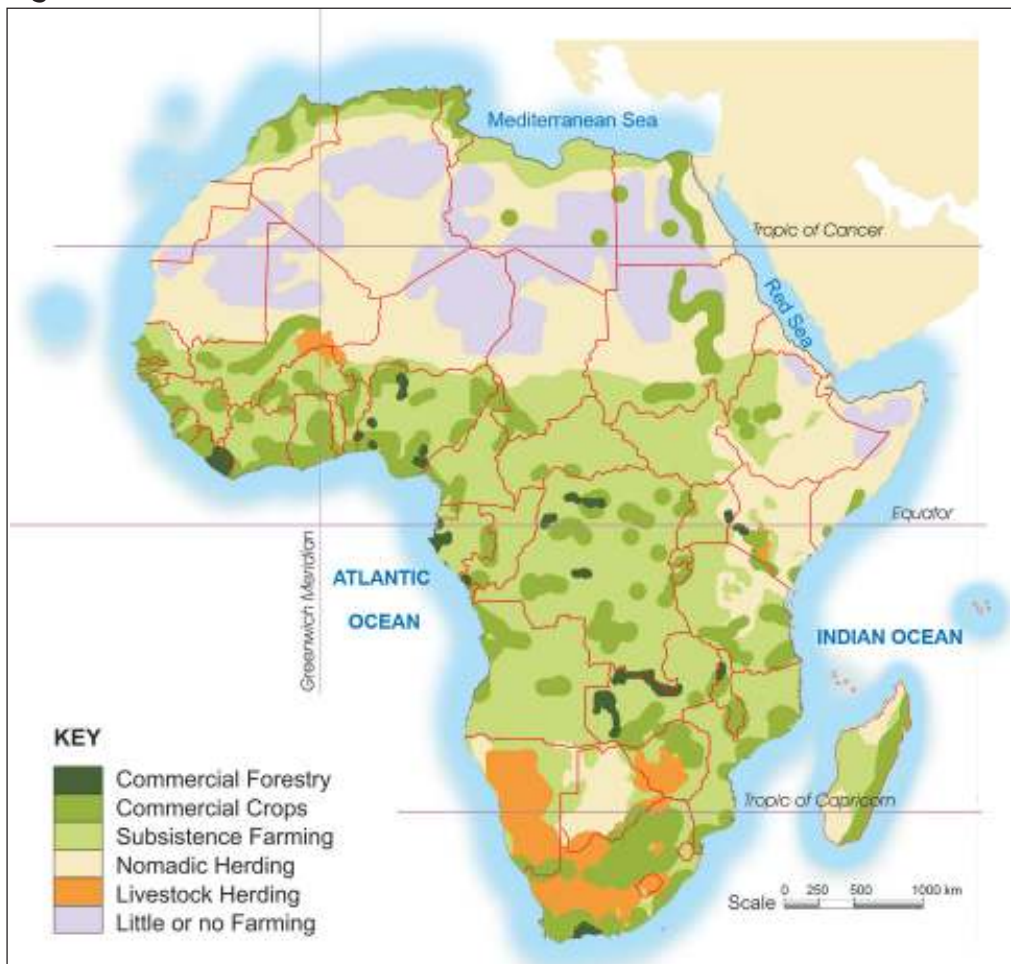
1. They both practise small-scale farming.
2. They both grow the same crops such as maize, fruits and vegetables.
3. They both practise livestock farming.
4. They both practise subsistence use farming.

Differences

1. Farming in South Sudan is done on small-scale compared to Kenya where farming is done on both small-scale and large-scale.
2. People in Kenya use different farming systems compared to people in South Sudan.

Individual work

Survey more differences and similarities of farming in South Sudan and Kenya.



A map of Africa showing areas where commercial farming and subsistence farming is done on a small scale.

Group work

Explore the measures South Sudan should employ to further develop its farming systems.

Report your findings in class.

Activity 5

Suitable farming systems in Africa

Below are types that will guide for



Farming using a tractor.



Farming using hoe.

Class Activity

Have a nature walk around your home area. Find out the types of farming systems people use to grow their crops. Report your findings to your group and class.

Group work

Discuss other suitable farming systems for Africa.

Present your findings in class.

Pair work

Survey the suitable farming systems practiced in the neighbourhood.

Activity 6

Effects of climate change on agriculture and farming

Climate change is the change in global and regional climate patterns. It can also be defined as a change in the statistical distribution of weather patterns.

Weather is a key factor in agriculture.

Climate change affects growing of crops and keeping of animals.

Change in climate has also affected changes in average temperature hence affecting agriculture.

It has led to low produce as a result of change in rainfall and climate extremes.

Change in climate also leads to droughts and famine that results to the death of livestock.

Why does agriculture do well in some areas and not others?

Look at the picture below.



Pair work

Tell each other the weather conditions where agriculture can do well or bad.

Report back to your group and the teacher.

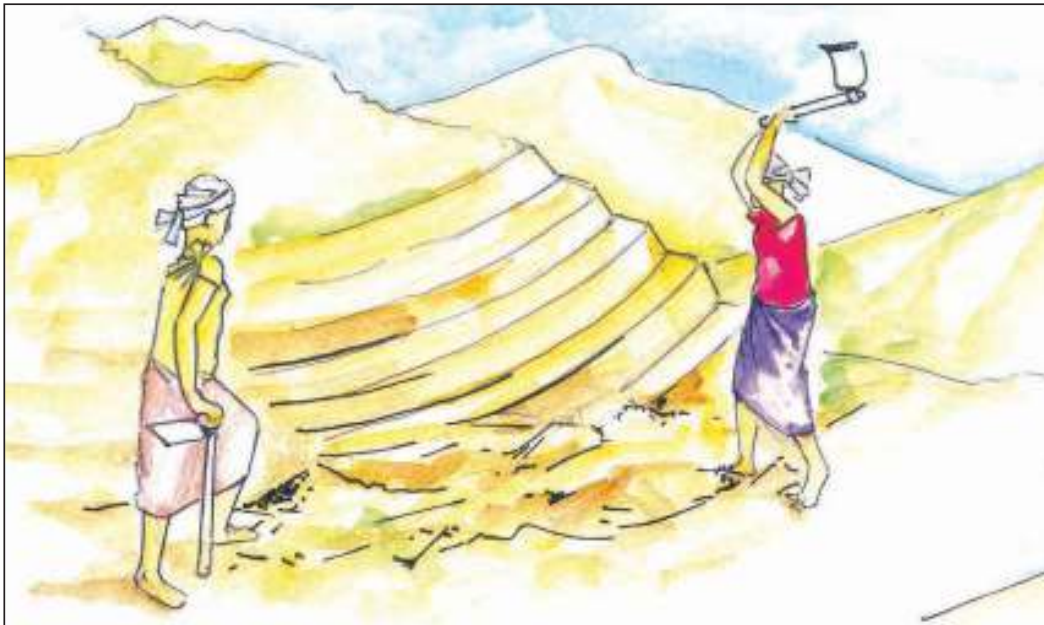
Individual work

Explore the specific effects of climate change on farming in your locality.

Activity 7

Effects of types of agriculture on physical features

Look at the picture below.



Farming on a sloppy hill.

These people are ploughing the land. This will lead to soil erosion down the slope into rivers.

The hill slope will reduce with time.

Pair work

Suggest other agricultural activities that affect physical features.

Report your findings to your group.

Group work

Explore more on the effects of agriculture on physical features citing examples.

Activity 8

Developing farming systems in South Sudan

Ninety percent (90%) of the land in South Sudan is suitable for farming. Agriculture is the backbone of the economy of South Sudan. Forestry and fisheries are other practices that have been helpful to the economy. Look at the following pictures.



A track of land under irrigation growing cash crops such as rice and tea.

Pair work

Survey and emphasise more on the ways of developing the farming systems of South Sudan such as mechanization, plantation, farming, commercial farming and irrigation farming.

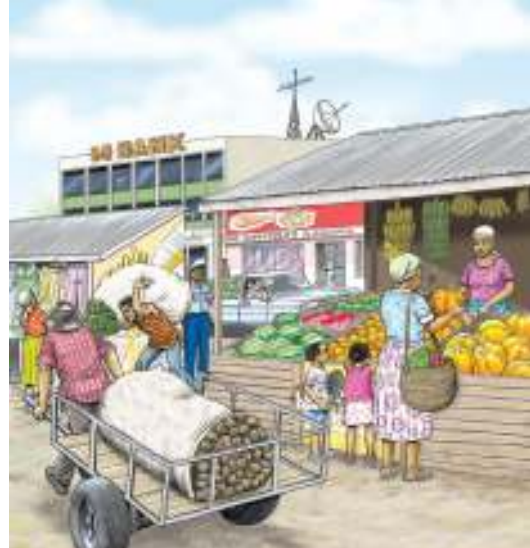
Activity 9

Benefits of farming

Farming is important because:

1. It provides food to people.
2. It provides employment to people.

3. It enhances development of a country economically.
4. It is a source of income to people through selling of the farm produce.
5. It prevents soil erosion through planting of trees.
6. It increases the population of a country because of the presence of food.



Group work

In group, explore more on the benefits of farming.

Revision question

1. Write notes on the types of farming systems in South Sudan.
2. Survey on any two suitable farming systems in South Sudan.
3. Explore more challenges facing farming in South Sudan and possible solutions to curb the challenges.

New words

- Agriculture:** The science of practising farming.
- Commercial:** Intending to make a profit by selling.
- Foodstuff:** Substance suitable for consumption as food.
- Livestock:** These are farm animals regarded as an asset.
- Produce:** To make or manufacture or create.