



South Sudan

Primary Social Studies 8

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

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

The Teacher's Books provide:

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



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



South Sudan

Primary Social Studies 8

Teacher's Guide



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Social Studies

Teacher's Guide 8

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FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019. I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1: THE COMING OF THE EUROPEANS

(Refer to Learner's Book pages 1-10)

| | | | |
|--|--|---|--|
| Social Studies Primary 8 | | Unit 1: The Coming of Europeans into Africa | |
| Learn about | | Key inquiry questions | |
| <p>Through using books, internet and archives sources, learners should develop an understanding of the different groups of Europeans that came to Africa. They should investigate why these groups came to Africa and begin to build a chronological framework of periods in history, placing this new knowledge about European migration into context.</p> <p>Learners should list European Countries that occupied different parts of the African Continent, and should investigate the implications and impacts of Europeans on the African people and their land. By exploring accounts where people in history have described this migration, learners should describe African responses to European colonial rule while naming the different leaders who spearheaded these responses as well as the leaders from Europe who instigated change. Learners should debate what impact are felt today as a result of the coming of Europeans into Africa.</p> <p>Learners should explore migration in other parts of the world, North and South America for example, and consider what similarities and difference there are between those stories and the coming of Europeans into Africa.</p> | | <ul style="list-style-type: none"> • Describe the pattern of European settlement in Africa. • What were the implications of Europeans coming to Africa and how does this affect life today? • How did the Africans respond to the coming of the Europeans? • What important learning can be taken from historical inquiry into migration and settlement around the world? | |
| Learning outcomes | | | |
| Knowledge and understanding | Skills | Attitudes | |
| <ul style="list-style-type: none"> • Know about the reasons for the coming of Europeans into Africa. • Describe the implications of the coming of Europeans into Africa • Describe how Africans with their leaders of the time responded to European rule. | <ul style="list-style-type: none"> • Explore the different groups of Europeans who came to various parts of Africa. • Investigate the reasons why Europeans came to Africa. • Explore and evaluate the reasons for African response to European rule. | <ul style="list-style-type: none"> • Value the contribution made by various European groups upon African life today. • Appreciate the land of South Sudan and Africa. • Recognise and respect why people from around the world may wish to explore Africa. • Enjoy learning about changes over time of a nation. | |
| Contribution to the competencies: | | | |
| <p><u>Critical thinking</u>: Investigating reasons for change and the development of new communities</p> <p><u>Co-operation</u>: Working together to recognise the benefits of learning from people and events in other countries</p> | | | |
| Links to other subjects: | | | |
| <p>English: Identify the majority of points and infer the meaning in a range of texts that describe the history of Africa; participate proficiently in discussions relating to the coming of Europeans into Africa, taking the initiative where possible to question comments and contributions from others</p> <p>The Arts: Describe and compare different kinds of art from around the world using appropriate vocabulary</p> | | | |

An outline of learning

This unit will help the learners to understand how colonialism began and spread in Africa. The learners will also understand the nature of Africa before and after this period of colonialism. The activities used in this unit will help learners learn how to listen, communicate and cooperate with one another. Learners will explore various reasons for the coming of Europeans to Africa. They shall also learn about the African responses to colonialism and the impacts of the whole process in general. The main learning point in this unit is to help the learners understand the whole period of colonialism and relate this information to the current political environment in African countries.

Learners will also explore why American continents have experienced huge number of immigrants in the last few years.

There are so many opportunities in this unit for the learners to form discussion groups to solve challenges and make their presentations in class. Encourage learners to communicate clearly and effectively in order to share their experiences and knowledge with others.

Using the Learner's Book

This unit has maps and quite a lot of pictures mainly to test whether learners can read and interpret them to understand the information used. The book has been developed with detailed information due to so many historical accounts. This will develop their reading skills. There are quite a number of questions that involve learners to research in order to solve them. Avail the suggested research materials to the learners so that they can perform these tasks.

The student competencies

In this unit, learners are asked to work in pairs and in groups to discuss about various tasks on colonialism in Africa. This provides continuous opportunities for learners to develop their co-operation and teamwork. This unity also provides many opportunities for learners to develop their communication competencies as learners form discussion groups to discuss key learning points in the tasks they have been assigned to. Opportunities to think critically are also developed comprehensively in this unit.

Activity 1: The coming of Europeans into Africa

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

Ask the learners to define the term 'colonisation' they may need some help to understand this therefore lead them in defining the term and making notes out of this. Let them know when and how Africa as a continent fell into the act of being colonised. Lead them to study and interpret the map in the Pupil's Book on page 2. Organise learners into groups and have them discuss major reasons why the British occupied Egypt.

Assessment opportunities

Observation: Observe the learners study the map, can they interpret it?

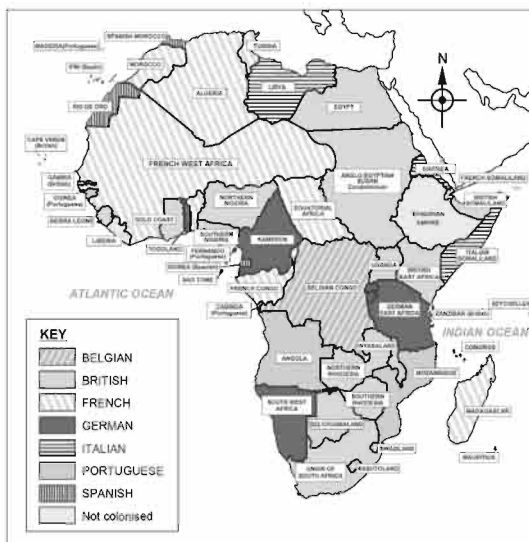
Conversation: Talk to the learners while they are studying the map.

Product: Allow all the learners to participate in your class.

Activity 1

The coming of Europeans into Africa

Colonisation refers to the establishment of political and economic control by one state over another. Colonial experience began in the late 1400s, when Europeans arrived and set up trading posts in Africa. In 1800s and 1900s European powers dominated many parts of the continent. This brought an enormous impact on Africa. It brought both negative and positive contribution in Africa.



European colonise in Africa

Activity 2: Patterns of European settlement in Africa

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

The Europeans came into Africa in three groups which are traders, missionaries and imperialists.

The key learning here is to ensure that learners know the time each group arrived in Africa, their objectives and how they settled.

These categories are shown in the table below.

| Traders | Explorers | Missionaries |
|-------------------------------|---|--|
| William Mackinon, Carl Peters | Vasco da Gama, John Speke and Henry Morton Stanley. | Dr. David Livingstone, Dr. Ludwig Krapf and Johannes Rebman. |

Assessment opportunities

Observation: Observe the learners discuss about the coming of Europeans in Africa. Can they differentiate the categories of Europeans who came to Africa?

Conversation: Talk to the learners while they are discussing the answers.

Product: Read the answers the learners have written.

Activity 2 **Patterns of European settlement in Africa**

The first European settlements in Africa were established by traders. Merchants generally operated independently. From time to time, they called on their home governments for help in dealing with hostile Africans. They eventually negotiated alliances and trading treaties with the coastal people. They also appointed officials to protect commercial interests at strategic points along the coasts.

Christian missionaries were the first Europeans to establish cut posts in the interior of Africa. They also acted as intermediates between Africans and Europeans. Some missionaries provided essential information to Europeans armies and supported military expenditure against African groups that refused to accept Christianity. African rules did not develop a common policy towards the Europeans. Some tried to prohibit contact with Europeans.

However, many coastal states had already become too dependent on overseas trade and it was hard to cut their ties with Europeans

Europeans took advantage of the rivalries among Africans and fudged alliances with some group communities. This drove European in establishing colonies and obtain of raw materials which led to the so called the "scramble for Africa"

The first group of nations to colonise Africa

- a) Belgium
- b) France
- c) Great Britain
- d) Portugal

The Europeans who came into Africa were divided into three groups:

- a) Traders
- b) Missionaries
- c) Explorers

2

Europeans started coming to Africa as early as 1471. The Portuguese were the first Europeans to arrive at the gold coast (Ghana).

1. State the meaning of Europeans.
2. Explain the different groups of Europeans who came to Africa categorising them out as traders, missionaries and explorers.
3. Check pictures and photographs of early visitors and the slave traders with the slaves.
4. Guide the learners in interpreting all the pictures used in this activity.

Group work

1. The following is a list of the early visitors in Africa:
Sayyid Said, Vasco da Gama, Johan Rebman, Henry Morton, Dr Ludwig Krapf and Dr David Livingstone
Categorise them as explorers, traders and missionaries.

| Traders | Explorers | Missionaries |
|---------|-----------|--------------|
| | | |

2. Discuss about the first group to come into Africa and the items they brought.

Read this.

Mr. James loves adventure and travels to new places to know more about such places.

There were also Europeans who came to Africa for the same purpose as Mr. James. Using reference materials and internet, find any three European visitors who came to Africa to learn more about it. State their countries of origin, the organizations that sent them and the reasons for coming into Africa.

Activity 3: Reasons for the coming of Europeans

(Refer to Pupil's Book pages 3-5)

The main reasons for the coming of Europeans to Africa were:

1. To trade
2. Spread religion (as missionaries)
3. Explore (as explorers)
4. To obtain raw materials for their industries.

Assign learners to discuss the reasons which could attract Europeans to come to Africa.

Assessment opportunities

Observation: Observe what the learners think about what could be the reasons why Europeans came to Africa and why they still come today. Can they come up with reasonable answers?

Conversation: Talk to the learners while they discuss the answers.

Product: Read the answers the learners have written.

Activity 3

Reasons for the coming of Europeans

The Europeans came to Africa for different reasons.

These reasons were:

- a) Social reasons.
- b) Political reasons.
- c) Economic reasons.
- d) Strategic reasons.

Class work

Considering that Europeans come to South Sudan today, what could be their main reason for making South Sudan their colony?

3

Social reasons

1. To stop slave trade

Slave trade in South Sudan had begun when wealthy merchants from Europe came to Africa to find labourers to work in their plantations in Northern America. Slaves were obtained in the Trans-Atlantic trade zone. Arabs too from Middle-East followed suite to obtain slaves in Africa. However, the articulation of equal rights to all people all over the world by many organisations, there was a need to stop slave trade and replace it with legitimate trade. This paved way for the influx of Europeans in Africa which later became colonialists.

2. To spread European civilisation

Europeans felt superior in all aspects of human life. Therefore, they felt that it was their duty to transform other parts of the world. They viewed Africans to be backward hence they came with an aim to civilise Africans.

1. Traders

Africa had many resources which the Europeans wanted. Europeans brought glassware, wine, guns, porcelain bowls, iron, pots and silk into Africa. They exchanged this with ivory, spices, slaves, rhino horns and tortoise shells.

Some European traders formed trading companies which were in charge of administration and collecting tax. Imperial British East Africa Company (IBEAC) was formed by William Mackinnon. German East Africa Company (GEAC) was formed by Carl Peters.

2. Missionaries

Missionaries came to Africa to accomplish the following;

- a) Spread Christianity.
- b) Introduce formal education (reading and writing).
- c) Treat diseases that Africans were suffering from.
- d) Stop slave trade and replace it with legitimate trade.
- e) Prevent the spread of Islam.

3. Explorers

Other Europeans came to Africa to learn more about it. They had a zeal to discover more about the African continent.

Some of the explorers achieved the following;

Vasco da Gama

He was looking for a sea route to India. He was sent by the king of Portugal.

- (a) He built the Vasco da Gama pillar.
- (b) He helped in building the Fort Jesus.

John Hannington Speke

- a) He was sent by Royal Geographic society in 19th Century to find out.
- b) He found a large lake which he named Lake Victoria.
- c) He discovered that Lake Victoria was the source of River Nile.

Henry Morton Stanley

He was sent by Royal Geographic society in 1871 to find Dr David Livingstone.

- a) He found Dr Livingstone at Ujiji near Lake Tanganyika, he visited Kabaka Mutesa 1 of Buganda and made friends with him.
- b) He was the first European to see Ruwenzori Mountains and Lake Edward.

Activity 4: Impact of the coming of Europeans

(Refer to Pupil's Book pages 6-7)

European settled farmers wanted to practice plantation agriculture. African land was taken by the European farmers.

The Africans lost their land which was now occupied by the settlers. Africans lost their political independence when colonial rule was introduced. It led to division of Africans due to creation of boundaries. It led to introduction of forced labour and taxation. The grazing land for the African cattle was reduced as most of their land was taken for plantation. Such oppression led people to struggle for independence which led to loss of lives.

Assessment opportunities

Observation: Observe as learners discuss the meaning of scramble and partition.

Conversation: Talk to the learners as they explain the process through which Africans lost their land.

Activity 4

Impact of the coming of Europeans

The coming of Europeans had massive impacts on the life of Africans. These effects include the following.

1. Africans lost their land



A group of Africans restricted in a native reserve in 1960s

African land was alienated by Europeans. It is worth noting that African land was fertile and highly productive. This was an attractive resource to Europeans. The European powers brought many citizens from their countries and made them settlers on African land. Africans were forced into native reserves. This is one of the factors that would contribute to nationalism in later years of colonial period in Africa.

2. Africans lost their freedom

After being rendered landless by European settlers, Africans were restricted in reserves. They would not be allowed to move freely as their freedoms of association and movement were restricted. In some countries like Mozambique and Kenya, Africans were designed some cards that would restrict them to certain areas of work.

3. Creation of boundaries

This is the time Africa was divided into the countries we see today. By then this caused conflicts and divisions among Africans. Additionally, communities that had lived together all years of their existence got separated and found themselves in different countries. A good example of these communities includes the Maasai of Kenya and Tanzania as well as the Somali of Kenya and Somalia.

Activity 5: Response of Africans to Europeans colonial rule

(Refer to Pupil's Book pages 8-11)

i. Collaboration

Collaboration meant that Africans had accepted to cooperate with the Europeans and adhere to their conditions.

African leaders who collaborated include Nabongo Mumia of Wanga, Kabaka Mutesa 1 of Buganda and King Lewanika of Lozi.

Some communities and their leaders collaborated because;

1. They wanted to protect their independence.
2. They could be protected from their enemies.
3. So that they could get weapons from Europeans.
4. They felt that they were inferior and wanted protection from their enemies.
5. They had experienced natural calamities which had swept away all their wealth.
6. They heard stories of how brutal Europeans dealt with the Africans who had resisted and this instilled fear in them.

Activity 5

Response of Africans to European's colonial rule

Africans responded in two ways to the coming of the Europeans.

These two ways are:

a) Collaboration

Collaboration is the act of accepting the colonial rule. Some African communities accepted the Europeans effort to colonise them. An example of a leader who collaborated is Lewanika of Lozi, Apollo Kagwa, Semei Kakugulu of Uganda.

Lewanika of the Lozi Kingdom

The Lozi Kingdom was situated in a present-day Zambia. It was founded in the 17th century.

During the pre-colonial period, the kingdom was ruled by a king known as litunga.

In 1830, the Lozi Kingdom was invaded by the Kololo who conquered them and started ruling them. However, in 1864, the Lozi regained their independence from the Kololo after a successful uprising led by Lewanika. After defeating the Kololo, Lewanika began to re-organise the kingdom and centralise

power. By doing so, he made many enemies both among the Lozi and other kingdoms. During the British invasion of Borotse land, Lewanika led the Lozi to collaborate.



ii Resistance

This was a form of response where Africans declined to cooperate with European imperialists.

There were two types of resistors;

1. *The primary resistors.* These were communities who chose to resist the Europeans from the beginning. Examples were Kabarage of Bunyoro, Nandi of Kenya, Menelik II of Ethiopia, Samori Toure of Mandinka and Abderkader of Algeria.
2. *The secondary resistors.* These are communities who welcomed the Europeans when they first came in but later realised that their independence was being taken away and hence resisted. They include Buganda under Mwanga and Ndebele under Lebungula.

Assessment opportunities

Observation: Observe the learners as they discuss the meaning of collaboration and resistance and reasons for each response.

Conversation: Interact with learners about some of the positive and negative effects of collaboration and resistance.

Note

Even after collaborating, Africans still lost their resources to the Europeans. For example, the Lozi's Barotseland was alienated by the British as many Africans in the kingdom were rendered landless.

b) Resistance

Resistance refers to disagreeing with some of the views given to us by others. Some African communities opposed European efforts to colonise them. An example of a leader who resisted is Samouri Toure and Omukama Kablega of Bunyoro Kingdom.

Samouri Toure

Samori Toure was a founder of the Mandinka Empire. He was one of the most remarkable leaders in the history of African nationalism. He led Mandinka people in a prolonged resistance against the French invasion in West Africa. He was born in Sanankoro village in a modern state Guinea. He was a famous trader who gained a lot of wealth. He also served in the army for seven years. It was from this that he learned war tactics which would help him to fight the French.

When the French approached their empire in 1882, Samori Toure united the Mandinka principalities into an empire. He made Bissandugu his capital. Mandinka Empire became one of the largest empires in West Africa.

Samori staged one of the most significant resistances to colonialism in African history. The war between Mandinka and French broke out in 1891. Both sides had accused each other of violating a treaty that had been signed between Samori Toure and the French. This war lasted for more than seven years. Samori Toure finally was defeated after seven years of colonialism. The French arms were too much for his army which had fought gallantly for a long time. Samori Toure was captured by the French in 1898. He was exiled in Gabon where he died in 1900.

Factors that enabled Samori Toure to resist for a long time

1. Islam as a state religion in Mandinka Empire helped to unite the Mandinka forces. In fact to them, they were staging a jihad (holy war) against the French who were Christians.

Activity 6: Migration in South America

(Refer to Pupil's Book page 13)

Apart from Europeans who migrated to Africa, other people migrated to other parts of the world. Especially North and South America. Many were sold as slaves to North and South America resulting to their migration. This is different from Europeans migration into Africa. Africa was not the only continent that had been taken by the Europeans. Some Europeans migrated to America. When they entered America, they found the natives who were Indians. Explorer Christopher Columbus was the first European to explore America. Traders, farmers and missionaries followed later on.

Assessment opportunities

Observation: Observe learners as they explain the meaning of and reasons for migration. Are they fluent and confident?

Conversation: Talk to the learners so that they can give you information they learned earlier. Can they recall?

Product: Read the points the learners have come up with.

Activity 6

Migration in South America

Migration is a movement from one place to another often of a large group or people or animals

South America has been experiencing significant changes in migration within the last decades. It has experienced people's movement within the region mostly for labour reasons. This migration has led to the improvement of South America's economy. Example of countries in South America which have attracted the most significant regional migration are:

- Argentina
- Brazil
- Chile

Note

All those who migrated into South America in 18th and 19th century, were taken as slaves to provide labour in plantations, farms and homes.

Reasons for migration

1. Search for better living standards.
2. Migration due to insecurity reasons.
3. Search for employment opportunities.

Activity 7: Migration in North America

(Refer to Pupil's Book pages 13)

The Americans are made up of two continents, North America and South Americans.

The Americans were colonised by various European powers as shown on the map in the Learner's Book.

Assessment opportunities

Observation: Observe as learners discuss colonisation of the various states and regions of America continents.

Conversation: Talk to the learners as they discuss colonialism in America. Guide them accordingly using the information and the map in the Learner's Book.

Product: Learners will demonstrate understanding of colonialism by drawing comparisons between colonialism in Africa and America.

Activity 7

Migration in North America

North America has also experienced migration of people from within and outside the continent. There has been an influx of people into America from other places in the world mainly to seek better life. United States of America has had an economic expansion in the last two centuries making it one of the largest economies in the world. This has attracted migration of people.

Reasons for migration in North America

1. To look for new opportunities.
2. To look for freedom of religion.
3. To look for lands to settle.
4. To look for money.

Activity 8: Colonialism in America

(Refer to Pupil's Book pages 14-15)

The key learning in this activity is for the learners to understand how Americas continents were colonised. Lead the learners to draw the relevance of this colonialism to the struggle for independence in Africa. Appreciate the steps of development America has made since its independence in 1776.

Assessment opportunities

Observation: Form two groups to debate the effects of colonial rule in Africa. As they debate, observe their understanding of this section and guide them accordingly.

Conversation: Talk to the learners as they explain the process through which African countries either benefited or suffered losses from colonialism.

Activity 8

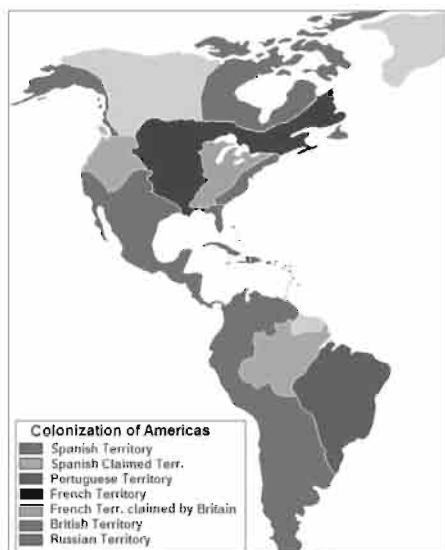
Colonialism in America

America is a vast land which is divided into two continents. These continents are North and South America.

America was colonised by various European powers starting from 15th century.

Spain was the first European power to colonise the largest areas from North America and the Caribbean to the south tip of South America.

13



A map of the two American continents showing the European colonies.

Answers to Unit 1 Revision Questions

1. Describe one African response towards the British colonialism in Africa.

Learners to describe either a collaboration or a resistance towards the British colonial government such as the Buganda Collaboration.

2. Discuss the major reasons why a person might move from Imatong state to Juba.

People migrate from one place to another due to so many reasons. For a instance, a person can migrate from a rural area and move to an urban centre in search of employment. This explains why a person would move from Imatong State to Juba mainly to search for employment.

3. Draw a table to illustrate the major African leaders that led both resistances and collaborations in Africa.

| Leaders | Their response to colonialism |
|-----------------|--------------------------------------|
| Lewanika | Collaboration |
| Lobengula | Resistance |
| Samori Toure | Resistance |
| Kabaka Mutesa 1 | Collaboration |

4. If colonial imperialists would decide to colonise South Sudan today, what things in South Sudan would attract them to come. They would be attracted to the rich oil resources in the country.

5. Suggest possible things Africa, in general should consider improving in order to curb emigration of its people to European countries today.

- Construct and develop industries to offer employment opportunities.
- Improve trading facilities to generate more income.
- Enhance security to its citizens.
- Develop infrastructures to open up interior and increase business activities.

6. United States of America was colonised just like African countries.
Explain why African countries are still in poor state.

Learners to explain these points:

- African countries got independence later than USA.
- European plantations and industries in USA played a vital role in its economic expansion.
- The large populations of European settlers in USA.
- The rate of illiteracy in Africa.

UNIT 2: CLIMATE CHANGE

(Refer to Learner’s Book pages 11-15)

| Social Studies Primary 8 | | Unit 2: Climate Change |
|--|---|--|
| Learn about | | Key inquiry questions |
| <p>Investigate different definitions of climate and explore examples of climate across the world. Select a definition for climate as a result of these studies and use it to describe in detail, climatic conditions in South Sudan and some contrasting localities across the world.</p> <p>Know about and state the major climatic zones of the world using an Atlas and other world maps to a range of scales to illustrate the effects of climate on human settlement. Link human settlement across climate zones to economic activities, explaining the benefits and challenges of climate to each zone. Identify factors causing climate change and investigate how human and economic activity are effected by rising temperatures in contrasting locations across the world. Construct maps to various scales to illustrate and compare how localities have changed over the last 100 years as a result of global warming.</p> | | <ul style="list-style-type: none"> • What are the characteristics of climate? • Which climate zone do you believe to be the most challenging environment for human activity? • What human activity has the biggest impact on global warming? • How can maps help us to understand the effects of climate change? |
| Learning outcomes | | |
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Describe the factors that produce climate. • Explain the effects of climate on human settlement and economic activities in South Sudan and the rest of the world. • Know about some of the causes of climate change. • Know about some of the effects of climate change on South Sudan and the rest of the world. • Know how to interpret world maps • Know how to construct maps at a variety of scales. | <ul style="list-style-type: none"> • Investigate the characteristics of climatic zones in south Sudan and the world. • Explore the factors that affect climate in South Sudan and the world. • Analyse the effects of climate on human activities. | <ul style="list-style-type: none"> • Value the natural beauty found in climatic zones around the world. • Appreciate the positive contributions of climate on human activity. • Respect the work of individuals and leaders in trying to combat climate change.. |
| <p>Contribution to the competencies:</p> <p><u>Critical and Creative thinking:</u>Analysing the impacts of climate on human activities</p> <p><u>Communication:</u>Analysing the characteristics of climate and using a range of technologies to communicate findings about global warming</p> <p><u>Co-operation:</u> Exploring factors affecting climate in South Sudan and the world and working together to reduce the negative effects of climate change</p> <p><u>Culture:</u> Recognising the unique land and culture of South Sudan as a result of the climate and physical features</p> | | |
| <p>Links to other subjects:</p> <p>The Arts: Perform different kinds of music and dance from locations within different climatic zones from across the world.</p> <p>Science: Explain environment concern for water and describe strategies for conservation if different parts of the world; differentiate between weather and climate.</p> <p><u>Environment and sustainability:</u> Describe how heat is conserved and link to global warming.</p> | | |

An outline of learning

This unit will enable learners to understand various climatic zones around them in terms of their local regions and within the African continent. Learners will explore the causes of change and the effects climate change has on human activities. They will learn the modes of adaptation to climate change and their implications.

This unit will also enable learners to be conversant with global warming, looking at its causes and ways to reduce it in their local environment.

The activities used in this unit will enable learners to develop communication skills, reading skills and co-operation among each other. There are many discussions to be done in this unit and therefore learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

Using the Learner's Book

There are both words and pictures used in the text book to test whether the learners are familiar with climatic issues around them. There are maps used in this unit such as the major winds, currents and climatic zones in Africa. Your learners should be encouraged to read and interpret these pictures and maps but it might be necessary to support less able learners by reading and interpreting these maps for them. Learners should also learn how to draw and label these maps in their notebooks.

It is necessary to have these maps drawn on charts so that they are big enough for all learners to see and interpret them efficiently.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about different aspects of climate. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

Activity 1: Definition of climate

(Refer to Pupil's Book page 19)

Elements of weather are: rain, sunshine, humidity and wind.

The elements of weather are recorded for a long period usually between 30 to 35 years to make the climate of a specific place.

Learners should draw, model and make weather instruments to improve their creativity and art skills.


Have the weather instruments drawn on charts and be put in the classroom so that learners can interpret effectively. If possible, organise a practical making of one weather instrument for instance a windsock with the learners.

Assessment Opportunities

Observation: Observe the learners as they state the meaning of weather and the factors that constitute climate. Can they differentiate weather and climate?

Conversation: Talk to the learners about some of the weather instruments. Ask them about the procedure followed when constructing them. Can they come up with a right procedure?

Activity 1Definition of climate



Pair work

1. Look at the picture above.
2. Discuss what is happening in the picture.
3. What do you think are causes of these changes in the picture above.

Weather is the daily change in occurrence of temperature, rain, clouds, humidity, wind and sunshine at a particular time and place.

Climate is defined as the average weather conditions of a place over a long period of time, mostly it is a period of thirty to thirty five years.

Climate can also mean weather condition of a place studies and recorded for a long time.

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Activity 2: Major climatic zones of the world and their characteristics

(Refer to Pupil's Book pages 21-24)

Different places in the world have varying climatic conditions. Climate is influenced by the following factors:

- a. Relief and altitude
- b. Distance from large water bodies
- c. Latitude
- d. Winds
- e. Ocean currents

Explain how every factor affect and influence the climate of a certain place. Refer to local instances so that the learners can relate well with this activity. Organise learners to hold group discussions on this activity so that they can share experiences. Learners to draw winds and currents maps in their notebooks.

Assessment Opportunities

Observation: Observe as learners draw maps and indicate climatic regions on the maps.

Conversation: Talk to the learners about the characteristics of the climatic zones.

Can they give correct information.

Product: Read the maps learners have drawn and award marks accordingly.

Activity 2*Major climatic zones and their characteristics in Africa*

Pair work

1. Explore different types of climates from the atlas.
2. Based on the types of climate, classify the world's climatic zones. Justify your classification.

The major climatic zones in Africa are:

1. Equatorial climate

This climatic region is found around the equator. This climate also covers the region of South West of South Sudan. The countries that experience equatorial climate include Congo, Democratic Republic of Congo, Liberia, Southern Nigeria and Eastern Madagascar.

Characteristics

- i) Hot and wet throughout the year.
- ii) The rain falls in the afternoon, accompanied by lightening and the thunderstorm. This is a convection type of rain.
- iii) Rainfall received ranges from 1 500 mm to 2 000 mm.
- iv) Temperature experienced ranges from 28°C to 30°C with diurnal range of 2°C.

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Activity 3: Causes of climate change

(Refer to Pupil's Book page 20)

South Sudan can be stiflingly hot and humid in the summer. April to November can be very wet, the climate of South Sudan varies from very hot to humid in wet seasons and very hot and dry in the dry season that runs from December to April and November to May.

It can be interesting if you demonstrate this lesson with the real climatic condition of the day. While teaching this activity take the learners out of the classroom and ask them how they perceive the weather conditions.

Explain the available conditions with the normal characteristics given in the Learner's Book.

Assessment Opportunities

Observation: Observe the learners as they draw the map of the South Sudan and indicate the climatic zones.

Conversation: Talk to the learners as they discuss the difference between the climate of South Sudan and the climate of other different areas.

Product: Examine the points the learners have come up with and read them to the whole class.

Activity 3

Causes of climate change

Climate change is the variations in climatic conditions of different regions in the world.

Group work

1. Discuss the following causes of climatic change.
 - a) Industrial activities
 - b) Deforestation.
 - c) Earthquakes.
 - d) Interference of the river channels by damming.
 - e) Pollution.
2. Explore strategies to reduce the rate of climate change within your locality.

Activity 4: Effects of climate on human settlement

(Refer to Pupil's Book pages 24-26)

Climate affects the settlements patterns of people. For instance, the climate at the top of mountains is very cold and discourages human settlement.

Areas with reliable rainfall and favourable temperatures attract settlement of people.

Deserts and semi-deserts do not receive reliable rainfall and the temperatures are too hot hence discouraging many people.

Nomadism is usually practiced in areas that receive little rainfall.

Assessment Opportunities

Observation: The learners to observe the maps and identify the settlement patterns of different areas. Can they relate the different climatic conditions and settlements to the normal one in the local community?

Conversation: Talk to the learners on the relationship between settlement and climate. Can they identify the areas which are lowly and highly populated?

Product: Examine the points the learners have come up with and read them to the whole class. Award marks accordingly.

Activity 4

Effects of climate change on human activities

Pair work

1. What could be some of the human activities that have been affected by climate change.
2. Discuss in short paragraphs the things people should do to minimise the adverse effects of climate change.

Climate highly influence human activities. The Following are the ways in which climate influence different human activities.

a) Influence on pastoralism

The migration or movement of the pastoralists such as the Maasai of East Africa and the Fulani of the West Africa is influenced by climatic changes.

Activity 5

Adaptation to climate change

1. The current situation of food insecurity in continental Africa is as a result of climate change. Justify.
2. Based on the effects of climate change, how will you adjust to its prevailing conditions?
3. Explain the following strategies of adapting to the climate change:
 - a. Afforestation and reforestation
 - b. Growing of drought resistance crops
 - c. Conservation of water catchment areas
 - d. Controlled livestock farming
 - e. Practice of organic farming in crop production
 - f. Proper urban planning
 - g. Growing crops in a green house
4. Explain the following pictures in reference to adapting to climate change.



Activity 5: Adaptation to climate change

(Refer to Pupil's Book page 26)

Climate affects the economic activities carried out in an area

Forestry: Mountain climate favours the growth of trees hence the main economic activity here is lumbering.

Transport and communication: Climate affects transport and communication because areas that are very wet are impassable if the roads are not tarmacked. Landslides may also destroy roads and other communication lines during heavy down pour.

Farming: Areas that receive a lot of rainfall are favourable for growing tea and coffee while drier areas favours growth of sisal and cotton.

Assessment Opportunities

Observation: Observe the learners work in groups discussing the effects of climate on economic activities and ways in which living things can adapt to climate change.

Conversation: Interact with the learners about the activities carried out on different climatic conditions.

Suggest possible ways in which animals and plants adapt to these climatic changes.

Product: Examine the points the learners have come up with and read them to the whole class. Award marks accordingly.

Activity 6: Factors affecting climate change in Africa

(Refer to Learner's Book pages 26-33)

Climate has continued to change over time.

Increase in temperatures and decrease in amount of rainfall has led to desertification.

Melting of snow on top of mountains has led to flooding and submerging of islands.

The main learning here is for the learners to understand what causes a climate of a place to change.

Explain each factor in order for them to relate what they are learning and the real climatic conditions they interact with in their community.

Assessment Opportunities

Observation: Observe as learners discuss and explain the meaning of climate change

Conversation: Interact with learners as they discuss the effects of climate.

Product: Examine the points the learners have come up with and read them to the whole class. Award marks accordingly.

Activity 6

Factors affecting climate change in Africa

The main factors affecting climate in Africa are:

1. Relief
2. Latitude
3. Altitude
4. Winds
5. Ocean currents
6. Distance from the sea
7. Nature of the coastal line

Pair work

1. What is your opinion on the present climatic conditions of your country?
2. How would you justify for the current climate condition of South Sudan?

Answers to Unit 2 Revision Questions

- 1. Discuss the best climate you would like to live in and explain why.**

This is an open ended question. Learners will give different climates of their preference. Mark the books and award marks according to the justification and explanations of the climate preferred.

- 2. Explain why climate of a place will take so long to change using relevant examples from your state.**

The climate of a place takes between 30 to 35 years to change. This is because climate is the average weather conditions of a place. Weather is the atmospheric changes of a place, can be within hours in a particular day. It takes long for the analysis of these daily weather conditions for scientists to come with a final data to assert that climate has changed.

- 3. Explore the economic activities that can take place in a cool and wet climate.**

The economic activities in cool and wet climate include dairy farming and crop farming.

- 4. Identify the economic activities carried out on the windward side of Mount Kinyeti in Imatong state.**

The windward side of a mountain experiences rainfall due to the warm moist air rising to form clouds. The economic activities that are carried on this side include dairy farming and crop farming.

- 5. Explain why the economic activities in question four would take place using the ecological stages of a windward side of a relief mountain.**

Dairy farming does well in a cool and wet climate. This is because plenty rainfall means enough pasture, less disease-causing insects like tsetse flies and enough water.

Crop farming does very well in this climate because of plenty rainfall.

- 6. What do you think can be done to minimise global warming in the world?**

Using renewable sources of energy

Using energy efficient bulbs

Controlling industrial gas emissions

Planting more trees

Conserve energy at home and yards.

Note: after marking the books, explain to the learners how the above ways can help in reducing global warming.

UNIT 3: EXPLORING FARMING SYSTEMS

(Refer to Pupil's Book pages 16-23)

| Social Studies Primary 8 | | Unit 3: Exploring Farming Systems | |
|--|--|---|--|
| Learn about | | Key inquiry questions | |
| <p>Students should explore a range of resources that illustrate and explain the different types of farming systems in South Sudan (<i>mechanized rain-fed agricultural schemes; traditional rain-fed agriculture; mechanised irrigation schemes; traditional irrigation; livestock husbandry or pastoralism</i>). Students should work in groups to prepare demonstrations of different farming systems, outlining the key principles and systems. Together, students should try to understand and then evaluate the effects of farming in their own locality in the present day and in the past, and then compare this to farming in other parts of South Sudan.</p> <p>Students should find out about farming systems in countries that have similar climates to their own and compare them. They should prepare arguments for and against particular systems, outlining their effect on the environment, community and the economy. Within these investigations, students should consider the need for sustainability (recycling waste and water; composting and the use of and generation of, renewable energy) and the fair distribution of resources as a result of farming.</p> | | <ul style="list-style-type: none"> • Is farming important in South Sudan? • Can we see evidence of farming systems from the past in South Sudan? • What is the most effective farming system in our locality? • How can we ensure farming systems now and in the future have a positive impact on the environment? • Where should the next farming system be developed near where we live? | |
| Learning outcomes | | | |
| Knowledge and understanding | Skills | Attitudes | |
| <ul style="list-style-type: none"> • Know the different types of farming systems in South Sudan. • Recognise the importance of equitable distribution of resources locally and nationally • Understand the need for sustainable development in farming systems. | <ul style="list-style-type: none"> • Analyse the effectiveness of different systems of farming. • Draw maps to represent the location of different farming systems locally and nationally. • Investigate changes on farming systems in South Sudan. | <ul style="list-style-type: none"> • Appreciate the physical landscapes in South Sudan. • Value the role that farming communities have in developing healthy living and a stronger economy. | |
| Contribution to the competencies: | | | |
| <p><u>Critical and Creative thinking</u>: Sort and analyse information about effective farming systems and come to conclusions about which are the most suitable for particular environment or community</p> <p><u>Co-operation</u>: Contribute to environmental sustainability by earning about and then sharing knowledge about the impact of sustainable development</p> <p><u>Culture</u>: Take pride in the South Sudanese identity with reference to its farming History and developing commitment to sustainability</p> | | | |
| Links to other subjects: | | | |
| <p>English: Developing persuasive writing techniques and arguments to consider types of sustainable farming</p> <p>Mathematics: Measure rainfall and the height of plants</p> <p><u>Environment and sustainability</u>: sustainable farming</p> | | | |

An outline of learning

This is a unit intended to help learners explore farming systems in South Sudan and selected neighbouring countries. This unit will enable learners to understand how various methods of farming are used in South Sudan and Kenya. Learners will also have opportunities to explore the effects of farming today in terms of impacts to the economy, the environment and the community.

There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

The tasks used in this unit are manageable. It is possible however to find alternative and additional tasks that further expound on farming systems. This will be a good way of giving your learners home assignments.

Using the Learner's Book

There are both words and pictures used in the textbook to test whether the learners are familiar with farming issues around them.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

This unit has quite a lot of information. Encourage your learners to read these comprehensive passages as this develop their reading skills.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about different farming systems. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

These competencies developed through various good activities are good tools of equipping learners with the necessary knowledge on farming systems.

Activity 1: Agriculture in South Sudan

(Refer to Pupil's Book pages 38-41)

Begin by guiding the learners to observe the pictures in their Learner's Book.

Start by defining the term agriculture. Let the learners express by themselves how they understand agriculture and how often do they take part in agricultural activities. The main learning point here is for the learners to know how agriculture is practised in South Sudan. It should be understood that agriculture, pastoralism and fishing are the main economic activities of the people of South Sudan.

Let the learners discuss about the main farming methods used in South Sudan.

Activity 1

Agriculture in South Sudan

Farming is the **growing** of plants and **rearing** of livestock.

South Sudan covers 644 million square kilometers of land. The cultivated land is about 27,712 square kilometers and has a population of 8.3 million people. Soil and climatic conditions as well as availability of water make South Sudan suitable for agriculture.

Agriculture, pastoralism and fishing are the main economic activities of the people of South Sudan.

With a total surface area of about 105.6 million hectares, about half of this land is mainly an agricultural land while the other half comprises of marginal land, forests, mountains, rivers and wetlands.

There are different methods of farming used in South Sudan. These methods are:

- **Traditional methods** – These are methods which were used long time ago historically before the coming of European. Even though they are still being used today. An example of these is the **rain fed agricultural method**.
- **Modern methods** – These are the methods used today and that were introduced to South Sudan during colonial period. An example of these is **mechanised rain fed agriculture**.

Pair work

Look at the pictures below.

Identify the activities taking places in the pictures below.



Assessment Opportunities

Observation: Observe as the learners define the meaning of farming. Do they include all the elements of farming?

Conversation: Talk to the learners and check whether they understand the different types of farming.

Product: Find out whether the learners are able to understand the meaning of agriculture and the role of agriculture in their country.

Activity 2: Methods of farming

(Refer to Pupil's Book pages 42-47)

Guide learners on the pictures of different methods of farming in South Sudan.

Pair learners to discuss methods of farming practised in South Sudan. There are several methods of farming used in South Sudan. Help the learner's understand different methods of farming. These methods of farming include bush fallowing, shifting cultivation, cash crop farming, subsistence farming and many others as indicated in the Learners' Book should be taught in single lessons each to enhance effective understanding.

Discuss with the learners the best methods of farming that are used depending on the country's climate.

Activity 2

Methods of farming

There are several methods of farming. The following are methods of farming used by a number of farmers in South Sudan.

a) **Shifting cultivation**

Shifting cultivation is a method of agriculture where an area of land is cleared off its vegetation and cultivated for a period of time and then abandoned for its fertility to be naturally restored.

Important to note is that this method is very different from crop rotation.

A land in shift farming is cleared and cultivated for a very short of time.

It is then left and allowed to revert to its normal and natural vegetation as the cultivator moves to another field.

The cultivation period is often terminated when the soil reveals any sign of exhaustion or when the plot is overrun by weeds. The length that the plot is cultivated is however shorter compared to the period in which the land is allowed to regenerate by lying free or fallow.

Shift farming has been often and highly practiced by indigenous communities for many centuries. It takes place and occurs in Amazon rainforest areas, West and Central Africa as well as Indonesia. Alongside other aspects of agriculture, slash and burn farming is under the threat of large scale forest clearance.

Advantages

- It helps used land to get back all lost nutrients and as long as no damage occurs therefore, this form of agriculture is one of the most sustainable methods
- The land can be easily recycled or regenerated thus; it receives seeds and nutrients from the nearing vegetation or environment
- Shift farming saves a wide range of resources and provides nutrients because a small area is usually cleared and the burned vegetation offers many nutrients
- It helps to ensure more productivity and sustainability of agriculture
- In shift farming, it is easy to grow crops after the process of slash and burn. This is why shifting agriculture is also popularly known as slash and burn farming.
- It is an environmentally friendly mode of farming as it is organic

Assessment Opportunities

Observation: Observe as the learners discuss the methods of farming. Do they understand how these methods are demonstrated?

Conversation: Talk to the learners and check whether they understand the different types of farming.

Product: Read the discussion points of learners to find out whether they have understood the difference.

Activity 3: Farming systems in Kenya

(Refer to Pupil's Book page 48)

Guide learners to observe the picture of small scale farming in their Learner's Book.

Kenya, Uganda and South Sudan more or less experience the same climatic conditions. Help the learners understand the methods and systems of farming that are used in Kenya. Talk about the systems of farming that are also used in Kenya as learners draw comparisons in the farming practised between these two countries.

Assessment Opportunities

Observation: Observe as the learners discuss the methods and systems of farming used in Kenya. Do they include all the elements of farming?

Conversation: Talk to the learners and check whether they understand the different types of farming methods and systems used in Kenya.

Product: Find out if the learners are able to identify the farming systems used in Kenya.

| Activity 3 | Farming systems in Kenya |
|------------|--------------------------|
|------------|--------------------------|

Kenya just like South Sudan depends heavily on agriculture. Agriculture is the backbone of Kenya's economy.

Not much of Kenya land supports agriculture; this is because quite much of its land is semi-arid.

Nevertheless, Kenya's climate is much tropical just like South Sudan.


Kenya has two systems of farming namely:

- Extensive and
- intensive

The above systems can be carried under large scale or small-scale farming depending on level of technology, availability of land, capital, and skilled labour.

Extensive system – Involves farming in large piece of land using very little input to produce the desired products.

Small scale farming – Farming system which involves growing of crops and raising of livestock in small pieces of land for maximum yield per unit area, through use of high levels of labour and capital by application of modern farming technologies



Small scale farming where exotic cattle are reared in small scale farming in Kenya

Intensive farming system – Farming system which involves the commercial production of large quantities of crops and livestock on large farm.

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Activity 4: Effects of farming today

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

Guide the learners to observe the pictures on their Learner's Book, and make sure they interpret them correctly.

By saying agriculture is the backbone of South Sudan; help the learner understand this by using relevant examples. Organise a visit to a nearby agricultural market and let the learners see how people are buying and selling agricultural products. The main learning point here is for the learners to understand how agriculture impacts heavily on our daily lives.

Assessment Opportunities

Observation: Observe the learners as they interpret the pictures drawn in the Learner's Books. Can they tell what is happening?

Conversation: Talk to the learners as they interpret the pictures used in the Learner's Book.

Product: Examine what the learners have written in their books as you correct them in the class.

Activity 4

Effects of farming today

Many of the foods that we buy either in the market places or in the shops are as of the result of agriculture. Agriculture makes a country self-reliant in terms of food.

Agricultural products are also used in many processing industries and hence agriculture is a source of raw materials for industries.

Farming activities stimulates the establishment and development of related industries.

Class activity

1. Discuss the types of farming systems practiced in your community.
2. Look at the pictures below.



Activity 5: Impacts of agriculture

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

Guide the learners to observe the pictures on their Learner's Book and interpret them correctly.

Start by telling the learners the good things that come about with agriculture; help the learner understand this by using relevant examples. Organise a visit to a nearby agricultural market and let the learners see how people are buying and selling agricultural products. The main learning point here is for the learners to understand how agriculture impacts heavily on our daily lives.

Assessment Opportunities


Observation: Observe the learners as they interpret the pictures drawn in the Learner's Books. Can they tell what is happening?

Conversation: Talk to the learners as they interpret the pictures used in the Learner's Book.

Product: Observe the learners as they respond to various questions on the impacts of Agriculture.


Activity 5 *Impacts of agriculture*

- It earns foreign exchange when agricultural products are exported.
- Farming creates employment opportunities.
- Leads to the development and improvement of infrastructure.




A photo of a good road

- Establishment of social amenities such as schools, health centers and recreational facilities.



A hospital



A school

- Leads to the establishment and growth of urban centres

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Activity 6: Farming systems and their effects on the environment, community and economy

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

Start by asking learners questions to check whether they have knowledge about the importance of environment and if agriculture can cause positive or negative impacts to the environment.

Pair them to discuss the impacts they know.

Farming systems can have positive or negative effects.

| Positive effects | Negative effects |
|--|--|
| <ul style="list-style-type: none">• Extensive use of soil in farming may lead to depletion of minerals in the soil.• Farming ensure there is food security.• Agriculture systems have led to creation of jobs hence reducing poverty.• There is improvement of infrastructure where agriculture is practiced. | <ul style="list-style-type: none">• Use of chemicals pollutes the soil and environment at large.• Some farming systems encourage soil erosion.• To create farmlands, trees are cut leading to deforestation and desertification. |

Assessment Opportunities

Observation: Observe as the learners bring their arguments during the debate. Are the points that they give logical?

Conversation: Interact with the learners and gauge their understanding about agricultural systems and their effects. Are they aware of the positive and negative effects?

Product: Find out whether learners are able to differentiate the positive and negative effects of agriculture to the environment.

Activity 6

Farming systems and their effects on the environment, community and economy

From various farming activities, people are able to get food and raw materials for industries. Activities that enable farming are income generating, while some of them have enabled people to conserve the environment.

It is because of this reasons that appropriate farming methods have to be used to enable people benefit maximumly from various farming activities.

Some traditional farming methods for example are less beneficial as compared to modern methods of farming. These include shifting cultivation, as compared to agro-forestry.

Answers to unit 3 Revision Question

- 1. Identify a farming system that best suit your local area.**

Depending on different climatic conditions, learners to determine which farming system is suitable in that particular area.
- 2. Why do you think farmers use crop rotation?**

Crop rotation is the practice of growing different types of crops in the same area in sequenced seasons. Farmers prefer to use crop rotation due to its advantages. Crop rotation has the following advantages.

 - It controls the spread of pests and crop diseases.
 - It increases nitrogen within a soil profile.
 - It increases productivity.
 - It makes soil productive in terms of fertility.
 - Prevents soil erosion.
- 3. If you were a farmer, what are the best management practices that you will use to improve farm production and environmental sustainability?**

Learners to explain the following farm management practices in their own words.

Soil quality management: Maintaining good soil quality is critical for resource-efficient farming. Soil itself is a key resource, so avoiding its degradation represents a crucial component of resource efficiency. Soil also strongly influences productivity and nutrient use efficiency.

Nutrient management planning: Nutrients are often applied significantly above the economic optimum level, and considerably above the environmental optimum level, owing to inadequate accounting for organic and soil nutrient supplies when calculating synthetic fertiliser application rates.

Irrigation: Water use is a major environmental pressure exerted by agriculture in water scarce areas. It is thus crucial to effectively calculate the crop water requirements and carefully choose the water delivery equipment used.
- 4. Why do you think agriculture has become an important economic practice for most of the developing African countries?**

Agriculture is the basic source of food for all countries. It requires low capital compared to other aspects of economy.

Provides raw materials to industries. This means industrialisation of a country depends a lot on its agricultural sector.

The exports of agriculture provides a surplus to be invested in other sectors of development.

The development of agriculture requires improvement in infrastructure hence transport will be developed

5. Demonstrate why South Sudan should emphasise the use of agro-forestry more than it is being used today.

It controls runoff and soil erosion, thereby reducing losses of water, soil material, organic matter and nutrients.

It maintains soil organic matter and biological activity at levels satisfactory for soil fertility. This depends on an adequate proportion of trees in the system- normally at least 20% crown cover of trees to maintain organic matter over systems as a whole.

It maintains more favourable soil physical properties than agriculture, through organic matter maintenance and the effects of tree roots.

It leads to more closed nutrient cycling than agriculture and hence to more efficient use of nutrients. This is true to an impressive degree for forest garden/farming systems.

It checks the development of soil toxicities, or reduce exiting toxicities-both soil acidification and salinisation can be checked and trees can be employed in the reclamation of polluted soils.

It utilises solar energy more efficiently than monoculture systems different height plants, leaf shapes and alignments all contribute.

It leads to reduced insect pests and associated diseases.

Agro-forestry can augment soil water availability to land use systems. In dry regions, though, competition between trees and crops is a major problem.

Nitrogen-fixing trees and shrubs can substantially increase nitrogen inputs to agro-forestry systems.

UNIT 4: NATIONAL UNITY

(Refer to Pupil's Book pages 53-76)

| Social Studies Primary 8 | | Unit 4: National Unity |
|--|---|--|
| Learn about | | Key inquiry questions |
| <p>Investigate factors that bring about National Unity by looking at examples of this in South Sudan and other countries. Elicit the importance of equitable distribution of National Resources in South Sudan. Learners should explore and recognize the value that Community Based Organisations (CBOs) and None Governmental Organisations (NGOs) bring to these strategies and processes in order to enable equity and fairness.</p> <p>Learners should work in groups to explore and discuss the best systems for power sharing, looking to illustrate and describe successful strategies at a local and national level. Learners should consider how their own community works to develop a peaceful co-existence using the principles of equity, human rights and justice.</p> <p>Learners should consider previous learning about regional co-operation in order to build their levels of understanding about laws and justice within the context of National Unity. They should debate and suggest ideas for the future of their community or state that could build resilience against struggles and develop sustainable solutions to working in harmony together for the good of their country.</p> | | <ul style="list-style-type: none"> • Where and how did the factors that promote National Unity in South Sudan originate? • What is the effect of sharing power between different ethnic groups? • How can a study of National Unity processes in other countries help to shape the unity of South Sudan? • What are the most important principle of equitable distribution and the best strategies that support this? • What evidence of power sharing is there that suggests it is of benefit to human activity? |
| Learning outcomes | | |
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Describe factors which impact on National Unity. • Know about the importance and effect of the equitable distribution of national resources in South Sudan. • Know about the importance and effects of power sharing in South Sudan. • Know about the effects of equitable distribution and power sharing in other places. | <ul style="list-style-type: none"> • Investigate the effects of equitable distribution and power sharing on the economy and human activity. • Explore examples in other parts of the world where there has been power sharing and equitable distribution, evaluating the results. | <ul style="list-style-type: none"> • Appreciate the benefits of National Unity. • Value the natural resources of South Sudan. • Respect the processes that bring about National Unity. |
| Contribution to the competencies: | | |
| <p><u>Critical and Creative thinking</u>: Exploring the benefits of National Unity to a country like South Sudan</p> <p><u>Co-operation</u>: Learning how to work together towards the common goal of National Unity</p> <p><u>Culture</u>: Take pride in what is unique about South Sudan and work with others to build a Nation that united by pride and respect</p> | | |
| Links to other subjects: | | |
| <p>The Arts: Describe and compare different kinds of music, dance and art from across South Sudan, identifying what makes it unique to South Sudan</p> <p>Peace education: national unity</p> | | |

An outline of learning

This unit will enable learners to understand how national unity is developed. Learners will get an opportunity to explore the symbols and factors that promote national unity in South Sudan. Learners will also examine the equal distribution of resources as a way of promoting national cohesion.

Learners will interact with knowledge about power sharing in both local and national level. This unit will teach the learners the role of NGOs and CBOs in the societies. Generally, learners will learn how peace, reconciliation and harmony is developed and maintained in a country. This will enable learners to be active participators in peace keeping activities in South Sudan.

There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

Using the learners book

The Learner's Book in this unit has extensively used a variety of pictures and words. This is to test whether your learners are familiar with issues relating to building unity in the community.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

This unit has quite a lot of information. Encourage your learners to read these comprehensive passages as this will develop their reading skills.

The activities used in this unit have responded to all the student competencies. There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about national unity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

These competencies developed through various good activities are good tools of equipping learners with the necessary knowledge on national unity in South Sudan.

Activity 1: Meaning of national unity

(Refer to Learner's Book pages 55-56)

Guide learners to read the story about unity in their Learners' Book. The key learning point here is for the learners to understand the meaning of unity. Emphasise why learners should always love one another when explaining the meaning of National Unity. National Unity is the oneness of a nation whereby people work together to promote economic growth and political stability.

Pair learners to discuss what they have learnt from the story of flock of doves.

Assessment Opportunities

Observation: Observe the learners as they discuss why it is important for people in a country to be united.

Conversation: Talk to the learners as they discuss the importance of national unity.

Product: Listen to the learners as they read the story.

Activity 1

Meaning of national unity

Read the following story.

Once upon a time, there was a flock of doves that flew in search of food led by their king. One day, they had flown a long distance and were very tired. The dove king encouraged them to fly a little further. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all the doves landed and began to eat. Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying a huge club. The doves desperately fluttered their wings trying to get out, but to no avail. The king had an idea. He advised all the doves to fly up together carrying the net with them. He said that there was strength in unity.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter looked up in astonishment. He tried to follow them, but they were flying high over hills and valleys.

Pair work

1. From the story above, why is unity important?
2. Explore factors that can promote unity in our school and our community.
3. Where do you think factors that promote peace in South Sudan originated from?

Learning point

From the story above, we learn that **unity** refers to togetherness or oneness among people in a society.

National unity can be described as the oneness of a nation whereby people work together to promote economic growth and political stability.

It can also be defined as a state of having no wars or disputes.

National unity is very important because when people are united, there is peace and development.

Activity 2: Symbols that promote national unity in South Sudan

(Refer to Pupil's Book pages 57-59)

Let the learners memorise section 33 paragraph 1 of the constitution that highlights the symbols of unity. Emphasise the main symbols of unity and guide learners to draw them as well. Each symbol of unity should be taught in single lesson each since they are detailed.

Guide learners to observe the pictures on their Learners' Book as you help them to interpret.

Pair learners to answer the questions concerning the pictures.

Ask learners to sing the National Anthem in the class. Guide them to understand the why National Anthem is symbol of national unity.

Assessment Opportunities

Observation: Observe the learners as they discuss about the symbols of unity. Can they come up with reasonable points?

Conversation: Talk to the learners as they interpret the pictures used in the Learner's Book.

Activity 2 **Symbols that promote national unity in South Sudan**



Did you know?
In Section 33 Paragraph 1, the constitution specifies, among other things, the following things that promote national unity:

All persons are equal before the law and are entitled without any discrimination, as to race, colour, sex, language, religious creed, political or other opinion, national or social origin, age, disability, ethnicity, birth, marital status, pregnancy or other status, to the equal protection of the law."

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Pair work

1. What is a symbol?
2. What do you understand by the following as used in South Sudan?
 - (a) National flag.
 - (b) Presidential image on currency note.



There are many symbols that promote unity in South Sudan.
The major symbols of unity in South Sudan include:

1. **The National flag**
The flag of South Sudan was adopted following the signing of the comprehensive peace agreement that ended the second Sudanese civil war.
It has the following colors and each color represent different thing in South Sudan.

Activity 3: Factors that promote national unity

(Refer to Pupil's Book pages 60-62)

Guide learners to observe the pictures on their learners, book.
Arrange the learners to sing the National Anthem as one of the factors to promote National Unity.
Pair learners to observe the pictures and interpret them.

Assessment Opportunities

Observation: Observe learners as they give out their suggestions.

Conversation: Engage in a conversation with the learners as they discuss the factors that could promote peace in South Sudan.

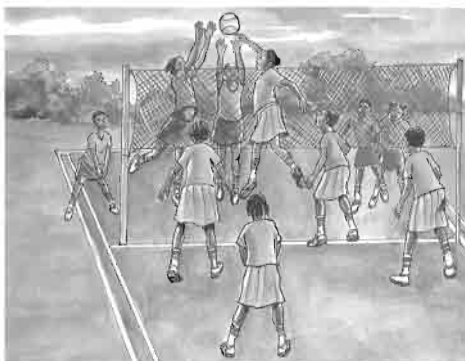
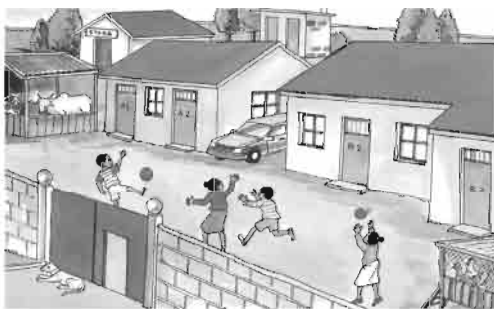
Product: Listen to the learners as they sing the national anthem.

Activity 3

Factors that promote national unity

Pair work

1. Look at the picture below.



2. Explain how this picture help promote national unity in South Sudan.

Activity 4: Importance of equitable distribution of resources

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

Begin by explaining to the learners what equal distribution of resources is.

Pair them to identify the resources that they think should be shared equally by the government.

Explain to the learners the importance of the equal distribution of resources to the country.

Equitable distribution of resources can also be defined as equal distribution of resources.

This is distribution of resources in a fair and just way within a community, state or country.

Equitable distribution of resources:

- Promotes equality.
- Leads to peaceful co-existence.
- Makes everyone feel to be part and parcel of the system.
- Ensures development in all parts of the country.

Assessment Opportunities

Observation: The teacher to observe the ability of the learners to share.

Conversation: Talk to the learners while they hold the interview.

Written assessment: Noting down the main points captured during the interview.

Activity 4

Importance of equal distribution of resources

Pair work

1. Do you think resources should be shared equally in a country. Explain why.
2. What are some of resources you know that a government can distribute equally.

Equal distribution of resources refers to the sharing of assets equally in both the community and in the state. It is important because everyone have equal rights over the available resources.

The importance of equal distribution of resources in the community:

1. When there is equal distribution of resources in the community and in the state resources will not be exploited at the hands of a few people.
2. Equal distribution of resources ensures continuous flow of sufficient resources to every section of the society.

Activity 5: Effects and importance of sharing power

(Refer to Pupil's Book pages 63-64)

Begin by introducing the learners to the effects of power sharing. Ask learners to give you situations in their community where they have witnessed power sharing.

Group learners to discuss the factors they think can lead to power sharing in South Sudan.

Lists some of the ethnic groups found in South Sudan.

The teacher explains to the meaning of ethnic groups in relation to their origin and some of the cultural practices.

Importance of sharing power between different ethnic groups.

- Leads to equal representation.
- Bring cohesion in the country.
- Leads to equitable distribution of resources as a result of representation.
- Every ethnic group feels included and hence promoting patriotism.

Assessment Opportunities

- Oral assessment on identifying the leaders.
- **Observation:** Observing the learners as they participate in the discussion.
- **Conversation:** Talking to the learners while they engage in the discussion.

The screenshot shows a page from a pupil's book. At the top, there is a header for 'Activity 5' with the title 'Effect and importance of sharing power between different ethnic groups'. Below this, there is a section for 'Group work'. The main content consists of two numbered tasks: 1. 'From the factors above, identify the factors that you think are most important in power sharing.' and 2. 'Provide examples where these factors have had an impact in our community.' Below the tasks, there is a paragraph stating 'The following are some of the reasons why power sharing is important:' followed by a list of nine points (a) through (i) detailing the benefits of power sharing, such as reducing conflict, ensuring stability, promoting democracy, and improving living standards.

Activity 5 Effect and importance of sharing power between different ethnic groups

Group work

1. From the factors above, identify the factors that you think are most important in power sharing.
2. Provide examples where these factors have had an impact in our community.

The following are some of the reasons why power sharing is important:

- a) Power sharing helps to reduce the possibility of conflict between social groups.
- b) It is a good way to ensure the stability of political order as social conflict often leads to violence and political instability.
- c) It is the very spirit of democracy in power sharing, ensuring participation of the people.
- d) It leads to development of a political culture that tolerates diversity, a strong civil society, and strong common economic interests.
- e) It helps in maintenance of social harmony and peace.
- f) Peace that comes as a result of power sharing stimulates fast economic growth.
- g) When peace prevails and the citizens are empowered economically, this leads to improved living standards among the citizens.
- h) Through power sharing, people take direct participation in the system.
- i) It allows minorities to enjoy fair share in power.

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Activity 6: Methods of power sharing

(Refer to Pupil's Book pages 64-65)

Group learners to research on the meaning of power sharing. Let them explore and discuss the best systems for power sharing in their country. Explain to the learners the methods of power sharing. There are ways that can be used to share power especially where disagreements arise.

These power sharing strategies are aimed at avoiding conflict at all costs.

Dialogue, mediation or arbitration could be used to arrive at the formulae to be used in power sharing.

The strategies that can be used in power sharing can be:

- Formation of grand coalition governments.
- Creation of more position in order to accommodate more people in the government .

Assessment Opportunities

Observation: as the learners share the resources among themselves.

Written tests: They write down the strategies that can be used to share power locally and internationally.

Product: Check what the learners have researched about the power sharing.

Activity 6 Methods of power sharing

Group work

1. Research the meaning of power sharing.
2. Explore and discuss the best systems for power sharing.
3. Research successful strategies at a local and national level.

Methods of power sharing are:

1. Autonomy

Autonomy allows an ethnic group or other groups claiming a distinct identity to exercise direct control over important affairs of concern to them while allowing the larger entity to exercise those powers which are the common interests of both sections.

Among the forms of autonomy is symmetrical federalism, in which all units enjoy similar powers, and asymmetrical federalism that might provide enhanced powers to a particular region.

2. Group Building-Block Approach

This option relies on accommodation by ethnic-group leaders at the political centre and guarantees for minority rights. It is "consociation" in that it encourages collaborative decision-making by parties in conflict. The key institutions are federalism and the devolution of power to ethnic groups in territory that they control.

Class discussion

Imagine a situation in your class where there are inadequate resources. Hold a dialogue to identify how you can share the available resources.

Activity 7: National unity in other countries and its role in shaping the unity of South Sudan

(Refer to Pupil's Book pages 65-68)

Introduce learners by giving them a brief definition of the national unity process. Guide learners to observe the pictures on the Learner's Book and interpret. Pair learners to answer question about conflict resolution. Guide learners to read the story about Kenya 2007-2008 election and understand the methods they used to solve their conflict. Group learners to discuss about the story of Kenya conflict resolution and discuss the impacts.

National unity process in other countries has a role in shaping the unity of South Sudan.

Where there has been conflict and the process of reconciliation initiated, positive results have been realised. For example Rwanda, Kenya and Uganda.

South Sudan has embraced the methods that have been used elsewhere to bring about the process of reconciliation.

Countries that have been successful in bringing reconciliation can be looked upon by South Sudan.

Assessment Opportunities

Observation: Observe as the learners explain.

Can they put forward reasonable arguments?

Conversation: Talk to the learners as they give their points. Are the explanations logical?

Product: Examine the points the learners have come up with by marking their books.

Activity 7

National unity process in other countries and its role in shaping the unity of South Sudan

Pair work

1. What is conflict resolution?
2. How would you be involved in conflict resolution between your friends in the school?
3. Based on what you know, explain the five process of conflict resolution in the society?

Many African countries have had conflict at one point or the other. There has been process of reconciliation in order to bring back national unity in those countries. Examples of these countries are Rwanda, Uganda and Kenya.

Activity 8: Developing co-existence using the principal of equity, human rights and justice

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

Begin by introducing to the learners the meaning of peaceful co-existence.

Pair learners to discuss ways that can improve peaceful coexistence.

Guide learners on the peaceful ways practised in their community.

Let learners observe pictures on their learners' book showing ways of developing peace.

Equity - equal and just distribution of resources, opportunities and power among all the parties involved.

Human rights - the constitutional rights that a human being is entitled to.

Justice- fair treatment of a person or a group of people.

Assessment Opportunities

Observation: Observes the groups discussing the meanings. Have they given the correct meaning.

Conversation: Talk to the learners about how equity, human rights and justice can develop co-existence.

Product: Find out whether the learners are able to differentiate the three names.

Activity 8

Developing co-existence using the principles of equity, human rights and justice

Co-existence in a society is promoted by observing and upholding equity, respect of human rights and enforcing justice.

Pair work

Can you make a distinction between equity and justice?

(a) Equity

This is equal and just distribution of resources, opportunities and power. Resource to be distributed includes land, water, minerals, fuel and wealth in general among corresponding geographic entities (states, countries, etc.) Equity ensures that there is continuous flow of sufficient resources to every section of the citizens.

Activity 9: Ways of developing peaceful co-existence in South Sudan

(Refer to Pupil's Book pages 71-72)

Guide learners on explanation about developing co-existence. Pair the learners to discuss about equity, human rights and justice. Explain to the learners the difference among the three names.

Assessment Opportunities

Conversation

If possible, organise learners to dramatise a scene where there is a conflict situation and one member is acting as a mediator.

For this will create an understanding and relating environment between real events and what is being learnt in the classroom.

Product: Look at how learners respond to the questions by checking their Learner's Book and assess what they have written.

Activity 9

Ways of developing peaceful co-existence in South Sudan

Peaceful co-existence means living together in peace rather than in a constant hostility in a country or a community. There are many ways that can be used to ensure that people of South Sudan live together as united people.

Pair work

1. How would you improve peaceful co-existence in South Sudan?
2. Do you think peaceful co-existence promotion or development is a responsibility of every individual in South Sudan?

These ways include:

(a) Community dialogue

This is a process of engaging community members in an open and inclusive discussion to address disagreement or conflict that arise among groups, individuals and neighbours. During this dialogue these people who have differences come together to discuss and after the discussion they should come out with a solution which will bring peaceful co-existence.



People having a dialogue

Activity 10: The roles of NGOs and CBOs in the society

(Refer to Pupil's Book pages 73-74)

The main learning point here is the roles of NGOs and CBOs.

Pair learners to discuss to assess their knowledge about the NGOs and CBOs.

Explain to the learners the roles of these two organisations.

Guide them to observe the pictures on their Learner's Book showing some of the roles of NGOs.

Assessment Opportunities

Observation: Learners to discuss the roles of existing NGOs and CBOs in South Sudan work closely with learners that come below expectations level.

Conversation: Talk to the learners as they discuss and observe the pictures in their Learner's Book.

Activity 10

The roles of NGOs and CBOs in the society

NGOs and CBOs play a big role in promoting equality and justice in the community.

Pair work

1. Write the following terms in full:
 - (a) NGO
 - (b) CBO
2. Name any NGO and CBO organisation you know.
3. Explain the importance of two organisations you have identified.

NGOs play a vital role in the country. The roles are:

1. Donation of books, textbooks, stationary to facilitate learning process. NGO funds the construction of classes and latrines in marginalized areas in the country. It ensures equitable access to education in remote areas.
2. The discovery of NGOs was decentralization of the central government which helps the local communities to acquire more power in order to make their own decisions. The locals are given opportunities in decision making upon their projects.
3. Both NGOs and CBOs help the governments through advocating, partnering and complementing the work of the state in order to ensure that human beings enjoy their right to a quality gender-equitable access to education and resources.
4. Provision of donors and financial stipends through empowerment of both boy and girl education maintaining gender equity in education as a critical starting point of NGOs and CBOs in the society.
5. NGOs balance the social, economic and environmental factors in promoting sustainable development in the society. It encourages fairness and justice in the country.

Activity 11: Laws and justice in relation to regional co-operation and National unity

(Refer to Pupil's Book pages 74-76)

The key learning in this point is how laws should be put in place in order to promote justice, unity and cohesion. Emphasise the most why it is good for young people to report and obey the existing rules. Guide learners on the definition of regional co-operation.

Group learners to differentiate law and justice.

Ask learners to write laws in their country that they know.

Guide learners to observe the pictures on their learners' book and interpret.

Give learners a class assignment to read the newspaper extract and answer the question about the extract.

Assessment Opportunities

Observation: Observe as the learners discuss law and justice.

Conversation: Talk to the learners and check whether they understand the difference between law and justice.

Activity 11

Laws and justice in relation to regional cooperation and national unity

Regional cooperation is a process in which neighbouring states enter into an agreement in order to upgrade relationship through common institutions and rules.

Pair work

1. Explain the meaning of law and justice.
2. Make a list of laws that you know in your country.

Benefits of regional cooperation

More connectivity tends to generate trust and a need for trust. Common interests and common institutions reduce the potential for conflict, conflict that formerly could lead to war.

Some of the benefits of regional cooperation:

- a) It implies the lowering of barriers to trade, thus benefiting the economy and increasing the well-being of the member states' citizens.
- b) Education and cultural exchanges have the potential to enhance regional integration for the benefit of all members. Cultural differences between

Activity 12: Resilience against struggle in developing sustainable solutions to working in harmony

(Refer to Pupil's Book pages 76-77)

Resilience against struggle and sustainable solutions to working in harmony can be achieved by;

- Organising civic education regularly.
- Holding of national debates
- Nationally recognising people who have contributed positively towards bringing sustainable solutions to working in harmony.
- Incorporation in the syllabus.
- Organising games and sports with the theme on resilience against struggle and sustainable solutions to working in harmony.

Assessment Opportunities

Observation: Learners to give and explain their suggestions to how harmony can be achieved.

Conversation: Talk to the learners as they discuss the solutions. Are the solutions suggested applicable?

Product: Find out whether the debate has been carried out well.

Activity 12

Resilience against struggle in developing solutions to working in harmony

Resilience against struggle in developing solutions to working in harmony can be achieved through:

- Organising civic education regularly to enhance development in resilience in working in harmony.
- Holding national debates on ways of building resilience against struggle in developing sustainable solutions in working in harmony.
- Recognising of people who have contributed positively towards resilience against struggle in developing solutions to working in harmony.
- The syllabus should incorporate information on developing solutions to working in harmony.
- Organising of games and sports with the theme on developing sustainable solutions in working in harmony.

Class debate

Ways of developing resilience against struggle and working in harmony

Learners should take different roles. (Consider both genders)

Give ideas for future of your community; they should build resilience against struggles, and develop sustainable solutions to working in harmony together for the good of their country. The ideas given during the interview should be listed in the books.

Answers to revision question

No 1: Factors that promote national unity.

- Education
This is the main factor that promotes national unity. Learners meet from different tribes and places all over the country and join different schools and this promote national unity.
- National language
When people speak the same language they get to understand each other and this promotes national unity.
- Trade
When people trade together, meet in a common place of trading, they interact and this promotes national unity.
- Intermarriage
When people marry from different tribes they interact during this process of marriage they meet and share together and this promotes national unity.
- Sports and games
Sports like inter-schools games and national games bring people together. The coming together of people from different regions and tribes leads to national unity.

No 2: Importance power sharing

- Sharing of power reduces the possibility of conflict between social groups and this promotes national unity.
- Power sharing leads to a balance in the government where government resources are shared among many people and this promotes national unity.
- When there is sharing of power in a country there is promotion of unity because it makes sure no any government saves for long time.
- When there is sharing of power, there is maintenance of harmony and peace in the country and this promotes national unity.

No 3. Define a symbol. Explain five symbols of unity in South Sudan.

A symbol is a thing that presents or stands for something else, especially a material object representing something abstract.

National flag- the flag of South Sudan is a symbol of unity. It has many colours and each colour represent different things and this shows National unity in South Sudan.

The court of arms-This is a symbol that promotes national unity.
The constitution-The constitution of South Sudan consist of laws and rights and when people follow these rules there is peace and harmony in the country.

Presidency-The president of South Sudan, His Excellency Salva Kiir is a symbol of national unity. When you share a common president this makes people to feel united.

No 4: Explain five methods of solving conflicts.

Arbitration-This is a method of solving conflict outside the courts. The disputes are decided by one or more persons.

Negotiation-This is basic means of solving or settling disputes. This involves discussion between people who are trying to reach an agreement over dispute.

Mediation-This is a voluntary process in which an impartial person helps with communication and promotes reconciliation between the parties which will allow them to reach mutually acceptable agreement.

Litigation-Is the use of the courts and civil justice system to resolve controversies.

No 5. Explanation of human rights and their examples

- Social rights-These are the rights arising from the social contract.
Examples: The rights to adequate housing
The right to health
- Civil rights-These are rights for individual to receive equal treatment.
Examples: Rights for free and fair trial
Rights to vote and be voted for
- Economic rights-These are rights to own things.
Examples: Right to trade
Right to own property
- Environmental rights: These are rights to protect natural resources.
Example: Rights to access clean water
Right to suitable shelter

UNIT 5: PEACE IN OUR TIME

(Refer to Pupil's Book pages 38-43)

| Social Studies Primary 8 | | Unit 5: Peace in Our Time |
|---|--|--|
| Learn about | | Key inquiry questions |
| <p>Learners should explore models for building reconciliation in conflict areas, evaluating their effectiveness by looking at testimonies, reports and articles presented by those people affected. Learners should investigate principles and strategies used by national and international bodies for conflict resolution, selecting what they believe to be strategies that cause the most positive effects on communities and peaceful co-existence. Learners should discuss the roles of these bodies in small groups and report to their class, beginning to explore activities that they could carry out locally to promote peace. Learners should work to understand the challenges faced by these organisations in the course of their activities and consider what changes should and could take place at a local and national level in order to minimise these barriers to conflict resolution. Working in groups, learners should identify a barrier to peace or healthy living at a local level and plan an activity that could challenge attitudes and contribute to positive behavior changes in these cases. They should think creatively in order to achieve their aims, using their art skills for examples to design posters to advertise a particular activity or share knowledge about healthy living.</p> | | <ul style="list-style-type: none"> • What are the most successful strategies that national bodies have used to promote peace in South Sudan? • What are the challenges being faced by national and international bodies in the course of bringing reconciliation in conflict areas? • What can we learn from strategies in other parts of the world that can help us to promote peace where we live? • What are the key features of locally organised activities that promote peace. |
| Learning outcomes | | |
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know about some national and international bodies working to promote peace and reconciliation. • Know about some ways of building reconciliation in conflict areas. • Know about the challenges that face by these bodies and some ways of how these could be addressed. • Know how to plan and carry out an activity collaboratively to make a difference to the lives of others. | <ul style="list-style-type: none"> • Investigate strategies that exist to build reconciliation. • Explore ways that try to resolve conflict in South Sudan. • Investigate the principles and key features of national and international peace promoting organisations. • Research the challenges that face these bodies in trying to bring about reconciliation and conflict resolution in South Sudan. • Analyse how peace and reconciliation can be sustained in South Sudan. | <ul style="list-style-type: none"> • Appreciate the importance of peaceful coexistence and reconciliation. • Value the need to bring about reconciliation after conflicts so as to achieve National Unity. • Show concern for sustaining peace and reconciliation in south Sudan. • Value and respect the work that organisations carry out in order to promote peace. |
| Contribution to the competencies: | | |
| <p><u>Critical and Creative thinking:</u> Carry out research to explore the challenges that face national and international bodies in process of bringing peace and reconciliation</p> <p><u>Communication:</u> Speaking clearly to communicate their ideas about conflict resolution and how to promote peace in South Sudan</p> <p><u>Co-operation:</u> Working together to plan an activity that works towards a common goal</p> <p><u>Culture:</u> Taking a pride in National Unity and working help others value the diverse nature of South Sudanese society</p> | | |
| Links to other subjects: | | |
| <p>The Arts: Refine their ability to produce a range of work in 2D in order to produce promotion materials for their chosen activity making a positive contribution to their community</p> <p>English: Understand and be able to infer the meaning of a range of texts that describe strategies and reports about conflict resolution</p> <p>Peace education: how peace and reconciliation can be sustained in South Sudan</p> | | |

An outline of the learning

This unit will enable learners to understand the meaning of the terms; peace, conflict and conflict resolution. Learners will explore the role of national and international bodies in promoting peace and cohesion using the case studies of those operating in South Sudan.

Learners will also understand how peace and reconciliation is built in conflict areas and the strategies used to do so. This unit will also enable learners to be conversant with the challenges these peace promoting bodies face while operating in South Sudan.

The rule of law will also be learnt in this unit giving learners an opportunity to know more about it and examine why a country like South Sudan needs to promote the rule of law.

The activities used in this unit have responded to all the student competencies. There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

Using the Learners' Book

This unit has extensively used a lot of pictures and words. This is aimed at testing whether learners are familiar with peace related issues around them. Encourage to read these passages and interpret the pictures used.

There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

The tasks used in this unit are manageable. It is possible however to find alternative and additional tasks that further expound on peace in our time unit. This will be a good way of giving your learners home assignments.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about peace in our time. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

These competencies developed through various good activities are good tools of equipping learners with the necessary knowledge on national unity in South Sudan.

Activity 1: Definition of peace, conflict and conflict resolution

(Refer to Pupil's Book page 79)

This unit talks about peace. Introduce the learners to this unit by guiding them to observe pictures portraying peace on their learners' book.

Pair learners to discuss about the pictures and define peace.

Arrange learners to hold a debate on the topic Peace is necessary for the development of a country.

Choose two groups opposer and proposers. Guide learners as they carry on the debate.

Explain to the learners the meaning of peace, conflict and conflict resolution.


Conflict resolution – is the act of re-establishing good relationship after a disagreement.

Conflict – A disagreement between two individuals or two groups.

Some of the ways of building reconciliation includes:

- Dialogues
- Mediation
- Discussion
- Arbitration
- Litigation

Activity 1 *Definition of peace, conflict and conflict resolution*



Pair work

1. What is peace?
2. From the pictures above, mention activities taking place in each.
3. Hold a debate on the topic 'peace is necessary for the development of a country'.

Learning point

Peace is a state or period in which there is no war and suffering.
Conflict is a disagreement between two individuals or groups.
Conflict resolution is the act of re-establishing good relationship after a disagreement.

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Assessments Opportunities

Observation: Observe as the learners participate in the play. Does the play indicate conflict and conflict resolution.

Conversion: Talk to the learners while they discuss the ways of resolving conflict.

Product: Check whether the debate has been carried out successfully.

Activity 2: National and internal bodies

(Refer to Pupil's Book page 79-80)

Begin by introducing to the learners the meaning of international and national bodies.

Group learners to differentiate the two words.

Let them write the differences between two words.

Explain to the learners the roles of the national and international bodies.

The United Nations and the African union are some of the examples of international bodies working to promote peace and reconciliation.

- Peace keeping missions
- Providing relief food
- Giving rescue services to people whose lives are in danger.
- Providing financial medical and education aid.

Activity 2

National and international bodies

National and international bodies are organisations formed by independent states. Their main aim is to promote international peace and security. Examples of these international bodies are: United Nations [UN], African Union [AU], Transparency international the Commonwealth among others.

Group work

1. What do you understand by:
 - (a) National bodies
 - (b) International bodies
2. Can you make a distinction between national and international bodies?

Roles of National and international bodies

The following are the roles of national and international bodies:

1. They promote international peace and security
2. They prevent occurrence of other wars.
3. To develop friendly relations among nations.
4. To promote international understanding and cooperation among members.
5. To protect the interest of minority groups such as the handicap and minority tribes.
6. To promote and cooperate cultural interactions between members.
7. To promote economic development among member states.



Assessment Opportunities

Observation: Oral questions as learners state bodies that work for peace.

Conversation: as the learners explain ways through which these organisation engage in to promote peace and reconciliation.

Product: Read the points the learners have written.

Activity 3: Building reconciliation in conflict areas

(Refer to Pupil's Book pages 81-82)

Guide the learners to observe the pictures on their Learners' Book. Pair learners to interpret pictures and differentiate them. Explain to the learners ways of building peace and reconciliation in conflict areas.

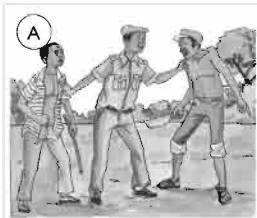
Conflict resolution is the act of re-establishing a good relationship after a disagreement.

A **conflict** is a disagreement between two individual or two groups.

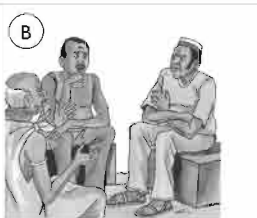
Some ways of building reconciliation

- Dialogue
- Mediation
- Discussion
- Arbitration
- Litigation


Activity 3 Building peace and reconciliation in conflict areas




A



B



C



D

Group work

1. Observe and interpret the pictures above.
2. Can you identify the difference in the pictures?
3. Justify if these pictures show building of peace and reconciliation in conflict areas.

Ways of building peace and reconciliation in conflict areas

There are many ways of building peace and reconciliation in conflict areas. They include:

1. Through dialogue
2. Civil education.
3. Involvement of peace - keeping mission groups for example the UN and AU.

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Assessments Opportunities

Observation: Observe as learners participate in the play. Does the play indicate conflict and conflict resolution?

Conversation: Talk to the learners while they discuss the ways of resolving conflict.

Activity 4: Strategies used to promote peace in South Sudan

(Refer to Pupils Book pages 82-83)

Introduce learners to this sub-unit by giving them a brief definition for this topic.

Group learners to ask them about strategy to check their understanding.

Explain to the learners the strategies to promote peace for better understanding.

Many strategies are being used to promote peace in South Sudan.

Examples of these states have been listed in the learners books.

Others can be:

- Ensuring equitable distribution of resources.
- Providing employment.
- Empowering the marginalized communities.
- Empowering the court systems.
- Ensuring human rights are observed and respected.

Assessments Opportunities

Observation: Observe as the learners debate.

Are the points that they are giving valid?

Conversation: Talk to the learners as they suggest approaches that can be used to promote peace in South Sudan.

Activity 4

Strategies to promote peace in South Sudan

Peace in South Sudan can be promoted through various ways. The government of South Sudan is setting strategies to promote peace in the country.

Pair work

1. What do you understand by the term strategy?
2. Based on what you know, what do you think are the strategies to promote peace in South Sudan?

Some of the employed to promote peace are:

1. Improving education

As far as individual level is concerned, improving education is the most decisive factor since the war began in the mind of a man. Peace education plays a major role in promoting peace the republic of South Sudan.

2. Democratisation

This is developing or introducing of democracy in a country that did not have it before. It is the most effective peace strategy. It has been proved that countries with great democracies hardly go into war. There is respect for freedoms and human rights.

Activity 5: Challenges faced by national and international bodies in promoting peace

(Refer to Pupil's Book pages 83-84)

Guide learners to observe the picture in their Learner's Book.

Pair learners to discuss and interpret the picture in their Learner's Book.

Explain to the learners all the challenges faced by national and international bodies in promoting peace.

- There are many challenges that hinder reconciliation and peace.
- If these challenges could be addressed peace and reconciliation could be easily realised.
 - (a) Unequal distribution of resources.
 - (b) Religious intolerance.
 - (c) Poverty among the people.
 - (d) Traditional beliefs and retrogressive customs among the people.

The teacher should elaborate the points.

Assessments Opportunities

Observation: Observe the learners holding the discussion. Are their points logical.

Conversation: Talk to the learners as they suggest ways of overcoming challenges in bringing reconciliation. Are the suggestions valid or not?

Product: Check whether the learners have understood challenges.

Activity 5

Challenges faced by national and international bodies in promoting peace

Look at the following picture.

Group work

1. What do you think is happening in the picture?
2. Why do you think promoting peace has been a big challenge to the people of South Sudan?
3. Discuss the roles of national and international bodies.

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Activity 6: Rule of law

(Refer to Pupil's Book pages 85-86)

Guide the learners on the meaning of rule and law.

Ask learners to differentiate between rule and law.

Group learners to discuss rule and law in their country.

It is important for everybody to obey the laws of the land. The law that govern our country are contained in a document called the constitution. Emphasise to the learners that all people are equal before the law and why it is very bad for people to break the law.

Lead the learners to discuss the importance of obeying rules.

Assessment opportunities

Observation: Observe the learners as they discuss the importance of obeying the rules. Can they give reasonable answers?

Conversation: Talk to the learners while they discuss about the rule of law.

Product: Read the answers the learners have written.

Activity 6 | **Rule of law**

Rule of law is the restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.

Group work

1. Identify barriers to peaceful and health living in South Sudan.
2. Explore the ways that can be used to minimize barriers to healthy living.
3. Make posters using your art skills.
Peace! Peace! Peace!

The following are the rule of law:

- a) The laws of the land must be fair and accepted by all.
- b) Respect to all members of society.
- c) People should mix freely with each other so that they understand each other.
- d) Equal development
- e) The government should not favour one areas but must make sure every part of the country develops.
- f) Good governance.
- g) The form of government should be accepted by the people. This means that people should be involved in the choice of their leader.
- h) Equal access to economic opportunities and social amenities.
- i) The government should cater for all classes and types of people within one area.

Key factors for promoting peace

- Equal distribution of resources.
- Upholding human rights.
- Peace education and awareness.
- National and international games.
- Transparency in all sections of the government.
- Respect to the rule of law.

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REVISION QUESTIONS UNIT 5

No 1: Explain ways of sustaining peace in South Sudan.

- Empowerment of marginalised communities.
- Ensuring human rights are respected and observed.
- Ensuring equal distribution of resources.
- Empowering and respecting the court system.
- Creating employment for all without any discrimination to avoid poverty which is the main cause of conflict in South Sudan.

No 2: Explain obstacles to peace and reconciliation in South Sudan.

- Low status of economy in the country.
- Corruption among the leaders in authority
- Religious intolerance
- Conflict on natural resources like mineral reserves.
- Poor leadership in the country.
- Traditional believes and ego among people.

No 3: National and international bodies have played a big role in peace keeping in many African countries. Justify.

- National and international bodies have involved in peace keeping by providing relief foods in the conflicting countries and many developing countries.
- They have provided rescue services like AMISON soldiers to countries where there is conflict.
- In many African countries these bodies have provided financial support and educational aids.
- They have contributed in peace keeping by sending peace keeping missions.
- National and international bodies have greatly played a big role in keeping of peace by even providing seminars and workshop to educate people about peace and importance of peace.

No 4: Explain factors that promote peace and unity in South Sudan.

- Education
- Games and sports
- Trade
- Broadcasting corporations
- Churches

No 5. Peace and development is inseparable. Discuss.

This means where there is peace there is development and where there is no peace there is no development. Peace is the mother of all civilisations while war is the demon of destruction. There is no development if peace does not prevail. When there is peace people work in harmony and this leads to development. Peace enables people to freely walk from one place to another. Peace is a sign of development and prosperity. Where there is peace human rights are not violated. Where there is peace people fulfil their duty towards their society and this leads to development. If there is no peace there is no development.

No 6. “You must be a change that you wish to see in the world.” Justify.

Change refers to transformation in ideas, state and form. However, it can be understood as an act of process which something becomes different. There are grounds for change to take place either at individual level or at community and national level. To justify this statement, one requires comprehending past and present situation so as whatever the change willed, can be achieved.

South Sudan has experienced a period of political and social instability for the past years. Therefore, it requires peace and reconciliation. To foster an element of peace in South Sudan, all citizens should value peace. If peace is valued at individual level, then it will be valued to an extent to the community. If such ideology is embraced at a citizen level, the entire country will enjoy the fruits of peace.

Social Studies

Teacher's Guide 8

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FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019. I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1: THE COMING OF THE EUROPEANS

(Refer to Learner's Book pages 1-10)

| Social Studies Primary 8 | | Unit 1: The Coming of Europeans into Africa |
|--|--|---|
| Learn about | | Key inquiry questions |
| <p>Through using books, internet and archives sources, learners should develop an understanding of the different groups of Europeans that came to Africa. They should investigate why these groups came to Africa and begin to build a chronological framework of periods in history, placing this new knowledge about European migration into context.</p> <p>Learners should list European Countries that occupied different parts of the African Continent, and should investigate the implications and impacts of Europeans on the African people and their land. By exploring accounts where people in history have described this migration, learners should describe African responses to European colonial rule while naming the different leaders who spearheaded these responses as well as the leaders from Europe who instigated change. Learners should debate what impact are felt today as a result of the coming of Europeans into Africa.</p> <p>Learners should explore migration in other parts of the world, North and South America for example, and consider what similarities and difference there are between those stories and the coming of Europeans into Africa.</p> | | <ul style="list-style-type: none"> Describe the pattern of European settlement in Africa. What were the implications of Europeans coming to Africa and how does this affect life today? How did the Africans respond to the coming of the Europeans? What important learning can be taken from historical inquiry into migration and settlement around the world? |
| Learning outcomes | | |
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> Know about the reasons for the coming of Europeans into Africa. Describe the implications of the coming of Europeans into Africa Describe how Africans with their leaders of the time responded to European rule. | <ul style="list-style-type: none"> Explore the different groups of Europeans who came to various parts of Africa. Investigate the reasons why Europeans came to Africa. Explore and evaluate the reasons for African response to European rule. | <ul style="list-style-type: none"> Value the contribution made by various European groups upon African life today. Appreciate the land of South Sudan and Africa. Recognise and respect why people from around the world may wish to explore Africa. Enjoy learning about changes over time of a nation. |
| Contribution to the competencies: | | |
| <p><u>Critical thinking</u>: Investigating reasons for change and the development of new communities</p> <p><u>Co-operation</u>: Working together to recognise the benefits of learning from people and events in other countries</p> | | |
| Links to other subjects: | | |
| <p>English: Identify the majority of points and infer the meaning in a range of texts that describe the history of Africa; participate proficiently in discussions relating to the coming of Europeans into Africa, taking the initiative where possible to question comments and contributions from others</p> <p>The Arts: Describe and compare different kinds of art from around the world using appropriate vocabulary</p> | | |

An outline of learning

This unit will help the learners to understand how colonialism began and spread in Africa. The learners will also understand the nature of Africa before and after this period of colonialism. The activities used in this unit will help learners learn how to listen, communicate and cooperate with one another. Learners will explore various reasons for the coming of Europeans to Africa. They shall also learn about the African responses to colonialism and the impacts of the whole process in general. The main learning point in this unit is to help the learners understand the whole period of colonialism and relate this information to the current political environment in African countries.

Learners will also explore why American continents have experienced huge number of immigrants in the last few years.

There are so many opportunities in this unit for the learners to form discussion groups to solve challenges and make their presentations in class. Encourage learners to communicate clearly and effectively in order to share their experiences and knowledge with others.

Using the Learner's Book

This unit has maps and quite a lot of pictures mainly to test whether learners can read and interpret them to understand the information used. The book has been developed with detailed information due to so many historical accounts. This will develop their reading skills. There are quite a number of questions that involve learners to research in order to solve them. Avail the suggested research materials to the learners so that they can perform these tasks.

The student competencies

In this unit, learners are asked to work in pairs and in groups to discuss about various tasks on colonialism in Africa. This provides continuous opportunities for learners to develop their co-operation and teamwork. This unity also provides many opportunities for learners to develop their communication competencies as learners form discussion groups to discuss key learning points in the tasks they have been assigned to. Opportunities to think critically are also developed comprehensively in this unit.

Activity 1: The coming of Europeans into Africa

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

Ask the learners to define the term 'colonisation' they may need some help to understand this therefore lead them in defining the term and making notes out of this. Let them know when and how Africa as a continent fell into the act of being colonised. Lead them to study and interpret the map in the Pupil's Book on page 2. Organise learners into groups and have them discuss major reasons why the British occupied Egypt.

Assessment opportunities

Observation: Observe the learners study the map, can they interpret it?

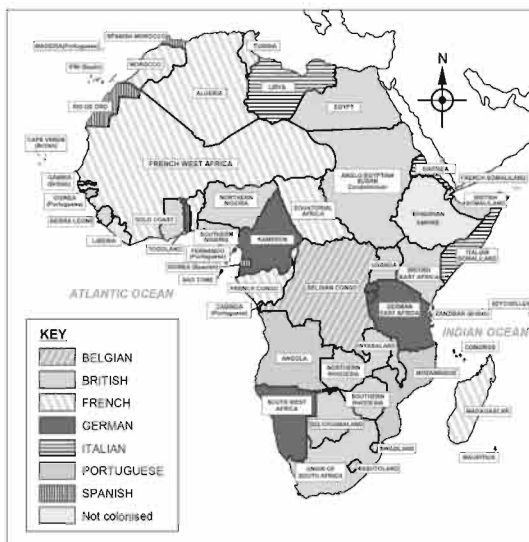
Conversation: Talk to the learners while they are studying the map.

Product: Allow all the learners to participate in your class.

Activity 1

The coming of Europeans into Africa

Colonisation refers to the establishment of political and economic control by one state over another. Colonial experience began in the late 1400s, when Europeans arrived and set up trading posts in Africa. In 1800s and 1900s European powers dominated many parts of the continent. This brought an enormous impact on Africa. It brought both negative and positive contribution in Africa.



European colonise in Africa

Activity 2: Patterns of European settlement in Africa

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

The Europeans came into Africa in three groups which are traders, missionaries and imperialists.

The key learning here is to ensure that learners know the time each group arrived in Africa, their objectives and how they settled.

These categories are shown in the table below.

| Traders | Explorers | Missionaries |
|-------------------------------|---|--|
| William Mackinon, Carl Peters | Vasco da Gama, John Speke and Henry Morton Stanley. | Dr. David Livingstone, Dr. Ludwig Krapf and Johannes Rebman. |

Assessment opportunities

Observation: Observe the learners discuss about the coming of Europeans in Africa. Can they differentiate the categories of Europeans who came to Africa?

Conversation: Talk to the learners while they are discussing the answers.

Product: Read the answers the learners have written.

Activity 2 **Patterns of European settlement in Africa**

The first European settlements in Africa were established by traders. Merchants generally operated independently. From time to time, they called on their home governments for help in dealing with hostile Africans. They eventually negotiated alliances and trading treaties with the coastal people. They also appointed officials to protect commercial interests at strategic points along the coasts.

Christian missionaries were the first Europeans to establish cut posts in the interior of Africa. They also acted as intermediates between Africans and Europeans. Some missionaries provided essential information to Europeans armies and supported military expenditure against African groups that refused to accept Christianity. African rules did not develop a common policy towards the Europeans. Some tried to prohibit contact with Europeans.

However, many coastal states had already become too dependent on overseas trade and it was hard to cut their ties with Europeans

Europeans took advantage of the rivalries among Africans and fudged alliances with some group communities. This drove European in establishing colonies and obtain of raw materials which led to the so called the "scramble for Africa"

The first group of nations to colonise Africa

- a) Belgium
- b) France
- c) Great Britain
- d) Portugal

The Europeans who came into Africa were divided into three groups:

- a) Traders
- b) Missionaries
- c) Explorers

2

Europeans started coming to Africa as early as 1471. The Portuguese were the first Europeans to arrive at the gold coast (Ghana).

1. State the meaning of Europeans.
2. Explain the different groups of Europeans who came to Africa categorising them out as traders, missionaries and explorers.
3. Check pictures and photographs of early visitors and the slave traders with the slaves.
4. Guide the learners in interpreting all the pictures used in this activity.

Group work

1. The following is a list of the early visitors in Africa:
Sayyid Said, Vasco da Gama, Johan Rebman, Henry Morton, Dr Ludwig Krapf and Dr David Livingstone
Categorise them as explorers, traders and missionaries.

| Traders | Explorers | Missionaries |
|---------|-----------|--------------|
| | | |

2. Discuss about the first group to come into Africa and the items they brought.

Read this.

Mr. James loves adventure and travels to new places to know more about such places.

There were also Europeans who came to Africa for the same purpose as Mr. James. Using reference materials and internet, find any three European visitors who came to Africa to learn more about it. State their countries of origin, the organizations that sent them and the reasons for coming into Africa.

Activity 3: Reasons for the coming of Europeans

(Refer to Pupil's Book pages 3-5)

The main reasons for the coming of Europeans to Africa were:

1. To trade
2. Spread religion (as missionaries)
3. Explore (as explorers)
4. To obtain raw materials for their industries.

Assign learners to discuss the reasons which could attract Europeans to come to Africa.

Assessment opportunities

Observation: Observe what the learners think about what could be the reasons why Europeans came to Africa and why they still come today. Can they come up with reasonable answers?

Conversation: Talk to the learners while they discuss the answers.

Product: Read the answers the learners have written.

Activity 3

Reasons for the coming of Europeans

The Europeans came to Africa for different reasons.

These reasons were:

- a) Social reasons.
- b) Political reasons.
- c) Economic reasons.
- d) Strategic reasons.

Class work

Considering that Europeans come to South Sudan today, what could be their main reason for making South Sudan their colony?

3

Social reasons

1. To stop slave trade

Slave trade in South Sudan had begun when wealthy merchants from Europe came to Africa to find labourers to work in their plantations in Northern America. Slaves were obtained in the Trans-Atlantic trade zone. Arabs too from Middle-East followed suite to obtain slaves in Africa. However, the articulation of equal rights to all people all over the world by many organisations, there was a need to stop slave trade and replace it with legitimate trade. This paved way for the influx of Europeans in Africa which later became colonialists.

2. To spread European civilisation

Europeans felt superior in all aspects of human life. Therefore, they felt that it was their duty to transform other parts of the world. They viewed Africans to be backward hence they came with an aim to civilise Africans.

1. Traders

Africa had many resources which the Europeans wanted. Europeans brought glassware, wine, guns, porcelain bowls, iron, pots and silk into Africa. They exchanged this with ivory, spices, slaves, rhino horns and tortoise shells.

Some European traders formed trading companies which were in charge of administration and collecting tax. Imperial British East Africa Company (IBEAC) was formed by William Mackinnon. German East Africa Company (GEAC) was formed by Carl Peters.

2. Missionaries

Missionaries came to Africa to accomplish the following;

- a) Spread Christianity.
- b) Introduce formal education (reading and writing).
- c) Treat diseases that Africans were suffering from.
- d) Stop slave trade and replace it with legitimate trade.
- e) Prevent the spread of Islam.

3. Explorers

Other Europeans came to Africa to learn more about it. They had a zeal to discover more about the African continent.

Some of the explorers achieved the following;

Vasco da Gama

He was looking for a sea route to India. He was sent by the king of Portugal.

- (a) He built the Vasco da Gama pillar.
- (b) He helped in building the Fort Jesus.

John Hannington Speke

- a) He was sent by Royal Geographic society in 19th Century to find out.
- b) He found a large lake which he named Lake Victoria.
- c) He discovered that Lake Victoria was the source of River Nile.

Henry Morton Stanley

He was sent by Royal Geographic society in 1871 to find Dr David Livingstone.

- a) He found Dr Livingstone at Ujiji near Lake Tanganyika, he visited Kabaka Mutesa 1 of Buganda and made friends with him.
- b) He was the first European to see Ruwenzori Mountains and Lake Edward.

Activity 4: Impact of the coming of Europeans

(Refer to Pupil's Book pages 6-7)

European settled farmers wanted to practice plantation agriculture. African land was taken by the European farmers.

The Africans lost their land which was now occupied by the settlers. Africans lost their political independence when colonial rule was introduced. It led to division of Africans due to creation of boundaries. It led to introduction of forced labour and taxation. The grazing land for the African cattle was reduced as most of their land was taken for plantation. Such oppression led people to struggle for independence which led to loss of lives.

Assessment opportunities

Observation: Observe as learners discuss the meaning of scramble and partition.

Conversation: Talk to the learners as they explain the process through which Africans lost their land.

Activity 4

Impact of the coming of Europeans

The coming of Europeans had massive impacts on the life of Africans. These effects include the following.

1. Africans lost their land



A group of Africans restricted in a native reserve in 1960s

African land was alienated by Europeans. It is worth noting that African land was fertile and highly productive. This was an attractive resource to Europeans. The European powers brought many citizens from their countries and made them settlers on African land. Africans were forced into native reserves. This is one of the factors that would contribute to nationalism in later years of colonial period in Africa.

2. Africans lost their freedom

After being rendered landless by European settlers, Africans were restricted in reserves. They would not be allowed to move freely as their freedoms of association and movement were restricted. In some countries like Mozambique and Kenya, Africans were designed some cards that would restrict them to certain areas of work.

3. Creation of boundaries

This is the time Africa was divided into the countries we see today. By then this caused conflicts and divisions among Africans. Additionally, communities that had lived together all years of their existence got separated and found themselves in different countries. A good example of these communities includes the Maasai of Kenya and Tanzania as well as the Somali of Kenya and Somalia.

Activity 5: Response of Africans to Europeans colonial rule

(Refer to Pupil's Book pages 8-11)

i. Collaboration

Collaboration meant that Africans had accepted to cooperate with the Europeans and adhere to their conditions.

African leaders who collaborated include Nabongo Mumia of Wanga, Kabaka Mutesa 1 of Buganda and King Lewanika of Lozi.

Some communities and their leaders collaborated because;

1. They wanted to protect their independence.
2. They could be protected from their enemies.
3. So that they could get weapons from Europeans.
4. They felt that they were inferior and wanted protection from their enemies.
5. They had experienced natural calamities which had swept away all their wealth.
6. They heard stories of how brutal Europeans dealt with the Africans who had resisted and this instilled fear in them.

Activity 5

Response of Africans to European's colonial rule

Africans responded in two ways to the coming of the Europeans.

These two ways are:

a) Collaboration

Collaboration is the act of accepting the colonial rule. Some African communities accepted the Europeans effort to colonise them. An example of a leader who collaborated is Lewanika of Lozi, Apollo Kagwa, Semei Kakugulu of Uganda.

Lewanika of the Lozi Kingdom

The Lozi Kingdom was situated in a present-day Zambia. It was founded in the 17th century.

During the pre-colonial period, the kingdom was ruled by a king known as litunga.

In 1830, the Lozi Kingdom was invaded by the Kololo who conquered them and started ruling them. However, in 1864, the Lozi regained their independence from the Kololo after a successful uprising led by Lewanika. After defeating the Kololo, Lewanika began to re-organise the kingdom and centralise

power. By doing so, he made many enemies both among the Lozi and other kingdoms. During the British invasion of Borotse land, Lewanika led the Lozi to collaborate.



ii Resistance

This was a form of response where Africans declined to cooperate with European imperialists.

There were two types of resistors;

1. *The primary resistors.* These were communities who chose to resist the Europeans from the beginning. Examples were Kabarage of Bunyoro, Nandi of Kenya, Menelik II of Ethiopia, Samori Toure of Mandinka and Abderkader of Algeria.
2. *The secondary resistors.* These are communities who welcomed the Europeans when they first came in but later realised that their independence was being taken away and hence resisted. They include Buganda under Mwanga and Ndebele under Lebungula.

Assessment opportunities

Observation: Observe the learners as they discuss the meaning of collaboration and resistance and reasons for each response.

Conversation: Interact with learners about some of the positive and negative effects of collaboration and resistance.

Note

Even after collaborating, Africans still lost their resources to the Europeans. For example, the Lozi's Barotseland was alienated by the British as many Africans in the kingdom were rendered landless.

b) Resistance

Resistance refers to disagreeing with some of the views given to us by others. Some African communities opposed European efforts to colonise them. An example of a leader who resisted is Samouri Toure and Omukama Kablega of Bunyoro Kingdom.

Samouri Toure

Samori Toure was a founder of the Mandinka Empire. He was one of the most remarkable leaders in the history of African nationalism. He led Mandinka people in a prolonged resistance against the French invasion in West Africa. He was born in Sanankoro village in a modern state Guinea. He was a famous trader who gained a lot of wealth. He also served in the army for seven years. It was from this that he learned war tactics which would help him to fight the French.

When the French approached their empire in 1882, Samori Toure united the Mandinka principalities into an empire. He made Bissandugu his capital. Mandinka Empire became one of the largest empires in West Africa.

Samori staged one of the most significant resistances to colonialism in African history. The war between Mandinka and French broke out in 1891. Both sides had accused each other of violating a treaty that had been signed between Samori Toure and the French. This war lasted for more than seven years. Samori Toure finally was defeated after seven years of colonialism. The French arms were too much for his army which had fought gallantly for a long time. Samori Toure was captured by the French in 1898. He was exiled in Gabon where he died in 1900.

Factors that enabled Samori Toure to resist for a long time

1. Islam as a state religion in Mandinka Empire helped to unite the Mandinka forces. In fact to them, they were staging a jihad (holy war) against the French who were Christians.

Activity 6: Migration in South America

(Refer to Pupil's Book page 13)

Apart from Europeans who migrated to Africa, other people migrated to other parts of the world. Especially North and South America. Many were sold as slaves to North and South America resulting to their migration. This is different from Europeans migration into Africa. Africa was not the only continent that had been taken by the Europeans. Some Europeans migrated to America. When they entered America, they found the natives who were Indians. Explorer Christopher Columbus was the first European to explore America. Traders, farmers and missionaries followed later on.

Assessment opportunities

Observation: Observe learners as they explain the meaning of and reasons for migration. Are they fluent and confident?

Conversation: Talk to the learners so that they can give you information they learned earlier. Can they recall?

Product: Read the points the learners have come up with.

Activity 6

Migration in South America

Migration is a movement from one place to another often of a large group or people or animals

South America has been experiencing significant changes in migration within the last decades. It has experienced people's movement within the region mostly for labour reasons. This migration has led to the improvement of South America's economy. Example of countries in South America which have attracted the most significant regional migration are:

- Argentina
- Brazil
- Chile

Note

All those who migrated into South America in 18th and 19th century, were taken as slaves to provide labour in plantations, farms and homes.

Reasons for migration

1. Search for better living standards.
2. Migration due to insecurity reasons.
3. Search for employment opportunities.

Activity 7: Migration in North America

(Refer to Pupil's Book pages 13)

The Americans are made up of two continents, North America and South Americans.

The Americans were colonised by various European powers as shown on the map in the Learner's Book.

Assessment opportunities

Observation: Observe as learners discuss colonisation of the various states and regions of America continents.

Conversation: Talk to the learners as they discuss colonialism in America. Guide them accordingly using the information and the map in the Learner's Book.

Product: Learners will demonstrate understanding of colonialism by drawing comparisons between colonialism in Africa and America.

Activity 7

Migration in North America

North America has also experienced migration of people from within and outside the continent. There has been an influx of people into America from other places in the world mainly to seek better life. United States of America has had an economic expansion in the last two centuries making it one of the largest economies in the world. This has attracted migration of people.

Reasons for migration in North America

1. To look for new opportunities.
2. To look for freedom of religion.
3. To look for lands to settle.
4. To look for money.

Activity 8: Colonialism in America

(Refer to Pupil's Book pages 14-15)

The key learning in this activity is for the learners to understand how Americas continents were colonised. Lead the learners to draw the relevance of this colonialism to the struggle for independence in Africa. Appreciate the steps of development America has made since its independence in 1776.

Assessment opportunities

Observation: Form two groups to debate the effects of colonial rule in Africa. As they debate, observe their understanding of this section and guide them accordingly.

Conversation: Talk to the learners as they explain the process through which African countries either benefited or suffered losses from colonialism.

Activity 8

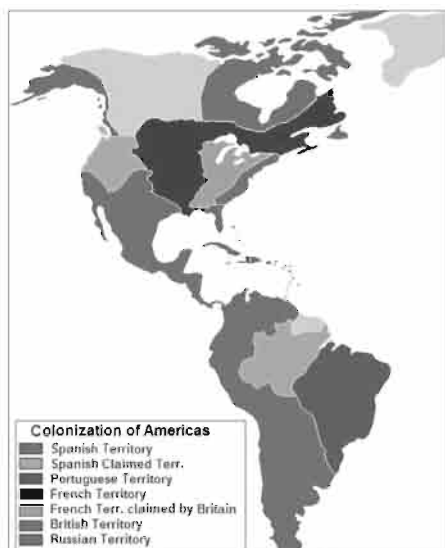
Colonialism in America

America is a vast land which is divided into two continents. These continents are North and South America.

America was colonised by various European powers starting from 15th century.

Spain was the first European power to colonise the largest areas from North America and the Caribbean to the south tip of South America.

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A map of the two American continents showing the European colonies.

Answers to Unit 1 Revision Questions

1. Describe one African response towards the British colonialism in Africa.

Learners to describe either a collaboration or a resistance towards the British colonial government such as the Buganda Collaboration.

2. Discuss the major reasons why a person might move from Imatong state to Juba.

People migrate from one place to another due to so many reasons. For a instance, a person can migrate from a rural area and move to an urban centre in search of employment. This explains why a person would move from Imatong State to Juba mainly to search for employment.

3. Draw a table to illustrate the major African leaders that led both resistances and collaborations in Africa.

| Leaders | Their response to colonialism |
|-----------------|--------------------------------------|
| Lewanika | Collaboration |
| Lobengula | Resistance |
| Samori Toure | Resistance |
| Kabaka Mutesa 1 | Collaboration |

4. If colonial imperialists would decide to colonise South Sudan today, what things in South Sudan would attract them to come. They would be attracted to the rich oil resources in the country.

5. Suggest possible things Africa, in general should consider improving in order to curb emigration of its people to European countries today.

- Construct and develop industries to offer employment opportunities.
- Improve trading facilities to generate more income.
- Enhance security to its citizens.
- Develop infrastructures to open up interior and increase business activities.

6. United States of America was colonised just like African countries.
Explain why African countries are still in poor state.

Learners to explain these points:

- African countries got independence later than USA.
- European plantations and industries in USA played a vital role in its economic expansion.
- The large populations of European settlers in USA.
- The rate of illiteracy in Africa.

UNIT 2: CLIMATE CHANGE

(Refer to Learner’s Book pages 11-15)

| Social Studies Primary 8 | | Unit 2: Climate Change |
|--|---|--|
| Learn about | | Key inquiry questions |
| <p>Investigate different definitions of climate and explore examples of climate across the world. Select a definition for climate as a result of these studies and use it to describe in detail, climatic conditions in South Sudan and some contrasting localities across the world.</p> <p>Know about and state the major climatic zones of the world using an Atlas and other world maps to a range of scales to illustrate the effects of climate on human settlement. Link human settlement across climate zones to economic activities, explaining the benefits and challenges of climate to each zone. Identify factors causing climate change and investigate how human and economic activity are effected by rising temperatures in contrasting locations across the world. Construct maps to various scales to illustrate and compare how localities have changed over the last 100 years as a result of global warming.</p> | | <ul style="list-style-type: none"> • What are the characteristics of climate? • Which climate zone do you believe to be the most challenging environment for human activity? • What human activity has the biggest impact on global warming? • How can maps help us to understand the effects of climate change? |
| Learning outcomes | | |
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Describe the factors that produce climate. • Explain the effects of climate on human settlement and economic activities in South Sudan and the rest of the world. • Know about some of the causes of climate change. • Know about some of the effects of climate change on South Sudan and the rest of the world. • Know how to interpret world maps • Know how to construct maps at a variety of scales. | <ul style="list-style-type: none"> • Investigate the characteristics of climatic zones in south Sudan and the world. • Explore the factors that affect climate in South Sudan and the world. • Analyse the effects of climate on human activities. | <ul style="list-style-type: none"> • Value the natural beauty found in climatic zones around the world. • Appreciate the positive contributions of climate on human activity. • Respect the work of individuals and leaders in trying to combat climate change.. |
| <p>Contribution to the competencies:</p> <p><u>Critical and Creative thinking:</u>Analysing the impacts of climate on human activities</p> <p><u>Communication:</u>Analysing the characteristics of climate and using a range of technologies to communicate findings about global warming</p> <p><u>Co-operation:</u> Exploring factors affecting climate in South Sudan and the world and working together to reduce the negative effects of climate change</p> <p><u>Culture:</u> Recognising the unique land and culture of South Sudan as a result of the climate and physical features</p> | | |
| <p>Links to other subjects:</p> <p>The Arts: Perform different kinds of music and dance from locations within different climatic zones from across the world.</p> <p>Science: Explain environment concern for water and describe strategies for conservation if different parts of the world; differentiate between weather and climate.</p> <p><u>Environment and sustainability:</u> Describe how heat is conserved and link to global warming.</p> | | |

An outline of learning

This unit will enable learners to understand various climatic zones around them in terms of their local regions and within the African continent. Learners will explore the causes of change and the effects climate change has on human activities. They will learn the modes of adaptation to climate change and their implications.

This unit will also enable learners to be conversant with global warming, looking at its causes and ways to reduce it in their local environment.

The activities used in this unit will enable learners to develop communication skills, reading skills and co-operation among each other. There are many discussions to be done in this unit and therefore learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

Using the Learner's Book

There are both words and pictures used in the text book to test whether the learners are familiar with climatic issues around them. There are maps used in this unit such as the major winds, currents and climatic zones in Africa. Your learners should be encouraged to read and interpret these pictures and maps but it might be necessary to support less able learners by reading and interpreting these maps for them. Learners should also learn how to draw and label these maps in their notebooks.

It is necessary to have these maps drawn on charts so that they are big enough for all learners to see and interpret them efficiently.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about different aspects of climate. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

Activity 1: Definition of climate

(Refer to Pupil's Book page 19)

Elements of weather are: rain, sunshine, humidity and wind.

The elements of weather are recorded for a long period usually between 30 to 35 years to make the climate of a specific place.

Learners should draw, model and make weather instruments to improve their creativity and art skills.


Have the weather instruments drawn on charts and be put in the classroom so that learners can interpret effectively. If possible, organise a practical making of one weather instrument for instance a windsock with the learners.

Assessment Opportunities

Observation: Observe the learners as they state the meaning of weather and the factors that constitute climate. Can they differentiate weather and climate?

Conversation: Talk to the learners about some of the weather instruments. Ask them about the procedure followed when constructing them. Can they come up with a right procedure?

Activity 1Definition of climate



Pair work

1. Look at the picture above.
2. Discuss what is happening in the picture.
3. What do you think are causes of these changes in the picture above.

Weather is the daily change in occurrence of temperature, rain, clouds, humidity, wind and sunshine at a particular time and place.

Climate is defined as the average weather conditions of a place over a long period of time, mostly it is a period of thirty to thirty five years.

Climate can also mean weather condition of a place studies and recorded for a long time.

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Activity 2: Major climatic zones of the world and their characteristics

(Refer to Pupil's Book pages 21-24)

Different places in the world have varying climatic conditions. Climate is influenced by the following factors:

- a. Relief and altitude
- b. Distance from large water bodies
- c. Latitude
- d. Winds
- e. Ocean currents

Explain how every factor affect and influence the climate of a certain place. Refer to local instances so that the learners can relate well with this activity. Organise learners to hold group discussions on this activity so that they can share experiences. Learners to draw winds and currents maps in their notebooks.

Assessment Opportunities

Observation: Observe as learners draw maps and indicate climatic regions on the maps.

Conversation: Talk to the learners about the characteristics of the climatic zones.

Can they give correct information.

Product: Read the maps learners have drawn and award marks accordingly.

Activity 2Major climatic zones and their characteristics in Africa

Pair work

1. Explore different types of climates from the atlas.
2. Based on the types of climate, classify the world's climatic zones. Justify your classification.

The major climatic zones in Africa are:

1. Equatorial climate

This climatic region is found around the equator. This climate also covers the region of South West of South Sudan. The countries that experience equatorial climate include Congo, Democratic Republic of Congo, Liberia, Southern Nigeria and Eastern Madagascar.

Characteristics

- i) Hot and wet throughout the year.
- ii) The rain falls in the afternoon, accompanied by lightening and the thunderstorm. This is a convection type of rain.
- iii) Rainfall received ranges from 1 500 mm to 2 000 mm.
- iv) Temperature experienced ranges from 28°C to 30°C with diurnal range of 2°C.

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Activity 3: Causes of climate change

(Refer to Pupil's Book page 20)

South Sudan can be stiflingly hot and humid in the summer. April to November can be very wet, the climate of South Sudan varies from very hot to humid in wet seasons and very hot and dry in the dry season that runs from December to April and November to May.

It can be interesting if you demonstrate this lesson with the real climatic condition of the day. While teaching this activity take the learners out of the classroom and ask them how they perceive the weather conditions.

Explain the available conditions with the normal characteristics given in the Learner's Book.

Assessment Opportunities

Observation: Observe the learners as they draw the map of the South Sudan and indicate the climatic zones.

Conversation: Talk to the learners as they discuss the difference between the climate of South Sudan and the climate of other different areas.

Product: Examine the points the learners have come up with and read them to the whole class.

Activity 3

Causes of climate change

Climate change is the variations in climatic conditions of different regions in the world.

Group work

1. Discuss the following causes of climatic change.
 - a) Industrial activities
 - b) Deforestation.
 - c) Earthquakes.
 - d) Interference of the river channels by damming.
 - e) Pollution.
2. Explore strategies to reduce the rate of climate change within your locality.

Activity 4: Effects of climate on human settlement

(Refer to Pupil's Book pages 24-26)

Climate affects the settlements patterns of people. For instance, the climate at the top of mountains is very cold and discourages human settlement.

Areas with reliable rainfall and favourable temperatures attract settlement of people.

Deserts and semi-deserts do not receive reliable rainfall and the temperatures are too hot hence discouraging many people.

Nomadism is usually practiced in areas that receive little rainfall.

Assessment Opportunities

Observation: The learners to observe the maps and identify the settlement patterns of different areas. Can they relate the different climatic conditions and settlements to the normal one in the local community?

Conversation: Talk to the learners on the relationship between settlement and climate. Can they identify the areas which are lowly and highly populated?

Product: Examine the points the learners have come up with and read them to the whole class. Award marks accordingly.

Activity 4

Effects of climate change on human activities

Pair work

1. What could be some of the human activities that have been affected by climate change.
2. Discuss in short paragraphs the things people should do to minimise the adverse effects of climate change.

Climate highly influence human activities. The Following are the ways in which climate influence different human activities.

a) Influence on pastoralism

The migration or movement of the pastoralists such as the Maasai of East Africa and the Fulani of the West Africa is influenced by climatic changes.

Activity 5

Adaptation to climate change

1. The current situation of food insecurity in continental Africa is as a result of climate change. Justify.
2. Based on the effects of climate change, how will you adjust to its prevailing conditions?
3. Explain the following strategies of adapting to the climate change:
 - a. Afforestation and reforestation
 - b. Growing of drought resistance crops
 - c. Conservation of water catchment areas
 - d. Controlled livestock farming
 - e. Practice of organic farming in crop production
 - f. Proper urban planning
 - g. Growing crops in a green house
4. Explain the following pictures in reference to adapting to climate change.



Activity 5: Adaptation to climate change

(Refer to Pupil's Book page 26)

Climate affects the economic activities carried out in an area

Forestry: Mountain climate favours the growth of trees hence the main economic activity here is lumbering.

Transport and communication: Climate affects transport and communication because areas that are very wet are impassable if the roads are not tarmacked. Landslides may also destroy roads and other communication lines during heavy down pour.

Farming: Areas that receive a lot of rainfall are favourable for growing tea and coffee while drier areas favours growth of sisal and cotton.

Assessment Opportunities

Observation: Observe the learners work in groups discussing the effects of climate on economic activities and ways in which living things can adapt to climate change.

Conversation: Interact with the learners about the activities carried out on different climatic conditions.

Suggest possible ways in which animals and plants adapt to these climatic changes.

Product: Examine the points the learners have come up with and read them to the whole class. Award marks accordingly.

Activity 6: Factors affecting climate change in Africa

(Refer to Learner's Book pages 26-33)

Climate has continued to change over time.

Increase in temperatures and decrease in amount of rainfall has led to desertification.

Melting of snow on top of mountains has led to flooding and submerging of islands.

The main learning here is for the learners to understand what causes a climate of a place to change.

Explain each factor in order for them to relate what they are learning and the real climatic conditions they interact with in their community.

Assessment Opportunities

Observation: Observe as learners discuss and explain the meaning of climate change

Conversation: Interact with learners as they discuss the effects of climate.

Product: Examine the points the learners have come up with and read them to the whole class. Award marks accordingly.

Activity 6

Factors affecting climate change in Africa

The main factors affecting climate in Africa are:

1. Relief
2. Latitude
3. Altitude
4. Winds
5. Ocean currents
6. Distance from the sea
7. Nature of the coastal line

Pair work

1. What is your opinion on the present climatic conditions of your country?
2. How would you justify for the current climate condition of South Sudan?

Answers to Unit 2 Revision Questions

- 1. Discuss the best climate you would like to live in and explain why.**

This is an open ended question. Learners will give different climates of their preference. Mark the books and award marks according to the justification and explanations of the climate preferred.

- 2. Explain why climate of a place will take so long to change using relevant examples from your state.**

The climate of a place takes between 30 to 35 years to change. This is because climate is the average weather conditions of a place. Weather is the atmospheric changes of a place, can be within hours in a particular day. It takes long for the analysis of these daily weather conditions for scientists to come with a final data to assert that climate has changed.

- 3. Explore the economic activities that can take place in a cool and wet climate.**

The economic activities in cool and wet climate include dairy farming and crop farming.

- 4. Identify the economic activities carried out on the windward side of Mount Kinyeti in Imatong state.**

The windward side of a mountain experiences rainfall due to the warm moist air rising to form clouds. The economic activities that are carried on this side include dairy farming and crop farming.

- 5. Explain why the economic activities in question four would take place using the ecological stages of a windward side of a relief mountain.**

Dairy farming does well in a cool and wet climate. This is because plenty rainfall means enough pasture, less disease-causing insects like tsetse flies and enough water.

Crop farming does very well in this climate because of plenty rainfall.

- 6. What do you think can be done to minimise global warming in the world?**

Using renewable sources of energy

Using energy efficient bulbs

Controlling industrial gas emissions

Planting more trees

Conserve energy at home and yards.

Note: after marking the books, explain to the learners how the above ways can help in reducing global warming.

UNIT 3: EXPLORING FARMING SYSTEMS

(Refer to Pupil's Book pages 16-23)

| Social Studies Primary 8 | | Unit 3: Exploring Farming Systems | |
|--|--|---|--|
| Learn about | | Key inquiry questions | |
| <p>Students should explore a range of resources that illustrate and explain the different types of farming systems in South Sudan (<i>mechanized rain-fed agricultural schemes; traditional rain-fed agriculture; mechanised irrigation schemes; traditional irrigation; livestock husbandry or pastoralism</i>). Students should work in groups to prepare demonstrations of different farming systems, outlining the key principles and systems. Together, students should try to understand and then evaluate the effects of farming in their own locality in the present day and in the past, and then compare this to farming in other parts of South Sudan.</p> <p>Students should find out about farming systems in countries that have similar climates to their own and compare them. They should prepare arguments for and against particular systems, outlining their effect on the environment, community and the economy. Within these investigations, students should consider the need for sustainability (recycling waste and water; composting and the use of and generation of, renewable energy) and the fair distribution of resources as a result of farming.</p> | | <ul style="list-style-type: none"> • Is farming important in South Sudan? • Can we see evidence of farming systems from the past in South Sudan? • What is the most effective farming system in our locality? • How can we ensure farming systems now and in the future have a positive impact on the environment? • Where should the next farming system be developed near where we live? | |
| Learning outcomes | | | |
| Knowledge and understanding | Skills | Attitudes | |
| <ul style="list-style-type: none"> • Know the different types of farming systems in South Sudan. • Recognise the importance of equitable distribution of resources locally and nationally • Understand the need for sustainable development in farming systems. | <ul style="list-style-type: none"> • Analyse the effectiveness of different systems of farming. • Draw maps to represent the location of different farming systems locally and nationally. • Investigate changes on farming systems in South Sudan. | <ul style="list-style-type: none"> • Appreciate the physical landscapes in South Sudan. • Value the role that farming communities have in developing healthy living and a stronger economy. | |
| Contribution to the competencies: | | | |
| <p><u>Critical and Creative thinking</u>: Sort and analyse information about effective farming systems and come to conclusions about which are the most suitable for particular environment or community</p> <p><u>Co-operation</u>: Contribute to environmental sustainability by earning about and then sharing knowledge about the impact of sustainable development</p> <p><u>Culture</u>: Take pride in the South Sudanese identity with reference to its farming History and developing commitment to sustainability</p> | | | |
| Links to other subjects: | | | |
| <p>English: Developing persuasive writing techniques and arguments to consider types of sustainable farming</p> <p>Mathematics: Measure rainfall and the height of plants</p> <p><u>Environment and sustainability</u>: sustainable farming</p> | | | |

An outline of learning

This is a unit intended to help learners explore farming systems in South Sudan and selected neighbouring countries. This unit will enable learners to understand how various methods of farming are used in South Sudan and Kenya. Learners will also have opportunities to explore the effects of farming today in terms of impacts to the economy, the environment and the community.

There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

The tasks used in this unit are manageable. It is possible however to find alternative and additional tasks that further expound on farming systems. This will be a good way of giving your learners home assignments.

Using the Learner's Book

There are both words and pictures used in the textbook to test whether the learners are familiar with farming issues around them.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

This unit has quite a lot of information. Encourage your learners to read these comprehensive passages as this develop their reading skills.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about different farming systems. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

These competencies developed through various good activities are good tools of equipping learners with the necessary knowledge on farming systems.

Activity 1: Agriculture in South Sudan

(Refer to Pupil's Book pages 38-41)

Begin by guiding the learners to observe the pictures in their Learner's Book.

Start by defining the term agriculture. Let the learners express by themselves how they understand agriculture and how often do they take part in agricultural activities. The main learning point here is for the learners to know how agriculture is practised in South Sudan. It should be understood that agriculture, pastoralism and fishing are the main economic activities of the people of South Sudan.

Let the learners discuss about the main farming methods used in South Sudan.

Activity 1

Agriculture in South Sudan

Farming is the **growing** of plants and **rearing** of livestock.

South Sudan covers 644 million square kilometers of land. The cultivated land is about 27,712 square kilometers and has a population of 8.3 million people. Soil and climatic conditions as well as availability of water make South Sudan suitable for agriculture.

Agriculture, pastoralism and fishing are the main economic activities of the people of South Sudan.

With a total surface area of about 105.6 million hectares, about half of this land is mainly an agricultural land while the other half comprises of marginal land, forests, mountains, rivers and wetlands.

There are different methods of farming used in South Sudan. These methods are:

- **Traditional methods** – These are methods which were used long time ago historically before the coming of European. Even though they are still being used today. An example of these is the **rain fed agricultural method**.
- **Modern methods** – These are the methods used today and that were introduced to South Sudan during colonial period. An example of these is **mechanised rain fed agriculture**.

Pair work

Look at the pictures below.

Identify the activities taking places in the pictures below.



Assessment Opportunities

Observation: Observe as the learners define the meaning of farming. Do they include all the elements of farming?

Conversation: Talk to the learners and check whether they understand the different types of farming.

Product: Find out whether the learners are able to understand the meaning of agriculture and the role of agriculture in their country.

Activity 2: Methods of farming

(Refer to Pupil's Book pages 42-47)

Guide learners on the pictures of different methods of farming in South Sudan.

Pair learners to discuss methods of farming practised in South Sudan. There are several methods of farming used in South Sudan. Help the learner's understand different methods of farming. These methods of farming include bush fallowing, shifting cultivation, cash crop farming, subsistence farming and many others as indicated in the Learners' Book should be taught in single lessons each to enhance effective understanding.

Discuss with the learners the best methods of farming that are used depending on the country's climate.

Activity 2

Methods of farming

There are several methods of farming. The following are methods of farming used by a number of farmers in South Sudan.

a) **Shifting cultivation**

Shifting cultivation is a method of agriculture where an area of land is cleared off its vegetation and cultivated for a period of time and then abandoned for its fertility to be naturally restored.

Important to note is that this method is very different from crop rotation.

A land in shift farming is cleared and cultivated for a very short of time.

It is then left and allowed to revert to its normal and natural vegetation as the cultivator moves to another field.

The cultivation period is often terminated when the soil reveals any sign of exhaustion or when the plot is overrun by weeds. The length that the plot is cultivated is however shorter compared to the period in which the land is allowed to regenerate by lying free or fallow.

Shift farming has been often and highly practiced by indigenous communities for many centuries. It takes place and occurs in Amazon rainforest areas, West and Central Africa as well as Indonesia. Alongside other aspects of agriculture, slash and burn farming is under the threat of large scale forest clearance.

Advantages

- It helps used land to get back all lost nutrients and as long as no damage occurs therefore, this form of agriculture is one of the most sustainable methods
- The land can be easily recycled or regenerated thus; it receives seeds and nutrients from the nearing vegetation or environment
- Shift farming saves a wide range of resources and provides nutrients because a small area is usually cleared and the burned vegetation offers many nutrients
- It helps to ensure more productivity and sustainability of agriculture
- In shift farming, it is easy to grow crops after the process of slash and burn. This is why shifting agriculture is also popularly known as slash and burn farming.
- It is an environmentally friendly mode of farming as it is organic

Assessment Opportunities

Observation: Observe as the learners discuss the methods of farming. Do they understand how these methods are demonstrated?

Conversation: Talk to the learners and check whether they understand the different types of farming.

Product: Read the discussion points of learners to find out whether they have understood the difference.

Activity 3: Farming systems in Kenya

(Refer to Pupil's Book page 48)

Guide learners to observe the picture of small scale farming in their Learner's Book.

Kenya, Uganda and South Sudan more or less experience the same climatic conditions. Help the learners understand the methods and systems of farming that are used in Kenya. Talk about the systems of farming that are also used in Kenya as learners draw comparisons in the farming practised between these two countries.

Assessment Opportunities

Observation: Observe as the learners discuss the methods and systems of farming used in Kenya. Do they include all the elements of farming?

Conversation: Talk to the learners and check whether they understand the different types of farming methods and systems used in Kenya.

Product: Find out if the learners are able to identify the farming systems used in Kenya.

| Activity 3 | Farming systems in Kenya |
|------------|--------------------------|
|------------|--------------------------|

Kenya just like South Sudan depends heavily on agriculture. Agriculture is the backbone of Kenya's economy.

Not much of Kenya land supports agriculture; this is because quite much of its land is semi-arid.

Nevertheless, Kenya's climate is much tropical just like South Sudan.


Kenya has two systems of farming namely:

- Extensive and
- intensive

The above systems can be carried under large scale or small-scale farming depending on level of technology, availability of land, capital, and skilled labour.

Extensive system – Involves farming in large piece of land using very little input to produce the desired products.

Small scale farming – Farming system which involves growing of crops and raising of livestock in small pieces of land for maximum yield per unit area, through use of high levels of labour and capital by application of modern farming technologies



Small scale farming where exotic cattle are reared in small scale farming in Kenya

Intensive farming system – Farming system which involves the commercial production of large quantities of crops and livestock on large farm.

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Activity 4: Effects of farming today

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

Guide the learners to observe the pictures on their Learner's Book, and make sure they interpret them correctly.

By saying agriculture is the backbone of South Sudan; help the learner understand this by using relevant examples. Organise a visit to a nearby agricultural market and let the learners see how people are buying and selling agricultural products. The main learning point here is for the learners to understand how agriculture impacts heavily on our daily lives.

Assessment Opportunities

Observation: Observe the learners as they interpret the pictures drawn in the Learner's Books. Can they tell what is happening?

Conversation: Talk to the learners as they interpret the pictures used in the Learner's Book.

Product: Examine what the learners have written in their books as you correct them in the class.

Activity 4

Effects of farming today

Many of the foods that we buy either in the market places or in the shops are as of the result of agriculture. Agriculture makes a country self-reliant in terms of food.

Agricultural products are also used in many processing industries and hence agriculture is a source of raw materials for industries.

Farming activities stimulates the establishment and development of related industries.

Class activity

1. Discuss the types of farming systems practiced in your community.
2. Look at the pictures below.



Activity 5: Impacts of agriculture

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

Guide the learners to observe the pictures on their Learner's Book and interpret them correctly.

Start by telling the learners the good things that come about with agriculture; help the learner understand this by using relevant examples. Organise a visit to a nearby agricultural market and let the learners see how people are buying and selling agricultural products. The main learning point here is for the learners to understand how agriculture impacts heavily on our daily lives.

Assessment Opportunities


Observation: Observe the learners as they interpret the pictures drawn in the Learner's Books. Can they tell what is happening?

Conversation: Talk to the learners as they interpret the pictures used in the Learner's Book.

Product: Observe the learners as they respond to various questions on the impacts of Agriculture.



Activity 5Impacts of agriculture

- It earns foreign exchange when agricultural products are exported.
- Farming creates employment opportunities.
- Leads to the development and improvement of infrastructure.



A photo of a good road

- Establishment of social amenities such as schools, health centers and recreational facilities.



A hospitalA school

- Leads to the establishment and growth of urban centres

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Activity 6: Farming systems and their effects on the environment, community and economy

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

Start by asking learners questions to check whether they have knowledge about the importance of environment and if agriculture can cause positive or negative impacts to the environment.

Pair them to discuss the impacts they know.

Farming systems can have positive or negative effects.

| Positive effects | Negative effects |
|--|--|
| <ul style="list-style-type: none">• Extensive use of soil in farming may lead to depletion of minerals in the soil.• Farming ensure there is food security.• Agriculture systems have led to creation of jobs hence reducing poverty.• There is improvement of infrastructure where agriculture is practiced. | <ul style="list-style-type: none">• Use of chemicals pollutes the soil and environment at large.• Some farming systems encourage soil erosion.• To create farmlands, trees are cut leading to deforestation and desertification. |

Assessment Opportunities

Observation: Observe as the learners bring their arguments during the debate. Are the points that they give logical?

Conversation: Interact with the learners and gauge their understanding about agricultural systems and their effects. Are they aware of the positive and negative effects?

Product: Find out whether learners are able to differentiate the positive and negative effects of agriculture to the environment.

Activity 6

Farming systems and their effects on the environment, community and economy

From various farming activities, people are able to get food and raw materials for industries. Activities that enable farming are income generating, while some of them have enabled people to conserve the environment.

It is because of this reasons that appropriate farming methods have to be used to enable people benefit maximumly from various farming activities.

Some traditional farming methods for example are less beneficial as compared to modern methods of farming. These include shifting cultivation, as compared to agro-forestry.

Answers to unit 3 Revision Question

- 1. Identify a farming system that best suit your local area.**

Depending on different climatic conditions, learners to determine which farming system is suitable in that particular area.
- 2. Why do you think farmers use crop rotation?**

Crop rotation is the practice of growing different types of crops in the same area in sequenced seasons. Farmers prefer to use crop rotation due to its advantages. Crop rotation has the following advantages.

 - It controls the spread of pests and crop diseases.
 - It increases nitrogen within a soil profile.
 - It increases productivity.
 - It makes soil productive in terms of fertility.
 - Prevents soil erosion.
- 3. If you were a farmer, what are the best management practices that you will use to improve farm production and environmental sustainability?**

Learners to explain the following farm management practices in their own words.

Soil quality management: Maintaining good soil quality is critical for resource-efficient farming. Soil itself is a key resource, so avoiding its degradation represents a crucial component of resource efficiency. Soil also strongly influences productivity and nutrient use efficiency.

Nutrient management planning: Nutrients are often applied significantly above the economic optimum level, and considerably above the environmental optimum level, owing to inadequate accounting for organic and soil nutrient supplies when calculating synthetic fertiliser application rates.

Irrigation: Water use is a major environmental pressure exerted by agriculture in water scarce areas. It is thus crucial to effectively calculate the crop water requirements and carefully choose the water delivery equipment used.
- 4. Why do you think agriculture has become an important economic practice for most of the developing African countries?**

Agriculture is the basic source of food for all countries. It requires low capital compared to other aspects of economy.

Provides raw materials to industries. This means industrialisation of a country depends a lot on its agricultural sector.

The exports of agriculture provides a surplus to be invested in other sectors of development.

The development of agriculture requires improvement in infrastructure hence transport will be developed

5. Demonstrate why South Sudan should emphasise the use of agro-forestry more than it is being used today.

It controls runoff and soil erosion, thereby reducing losses of water, soil material, organic matter and nutrients.

It maintains soil organic matter and biological activity at levels satisfactory for soil fertility. This depends on an adequate proportion of trees in the system- normally at least 20% crown cover of trees to maintain organic matter over systems as a whole.

It maintains more favourable soil physical properties than agriculture, through organic matter maintenance and the effects of tree roots.

It leads to more closed nutrient cycling than agriculture and hence to more efficient use of nutrients. This is true to an impressive degree for forest garden/farming systems.

It checks the development of soil toxicities, or reduce existing toxicities-both soil acidification and salinisation can be checked and trees can be employed in the reclamation of polluted soils.

It utilises solar energy more efficiently than monoculture systems different height plants, leaf shapes and alignments all contribute.

It leads to reduced insect pests and associated diseases.

Agro-forestry can augment soil water availability to land use systems. In dry regions, though, competition between trees and crops is a major problem.

Nitrogen-fixing trees and shrubs can substantially increase nitrogen inputs to agro-forestry systems.

UNIT 4: NATIONAL UNITY

(Refer to Pupil's Book pages 53-76)

| Social Studies Primary 8 | | Unit 4: National Unity |
|--|---|--|
| Learn about | | Key inquiry questions |
| <p>Investigate factors that bring about National Unity by looking at examples of this in South Sudan and other countries. Elicit the importance of equitable distribution of National Resources in South Sudan. Learners should explore and recognize the value that Community Based Organisations (CBOs) and None Governmental Organisations (NGOs) bring to these strategies and processes in order to enable equity and fairness.</p> <p>Learners should work in groups to explore and discuss the best systems for power sharing, looking to illustrate and describe successful strategies at a local and national level. Learners should consider how their own community works to develop a peaceful co-existence using the principles of equity, human rights and justice.</p> <p>Learners should consider previous learning about regional co-operation in order to build their levels of understanding about laws and justice within the context of National Unity. They should debate and suggest ideas for the future of their community or state that could build resilience against struggles and develop sustainable solutions to working in harmony together for the good of their country.</p> | | <ul style="list-style-type: none"> • Where and how did the factors that promote National Unity in South Sudan originate? • What is the effect of sharing power between different ethnic groups? • How can a study of National Unity processes in other countries help to shape the unity of South Sudan? • What are the most important principle of equitable distribution and the best strategies that support this? • What evidence of power sharing is there that suggests it is of benefit to human activity? |
| Learning outcomes | | |
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Describe factors which impact on National Unity. • Know about the importance and effect of the equitable distribution of national resources in South Sudan. • Know about the importance and effects of power sharing in South Sudan. • Know about the effects of equitable distribution and power sharing in other places. | <ul style="list-style-type: none"> • Investigate the effects of equitable distribution and power sharing on the economy and human activity. • Explore examples in other parts of the world where there has been power sharing and equitable distribution, evaluating the results. | <ul style="list-style-type: none"> • Appreciate the benefits of National Unity. • Value the natural resources of South Sudan. • Respect the processes that bring about National Unity. |
| Contribution to the competencies: | | |
| <u>Critical and Creative thinking</u> : Exploring the benefits of National Unity to a country like South Sudan | | |
| <u>Co-operation</u> : Learning how to work together towards the common goal of National Unity | | |
| <u>Culture</u> : Take pride in what is unique about South Sudan and work with others to build a Nation that united by pride and respect | | |
| Links to other subjects: | | |
| The Arts: Describe and compare different kinds of music, dance and art from across South Sudan, identifying what makes it unique to South Sudan | | |
| <u>Peace education</u> : national unity | | |

An outline of learning

This unit will enable learners to understand how national unity is developed. Learners will get an opportunity to explore the symbols and factors that promote national unity in South Sudan. Learners will also examine the equal distribution of resources as a way of promoting national cohesion.

Learners will interact with knowledge about power sharing in both local and national level. This unit will teach the learners the role of NGOs and CBOs in the societies. Generally, learners will learn how peace, reconciliation and harmony is developed and maintained in a country. This will enable learners to be active participators in peace keeping activities in South Sudan.

There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

Using the learners book

The Learner's Book in this unit has extensively used a variety of pictures and words. This is to test whether your learners are familiar with issues relating to building unity in the community.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

This unit has quite a lot of information. Encourage your learners to read these comprehensive passages as this will develop their reading skills.

The activities used in this unit have responded to all the student competencies. There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about national unity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

These competencies developed through various good activities are good tools of equipping learners with the necessary knowledge on national unity in South Sudan.

Activity 1: Meaning of national unity

(Refer to Learner's Book pages 55-56)

Guide learners to read the story about unity in their Learners' Book. The key learning point here is for the learners to understand the meaning of unity. Emphasise why learners should always love one another when explaining the meaning of National Unity. National Unity is the oneness of a nation whereby people work together to promote economic growth and political stability.

Pair learners to discuss what they have learnt from the story of flock of doves.

Assessment Opportunities

Observation: Observe the learners as they discuss why it is important for people in a country to be united.

Conversation: Talk to the learners as they discuss the importance of national unity.

Product: Listen to the learners as they read the story.

Activity 1

Meaning of national unity

Read the following story.

Once upon a time, there was a flock of doves that flew in search of food led by their king. One day, they had flown a long distance and were very tired. The dove king encouraged them to fly a little further. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all the doves landed and began to eat. Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying a huge club. The doves desperately fluttered their wings trying to get out, but to no avail. The king had an idea. He advised all the doves to fly up together carrying the net with them. He said that there was strength in unity.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter looked up in astonishment. He tried to follow them, but they were flying high over hills and valleys.

Pair work

1. From the story above, why is unity important?
2. Explore factors that can promote unity in our school and our community.
3. Where do you think factors that promote peace in South Sudan originated from?

Learning point

From the story above, we learn that **unity** refers to togetherness or oneness among people in a society.

National unity can be described as the oneness of a nation whereby people work together to promote economic growth and political stability.

It can also be defined as a state of having no wars or disputes.

National unity is very important because when people are united, there is peace and development.

Activity 2: Symbols that promote national unity in South Sudan

(Refer to Pupil's Book pages 57-59)

Let the learners memorise section 33 paragraph 1 of the constitution that highlights the symbols of unity. Emphasise the main symbols of unity and guide learners to draw them as well. Each symbol of unity should be taught in single lesson each since they are detailed.

Guide learners to observe the pictures on their Learners' Book as you help them to interpret.

Pair learners to answer the questions concerning the pictures.

Ask learners to sing the National Anthem in the class. Guide them to understand the why National Anthem is symbol of national unity.

Assessment Opportunities

Observation: Observe the learners as they discuss about the symbols of unity. Can they come up with reasonable points?

Conversation: Talk to the learners as they interpret the pictures used in the Learner's Book.

Activity 2 **Symbols that promote national unity in South Sudan**



Did you know?
In Section 33 Paragraph 1, the constitution specifies, among other things, the following things that promote national unity:

All persons are equal before the law and are entitled without any discrimination, as to race, colour, sex, language, religious creed, political or other opinion, national or social origin, age, disability, ethnicity, birth, marital status, pregnancy or other status, to the equal protection of the law."

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Pair work

1. What is a symbol?
2. What do you understand by the following as used in South Sudan?
 - (a) National flag.
 - (b) Presidential image on currency note.



There are many symbols that promote unity in South Sudan.
The major symbols of unity in South Sudan include:

- 1. The National flag**
The flag of South Sudan was adopted following the signing of the comprehensive peace agreement that ended the second Sudanese civil war.
It has the following colors and each color represent different thing in South Sudan.

Activity 3: Factors that promote national unity

(Refer to Pupil's Book pages 60-62)

Guide learners to observe the pictures on their learners, book.
Arrange the learners to sing the National Anthem as one of the factors to promote National Unity.
Pair learners to observe the pictures and interpret them.

Assessment Opportunities

Observation: Observe learners as they give out their suggestions.

Conversation: Engage in a conversation with the learners as they discuss the factors that could promote peace in South Sudan.

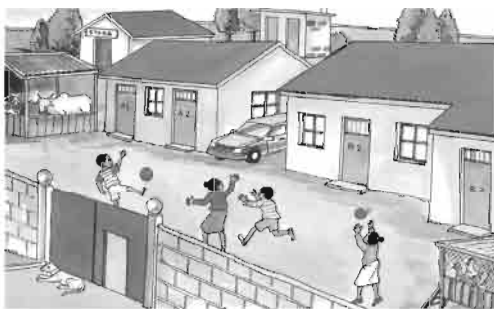
Product: Listen to the learners as they sing the national anthem.

Activity 3

Factors that promote national unity

Pair work

1. Look at the picture below.



2. Explain how this picture help promote national unity in South Sudan.

Activity 4: Importance of equitable distribution of resources

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

Begin by explaining to the learners what equal distribution of resources is.

Pair them to identify the resources that they think should be shared equally by the government.

Explain to the learners the importance of the equal distribution of resources to the country.

Equitable distribution of resources can also be defined as equal distribution of resources.

This is distribution of resources in a fair and just way within a community, state or country.

Equitable distribution of resources:

- Promotes equality.
- Leads to peaceful co-existence.
- Makes everyone feel to be part and parcel of the system.
- Ensures development in all parts of the country.

Assessment Opportunities

Observation: The teacher to observe the ability of the learners to share.

Conversation: Talk to the learners while they hold the interview.

Written assessment: Noting down the main points captured during the interview.

Activity 4

Importance of equal distribution of resources

Pair work

1. Do you think resources should be shared equally in a country. Explain why.
2. What are some of resources you know that a government can distribute equally.

Equal distribution of resources refers to the sharing of assets equally in both the community and in the state. It is important because everyone have equal rights over the available resources.

The importance of equal distribution of resources in the community:

1. When there is equal distribution of resources in the community and in the state resources will not be exploited at the hands of a few people.
2. Equal distribution of resources ensures continuous flow of sufficient resources to every section of the society.

Activity 5: Effects and importance of sharing power

(Refer to Pupil's Book pages 63-64)

Begin by introducing the learners to the effects of power sharing. Ask learners to give you situations in their community where they have witnessed power sharing.

Group learners to discuss the factors they think can lead to power sharing in South Sudan.

Lists some of the ethnic groups found in South Sudan.

The teacher explains to the meaning of ethnic groups in relation to their origin and some of the cultural practices.

Importance of sharing power between different ethnic groups.

- Leads to equal representation.
- Bring cohesion in the country.
- Leads to equitable distribution of resources as a result of representation.
- Every ethnic group feels included and hence promoting patriotism.

Assessment Opportunities

- Oral assessment on identifying the leaders.
- **Observation:** Observing the learners as they participate in the discussion.
- **Conversation:** Talking to the learners while they engage in the discussion.

Activity 5 Effect and importance of sharing power between different ethnic groups

Group work

1. From the factors above, identify the factors that you think are most important in power sharing.
2. Provide examples where these factors have had an impact in our community.

The following are some of the reasons why power sharing is important:

- a) Power sharing helps to reduce the possibility of conflict between social groups.
- b) It is a good way to ensure the stability of political order as social conflict often leads to violence and political instability.
- c) It is the very spirit of democracy in power sharing, ensuring participation of the people.
- d) It leads to development of a political culture that tolerates diversity, a strong civil society, and strong common economic interests.
- e) It helps in maintenance of social harmony and peace.
- f) Peace that comes as a result of power sharing stimulates fast economic growth.
- g) When peace prevails and the citizens are empowered economically, this leads to improved living standards among the citizens.
- h) Through power sharing, people take direct participation in the system.
- i) It allows minorities to enjoy fair share in power.

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Activity 6: Methods of power sharing

(Refer to Pupil's Book pages 64-65)

Group learners to research on the meaning of power sharing. Let them explore and discuss the best systems for power sharing in their country. Explain to the learners the methods of power sharing. There are ways that can be used to share power especially where disagreements arise.

These power sharing strategies are aimed at avoiding conflict at all costs.

Dialogue, mediation or arbitration could be used to arrive at the formulae to be used in power sharing.

The strategies that can be used in power sharing can be:

- Formation of grand coalition governments.
- Creation of more position in order to accommodate more people in the government .

Assessment Opportunities

Observation: as the learners share the resources among themselves.

Written tests: They write down the strategies that can be used to share power locally and internationally.

Product: Check what the learners have researched about the power sharing.

Activity 6 Methods of power sharing

Group work

1. Research the meaning of power sharing.
2. Explore and discuss the best systems for power sharing.
3. Research successful strategies at a local and national level.

Methods of power sharing are:

1. Autonomy

Autonomy allows an ethnic group or other groups claiming a distinct identity to exercise direct control over important affairs of concern to them while allowing the larger entity to exercise those powers which are the common interests of both sections.

Among the forms of autonomy is symmetrical federalism, in which all units enjoy similar powers, and asymmetrical federalism that might provide enhanced powers to a particular region.

2. Group Building-Block Approach

This option relies on accommodation by ethnic-group leaders at the political centre and guarantees for minority rights. It is "consociation" in that it encourages collaborative decision-making by parties in conflict. The key institutions are federalism and the devolution of power to ethnic groups in territory that they control.

Class discussion

Imagine a situation in your class where there are inadequate resources. Hold a dialogue to identify how you can share the available resources.

Activity 7: National unity in other countries and its role in shaping the unity of South Sudan

(Refer to Pupil's Book pages 65-68)

Introduce learners by giving them a brief definition of the national unity process. Guide learners to observe the pictures on the Learner's Book and interpret. Pair learners to answer question about conflict resolution. Guide learners to read the story about Kenya 2007-2008 election and understand the methods they used to solve their conflict. Group learners to discuss about the story of Kenya conflict resolution and discuss the impacts.

National unity process in other countries has a role in shaping the unity of South Sudan.

Where there has been conflict and the process of reconciliation initiated, positive results have been realised. For example Rwanda, Kenya and Uganda.

South Sudan has embraced the methods that have been used elsewhere to bring about the process of reconciliation.

Countries that have been successful in bringing reconciliation can be looked upon by South Sudan.

Assessment Opportunities

Observation: Observe as the learners explain.

Can they put forward reasonable arguments?

Conversation: Talk to the learners as they give their points. Are the explanations logical?

Product: Examine the points the learners have come up with by marking their books.

Activity 7

National unity process in other countries and its role in shaping the unity of South Sudan

Pair work

1. What is conflict resolution?
2. How would you be involved in conflict resolution between your friends in the school?
3. Based on what you know, explain the five process of conflict resolution in the society?

Many African countries have had conflict at one point or the other. There has been process of reconciliation in order to bring back national unity in those countries. Examples of these countries are Rwanda, Uganda and Kenya.

Activity 8: Developing co-existence using the principal of equity, human rights and justice

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

Begin by introducing to the learners the meaning of peaceful co-existence.

Pair learners to discuss ways that can improve peaceful coexistence.

Guide learners on the peaceful ways practised in their community.

Let learners observe pictures on their learners' book showing ways of developing peace.

Equity - equal and just distribution of resources, opportunities and power among all the parties involved.

Human rights - the constitutional rights that a human being is entitled to.

Justice- fair treatment of a person or a group of people.

Assessment Opportunities

Observation: Observes the groups discussing the meanings. Have they given the correct meaning.

Conversation: Talk to the learners about how equity, human rights and justice can develop co-existence.

Product: Find out whether the learners are able to differentiate the three names.

Activity 8

Developing co-existence using the principles of equity, human rights and justice

Co-existence in a society is promoted by observing and upholding equity, respect of human rights and enforcing justice.

Pair work

Can you make a distinction between equity and justice?

(a) Equity

This is equal and just distribution of resources, opportunities and power. Resource to be distributed includes land, water, minerals, fuel and wealth in general among corresponding geographic entities (states, countries, etc.) Equity ensures that there is continuous flow of sufficient resources to every section of the citizens.

Activity 9: Ways of developing peaceful co-existence in South Sudan

(Refer to Pupil's Book pages 71-72)

Guide learners on explanation about developing co-existence. Pair the learners to discuss about equity, human rights and justice. Explain to the learners the difference among the three names.

Assessment Opportunities

Conversation

If possible, organise learners to dramatise a scene where there is a conflict situation and one member is acting as a mediator.

For this will create an understanding and relating environment between real events and what is being learnt in the classroom.

Product: Look at how learners respond to the questions by checking their Learner's Book and assess what they have written.

Activity 9

Ways of developing peaceful co-existence in South Sudan

Peaceful co-existence means living together in peace rather than in a constant hostility in a country or a community. There are many ways that can be used to ensure that people of South Sudan live together as united people.

Pair work

1. How would you improve peaceful co-existence in South Sudan?
2. Do you think peaceful co-existence promotion or development is a responsibility of every individual in South Sudan?

These ways include:

(a) Community dialogue

This is a process of engaging community members in an open and inclusive discussion to address disagreement or conflict that arise among groups, individuals and neighbours. During this dialogue these people who have differences come together to discuss and after the discussion they should come out with a solution which will bring peaceful co-existence.



People having a dialogue

Activity 10: The roles of NGOs and CBOs in the society

(Refer to Pupil's Book pages 73-74)

The main learning point here is the roles of NGOs and CBOs.

Pair learners to discuss to assess their knowledge about the NGOs and CBOs.

Explain to the learners the roles of these two organisations.

Guide them to observe the pictures on their Learner's Book showing some of the roles of NGOs.

Assessment Opportunities

Observation: Learners to discuss the roles of existing NGOs and CBOs in South Sudan work closely with learners that come below expectations level.

Conversation: Talk to the learners as they discuss and observe the pictures in their Learner's Book.

Activity 10

The roles of NGOs and CBOs in the society

NGOs and CBOs play a big role in promoting equality and justice in the community.

Pair work

1. Write the following terms in full:
 - (a) NGO
 - (b) CBO
2. Name any NGO and CBO organisation you know.
3. Explain the importance of two organisations you have identified.

NGOs play a vital role in the country. The roles are:

1. Donation of books, textbooks, stationary to facilitate learning process. NGO funds the construction of classes and latrines in marginalized areas in the country. It ensures equitable access to education in remote areas.
2. The discovery of NGOs was decentralization of the central government which helps the local communities to acquire more power in order to make their own decisions. The locals are given opportunities in decision making upon their projects.
3. Both NGOs and CBOs help the governments through advocating, partnering and complementing the work of the state in order to ensure that human beings enjoy their right to a quality gender-equitable access to education and resources.
4. Provision of donors and financial stipends through empowerment of both boy and girl education maintaining gender equity in education as a critical starting point of NGOs and CBOs in the society.
5. NGOs balance the social, economic and environmental factors in promoting sustainable development in the society. It encourages fairness and justice in the country.

Activity 11: Laws and justice in relation to regional co-operation and National unity

(Refer to Pupil's Book pages 74-76)

The key learning in this point is how laws should be put in place in order to promote justice, unity and cohesion. Emphasise the most why it is good for young people to report and obey the existing rules. Guide learners on the definition of regional co-operation.

Group learners to differentiate law and justice.

Ask learners to write laws in their country that they know.

Guide learners to observe the pictures on their learners' book and interpret.

Give learners a class assignment to read the newspaper extract and answer the question about the extract.

Assessment Opportunities

Observation: Observe as the learners discuss law and justice.

Conversation: Talk to the learners and check whether they understand the difference between law and justice.

Activity 11

Laws and justice in relation to regional cooperation and national unity

Regional cooperation is a process in which neighbouring states enter into an agreement in order to upgrade relationship through common institutions and rules.

Pair work

1. Explain the meaning of law and justice.
2. Make a list of laws that you know in your country.

Benefits of regional cooperation

More connectivity tends to generate trust and a need for trust. Common interests and common institutions reduce the potential for conflict, conflict that formerly could lead to war.

Some of the benefits of regional cooperation:

- a) It implies the lowering of barriers to trade, thus benefiting the economy and increasing the well-being of the member states' citizens.
- b) Education and cultural exchanges have the potential to enhance regional integration for the benefit of all members. Cultural differences between

Activity 12: Resilience against struggle in developing sustainable solutions to working in harmony

(Refer to Pupil's Book pages 76-77)

Resilience against struggle and sustainable solutions to working in harmony can be achieved by;

- Organising civic education regularly.
- Holding of national debates
- Nationally recognising people who have contributed positively towards bringing sustainable solutions to working in harmony.
- Incorporation in the syllabus.
- Organising games and sports with the theme on resilience against struggle and sustainable solutions to working in harmony.

Assessment Opportunities

Observation: Learners to give and explain their suggestions to how harmony can be achieved.

Conversation: Talk to the learners as they discuss the solutions. Are the solutions suggested applicable?

Product: Find out whether the debate has been carried out well.

Activity 12

Resilience against struggle in developing solutions to working in harmony

Resilience against struggle in developing solutions to working in harmony can be achieved through:

- Organising civic education regularly to enhance development in resilience in working in harmony.
- Holding national debates on ways of building resilience against struggle in developing sustainable solutions in working in harmony.
- Recognising of people who have contributed positively towards resilience against struggle in developing solutions to working in harmony.
- The syllabus should incorporate information on developing solutions to working in harmony.
- Organising of games and sports with the theme on developing sustainable solutions in working in harmony.

Class debate

Ways of developing resilience against struggle and working in harmony

Learners should take different roles. (Consider both genders)

Give ideas for future of your community; they should build resilience against struggles, and develop sustainable solutions to working in harmony together for the good of their country. The ideas given during the interview should be listed in the books.

Answers to revision question

No 1: Factors that promote national unity.

- Education
This is the main factor that promotes national unity. Learners meet from different tribes and places all over the country and join different schools and this promote national unity.
- National language
When people speak the same language they get to understand each other and this promotes national unity.
- Trade
When people trade together, meet in a common place of trading, they interact and this promotes national unity.
- Intermarriage
When people marry from different tribes they interact during this process of marriage they meet and share together and this promotes national unity.
- Sports and games
Sports like inter-schools games and national games bring people together. The coming together of people from different regions and tribes leads to national unity.

No 2: Importance power sharing

- Sharing of power reduces the possibility of conflict between social groups and this promotes national unity.
- Power sharing leads to a balance in the government where government resources are shared among many people and this promotes national unity.
- When there is sharing of power in a country there is promotion of unity because it makes sure no any government saves for long time.
- When there is sharing of power, there is maintenance of harmony and peace in the country and this promotes national unity.

No 3. Define a symbol. Explain five symbols of unity in South Sudan.

A symbol is a thing that presents or stands for something else, especially a material object representing something abstract.

National flag- the flag of South Sudan is a symbol of unity. It has many colours and each colour represent different things and this shows National unity in South Sudan.

The court of arms-This is a symbol that promotes national unity.
The constitution-The constitution of South Sudan consist of laws and rights and when people follow these rules there is peace and harmony in the country.

Presidency-The president of South Sudan, His Excellency Salva Kiir is a symbol of national unity. When you share a common president this makes people to feel united.

No 4: Explain five methods of solving conflicts.

Arbitration-This is a method of solving conflict outside the courts. The disputes are decided by one or more persons.

Negotiation-This is basic means of solving or settling disputes. This involves discussion between people who are trying to reach an agreement over dispute.

Mediation-This is a voluntary process in which an impartial person helps with communication and promotes reconciliation between the parties which will allow them to reach mutually acceptable agreement.

Litigation-Is the use of the courts and civil justice system to resolve controversies.

No 5. Explanation of human rights and their examples

- Social rights-These are the rights arising from the social contract.
Examples: The rights to adequate housing
The right to health
- Civil rights-These are rights for individual to receive equal treatment.
Examples: Rights for free and fair trial
Rights to vote and be voted for
- Economic rights-These are rights to own things.
Examples: Right to trade
Right to own property
- Environmental rights: These are rights to protect natural resources.
Example: Rights to access clean water
Right to suitable shelter

UNIT 5: PEACE IN OUR TIME

(Refer to Pupil's Book pages 38-43)

| Social Studies Primary 8 | | Unit 5: Peace in Our Time |
|---|--|--|
| Learn about | | Key inquiry questions |
| <p>Learners should explore models for building reconciliation in conflict areas, evaluating their effectiveness by looking at testimonies, reports and articles presented by those people affected. Learners should investigate principles and strategies used by national and international bodies for conflict resolution, selecting what they believe to be strategies that cause the most positive effects on communities and peaceful co-existence. Learners should discuss the roles of these bodies in small groups and report to their class, beginning to explore activities that they could carry out locally to promote peace. Learners should work to understand the challenges faced by these organisations in the course of their activities and consider what changes should and could take place at a local and national level in order to minimise these barriers to conflict resolution. Working in groups, learners should identify a barrier to peace or healthy living at a local level and plan an activity that could challenge attitudes and contribute to positive behavior changes in these cases. They should think creatively in order to achieve their aims, using their art skills for examples to design posters to advertise a particular activity or share knowledge about healthy living.</p> | | <ul style="list-style-type: none"> • What are the most successful strategies that national bodies have used to promote peace in South Sudan? • What are the challenges being faced by national and international bodies in the course of bringing reconciliation in conflict areas? • What can we learn from strategies in other parts of the world that can help us to promote peace where we live? • What are the key features of locally organised activities that promote peace. |
| Learning outcomes | | |
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know about some national and international bodies working to promote peace and reconciliation. • Know about some ways of building reconciliation in conflict areas. • Know about the challenges that face by these bodies and some ways of how these could be addressed. • Know how to plan and carry out an activity collaboratively to make a difference to the lives of others. | <ul style="list-style-type: none"> • Investigate strategies that exist to build reconciliation. • Explore ways that try to resolve conflict in South Sudan. • Investigate the principles and key features of national and international peace promoting organisations. • Research the challenges that face these bodies in trying to bring about reconciliation and conflict resolution in South Sudan. • Analyse how peace and reconciliation can be sustained in South Sudan. | <ul style="list-style-type: none"> • Appreciate the importance of peaceful coexistence and reconciliation. • Value the need to bring about reconciliation after conflicts so as to achieve National Unity. • Show concern for sustaining peace and reconciliation in south Sudan. • Value and respect the work that organisations carry out in order to promote peace. |
| Contribution to the competencies: | | |
| <p><u>Critical and Creative thinking:</u> Carry out research to explore the challenges that face national and international bodies in process of bringing peace and reconciliation</p> <p><u>Communication:</u> Speaking clearly to communicate their ideas about conflict resolution and how to promote peace in South Sudan</p> <p><u>Co-operation:</u> Working together to plan an activity that works towards a common goal</p> <p><u>Culture:</u> Taking a pride in National Unity and working help others value the diverse nature of South Sudanese society</p> | | |
| Links to other subjects: | | |
| <p>The Arts: Refine their ability to produce a range of work in 2D in order to produce promotion materials for their chosen activity making a positive contribution to their community</p> <p>English: Understand and be able to infer the meaning of a range of texts that describe strategies and reports about conflict resolution</p> <p>Peace education: how peace and reconciliation can be sustained in South Sudan</p> | | |

An outline of the learning

This unit will enable learners to understand the meaning of the terms; peace, conflict and conflict resolution. Learners will explore the role of national and international bodies in promoting peace and cohesion using the case studies of those operating in South Sudan.

Learners will also understand how peace and reconciliation is built in conflict areas and the strategies used to do so. This unit will also enable learners to be conversant with the challenges these peace promoting bodies face while operating in South Sudan.

The rule of law will also be learnt in this unit giving learners an opportunity to know more about it and examine why a country like South Sudan needs to promote the rule of law.

The activities used in this unit have responded to all the student competencies. There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

Using the Learners' Book

This unit has extensively used a lot of pictures and words. This is aimed at testing whether learners are familiar with peace related issues around them. Encourage to read these passages and interpret the pictures used.

There are many opportunities in this unit for learners to practice and improve their speaking and listening skills. The group and pair discussions are aimed at helping learners communicate clearly and effectively in order to share their experiences and ideas with others.

The tasks used in this unit are manageable. It is possible however to find alternative and additional tasks that further expound on peace in our time unit. This will be a good way of giving your learners home assignments.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

Student competencies

This unit presents many opportunities for communication and both critical and creative thinking about peace in our time. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

These competencies developed through various good activities are good tools of equipping learners with the necessary knowledge on national unity in South Sudan.

Activity 1: Definition of peace, conflict and conflict resolution

(Refer to Pupil's Book page 79)

This unit talks about peace. Introduce the learners to this unit by guiding them to observe pictures portraying peace on their learners' book.

Pair learners to discuss about the pictures and define peace.

Arrange learners to hold a debate on the topic Peace is necessary for the development of a country.

Choose two groups opposer and proposers. Guide learners as they carry on the debate.

Explain to the learners the meaning of peace, conflict and conflict resolution.


Conflict resolution – is the act of re-establishing good relationship after a disagreement.

Conflict – A disagreement between two individuals or two groups.

Some of the ways of building reconciliation includes:

- Dialogues
- Mediation
- Discussion
- Arbitration
- Litigation

Activity 1 *Definition of peace, conflict and conflict resolution*



Pair work

1. What is peace?
2. From the pictures above, mention activities taking place in each.
3. Hold a debate on the topic 'peace is necessary for the development of a country'.

Learning point

Peace is a state or period in which there is no war and suffering.
Conflict is a disagreement between two individuals or groups.
Conflict resolution is the act of re-establishing good relationship after a disagreement.

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Assessments Opportunities

Observation: Observe as the learners participate in the play. Does the play indicate conflict and conflict resolution.

Conversion: Talk to the learners while they discuss the ways of resolving conflict.

Product: Check whether the debate has been carried out successfully.

Activity 2: National and internal bodies

(Refer to Pupil's Book page 79-80)

Begin by introducing to the learners the meaning of international and national bodies.

Group learners to differentiate the two words.

Let them write the differences between two words.

Explain to the learners the roles of the national and international bodies.

The United Nations and the African union are some of the examples of international bodies working to promote peace and reconciliation.

- Peace keeping missions
- Providing relief food
- Giving rescue services to people whose lives are in danger.
- Providing financial medical and education aid.

Activity 2 National and international bodies

National and international bodies are organisations formed by independent states. Their main aim is to promote international peace and security. Examples of these international bodies are: United Nations [UN], African Union [AU], Transparency international the Commonwealth among others.

Group work

1. What do you understand by:
 - (a) National bodies
 - (b) International bodies
2. Can you make a distinction between national and international bodies?

Roles of National and international bodies

The following are the roles of national and international bodies:

1. They promote international peace and security
2. They prevent occurrence of other wars.
3. To develop friendly relations among nations.
4. To promote international understanding and cooperation among members.
5. To protect the interest of minority groups such as the handicap and minority tribes.
6. To promote and cooperate cultural interactions between members.
7. To promote economic development among member states.



Assessment Opportunities

Observation: Oral questions as learners state bodies that work for peace.

Conversation: as the learners explain ways through which these organisation engage in to promote peace and reconciliation.

Product: Read the points the learners have written.

Activity 3: Building reconciliation in conflict areas

(Refer to Pupil's Book pages 81-82)

Guide the learners to observe the pictures on their Learners' Book. Pair learners to interpret pictures and differentiate them. Explain to the learners ways of building peace and reconciliation in conflict areas.

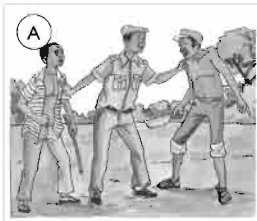
Conflict resolution is the act of re-establishing a good relationship after a disagreement.

A **conflict** is a disagreement between two individual or two groups.

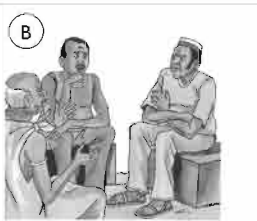
Some ways of building reconciliation

- Dialogue
- Mediation
- Discussion
- Arbitration
- Litigation


Activity 3 Building peace and reconciliation in conflict areas



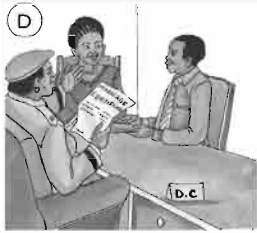
A



B



C



D

Group work

1. Observe and interpret the pictures above.
2. Can you identify the difference in the pictures?
3. Justify if these pictures show building of peace and reconciliation in conflict areas.

Ways of building peace and reconciliation in conflict areas

There are many ways of building peace and reconciliation in conflict areas. They include:

1. Through dialogue
2. Civil education.
3. Involvement of peace - keeping mission groups for example the UN and AU.

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Assessments Opportunities

Observation: Observe as learners participate in the play. Does the play indicate conflict and conflict resolution?

Conversation: Talk to the learners while they discuss the ways of resolving conflict.

Activity 4: Strategies used to promote peace in South Sudan

(Refer to Pupils Book pages 82-83)

Introduce learners to this sub-unit by giving them a brief definition for this topic.

Group learners to ask them about strategy to check their understanding.

Explain to the learners the strategies to promote peace for better understanding.

Many strategies are being used to promote peace in South Sudan.

Examples of these states have been listed in the learners books.

Others can be:

- Ensuring equitable distribution of resources.
- Providing employment.
- Empowering the marginalized communities.
- Empowering the court systems.
- Ensuring human rights are observed and respected.

Assessments Opportunities

Observation: Observe as the learners debate.

Are the points that they are giving valid?

Conversation: Talk to the learners as they suggest approaches that can be used to promote peace in South Sudan.

Activity 4

Strategies to promote peace in South Sudan

Peace in South Sudan can be promoted through various ways. The government of South Sudan is setting strategies to promote peace in the country.

Pair work

1. What do you understand by the term strategy?
2. Based on what you know, what do you think are the strategies to promote peace in South Sudan?

Some of the employed to promote peace are:

1. Improving education

As far as individual level is concerned, improving education is the most decisive factor since the war began in the mind of a man. Peace education plays a major role in promoting peace the republic of South Sudan.

2. Democratisation

This is developing or introducing of democracy in a country that did not have it before. It is the most effective peace strategy. It has been proved that countries with great democracies hardly go into war. There is respect for freedoms and human rights.

Activity 5: Challenges faced by national and international bodies in promoting peace

(Refer to Pupil's Book pages 83-84)

Guide learners to observe the picture in their Learner's Book.

Pair learners to discuss and interpret the picture in their Learner's Book.

Explain to the learners all the challenges faced by national and international bodies in promoting peace.

- There are many challenges that hinder reconciliation and peace.
- If these challenges could be addressed peace and reconciliation could be easily realised.
 - (a) Unequal distribution of resources.
 - (b) Religious intolerance.
 - (c) Poverty among the people.
 - (d) Traditional beliefs and retrogressive customs among the people.

The teacher should elaborate the points.

Assessments Opportunities


Observation: Observe the learners holding the discussion. Are their points logical.

Conversation: Talk to the learners as they suggest ways of overcoming challenges in bringing reconciliation. Are the suggestions valid or not?

Product: Check whether the learners have understood challenges.

Activity 5 Challenges faced by national and international bodies in promoting peace

Look at the following picture.



Group work

1. What do you think is happening in the picture?
2. Why do you think promoting peace has been a big challenge to the people of South Sudan?
3. Discuss the roles of national and international bodies.

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Activity 6: Rule of law

(Refer to Pupil's Book pages 85-86)

Guide the learners on the meaning of rule and law.

Ask learners to differentiate between rule and law.

Group learners to discuss rule and law in their country.

It is important for everybody to obey the laws of the land. The law that govern our country are contained in a document called the constitution. Emphasise to the learners that all people are equal before the law and why it is very bad for people to break the law.

Lead the learners to discuss the importance of obeying rules.

Assessment opportunities

Observation: Observe the learners as they discuss the importance of obeying the rules. Can they give reasonable answers?

Conversation: Talk to the learners while they discuss about the rule of law.

Product: Read the answers the learners have written.

Activity 6 | **Rule of law**

Rule of law is the restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.

Group work

1. Identify barriers to peaceful and health living in South Sudan.
2. Explore the ways that can be used to minimize barriers to healthy living.
3. Make posters using your art skills.
Peace! Peace! Peace!

The following are the rule of law:

- a) The laws of the land must be fair and accepted by all.
- b) Respect to all members of society.
- c) People should mix freely with each other so that they understand each other.
- d) Equal development
- e) The government should not favour one areas but must make sure every part of the country develops.
- f) Good governance.
- g) The form of government should be accepted by the people. This means that people should be involved in the choice of their leader.
- h) Equal access to economic opportunities and social amenities.
- i) The government should cater for all classes and types of people within one area.

Key factors for promoting peace

- Equal distribution of resources.
- Upholding human rights.
- Peace education and awareness.
- National and international games.
- Transparency in all sections of the government.
- Respect to the rule of law.

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REVISION QUESTIONS UNIT 5

No 1: Explain ways of sustaining peace in South Sudan.

- Empowerment of marginalised communities.
- Ensuring human rights are respected and observed.
- Ensuring equal distribution of resources.
- Empowering and respecting the court system.
- Creating employment for all without any discrimination to avoid poverty which is the main cause of conflict in South Sudan.

No 2: Explain obstacles to peace and reconciliation in South Sudan.

- Low status of economy in the country.
- Corruption among the leaders in authority
- Religious intolerance
- Conflict on natural resources like mineral reserves.
- Poor leadership in the country.
- Traditional believes and ego among people.

No 3: National and international bodies have played a big role in peace keeping in many African countries. Justify.

- National and international bodies have involved in peace keeping by providing relief foods in the conflicting countries and many developing countries.
- They have provided rescue services like AMISON soldiers to countries where there is conflict.
- In many African countries these bodies have provided financial support and educational aids.
- They have contributed in peace keeping by sending peace keeping missions.
- National and international bodies have greatly played a big role in keeping of peace by even providing seminars and workshop to educate people about peace and importance of peace.

No 4: Explain factors that promote peace and unity in South Sudan.

- Education
- Games and sports
- Trade
- Broadcasting corporations
- Churches

No 5. Peace and development is inseparable. Discuss.

This means where there is peace there is development and where there is no peace there is no development. Peace is the mother of all civilisations while war is the demon of destruction. There is no development if peace does not prevail. When there is peace people work in harmony and this leads to development. Peace enables people to freely walk from one place to another. Peace is a sign of development and prosperity. Where there is peace human rights are not violated. Where there is peace people fulfil their duty towards their society and this leads to development. If there is no peace there is no development.

No 6. “You must be a change that you wish to see in the world.” Justify.

Change refers to transformation in ideas, state and form. However, it can be understood as an act of process which something becomes different. There are grounds for change to take place either at individual level or at community and national level. To justify this statement, one requires comprehending past and present situation so as whatever the change willed, can be achieved.

South Sudan has experienced a period of political and social instability for the past years. Therefore, it requires peace and reconciliation. To foster an element of peace in South Sudan, all citizens should value peace. If peace is valued at individual level, then it will be valued to an extent to the community. If such ideology is embraced at a citizen level, the entire country will enjoy the fruits of peace.