



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.**

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

**The Teacher'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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South Sudan



# Primary Social Studies 5 Teacher's Guide



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South Sudan

PRIMARY  
5

# Social studies

## Teacher's Guide 5

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## FOREWORD

I am delighted to present to you this Teacher's Guide, 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 Teacher's Guide 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, school textbooks and Teachers' Guides 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, the new textbooks and Teachers' Guides. 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 role as the Undersecretary, 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.

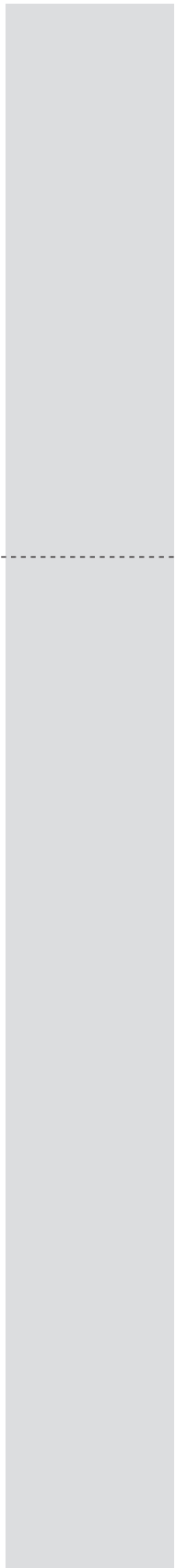


Deng Deng Hoc Yai, (Hon.)  
**Minister of General Education and Instruction, Republic of South Sudan**

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# UNIT 1: PAST KINGDOMS

(Refer to Learner’s Book pages 1–20)

Social Studies Primary 5		Unit 1: Past Kingdoms
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should explore and investigate pre-colonial kingdoms of South Sudan (including ,Azande,, Shilluk (Cholo), Anyuak and Otuho). They should compare and contrast the features of these kingdoms and find out about their art, customs, economies and systems governance.</p> <p>They should begin to reflect upon what characteristics of these kingdoms are reflected in present day South Sudan. Students should organize their work individually and in small groups in order to effectively engage with others, sharing and presenting what they have learnt. This could include some sequences of drama/role play where appropriate.</p> <p>Learners should also find out about the pre –colonial kingdoms in the rest of Africa). They should create lists and key words to describe features of these kingdoms that can then be compared to those of South Sudan. Students should look for elements of these kingdoms that were successful in promoting peace and establishing a respect for equality.</p>		<ul style="list-style-type: none"> <li>· What were the pre-colonial kingdoms of South Sudan?</li> <li>· What were the differences and similarities between these kingdoms in South Sudan?</li> <li>· Were they similar to kingdoms in the rest of Africa?</li> <li>· Why were some features of past kingdoms common across South Sudan?</li> <li>· Are there any systems of governance from past kingdoms that are present in South Sudan today?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>· Name the pre-colonial kingdoms in South Sudan and in Africa</li> <li>· Understand the different features of the kingdoms</li> <li>· Explain the systems of governance in South Sudan today and link this to an understanding of the importance of Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>· Make comparisons and contrasts between kingdoms</li> <li>· Evaluate different systems of governance</li> </ul>	<ul style="list-style-type: none"> <li>· Appreciate the rich diversity of South Sudanese history</li> <li>· Show respect for characteristics of society today that strive to underpin peace and promote Human Rights</li> <li>· Appreciate the richness of African history and the many achievements of its peoples.</li> </ul>
<b>Contribution to the competencies:</b>		
<p><u>Critical and Creative thinking:</u> Using a range of resources to explore the history of South Sudan</p> <p><u>Communication:</u> Developing different strategies that share information in engaging ways</p> <p><u>Culture:</u> Taking a pride in what elements of South Sudanese history make valuable contributions to daily life in the present day</p>		
<b>Links to other subjects:</b>		
<p><u>English:</u> Comprehension of relevant resources and an understanding of how to present non-fiction texts</p> <p><u>The Arts:</u> Looking for opportunities to illustrate culture and traditions in Kingdoms through dance, music and art</p>		

## **Assessment Opportunities**

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should explore the Pre-Colonial Kingdoms in South Sudan and other parts of Africa. They should explore the similarities and the differences between them. They should come to recognise the rich history of these kingdoms and their many achievements.

## **Using the Student's Textbook**

Using learners texts and photographs or maps, the learners should describe how the kingdoms were organised politically, socially and economically. They should also identify the similarities and differences discovered from the texts, maps and photos in learners' texts.

Guide the learners to work in pairs and groups. The activities are set out in the Learner's Books, but you will need help them to ensure that they understand what to do and how to work together.

Pair the learners. These pairs will work together throughout the unit. Four or five pairs should form a group. learners to stick to the same groups throughout the unit. Often, the pairs will share their work with the group. At times, you will need to select people to make presentations to the class. Help groups work effectively by ensuring that all learners in the group have a role and participate in discussions and presentation. There are many passages to read in the student book. Ask them to read to themselves first. Then select someone to read it through to the class to make sure everyone has understood.

## **The Student competencies**

This unit presents many opportunities for critical and creative thinking: interpreting pictures and artefacts; giving reasons for answers; making references and links to other parts of the unit; interpreting tables and making up questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations, there are many opportunities for communication. This can also be explored in whole class discussions also.

The subject matter will also deepen their understanding of South Sudan culture and identity.



## Activity 1: Pre-colonial kingdoms

(Refer to Learner's Book pages 2–3)

Ask the learners to read the text in the box. They may need some help. Someone can read it to the class and others can be tasked with identifying key pieces of vocabulary.

Ask them to answer the questions in pairs and write their answers. When they have finished, you can ask some learners to read their answers to the class. Other learners should be encouraged to ask questions that check understanding.

### Assessment Opportunities

#### Observation

Observe the pairs discussing the answers. Have they understood that not all societies were kingdoms?

#### 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. They 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 rulers. 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?
2. Survey whether all pre-colonial societies Kingdoms?

Write down your answers.

#### Individual work

Explore the period in which European colonisation started in Africa.

## Conversation

Talk to the learners whilst they are discussing answers.

## Product

Read the answers. .

## Activity 2: How do we know what happened long time ago

(Refer to Learner's Book page 4-7)

The learners should understand how we know about the past. The Sahelian Kingdom is used as an example because it has buildings, artefacts and writings. There is no ancient South Sudan kingdom with all these. Ask the learners to read the text. Talk to the class about the masks. Ask them if they have seen any masks. Ask how big they think they are (big enough to wear). Why does the one on the right have a handle? Give the time to look at the pictures.

### Activity 2

### How do we know what happened long time ago?

How do we know about these kingdoms from long ago?

What evidence do we have?

We have two main sources of evidence:

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 rotted away. Things made of stone or metal have lasted longer.

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.

Here are some examples from the Sahelian Kingdom. This was not in South Sudan, but in what is now Mali and Niger.

Here are two masks from the Sahelian Kingdom.



We think that they were used for ceremonies and dancing.

They were made of a very hard wood and have been well looked after so they have not rotted.

Ask them to discuss these in pairs. What do they think? What do these pictures tell us about ancient Sahelia? Emphasise the age of the writing. In the questions see if the learners can work out that the writing shows how advanced the kingdom was to have developed medical treatments.

## **ASSESSMENT OPPORTUNITIES**

### **Observation**

Observe the pairs discussing the answers. Have they understood about sources of evidence?

### **Conversation**

Talk to the learners whilst they are discussing answers. Do they see the point about medical knowledge being evidence of an advanced society?

### **Product**

Read the answers. that they have written.

### Activity 3: What happened elsewhere in Africa?

(Refer to Learner's Book page 7-8)

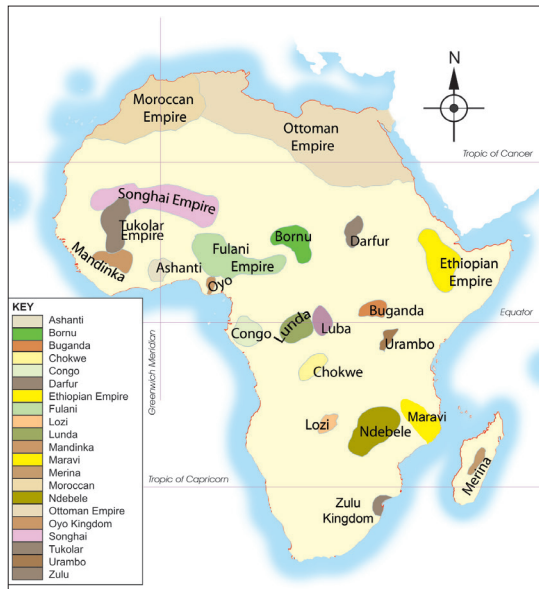
The key learning point is that there were kingdoms all over Africa, not just in South Sudan. The learners need to understand South Sudan in the context of Africa as a whole. The main activity is for learners to draw their own maps. This will help fix the knowledge in their memories. Listen to their explanations for most kingdoms being in West Africa. There is no

#### 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. There were also the Bunyoro-Kitara Kingdom in Uganda, the Zulu in South Africa and the Asante Kingdom in West Africa (mainly in what is now 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.

right or wrong answers here – we are looking for good reasoning. (The actual answer is that there were probably more kingdoms elsewhere, but the evidence for them has been lost. The West African kingdoms had stone buildings, metal artefacts and often written records).

## **ASSESSMENT OPPORTUNITIES**

### **Observation**

Observe the pairs discussing the answers. Can they put forward a reasoned explanation?

### **Conversation**

Talk to the learners whilst they are discussing answers. Are their explanations logical?

### **Product**

Read the explanations they have given.

## Activity 4: West African Kingdoms

(Refer to Learner's Book page 9-10)

This is a closer look at the West African kingdoms. We look at these because there is lots of evidence and so many things to see. The main activity is to make their own drawing of the map. Again this is to help them understand it. In the questions, the challenge for learners is to realise that they can answer the second question by looking back at the 680 map in the previous activity and make a comparison. You may have to help those who do not realise this.

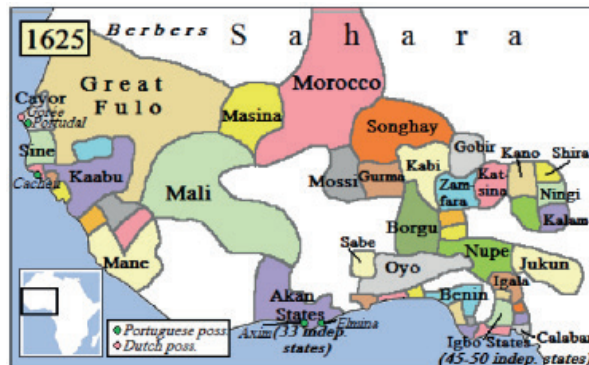
### ASSESSMENT OPPORTUNITIES

#### 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.



#### 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.

**Observation**

Observe the pairs discussing the answers. Can they work out what to do?

**Conversation**

Talk to the learners whilst they are discussing answers. Can they make the comparison?

**Product**

Read the explanations they have given.

## Activity 5: The Benin Empire

(Refer to Learner's Book page 10-12)

The Benin Empire was one of the greatest in the world. In the 14th Century, Benin was the largest city in the world. Learners should be able to appreciate its achievements and its influence to modern societies.

There are two passages to read. Stop after each one to discuss with the class what they have read. Emphasise the size and importance of the great wall. It was four times as long as the Great Wall of China!

The key activity is for the learners to work in pairs to make their own presentations about Benin, using the information in the book but adding to it if possible. The presentations should have written work and illustrations. You should pick some learners to make their presentations to the class.

### Activity 5

### The Benin Empire

One of the places marked on the map is Benin. This was a very advanced empire in 1625. It was an empire because it was made up of different 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 world famous today. Art and fabric made by Benin artists were in high demand by other civilisations and tribes. The capital city and the kingdom were both called Benin. Benin, 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.*



## **ASSESSMENT OPPORTUNITIES**

### **Observation**

Observe presentations. Have they included the main points?

### **Conversation**

Talk to the learners about what they see as the key points.

### **Product**

Read the written presentations.

## Activity 6: The Kingdoms of South Sudan

(Refer to Learner's Book pages 12-16)

There are two separate activities here. Some learners to tackle map questions while others to carry out presentations. Question 2 requires the learners to recognise that the basic map is the same as Activity 2 and therefore 680.

Question 3 does not have a right or wrong answer. Again, it is mostly a matter of evidence. There are three passages to read. Stop to discuss them one at a time. Learners should work in pairs on their presentations.

### ASSESSMENT OPPORTUNITIES

#### Observation

Observe the pairs discussing the answers. Have they figured out how to date the map. Observe presentations. Have they included the main points?

#### Activity 6

#### The Kingdoms of South Sudan

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



## Conversation

Talk to the learners about what they see as the key points.

## Product

Read the written presentations.

### Activity 7: Features of the Kingdoms of South Sudan

(Refer to Learner's Book pages 16-17)

You will need to go through the table with the whole class. They should read the top row first. Have a learner read it out to the class. Ask them to discuss in pairs what they learners think the table is about. Ask for suggestions from the class. Ask them to read the rest of the table row by row. When they have answered the questions in pairs, go through

#### Activity 7

#### Features of the Kingdoms of South Sudan

Read the information in the table below. This 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

them as a class. Then get some learners to suggest their own questions to the class so that everyone can understand how to do this. Then they write questions in pairs and put them to the group. Each pair should write at least four questions.

Making up their own question and asking the group will help them understand and remember the information on the table.

Ask learners to read through the notes on the Learner's Book about features of kingdoms of South Sudan.

## **ASSESSMENT OPPORTUNITIES**

### **Observation**

Observe the pairs discussing the answers. Have they understood the table?

### **Conversation**

Talk to the learners to see if they can come up sensible questions. This will show if they understand the table.

### **Product**

Read the written questions.

## Activity 8: Features of the kingdom of South Sudan

(Refer to Learner's Book pages 18-19)

This is a practical activity that also involves discussion. Help learners discuss each of the pictures as a class. What do they tell us about ancient kingdoms? Do they inspire us to find out more? What else would we like to find out?

Talk about the ways in which the learners could make their own models or drawings. What could they use? Which one will they choose?

Give them time to make the models and drawings. Making these will help the learners understand the artefacts of these kingdoms.

### Assessment Opportunities

We are not assessing their Art or model-making abilities here.

#### Activity 8

#### Cultural features of the Kingdoms of South Sudan

Here are some people and artefacts from 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

## **Product**

Look to see if they have picked out the key features of the artefacts or dress.

### **Answers to work to do**

1. Asante  
Moroe  
Shilluk  
Anyuak  
Otuho
2. Items of trade such as jewellery.  
Tools and weapons  
Types of houses they lived in.  
Different economic activities.
3.
  - a) Head of state
  - b) Defended the kingdom from external attacks
  - c) Advised the king
  - d) Subjects to the king.

# UNIT 2: THIS IS OUR LAND

(Refer to Learner's Book pages )

Social Studies Primary 5		Unit 2: This is Our Land
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>During this unit, students should develop an awareness of the range of land formations in South Sudan that shape its identity (rift valleys, mountains, rivers and plains). They should begin by describing in a variety of ways, including maps, the land that they are familiar with and investigate how these features may have occurred and through what processes have they been changed over time. Having learnt about the physical features of South Sudan, students should explore what human activity can change land formations (farming, construction, waste, settlement and agriculture). Students should organize debates about the effects of changes in land use and how damage can be limited or how environments can be enhanced and improved. They should look to understand the concept of climate change in more detail and consider where it is having an impact all over the world. Learners should look for signs of similar physical processes in other parts of Africa, using maps to help them. They should consider the scales of maps as they distinguish between physical features across Africa. This unit should enable students to further develop a love of the land they live in, appreciating its colour, shape and form. This appreciation should help them to build positive attitudes towards their role as active and responsible future citizens of South Sudan with respect to protecting the environment and promoting the need for sustainable development.</p>		<p>Describe key features physical features of South Sudan</p> <p>What are the similarities and differences between physical processes in South Sudan?</p> <p>How does farming effect physical features of the land and how does the land dictate what can be farmed?</p> <p>How can we accurately represent land formations that are familiar and unfamiliar to us?</p> <p>What effect does human activity have on the land?</p>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
Understand the processes leading to the formation of the key physical features of South Sudan and Africa	Use a range of resources to investigate physical features and related processes	Appreciate the beauty of physical features in South Sudan
Know the effects of human activity on climate and the possible results of climate change	Collect and interpret evidence that demonstrates a change in climate in Africa	Respect and protect the range of environments familiar and unfamiliar to you
Draw and label maps that show physical features in Africa and other continents	Predict the effects of climate change	Value the opinion of others in shaping your own views
<b>Contribution to the competencies:</b>		
<u>Critical and Creative thinking:</u> Draw conclusions about the effects of climate change		
<u>Communication:</u> Read and comprehend a range of text types that describe physical features of South Sudan and Africa		
<u>Co-operation:</u> Be tolerant of differing views in relation to strategies and behaviours that contribute to climate change		
<b>Links to other subjects:</b>		
Science: Describe the importance of the use of water in agriculture; understand the uses of wind energy		
Mathematics: Measuring temperature and understand capacity in relation to changes in weather as a result of climate change		
Environment and sustainability		



## **The Assessment Opportunities**

All three forms of assessment are opportunities indicated for each of the activities

- Observation
- Conservation
- Product

## **An outline of the learning**

In this unit, learners should explore the land of South Sudan in general. They should understand and survey the key physical features of South Sudan.

This unit should also enable learners to further develop the love to their land where they live.

## **Using the Student's Textbook**

Using learner's texts, photographs and maps, will help learners recognise the key physical features in South Sudan. They should also define the terms used in this unit.

Guide learners to work in pairs and groups. There are several activities that require teamwork to be completed. Ensure that the learners understand what they are supposed to do and how to work in groups and pairs. Also ensure that the groups work effectively such that all learners have a role to play in the discussion and presentations.

## **The Student competencies**

This unit presents many opportunities for critical and creative thinking: Interpreting pictures and photographs. Learners are asked to work in pairs and in groups, so there are continuous opportunities for co-operation and teamwork.

There are also many communication opportunities as learners are involved in many discussions and presentations.

## Activity 1: Relief features

(Refer to Learner's Book pages 22-23)

The key learning here is for the learners to understand relief features in South Sudan. Give them time to study the pictures in the Learner's Book.

Ask them to discuss this in pairs. Are they able to identify the different physical features in South Sudan?

Ask them to write the answers to the questions.

### 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

## **Assessment Opportunities**

### **Observation**

Observe the learners as they study photographs of physical features available to them. Are they able to group the different physical features?

### **Conversation**

Talk to learners as they define different terms. Do they give the correct definitions?

### **Product**

Read the answers that have been written.

## Activity 2: Drainage features

(Refer to Learner's Book pages 23-25)

The key learning point in this activity is learners need to understand the drainage features are a group of physical features. This is a practical activity that requires every learner to write notes on each of the relief features in the Learner's Book.

Help learners discuss each of the pictures as a class. Did they give the correct examples? Give them time to read their answers in turns.

### 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,*

## **Assessment Opportunities**

### **Observation**

Observe the learners as they study photographs in the Learner's Book. Were they able to write notes on drainage features? Did they give the correct examples?

### **Conversation**

Talk to learners as they identify relief and drainage features. This will show if they understand the previous individual exercise.

### **Product**

Read the answers they gave.

## Activity 3: Physical features in Africa

(Refer to Learner's Book pages 25-29)

This is a practical activity that involves discussion in class. Ask learners to name any physical features in Africa they know. Are they able to identify any? Help the learners discuss the pictures in the Learner's Book.

Another key activity is that learners are required to differentiate relief and drainage features in Africa. Guide them in differentiating the physical features.

Help the learners also to recognise the specific examples of each feature.

### 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

## Assessment Opportunities

### Observation

Observe the learners as they watch various videos on physical features.

### Conversation

Ask them what they were able to identify. Could they identify any features?

## Activity 4: Effects of physical features on human activities

(Refer to Learner's Book pages 29-31)

The activity here is an outdoor activity, whereby the learner is able to see activities that people do on land. Help them identify any activity that people do that affect the physical features. For instance outline the negative and positive effects.

### 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 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 damages crops and lead to loss of lives and property.

Ask them to give more positive and negative effects of physical features on human activities.

### **Assessment Opportunities**

#### **Observation**

Observe the learners as they study the different activities people do on the land. What do they tell about the activities they observe?

#### **Conversation**

Talk to the learners asking them what they observed.

#### **Product**

Read the answers. they gave you.



## Activity 5: Formation of landforms

(Refer to Learner's Book pages 31-38)

The key learning here is for the learners to understand the formation of different landforms. Explain to them the meaning of landforms and that some examples include volcanic and fold mountains.

Ask learners to read through the text in the Learner's Book. Talk to the class about landforms as a result of eruption. Ask them if they have seen such landforms.

Give them time to tackle the individual work on the Learner's Book. Did they work out the activity well? The main activity is to make their own drawing of what they made from the piece of paper. This will help them understand how this landforms was formed.

### 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*

Ask the learners to draw a volcanic mountain of their choice and describe their shape.

Other volcanic mountains of the world indicate

1. Kilimanjaro            Tanzania
2. Cape ranges            South Africa
3. Elgon                    Kenya
4. Meru                     Tanzania
5. Longonot                Kenya

### **Assessment Opportunities**

#### **Observation**

Observe the learners as they watch the videos. What do they tell about the video they watch?

## Conversation

Ask the learners to draw a volcanic mountain. Have they drawn something similar to a volcanic mountain?

## Product

Compare their drawings.

## Activity 6: Effects of human activities on landscape

(Refer to Learner's Book pages 38-40)

The main activity here is an outdoor activity, whereby the learner is able to see activities people do on a piece of land. Explain any activity people or landform or physical feature reduces is size or increase its size.

- Road cutting destroy the landscape.
- Construction of building levels a site for its construction.

Some lakes are formed naturally while others are formed 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.*

- Dumping of material in a valley may cause flooding on the upper side of an area. Dumping material on flat land makes the land to have small hills – hence a hilly area.
- Other effects of the landscape as a result of farming includes erosion, loss of fertile soil, formation of flood plain and landslides.

The other key activity is to work in pairs to make their own presentations about the effects of physical features on farming. Help learners understand the effects of human activities on landscape.

Ask them to read through the text in the Learner's Book. Clarify where they do not understand.

## **Assessment Opportunities**

### **Observation**

Observe the learners as they study pictures and photographs in the Learner's Book.

### **Conversation**

Ask learners the effects of human activities on landscape. Are they able to answer the questions effectively?

### **Product**

Read the answers. they have written.

## Activity 7: Effects of human activities on climate

(Refer to Learner's Book pages 40-41)

Deforestation – interferes with the climate of a place. Transpiration is reduced, reducing rainfall in the area leading to a desert – desertification.

Refer to the text in the Learners' Book to get the meaning of deforestation and its effects. The main activity is an outdoor activity learners will make a presentation from this nature walk about effects of human activities on climate. Allow them time to present their findings in class.

Ask them to read through the text in the Learner's Book.

### Activity 7

### Climate change

#### Effects of human activities on climate

**Deforestation** is the cutting down of trees. Trees play a 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.

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.

## **Assessment Opportunities**

### **Observation**

Observe the learners as they discuss the effects of human activities on climate. Did they identify how human activities affect climate?

### **Conversation**

Ask learners what they see as the most dangerous human activities affecting climate.

### **Product**

Read what they have written.

## **Answers to Revision Questions**

### **1. (a) Relief features**

Relief refers to the terrain of the land. Whereas relief features are the things found on the earth's surface. Examples of relief features are mountains, valleys, plains, hills and plateaus.

#### **(b) Drainage features**

This is the pattern of water flow on the earth's surface. These are examples of drainage features; lakes, rivers and swamps.

### **2. Landforms as a result of eruption**

Plateaus- example the Jos plateau

Mountains- example Mount Kenya

Lakes – example Lake Chad

### **3. Drainage features in South Sudan**

Lol River

Sabbat River

Jur River

### **4. Formation of the Atlas Mountains**

Atlas mountains are an example of Fold Mountains. Fold mountains are formed when two tectonic plates move towards each other at a convergent plate boundary and as a result of the sedimentary rocks that accumulate along the margins of continents. Fold mountains are formed thus this is how the Atlas mountains were formed.

# UNIT 3: LEADERS AND DECISION MAKERS

(Refer to Learner’s Book pages 43-60)

Social Studies Primary 5		Unit 3: Leaders and Decision Makers
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should work together to identify the characteristics of a good citizen of South Sudan and discuss the effects of good citizenship in their own communities. They should investigate the effectiveness of good citizenship by looking at community project for example that have improved standards of living such as water conservation or better sanitation. They should describe people who they believe to be a good leader, discussing what skills and characteristics they have that help them to lead others (tolerance, patience, knowledge, listening etc.)</p> <p>Learners should link together the skills of a good leader to that of the characteristics described of a good citizen. Learners should consider how a good leader and citizen can support and inform decision making in communities and at higher levels of governance. They should choose to debate some subjects that are of interest to them or relevant to their community.</p> <p>Using the skills investigated for leaders and citizens, learners should mark and describe for future decision making processes, the successful steps and structures necessary for an effective debate. They should reflect on the fact that a respect for human rights and gender equality underpins peaceful coexistence (including gender stereotyping). One of these debates should be about the dangers of HIV and AIDS and STI's. Their debate should enable a discussion about the dangers and consequences of the spread of these diseases and the range of harmful effects that they can have on a community.</p>		<p>What are the characteristics of a good citizen in South Sudan?</p> <p>What are the effects of respecting gender equality and human rights in debates and decision making?</p> <p>How do you avoid gender discrimination and conflict in South Sudan?</p> <p>How can HIV and AIDS and other sexually transmitted diseases can be prevented in our community?</p>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<p>Describe features of a good citizen and a good leader</p> <p>Explain the importance of the respect for human rights and gender equity</p> <p>Identify and classify behaviors that can cause and prevent HIV and AIDS and Sexually Transmitted Diseases (STDs)</p> <p>Know how to take part in a debate that is relevant to them</p>	<p>Analyze the effects of good leadership</p> <p>Investigate examples of good debating strategies and systems in order to solve problems and make decisions</p> <p>Evaluate the effectiveness of various strategies to prevent the spread of STI's</p>	<p>Appreciate good leaderships and citizenship</p> <p>Value human rights and their place in supporting peaceful communities</p> <p>Respect the need to share knowledge about HIV and AIDS and other STI's in order to limit the consequences of these diseases</p>



**Contribution to the competencies:**

Critical and Creative thinking: Analyze and explore the systems of debate and decision making processes in South Sudan

Communication: Develop skills to communicate about types of governances, qualities of good leaders, good citizens and on peace, human rights and HIV/AIDS/ and STI's

Co-operation: Develop a tolerance for different views on people in schools and at home

Culture and Identity: Develop a love and respect for good governances, human rights, gender equity and peace

**Links to other subjects:**

Science: Know how human diseases can spread; understand healthy lifestyles

English: Take part in discussion giving and justifying ideas confidently

Peace education

**Assessment Opportunities**

All three forms of assessment opportunities are indicated for each of the activities.

Observation

Conservation

Product

**An outline of the learning**

Leaders and decision makers is a unit intended to help learners to develop a sense of making decisions on their own. The activities in the Learner's Book will help learners understand the qualities of a good leader as well as steps to decision making.

**Using the Student's Textbook**

Texts and pictures have been used extensively in the Learner's Book. Read the text with your learners and guide your learners in studying the pictures to enable them interpret the pictures.

Alternatively, you can group or pair learners to effectively work together. You should guide the learners working in pairs and in groups.

**The Student competencies**

This unit has continuous opportunities for learners to develop their co-operation and teamwork competences by working out activities in groups and in pairs.

There are many opportunities for learners to communicate effectively especially when discussing and during presentations.

## Activity 1: Qualities of a good citizen of South Sudan

(Refer to Learner's Book pages 43-46)

Ask learners to read the text in the Learner's Book. Explain to them the qualities of a good citizen as highlighted in the text.

Ask the learners to attempt the crossword in the Learner's Book and circle the qualities of a good citizen they could identify from the crossword.

Ask the learners to recite the poem in the Learner's Book and present other qualities of a good citizen identified in the poem. Give them time to do their presentation in class.

### 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. On the other hand, 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)

## **Assessment Opportunities**

### **Observation**

Observe the learners as they attempt the crossword in the Learner's Book. Did they identify all the qualities of a good citizen?

### **Conversation**

Talk to the learners as they recite the poem in the Learner's Book. Ask them what qualities have been discussed in the poem.

### **Product**

Read the answers. they gave.

## Activity 2: Effects of a good citizen to of community

(Refer to Learner's Book pages 46-48)

Ask learners to observe the pictures in the Learner's Book and discuss which activities are taking place in the pictures. Help them understand each activity.

Allow the learners to work in groups as they discuss effects of a good citizen to the community.

Give them time to present their findings.

### Assessment Opportunities

#### Observation

Observe the learners as they interpret the pictures in the Learner's Book. Are they able to interpret the pictures correctly?

#### Activity 2

#### Effects of a good citizen to the community

Look at the picture below.



*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.

## Conversation

Ask the learners to define the term citizenship. Did they give the correct definitions?

## Product

Read the answers. they have written.

### Activity 3: Qualities of a good leader

(Refer to Learner's Book pages 48-49)

The key learning here is the learner needs to understand the qualities of a good leader. They need to base this on South Sudan leadership.

#### 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, honest, high integrity, commitment, passion, accountable and confident. Leadership is a process of leading people in the right direction in order to achieve 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.

Ask the learners to read the text in the Learner's Book. Explain to them the qualities of a good leader as shown in the text they previously read. The main activity is working in pairs to explain the qualities of a good leader from the story they have read in the Learner's Book.

### **Assessment Opportunities**

#### **Observation**

Observe learners as they read the story in the Learner's Book. Are they able to identify the qualities of a good leader from the story?

#### **Conversation**

Talk to learners discussing the qualities of a good leader.

#### **Product**

Read their answers from the discussion.

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## Activity 4: Comparison between a good leader and a good citizen

(Refer to Learner's Book pages 49-51)

There are two separate activities here. Learners need to understand who a good leader is and who a good citizen. Explain clearly to the learners if these two share anything in common.

Learners need to work in groups to discuss the similarities between a good leader and a good citizen. Help them understand the responsibilities of the two. Did they identify the similarities?

Allow them time to give their presentations in class.

### 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 other. He or she helps those who are in a position to help themselves.

### Similarities between a good leader and a good citizen

1. They both promoting 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.

The following are some similarities of a good leader and a good citizen. Take learners through the table below to help them understand the similarities between the two.

Such similarities are:

<b>Good leader</b>	<b>Good citizen</b>
Loves everyone	Loves everyone
Respects everyone	Respects everyone
Patient and tolerant	Patient and tolerant
Law abiding	Law abiding
Kind	Kind
Humble	Humble



## **Assessment Opportunities**

### **Observation**

Observe learners as they read through the text in the Learner's Book.

### **Conversation**

Talk to the learners as they discuss the similarities between a good leader and a good citizen.

### **Product**

Read their answers.

## Activity 5: Decision making

(Refer to Learner's Book pages 51-52)

This activity needs discussion. Learners have to work in pairs to discuss why decision making is important.

Ask learners to read the text in the Learner's Book about steps that are required in the decision making process.

Ask the learners to tell you any situation in their life that once needed them to make decisions and how they arrived at it.

Allow them time to share their experiences.

### 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.

## **Assessment Opportunities**

### **Observation**

Observe learners as they study the text in the Learner's Book.

### **Conversation**

Talk to learners as they tell their experiences that involve decisions making.

### **Product**

Read their answers.

## Activity 6: Debate

(Refer to Learner's Book pages 53-55)

The main activity here is for the learners' to debate on the topic suggested in the Learner's Book. Help them understand what is debate and how it is important.

Ask them to read the text in the Learner's Book on the steps for effective debate. Explain to them the importance of every step.

### 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

## **Assessment Opportunities**

### **Observation**

Observe the learners as they read through the steps for an effective debate on the Learner's Book.

### **Conversation**

Talk to learners as they debate on how a boy and a girl should be treated equally.

### **Product**

Read their opinion on different sides they took.

## Activity 7: Essentials of an effective debate

(Refer to Learner's Book page 55)

Ask learners to read the in the text Learner's Book. Explain to them the importance of debate. Ensure that you explain to them the essentials of an effective debate.

### Assessment Opportunities

#### Observation

Observe learners as they read the text book.

#### Conversation

Talk to learners as they air their views about the importance of debating.

#### Product

Read their views.

### 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 STI's

(Refer to Learner's Book pages 55-58)

The main key learning here is learners need to understand the meaning of HIV and AIDS and STIs. Help them understanding what each abbreviation stands for. Ask learners to identify ways in which HIV and AIDS and STIs are spread.

Another key learning here explain to them ways in which we can prevent the spread of these diseases.

Allow them time to discuss more ways of spreading these diseases and their preventions.

### Activity 8

### HIV and AIDS and STIs

HIV stands for human immunodeficiency virus. This is a virus that attacks the immune systems, which is our body's natural defence against illness.

AIDS stands for an acquired immunodeficiency syndrome. These are symptoms caused by the HIV.

STIs stand for sexually transmitted infection. 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 heroes and zeros,  
What a killer disease?*

## **Dangers**

1. Leads to death.
2. Leads to orphans and widows.
3. Affects the manpower needed to work and build the nation.
4. Leads to wastage of resources (money needed to treat the sick).

## **Preventive measures**

1. Abstain from sex till marriage.
2. Avoid unprotected sex.
3. Avoid the use of drugs.
4. Avoid sharing sharp objects.
5. Avoiding touching blood.

(Consider relevant points or ideas during the debate)



## **Assessment Opportunities**

### **Observation**

Observe learners as they recite the poem on the Learner's Book.

### **Conversation**

Talk to learners as they discuss the causes of HIV and AIDS.

### **Product**

Read the answers. they have written.

## Activity 9: Importance of respect to human rights and gender equality in debates

(Refer to Learner's Book pages 58-60)

In this activity, learners need to understand human rights. Secondly, help the learners understand gender equality.

Ask learners to read the text in the Learner's Book. Ensure you explain to them what has been discussed in the text to help them understand.

Ask learners to attempt the individual work in the Learner's Book. Make sure that all questions are well answered.

### 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.*

## **Assessment Opportunities**

### **Observation**

Observe learners as they discuss the importance of human rights.

### **Conversation**

Talk to learners while identifying some of the human rights.

### **Product**

Read the written presentation.

### **Answers to revision questions**

1. These are the moral principles or the norms that describe certain standards of human behavior. Examples of human rights include:
  - Right to liberty and freedom
  - Right to life
  - Right to democracy

2. **Right to democracy**

This is whereby one has the right to take part in the government processes of our country. For example participating in elections. Every citizen is allowed to choose a leader of his or her choice.

#### **Freedom of expression**

Everyone has the right to make decisions and share their own ideas with other people.

Right to freely exercise your religion and practise your religious beliefs without fear of being prosecuted for your beliefs.

3. **Ways of respecting human rights and gender equality.**

Human rights should be respected. For instances males and females should be treated equally. In this case for example there should be equal assigning of positions in the work place.

Human rights and gender equality can be attained by equal and fair treatment to all.

All people should be allowed freedom of expression as well as making decisions.

By giving all people an opportunity to participate in elections, this way helps to upheld human rights.

For instance, gender equally maybe upheld in the case whereby there is equal representation of men and women in the government.

# UNIT 4: FARMING

(Refer to Learner's Book pages 61-73)

Social Studies Primary 5		Unit 4: Farming
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should share their own experiences of farming, describing how farming shapes daily life. They should discuss where food comes from, considering whether the food they eat is imported from other countries, other states or grown near their homes.</p> <p>Learners should investigate why 90% of the land in South Sudan is suitable for farming by exploring climate and physical features. They should compare other areas of Africa to South Sudan in terms of land use, physical features and climate.</p> <p>Learners should explore and compare different types of farming systems across South Sudan and other parts of Africa (<i>pastoral, irrigated, root crop, rice tree crop, commercial, small holder etc.</i>). They should consider what types of farming are suitable for different parts of Africa and how this affects the economy and communities as well as the effects of farming on soil and relief and other physical features such as lakes and flood plains. As learners explore farming systems, they should work to present their learning in practical ways such as developing a small garden or farm in their school grounds if possible or within their community. They should use this experience to learn about the economics of farming and explore the wider benefits of growing food locally (health, food miles, community cohesion, education etc.). Learners should explore the effects of different types of farming on climate change, learning from case studies in other parts of Africa.</p>		<p>What is the most effective system for farming near where you live?</p> <p>What farming system has the greatest impact on the economy of South Sudan?</p> <p>Where do you believe there is an opportunity to further develop farming systems in South Sudan?</p> <p>What aspect of farming across Africa provides the most opportunity to export food to the rest of the world?</p>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<p>Understand the importance of different farming systems to South Sudan and Africa in general</p> <p>Know how agriculture and farming relates to climate change</p> <p>Know about the effects of different types of agriculture on physical features such as soil and relief</p> <p>Know about the need for sustainability and the impact of climate change</p>	<p>Explore and investigate the benefits and challenges of different types of farming in South Sudan</p> <p>Investigate the effects of different types of farming on climate change</p> <p>Investigate how farming systems affect physical features and how development should be managed in order to promote sustainability</p>	<p>Respect the variety of natural resources in South Sudan</p> <p>Value the role that farming has in the economy of South Sudan</p> <p>Appreciate the contrasting farming systems that are in use across Africa</p>

**Contribution to the competencies:**

Critical and Creative thinking: Using a range of sources of information to investigate farming systems across Africa

Communication: Read and comprehend critically a variety of types of texts that explain farming systems in South Sudan and Africa

Co-operation: Work collaboratively to develop a small farm in their community

Culture and Identity: Take pride in the South Sudanese identity with respect to opportunities for contribution to world food

**Links to other subjects:**

Mathematics: Compare and order number to illustrate prices and quantities of crops and other aspects of farming; solve problems involving money to illustrate the economics of farming

Science: Describe the importance of water in agriculture; appreciate the importance of minerals and manure in agriculture

Environment and sustainability: sustainable production

**Assessment Opportunities**

Assessment opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conservation
- Product

**An outline of the learning**

This unit will help learners explore different farming systems in South Sudan and Africa in general. They should explore the benefits and challenges of different types of farming in South Sudan.

**Using the Student's Textbook**

Text has been used extensively in the Learner's Book with pictures used where necessary to help explain the text. Where pictures have been used guide the learners to study and interpret the pictures. This will help learners develop their picture interpretation skills.

Encourage learners to work in groups and in pairs as this will enable them develop opportunities of co-operation and teamwork. Guide the learners on how to work together effectively to complete the task given.

Learners should be encouraged to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate but make sure you conclude by giving them the correct answers.

There are many passages in the Learner's Book. Ask them to read through on their own. Re-read the passage and ensure you explain for them to understand clearly.

### **The Student competencies**

This unit has continuous opportunities for learners to develop their co-operation and teamwork as they work in pairs and in groups.

Learners are also encouraged to study the many pictures in the Learner's Book to develop picture interpretation skills.

There are many opportunities for communication in their discussions and presentations.

## Activity 1: Farming systems in our locality

(Refer to Learner's Book pages 61-62)

The main learning in this activity is for learners to understand farming and farming systems in South Sudan. Give them time to observe the picture in the Learner's Book. Help them understand the different farming systems in South Sudan.

Let the learners work in pairs to discuss other farming systems found in their locality.

Allow them time to present their findings.

### Assessment Opportunities

#### Observation

Observe learners as they study the picture in the Learner's Book.

#### Activity 1

#### Farming systems in our locality

**Farming** is the growing of crops and keeping of livestock. On the other hand farming system is a set of agricultural activities organised while preserving land productivity, environmental quality and maintaining desirable level 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?

## Conversation

Talk to learners discussing the meaning of farming and farming systems.

## Product

Read the presentations.

## Activity2: Importance of farming systems in South Sudan

(Refer to Learner's Book pages 62-63)

Use the learners experience on importance of farming in their home area. Have food surplus, selling surplus foodstuff to get money.

Introduce the economic past farming system in South Sudan such as growing of cash crops, construction of transportation system, employment of people in the growth of industries.

### Activity 2

### Importance of different farming systems in South Sudan

In South Sudan, different farming systems are practised. All these farming systems are important to the farming systems provides 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, 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.*



Learning new methods of farming, growth of market, gardening in homes and near urban areas. Hence people are able to sustain their own food production.

Discuss the staple food crops in the immediate environment such as sorghum, maize millet and rice.

First, you will need to let the learners go through the poem in the Learner's Book. Ask them to recite the poem as a class.

When they have finished reciting, help them understand the importance of different farming systems.

Ask them to discuss the importance of farming systems in South Sudan from the poem they read. This activity should be done individually and later discussed in class.

Ask the learners to do the class project in pairs. Ensure you guide them how to go about the project.

## **Assessment Opportunities**

### **Observation**

Observe learners recite the poem in the Learner's Book. Did they identify the importance of farming systems from the poem?

### **Conversation**

Talk to learners discussing the importance of different farming systems.

### **Product**

Read the answers. they have written. Did they respond?

## Activity 3: Suitable farming systems in South Sudan

(Refer to Learner's Book pages 63-66)

You will need to read the text in the Learner's Book with the class. Explain to them the suitable farming systems in South Sudan and why those specific farming systems are suitable.

Ask the learners to tell you the farming systems they practice at home. Ask them why they grow a particular crop and not others. Did they respond?

Ask them to work in pairs to investigate why people use different systems of farming in South Sudan.

### Activity 3

### Suitable farming systems in South Sudan

#### Agriculture and Forestry

Minimal population 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.

Allow them time to present their findings in class. Ensure each pair participates.

### **Assessment Opportunities**

#### **Observation**

Observe learners study the pictures in the Learner's Book. Are they able to interpret the pictures?

#### **Conversation**

Talk to the learners on how to start the class project.

#### **Product**

Check how their project is fairing.

## Activity 4: Comparison of farming in South Sudan and Africa(kenya)

(Refer to Learner's Book pages 66-68)

To discuss this topic you need to have a map of South Sudan showing different types of farming systems and that of Africa.

Ask the learners to identify what type of farming is practised in South Sudan and it is not practised elsewhere in the rest of Africa.

Have a chart showing the types of farming practised in South Sudan and other parts of Africa and others showing the one that are not practised in South Sudan.

Ask the learners to name the countries that practice the same type of farming as South Sudan.

### Activity 4

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

#### Similarities

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

#### 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 system compared to South Sudan. Some countries practise commercial farming and subsistence farming.

#### Individual work

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

Display the map of South Sudan and that of Africa for the learners to copy in their books. How are their drawings?

Allow them time to compare their drawings and correct where necessary.

### **Assessment Opportunities**

#### **Observation**

Observe learners study the map of south Sudan showing different types of farming systems and that of Africa.

#### **Conversation**

Talk to learners discussing different types of farming practised in South Sudan.

#### **Product**

Read the written points.

## Activity 5: Suitable farming systems in Africa

(Refer to Learner's Book page 68)

Previously in activity 3, you discussed the suitable farming systems in South Sudan with the learners. In this activity, learners need to know suitable farming systems in Africa at large.

The activity here is an outdoor activity where learners will survey the types or systems of farming practised in Africa.

Let learners work in groups to discuss any other suitable farming system in Africa.

Allow them time to present their findings in class.

### Activity 5

### Suitable farming systems in Africa

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



*Farming using a tractor.*



*Farming using hoe.*

### Group work

Discuss other suitable farming systems for Africa.

Present your findings in class.

### Pair work

Survey in the neighbourhood the suitable farming systems they practice.

## **Assessment Opportunities**

### **Observation**

Observe learners study the pictures in the Learner's Book. Did they interpret the pictures well?

### **Conversation**

Talk to learners as they explore the suitable farming systems in Africa. Ask them if they found any.

### **Product**

Read the answers. they have written.

- Population distribution – areas with dense population practice subsistence type of farming system. Moderately populated areas people practice mixed farming – keep livestock and growing of crops- they may also grow cash crops. Areas of low or scarce population densities are suitable for pastoralism.



- Climatic conditions also dictate the type of farming system that can be practised in a region in Africa.
- a) In equatorial region, farming system is characterised by growing crops that require a lot of rain. In these area, there are plantations of tea and coffee.
  - b) Moderate rainfall lead to commercial farming and keeping of dairy cattle.
  - c) Low rainfall encourages keeping of beef cattle and pastoralism.

## Activity 6: Effects of climate on agriculture and farming

(Refer to Learner's Book pages 69-70)

The key learning point here is for learners to understand the effects of climate change on farming. Ask learners to read the text in the Learner's

### 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?



### Pair work

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

Report back to your group and the teacher.

Book as they interpret the pictures provided along the text.

Ask them the effects observed from the pictures.

Ask learners to work in pairs to suggest the weather conditions that affect agriculture.

Give them time to present their suggestions.

### **Assessment Opportunities**

#### **Observation**

Observe learners study the picture in the Learner's Book.

#### **Conversation**

Talk to the learners as they discuss in pairs suggesting the weather conditions that affect agriculture.

#### **Product**

Read the suggestions provided by the learners.

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## Activity 7: Effects of types of agriculture on physical features

(Refer to Learner's Book page 70-71)

In this activity learners need to understand which type of farming affects physical features.

Allow them time to look at the pictures in the Learner's Book. Ask them to discuss in groups the type of farming in the picture. What does the picture show?

Ask them to work in pairs to tell any other agricultural activities that affect physical features.

Allow them time to present their findings.

### Activity 7

### Effects of types of agriculture on physical features

Look at the picture below.



*Farming on a sloppy hill.*

The tractor is ploughing up and down the slope. 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.

## **Assessment Opportunities**

### **Observation**

Observe learners study the pictures in the Learner's Book. What do they say about the picture?

### **Conversation**

Talk to learners discussing effects of farming on the slopes.

### **Product**

Read the answers. they have written.

## Activity 8: Developing farming systems in South Sudan

(Refer to Learner's Book page 71)

In this activity learners need to understand how farming is developing in South Sudan.

Allow learners time to look at the pictures. Ask them the type of farming systems represented in the pictures.

Ask them to read the text. Explain to them developing farming systems in South Sudan giving examples.

### Activity 8

### Developing farming systems in South Sudan

Ninety percent (90%) of land in South Sudan is suitable for farming. Agriculture is the backbone of the economy of South Sudan. They also practise forestry and fisheries that has been helpful to the economy. Look at the following picture.



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

### Pair work

Survey more the developing farming systems in South Sudan citing examples.

## **Assessment Opportunities**

### **Observation**

Observe learners as they read the text and interpret pictures in the Learner's Book.

### **Conversation**

Talk to learners as they suggest methods that can be used to develop farming in their groups, Which methods did they suggest?

### **Product**

Each group to present their answers.

## Activity 9: Benefits of farming

(Refer to Learner's Book page 71-72)

The key learning point here to understand the benefits of farming to people. Ask them to read the text in the Learner's Book.

Explain to them the benefits of farming. Ensure that every point is well elaborated. Give examples where necessary.

Ask the learners to study the pictures in the Learner's Book and tell what they think about the pictures.

Give them time to give their reasons. Ensure that all learners participate in this activity.

### Activity 9

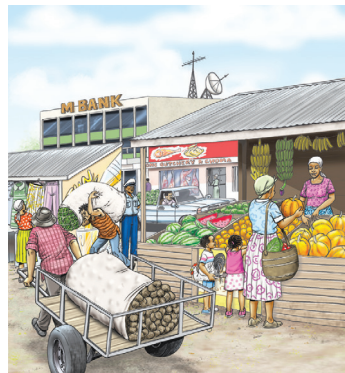
### Benefits of farming

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.



## **Assessment Opportunities**

### **Observation**

Observe learners as they study the pictures in the Learner's Book.

### **Conversation**

Talk to learners discussing the benefits of farming. Did all the learners participate in the discussion?

### **Product**

Read the answers. they have written.

## **Answers to Revision Questions**

### **1. Agriculture**

This is the growing of crops for use as well as for sell. This is whereby farmers grow crops such as maize and beans.

#### **Fishing**

This is whereby fishers engage in an activity trying to catch fish by gathering, spearing, netting and trapping. This activity helps them get food.

### **2.**

- i. There is poor quality of animals due to lack of animal health services. This problem can be overcome by creating animal health care awareness as well as quality breeds available to the farmers.
- ii. Inadequate skilled labour in farms. This is a big challenge to many farmers though it can be solved by frequently holding seminars teaching farmers on the techniques of farming.
- iii. Lack of water for livestock during dry seasons. The most possible solution over this the drilling of boreholes to provide plenty water for the animals.
- iv. Inadequate financial services. The government can help curb this by providing farmers with loans.
- v. Illiteracy among the farmers. The government may create awareness among the farmers this will enable them gain more knowledge about farming.