



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**.

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# Primary Social Studies 7

Pupil's Book

Primary Social Studies Pupil's Book 7



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# Social Studies

## Pupil's Book 7

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## FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

**Minister of General Education and Instruction, Republic of South Sudan**

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# UNIT 1

## The Rise and Fall of Civilisation

### Activity 1

### Meaning of civilisation

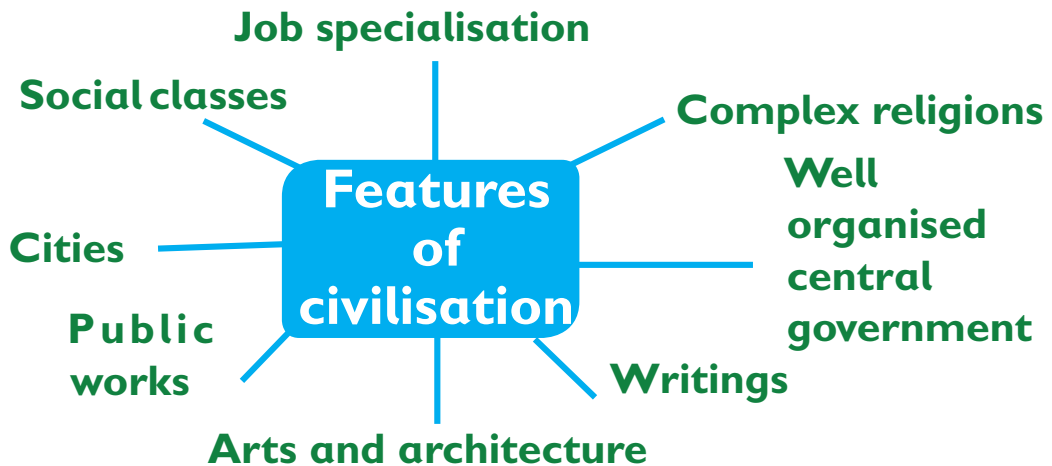
#### Introduction

**Civilisation** 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.

#### Individual work

1. Based on what you know, how would you explain the state of Europe and African countries in respect to civilisation?
2. What do you understand by the word feature?

#### Features of civilisation



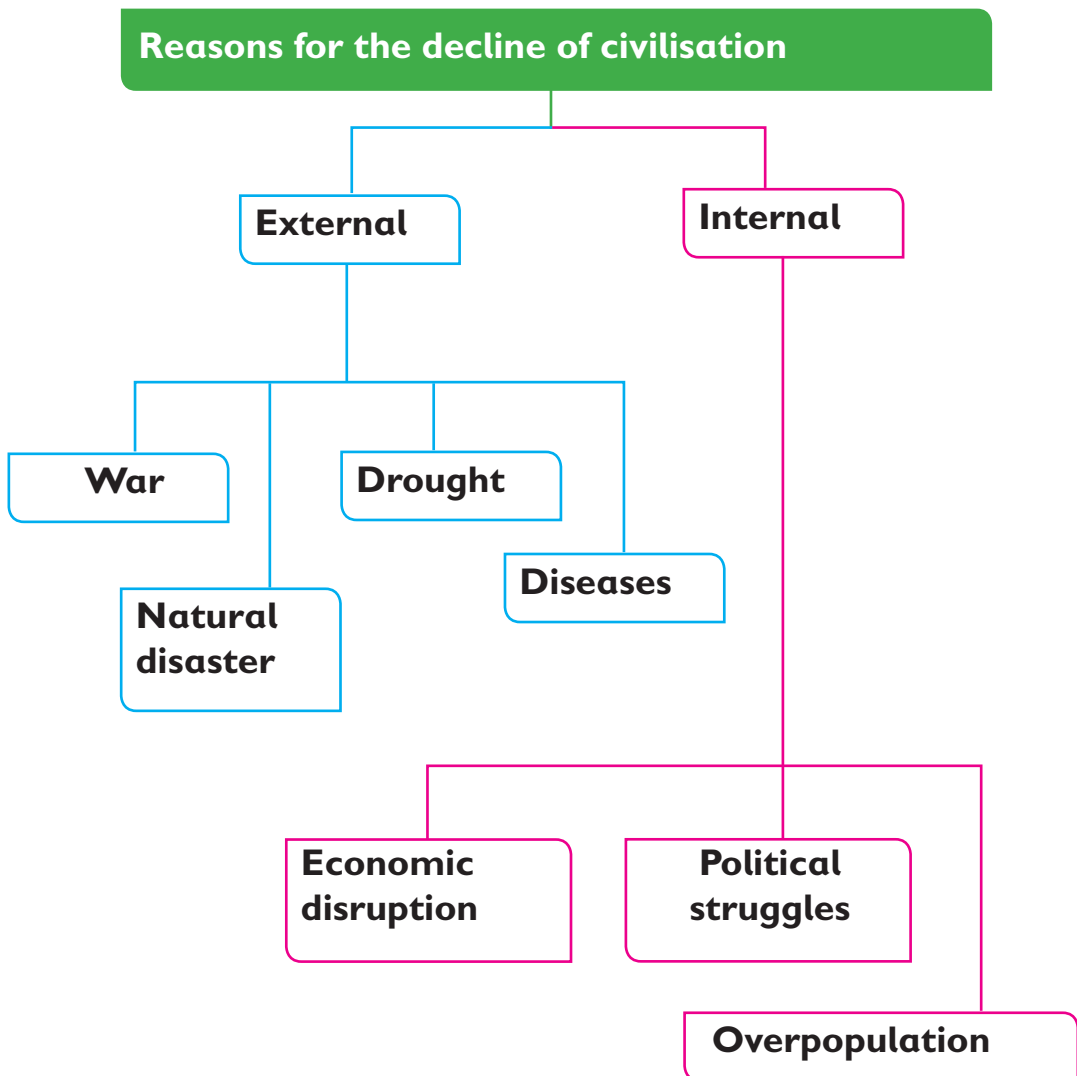
## Pair work

1. Discuss each feature of civilisation and write brief notes of each.
2. Investigate the factors for the success and failure of civilisation.
3. Present your work to the rest of the class.

## Activity 2

### Reasons for the decline of civilisation

There are many reasons for the decline of civilisation. These reasons include internal and external.



## Group work

1. How do you think this might have happened?
2. Explain each reason both internal and external.

## Class Assignment

1. Many civilisations you learnt about in lower classes such as ancient Greece, Rome and Egypt no longer exist.  
(a) Why do you think this happened?
2. Explore factors and events that you think might have caused the fall of entire civilisation. Base your answers to either external or internal factors.

## Activity 3

### Areas of civilisation

These are regions which appear to have developed civilisation independently.

## Pair work

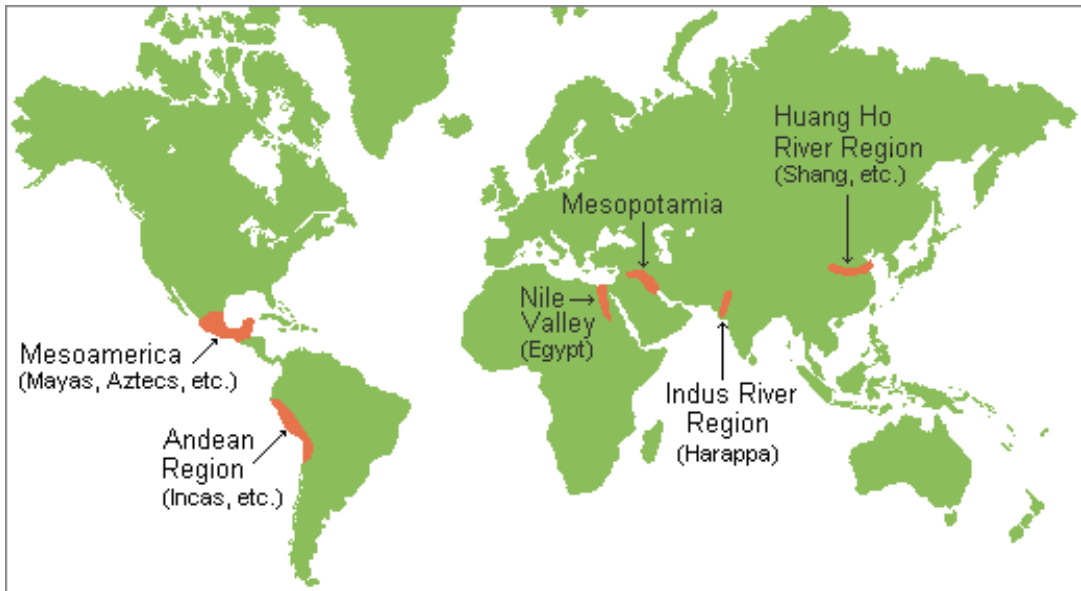
Rearrange the following words to find the regions of civilisation in the world.

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.

## Group work

1. Explore the areas of civilisation you can see from the map above.
2. Using the map above, recognise settlement patterns and communication.

## 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



2. **Secondary sources:** These are records of events created by people who were not directly involved in or present at the event. They include historical books, archives and magazines.

3. **Tertiary source:** These include radios and television, documentary films and the internet. The internet is a one stop shop for historic information. Radios and televisions air news and other important historical documentaries.

## Group work

1. Apart from sources discussed above, what other sources do you know?
2. Explain their advantages and disadvantages.
3. Do you believe on these sources? Explain.

## Activity 5

## Mayas Civilisation



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:

1. **Deforestation**

Civilisation led to massive requirement for fuel. This was the period during the emergency of industrial revolution in Europe. Therefore, trees were cut down to provide fuel in industries to operate machines.

2. **Droughts**

Industrial Revolution in Europe led to increased deforestation. The cutting of trees reduced the amount of rainfall causing drought.

3. **Famine**

There was excessive hunger caused by lack of food. It was characterised by excessive malnutrition and deaths of human beings and animals.

#### 4. Wars

There was competition and wrangles over limited resources like fuel, water and food. It later spread to wars in the entire region causing a challenge to the Mayas Empire.

### Pair work

Account for the decline of the Mayas civilisation.

### Individual work

1. Do you think deforestation was the main cause of Mayas civilisation?
2. Apart from the reasons given above, explore other reasons you think can be the cause of Mayas decline.

### Activity 6

### Aztecs civilisation



A map showing Aztecs Civilisation.



The exact origin of this civilisation was uncertain, but they are believed to have began 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?

### Reasons for its decline

There were number of factors that contributed to the decline of Aztecs Empire. These factors are well known. They include:

#### 1. Diseases

Diseases played a huge role in the fall of Aztec Empire. These diseases were brought by Africans who had gone to the war and they were made slaves. They contacted small pox, a very contagious disease which led to the death of many people from Aztecs. Many people were buried and houses were demolished. This reduced the population of Aztec Empire.

## 2. Tactic

The tactics of Spanish army played a big role. The Mexicans were simply used to playing different rules. However, the Aztecs soon got wise to the ways that the Europeans fought, and this almost led to their victory. But Cortes still used clever tactics in the final stage with the combination of native friends and this brought the fall of Aztec Empire.

## 3. Human sacrifices

There was no doubt that the ritual Aztec sacrifice contributed to the fall of Aztec Empire in more than one way. Killing thousands of people by offering them as a sacrifice to their gods. The killing of people through sacrifice motivated their enemies to conquer them as they considered them evil.

## 4. Religion

Religion played a big role in human sacrifices. This is because Aztec people believed that Spanish were gods. This made them to spare some of the Spanish army because they wanted more people to sacrifice to their gods. This was a tactical error that fastened the fall of the Aztec Empire.

### Individual work

Arrange the above reasons in order, from the most significant causes of decline of the Aztec civilisation.



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.

## Reasons for decline of Romans Empire

The decline of Roman Empire was due to many reasons but there were no specific reason known for its decline. The major causes of its decline were:

### 1. Barbarian knowledge of Roman military tactics

The knowledge that the Barbarians gained of Roman style of warfare and military tactics by serving in the Roman army were eventually turned against the empire and led to the decline of Rome.

### 2. Antagonism between the senate and the emperor

These two groups had differences and this caused enmity. The Roman Empire had a legal power to rule Roma's religious, civil and military affairs with the senate acting as advisory body.

### 3. Natural disaster

During the time of Roman Empire there were not only foreign wars, civil wars, street fights, and revolts but also natural disaster such as famine, plagues and earthquakes.

### 4. Decline in morals

The decline in morals, especially in the rich upper classes, nobility and emperors negatively impacted the Romans which led to their decline.

### 5. Unemployment of the working class

Cheap slave labour resulted in the unemployment of the plebs Rome who became dependent on the hand-outs from the state. This caused a lot of poverty in the empire which led to its decline.

### 6. Faster expansion of Empire

The rapid growth in the lands conquered by the Empire led to the need to defend the borders and territories of Rome. The people of conquered lands most whom were referred to as Barbarians hated the Romans.

## 7. Slavery labour

The number of slaves increased drastically during the first two centuries of the Roman Empire. The Roman's dependency on slave labour led not only to the decline in morals and ethics but also to stagnation of any new technology to produce goods more efficiently.

### Pair work

1. How would you categorise these reasons, starting from the main reason to the minor?
2. Why do you think this is the way these reasons should be arranged?

### Class Assignment

1. Compare and contrast at least two civilisations.
2. Explore other emperors, giving a brief history of each emperor.
3. Investigate the factors for the success of the above emperor.

### Debate

“Roman Civilisation contributed greatly to civilisation in South Sudan.”

### 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.

There have been recorded suicidal attempts in Cambodia, Rwanda and other states. More time is lost in reconciliation rather than in economic development.

## 2. Terrorism

Terror attacks ranks the major fear in both developed and developing countries in the world. There is tragedy in transforming the socio-economic and political reality in the society. Developing countries have been labeled as 'evil' or 'terrorist' by those in powers steering up civilisation. Modern states sanctions terrorism to hit their enemies worldwide. This ends to a period of healing and reconstruction instead of development.

## 3. Unhelpful insights

A belief of system that rejects religion in the world has led to emergency of World Trade Association. There is lack of core spiritual values associated with the material project. There has been a horrific attack to western civilisation with failure to address evils of modern civilisation but rather affectively addresses the conditions.

There is continued lack of materials of developing states by the powerful states. These are unhelpful insights, which are the enemies to civilisation.

## 4. Belief centered exclusivity

Efforts to frame the horrifying attacks on 'freedom' and 'democracy' within civilisation have resulted to exclusivity. Exclusive appropriation of values of freedom and democracy by western civilisation perceived by attackers as opposed to people and culture in their legitimate aspirations to freedom and democracy.

Americans belief they are exclusively with God on their side. However, attackers in the side of the suicidal bombers assume that Allah is on their side in opposing the 'evils' impacts to their communities that they associate with the western civilisation.

## Group work

1. Advancement of Science and technology is the Major cause of these challenges to modern society. Justify.

## 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 Eztec 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.



## 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.

## 2. Post Classical Era (500-1500)

This is period of time that immediately followed ancient history and preceded to modern history. Depending on the continent, the era generally falls between the years 200-600 and 1200- 1500. This era followed the fall of major civilisations like Han in China, the Western Roman Empire ,the Gupta Empire and the Sasanian Empire. It is also called Middle Ages because it is between two other periods. Ancient times and modern times. During this period **English** was the main language used. This period drastically changed the world from what was classical civilisation to the modern period, and this brought several important developments and trends that directed the world into becoming what it is today. During this era, there was expansion and growth of civilisation into new areas across Asia, Africa, Europe, Mesoamerica and western South America. It was followed by the early modern eras and forms the middle period in three- period division of the world history ancient, post-classical and modern. This Era is thought to be characterised by invasions' from central Asia, the development of the great world religions (Christianity, Islam and Buddhism) and of networks of trade and military contact between civilisations.

## 3. Modern period

This modern period covers human history from the creation of more global networks to the present day. This modern history is divided into three phases.

1. Early modern periods (1500-1750).
2. Mid-modern period (1750-1914).
3. Contemporary history (1914 to present).

### Early modern period (1500-1750)

This is the first third of the modern period and is often used with the parent categorisation.

It starts with the invention of the printing press, covering the voyage of Christopher Columbus in 1492. This period ends by the beginning of British industrialisation.

## Mid modern period (1750-1814)

This was the age of revolution which is less commonly used period, but covers the time between the early modern and contemporary. It began around 1750 with European industrialisation and it is marked with several revolutions. It ends around 1914 with the improvement of industrialisation in Europe, United state, Japan and Russia.

## Contemporary history (1914 to present)

This history generally covers history which is still in the living memory. This is the modern history which describes the historical period from 1914 to present. This contemporary history is politically dominated by the cold war between the United States and Soviet Union whose effects were felt across the world.

### Group work

Compare the characteristic features of ancient period and characteristic feature of modern period.

### Debate

Hold a debate on the following topic.

“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.

### 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.
4. Explore some of the benefits of civilisation to the modern society.

## New Words

<b>Civilisation:</b>	A stage of human political, economic and social development and organisation which is considered the most advanced stage.
<b>Explore:</b>	To look for something.
<b>Disaster:</b>	An unexpected natural or man-made catastrophe of substantial extent causing loss of life or sometimes natural change to the natural environment.
<b>Culture:</b>	The arts, customs and beliefs that characterise a particular society or nation.
<b>Liberal:</b>	Widely open to new ideas, willing to depart from established opinions.
<b>Hieroglyphic:</b>	A writing system.
<b>Empire:</b>	A political unit having an extensive territory.
<b>Moral:</b>	Capable of right and wrong action.
<b>Inflation:</b>	An increase in the general level of prices or in the cost of living.
<b>Complex:</b>	Not simple.
<b>Empire:</b>	A state ruled by an emperor.
<b>Ancient:</b>	Existent or occurring in time long past usually in remote ages.
<b>Civilise:</b>	To increase the social standards of people or place.
<b>Religion:</b>	A belief in and worship of a supernatural controlling power especially a personal god or gods.

## UNIT 2

# Exploring Physical 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.

## Learning point

**Physical features** are natural landforms on the surface of the earth. Examples of physical features found in South Sudan are; grass, trees, streams, rivers, valleys, hills, mountains and desert. Physical features are very important to the environment and generally to the people of South Sudan.

### 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.

## Individual work

1. Draw and sketch a map of South Sudan, indicate and label the major physical features.

## Pair work

1. Discuss the importance of physical features in South Sudan.
2. Explain for the distribution of physical features in South Sudan.

## Learning point

### 1. Mountain

A mountain is a large land form that stretches above the surrounding ground.

A mountain is generally steeper with a peak on the top than a hill. For example Mount Imatong.



Part of Mt Imatong.



## 2. Semi-desert

Semi-desert is a barren area of land scape with scanty vegetation due to low rainfall and high temperature. Example is the semi-desert at Kapoeta.



A semi-desert in Kapoeta.

## 3. Valley

A valley is a depression found between landmass.



Part of Nile valley.

## 4. River

A river is a large natural flow of water in a channel towards the drainage. A river drains its water in a sea, lake or an ocean.

For example the River Nile.



A section of the River Nile.

## 5. Hill

A hill is a large natural flow of water in a channel towards the drainage. A river drains its water in a sea, a lake or an ocean, for example, the river Nile.



A Doleib hill.

## 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.

## Negative impacts

1. Mountains like Mt Imatong may abstract free movement of people from one place to another. It is difficult and expensive to construct roads in such areas.
2. Low lands areas and swampy areas tend to flood and this may cause loss of lives and property.



Floods in Aweil North.

## Pair work

1. Physical features are more of disadvantageous than advantages to people. Explain.
2. Do you think physical features can be improved to better communication and transport in South Sudan?

## Impacts on agriculture

### Positive impacts

1. Volcanic mountains form fertile volcanic soils which are important for farming. Plateaus and plains are suitable for setting up large farms where machinery can easily be used.
2. Areas near big lakes experience conventional rainfall which is good for agriculture. This attracts many people to live there and practice agriculture.

3. Mountains are source of rivers since the ice melts to water and this water is used for Agriculture.
4. Some rivers and lakes provide water for irrigation for example River Nile in South Sudan.

## Negative impacts

1. Many food crops do not grow in swampy areas because the soils are waterlogged, hence discourage farming.
2. Fewer people settle on the leeward side which has less rainfall than the windward side. The amount of rainfall is inadequate for crop growing.
3. Flood- prone areas are usually avoided by people since floods can lead to loss of livestock, property and human life. Floods will also damage crops planted near the river.

## Impacts on trade

### Positive impacts

1. Plains and forests are homes for wild animals which attracts tourists.



Elephants in Ashana game park.

2. Rivers and lakes like River Nile are important sources of minerals like salt. Other rivers and dams are used to generate electricity.

3. Forests found at the foot of high mountains and within the Rift Valley provide raw materials for some industries.



Imatong forest on Mount Imatong.

4. Many lakes and rivers have fish which is an important source of food that is rich in proteins. This act of fishing provides job opportunities for people living near those areas. Fishing earns income for many families living near lakes.
5. Relief features form beautiful scenery which attracts tourists. Examples of such features are mountains, falls and valleys.

## Negative impacts

1. Mountains like Mt. Imatong affects trade because some roads cannot pass through a mountain and very expensive to build roads in such areas.
2. Lowland areas and swamps tend to flood and this may cause loss of lives and property. This discourages trade in same areas.

## Group work

1. Compare the effects of physical features on communication, trade and industry in South Sudan to the rest of the world.
2. Explore other impacts of physical features on trade, communication and production in South Sudan.



## Ways of protecting physical features

There are many ways that we can use to protect physical features in our society. These is 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.

3. **Afforestation and reforestation** - A forestation is the establishment of a forest or stand of trees in an area where there is no previous trees cover. Reforestation is the natural or international restocking of existing forests and woodlands that have been depleted usually through deforestation.



Afforestation.

### Pair work

1. Why do you think we should protect the physical features?
2. Make posters with the information about protection of physical features.(protecting our physical features is protecting our environment).

### Group work

Plan for a tree planting day with your teacher and everyone should plant two trees in the school compound.



## Individual work

1. Explore and identify other ways of protecting physical features in South Sudan.
2. Explain the importance of protecting physical features on the environment.

## 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.

## Group work

1. Explain the contributions of the following physical features in South Sudan.
2. Why do you think these physical features have positively contributed to the economy of South Sudan?



Fula falls.



Section of River Nile.



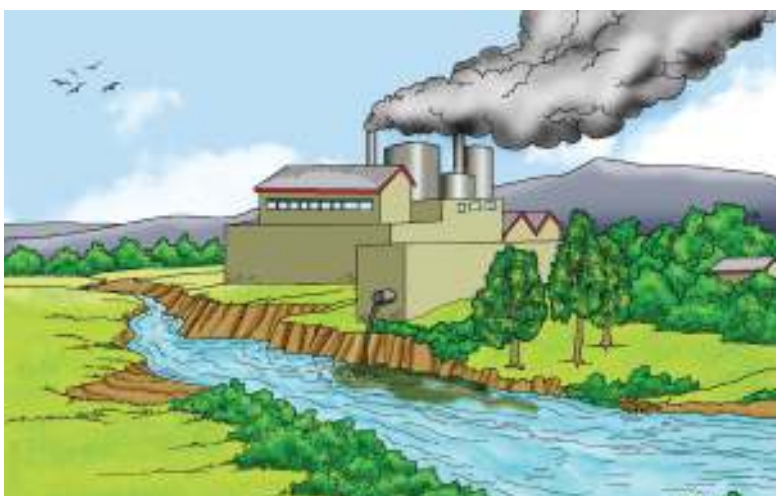
A section of Imatong Mountains.

“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.



Water pollution.

### 3. Spoil the scenic beauty

Some mining industries leave gaping holes on the surface of the earth once the mineral has been exhausted from the mining site. This spoils the beauty of the landscape. The holes may collect water and become breeding places for mosquitoes which cause malaria and water snails that bring about bilharzia.



Holes left after mining.

#### 4. **Waste reduces soil productivity**

Waste deposited on land makes soil unproductive. The industrial wastes can also be released to rivers leading to water pollution.

#### 5. **Deforestation**

Some industries use trees as their raw materials. Cutting down trees has reduced the forest cover in the country. This affects the rain cycle and exposes the soil to erosion. Reduction of trees which take in carbon dioxide leads to global warming.



Cutting of trees cause deforestation.

#### 6. **Release of toxic gases with rain to form acidic rain**

Some industries release toxic gases to the atmosphere. These gases combine with rain to form acidic rain. This corrodes roofing iron sheets and destroys plants.

### Individual work

1. What are the impacts of industry on the environment?
2. Global warming and green house effects are the results of industrialisation. Explain.



## 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

the environment in several ways. Desertification increases melting of snow and ice and sea level rise.

### 3. Water pollution

Agriculture pollution is the main source of pollution in water and lakes. Chemicals from fertilizers and pesticides make their way into the ground water that ends up in drinking water. Health related problems may occur as it contributes to the blue baby syndrome which causes death to the infants. Different farming practices have effects on environment. Agriculture practices employed around the world cause agricultural pollution. These process causes degradation of the eco-system.



Water pollution.

### 4. Deforestation

This is the process of clearing Earth's forests on a large scale worldwide and resulting in many land damages. One of the causes of deforestation is to clear land for farming .Farmers clear forests for farming and cattle ranching. Deforestation causes the loss of habitat for millions of species. Trees acts as a carbon sink that is they absorb carbon dioxide, an unwanted greenhouse gas out of the atmosphere. Removing of trees releases carbon dioxide into the atmosphere and leaves behind few trees to absorb the increasing amount of carbon dioxide in the air. This causes negative impacts to the environment.

## 5. Air pollution

The growing demands for enhanced food productivity to meet the needs of the global population has led to the use of improved agriculture technology in which pesticides play a crucial role. Pesticides are used to increase agriculture products by preventing and controlling the damage caused by pests. These substances have toxic effects and persistence in the environment. These chemicals when sprayed leads to air pollution which is a negative effect to the environment.



A man spraying chemicals on crops.

### Group work

1. Find out other effects of development of agriculture on the environment.
2. What do you think should be done to prevent these effects to the environment?



## 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.

## 2. Reducing the use of agrochemicals

Agrochemicals like pesticides, fertilisers, insecticides, herbicides and fungicides. These chemicals cause contamination in the soil, air, and ground water. Some pesticides kill untargeted key organisms like earthworms in the soil. Earthworms are responsible for aeration in the soils.

There should be proper control of weeds using organic methods. Weeds can be eliminated by pulling them. Allow natural predators like ladybirds, ground beetles and praying mantis to get rid of weeds.

## ENERGY CONSERVATION



### Individual work

1. Look at the picture above.
2. Explain what energy conservation it is.
3. How does energy conservation help in biodiversity protection?

## 3. Advocating for biodiversity

Reduce over-reliance on the use of genetically modified (GMO) crops which has a negative influence to the soil. GMO crops reduces soil fertility leading to poor production.

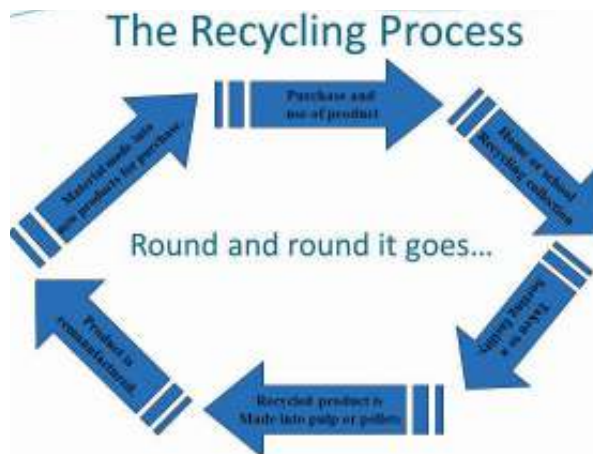
Making important connection in the local areas. Some people in the community are helpful in conserving biodiversity. These are the people with knowledge and awareness relating to the environment. Examples of such people are science teachers, community leaders and environmental activists who advocate for biodiversity in the society.

Participating in environmental essay competition through involvement in article writing. This will enable the information reach wider members in the society.

#### 4. Helping the environment

In protecting biodiversity, one should be an informed beneficiary to the environment. Use products that are environmental friendly. There should be reduce, reuse and recycle products we use in our daily lives.

Practice eco-friendly food strategies at home like starting a community garden, use of composts and use of renewable sources of energy.



### The recycling process

The process involves collection of used waste products like papers scrap metals, animals and plants wastes. The waste papers can be recycled to form tissue papers. Both animals and plants wastes are used to make farm manure while scrap metals are collected, heated and hammered to form metal doors, padlocks and even door lockers.

## 5. Formation of societies to protect biodiversity

Wildlife Conservation Society plays a magnificent role in protection of wildlife and wild places in South Sudan.

## 6. Use of energy conserving light bulbs

It is possible to purchase light bulbs used in domestic lighting to improve efficiency and protect the environment.



Energy conserving light bulbs.

## 7. Ensuring environmental cleanliness

Picking litter around in the environment and dumping them appropriately. Many items like plastics and cans are not biodegradable and cannot decompose. They cause pollution to the environment.

## 8. Afforestation and re-afforestation

Afforestation is the establishment of trees in a new area. Whereas re-afforestation is the establishment of trees where they once existed and were cut down. Trees attract rainfall and have an effect on the carbon cycle in the atmosphere.

### Group work

1. Apart from the systems discussed above, what other systems do you know?

2. Write a list of your school contribution towards protecting of biodiversity.



The Green Belt Movement planting trees.

### 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:

- a. Environmental protection.
- b. Principle.
- c. 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.



A public rally on the importance of using environment friendly methods and chemicals.

5. Initiating programmes about environmental protection in radios and televisions.
6. Providing environment-friendly chemicals to the companies and industries.
7. Prioritising pollution protection and control.
8. Setting institutions to teach about the friendly methods of protecting environment.
9. Making - environment protection a responsibility of every citizen.



People disposing litter.

## Group work

- (i) Explore more ways of protecting the environment.
- (ii) Give other strategies that the government can take to control pollution of the environment.



## 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.

## New Words

<b>Habitat:</b>	A specific place or natural conditions in which a plant or an animal lives.
<b>Bare:</b>	Naked or uncovered.
<b>Production:</b>	The act of making or creating something.
<b>Erosion:</b>	A result of having been worn away or eroded.
<b>Strategy:</b>	A plan of action intended to accomplish a specific goal.
<b>Desert:</b>	A barren area of land.
<b>Biodiversity:</b>	The number and variety of species of plants and animal life within a region.
<b>Communication:</b>	A state of exchanging information.
<b>Human activities:</b>	These are things that people do in order to earn a living.
<b>Renewable:</b>	Able to be renewed.
<b>Plateau:</b>	A raised land with flat top extending over a large land.
<b>Famine:</b>	Extreme shortage of food in an area.
<b>Vegetation:</b>	Plants collectively.
<b>Recycle:</b>	To break down and reuse component materials.
<b>Agriculture:</b>	The art or science of cultivating the ground including the harvesting of crops, rearing and management of livestock.



## UNIT 3

# Mining in South Sudan

### Activity 1

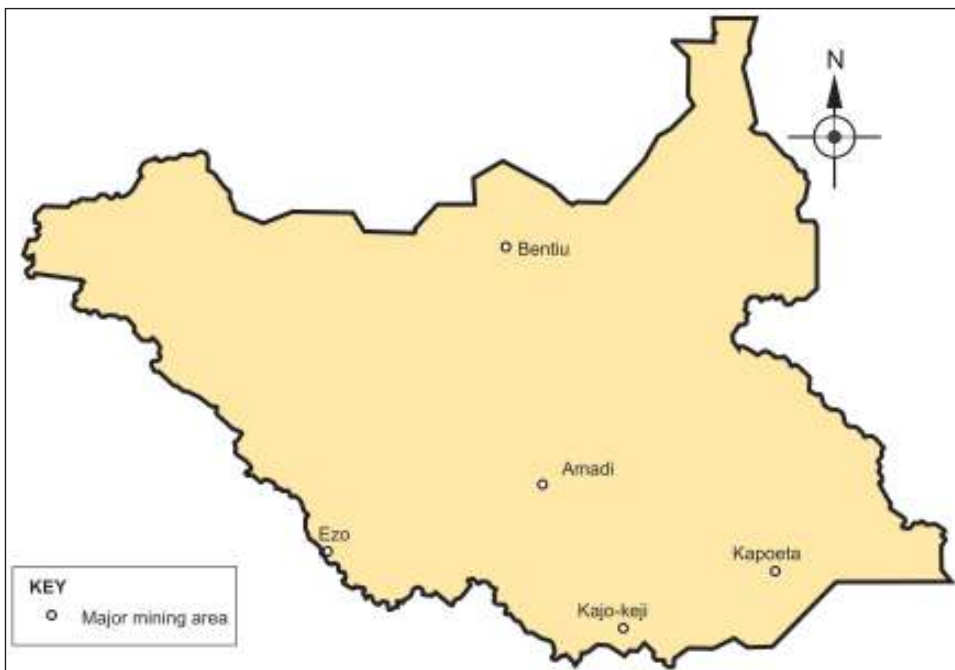
Meaning of mining and areas of mining in South Sudan

### 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.

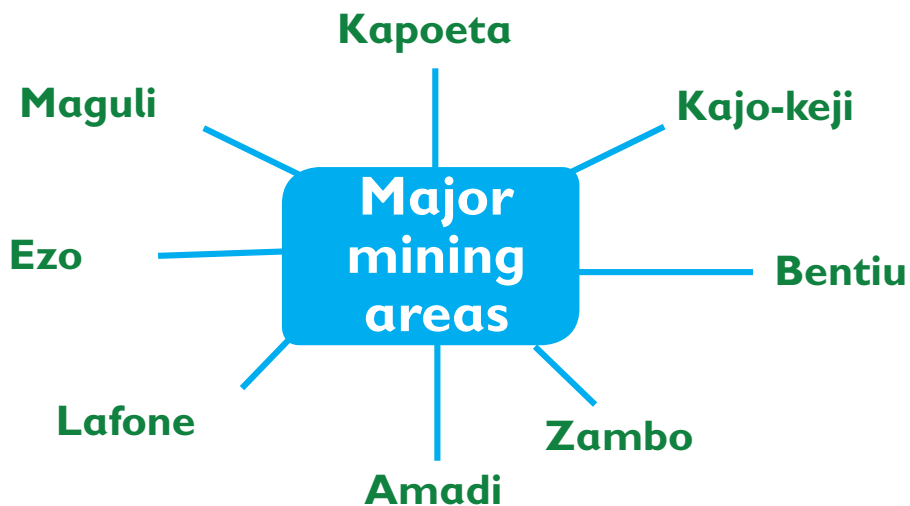
## Word search

Find and circle minerals found in South Sudan from the word search below. The first one has been done for you.

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

(GOLD, COPPER, ZINC, LEAD, MANGANESE, IRON, SILVER, TIN, OIL)

## Major mining areas in South Sudan



## Individual work

1. Draw the map of South Sudan and indicate the mining areas on it.
2. Write minerals mined in each area.
3. Present your work to the rest of the class.

## Group work

1. Explore more mining areas in the country apart from the ones mentioned in page 50.

## 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

Mining leads to growth of towns and cities for example Juba city, Faloj town and Kapoeta town have developed due to mining gold and oil.



Juba city.

### 4. Minerals provide raw materials for manufacturing industries

The extraction of limestone has led to the development of cement and lime factories.

## 5. Improvement of transport and communication networks

Infrastructures such as roads, railway lines, electricity and telephone cables are connected to the mining areas to make them accessible. However, funds derived from mining are spent in construction of roads.



## 6. Improvement of social amenities

Social amenities include schools, hospitals, dispensaries, social meeting halls and markets. Mining has a significant contribution to the South Sudan nation. Cash achieved from mining is used to build schools, hospital and other social amenities.

### Group work

The continuous depreciation in mineral export by tones can be explained by the number of factors. How would you prove this situation?

### 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 skills.

## 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.



Poor road linking mining centre.

## 6. Insufficient power supply

Most of the places where mining take place are not supplied with power which is necessary for mining activities.

## 7. Land conflicts

Most mining lands have conflicts where the original owners of the land do not allow government to do mining in their land.

## 8. Over-reliance on mining by the government

This makes it to neglect other sectors like agriculture and when the world market of minerals fluctuate this causes serious effects to the country's economy.



## 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.



## Individual work

Challenges in the mining sector can only be minimised if there is peace in South Sudan. Justify.

## 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.

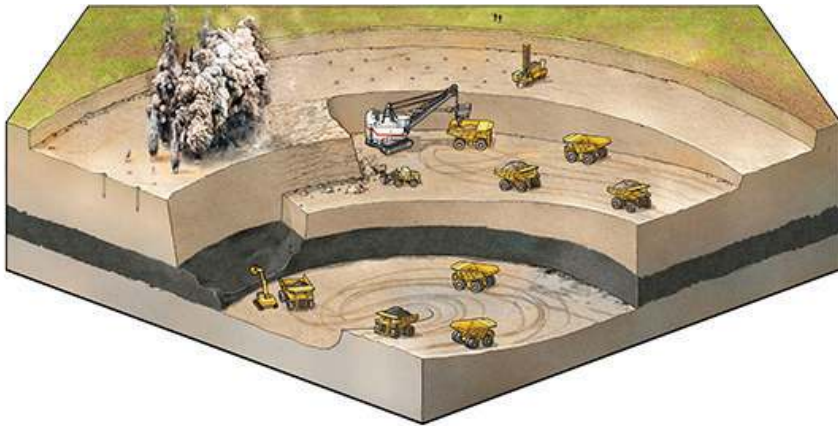
### 1. Open cast mining

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.

Mineral deposits that occur on the surface of the earth are stripped out by digging. If the ground bearing the mineral ore is hard, explosives is used to soften the ground rocks.

It involves removal of unwanted materials on top of the mineral deposits and dumping nearby. The mineral ore is then dug out or exploited by explosives and loaded in Lorries and trucks.

Open cast mining is used to extract surface minerals like coal, copper, iron ore, limestone and quarried rocks like gravel and sand.



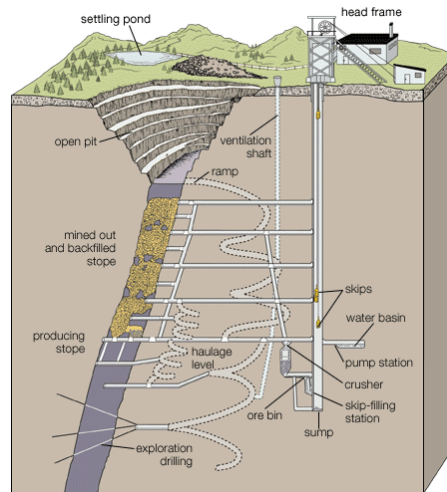
Open cast mining.

## 2. Underground mining

This method of mining is used when mineral deposits occur deep in the ground where open cast mining cannot access the mineral deposits. Depending on the occurrence of the mineral deposits, various underground mining is used in extraction.

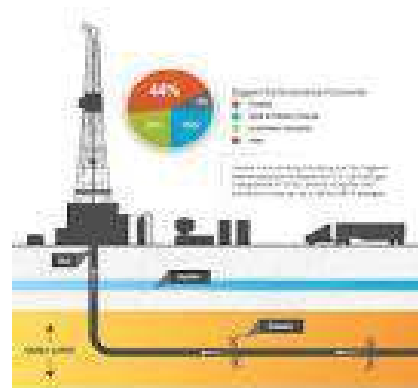
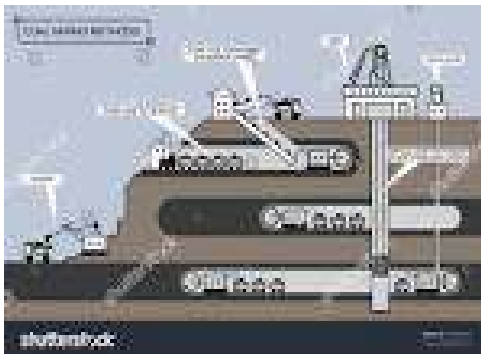
- (i) **Shaft mining method** is used to extract minerals occurring deep where vertical shaft are sunk. From the shafts, horizontal tunnels are driven outwards to reach the mineral ore. The mineral bearing rock is blasted by use of explosives. The blasted mineral bearing rocks are transported along the tunnels by railways or conveyor belts to the vertical shaft. It is then brought to the surface by a lift called a cage. A cage moves up and down the shaft transporting miners and equipments required in mining process.

Shaft method is used to extract minerals like gold, diamond and titanium in South Africa.



Shaft mining.

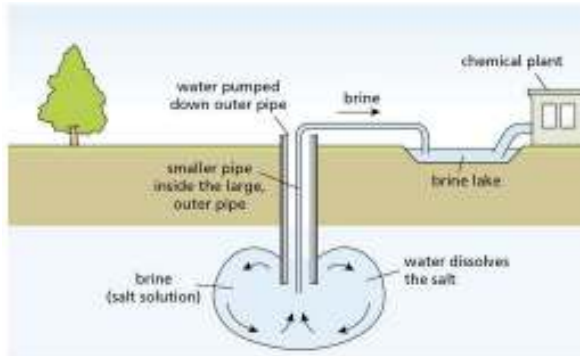
(ii) **Drilling mining method** is used in exploitation of petroleum and natural gas. Drilling or boring is done on the underground crust to access the deposits. Petroleum or natural gas is then brought to the surface by its own pressure or pumping.



Oil drilling method.

(iii) **Solution mining method** is used to extract minerals occurring underground that dissolve in water. Pipes with superheated water or steam are sunk to the mineral deposits. The mineral dissolves in water and then pumped on the surface. At the surface, the solution is superheated for water to evaporate leaving the solid mineral.

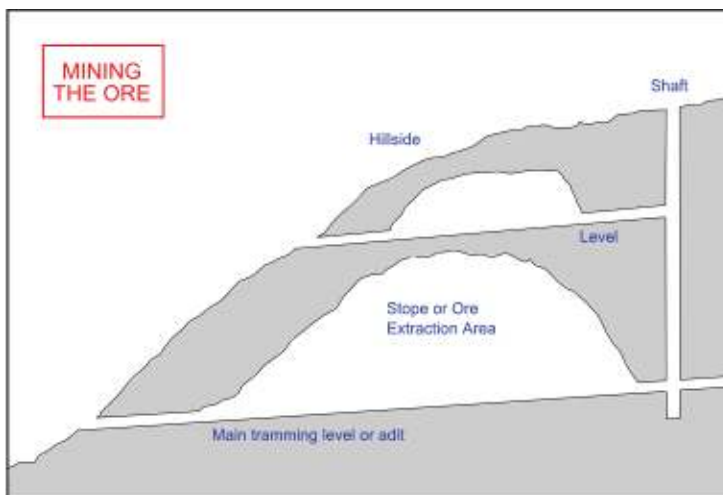
Solution mining is used to extract salt, potassium, ammonia or sulphur.



### Solution mining.

(iv) **Drift or adit method** is used to extract minerals occurring on gentle slopes of hills, valleys or adits. Adits are horizontal or gently inclined tunnels dug in the hillsides.

Example is copper mining in Kilembwe, Uganda.

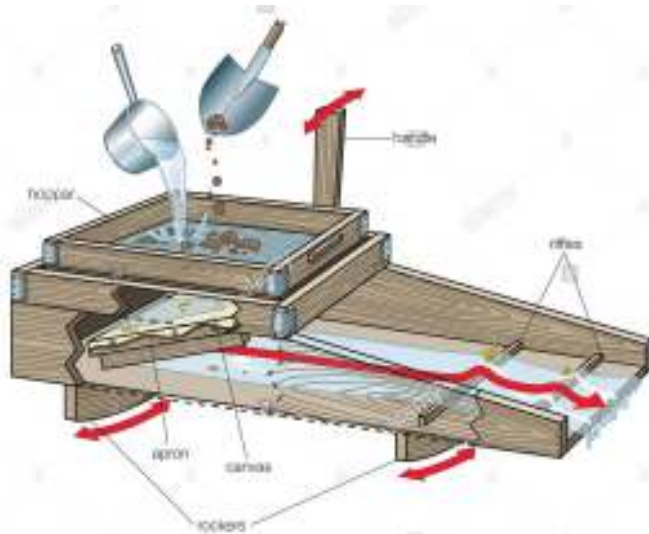


### Adit mining.

## 3. Placer or alluvial mining

Used to extract mineral that occur in alluvial deposits. When exposed veins containing ore deposits are eroded, the mineral deposits mix with a mass of sand and gravel forming alluvial deposits. Alluvial deposits contain minerals that are extracted by placer method.

Placer mining methods used to recover minerals in alluvial deposits are; **panning**, **dredging** and **hydraulic mining**.



### Placer mining

**Panning** involves collecting the alluvial material containing the mineral in a pan. Water is added to the pan and rotated. Mineral contained sinks to the bottom of the pan because of its physical property of being denser than water. Lighter materials mixed with water are poured in the stream. The collected materials are dried on the sun and minerals are obtained by picking with a magnet.



**Panning method.**

## Field trip: a visit to a mining sector

**Aim:** To find out methods of mining.

With the guidance of your teacher, organise for a field trip to the nearby mining centre.

The following should be done before the visit.

1. Select a representative to conduct a previsit to the area of the visit.
2. Set objectives for a visit.
3. Identify the travel routes.
4. Carry necessary materials required during the visits.
5. Identify the trip guide who knows the area well.

### Individual work

From the above methods, match the following minerals with their methods of mining.

Minerals	Method
Iron	
Copper	
Zinc	
Gold	
Limestone	
Oil	

## 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



## Negative impacts of mining in South Sudan

1. Mining makes soil to be agricultural infertile. This is due to total removal of cover plants. Mining changes the texture of the parents' soil as well as add contamination like metals. Further, mining practices are not well controlled, the wash off from the over-burden dumps may find ways into the nearby lands and that may reduce the fertility of soil.
2. The waste products and materials left indisposed spoils the natural beauty of the land.



Heap of waste products from mining industry.

3. The open pits fill with water during the rainy season. They become breeding grounds for mosquitoes which become a health hazard to people.





Quarry filled with stagnant water.

4. Hollows which are left after mining are very dangerous .These holes cause danger to people and animals if they are not covered.



Land degradation.

“Mining is the backbone to the economy of South Sudan.”

### 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.

## 6. Development of settlement

Settlement areas and urban centres have developed wherever there are mining activities. For example, Juba town has developed because of mining activities.

### Pair work

Apart from contributions discussed above, explore other contributions of mining in South Sudan.

### Individual work

All development in South Sudan is because of mining sector. True or false? Give reasons for your answer.

### 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



ECOWAS headquarter in Abuja, Nigeria.

## Member states of ECOWAS

Benin, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania (left 2002), Niger, Nigeria, Senegal, Sierra Leone, Togo, and Burkina Faso.

## **Aims and objectives of ECOWAS**

The aims of the Community are to promote cooperation and integration, leading to the establishment of an economic union in West Africa in order to raise the living standards of its peoples, to maintain and enhance economic stability, foster relations among Member States and contribute to the progress and development of the African Continent.

The following are its objectives:

1. To harmonise and coordinate national policies and to promote integral programmes projects and activities, particularly in food, agriculture and natural resources.
2. To promote the establishment of joint production enterprises.
3. To establish an economic union through the adoption of common policies in the economic, financial social and cultural sectors, and the creation of a monetary union.
4. To promote joint ventures by private sectors enterprises and other economic operators, in particular through the adoption of a regional agreement on cross-border investments.
5. The adoption of measures for the integration of the private sectors, particularly the creation of an enabling environment to promote small and medium scale enterprises.
6. The establishment of an enabling legal environment.
7. To promote a balanced development of the establishment of a common market through; liberalisation of trade and adoption of a common external tariff.

## **Challenges facing ECOWAS**

1. Suspicion abounds among member states.
2. Ideological differences creating tension between some member states.

3. Divided loyalty and commitment, as a result of participation in other organisations by member states.
4. Border conflicts among member states.
5. Foreign interference like French soldiers in Cote d' Ivoire.
6. Political instability.

## **Achievements of ECOWAS**

The major achievements of ECOWAS through the years cut across all sectors and they include:

1. Establishment of the ECOWAS Monetary Institute (EMI).
2. Formulation of an ECOWAS Common Trade Policy (CTP) and ECOWAS Trade Development Strategies.
3. Free Movement of goods and persons boosted with the adoption of the ECOWAS Biometric Identity Card to facilitate mobility and promote security in the region.
4. Drafting of a Regional Border Management Manual for use in immigration and security training institutions.
5. Promotion of strategic products for food security and sovereignty including combating cross-border livestock disease.
6. Development of Regional Power Market with the setting up of regulatory and economic environment.
7. Promotion of renewable energy and energy efficiency technologies and services.
8. Establishment of a Regional Centre for Disease Control.

## **Southern African Development Community (SADC)**

This is an inter-governmental organisation. Its headquarters are in Gaborone, Botswana. Its goal is to further socio-economic cooperation and integration as well as political and security cooperation among



sixteen Southern African states. Established in April 1980 as SADCC, later changed to SADC in August 1982. The official languages are: English, French and Portuguese.

## Member states

The member states of EAC are: Botswana, Angola, Comoros, DRC Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe.



Gaborone, Botswana SADC headquarters building.

## Objectives of SADC

The main objectives of SADC are:

1. To achieve development and economic growth.
2. To enhance peace and security.
3. To alleviate poverty.
4. To enhance the standard and quality of life of the people of Southern Africa.

5. To support the socially disadvantaged through regional integration, built on democratic principles and equitable and sustainable development.

## Challenges facing SADC

SADC countries face many social, development, economic, trade, education, health, diplomatic, defense, security and political challenges:

1. Livestock diseases and organised-crime gangs.
2. Perennial war and conflicts in member states that damage their economies.
3. Competition from other trade blocs like COMESA and EAC.
4. Existence of different product standards and tariff regimes, weak customs infrastructure and bad roads.

## East African Community (EAC)

This is a regional inter-governmental organisation composed of six countries in eastern Africa. It's headquarters are in [Arusha Tanzania](#). It was established in 2001. Its main objective was the formation of single customs territory.

## Member states of EAC

The member states of EAC are: Tanzania, Kenya, Uganda, Rwanda, Burundi and South Sudan.





EAC Heads of State summit in Arusha.

## Objectives of EAC

EAC was formed to serve the member states based on the following main objectives:

1. To form a free trade area with no tariffs on trade among member states.
2. To form a common market with free movement of capital and labour.
3. To widen and deepen cooperation among the partner states and other regional economic communities.
4. To form a political union, that is, the East Africa Federation.
5. To form a monetary union with a common currency, the East Africa Shilling.

## Challenges facing EAC

The following are the main challenges facing EAC:

1. Political instability in the member states like Uganda and Kenya.
2. Ideological differences among some head of states.

3. Overdependence of foreign countries for development and aid.
4. Institution weakness –The organisation had no strong structure and depended on cooperation among three members.
5. Imbalanced Benefits – There are different priorities within the EAC. This has led to the failure of ensuring that all countries benefit equally from the regional integration. For example, as Kenya's currency appreciated while the currencies of other countries' depreciated. The countries in this economic bloc have different growth accelerations.

EAC has not met its 2012 target of agreeing on the formation of a **monetary union**. Following two years of negotiations, it was expected that a protocol would be approved at EAC heads of state summit at the end of November; which would have started the process of monetary integration.

## **Achievements of EAC**

1. **Transport and Communications** - The main objectives of the agreement are to facilitate inter-state road transport through reduced documentation for crews and vehicles at border crossings including harmonised requirements for operation licensing and customs and immigration regulations. This has made it easier and quicker for traders from one member country to trade with traders from other member countries.
2. **Education and skilled Labour** - EAC aims at creating centres of excellence in the community to provide top quality training and education aimed at meeting current and future skill needs and technical innovation in the regional bloc. Free visas are provided for students from member states to study at any university within this community.

3. **Joint Tourism Promotion Initiatives** - the EAC partner states signed important protocols that will help in promoting East Africa as a single tourist destination and will result in attracting more tourists and increase the contribution of the tourism industry to the East African economy. A single East African Tourist Visa for the EAC countries of Kenya, Rwanda, and Uganda has been available since 2014.

## Inter-Governmental Authority on Development (IGAD)

This is a sub-regional organisation in the horn of Africa. Its headquarters are in Djibouti city. It was formed in 1996. The main objective of IGAD is to strengthen and expand co-operation among members.



IGAD proceedings in Djibouti city.

## Objectives of IGAD

The following are the main objectives of IGAD:

1. To promote peace in the region by solving conflicts through dialogue.

2. To fight terrorism.
3. To promote food security.
4. Encourage trade and investment environment for its member's state.
5. To promote cooperation in research and development.

## Challenges facing IGAD

1. **Drought** - many of the members of IGAD continue to face food shortages.
2. **War in Somali** - IGAD sponsored two years of peace talks in Kenya and Somali and this resulted to formation of transitional federal in 2004.
3. **War in South Sudan**-IGAD has devoted a lot of time trying to end civil wars in member state.
4. **Lack of Sufficient Political will** – In terms of peace and security, the role of the IGAD Secretariat is marginalised.

## Achievements of IGAD

1. Resolving conflict in its member states- IGAD has achieved some significant results in its history. These revolve around leading the process of peace making in South Sudan and Somalia.
2. Driving towards economic development and alleviating poverty within the member states.

However, these results have not been unqualified successes, but it could be argued that without the interventions of IGAD, the bad situations would have been much worse. With its limited resources, and challenges within its member States.

## African Union (AU)

**African Union** is a continental union consisting of all 54 countries in Africa. It was established on 26<sup>th</sup> May 2001 in Addis Ababa, Ethiopia, and

launched on 9<sup>th</sup> July 2002 in South Africa, with the aim of replacing the Organisation of African Unity (OAU). The most important decisions of the AU are made by the Assembly of the African Union, a semi-annual meeting of the heads of state and government of its member states. The AU's secretariat, the African Union Commission.



The AU headquarters complex in Addis Ababa, Ethiopia.

## Composition of the AU

AU is made up of both political and administrative bodies.

Assembly of the African Union is the highest decision-making organ. It is made up of all the heads of state or state members of the AU.

Pan African Parliament is a representative body, which consists of 265 members elected by the national legislature of the AU member states.

Executive Council, made up of foreign ministers, which prepares decisions for the Assembly;

Permanent Representatives Committee, made up of the ambassadors to Addis Ababa of AU member states.

Economic, Social and Cultural Council (ECOSOCC), a civil society consultative body.

## **Objectives of the AU**

1. To achieve greater unity and solidarity between the African countries and Africans.
2. To defend the sovereignty, territorial integrity and independence of its Member States.
3. To accelerate the political and social-economic integration of the continent.
4. To promote and defend African common positions on issues of interest to the continent and its peoples.
5. To promote peace, security, and stability on the continent.
6. To promote democratic principles and institutions, popular participation and good governance.
7. To promote and protect human and peoples' rights in accordance with the African Charter on Human and Peoples' Rights and other relevant human rights instruments.
8. To promote sustainable development at the economic, social and cultural levels as well as the integration of African economic.
9. To work with relevant international partners in the eradication of preventable diseases and the promotion of good health on the continent.

## Member states of AU

 Algeria	 Egypt	 Malawi	 Seychelles
 Angola	 Equatorial Guinea	 Mali	 Sierra Leone
 Benin	 Eritrea	 Mauritania	 Somalia
 Botswana	 Ethiopia	 Mauritius	 South Africa
 Burkina Faso	 Gabon	 Morocco	 South Sudan
 Burundi	 The Gambia	 Mozambique	 Sudan
 Cabo Verde	 Ghana	 Namibia	 Swaziland
 Cameroon	 Guinea	 Niger	 Tanzania
 Central African Republic	 Guinea-Bissau	 Nigeria	 Togo
 Chad	 Kenya	 Republic of Congo	 Tunisia
 Comoros	 Lesotho	 Rwanda	 Uganda
 Côte d'Ivoire	 Liberia	 Sahrawi Arab Democratic Republic (disputed state)	 Zambia
 Democratic Republic of Congo	 Libya	 São Tomé and Príncipe	 Zimbabwe
 Djibouti	 Madagascar	 Senegal	

## Challenges facing AU

1. Handling political issues in the member states.
2. Ethnic, religious and regional divisions have been rapidly increasing.
3. There are a few military leaders who hinder democracy.
4. Poor transport is a hindrance to economic development in Africa.
5. Members have large international debts.
6. A.U members are still dependent on developed countries for aid.
7. Divided loyalty – members of AU are also members of other groups like ECOWAS.

## Achievements of AU

1. AU has become the voice of the African continent on the global level. Both UN and EU just decide to follow the position of the AU on African problems.
2. Through New Partnership for African Development, the AU has been able to create a better relationship between the world's industrialised nations and Africa.
3. AU has achieved a certain level of peace and security on the African continent. For example a 7000- African Union peace-keeping force.
4. AU has been monitoring elections in various parts of the continent. This has helped to ensure credible elections and the installation of legitimate governments in many member states
5. The African Union elected a woman as the first President of the African Union's parliament. This is seen as recognition of the need for gender balance in appointments within the AU.
6. AU has done a lot to protect the rights and welfare of Africa children. It has instituted the Day of the African Child to protect the rights and interests of children. This Day of the African



Child is held every 21<sup>st</sup> June. The Union has been sponsoring programmes for school children in selected member states.

7. The AU has successfully established its constitutional organs such as the African Union Parliament African and the African Court of Justice.

## Individual work

Draw and complete the table correctly.

Regional body	Head -quarters	Member states	Aims
COMESA			
IGAD			
ECOWAS			
EAC			
SADDC			

## 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.

## New Words

- Extraction:** Is a process of separating desired substances when mixed with others.
- Collapse:** Is to fall.
- Toxic:** This is something poisonous.
- Biodiversity:** Is a variety of plants and animal life in the world or in a particular habitat.
- Explore:** Is to investigate.
- Beneath:** Means lower down.
- Prohibition:** Is the action of forbidding something.
- Mineral:** Is a valuable or useful chemical substance that is found naturally in the ground.
- Impact:** Is a force or the action of one object coming forcibly into another.
- Regional bodies:** These are international organisations incorporated with international membership.

## UNIT 4

# Promotion of Gender Equality

### 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.

## 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.

## Pair work

1. Looking at the pictures below, Give roles of each member of the family.
2. Justify for the equal division of labour in the family.

### A nuclear family



Look at the pictures below.





### Individual work

1. Can you explain what is happening in each picture?
2. Do you think there is gender equality practice in those pictures?
3. Discuss other occasions and situations where gender equality is practiced?

### 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?

### Activity 4

### Prominent women in South Sudan

#### 1. Ann Itto Leonardo



Ann Itto Leonardo is a South Sudanese politician. She was previously the Minister of Agriculture and Forestry for the South Sudanese government, as well as the acting secretary-general of the Sudan People's Liberation Movement.

In 1978, she joined the University of Juba as a teaching assistant. After receiving a scholarship, she attended Kansas State University in the United States where she studied for her doctorate. Leonardo returned to the University of Juba afterwards where she took up a lecturing post. In 1994, she joined the Sudan People's Liberation Movement and began to pursue a career in politics.

Ann Itto Leonardo was named the Minister of Agriculture and Forestry within the Cabinet of South Sudan on 10 July 2011. Prior to the referendum on self determination, she stressed the need for food security. She subsequently announced plans in late 2011 to set up a national agricultural bank and to provide technical support to the 90 of the population who are involved in small-scale farming.

During 2014-15, she was named as the acting secretary-general of the SPLM. During this time she commended the work undertaken to launch a new blood bank in Wau. In November 2015, she was replaced in that position by Jemma Nunu Kumba.

She has been critical of the lack of involvement of women in the government of South Sudan in 2014, and that political progress was being undermined by the constant conflict, saying "We could lose all the gains we have made, women need to lead the change we want to see."

In 2016, she was named as the advisor for agriculture and food security to South Sudanese President Salva Kiir Mayardit

She has been selected a member of parliament for East Africa Community (EAc) based in Arusha Tanzania in 2007.



## 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

moved to Minister of Electricity, Dams, Irrigation and Water Resources. In July 2016 she became the Minister of Wildlife Conservation and Tourism.

In October 2015, President Kiir Mayardit, appointed Kumba to serve as deputy secretary general of SPLM. At the same time, Salva Kiir dissolved national secretariats and tasked Kumba with recommending new party secretariats. She replaced Anne Itto Leonardo in the position of deputy secretary general of SPLM. Madam Kumba was sworn in on 13 November 2015.

### 3. Madam Awut Deng Achuil



Madam Awut is a South Sudanese politician. She is the current Minister of Gender, Child and Social Welfare.

Early in her career, Madam Deng as a leader of peace efforts participated in the New Sudan Council of Churches peace initiative. She was also instrumental in the 1999 Wunlit Peace Conference between the Nuer and Dinka. From 2000 to 2002 Deng traveled the world advocating for peace efforts in South Sudan to various world leaders.

She was awarded the 2002 Interaction Humanitarian Award for her efforts for peace.

Deng participated in the peace talks in Kenya from 2002 to 2004 which led to the Comprehensive Peace Agreement in 2005. From 2005 to 2010 she held an appointed position to the Southern Sudan Legislative Assembly in Juba. She also served as a presidential adviser on gender and human rights from 2005 to 2009. Deng cofounded the Sudanese Catholic Bishops Regional Conference, the Sudanese Women's Association in Nairobi, and the Sudanese Women's Voice for Peace.

Madam Deng served as South Sudan's Minister of Labor and Public Service from 2009 to 2011, taking the role previously held by David Deng Athorbe. She was again appointed to the Cabinet of South Sudan on 10 July 2011. She was sworn in as Minister for Labour, Public Service on 14 September 2011. As part of a new cabinet named in April 2016, Madam Deng was named Minister of Gender, Child and Social Welfare.

#### **4. Angelina Teny**



Madam Teny is a South Sudan politician who was state minister of Energy and Mining in the Khartoum-based Government of National Unity between 2005 and 2010. She ran for election as governor of Unity State in April 2010 but was defeated in an election that she claimed was rigged.

Angelina Teny was educated in Great Britain and speaks both English and Arabic fluently. She is the wife of Riek Machar Teny, former Vice-President of South Sudan. Angelina Teny is one of the most prominent women politicians in South Sudan. In November 2003, Angelina Teny facilitated a conference of South Sudan women on The House of Nationalities held in Lokichokio, a concept designed to foster peace and national unity through recognition of diversity.

Angelina Teny was appointed adviser on petroleum matters to the South Sudan Energy and Mines Ministry, and was the leader of negotiations with the Khartoum government over ownership and management of oil assets.

### Pair work

1. From the above autobiographies, why do you think these women are prominent in South Sudan?
2. How did they contribute to gender equality in South Sudan and entire Africa?

### Group work

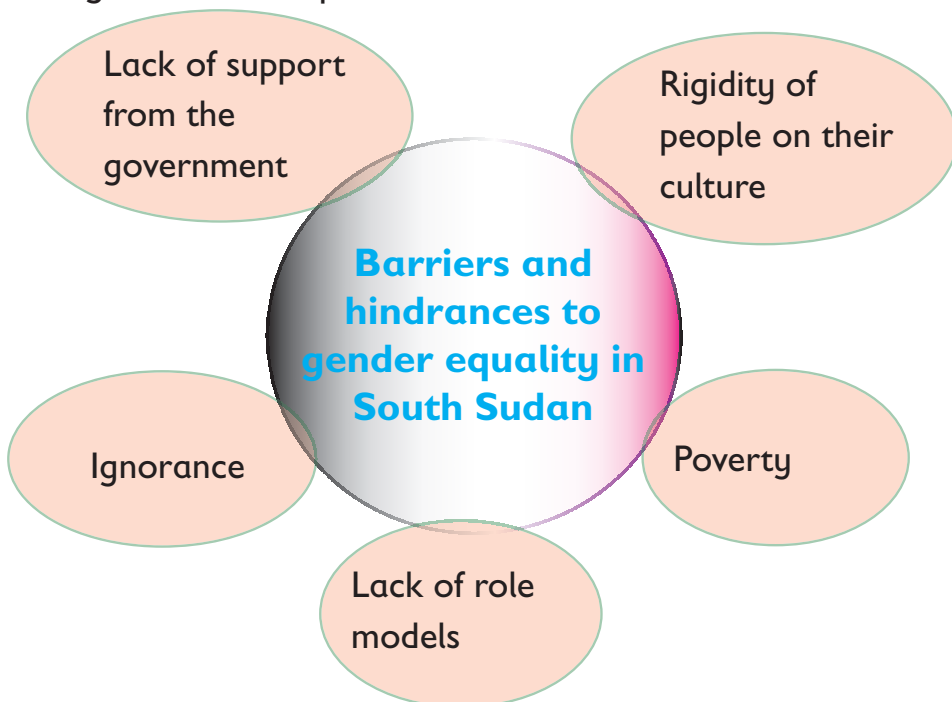
1. Examine the situation in your community. Who are the prominent women within the locality?
2. Why do you think the people you have mentioned above are prominent?
3. Explore their roles in the society.

## 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.

- Social cultural perceptions that devalue girl's education.
- Gender based violence.
- Lack of financial resources to file legal claims in courts.
- Female Genital Mutilation (F.G.M).Practice in some communities.
- Early marriage of girls undermines chances of the girl child to achieve high levels academically.

## Group work

1. Look at the pictures below and interpret.
2. Do you think this is one of the hindrances to promotion of gender equality.



3. How is it true that these pictures portray barriers to promotion of gender equality in South Sudan?

## 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.

## Activity 7

### Strategies for promoting gender equality in South Sudan

These strategies include:

- a) Sensitise the community on need for gender equality.
- b) Enforce strict laws on those violating gender equality.
- c) Establishment of policies to promote gender equality.
- d) Incorporate gender equality education in curriculum.
- e) Educating both genders on their rights.
- f) It reduces cases of human abuse.



## Pair work

1. How would you interpret the following picture?
2. What do you think is being portrayed in the following picture?



## Group work

1. Explore ways in which gender equality can be promoted in South Sudan?
2. 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

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?



## 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?

## New Words

<b>Realism:</b>	A concern for a fact.
<b>Culture:</b>	The arts, customs and habits that characterise a particular society or a nation.
<b>Mutilate:</b>	Destroy beyond recognition.
<b>Violence:</b>	Extreme force.
<b>Sensitize:</b>	To become increasingly aware of, in a concerned way.
<b>A barrier:</b>	An obstacle.
<b>Patriotism:</b>	Love of the country.
<b>Rigid:</b>	Not flexible.
<b>Illiteracy:</b>	Inability to read.
<b>Economy:</b>	Effective management of the resources of a community or a system.
<b>Combat:</b>	A struggle for victory.
<b>Clashes:</b>	An angry argument.

## UNIT 5

# Just and Fair Society

### 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.

## 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 law.
- 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?

## Group work

1. Give examples of justice and fairness in our community.
2. Can a peaceful community exist without 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.



Everyone including leaders face the law equally.

Government resources are distributed equally to all people whether in towns or remote areas.

#### 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**.

A **constitution** is a set of laws that govern a country. It binds us as one nation and ensures justice and fairness for all.

The second picture shows our **courts' logo**.

A **court** is known for giving fairness and justice. Led by judges, courts act as tribunals in civil and criminal cases.

These two sources ensure that justice and fairness is maintained in South Sudan.

## Group work

1. Explain other sources of information about justice and fairness.
2. Do you think the sources you have mentioned above provide information about justice and fairness?

## 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.

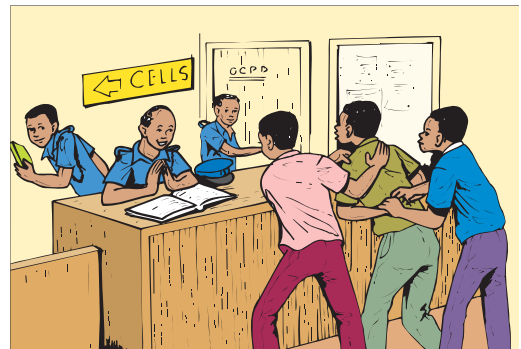
For our society to prosper, law and order must prevail. This will enable people to live without fear. This promotes development in the society.

**Look at the following pictures.**

**A**



**B**



## Group work

1. Observe and interpret the two pictures.
2. What judgment would you make in the two pictures?
3. Find out the list of your school rules and present them on a flow chart.

## 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.

## Group work

1. What are the roles of your chief in your village?
2. In groups and with the help of your teacher, carry out a role play on how your community keeps law and order.

## 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.

## Pair work

1. Tell your friend what you think will happen if people are denied their rights.
2. Identify some of the rights that people can be denied.
3. Explore rights in our country and present your work on a flow chart.

## 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.

Conflict is also a situation where there is disagreement between two or more parties. It may involve individuals, members of a family or even people of different religions.

## Types of conflict

1. Individual verses individual.
2. Community verses community.
3. Nation verses nation.

### Group work

1. Differentiate the three types of conflicts.
2. What do you think are the causes of these conflicts?
3. Give 2 examples of each conflict, individual, national and international.

### 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.

These causes includes:

#### 1. Unequal distribution of resources

This is a state where governments share resources to its people unequally. Where some communities and areas get more resources than others. Resources like land, water, social amenities and others.

#### 2. Competition of political power

This is a state where every leader is greedy of power to rule. This may lead to conflict among leaders.

#### 3. Political differences

These are unresolved grievances between the national government and local communities.

#### 4. Corruption

This is a form of dishonest or unethical conduct by which a person trusted with a position of authority use that authority to acquire personal benefits. For example, traffic officers take bribe from a matatu conductor.



A policeman asking for bribe.

#### 5. Tribalism

This is the act of favouring someone because he or she comes from your community. This act of favourism causes conflict in a nation.

#### 6. Cultural and religious differences

This is where people have different cultures and practices. This may lead to conflict when some groups refuse to accept other people cultures and religion.

### Pair work

1. Do you think these conflicts can be minimised.?
2. Explore the solutions to these causes.

## Causes of conflicts at an international level

These are conflicts between different nations or states. They can occur between a country and another. For example, **South Sudan and Sudan, Syria and Iraq.**

### Causes of international conflict

1. **Demands for its sovereignty** by a certain group of people in an already recognised region.



**People demonstrating in South Sudan.**

2. **Demands for equality** of groups in political, social and economic structures of their own society.
3. **Competition for territories** and is so important to every country. Many countries fight over boundaries.
4. **Ideological differences**

This is when two countries have different ideologies. South Sudan had no ideology which direct people on what to do, when to do and where to do.

## Class Assignment

1. Work in groups to research other international conflicts that have occurred in other parts of the world.
2. Discuss other causes of international conflict.

## 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

war which occurred between South Sudan and Sudan led to decrease of population in South Sudan.

## 2. Refugees

Conflicts in South Sudan caused migration of many people from their original land to foreign countries .Where they go and camp in other countries.



Refugees.

## 3. Poverty

During war a lot of properties during conflicts are destroyed. The war between South Sudan and Sudan destroyed properties like houses, trading centers, schools, churches making many people to be poor and also as a country.

## 4. Deserted homes

The war between Sudan and South Sudan forced people to migrate from their land to foreign lands. This is because their properties and houses were destroyed and burnt by their opponents. This led to homes families in South Sudan.



Deserted homes.

## 5. Poor infrastructure

During the war between South Sudan and Sudan infrastructures were destroyed like schools, hospitals and this led to poor economy development in South Sudan.



Poor roads.

## Project work

Explore from the community the effects and conflicts.



## 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

Look at the following picture.



1. Identify the personalities of Salva Kiir from the picture above.





2. Explain what is happening in the picture above.

## 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.

## 2. Mediation

Mediation refers to a situation where a person is not involved in a dispute tries to help two conflicting groups or individuals to reach to a good agreement. They do this by talking to them with a view to helping them reach some sort of settlement. The parties involved must be ready to listen and come up with a good ideas that can help them to settle their disagreement. There is need to focus on the way forward and avoid blaming each other.

### Steps towards mediation

- (a) In way of introduction, the mediator should explain the rules. The mediator is supposed to help the two parties reach an agreement and not to impose a decision on them.

- (b) The two parties that were involved in the conflict should explain in their own words what the problem is. The complainant should explain first and then the other party.
- (c) After listening to each party, the mediator summarises the stories from each party and also identifies the fact.
- (d) Solutions are suggested by the mediator and the parties are invited to give their opinions of the solutions proposed.
- (e) Depending on the two party's reaction, the solution may be looked at a fresh and then an acceptable solution identified.
- (f) An acceptable agreement is then reached by both parties. The agreement is written down. Each party must be committed to it.

### 3. Negotiation

This refers to discussions between people who are trying to reach an agreement over a dispute. Negotiation in solving conflicts takes on three important steps; finding out the facts, discussion and agreement. The three are necessary if a solution to a conflict is to be found.



South Sudan leaders shaking hands.

## Steps towards negotiation

### a) Fact finding

Negotiations begin with finding out all the facts about the conflicts that is going to be solved. It is important to understand the items that the parties in a conflict care about most. As the interests of the parties are looked at, the laws or guidelines that will be in operation are also addressed in preparation of the next stage.

### b) Discussion

A friendly environment is created during the discussion and find out possible worked solutions. It should be always a give and take situation.

### c) Reaching an agreement

At this final stage, each party should show willingness to compromise for any negotiations to succeed. The points of agreement reached should be fair to both parties and they should both feel they have benefited from the process.

### d) Diplomacy

This is a professional activity or a skill of managing international relations, mostly by country representatives abroad.

## Group work

How would you justify that these methods have helped in solving South Sudan conflict?

## 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.

## New Words

<b>A logo:</b>	A symbol that acts as a trademark to identify an institution or other entity.
<b>Court:</b>	A hall or a chamber where justice is administered.
<b>Constitution:</b>	A legal process by which fairness is practised.
<b>Peace:</b>	A state free of war.
<b>Conflict:</b>	A clash or a disagreement, often violence between two opposing groups or individuals.
<b>Law:</b>	This is the body of rules and standards issued by a government or to be applied by courts and similar authorities.
<b>Fairness:</b>	Is a way of treating people in the right manner.
<b>A refugee:</b>	A person seeking accommodation due to a natural disaster.
<b>Justice:</b>	Is a quality or a state of being poor.
<b>Underpin:</b>	To support from below with props.
<b>Diplomacy:</b>	The skill of managing international relations, typically by a country's representatives abroad.

**Mediation:** Is a way of resolving disputes between two or more parties with good effect.

**Crime:** Act committed by violation of law.