



South Sudan

# Primary Social Studies 7

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 7 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 7

Teacher's Guide



Primary Social Studies Teacher's Guide 7



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# Social Studies

## Teacher's Guide 7

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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: THE RISE AND FALL OF CIVILISATIONS

(Refer to Learner's Book pages 1-21)

Social Studies Primary 7		Unit 1: The Rise and Fall of Civilisations	
<b>Learn about</b>		<b>Key inquiry questions</b>	
<p>Learner should find out about the rise and fall of civilisations over time and identify the areas where it took place using relevant sources like maps, text books and descriptions. They should compare in detail at least two civilisations like the Mayas, Aztecs, Khymer Empire or Romans. Learners should consider what impact these civilisations have on South Sudan and the rest of the world today. Learners should deepen their understanding of the roots of these civilisations by studying maps of where they took place, looking for physical features and communication routes for example to help explain the reason for settlement.</p> <p>Learners should develop an understanding of periods of history by analysing characteristics of different periods, assessing which factors were key to their successes and failure. They should work together to research the relationships between characteristic features and use this knowledge to take part in informed debates about different periods in history, questioning what can be learnt from events and styles of leadership that could help support sustainable developments in South Sudan today.</p>		<ul style="list-style-type: none"> <li>• What are the key features of the rise of civilisations?</li> <li>• Why do so many civilisations decline?</li> <li>• What resources provide us with the best information about the past?</li> <li>• What are the most significant outcomes from past civilisations that affect us today?</li> <li>• How does studying maps help us to understand about the development of civilisations?</li> <li>• What changes would you have made to some of the events that have taken place in the past?</li> </ul>	
<b>Learning outcomes</b>			
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>	
<ul style="list-style-type: none"> <li>• Describe two civilisations in detail.</li> <li>• Explain the factors that contribute to the rise and decline over time of civilisations.</li> <li>• Know the features of debate and how to research effectively in order to be able to make a valuable contribution.</li> <li>• Develop a sense of period by knowing about the characteristic features of periods studied.</li> <li>• Use maps to recognise settlement patterns and communication routes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the locations of civilisations using maps.</li> <li>• Investigate factors that led to the rise and decline of civilisation.</li> <li>• Compare characteristic features of civilisations.</li> <li>• Outline the benefits to the modern world from civilisations from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Value the resources that describe the past to us.</li> <li>• Appreciate the changes brought about by civilisation to society today.</li> <li>• Respect the challenges faced by today's society with respect to some events that happened in the past.</li> </ul>	
<b>Contribution to the competencies:</b>			
<u>Critical thinking:</u> Using a range of resources to find out about the past.			
<u>Communication:</u> Read and comprehend a variety of text types to find out about civilisations from the past.			
<u>Co-operation:</u> During debate, be tolerant of the view of others.			
<u>Culture:</u> Take pride in the way that aspects of past civilisations have shaped society in South Sudan in a positive way.			
<b>Links to other subjects:</b>			
Mathematics: Know how to use percentage to describes aspects of civilisations from the past; using knowledge about scale to interpret maps.			
English: Give a presentation fluently on a chosen theme and argue points in debate to a degree of success.			
Peace education: causes of conflicts.			

## **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 areas of civilisation in the world. They should explore also features of civilisation and sources for information about civilisation. They should identify and discuss the benefits of civilisation to modern society.

## **Using the learner's book**

Using learner's book and photographs or maps, they should describe how civilisations were organised and known. They should also identify the areas, features and characteristics from the maps, texts and photos in their Learner's Book.

Organise learners in pairs and groups. These pairs will work together throughout the unit. The activities are set out in the Learner's Book. Three or four pairs should form a group. Maintain the same groups throughout the unit. The pairs should share their work often with the group. At times you will need to select people to make presentation to the class. Help groups to work effectively by ensuring that all learners in the group have a role and participate in discussion and presentation.

There are many passages to read in the learner's book. Ask learners to read to themselves first. Then select someone to read it through to the class to make sure everyone has understood.

## **The learner competencies**

This unit presents many opportunities for critical and creative thinking. Interpreting pictures and maps, giving reasons for answers making references and links to other parts of the unit interpreting diagrams and making up questions.

Ask learners to work in pairs and groups, so that there are continuous opportunities for co-operations and team-work. In their discussions and presentations, there are many opportunities for communication.

This can be explored in the whole class discussion also.

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

## Activity 1: Meaning of civilisation

(Refer to learner's Book pages 1-2)

The key here for learners is to understand the meaning of civilisation and also explore features that describe a civilisation. Mayas, Roman and Aztecs are examples of early civilisation.

Task them to work in pairs to research the meaning of civilisation. Group them to account for the state of Africa and Europe in respect to civilisation and write answers. They need to understand that not all areas were civilised.

Ask learners to read the text. Talk to the class about the text. Ask them if they understand the meaning of civilisation. Why some areas are referred as civilised but not all.

Give learners time look at the flow chart in their learner's book

Activity 1	Meaning of civilisation
<b>Introduction</b> <p><b>Civilisation</b> is the stage of human social development and organisation which is considered the most advanced stage. It is the starting point of a society. Civilisations have existed for millions of years and are the basic unit structure of a society. Civilisations were the base of great societies such as Egypt and Rome. If not for civilisation, these societies would not have flourished or even existed.</p>	
<b>Individual work</b> <ol style="list-style-type: none"><li>1. Based on what you know, how would you explain the state of Europe and African countries in respect to civilisation?</li><li>2. What do you understand by the word feature?</li></ol>	
<b>Features of civilisation</b> <pre>graph TD; A[Features of civilisation] --- B[Job specialisation]; A --- C[Social classes]; A --- D[Complex religions]; A --- E[Well organised central government]; A --- F[Writings]; A --- G[Arts and architecture]; A --- H[Public works]; A --- I[Cities];</pre>	

with features of civilisation. You may need to draw this flow chart in the board. Let them discuss these in groups. After they have discussed talk to them as you read the answers they have given. Explain each feature to them for more understanding as you correct their answers. Emphasise on how these features describe a civilisation by giving examples.

### **Observation**

Observe learners discussing the answers in pairs. Are their logical explanations? Can they explain each feature in their own simple language and present it in a table?

### **Conversation**

Talk to the learners as they study the flow chart. Do they see the main reasons for these features to be the ones to describe a civilisation? Do they agree that these features describe civilisation?

### **Product**

Check the tables they have drawn if they have included all the main points.

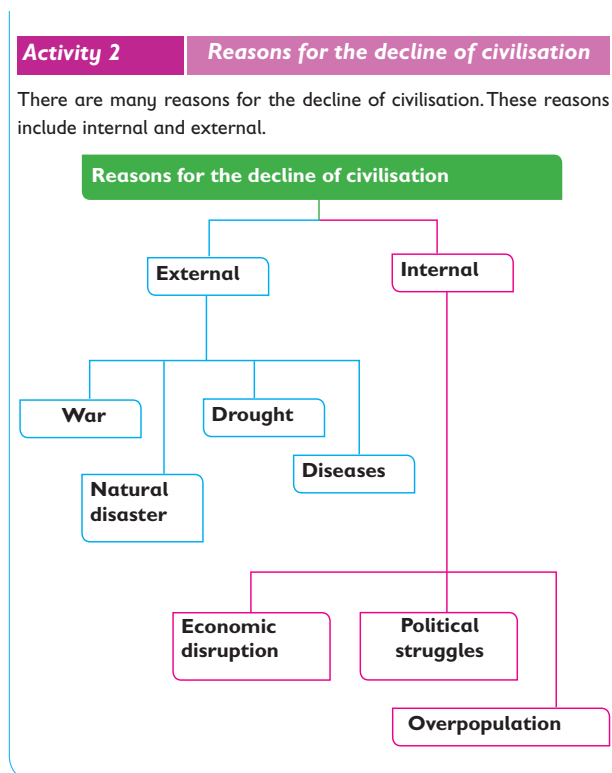
## Activity 2: Reasons for the decline of civilisation

(Refer to learner's Book pages 2-3)

The key learning here is that there were many reasons for the decline of civilisation. They need to understand that despite all the achievements and features that described a civilisation they later declined.

Give time for the learners to study the flow chart in their learner's books. Choose some of the learners to read internal and others external factors. You may need to draw the flow chart on the board for more clarification of your learners. Ask them what they think is the difference between the two words. Read the reasons explaining each to the learners for more understanding.

In the questions, see if the learners can work out more reasons for the decline of civilisation. Discuss each reason in details.







## **Observation**

Observe the pairs discussing the answers. Can they differentiate between external and internal reasons? Have they understood the reasons for the decline of many civilisations?

## **Conversation**

Talk to the learners while they are discussing the answers. Can they explain more reasons for the decline of many civilisation?

## **Product**

Read the explanations they have given.

## Activity 3: Areas of civilisation

(Refer to learner's Book pages 3-4)

The key learning here is that there were many areas that appeared to have developed independently due to various reasons not just in Africa but all over the world. The main activity is for learners to explore the areas of civilisation in their Learners Book. This will help them to get knowledge of what made them to be called civilised. Listen to their explanations for the areas of civilisation as they arrange the names in their Learner's Book. All answers that they give may be correct but a civilised region should be described by eight main features.

Give learners time to observe the map. Ask them to discuss these in pairs. What do they think about the settlement patterns and communication distribution?

### Activity 3

### Areas of civilisation

These are regions which appear to have developed civilisation independently.

### Pair work

Rearrange the following words to find the regions of civilisation in the world.

1. Yasma
2. Teczas
3. Oranm

### Individual work

1. Explain by giving reasons why you think these areas were called civilised areas according to the features you know which describes a civilisation.
2. Do you know other areas of civilisation apart from the three given?

Look at the map below.



A world map showing areas of civilisation.

## **Observation**

Observe the learners discussing the answers in pairs. Can they name all areas of civilisation? Are they able to understand the map?

## **Conversation**

Talk to the learners while they are discussing the answers. Can they arrange the words to make areas of civilisation?

## **Product**

Check the words they have arranged if it brings out the areas of civilisation.

## Activity 4: Sources of information on civilisation

(Refer to learner's Book pages 4-5)

The key learning here is for the learners to understand how we know about the past. The artefacts and diaries are most used as examples of primary sources because they contain direct or primary information about the past.

Ask the learners to read the text as you discuss with them. Ask them if they know any artefacts or a diary which contains information about the past. Ask them why they think they can be used to produce historical information. Give time for the learners to look at the pictures on their books as you help them to interpret.

### Activity 4

### Sources of information on civilisation

#### Pair work

1. What sources do you think historians use to study in the past?
2. Do you think these sources are the best?
3. Give reasons why you think they are the best?

These are things, places or people from where we get historical information from.

It is through these sources of history that make us know what happened in the past.

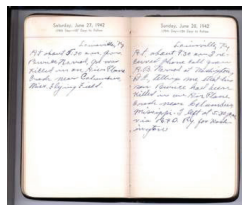
These sources include:

1. **Primary sources:** These are original records, created at the time historical events occurred or well after events in the form of memos and oral histories. They provide the best information about the past. Some of the primary sources include: artifacts, documents, diaries, manuscripts, autobiographies and recordings.

#### Individual work

1. Look at pictures A and B below.
2. Can you identify them?
3. Why do you think they fit to be primary sources of information on civilisation?

A



B



In the questions, check out whether the learners can work out the differences among different sources and give reasons why primary sources are preferred to secondary sources.

### **Observation**

Observe presentations. Are they able to give reasons why primary sources are preferred to secondary source? Can they differentiate the three sources?

### **Conversation**

Talk to the learners while discussing answers in pairs. Are their explanations logic?

### **Product**

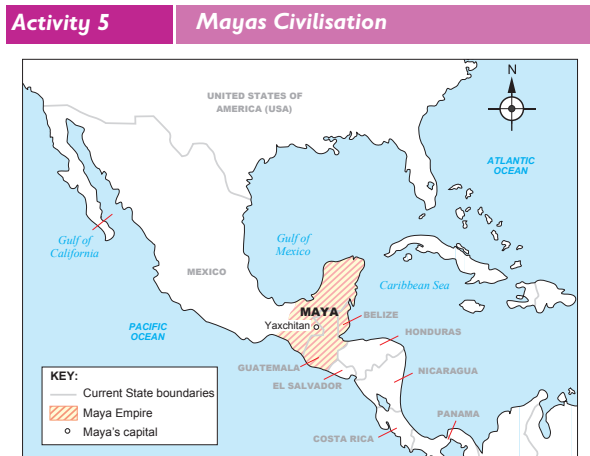
Read the explanations they have given if they are correct.

## Activity 5: Mayas civilisation

(Refer to learner's Book pages 6-8)

The Mayas civilisation was one of the greatest civilisations in the world. It developed within the Mesoamerica cultural area, and was developed by Mayas people. Here the main key is for the learners to understand and appreciate the achievements of Mayas civilisation and their importance to modern society. Give time for the learners to study the map of Mayas civilisation to understand its organisation.

Take the learners through the short history about Mayas civilisation and discuss with the class what they have read to make them understand more. Emphasise on the large temples with elaborate stucco facades which were mainly due to its architecture which was one of its main achievements.



*A map showing Mayas Civilisation.*

Maya Civilisation developed within the Mesoamerica cultural area. It was developed by the Maya people. This civilisation was known for its:

1. Hieroglyphic script – the only known fully developed writings systems of the pre-Columbian Americans.
2. Arts architecture.
3. Mathematics calendar.
4. Astronomical system.

Maya civilisation developed in an area that encompasses South-eastern Mexico, all of Guatemala and Belize, the western portions of Honduras and El Salvador. The first Maya cities developed around 750 and by 500Bc. These cities passed monumental architecture, including large temples with elaborate stucco facades.

### **Reasons for Mayas decline**

There are number of factors that contributed to the decline of Maya's civilisation. They include:

The key activity here is to work in pairs to discuss the reasons why Mayas civilisation failed and make their own presentation about the arrangement using information in the book. The presentation should have the reasons why some factors are major and others are minor.

### **Observation**

Observe the learners' presentations. Have they included the main reasons? Can they arrange the reasons for the decline from the major to the least?

### **Conversations**

Talk to the learners about the achievements of Mayas civilisation. Have they understood why this civilisation failed despite all the achievements? Are they able to explain those reasons one by one?

### **Product**

Read their presentations to the class.



## Activity 6: Aztecs civilisation

(Refer to learner's Book pages 8-10)

The main activity here is to make learners understand that, the Aztecs civilisation exact origin is not well known but believed to have begun as a northern tribe of hunters and gathers. They should also understand the main cause of the decline of Aztecs civilisation was the practise of offering human being as a sacrifice to their gods.

Give time for the learners to study the map of Aztecs civilisation for them to understand how this civilisation was organised.

Let the learners read the short history about the Aztecs civilisation and discuss with them what they have read.

### Activity 6

### Aztecs civilisation



*A map showing Aztecs Civilisation.*

The exact origin of this civilisation was uncertain, but they are believed to have begun as a northern tribe of hunters and gathers. They referred themselves as 'Meshika or Mehika.' They were known as Tenochca from the name of their capital city. The Aztecs appeared in Mesoamerica as the south central region of pre-Columbian Mexico. Their arrival came just after the fall of the previously dominant Mesoamerican civilisation the Toltecs. They were known for some of their achievements which include :

1. Sources of archaeology.
2. Native books.
3. Lengthy detailed accounts for their Spanish conquerors.
4. Highly structured society with strict caste system.

#### Reasons for Aztecs decline

#### Pair work

What caused the fall of Aztecs Empire?

Pair them to discuss what they have read. Can they identify all the achievements? Emphasise the importance and the achievements of this civilisation that makes it to be called developed.

In the questions, the challenge for the learners is to realise that, despite all the achievements of Aztecs, the civilisation failed.

### **Observation**

Observe the pairs discussing the answers. Have they worked out how this civilisation was organised and their achievements? Can they point out the main achievements?

### **Conversation**

Talk to the learners about what they see as the key points. Can they discuss all the reasons for the decline of Aztecs? Can they account for their categorisation?

### **Product**

Look at what they have picked as the main reasons of the decline of Aztecs civilisation.

## Activity 7: Roman Empire

(Refer to learner's Book pages 11-13)

Roman Empire was the most powerful in economic, cultural political and military forces in the world of its time and the largest empire in the world of its history.

The main activity here is to make their own presentation on its achievements and reasons for its decline.

In the question, the challenge for the learners to arrange the reasons for its decline from the main reason to the minor and give reasons why they should be arranged like that and also compare at least two civilisations.

Give them time to look at the map of Roman Empire here you may have to help those who are not able to understand

**Activity 7****Roman Empire**

*A map showing Roman Empire.*

The Roman Empire is a term used to refer to the period in ancient Roman history and civilisation, when Roman and its territories were ruled by autocratic emperors. Territories of the Roman Empires included lands in the west and South Europe. The Roman Empire was the post Roman republic period of the ancient Roman civilisation characterised by government headed by emperors. It was the most powerful in economic, cultural, political and military forces in the world of its time. It was one of the largest empires in the world history. Its capital city was in Rome. It was not a nation-state in the modern, but a network of towns left to rule themselves. They had the best army in the world at that time and they were ruled by force. The empire was divided into provinces and each province was headed by a Governor plus Civil and Military support.

and interpret the map. Hold a debate about the topic on the Learners' Book to check their understanding about Emperors and improve their communication skills.

### **Observation**

Observe the learners in pairs as they discuss and study the map. Have they worked out the achievements of this civilisation? Are they able to hold an effective debate? Are they using good language during debate to promote good communication skills?

### **Conversation**

Talk to the learners about what they should discuss as the main points during debate. Are they able to point out the main points?

### **Product**

Read the written presentation. Reward those who win the debate.

## Activity 8: Benefits of civilisation to modern society

(Refer to learner's Book pages 13-16)

The key learning here, is for the learners to know the impacts of civilisation to modern society. This activity involves discussion. Help learners to discuss each of the benefits. What do they tell us about benefits of civilisation to modern society? Do they make the learners more curious to search for more?

Give learners time to look at the texts on their Learners' Book. As they read, help them explain for them at each point for clarity and understanding about benefits of the civilisation. Pair them to discuss those benefits. Can they give more benefits about civilisation? Give them example of something they can understand or see which has been as a result of civilisation.

### Activity 8

### Benefits of civilisation to modern society

#### Pair work

1. What do you understand by the word benefits?
2. Do you think civilisation was of any benefits to modern society?

#### Benefits of civilisation to modern society

1. **Introduction of new architectural design**  
Introduction of actual design.
2. **Political structure**  
A suitable political order would develop overtime owing to collective experience of society, far superior to laws as practiced by tribal groups. The result is society merely transitions from tribalism to modern society.
3. **Culture advancement**  
Culture is also burnished in a highly sophisticated civilisation with exchange of ideas.
4. **Technology advancement**  
Exchange of ideas between people led to innovations and discoveries.
5. **Safety**  
When a large number of people live together is safe and secure. People can often help each other at times of need.

#### Challenges facing civilisation in today's society

#### Individual work

1. What is a challenge?
2. Explain why you think there are challenges facing civilisation in today's society.

#### Major challenges facing civilisation in today's society

1. **Crime**  
Criminal activities in the society have negative impacts in the process of civilisation. Premature death of the youths who are energetic and productive in the society affects development.

## **Observation**

Observe the learner's in pairs discussing the answers. Have they worked out how civilisation is of benefits to modern society? Can they write down other benefits of civilisation?

## **Conversation**

Talk to the learners to see if they are able to come up with good points about benefits. This will show if they understood the activity.

## **Product**

Read their written points. Are they able to explain the benefits of civilisation?

## Activity 9: Importance of maps in understanding about the development of civilisation

(Refer to learner's Book page 16)

In this activity you may need to go back to the maps in their Learner's Book from the previous activities and previous books. Ask them features of a good map that they know from the knowledge of previous classes. Do they understand those features well? Ask them why we need maps? When they have answered questions in pairs, go through them as a class.

Give learners time to read the points one by one and then help them to discuss for better understanding. Pair them to discuss these points. Check their answers and read them in the class.

### Observation

Observe the learners discussing in pairs about the answers. Have they worked out how importance the maps are?

#### Activity 9

#### Importance of maps in understanding about the development of civilisation

#### Pair work

1. Why do we need maps?
2. Draw a map of Mayas, Roman Empire and Etezc civilisation.
3. From the maps you have drawn, write what are they used for. There are various reasons why we need maps. They include:
  1. **Maps trace culture of the people in civilisation history.**  
Culture is a unique element in civilisation. Culture defines people's way of life and ideological approach.
  2. **Maps provide historical accounts in civilisation process.**  
Through maps we get historical information from the earliest to modern process of civilisation. Therefore, maps are artifacts of civilisation.
  3. **Emergency of eclipse maps** represents the coming together of several advancements in scientific thoughts. It championed knowledge and audacity to think independently. Historical eclipse maps show important role that the solar events have played in evolution of knowledge.
  4. **Maps provide visual representation of regional civilisation in history.** Civilisation is a continuous process in the society. It takes, account of regions accessible based on the determinant precepts.



## Conversation

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

## Product

Look to see if they have picked out the main importance of maps.

## Activity 10: Periods of history

(Refer to learner's Book pages 17-19)

Introduce this activity by pairing learners to check their understanding about periods of history. Listen to their explanation about different periods of history and write the answers. This will guide you on how to tackle this activity.

### Individual work

Apart from the importance we have discussed above, explore other importance of maps.

### Activity 10 Periods of history

#### Pair work

1. What do you understand by the term periods of history?
2. How would you classify these periods.

These periods of history summarises various Eras in the history of the world, from the ancient world to the present day.

There three periods of history. They include:

1. Ancient history.
2. Post classical era or medieval age.
3. Modern history.
1. **Ancient history (60,000Bc -650AD)**

This refers to the time of period in which scientists have found the earliest remains of human activity. This period ends with the fall of several empires such as Western Roman Empire in the Mediterranean, the Han Dynasty in China and the Gupta Empire in India.

The Bronze Age is the period in which humans around the world began to use bronze as a major metal in tools.

Iron Age this period began around 1000BC with the widespread of iron in tools. It ended at approximately 650AD with the fall of early mentioned major civilisations. BC and BCE refer to the same time of period. BCE is abbreviation for 'Before Common Era' and BC for 'Before Christ'. This was done to standardise time periods across the world.

The key learning here is that there are many periods of history but the main known are ancient period, post classical period and modern period. Ask learners why they think these periods are arranged this way.

Give them time to read the text in pairs. After they have read go through then one by one because some words may seem difficult for them. Explain after each point. Talk to them about all periods of history explaining their discoveries and achievements.

In the question, see if learners can work out characteristics of different periods of history.

### **Observation**

Observe the pairs discussing the answers. Have they understood about periods of history? Can they give differences among the three periods?

### **Conversation**

Talk to the learners while they are discussing answers. Do they get the different features and discoveries from different periods?

### **Product**

Read their explanation in class to check whether they have understood.

## Activity 11: Characteristics of different period of history

(Refer to learner's Book pages 19-20)

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

Give learners time to read the text. Talk to them as they read the text to give more explanations.

Ask learners to discuss in pairs the points about different characteristics. When they have answered the questions in pairs go through them in class.

"Life during medieval period of history was better than life in ancient period of history."

### Activity 11

### Characteristics of different periods of civilisation

#### Pair work

1. What do you understand by the word 'Period of Civilisation?'
2. Do you think the three periods of history had the same features? Give reasons.

#### Characteristics of different periods of civilisation

1. They have more complex political structure namely, the state where the state societies are more stratified than other societies. There is a greater difference among the social classes; where the ruling class normally concentrate in the cities.
2. Civilisation has distinctly different settlement patterns from other societies.
3. Depended on agriculture for substances with the possible exception of some early civilisation in Peru which may have developed upon maritime resources.
4. Civilisation have been distinguished by their means of subsistence, types of livelihood, settlements patterns, forms of government, social stratification, economic systems, literacy and other cultural traits.



## **Observation**

Observe learners discussing the answers. Have they worked out different characteristics and different period of history? Have they included the main point?

## **Conversation**

Talk to the learners to see if they understand these characteristics and differentiate them. Can they differentiate different periods by their characteristics?

## **Product**

Read the explanation that they have given checking the key points.

## Answers to Revision Questions

### NO1. Research primary and secondary sources

- Primary sources are:
  - (i) Artefacts
  - (ii) Diary
  - (iii) Documents
  - (iv) Autobiography
  - (v) Recordings
- Secondary sources are;
  - (i) Historical books
  - (ii) Archives
  - (iii) Magazines

NB; Note that a book is simply a format. You can find both primary and secondary sources published in book form.

### No2. Explain reasons for the decline of civilisation

- Desertification-Due to demand of fuel to use in the industries people started cutting down trees which led to desertification. This desertification reduced rainfall hence drought.
- Drought which was a result of desertification led to dead of people and this reduced the population of many civilisations.
- Natural disaster- Natural disasters such as drought, strong winds, and floods also contributed to the decline of civilisations.
- Human sacrifices- practices like human sacrifices which was mostly practiced by Aztec people led to reduction of number of people.

#### Individual work

1. Explore more characteristics of different periods of history.

#### Revision Questions

1. Research primary and secondary sources of history.
2. Explain the reasons for the rise and fall of civilisation.
3. Why do you think the eight features of civilisation define a civilisation?

No.3 Explore some of the benefits of civilisation to the modern society

- Technology advancement- Exchange of ideas between people led to innovation of discoveries and this is an advantage to the modern society.
- Cultural advancement- Due to civilisation, many cultures burnished in a highly sophisticated way with the exchange of ideas.
- Emergences of trade- Due to the advanced culture and innovation, people have practiced different trading system.
- Political structure- A suitable political structure has developed due to civilisation.
- Safety- people have come to understand the importance of staying together as a community.
- The needs for army- people have developed need for people to protect them.

NO4. Why do you think the eight features of civilisation define a civilisation?

- Writing system-This feature is believed to define civilisation because for a place or a region to be named civilised it was supposed to be with highly educated people with writing skills which had a lot of value that time.
- Job specilisation- For a place to be named civilised,it had a class of people who were specialist of various jobs. Like artisans were skilled crafts works and metal was important for tools and weapons.
- Complex religion- A civilised religion was believed to have different religion. Monotheism which is belief of one God and polytheistic which is a belief of more than one god.
- Rise of cities- For a religion to be civilised it was emerge cities with good water supply, good transportation and good water supply.
- Complex government-For a region to be called civilised,it should have formed government to make sure enough food was produced.
- Public works- For a religion to be named as civilised, it was supposed to have things like irrigation systems, canals good bridges which benefit the city.
- Social classes- For a region to be civilised it was supposed to

have different classes of people. People were ranked according to their jobs like warriors, marchants, farmers and slaves.

- Arts and architecture - A civilised region was supposed to consist of temples, palaces that symbolised powerful rulers.

No 5. Primary sources of history are preferred to secondary sources. Justify.

- This is because primary sources are uninterrupted sources.
- They are the original sources.
- They are materials that the eye witness accounts.
- Primary source are often created at the time of event so that message is not distorted.
- Primary sources has a lot of information compared to secondary sources.

# UNIT 2: EXPLORING PHYSICAL FEATURES

(Refer to Learner's Book pages 22-48)

Social Studies Primary 7		Unit 2: Exploring Physical Features
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should revise what physical features are, identifying the different forms found in South Sudan and other parts of the world. They should use maps to be specific about the location of physical features they know about and how these may have changed over time. They should explore communication systems near where they live and examine how physical features have had an impact on how these are organised (How do telephone lines and roads change according to the topography of the land for example?) Having investigated the organisation of communication networks, they should use the skills they have developed to do this in order to further investigate how physical features affect production and trade in South Sudan. They should work in groups then to compare how physical features in other parts of the world effect communication, trade and industry, drawing conclusions about how other countries use physical features to maximise economic growth in these areas.</p> <p>Through explorations into production, communication and trade, learners should consider how the environment is affected by the development of these industries, including agriculture. They should explore how land use changes as industry is developed and should look for examples in South Sudan and other parts of the world where sustainable development mean that bio-diversity is protected. They should present to others what they learnt about sustainability, outlining principles and strategies that balance protection of the environment with industrial and agricultural developments (solar power, green roofs).</p>		<ul style="list-style-type: none"> <li>• What physical features of South Sudan effect communication the most?</li> <li>• How do changes of physical features in a country effect trade and production?</li> <li>• How are human activities affected by changes in physical features?</li> <li>• How can maps help us to understand networks for communication, trade and production?</li> <li>• What systems can be put in place to protect and biodiversity in South Sudan?</li> <li>• What examples of sustainable development can you describe that provide a good model of how to encourage biodiversity?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Describe what impact physical features have on communication, trade and production in South Sudan.</li> <li>• Know about physical features in other parts of the world that have a significant impact on trade and production.</li> <li>• Know how to use maps to recognize settlement.</li> <li>• Recognise the effects of agriculture and industry on the environment.</li> <li>• Know about ways of sustaining biodiversity in South Sudan.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the impact of physical features and processes on human activity in South Sudan.</li> <li>• Connect physical features to human activities in other parts of the world.</li> <li>• Compare the effects of physical features in South Sudan to the effects in other parts of the world.</li> <li>• Use maps to identify patterns in settlement in relation to physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the unique land forms features found in different parts of South Sudan.</li> <li>• Value the positive contributions of physical features to South Sudan.</li> <li>• Enjoy the ability of maps to help us learn about places that are not familiar to us.</li> </ul>
<b>Contribution to the competencies:</b>		
<u>Critical thinking and problem solving:</u> Analyzing the impacts of physical features on human activities.		
<u>Communication:</u> Read and comprehend critically information about sustainable development and systems for maximising opportunities from physical features.		
<u>Co-operation:</u> Contribute to environmental sustainability by learning about and sharing information about sustainable developments.		
<u>Culture:</u> Respect the diverse nature of the land in South Sudan and related sustainable developments.		
<b>Links to other subjects:</b>		
<u>Mathematics:</u> Calculations involving commission and hire purchases in relation to industry and farming; using percentages to describe increases and decreases in the way land is used for different purposes.		
<u>Science:</u> Outline sources of water and methods of collection and purification in relation to physical features.		
<u>Environment and sustainability:</u> how the land is used for industry and agriculture.		



## **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, learner's should explore the physical features in South Sudan. They should explore the features of the main physical features. They should recognise the importance and contributions of physical features to South Sudan.

## **Using the Learner's book**

Using texts and photographs or maps in the Learner's Book, they should describe how physical features are distributed in South Sudan. They should also identify the contributions of physical features to the economy of South Sudan from the maps and photos in the learner's book.

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

Put learners in pairs and groups. These will work together throughout the unit. Three to four pairs should form a group. Maintain the same groups throughout the unit. Often the pairs will share their work with the groups. At times you will need to choose some learners to make presentations to the class. Ensure the group work effectively by ensuring that all learners in the group have a role and participate in discussions and presentations.

There are many passages to read. Ask them to read to themselves first. Then select one of them to read it through to the class to make sure everyone has understood.

## **The learners competencies**

This unit present many opportunities for critical and creative thinking: Interpreting Pictures and maps: 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 is a continuous opportunity for co-operation and team work.

There are many opportunities for communication throughout the unit as they present and discuss. The subject matter will also deepen their understanding of South Sudan culture and identity.

## Activity 1: Meaning of physical features

(Refer to learner's Book pages 22–23)

The key learning here is for the learners to understand what physical features are. Give time for the learners to look at the pictures on their Learner's Book. Talk to the class about the two pictures. Ask them if they have seen any of these pictures. Ask them how big they think physical features are. Arrange learners to walk outside their class and neighboring places and observe the physical features they can see. Can they see any physical feature which looks like the ones drawn in their books? Can they differentiate the physical features from any raised or tall features

### Activity 1

### Meaning of physical features

#### Individual work

1. What do you understand by the term 'physical features?'
2. Write any physical feature that you know.

#### Nature walk

With the guidance of your teacher, walk outside the class. Observe the physical features found within the school compound. Walk to the neighbouring places and observe other physical features found within the environment.

The pictures below will guide you.



A hill.



A valley.

#### Group work

1. Discuss what you have identified.
2. Write down what you have observed.
3. Present what you found out to the rest of the class.

neighboring their school? Can they see other physical features apart from the ones in their books? Let them go back to class .Ask them to discuss in groups the questions.What have they identified? Emphasise on the meaning and features that describe a physical feature. In the questions, see if the learners can work out that not all raised or big features are physical features.

### **Observations**

Observe the nature walk as they walk outside the school compound. Do they know what they are looking for? Can they recognise any physical feature in their school compound and neighboring places?

### **Conversation**

Talk to the learners as they identify physical features in their school compound and neighboring areas. Can they tell you why they think the ones they have identified are physical features? Do they like them?

### **Product**

Check whether the nature walk has helped the learners to answer questions about physical features.

## Activity 2: Physical features in South Sudan

(Refer to learner's Book pages 23-26)

This is the closer look at South Sudan physical features. Let the learners understand that despite being a landlocked country, it has many physical features which are of good important to them. The main activity here is to make their own drawings of the map. This is to help them label the major physical features in the maps they have drawn. Give them time to look at each picture on their Learner's Book. Stop at each picture to discuss what they have read. Emphasise on the features that make it to be a main physical feature. Did they identify feature like that when they walked outside the school compound? Do they understand why is it named the main physical feature in South Sudan? In the questions, the challenge is for the learners to explain and give reasons for the distribution of physical features in South Sudan by looking at the maps they have drawn.

### Activity 2

### Physical features in South Sudan

South Sudan is a land locked country. It has many physical features, some which are major and minor. The main physical features include Mountains, Valleys, and Rivers, lakes, swamps and semi-deserts. These physical features are very important to the economy of South Sudan. They have many positive impacts to the country. Physical features like Mt. Imatong and River Nile are the main features in South Sudan.



*A map of South Sudan showing main physical features.*

## **Observation**

Observe the learners in pairs as they draw the map. Are they able to draw a map of South Sudan well? Have they indicated all the physical features at the right place? Do their maps have all features of a good map?

## **Conversation**

Talk to the learners as they discuss the answers. Are they able to write all importance of physical features in South Sudan?

## **Product**

Check whether they have drawn good maps and indicated all main Physical features.

## Activity 3: Impacts of physical features on human activities

(Refer to learner's Book pages 27-30)

The key learning activity here, is for the learners to understand what human activities are. What are the effects of physical features to these human activities, like farming, transport and communication? These are the main human activities in South Sudan. Give learners home assignment to explore physical features near their home and school. Let them discuss the physical features they have identified in terms of farming, transport and communication. Can they understand what the impacts are? Check whether they are able to explain.

There are many text about the activity .Give them time to read one by one and explain to them the meaning. Do they understand what the impacts to human activities are? Can they differentiate between the positive and negative impacts?

### Activity 3

### Impacts of physical features on human activities

#### Homework

1. Explore other physical features nearby home and on the way to school.
2. Discuss these physical features in respect to;
  - a) Farming and livestock keeping.
  - b) Movements of people and goods.
  - c) Building and construction.

#### Learning point

##### Human activities

Human activities are things that people do in order to earn a living.They include; crop farming, livestock rearing, industrialisation, trade, mining, transport and communication.An impact is an effect or influence to an activity.

Physical features have both positive and negative influence on human activities.

##### Impacts on Transport and Communication

##### Positive impacts

1. Lakes and rivers are used as a means of transport. People transport goods and move from one region to another through lakes and rivers. For example River Nile in South Sudan is used for transport.
2. Masts to improve communication are set up in highlands areas to improve communication.

Give them time to look at each picture showing either positive or negative impacts and allow them to make their own suggestions.

### **Observations**

Observe learners as they read the text and observe the pictures about effects of physical features to human activities. Are they able to differentiate between positive and negative impacts?

### **Conversation**

Talk to the learners as they discuss to check whether they can get the difference.

### **Product**

Read their presentation if they are correct.

## Activity 4: Ways of protecting the physical features in South Sudan

(Refer to learner's Book pages 31-33)

You will need to group the learners to check whether they have knowledge on the importance of the physical features from the previous lessons about physical features. Ask them to discuss in groups why do we need physical features. Let the learners make posters in groups about protection of physical features. Let them explain why physical features should be protected. After they have done this, let the learners suggest their own posters about physical features.

Give them time to look at the pictures explaining ways of protecting physical features on their Learner's Book. Ask them to discuss these pictures in pairs. What do they think? Do these pictures

### Activity 4

### Ways of protecting physical features in South Sudan

#### Ways of protecting physical features

There are many ways that we can use to protect physical features in our society. These are because physical features are very important in our country.

They include;

1. **Contour farming**- This is growing of crops on the level across or a perpendicular to a slope rather than up and down the slope. The rows running across the slope are designed to be as level as possible to facilitate tillage and planting operations on the contour. This helps in protecting physical features like hills.



*Contour farming*

2. **Strip cropping**- This is a method of farming which involves cultivating a field partitioned into long, narrow strips which are alternated in a crop rotation system. This is used when a slope is too steep. This helps in preventing soil erosion.



show protection of the physical features? Let them suggest other ways that they know can protect physical features. Emphasise on the reasons why physical features should be protected.

### **Observation**

Observe the learners in groups discussing the answers. Have they understood why we need to protect physical features? Are they able to make the posters which can clearly deliver the message?

### **Conversation**

Talk to the learners as they discuss, do they know other ways of protecting physical features apart from the ones discussed in the book. Can they demonstrate any of the ways outside their school compound?

### **Product**

Check the posters they have made if they are good.

## Activity 5: Contributions of physical features in South Sudan

(Refer to learner's Book pages 33-34)

In this activity you have to introduce learners by asking them individual questions concerning physical features to check their knowledge.

These are questions like; what are some of the physical features do you know? Do you think physical features have positive or negative impacts to the people of South Sudan? In which way do you think physical features like Mt. Imatong has contributed to the economy of South Sudan?

The key here is that physical features are of great help to the people of South Sudan as a whole. They need to understand that despite few negativity and challenges, physical features have really played a big role to South Sudan's development.

### Activity 5

### Contributions of physical features in South Sudan

#### Learning point

Physical features are important to the people of South Sudan in many ways for example:

1. Some physical features such as mountains, the valley, the falls, the sandy beaches, lakes and rivers have given rise to the tourism industry. Tourists visit South Sudan hence boosting the country's economy and living standards.
2. Other physical features such as falls have helped the country with hydroelectric power. For example, Fula in South Sudan. Most of highlands are rich in volcanic soils, which form some of our best farming areas.
3. Natural forests are also found on slopes of the mountains and on some hills, forests attracts rainfall.
4. Some physical features such as mountains and hills protect people from strong dangerous winds.
5. High mountains such as Mt. Imatong, Mt. Kinyeti helps in formation of relief rain which is needed for man, animals and crops. Mountains are source of many of our rivers.

#### Pair work

1. Tell your friend the physical features found around your school.
2. Discuss their uses.

Read the texts on their Learner's Book as you discuss every point with them. Ask them whether they know other contributions of physical features apart from the ones discussed.

Give learners time to look at the pictures on page 34 of Learner's Book. In a group, let them answer those questions about the pictures.

### **Observation**

Observe the learners in groups discussing the answers. Have they worked out contributions of these physical features in South Sudan? Observe the presentation have they included the main points.

### **Conversation**

Talk to the learners as they discuss what they think is the main contributions of physical features. Are they able to add more contributions?

### **Product**

Read the written presentations. Can they write the correct contributions of the physical features in South Sudan?

## Activity 6: Effects of developments of industries to the environment

(Refer to learner's Book pages 35-37)

This is a practical activity. Arrange learners to hold a debate about industrialisation to check their communication and their understanding about industrialisation process. Give learners time to look at the pictures and help them to discuss each of the pictures. Do they understand the pictures and the effects of developments of industries to the environment? There are many passages to read. Stop after each passage to discuss as the learners read for better understanding.

### Observation

Observe the learners as they proceed with the debate. Are they able to carry out the debate well? Can they give the correct points? Are they able to use good language?

#### Activity 6

#### Effects of industrialisation to the environment

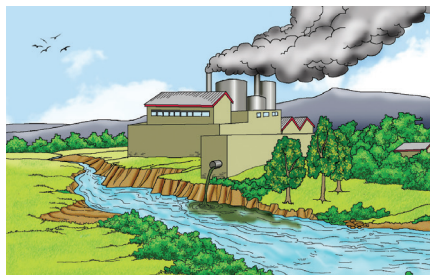
#### Debate

"Industrialisation is a harmful practice."

#### Learning point

These effects include:

##### 1. Air pollution



*Air pollution.*

Industrial gases, smoke and dust released to the air leads to air pollution. For example, fumes from paper-making factories, like webuye paper mill in Kenya. Some gases when inhaled cause respiratory diseases in human being.

##### 2. Water pollution

Some industries dump chemical wastes into rivers and other water bodies causing water pollution. Water pollution leads to death of marine life and also makes water unsuitable for human consumption. Such water cannot be used for domestic uses as it may lead to outbreak of diseases. Ship takers used for transporting industrial products can also lead to leakage and spill oil in the sea. This is also a threat to marine life.

## Conversation:

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

## Product:

Read the written presentation.

## Activity 7 : Effects of agriculture to the environment

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

The key learning activity for the learners to understand what is agriculture and the effects of the practice of agriculture to the environment. Soil erosion and deforestation are used as the main example because most agricultural practice leads to read the text as you discuss each point. Ask learners if they know any of the effects of agriculture to the environment.

### Activity 7

### Effects of development of agriculture to the environment

#### Class Assignment

1. Define the term "agriculture"
2. Do you think practice of agriculture can lead to negative effects to the environment? Give reasons.

#### Learning point

##### 1. Soil erosion

Heavy agricultural machinery results in more permanent damage to the soil. This may lead to poorer crop yields and increased pollution from agricultural land. Compaction of soil reduces lands long-term ability to produce food.



Soil erosion.

##### 2. Global warming

The increase greenhouse gases in our atmosphere produced by human activities like burning of fossils fuels or deforestation. These activities produce large amounts of greenhouse gas emissions which causes global warming. Global warming harm

Give learners time to look at the pictures .Ask them to discuss in groups.What do they think can be done to prevent these? What do these pictures tell them about effects of Agriculture to the environment?

In the questions, see if the learners can work out that are many ways which can be taken to prevent these effects. And why prevention of these effects is advantageous to people.

**Observation:**

Talk to the learners while they are discussing answers. Do they know what effects are? Can they identify and discuss other ways of preventing these effects? And why do they think these ways are good.

**Conversation**

Talk to the learners to see whether they understand the effects of Agriculture to the environment. Are they familiar with these effects? Can they differentiate between positive and negative effects?

**Product**

Read the answers they have written to check if they are correct.

## Activity 8: Systems to protect bio diversity in South Sudan

(Refer to learner's Book pages 41-45)

Introduce learners to this activity by asking them to research from newspapers and other sources about protection of the biodiversity. Pair learners to research and discuss their contributions towards protection of biodiversity.

The key learning here is for the learners to understand the three terms before reading the text. A system, biodiversity and habitat. Ask learners to read the text. Talk to the class about protection of the environment. Ask them if they have ever contributed in any way to protect the environment and biodiversity.

Give them time to look at each picture and read each text under the picture. Ask them to discuss in pairs. What do they think? What

### Activity 8

### Systems to protect biodiversity in South Sudan

#### Pair work

1. Research from the newspapers and other social media about protecting the biodiversity.
2. Discuss how you contribute towards protection of biodiversity.

#### Learning point

**System** is a detailed method and routine created to perform duties.

**Biodiversity** refers to varieties of plants and animals within a habitat on the earth.

**Habitat** is a home of plant and animal species.

Protecting biodiversity is all about finding real methods to coexist without causing harm to the environment. Plants and animal species are inter-related and depend upon one another. Disruptions to this connection, however, reduce biodiversity and threaten human health, livelihood and survival. Human being has impact in protecting the biodiversity in order to enhance human life.

The following are the main systems of protecting diversity:

1. **Encouraging local biodiversity**

Establishing a grass lawn, planting trees, vegetables or flowers at home and proper maintenance to it. This forms a beautiful natural habitat for animal species and beauty to the environment.

Diversifying gardens both at school and at home. Choose native flowering plants to your region that attract bees, butterflies and other pollinators. This will replenish nutrients to the soil and prevent erosion.

do these picture tell them about protection of biodiversity? Do these pictures show and satisfy ways of protecting biodiversity?

**Observation**

Observe the learners as they look at the pictures and interpret them in the Learner's Book. Are they familiar with these terms? Do they understand the pictures?

**Conversation**

Talk to the learners while they are discussing the answers. Have they understood what systems to protect biodiversity are? Can they came up with their own systems that can be used to protect biodiversity?



## Activity 9: Principles and strategies to balance protection of environment with industrial development and agriculture

(Refer to learner's Book pages 45-47)

The key learning here is for the learners to research and understand principles and strategies which should be followed to protect environment from industrial and agriculture effects.

There are two passages to read. Stop at each one to discuss with the class what they have read. Emphasise on the importance of strategies and principles to the learners for them to understand why they should study this.

The main activity here is for them to work in pairs to discuss why they think environment protection requires principles and strategies. Challenge them to formulate their own principles for

### Activity 9

*Principles and strategies to balance protection of environment from industrial development and agricultural production*

### Individual work

Research the meaning of the following words:

- Environmental protection.
- Principle.
- Strategy.

### Learning point

Strategies and principles are very important to people because they help in maintaining and protecting the environment. They protect agriculture and industries from causing negative effects to the environment in order to meet the demand of the current generation. The government has taken measures and strategies to protect the environment because people depend on it.

### Pair work

1. Explain why environmental protection requires principles and strategies.
2. Formulate principles for environmental protection in the school level.

### These strategies and principles includes:

1. Setting laws and measures to the agricultural and industrial development about protection of the environment.
2. Setting penalties to the companies and industries which cause negative effects to the environment.
3. Taking actions on the people who pollute the environment or cause negative effects to the environment.
4. Organising seminars and meetings with the owners of companies about the appropriate methods to be used in their companies.

the environmental protection to check their understand about the sub-unit.

Give them time to look at the pictures in the Learner's Book. Ask them to discuss these pictures in groups. Do they understand the pictures? What do they think about the pictures? In the questions, see if the learners can work out other principles and strategies apart from the ways discussed.

**Observation:**

Observe the groups as they discuss the answers. Have they understand why we need these principles?

**Conversation**

Talk to the learners to check whether they understand the importance of principle and strategies. Are they able to make or formulate their own principles?

**Product:**

Read what they have formulated if they are practical.

## Answers to Revision Questions

No1. Explain why environmental protection requires principles and strategies

- For land management.
- It helps human beings to breathe clean air and to be protected against harmful things like waste and noise.
- To ensure matters related to environment are thoroughly considered.
- To avoid global warming.

No2. Formulate principles for environmental protection at school level

- Setting rules and regulation on environmental protection at school.
- Setting penalties to those who dump litter unnecessary in the school compound.
- Organising clubs on environmental protection. For example, wildlife clubs, environmental clubs and others.
- Organising for tree planting day at school.
- Organising for an entire cleaning day.

No3. Discuss ways in which South Sudan country can do to improve on biodiversity.

- Gazetting laws and enactment on environmental conservation and protection.
- Organising for a national day for tree planting to conserving biodiversity.
- Setting rules for protection of wildlife and forest resources in South Sudan.
- Organising for pioneer seminars to enlighten citizens on the importance of environmental protection.

### Revision Questions

1. Explain why environmental protection requires principles and strategies.
2. Formulate principles for environmental protection at the school level.
3. Discuss ways in which South Sudan can do to improve on biodiversity.

# UNIT 3: MINING IN SOUTH SUDAN

(Refer to Learner's Book pages 49-82)

Social Studies Primary 7		Unit 3: Mining in South Sudan
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should understand and explain what mining is and explore what benefits and challenges it can bring to a community. Learners should find out and locate areas of potential mine reserves in South Sudan (Kapoeta, Kajokaji, Bentiu, Jambo, Amadi and some parts of Jonglei, Lafone and Ezo, Magui, Bentiu etc.) They should use maps to locate these areas and conduct research into why these areas have been identified as good areas for mining. Learners should explore methods used for mining in areas where mining is already taking place, and outline their impacts on the surrounding environment, economic growth and life in associated communities. They should find out what minerals can be mined and what these are worth. Learners should look across South Sudan to explore what problems face the mining industry and work together to suggest how these can be minimised in order to achieve a successful industry which is based on developments that are planned to be sustainable.</p> <p>In order to understand the political implications of new industry and commerce, learners should investigate some principles of the African Union (AU) and other regional bodies (EAC, ECOWAS, PTA, SADEC, AU, IGAD. etc. ), identifying how their aims can support new areas of industry (mining). Learners should explore how the AU has encouraged and supported other parts of Africa and South Sudan in the past to embrace change and has helped communities work peacefully in order to do so. They should relate these principles to regional bodies and describe to others the importance of co-operation in this way.</p>		<ul style="list-style-type: none"> <li>Describe the range of minerals that can be mined in South Sudan.</li> <li>What methods of mining would be most suited to the land near where you live?</li> <li>Why is it important that biodiversity is preserved during new developments in mining?</li> <li>What role do regional bodies have in supporting new industry?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>Know about different mining methods.</li> <li>Understand the potential benefits of mining to South Sudan.</li> <li>Know about how mining can affect the environment and human activity.</li> <li>Know about the benefits of regional co-operation.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and explain processes involved in extracting minerals.</li> <li>Analyze the benefits and challenges that face communities and regions that begin mining.</li> <li>Examine how mining has already contributed to the economic development of South Sudan.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the positive contribution of the mining industry to the economic development of South Sudan.</li> <li>Show concern for the negative impacts the mining industry can have on bio-diversity in South Sudan.</li> </ul>
<b>Contribution to the competencies:</b>		
<u>Critical and Creative thinking</u> : Investigating solutions for protecting the environment during plans for industrial developments.		
<u>Co-operation</u> : Working toward a common goal for finding positive solutions to industry.		
<u>Communication</u> : Negotiate and respect the views of others in debates about new industry.		
<b>Links to other subjects:</b>		
Mathematics: Solve problems using ratios to describe proportions of minerals found in rock and land; calculate simple interest and other related costs to describe the economics of a new industry (mining).		
<u>Science</u> : Explain how reproduction takes place in flowering plants in order to consider sustaining biodiversity.		
<u>Environment and sustainability</u> : Outline sources of pollution, understanding how this affects the environment and can affect health.		

Assessment 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 minerals found in South Sudan, their areas of mining and methods of mining. They should explore other methods of mining in other countries and compare them in terms of cost and accessibility. They should understand the regional bodies that have played big role in mining sector in South Sudan and their roles and achievements.

### **Using the Learner's book**

Using Learner's texts and photographs or maps, they should describe minerals found in South Sudan the methods used for mining. They should also give reasons why these methods are used from the text about different methods and photos in their Learner's Book.

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

Put learners in pairs and in groups these will work together throughout the unit. Four or five pairs should form a group. Keep the same groups throughout the unit. Often the pairs will share their work with the groups. At times you will need to select people to make presentations to the class. Help groups to work effectively by ensuring that all the 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 for themselves first. Then select someone to read it through to the class to make sure everyone has understood.

### **Learners competencies**

This unit presents many opportunities for critical and creative thinking. Interpreting pictures and giving reasons and explanations, drawing maps, debates and role-play games.

There are continuous opportunities for co-operations and team work as the learners are asked throughout the unit to work in pairs and in groups.

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

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

## Activity 1: Meaning of mining and areas of mining in South Sudan

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

The key learning here is for the learners to understand the meaning of mining and areas of mining in South Sudan. They need to understand not all areas are practicing mining. Ask learners to read the text. Talk to the learners about valuable minerals and the areas they are mined. Give learners time to look at the map. Here they may need your help. Ask learners to answer the questions in pairs and write their answers. The main activity here is for the learners to observe the map and answer the question after the map.

Group learners to use a word search and find the minerals found in South Sudan.

### Activity 1

### Meaning of mining and areas of mining in South Sudan

#### Introduction

**Mining** is an activity of extracting valuable minerals from the earth's crust. **Minerals** can be found in solid, liquid or in gaseous form. A mineral is a natural occurring substance with specific chemical and physical properties.

#### Pair work

1. Look at the map below.
2. Identify the minerals mined in the places shown in the map.



Major mining areas in South Sudan.

Give learners time to look at the chart and identify major mining areas. Ask them to draw a map of South Sudan and indicate the mining areas.

In the questions, see if the learners can work out that there are more mining areas found in the country apart from the ones identified in the chart.

### **Observation**

Observe the learners as they answer the questions in pairs. Are they able to locate all areas in the map well? Can they name all main areas of mining in South Sudan without referring their book?

### **Conversation**

Talk with the learners as they search minerals mined in South Sudan from the table. Can they find all the names in the table? You should help them identify all the minerals that they are unable to identify.

## Activity 2: Benefit of mining in South Sudan

(Refer to learner's Book pages 51-54)

Introduce learners to this activity by explaining to them the overall benefits of mining in South Sudan.

The key learning here is for the learners to understand the importance of mining in South Sudan. Let them know that is the main mineral at the time in South Sudan. Ask the learners to read the text. Talk to the class about mining. Ensure you discuss each point with the learners for more understanding. Ask them if they know other benefits of mining in South Sudan. Give them time to look at the pictures one by one. Ask them to discuss these pictures in groups. What do they think? What do these pictures tell them about mining? Emphasise that mining is the second economic activity in South Sudan.

### Activity 2

### Benefits of mining in South Sudan

#### Introduction

Mining is the main source of mineral commodities that all countries find essential for maintaining and improving their standards of living.

#### Pair work

The present development in South Sudan is attributed to mining sector. Based on the various minerals mined in the country, justify this statement.

1. Source of foreign exchange to the economy

Oil is the chief mineral export in South Sudan. It earns the country's foreign exchange.

2. Mining provide employment

Many people are directly or indirectly employed in the mining industry. Some people are employed in the mining, processing and transporting of minerals. This helps to raise the living standards of people.



South Sudanese working in mining centre.

3. Development of urban centre



After discussion, you can ask the learners to read their answers to the class and encourage them to ask questions for more clarification.

### **Observation**

Observe the learners discussing the answers in pairs. Have they understood that mining is the main source of income to South Sudan and the main mineral mined there is oil? Do they understand that almost all developments in South Sudan have been contributed by mining?

### **Conversation**

Talk to the learners while they are discussing. Are they able to ask more questions that shows their understanding about mining?

### **Product**

Read the explanations that they have given. Do they explain well about mining?

## Activity 3: Challenges facing mining in South Sudan

(Refer to learner's Book pages 54-55)

The key point here is for the learners to understand that despite all benefits and contributions of mining there are several challenges associated with the sector.

Wars and conflicts are the main challenges. Ask the learners to read the text. Talk to the class about the challenges. Discuss each point with the learners to make them understand more.

Give them time to look at the pictures. Ask them to discuss in pairs. What do they think? What do they say about the pictures?

Read the text one by one as you discuss each point.

### Observation

Observe the learners in groups discussing the answers. Have they understood about challenges of mining?

#### Activity 3

#### Challenges facing mining in South Sudan

Mining is a very important economic activity in South Sudan. However, there are several challenges facing mining. The following are challenges facing mining in South Sudan.

1. **Accidents**

Accidents such as collapsing of mine shaft are common which leads to loss of lives, especially when underground method are used.

2. **Poor working conditions**

The condition under which miners work affects their health. It may lead to health problems such as lung cancer.

3. **Inadequate capital**

Inadequate capital for prospecting and mining minerals. South Sudan lacks the resources to prospect and mine minerals.

4. **Lack of skilled people**

South Sudan do not have skilled people and therefore mostly depends on other countries to provide for them people with

5. **Poor transport systems**

This hinder exploitation of minerals in those areas with mineral deposits. Most of parts of South Sudan are remote and poorly served with the transport network.



Can they identify more challenges?

### Conversation

Talk to the learners as they are discussing the answers. Are they able to understand the challenges?

## Activity 4: Ways of minimising challenges in the mining sector

(Refer to learner's Book pages 56)

Begin to introduce this activity by asking learners some questions concerning challenges. Questions like can you identify some of the challenges facing mining sector in South Sudan?

Check their understanding by assessing their answers. Listen to their explanation as you correct them. Give learners time to read

### Activity 4

#### Ways of minimising challenges in the mining sector

1. Introducing training programmes for miners. Due to unique dangerous mining operations, workers need good training. New miners with no experience should be allocated few working hours.
2. Government to set laws on child protection – children should be protected from economic exploitation and from performing any work in order to avoid child labour like in mining sector.
3. Government to start schools and institutions to train and teach technical skills of mining like designing, engineering and geologists to avoid talent shortage in mining sector.
4. Create and find good markets for mining worldwide to increase market for minerals.
5. Avoid using very expensive methods and use cheap methods in order to avoid high cost during mining.
6. Every mining company should have environmental protection management systems in the place of mining.
7. Government to encourage and support other sectors apart from mining for example agriculture, tourism to avoid over-reliance of mining which may be affected by price fluctuations.

### Group work

1. Do you think the steps which South Sudan government is taking on improving mining sector will make any change in minimising challenges in mining sector?
2. War in South Sudan is the main challenge in the mining sector. Discuss.

the text as you discuss with them each point. Ask them to discuss these points in pairs. What do they think? What do these points tell them about challenges?

### **Observation**

Observe the learners discussing the answers in pairs. Have they understood the ways that can be taken to minimise challenges? Can they explain each challenge in their own understanding?

### **Conversation**

Talk to the learners while they are discussing the answers. Do they see the points about these ways to minimise challenges in the mining sector? Can they come up with other ways apart from the ones discussed?

### **Product**

Read the answers that they have written if they are correct.

## Activity 5: Methods of mining in South Sudan

(Refer to learner's Book pages 57-62)

Introduce learners to this activity by asking them to identify minerals that they know. Ask them whether they know methods that are used to mine the minerals they have identified. By asking this you will have checked their understanding.

The key learning here is for the learners to understand the methods of mining used in South Sudan. There are many methods of mining according to the mode of occurrence, accessibility and the cost.

Ask the learners to look at the pictures showing different types of mining. Ask them to read texts after every method. Stop at each point and discuss with the class for more understanding. What do these pictures tell them about methods of mining? Emphasise why

### Activity 5

### Methods of mining in South Sudan

There are a variety of methods used in mining in South Sudan. The type of mining depends on the following variables.

- Mode of occurrence.
- Accessibility to the mineral deposits.
- Expense to be incurred (cost).

### Group work

1. Explore methods of mining which can be used in South Sudan.
2. Why do you think these methods are used in South Sudan?
3. Do you think they are the best methods to be used in South Sudan? Give reasons.

There are three main methods of mining depending on occurrence of the minerals. The three common methods of mining include:

1. Open cast mining.
2. Underground mining.
3. Placer mining.

#### 1. Open cast mining

As the name suggests, it is done at an open area. Open cast mining is also known as **open pit mining or quarrying**. It is used to extract minerals occurring on the surface of the earth.

these methods are preferred compared to the rest of the methods. Take them through the process of mining of every method of mining for better understanding.

Arrange a field trip for the learners to see what they have learnt practically done.

### **Observation**

Observe the learners as they read the process of mining in every method of mining. Can they identify all the steps? Do they get the difference between the methods?

### **Conversation**

Talk to the learners as they discuss every method in steps. Do they understand why different mineral are mined using different methods?

### **Product**

Check whether the field visit has successfully proceeded.

## Activity 6: Impacts of mining in South Sudan

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

The key learning here is for the learners to understand that mining has several impacts both positive and negative to locals and the country at large. They need to understand that despite the positive contributions of mining there are also negative contributions.

Let learners discuss these questions in pairs. Listen to their explanations to those questions.

Give them time to look at the pictures in the Learner's Books and answer the questions concerning the pictures. What do they think about the pictures? What do these pictures tell them about contributions? Are they positive or negative? Read the text under negative impacts with the learners and explain every point. Give them time to look at the pictures and discuss each picture.

### Activity 6

### Impacts of mining in South Sudan

#### Introduction

Mining has an impact on local communities both positive and negative. Positive impacts such as national and community development projects are important but they do not hide the potential negatives. We have found mining can positively and negatively impact people of South Sudan.

#### Pair work

1. Can you evaluate the positive impacts of mining in South Sudan?
2. What conclusions can you derive from the impacts of mining?
3. Looking at the following pictures, how can you link them to the impacts of mining?



A



B



C

Arrange the class to have a debate session to check their understanding about impacts and also their communication skills.

**Observation**

Observe the learners as they discuss in pairs the questions under positive impacts. Do they understand the questions? Can they add more pictures that show positive impacts?

**Conversation**

Talk to the learners about the pictures on the negative impacts. Can they interpret the pictures well? Are they able to give the main points on the debate?



## Activity 7: Contributions of mining to the economy of South Sudan

(Refer to learner's Book pages 66-67)

Ask the learners to read the text in the box. Someone can read it to the class and others can be tasked with identifying key words. Explain each point to the class for more clarification.

After explanation, ask some questions to check if they have understood the points well. Listen to their explanations about the questions.

Ask them to discuss other contributions of mining in South Sudan. In question, the challenge for the learners is to justify that all development in South Sudan have been contributed by mining.

### Observation

Observe the learners in pairs discussing the answers. Have they worked out all the contributions? Are they able to justify that all development in South Sudan is due to mining?

#### Activity 7

#### Contributions of mining to the economy of South Sudan

##### 1. Developments of industries

In South Sudan, Minerals provide raw materials for manufacturing industries. For example, limestone mining has led to the development of cement and lime factories. Many mining industries provide raw materials for some industries.

##### 2. Development of social amenities

Mining may lead to the development of social facilities such as schools, electricity, water and hospitals. Those employed in the mining sector are able to acquire some of the basic necessities such as balanced diet, education and health care. This raises the living standards of people. For example people living around Kapoeta have benefited from such improvement.

##### 3. Employment opportunities

Mining and related industries provide employment for many people in South Sudan. Many people are employed in such industries and this improves living standards of people.

##### 4. Development of transport and communication

Mining helps in development of transport links like roads and railway lines to places which were previously inaccessible. Several mines in South Sudan are served with railway lines, all weather roads and telephone.

##### 5. Earning Foreign Exchange

For example, mineral such as oil and gold is exported to Japan and India earning South Sudan foreign exchange. The foreign exchange is used to purchase machinery and other goods from industrialised countries.

## Conversation

Talk to the learners while they are discussing the answers. Talk to them as they go through all points about contributions. Do they get the meaning of contributions? Do they agree with all those contributions of mining?

## Product

Check their main points on the question about justification.

## Activity 8: Regional bodies

(Refer to learner's Book pages 67-81)

Begin to introduce this activity by asking learners some questions concerning regional bodies to check whether they have knowledge about regional bodies from previous classes.

The key learning here is for the learners to understand the member

### Activity 8

### Regional Bodies

#### Pair work

1. What are the regional bodies?
2. Explore regional bodies that you know.
3. Identify their aims and achievements.

### Economic Community of West African States (ECOWAS)

ECOWAS is a regional group of 15 countries of western African, founded in 1975. Its mission is to promote economic integration in all fields of economic activity, particularly industry, transport, telecommunications, energy, agriculture, natural resources, commerce, monetary and financial questions, social and cultural matters.

#### Composition of ECOWAS

The Institutions of the Community shall be:

- Heads of State and Government
- Council of Ministers
- Community Parliament
- Economic and Social Council
- Community Court of Justice
- Executive Secretariat
- Fund for Cooperation, Compensation and Development
- Specialised Technical Commissions

states, achievements and the roles of each regional bodies. Ask them to name the regional bodies that they know, to check their knowledge on regional bodies.

Ask them to read the text. Talk to the class about regional bodies. Discuss each regional body. Ask them if they know headquarters of any regional body. Ask them to give reasons why they think these headquarters are located where they are.

Task them to individually work to fill the table about the regional bodies. This will help you to check whether they have understood this activity as this individual work summarises almost the whole activity.

### **Observation**

Observe the learners discussing in pairs about the answers. Can they fill the table well? Have they included all the main aims?

### **Conversation**

Talk to the learners about the aims and the roles of regional body as you discuss the answers.

### **Product**

Are they able to name all the member states in each regional body?

## Answers to Revision questions

No1. Discuss the link between mining and development of South Sudan.

- Mining is the second economic activity in South Sudan. It has contributed to the economy of South Sudan by improving the living standards of people.
- Mining has created job opportunities for people of South Sudan both direct and indirectly in the mining areas and in the related industries.
- Mining has led to the growth of urban centers like Juba which is the capital city of South Sudan.
- Mining earns the country income that they use to develop South Sudan. So mining has contributed to the development to the economy of South Sudan.

No2: How do you feel technology has affected the mining industry as a whole in South Sudan?

The answer to this question can be either a negative or a positive answer. Technology has positively affected the mining industry. This is whereby many jobs in the mining industry has been made easier by improvement in technology. Where human labor was to be used has been replaced by machines. This has helped to save time and resources. Technology has really contributed positively in the mining sector.

Another answer to this question can be on a negative side. Technology has negatively affected mining industry whereby many people have lost their jobs and have become jobless. Many jobs which were done by people have been replaced by machines. Some

### Revision Questions

1. Discuss the link between mining and development of South Sudan.
2. How do you feel technology has affected the mining industry as a whole in South Sudan?
3. Mining sector in South Sudan has been faced by several challenges .What do you think can be done to minimise these challenges?
4. Plan for a visit to a mining industry and research on reasons why some mining industry are located where they are.

machines are very expensive to purchase hence this increases the expenses and this makes the cost of mining to be high leading to less income in the mining sector.

No 3. Mining sector in South Sudan has been faced by several challenges .What do you think can be done to minimise these challenges.

- Improving working conditions for the mining.
- Improving infrastructures like roads for easy transportation.
- Looking for market to avoid poor market.
- Training experts and engineers to avoid lack of laborers.
- Introducing environmental friendly chemicals and avoid poor disposal of waste products to conserve the environment.

No 4. Plan for a visit to a mining industry and research on reasons why some mining industry are located where they are.

Here the teacher will need to plan for a field trip to the nearby mining industry.The aim of the trip will be to find out the reasons why some mining industry use specific methods of mining and not all. Plan for the day well.Write the questions that the learners will ask .Guide the learners to carry the necessary materials required during the visit. Identify the trip guide who knows the area well. Make sure all the arrangements are done.

# UNIT 4: PROMOTING GENDER EQUALITY

(Refer to Learner's Book pages 83-99)

Social Studies Primary 7		Unit 4: Promoting Gender Equality
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should reflect upon their understanding of gender equality, considering what they have learnt about its effect on peaceful existence explored in previous Social Studies units. Learners should think about their own locality and describe to each other circumstances and situations where gender equality is promoted and the effects of this on the community. Learners should then investigate other aspects of society or their community where there is a lack of gender equality.</p> <p>They should look back to strategies for promoting equality and should design ways that could begin to challenge attitudes and practices with respect to gender equality. This could include looking at some evidence for the benefits of gender equality as well as historical events that have shaped the way people in South Sudan view gender and equality. Learners should explore laws and systems in other countries that are related to gender equality and use these to inform their own ideas for the promotion of equality in South Sudan.</p>		<ul style="list-style-type: none"> <li>• Describe good examples of gender equality promotion near where you live.</li> <li>• Provide examples and the reasons for where the promotion of gender equity has been successful in other countries.</li> <li>• Describe the reasons for barriers to gender equality in South Sudan.</li> <li>• How can the problems hindering promotion and advocacy for gender equity at local and national levels be addressed in South Sudan?</li> <li>• How can South Sudan benefit from gender equity?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Define gender equity.</li> <li>• Explain the problems facing the promotion of gender equity at all levels.</li> <li>• Know about strategies for promoting gender equality at a local and national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the concept of gender equality in relation to social systems in South Sudan.</li> <li>• Investigate the problems that face the promotion of gender equity at a local and national level.</li> <li>• Explore systems in other countries where the promotion of gender equity has been successful and identify key features of this success.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the value of gender equity practices in South Sudan.</li> <li>• Show concern about the problems facing gender equity at a local and national level.</li> <li>• Respect and enjoy the skills that both genders of the human race can bring to a community.</li> </ul>
<b>Contribution to the competencies:</b>		
<u>Critical thinking</u> : Evaluating the problems that face promotion of gender equity in South Sudan.		
<u>Communication</u> : Communicate ideas clearly about strategies for promoting gender equality.		
<u>Co-operation</u> : Be respectful of the views of others while challenging stereotypes of gender equality.		
<b>Links to other subjects:</b>		
<u>English</u> : Give a presentation fluently on a chosen subject and argue points about gender equality with some degree of success.		
<u>Peace Education</u> : Identifying messages in religion about gender equality.		

## **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 gender equality in South Sudan. They should also explore countries where gender equality has been successfully promoted and reasons why they have succeeded in promoting it. They should also explore prominent women in South Sudan.

## **Using the Learner's Book**

Using texts, photographs and biographies on the Learner's Book. They should describe the state of gender equality in South Sudan. Guide learners in pairs and groups. These pairs and groups will work together through the book for all the activities set out in the Learner's Book. Three or four pairs should form a group. Let keep the same groups throughout the unit. The pairs should share their work often with the group.

At times you will need to select learners to make their presentation to the class. Help groups work effectively by ensuring that all learners in the group have their roles and participate in discussions and presentations. There are many passages to read in the student books. Ask them to read to themselves first. Then select someone to read it through to the class to make sure everyone has understood.

## **The Learner Competencies**

The unit presents many opportunities for creative and critical thinking. Interpreting pictures, stories and autobiographies, giving reasons for answers making references and links to other parts of the unit. Interpreting stories and making up questions. Learners are asked to work in pairs and in groups, so there are continuous opportunities for co-operation and team work.

In their discussions and presentations, there are many opportunities for communication. This is explored in every class discussions and debates.

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

## Activity 1: Meaning of gender and gender equality

(Refer to learner's Book page 83)

Introduce learners to this activity by asking them general questions concerning this unit to make them familiarise with the unit. Questions like, what is gender? What is the meaning of gender equality? What is the different between gender equality and gender equity? After they have answered these questions, discuss the answers in the class. Their answers will guide you on how to teach this activity.

Ask some learners to read the text in the learner's book. Do the explanations they have given in their answers match with the one in their textbooks? Explain why there is different in their answers and give the correct answers.

Give them time to look at the pictures in the learner's book. Ask them to discuss these in pairs. What do they think? What do these

### Activity 1

### Meaning of gender and gender equality

**Gender** is a state of being male or female.

**Gender equality** is the state of having the same rights, status and opportunities as others regardless of one's gender.

### Pair work

1. Look at the pictures below.



2. How is gender equality shown in these pictures?
3. Discuss other ways of promoting gender equality.
4. Present your answers to the class.



pictures tell them about gender equality? Discuss the answers they have written in the class.

**Observations**

Observe the learners discussing the answers in pairs. Can they differentiate between gender equality and gender equity? Can they interpret the pictures well?

**Conversation**

Talk to the learners as they observe the pictures in the learner's book. Can they identify the gender equality in those pictures?

**Product**

Read the answers that they have written if they are correct.

## Activity 2: Effects of gender equality

(Refer to learner's Book pages 84-86)

The key learning here is for the learners to understand the effects of gender equality in South Sudan. A nuclear family where everyone is tasked to play his or her own role is an example of the effects of gender equality. Ask learners their role in the family and also the roles of other members of the family? Are they able to give? Is there gender equality in the roles they have given?

Give learners time to look at the pictures. Can they interpret them correctly? Task learners to answer these in groups. Discuss the answers with the class.

Ask learners to read the story about Mr. Adek. Select a learner to read the story to the whole class. Discuss with the learners the story while explaining. Ask learners to give you more stories that relate to gender equality. Are they able to give related stories? What have they learnt from the story?

### Activity 2

### Effects of gender equality

#### Individual work

1. Look at the picture below.
2. Explain what you think is happening in the picture below.
3. What judgement would you make in the picture below.



#### Read the following story in pairs

Mr. Adek is a village elder. He is married and has five children, three boys and two girls. All his children have gone to school despite his community's cultural tradition which states that the girl child is not supposed to be educated. Mr. Adek treats his wife with respect and as an equal partner in the family. He has also written a will in which he has allocated each of his children an inheritance. This is against the traditions and culture of the people in his community.

#### Group work

1. Ask your friend what they have learnt from the story of Mr. Adek.
2. Is he doing the right thing by treating his wife fairly?
3. If you were Mr. Adek, would you have done the same?

Present your work to the rest of class.

Give time for learners to look at the pictures in the learner's book. Ask them to discuss these in pairs and some pictures in groups. What do they think? What do these pictures tell them about the effects of gender equality?

**Observation**

Observe the learners discussing the answers. Have they understood the effects of gender equality? Can they give other effects that they know?

**Conversation**

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

**Product**

Read the written presentations if they are correct.

## Activity 3: Examples of countries where gender equality is practised

(Refer to learner's Book pages 86-87)

In this activity you will need to first ask learners questions about countries in Africa that they know. This is to give you a starting point on how to teach this activity. Group them to answer some questions. When they have answered them go through their answers and discuss them with the class. Get some learners to suggest their own questions concerning the same activity so that everyone can understand?

Ask learners to read the text. There are two passages to read. Let learners read in their own. Stop at each point to discuss with the class. Explain every point to the learners.

### Activity 3

### Examples of Countries where gender equality is practised

#### Pair work

1. Do you know any country in Africa where gender equality has been successfully practised?
2. How would you categorise these countries?
  - (i) Rwanda
  - (ii) Norway
  - (iii) Iceland
  - (iv) Sweden
  - (v) Nicaragua
  - (vi) New Zealand

#### Reasons why these countries have successfully promoted gender equality

- (i) Strong political commitment.
- (ii) Women empowerment strategies.
- (iii) The constitution.
- (iv) Commitment of leaders.
- (v) Elimination of gender – based discrimination which prevents many from living the productive and fulfilling lives.

#### Ways of promoting gender equality in South Sudan

- (i) Provision of equal opportunities.
- (ii) Promotion of human rights.
- (iii) Improvement of living standards.
- (iv) Provision of equitable education for all.

#### Group work

Why do you think some countries like South Sudan have not successfully promoted gender equality?

**Observation**

Observe the learners as they answer questions in groups .Can they identify any country outside Africa? Do they know all countries in Africa?

**Conversation**

Talk with the learners as they read the text. Have they understood why some countries have successfully promoted gender equality? Can they name some ways in which gender equality can be promoted in South Sudan?

**Product**

Read the explanations that they have written.

## Activity 4: Prominent women in South Sudan

(Refer to learner's Book pages 87-92)

This activity is to look close in South Sudan and get to know who are the prominent and successful women in South Sudan. This is because this unit talks about gender equality. Ask learners to name some of the prominent women they know in their country and in their community? Can they name some? Why do they think they are prominent?

Give time for the learners to read the autobiography of each. The main activity here is to make learners understand the roles of these prominent women in South Sudan and their contributions towards gender equality.

Ask them to read the text under each. As they read, pause at each point and explain to them their roles and their positions in the country at large. Give them time to look at the pictures. Have

### 2. Madam Jemma Nunu Kumba



Madam Nunu was born in 1966 in Tombura County of Western Equatorial. She attended secondary school from 1983 to 1986 in Juba. In 1990s, Kumba worked as an administrator of a company with ties to the Sudan People's Liberation Army (SPLA) and then as a coordinator for the New Sudan Council of Churches. When her husband was appointed Sudan People's Liberation Movement (SPLM) representative to Namibia, Madam Kumba moved with him. While in Namibia she enrolled at the University of Namibia, studying public administration from 1999 to 2002. In 2002, she participated in peace talks on behalf of SPLM in Kenya. After the Comprehensive Peace Agreement (CPA) in 2005, she served as a member of parliament in Khartoum, in the current North Sudan. Madam Kumba is a member of the SPLM party. Kumba was the first woman to serve as governor after the CPA. She was appointed Governor of the Western Equatorial State in 2008. On 10 July 2011 she was appointed the Minister for Housing and Physical Planning in the Cabinet of South Sudan. On 3 August 2013, she was

they ever seen these women? Do they like them?

The challenge for the learners in the questions is to do a research on the successful women in their community and their country at large.

### **Observation**

Observe the learners as they read the texts about these successful women. What do they think? Do they aspire to be like them?

### **Conversation**

Talk to the learners while discussing the answers. Can they make their own list of prominent women in South Sudan and their roles?

### **Product**

Read the answers that they have written if they are correct.

## Activity 5: Barriers and hindrances to gender equality in South Sudan

(Refer to learner's Book pages 93-94)

The key learning point here is for learners to understand that barriers are the key reason for the low promotion of gender equality in South Sudan. Poverty is used as an example of a barrier because poverty is the mother of all problems associated to gender equality promotion.

Ask learners to read the text. Talk to the class about the barriers.

Give learners time to look at the diagram in the Learner's Book. They may need your help to interpret the diagram.

Explain each barrier to the class. Can they identify other barriers apart from the ones in the diagram? Have they understood what a barrier is?

**Activity 5**      **Barriers and hindrances to gender equality in South Sudan**

**Pair work**

1. Why do you think, there are barriers to gender equality in South Sudan?

**Barriers**

These are natural obstacles that prevents or blocks movement from one place to another. It can be a law, a rule or a problem that makes something difficult or impossible.

**Hindrances**

These are people or things that makes something difficult or impossible.

These Barriers Include;

- Culture of the people.
- High illiteracy rates among women.



Give them time to look at the pictures. Discuss each picture with them. Group them to discuss these pictures. Can they give reasons why these pictures are hindrances to gender equality in South Sudan?

**Observation**

Observe the learners as they analyse the diagram. Do they understand all barriers? Are they familiar with the terms used?

**Conversation**

Talk to the learners while they are discussing the answers. Can they suggest other barriers?

**Product**

Check the answers that they have written if they are correct.

## Activity 6: Strategies of minimising barriers and hindrances to gender equality

(Refer to learner's Book pages 94-95)

This is a practical activity that also involves discussions. This is because learners have already understood the hindrances and barriers to gender equality. Give them time first to suggest the strategies that they think can be used to minimise barriers starting from their school. Can they give any logical strategy?

Ask learners to read the text on their Learner's Book. As they read explain each strategy to make them understand more. Does this strategy inspire them to find more? What else would we like to find out?

Give learners homework to go and research more from their parents or guardians, the newspapers and videos about strategies.

### Activity 6

### Strategies of minimising barriers and hindrances to gender equality

1. Reduction of high illiteracy rates through investment in education.
2. Establishment of adult education programs to increase adult literacy rates.
3. Improvements of the health care system to ensure better living conditions for women and their families.
4. Law enforcement to combat early marriages and gender based violence.
5. Reduction of women workload.
6. Training of female legal professionals and provision of legal programs for women seeking justice.
7. Establishment of gender programme within learning institutions like schools and universities.

### Pair work

1. Write your own presentation about minimising barriers.
2. Do you think these barriers can be eliminated if only every citizen appreciate gender equality and take it as their responsibility? Give reasons.

### Homework

Through the help of your parents or guardians at homes discuss aspects of society and community where there is lack of gender equality and explain.



## **Observations**

Observe the learners as they write their suggestions about the strategies. Are they able to come up with logical suggestions?

## **Conversations**

Talk to the learners as they discuss their suggestions. Are there suggestions that are practical? Can they apply them in their school and in their community?

## **Product**

Check the answers they have written if they are correct and practical.

## Activity 7: Strategies for promoting gender equality in South Sudan

(Refer to learner's Book pages 95-96)

The key learning here is for the learners to identify and research on the strategies that the government and people at individual level can take to promote gender equality.

This is a practical activity that also involves discussion. Give time for learners to look at the picture on their books. Let them discuss the picture. Are they able to interpret the picture? Help them interpret for everyone to understand. Ask them to answer the questions after the picture. After discussion, read some of the answers in class as you write them on the board. Encourage learners to ask questions about strategies to check their understanding.

### Activity 7

### Strategies for promoting gender equality in South Sudan

These strategies include:

- Sensitise the community on need for gender equality.
- Enforce strict laws on those violating gender equality.
- Establishment of policies to promote gender equality.

### Pair work

- How would you interpret the following picture?
- What do you think is being portrayed in the following picture?



### Group work

- Explore ways in which gender equality can be promoted in South Sudan?
- What do you think the government of South Sudan can do to improve the state of gender equality in South Sudan?

### Activity 8

### Benefits of gender equality



## **Observation**

Observe the learners as they discuss the answers. Have they understood those strategies? Can they suggest their own strategies which are logical?

## **Conversation**

Talk to the learners as they are discussing the answers. Are their answers logical? Can they practise the strategies they have suggested in school and in their school clubs?

## **Product**

Read their explanations and their suggestions if they are logical.

## Activity 8: Benefits of gender equality

(Refer to learner's Book pages 96-97)

The key learning activity here is for the learners to understand that when gender equality is promoted in any country, there are many benefits which results from it.

Ask the learners to read the text in the learner's book. They may need some help. Someone can read it to the class and others can be tasked to write the key words in that text.

Give learners time to look at the picture in the Learner's Book. Can they relate it with the benefits of gender equality? Ask them to answer the questions in pairs and write their answers.

When they are done, you can choose few learners to read their answers to the class .Discuss the answers they have written in the class and encourage them to ask questions.

1. Equal representation of gender whereby women are actively involved.
2. Equal access to job opportunities and empowerment of women.
3. Improvement of democracy.
4. Promotion of peace and reduction of violence.

### Pair work

1. Research and read from newspapers about gender equality.
2. Cut newspapers where there is promotion of gender equality.

### Individual work

1. Look at the picture and interpret what is happening.
2. Do you think gender equality has been promoted in this picture?
3. What importance does this picture show about gender equality?





## **Observations**

Observe the learners discussing the answers in pairs. Have they understood what are the benefits? Can they suggest other benefits of gender equality and prove their points?

## **Conversation**

Talk to the learners as they discuss the answers. Can they make up sensible questions? This is to check their understanding.

## **Product**

Read their answers to check whether they are correct.

## Activity 9: Views on gender equality by people of South Sudan

(Refer to learner's Book pages 98)

This is an open activity, where all learners are expected to contribute by giving their views. The main activity is for learners to participate by giving their own views about the state of gender equality in South Sudan.

This will help them to develop their understanding skills. Listen to their views and explanations for the state of gender equality in South Sudan. There is no right or wrong answer here. You are looking for good reasoning and critical thinking of the learners. There is no wrong or right answer. It will depend on the explanation of the points.

The actual answer here will depend on how the learner will justify his or her points.

### Activity 9

### Views on gender equality by people of South Sudan

#### Pair work

Promotion of gender equality in South Sudan is one of the main tools for the development of the country. Justify.

- Gender equality is one of the tool which can end South Sudan's civil war. The women of South Sudan should be allowed to play a full role to hinder male-dominated which causes gender inequality.
- The voice of South Sudan's women must be heard to give peace a chance in South Sudan.
- They should be given power in order to heal and reconcile over the mistrust and the pain they faced.
- Gender equality it is the only way that will bring peace to South Sudan and this will happen when the leaders feel the need of allowing women of South Sudan to promote peace, and to unity the country and end the war.

#### Group work

1. What conclusion can you draw from gender equality promotion in South Sudan.
2. Do you think promotion of gender equality can contribute to minimising of conflict in South Sudan?

#### Revision Questions

1. Why do we need gender equality? Explain.
2. What is the state of gender equality in South Sudan?
3. Is gender equality attainable?



Give time for the learners to read the text. Help them where there is need for more clarification. Do they agree with those views? How do they see them?

**Observation**

Observe the learners discussing the answers. Can they explain their answers well?

**Conversation**

Talk to the learners as they give their views. Are they logical?

**Product**

Read the answers they have written if they have explained them in details.

## Answers to Revision Questions

No1. Why do we need gender equality? Explain.

- Gender equality benefits humanity as a whole because it helps to tackle and reduce poverty, illiteracy and abuse that affect many nations.
- It promotes empowerment of women, where most of women have been promoted to positions of power and leadership.
- Through gender equality men have changed their thinking about women, daughters and wives at work and want better future for them.
- Gender equality will help make a society, improve freedom strengthen families improve democracy, promote peace, reduce violence and increase odds of satisfying organisations.
- Both genders receive equal treatment and equal opportunities.

No 2. What is the state of gender equality in South Sudan?

1. Gender equality has been given much importance in official policies in expansion of education of women in South Sudan. Women are entering various fields of empowerment. Their enhanced economic status has been improving their self confidence. The speed of social transformation is slow but steady. Although the types of equality we need in South Sudan can only be achieved through welfare programs needs a lot of money and majority of high earners at top position are men. In conclusion South Sudan has tried their level best to promote gender equality though not yet really achieved.

No3. Is gender equality attainable?

### Revision Questions

1. Why do we need gender equality? Explain.
2. What is the state of gender equality in South Sudan?
3. Is gender equality attainable?

Yes. Gender equality can be attained if only people perceive it positively. Gender equality is absolutely about how we treat each other. Women can own their own property, vote, get education and so forth. Gender equality can be attained by doing little things everyday as everybody is aware of what gender equality is and how it can be promoted. Its not only possible but it is necessary. Bearing in mind that equality produces stronger relations and has a lot of advantages it can be achieved. We have to change the traditions by identifying those cultural biases and admit that they are problematic and put plans into effect to reverse them.

# UNIT 5: JUST AND FAIR SOCIETY

(Refer to Learner's Book pages 100-122)

Social Studies Primary 7		Unit 5:A Just and Fair Society	
<b>Learn about</b>		<b>Key inquiry questions</b>	
<p>Learners should consider what they understand by the terms justice and fairness. They should think about and describe to others examples of justice and fairness in their own community and state. They should list sources of information that help them to find out about the justice system and compare descriptions of events in different sources in order to evaluate their accuracy.</p> <p>Learners should reflect upon the effectiveness of law and order in their own community, their state and South Sudan. They should consider which systems face challenges and how this leads to conflict. Learners should look at examples of international conflict and explore where legal systems and fairness are reflected in the processes and events that led to conflict and then resolution. They should share with others their views about the laws that affect their community, exploring local challenges and solutions to conflict.</p>		<ul style="list-style-type: none"> <li>• What are the best examples of where justice underpins the legal system near where you live?</li> <li>• What can we learn from events in the past with respect to systems for justice and fairness?</li> <li>• What aspect of the justice system do you believe to be the most important in maintaining peace societies?</li> <li>• Describe the key features of successful mediation in conflict resolution.</li> <li>• What have been the most difficult consequences of international conflict on South Sudan?</li> </ul>	
<b>Learning outcomes</b>			
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>	
<ul style="list-style-type: none"> <li>• Know about the ideals of justice and fairness.</li> <li>• Know how ideas of justice and fairness underpin the legal system.</li> <li>• Know about the consequences of international conflicts.</li> <li>• Know how some conflicts have been mediated and resolved.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate principles of justice and fairness in South Sudan.</li> <li>• Investigate laws and legal systems that protect them.</li> <li>• Explore how international conflict has affected South Sudan.</li> <li>• Explore and evaluate how conflicts are mediated and resolved.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the views of others in discussion of justice and fairness.</li> <li>• Appreciate the roles that some people do in keeping law and order.</li> <li>• Appreciate how law and justice in your community aim to uphold Human Rights.</li> </ul>	
<b>Contribution to the competencies:</b>			
<u>Critical and creative thinking:</u> Use a range of sources to learn about systems for law and order in South Sudan.			
<u>Communication:</u> Speak clearly in order to communicate ideas in a variety of situations for example when sharing views of law and order with peers.			
<u>Co-operation:</u> Recognise the importance of working together in order to achieve common goals and the promotion of peace.			
<u>Culture:</u> Appreciate the role that law and order has on shaping society.			
Links to other subjects:			
<b>English:</b> Understand authentic text about law and order in history to some degree of complexity; write for a range of purposes, including a report about fairness in your community.			
<b>Peace Education:</b> justice and underpinning peace and reconciliation.			

## **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 ways that promotes fairness and justice in the society. They should also explore sources of information about justice and fairness and laws that govern their country and their school. Let them also explore the types of conflicts and the resolution methods of conflicts.

## **Using Learner's Book**

Using learner's texts, photographs and stories, they should describe how justice and fairness are practiced in South Sudan. Describe the sources of information about justice and fairness in South Sudan. Guide learners in pairs and groups .These pairs will work together throughout the unit. The activities are set out in the Learner's Book. Three or four pairs should form a group. You should maintain the same groups throughout the unit. The pairs should share their work often with the group. At time you will need to choose some learners to make presentations to the class. Make sure that groups work effectively by ensuring that all learners in the group have fully participated in discussions and presentations. There are many passages to read in the Learner's Book. Ask them to read by themselves first. Then select someone to read it to the class to make sure everyone has understood.

## **The learner competencies**

The units present many opportunities for critical thinking and creative thinking. Interpreting pictures and stories and giving reasons for the answers, making reference and linking to other parts of the unit and making up questions.

Learners are asked to work in pairs and groups, by doing so, there is continuous opportunities for co-operation and team work.

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

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

## Activity 1: Meaning of justice and fairness

(Refer to learner's Book page 100)

The key learning here is for the learners to understand justice and fairness in South Sudan. Justice and fairness are vital practises in any country or community.

Give time for the learners to read the story of Mr. Akong. Have they understood the story? Let them discuss this story in pairs. Can they relate this story with justice and fairness? Pair learners to discuss and answer questions after this short story.

Give time for learners to read the text. Talk to the class about meaning of fairness and justice. Ask them whether they can give differences in the two names? Ask them to tell you their friend's situation that they have been treated in just and fair manner.

### Activity 1

### Meaning of justice and fairness

#### Read the following story

*Mr. Akong walked in class and found learners making noise. He didn't bother to ask who the noise makers were, but decided to punish the whole class.*

#### Group work

1. Do you think Mr Akong's actions were fair and just?
2. Discuss any event when you were treated in a way that was not fair by your friends.
3. Present the work to the rest of your class.

#### Individual work

1. Discuss what you would have done if you were Mr. Akong.

#### Learning point

**Justice** is the legal process by which fairness is administered. (Justice is a legal process in which one is treated in a fair or reasonable manner)

**Fairness** is a way of treating people in the right manner.

**Observation**

Observe the learners as they discuss the answers in pairs. Have they understood the story? From the story, can they give the meaning of justice and fairness?

**Conversation**

Talk to the learners while they are discussing the answers. Can they give the better way that Mr. Akong could have treated his learners in a just and fair manner?

**Product**

Read the answers and the suggestions they have written.

## Activity 2: How to promote justice and fairness in our community

(Refer to learner's Book pages 101-102)

This is a practical activity which talks about close look at our community to research how justice and fairness is promoted and how we can improve this. All learners should participate in this activity to talk about their community.

Ask learners to read the text. Discuss the text with the learners as you select one of them to read. Ask learners questions concerning their community. Can they identify any situation where they think there was no justice and fairness?

Give time for learners to look at the picture in the Learner's Book. Ask them to discuss this in pairs. What do they think? What does this picture tell them about justice and fairness?

### Activity 2

### How to promote Justice and fairness in our community

#### Individual work

1. In your community, what do you do that you think it promotes fairness and justice?
2. Why do you think what you do promote justice and fairness?

It is important for members of a community to promote justice and fairness in their community.

These are ways of promoting justice and fairness:

- Equal distribution of resources.
- Equal application of laws.
- Gender balance in job distribution and allocation.
- Equal sharing of responsibilities.

#### Pair work

1. Look at the picture below:



2. Can you interpret this picture in terms of gender equality in the working place?
3. Is there justice and fairness in that picture?



In the question, the challenge for the learners is to explain whether a peaceful community can exist without justice and fairness.

**Observations**

Observe the learners discussing the answers in pairs. Are they able to research the situations where fairness and justice is not used in their community?

**Conversation**

Talk to the learners while they read the text and discuss the answers. Can they justify that a community cannot exist without fairness and justice?

## Activity 3: Ways of promoting justice and fairness in South Sudan

(Refer to learner's Book pages 102-103)

The key learning activity here is for the learners to understand the ways of promoting justice and fairness in South Sudan. Here you need to ask some general questions to the learners to check their understanding about justice and fairness from the previous activity. Group them to answer these questions.

Ask learners to read the text. Talk to the class about the text. Ask them if they understand the text. Have they understood the ways of promoting justice and fairness in South Sudan? Can they suggest some ways that they know that can promote justice and fairness?

### Activity 3

### Ways of promoting justice and fairness in South Sudan

#### Pair work

- (a) Do you think justice and fairness can be promoted in South Sudan?

#### Group work

- (a) Discuss the ways in which people in South Sudan are treated in a just and fair manner.
- (b) Discuss how the following acts could promote just and fair treatment for the people of South Sudan.
- (i) Gender balance in government employment.
  - (ii) Equal distribution of resources.

Prepare a presentation for the class.

#### Learning point

It is important for people in a country to be treated in just and fair way. Let us find out how people in South Sudan can be treated in just and fair way.

Both girls and boys are taken to school in South Sudan.

Both men and women are given equal job opportunities irrespective of where they come from.



## **Observations**

Observe the learners discussing the answers in pairs. Have they understood the ways? Can they suggest their own ways that they think can promote justice and fairness?

## **Conversation**

Talk with the learners as they discuss the answers. Do they support these ways?

## **Product**

Read the answers or the suggestions they have made if they are logical.

## Activity 4: Sources of information about justice and fairness

(Refer to learner's Book pages 103-104)

The key activity here, is for the learners to understand where we get information about fairness and justice.

Give learners time to look at the pictures. Ask them to discuss these in pairs. What do they think? Are they familiar with these two symbols?

Give learners time to read the texts in the Learner's Book. Talk to the learners as you discuss the text. Have they understood the text? Can they give other sources?

### Observation

Observe learners as they discuss the answers. Are they able to identify the two symbols? Can they give examples of other symbols?

#### Activity 4 Sources of information about justice and fairness

Look at the following pictures.



#### Individual work

1. Observe and interpret what you have seen in the pictures.

#### Group work

1. How is justice and fairness seen practised in your community and school?
2. Explore three ways in which justice and fairness is practiced in your school.

#### Learning point

The above pictures show some of the sources of information on justice in South Sudan.

The first picture shows our **country's constitution**.

## Conversation

Talk to the learners as they read the text. Have they understood how these two symbols contain information about justice and fairness?

## Product

Read the answers they have written if they are correct.

## Activity 5: Law and Order

(Refer to learner's Book pages 104-106)

The main aim of this activity is for the learners to understand the definition of law and order, and the difference between the two words. In this activity, the learners should know where the laws that define a country are contained and who makes them.

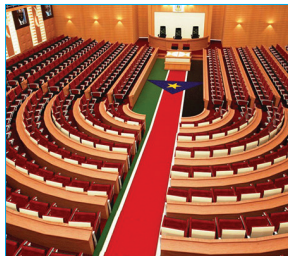
### Activity 5

### Law and order

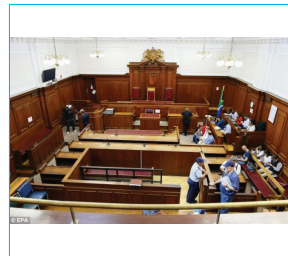
Just as a school has school rules, a country too has rules. Rules that govern a country are referred to as **laws**. Pupils who break school rules are punished. Citizens who break the laws are taken to court.

To be fair to them, they are given a chance to defend themselves.

A



B



### Pair work

1. Interpret the two pictures above.
2. Distinguish between law and order.
3. What is the relationship between picture A and B In terms of law and order?

### Learning point

When pupils obey the school rules, there is order in the school.

Laws are meant to guide people so that they do not commit crimes. When people obey the laws, there is order in a country.

**Laws** are the system of rules which govern a country. **Order** is an authoritative command or instruction.

Law and order is important in a society that is expected to live together. This is because in a community, people share traditions and values.

For our society to prosper, law and order must prevail. This will enable

Ask learners to read the text in the Learner's Books. This text explains to the learners why we need these laws and order. Explain this text as they read it for more understanding.

Give learners time to look at the pictures. Talk to them as they observe the pictures. Ask them to discuss these in pairs. What comes in your mind when you see these pictures? What is the relation between picture A and picture B? Emphasise on their roles.

In the questions, see if learners can work out some of the laws that rule their country and list all their school rules.

### **Observations**

Observe the learners discussing in pairs about the answers and observing the pictures. Are they able to identify the pictures? Can they give the relationship between picture A and B?

### **Conversation**

Talk to the learners while they are discussing the answers. Can they list down the laws in their country and the rules in their school?

### **Product**

Read the explanations they have given if they are correct.

## Activity 6: Law and order in the community and in the state

(Refer to learner's Book pages 106-107)

This activity needs learners to understand how law and order in the community are carried out. And also the people who keeps law and order in the community.

Let the learners read the text in the Learner's Book. Talk to the class about laws and rules. Ask them if they know any law that govern their country.

Ask learners to look at the picture. Can they recognise who those people are in their country? Do they know them? What are their roles? Let learners discuss these questions in pairs. Help learners to carry out the role play in their book.

### Activity 6

### Law and order in the community and in the state

#### Learning point

It is important to keep law and order in a community and in the country. This makes people to feel safe. The government employs police and other leaders to make sure there is law and order in the community.



#### Pair work

1. Look at the picture above and interpret.
2. Discuss the roles of the above people.

## Observation

Observe the learners discussing in pairs. Have they identified roles that govern their country?

## Conversation

Talk to the learners while discussing the answers. Do they know the roles of the people in the picture?

## Activity 7: Effectiveness of law and order in the community

(Refer to learner's Book pages 107-108)

The key learning activity here, is for the learners to understand that when law and order are maintained, there are positive effects in the community and country as a whole. But when there are no law and order there is negative effects to the community and the country at large.

### Activity 7

### Effectiveness of law and order in the community

#### Learning point

Although there are laws that guide people on how to behave, some members of the community do not keep to the laws. This causes disorder in the community.

#### Role play

With the help of your teacher, carry out a role play to show people breaking the law and causing disorder. There should be some law abiding people. There should be some police officers trying to bring order.

#### Principles of justice and fairness in South Sudan

The following are some of the principles of justice and fairness in South Sudan.

- a) Using courts when aggrieved to get justice.
- b) Equitable sharing and distribution of national resources. This is called the principle of equity.
- c) Ensuring that human rights are respected in all levels.



Ask the learners to read the text in the Learner's Book. Talk to the class as they discuss about the text. Explain the text to the learners. Have they understood what are the effects of law and order from the text they have read?

Give learners time to role play in class. Select few learners to role play. Observe them as they role play. Are they able to carry out the play well?

In the questions, the challenges for the learners is to explore the rights in our country and present them in the flow chart.

### **Observation**

Observe the learners as they role play. Are they able to present it well? Are they using good language for communication?

### **Conversation**

Talk to the learners while discussing the answers. Can they identify the rights that a person can be denied?

### **Product**

Read their answers that they have written in class if they are correct.

## Activity 8: Conflicts

(Refer to learner's Book pages 108-109)

The key learning is for learners to understand the meaning of conflict, types of conflict and their meaning. These conflicts includes individual, national and international.

Give time for the learners to read the story in the Learner's Book. Let learners read this story in pairs and discuss the questions after the story. Ask learners to explain what they have understood from the story. Discuss the story with the learners as you discuss the answers they have written in pairs.

Ask them to read the text in the Learner's Book. Talk to the learners about conflicts. Ask them to differentiate the three types of conflicts. Emphasise on the meaning of each type of conflict.

### Activity 8

### Conflicts

#### Read the following story

Tar is a primary 7 pupil from Njori primary school. She has two friends Fatimah and Keji. Tar and her friends usually carry food to school every day and they always put their lunch box together. One day, Tar arrived before her friends and served all the meal leaving her friends with little food. When Keji and Fatimah came from the class they realised that their food was very little and decided to beat their friend. The other student saw this and came to separate then they called the teacher who solved their conflict and punished them.

#### Pair work

1. From the story above, what do you think caused conflict among the three friends?
2. How would you describe this type of conflict?
3. Do you think by calling the teacher to solve the conflict was a wise decision?

#### Learning point

**Conflict** is a series of disagreements or arguments between people with different views.



## **Observation**

Observe learners discussing in pairs about the story. Have they understood the story? Can they identify which kind of conflict is that and give reasons for their answer?

## **Conversation**

Talk to the learners while discussing the answers. Can they differentiate the three types of conflicts? Can they give examples under each type of conflict?

## **Product**

Read the answers that they have given if they are correct.

## Activity 9: Causes of conflicts at individual, national and international level

(Refer to learner's Book pages 109-113)

This activity talks about causes of different types of conflict, individual, national and international conflict.

Ask learners to discuss the questions in pairs to check their knowledge about conflict from previous class. After they have answered this, discuss with the class the answers they have given for more understanding.

Give time for the learners to read the text. Talk to them as they read discussing every point with them.

In the question, see if the learners can draw a presentable flow chart and indicate the difference among the three types of conflicts.

### Activity 9

### Causes of conflicts at individual, national and international levels

#### Pair work

1. Explain the three types of conflict.
2. Can you make a distinction the national and international conflict level?
3. Using flow chart distinguish between three types of conflict.

#### Causes of conflicts at an individual level

- i) Failure by an individual to fulfil expectations at home, at the work place or in the community.
- ii) Differences in opinion.
- iii) Personality clashes such as some people failing to do certain things.
- iv) Failure of individuals to appreciate other people's opinion.
- v) Frustrations – when any individual is unable to do what he or she wants can cause conflict.

#### Learning point

South Sudan has experienced conflicts for a long time. When people ignore the laws it leads to conflicts. This is because of disagreement between the political leaders.

#### Causes of conflicts at a national level

National conflict is a type of conflict in which a part of nation turns against another part of the same nation. For example, land, wealthy, boundaries and others.

## Observation

Observe the learners as you discuss the answers. Can they justify their answers?

## Conversation

Talk with the learners as they draw the flow chart. Can they give all the causes of these conflicts? Are their causes logical?

## Product

Read the answers that they have written to check if they are correct.

## Activity 10: Effects of conflicts in South Sudan

(Refer to learner's Book pages 113-115)

The key learning here is for learners to understand the effects of conflicts in South Sudan. Mass death is an example of effects of conflict in South Sudan.

### Activity 10

### Effects of conflicts in South Sudan

*War extends its consequences beyond mass deaths. Armed conflicts between South Sudan and Sudan led to major effects to the country. Conflicts affect development of a country in various ways. The presence of conflicts in a country affects people's economy. Wars in a developing country like South Sudan have heavy human economic, political and social costs. Conflicts in a country are major causes of poverty, underdevelopment and ill health.*

### Debate

"Conflict is necessarily evil."

### Pair work

1. Based on the previous conflict experiences in South Sudan account for the current situation.
2. What is the relationship between the current economy of South Sudan to the previous conflicts state.

These effects include:

1. **Deaths**

During war many people die in battle even those not involved. Most people who die are mostly women and children. Due to these deaths the population of a country reduces. The international

Ask learners to read the text. Talk to the class about the overall effects of conflict. Explain this short introduction to the learners to make them understand.

Give time for the learners to hold a debate. Pair them to discuss and answer the questions about the conflict. Ask learners to read the text. Discuss each point with them to make them understand more.

Give them time to look at the pictures. Ask them to discuss these pictures in groups. What do they tell us about effects of conflicts in South Sudan?

### **Observation**

Observe the learners discussing in pairs. Have they understood the effects of conflicts?

### **Conversation**

Talk with the learners while they are discussing the answers. Can they give and explain more effects of conflicts in South Sudan?

### **Product**

Read the answers that they have written to check whether they are correct.

## Activity 11: Conflict resolution

(Refer to learner's Book pages 116-117)

This activity talks about conflict resolution methods. The learner here need to understand the meaning of conflict resolution and name some of the resolution that can be used in solving conflict in a conflict area.

Introduce learners to this activity by giving them a brief definition of conflict resolution. Let learners read the text defining conflict resolution .Ask them to discuss these in groups.

Give learner time to look at the pictures in the Learner's Book. Let them discuss these pictures in pairs. What do they tell them about conflict resolution? Do they inspire them to search more? Can they identify the personalities? Discuss with the learners about what they have discussed.

### Activity 11

### Conflict resolution

#### Individual work

1. What do you understand by the word conflict resolution?
2. Have you ever been involved in a conflict even with your friends? How did you solve your conflict?

Conflict may occur between individuals or groups. When conflicts occurs ways and means of solving them must be sought.

#### Pair work

1. Look at the following pictures.





## **Observation**

Observe the learners as they discuss in pairs the pictures. Can they identify the personalities in picture A?

## **Conversation**

Talk with the learners as they discuss answers in pairs. Can they identify other resolution methods that can be used in conflict areas?

## **Product**

Read their explanations that they have given to check if they are correct.



## Activity 12: Conflict resolution methods

(Refer to learner's Book pages 117-122)

The key activity here is for learners to understand conflict resolution methods and the steps followed to arrive at each method. Mediation is the main method used and its the simplest method.

Guide the learners to read the introduction part. You also need to explain this part to make them understand more. Ask them if they have ever been involved in a conflict. Which method did they use? Did they come to a solution? Was it the best method?

Give learners time to read the text. Pause at each method and explain each step in every method for learners to understand. Have they understood these steps? Group them to explore and research more methods of conflict resolution. Listen to their explanations and correct them where necessary.

### Activity 12

### Conflict resolution methods

These are peaceful methods of resolving conflicts. When conflicts erupts peaceful resolution must be taken. These methods can be used in all levels. Individual level, national level and international level.

### Pair work

1. Research conflict resolution in the following countries in Africa.
  - Kenya
  - Rwanda
  - South Sudan
2. What do you think were the main methods used in conflict resolution in the above countries?

### 1. Arbitration

This refers to a situation where a disagreement is solved by a neutral person. The person who is chosen to resolve the dispute is called an arbitrator. He listens to the two sides involved in a conflict and helps them to reach an acceptable decision. This method is preferred by many companies because it's cheaper and helps negative publicity.

### Steps to follow when arbitrating

1. Both sides involved in the conflict should be ready to present their case as they know it.
2. After listening to the complainant's side of the story, the arbitrator then asks questions to clarify the story. The other group to the conflict will also ask questions.
3. The second group should then respond to the story by the first group through a representative and the arbitrator should ask questions for clarification.
4. On the grounds of the applicable rules the arbitrator should consider the facts and then make a decision.



## **Observations**

Observe the learners discussing answers. Have they understood the four main methods? Can they arrange all the steps followed at each method in order that they should follow?

## **Conversation**

Talk with the learners while they are discussing the answers. Can they identify other methods of solving conflict apart from the ones discussed.

## **Product**

Read the answers that they have written to check if they are correct and logical.

## Answers to Revision Question

1. Why justice and fairness is important in your community?
  - To make sure that everyone has a chance to succeed in life.
  - To make our home, school, community and the world as a whole a better place for all.
  - Because people who are treated fairly and with justice are likely to be safe by reducing entrenched social and economic disadvantage.
  - When fair and justice are promoted, people feel socially connected to their community and are able to participate in social economic and educational activities where there is fairness and justice.
  - They work to ensure that people receive fair share of benefits and burdens and adhere to a system of fair play.
  - Just and fair society is likely to be safe by reducing entrenched social and economic and economic disadvantage.
  
2. Research from newspapers and resource people how justice and fairness is addressed in South Sudan
  - Through application of international law in South Sudan in domestic courts.
  - Introduction of customary laws of different communities.
  - Traditional authority leaders..
  - Promotion of gender equality and gender equity.
  
3. In groups, plan for a nature walk to the neighbouring

### Revision Questions

1. Why justice and fairness is important in your community?
2. Explain how justice and fairness is addressed in South Sudan.
3. In groups, plan for a nature walk to the neighbouring community. Write questionnaires about causes of conflict in your community. Walk around the neighbouring community and research the causes of conflicts at national and individual level.
4. Conflict is the enemy of development. Justify.

community. Write questionnaires about causes of conflict in your community. Walk around the neighbouring community and research the causes of conflicts at national and individual level.

You will need to plan for a nature walk with the learners to interact with the immediate community and research about the causes of conflicts in their community. Let the learners write the questions they will ask to the people they will interact with. Ask learners to write questions on their note books that they will carry. Organise learners in two groups for the research to be easier. Ask every group to write different questions. Accompany the learners for the research.

6. Conflict is the enemy of development. Justify.
  - Conflicts leads to poverty which derives back the economy of South Sudan.
  - Conflicts lead to destruction of homes and families which leaves people homeless.
  - Conflict leads to loss of lives, where people who are potential of economy development of the country lose their lives.
  - Conflicts leads to destruction of properties like social amenities where the government uses funds which could be used for other things to repair and build other social amenities.