

ACCELERATED LEARNING PROGRAM

SOCIAL STUDIES

LEVEL 2



SECRETARIAT OF EDUCATION
NEW SUDAN

ACCELERATED LEARNING PROGRAM

SOCIAL STUDIES

LEVEL 2

Secretariat of Education
New Sudan

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SUDAN BASIC EDUCATION PROGRAM

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UNIT 1

Maps and Map Reading

Our County

In level One, we learned about our:

1. Boma
2. Payam and
3. County

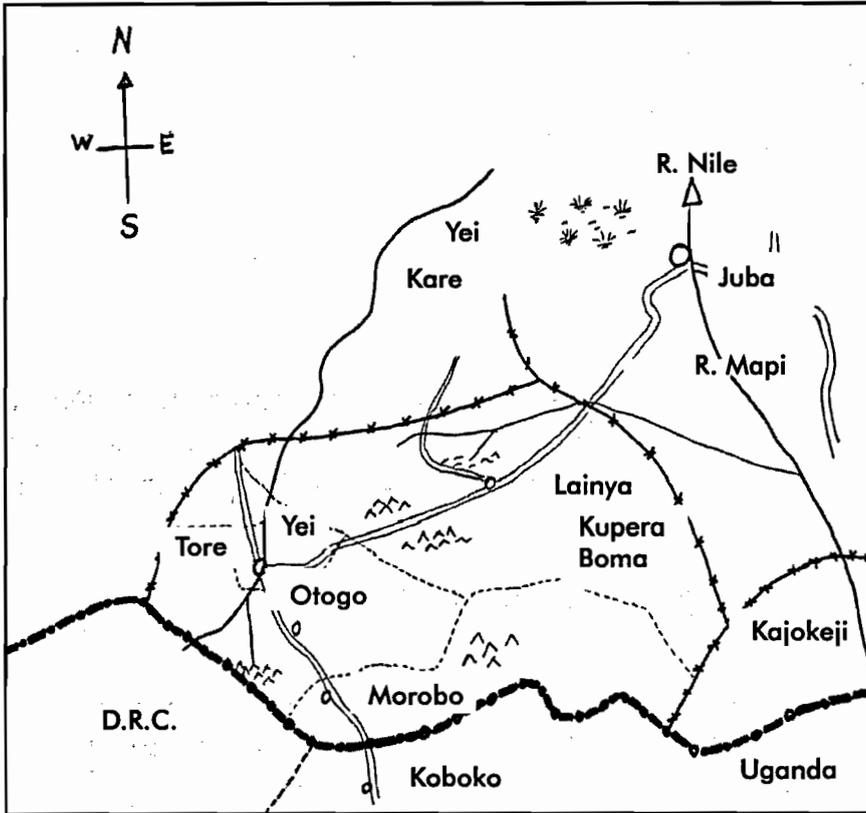
In this level (level 2) we are going to learn more about our county. Every region has a number of counties. Your teacher will guide you to name the counties in your region. This book will give examples of counties in one region of New Sudan.

Examples of Countries in Equatorial Region:

Table I

Name of County	Administrative Town
Budi	Chukudum
Kapoeta	Kapoeta
Magwi	Magwi
Torit	Torit
Juba	Juba
Kajokeji	Mere
Terekeka	Terekeka
Yei River	Yei
Mundri	Mundri
Maridi	Maridi
Yambio	Yambio
Ezo	Ezo
Tombura	Tombura

The Map of Yei County



KEY

Hills



Rivers



Roads



Boundaries



Boarder lines



International Boundaries



Swamps



Towns



Location of Payams

Look at the map of Yei County

1. Lainya Payam is in the North of Yei County.
2. Morobo Payam is in the South of Yei County.
3. Tore Payam is in the West of Yei County.
4. Kupera Boma is in the East of Yei County.

Activity:

1. Name 5 payams in Yei County.
2. Draw a map of your county.
3. With the help of your teacher draw the boundaries of the payams in your county.
4. On the map of your county, name the payams.
5. Name the location of your payam in your county.

Activity:

The table for Equatoria region will help you to draw a similar table for the counties in Bahr el Ghazal, Upper Nile, Nuba Mountains or Southern Blue Nile. Ask your teacher to help you.

Exercise:

1. What is the name of your region?
2. How many counties are there in your region?
3. What is the name of your county?
4. How many Payams are there in your county?
5. What is the name of your Payam?
6. Fill in the blank spaces in the table below.

Name of counties	Administrative Towns
1. Rumbek	1.
2. Yirol	2.
3.	3. Cuiebet
4.	4.
5.	5. Wau

- | | |
|---------------|---------------|
| 6. Gogrial | 6. |
| 7. | 7. |
| 8. Aweil East | 8. |
| 9. | 9. Aweil West |

Compass Points

In level one we learned about directions.

Which directions did you learn in level one?

The directions we learned were:

- North N
- East E
- West W
- South S

These four directions are points, which are put on an instrument called a compass. A compass is used for pointing directions.

In level one we found directions using:

1. The sun
2. The hills
3. Big trees and
4. Rivers.

If you go to hunt in the bush, you find your direction by looking at high hills, tall trees, rivers and valleys. But sailors who travel across large seas and pilots who fly aircrafts in the air have no landmarks to show them directions of places. Therefore they use a compass show them where they are going.

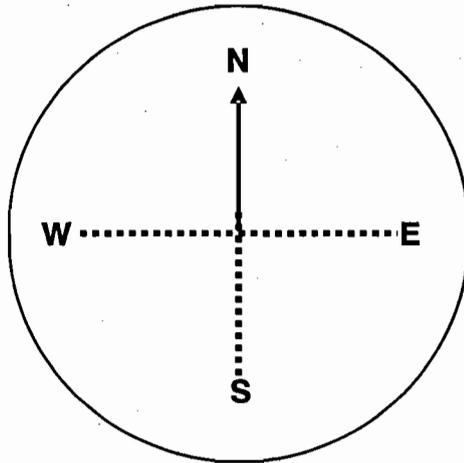


Fig 2 A compass looks like a clock.

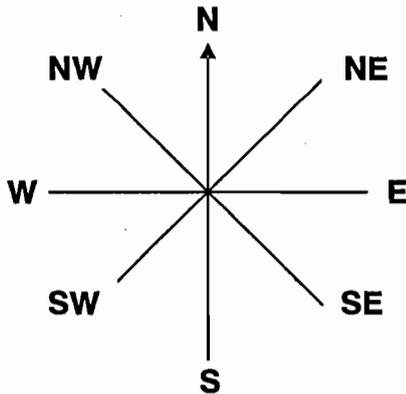


Fig 3. A simple compass has 8 points as shown below.

These points are:

- N - North
- NE - Northeast
- E - East
- SE - Southeast
- S - South
- SW - Southwest
- W - West
- NW - Northwest

Cardinal points of the compass.

North, South, East and West are called the Cardinal points of the compass. A compass is an instrument with a needle that always points north. Look at the drawing showing the cardinal points of a compass in fig 3.

Use of compass points

Compass points help us to get the direction of a place from another place. They help us to know if something is north, south, east or west of a certain place.

Activity:

Stand somewhere and with your right hand point to the direction where the sun rises. The direction where the sun rises is called east. Now, without turning, stretch out your left hand and point in the opposite direction. That is the direction where the sun sets. It is called west. Your face will be looking at a direction called north. Your back is turned to the direction called south.

Activity:

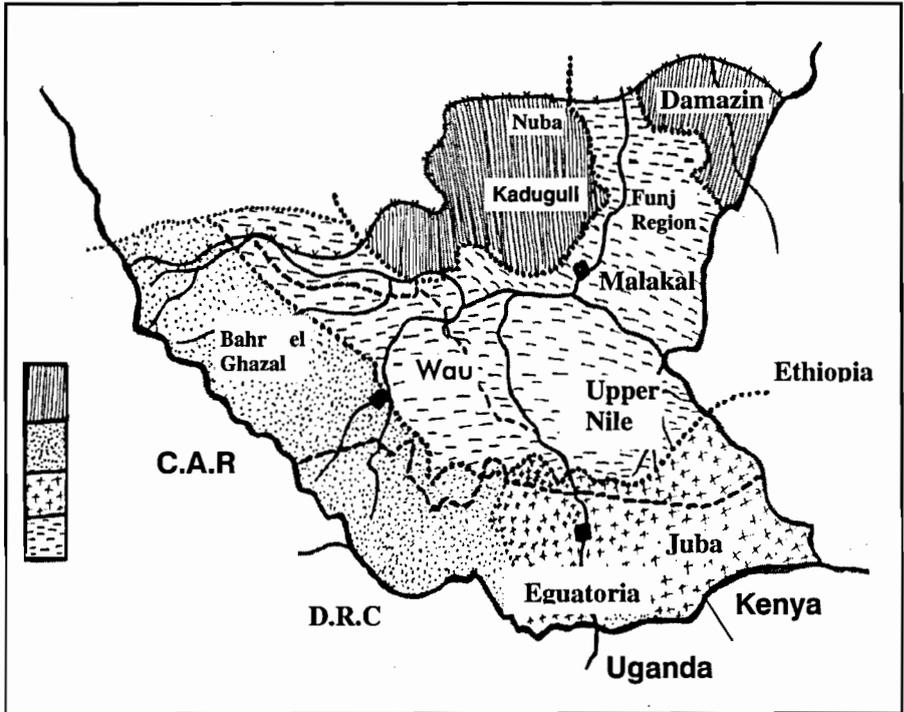
Choose one answer only A, B or C.

If you go to hunt in the bush in your county:

1. What type of features will you tell your friends to find the way to follow?
 - a) A sound and noise
 - b) Hill and the rivers
 - c) Wind direction and clouds

2. Pilots and sailors find their directions by the use of:
 - a) Clouds and stars
 - b) Trees and hills
 - c) Compass directions

1.2.3: Map of New Sudan



New Sudan has five Regions. These are the regions which have been fighting for democracy and self-rule. They include:

1. Bahr el Ghazal
2. Upper Nile
3. Equatoria
4. Nuba Mountains and
5. Southern Blue Nile.

Map of My County

In every county there are Bomas and Payams. My county is Yei River County. It has five payams, which include:

1. Lainya
2. Tore
3. Yei
4. Otogo and
5. Morobo

What are the capitals of the New Sudan's five regions?

They are:

1. Kaduguli - for Nuba
2. Wau - for Bahr el Ghazal
3. Malakal - Upper Nile
4. Juba - for Equatoria
5. El Damazin - for Funj Region.

Exercise:

1. What is the name of your region?
2. Name the capital of your region.
3. Use the compass to show the direction of your region on the Map of New Sudan.

For example - Bahr El Ghazel is in the West of New Sudan.

Region	Direction
1. Bahr el Ghazel	West
2. Equatorial	South
3. Upper Nile	_____
4. Nubia	_____
5. Southern Blue Nile	_____

4. Name the Five Regions of New Sudan.

Activity:

- 1 Draw a map of your region.
2. Name the counties of your region.
3. State the names of the communities in your region.
4. Name the types of crops grown in your region.
5. Name the types of livestock kept by the people of your region.

Maps and Scales

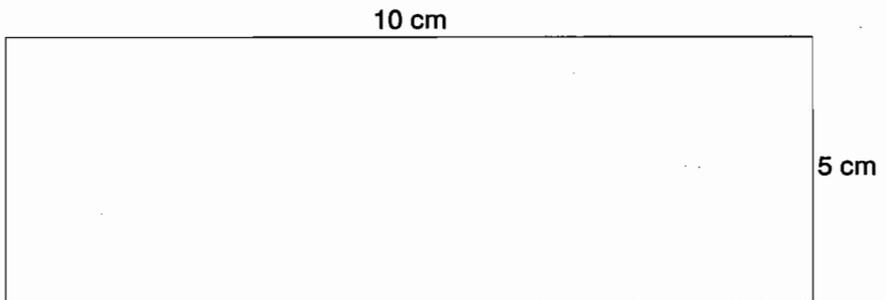
A map is a plan. If you climb a tall tree, you see all the buildings, roads and trees as flat surfaces. Therefore if you are on the ceiling of your classroom you will only see the top of your desks and the floor of your classroom. What you see is the plan or the map of your classroom.

How to draw a map of your classroom:

1. Measure the length of the class in metres.
2. Also measure the width of the class.
3. Measure the length and the width of your desks and the teacher's table.

Can you draw the length and the width of your classroom in meters on a piece of paper? No, it is impossible. You would need to get a very large piece of paper which is the size of your classroom.

How can you draw the map of your class in your exercise book? Your book is very small compared to the classroom. We have to use centimetres in place of meters. If the length of the class is 10 meters, we can say we draw a line 10 centimetres long on our paper in place of 10 meters on the ground.



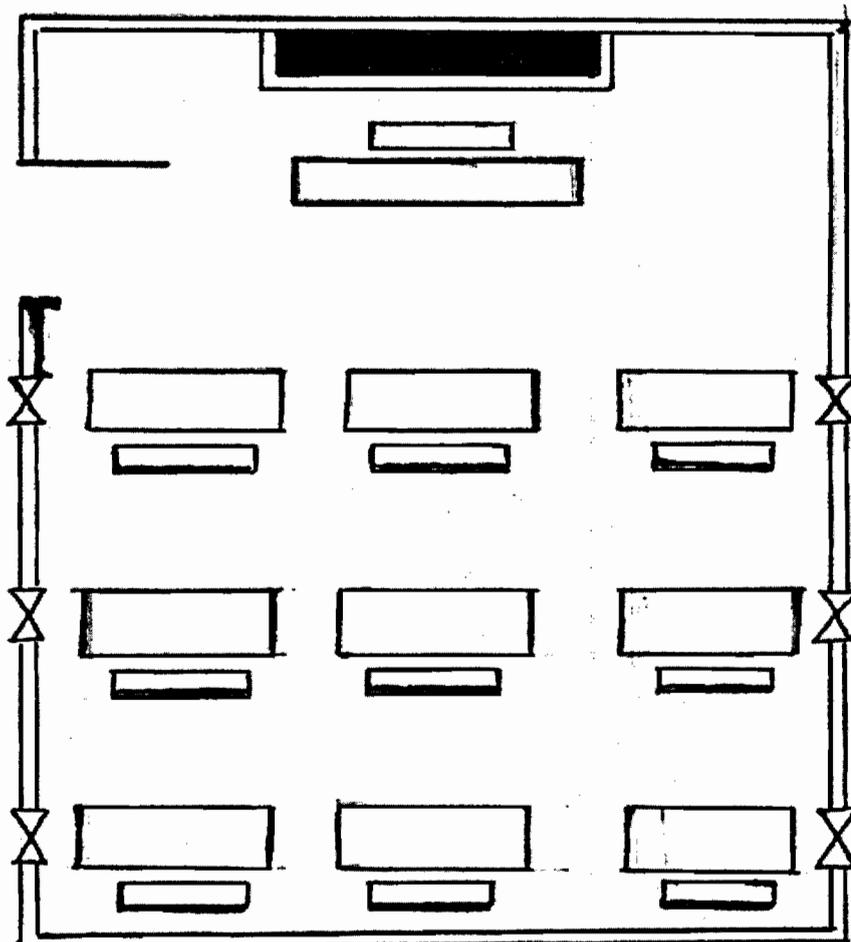
*1 cms represents 1 meter
10 cms represent 10 meters*

Therefore our scale is 1 cm to 1 meter. When we draw a plan of a building on paper, we always use a scale.

Activity:

1. Draw a plan or the map of your classroom in your exercise book.
2. Measure the windows, the door, the desks and the teacher's table.
3. Your teacher can guide you to get a proper scale.

Figure illustrating a map of a classroom



UNIT 2

Physical Environment

2.1 Natural features found within our Payam, County and region.

Natural features are the natural things created by God. We see these things in our surroundings. Examples of the natural features are:



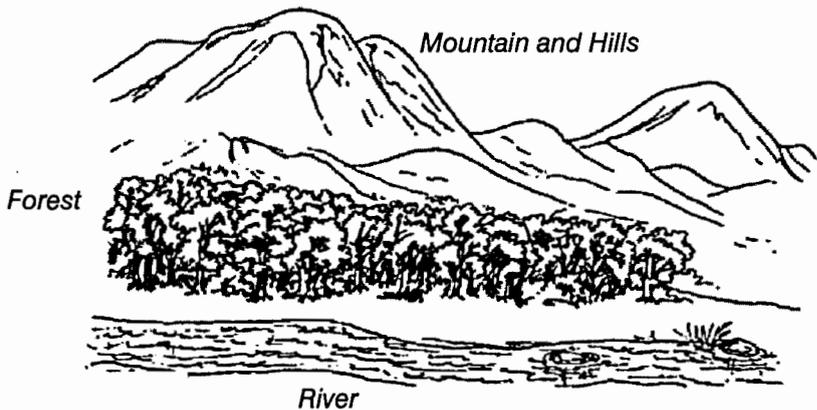
Hills and Valley



Swamp



Plain



Mountain and Hills

Forest

River

Our county has many physical features, which include rivers, hills, forest and game reserves. There are hills in Pibor county in Upper Nile Region. There is a forest reserve and game reserve in Boma payam which has many wild animals. The main river is the Knogkong river.

Summary

As our surroundings are valuable to us, we need to conserve them for economic development so that they can be used for a long time.

- Terracing to prevent soil erosion
- Reduce cutting of trees
- Do replacement planting
- Stop bush burning
- Use energy conserving stoves that reduce charcoal/firewood usage.

Activity:

1. Write down the names of the physical features in your county. In which Payams are they found?
2. Fill in the table below.

Physical feature	Name of feature	Which payam?
Hills		
Mountains		
Rivers		
Valley		
Swamps		
Forest		

(a) Land forms

Hills, mountains, plateaus, valleys and plains are the forms of land in an area. They help our people to choose where to build their houses, plant crops and graze their cattle.

(b) Vegetation (Trees, forests, and grass)

All these plants form what is called vegetation. They make the place look green. Trees and grass grow well where there is good soil and enough rainfall.

(c) Water

Rivers, lakes and swamps/toich are important. They help our people to get fish and water for cooking and drinking. A swampy area is not good for settlement because of floods and mosquitoes. People like to live near rivers and streams.

Activity:

1. Give examples of the natural physical features found in your payam, county and region.
2. State the main uses of physical features in your region.

The types of Vegetation found in our payam, county and region.

We call trees, grass and other plants vegetation. There are different types of vegetation in the New Sudan. In areas with a hot and wet climate there are many trees. Plants have green leaves and look healthy. These areas are called forests. Many villages in the New Sudan have trees, plants and grass growing around them.

There are two types of forests: Natural forests and planted forests. Planted trees are Teak, Mahogany and Acacia. They are found in Gumbiri Hills, Katire and Yambio. Forests are found in areas with a lot of rain, such as Maridi, Yambio, Yei and Kajo-Keji counties. When the area has a lot of grass, but few trees, it is called Savannah Vegetation, as in Aweil, Gogrial, and Tonj counties.

Uses of forest

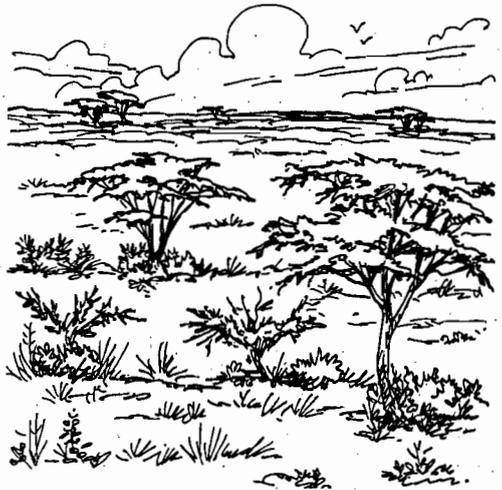
- forests protect soil from being carried away by rainwater and strong winds.
- forests are homes for many birds and wild animals.
- forests give us firewood. We also get poles and timber from the forest.
- forests help to bring rain.



Planted forest



Natural forest



Savannah

People who live near the forest are hunters and cultivators. They cut down the trees and use the timber for making furniture and buildings.

In the Savannah and dry grasslands, people keep livestock such as cattle, goats and sheep. They cultivate crops like groundnuts, simsim and sorghum (Dura). People who live in the forests face problems from tsetse flies and black flies that live in the forests. Tsetse flies carry a disease called sleeping sickness which makes people weak and die. Black flies carry a disease called river blindness. It makes people blind after they are bitten.



Tsetse fly

Seasons of the year in our County

There are times when it rains for a long time in our county. Other times it is dry for a long time. The period when it rains for many weeks is called the wet season. When there is no rain for a long time, it is the dry season.

Seasons can also be hot or cold. In South Sudan there are two main seasons, the wet and dry seasons. In some part of South Sudan, for example Western Equatoria, it rains from March to November. The dry season is from December to February. In most areas in Bhar el-gazal and Upper Nile it rains from early May to October and the dry season is from November to April.

Activities

1. Name all the months of the year, and fill in the following table.

Months when it is wet in your County	Months when it is dry in your County

2. Name the months when you have the cold season in your county.

3. Name the months when you have the hot season in your county.

4. Which months do you get the most rain in your county?

5. Which month is the driest in your county?

Activity:

- Draw a picture of natural and planted forests.
- Discuss with your teacher the uses of rivers, lakes, hills and mountains.

Exercise:

1. Name the important trees in your payam, county and region.
2. State the main uses of vegetation in your region.
3. How do you benefit from the wild animals living in the forest in your area?

The elements of weather

There are four important elements of weather. These are (a) rainfall (b) temperature (c) wind and (d) clouds.

(a) Rainfall

When it rains everyone is happy. Farmers grow crops like dura, maize, groundnuts and sesame. There is plenty of grass for the cattle and goats to graze on. Without rain there is no food. Water from rainfall fills our rivers where we get water and fish.



Rainfall

Problems with Rainfall

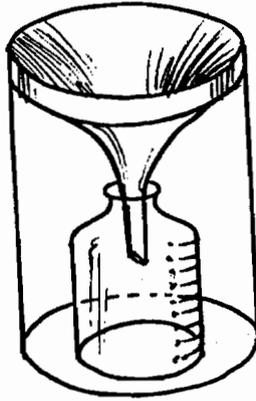
Rainfall can also cause some problems.

1. It washes away good soil from the land.
2. It causes floods.
3. Wild animals hide in tall grass and hunters cannot see them.
4. Heavy rain damages roads.

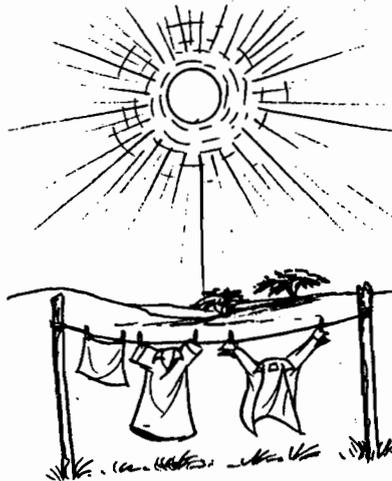
Measuring Rainfall

We can measure the amount of rainfall in our region. Rainfall is measured by a rain gauge. Let us look at the picture of a rain gauge on the next page. The drops of rainfall are collected in a jar. The water from the jar is poured into a measuring cylinder. The water is measured and recorded. Recording is done in the morning every day. The quantity of water measured tells us how much rainfall has fallen in an area. Farmers decide

what types of crops to grown in an area by studying the total amount of rainfall that falls in an area. For example, coffee needs 1,000mm of rainfall a year. Some crops like beans only need 500mm of rainfall a year.



(b) Temperature



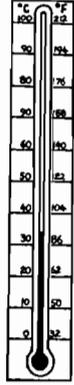
Sunrays

The weather is sunny today. People hang their clothes outside. The sun gives out heat which makes the air hot and enables us to dry our clothes.

A measurement of the heat in the air is called temperature.

Heat makes water evaporate. The water vapour rises into the air and turns into clouds and comes down as rain.

Look at this picture. It shows an instrument used for measuring temperature. It is called a thermometer. The liquid in it rises when it is hot, and falls when it is cold. This liquid is called mercury. This instrument helps you to record the temperature every day.



Thermometer

(c) The wind

Moving air is called wind. We feel it on our skin. We cannot see the wind but can only see what the wind does. Sometimes the wind is very strong. At other times the air is calm.

The advantages of wind

1. Wind brings rainfall to an area.
2. It blows away dirt when we are winnowing millet, sorghum and other grains.
3. Wind can move a machine to pump water.
4. Wind can move a boat when it is sailing.

The disadvantages of wind

1. Strong wind can destroy crops and buildings.
2. Strong wind can up-root trees and crops.

Weather

Sometimes it is hot in our county. At other times it is cold. Some days are windy and others are rainy. Weather is sunny, rainy, cloudy or windy at a place at a certain time.

Temperature

Temperature is the hotness or coldness of a person, thing or a place. When the sunshine is bright, the temperature is usually high. When it is cloudy, the temperature goes lower.

Clouds

Sometimes we cannot see the sun during the day because of clouds. Clouds are made of very small drops of water. Some clouds are dark and others are white. Dark clouds may bring rain.

Changes in the Weather

Weather can change many times in a day. In our county it can be sunny in the morning and rainy in the afternoon. It can be windy in the morning and cloudy in the afternoon. Sometimes it can be very hot during the day and cold at night.

Weather can also change many times in one week or in one month. Sometimes thick clouds are followed by rain and at other times strong winds come before the rain. Sometimes it is hot for many months. Record the weather at your school for one week.

Day	During 1st beak	During 2nd beak	During lunch beak
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Look at this picture. Trees are bending to the right. The leaves are flying in the air because a strong wind is blowing from the left.

To know which direction the wind is blowing from, an instrument called a wind vane is used. It should be located in an open space.



Activity:

Match the elements of weather in A with their meanings in B as shown.

1- rain	Gives us light and warmth
2- Clouds	Air that is moving
3- Sun	Made up of small drops of water
4- Wind	Falls from the sky

UNIT 3

Early Human Beings

3.1 Ways of life of early human beings

Early people lived in caves. They did not live in houses as we do today. They did not wear clothes, but they wore tree bark, leaves and animal skins. Today skins and sisal are used in traditional dances by some communities.

Early people lived together with animals and birds in the forest. They ate wild fruits and roots. They were not safe because some of the animals such as lions, leopards and hyenas were dangerous.

Their way of life was different from the life we live today. They ate raw food. Later on they discovered fire to cook their food and warm themselves. They burned bushes to scare away dangerous animals. Early human beings are called Stone Age people because they used stones for weapons and tools.

Let us look at the pictures below: these are some of the tools and weapons early human beings used



Activity:

1. Where did early human beings live?
2. What did they eat?
3. How did they protect themselves from wild animals?

3.2 Tools and Weapons

The early people started to make tools for cutting meat and trees as they began to build shelters for themselves. They also made weapons from bones, stones and sticks to protect themselves from wild animals.

When the early people started to make and use stone tools and weapons, they became to be known as Stone Age people.

Exercise:

1. Why did the early people make tools?
2. What did early people use stone weapons for?
3. List the tools and weapons used by the early people.
4. What were the early people of that time called?

3.3 How did early people discover fire?

Fire was discovered by accident. When early people were shaping stones to make their weapons, there were sparks. The sparks started fires on dry grass and leaves.



Shaping stones for tools



Rubbing dry sticks

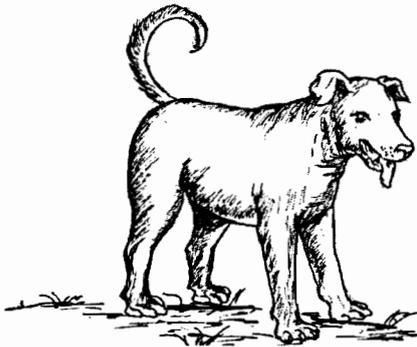
Early hunters also rubbed dry sticks together to produce fire. The discovery of fire made it possible for early people to burn bushes to scare animals away. They also used fire to roast meat and warm themselves when it was cold.

Activity:

1. Draw a stone axe made by early people
2. What was the importance of fire to early people?
3. Discuss how early people made their fires.

1.4 Factors that influenced the Development of Early Human Beings

The early people decided to leave the caves and make their own shelters. This was safe for them after the discovery of fire. They used sticks, leaves and grass to build their shelters.



Dog

The first animal to be kept by early people was the dog. Later on they kept goats, sheep and cows. The people protected these animals from wild animals. They collected plants and grew them as crops.

Population

Settlement brought human beings together. As a result they increased in number. Land for cultivation became scarce. Their animals increased in number and grazing land became harder to find. As a result some families moved away to find new areas for themselves. This started the formation of clans and communities.

Activities:

1. Write down three reasons why you think fire was important to early human beings.
2. Which of the following animals were first kept by the early people?
 - Cat
 - Cow
 - Donkey
 - Dog
 - Goat
3. State three reasons why people moved and settled in new areas.

UNIT 4

Our People

The people of New Sudan are mainly Nilotes. However, the Southwestern part of New Sudan is occupied by Bantu Sudanic people. They migrated from the Congo Basin (DRC) and the present Central African Republic.

There are many communities in the five regions of New Sudan. Each community speaks one language, sings similar songs and dances in a similar style.

Among the River Nilotes there are five communities, which include

1. The Dinka
2. The Shilluk
3. The Anyuak
4. The Jur (Luwo) and
5. The Nuer

The River Nilotes live in Bahr el Ghazal and the Upper Nile regions. The Plain and Highland Nilotes are generally known as Nilo-Hamites. They are:

1. The Bari
2. The Lotuho
3. The Didinga
4. The Taposa
5. The Lango and the Murle.

The Nilo-Hamites mainly live in the Equatoria Region. Also in Equatoria are the Acholi and the Madi.

The Bantu-Sudanic live in Western Equatoria and Western Bahr el Ghazal. They include the following communities.

1. The Azande
2. The Baka
3. The Mundu and
4. The Makaraka

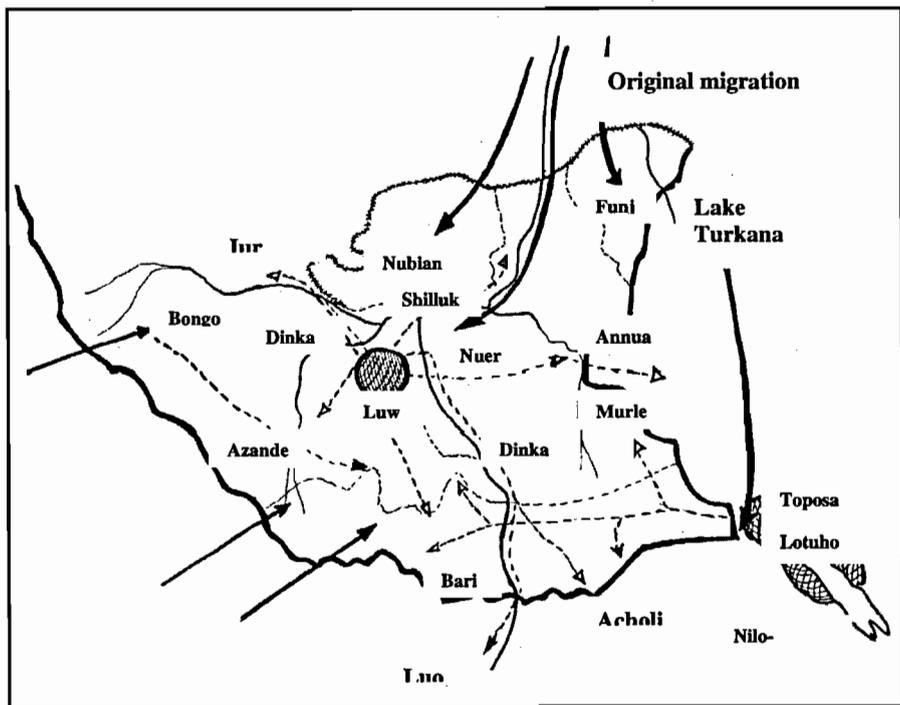
All of the above live in Western Equatoria. In the same group,

1. The Bongo
2. The Balanda
3. The Keresh
4. The Fartit

live in Western Bahr el Ghazal.

Nubians and the Funj live in the Nuba Mountains and Southern Blue Nile respectively. These communities migrated from Southern Egypt from around 650 A.D.

The following map shows the movement of people from the north southward.



Key



Direction of movement

Activity:

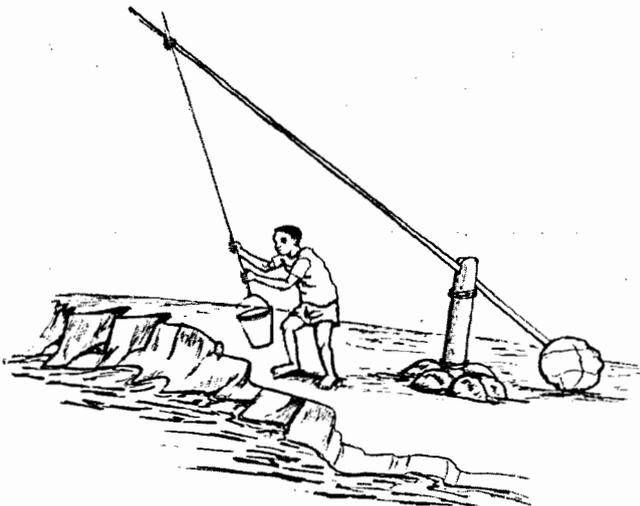
1. Name five communities in your region.
2. Which community is the largest in your region?
3. Where did they come from?
4. Ask your parents or elders to tell you the story of the origin of your community.

Movement of Our People

A long time ago the people who now live in New Sudan occupied the Nile Valley from Egypt to Upper Nile. They traded with the people of the Middle East and Asia. The area occupied by the Sudanese people was called Nubia. The Nubians built stone houses, temples and pyramids. The Nubians also conquered Egypt and established the Kush Empire. They ruled Egypt before Jesus Christ was born.

By 200 B.C. the Nile was the center of civilization. The Nubians developed their alphabet and visited the countries of the Mediterranean Sea. However, the people of Middle East, such as the Assyrians, wanted to conquer the Nile Valley. Can you suggest why the Assyrians wanted to conquer the Kush Empire in the Nile Valley?

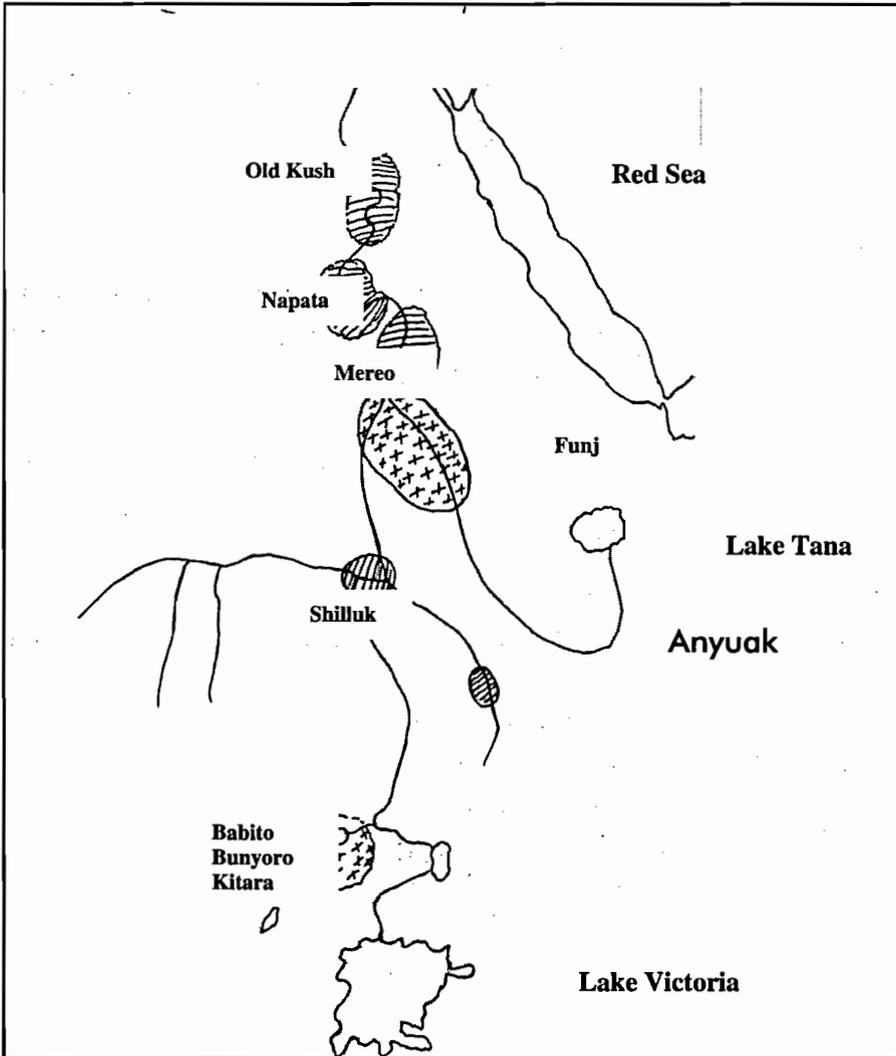
The Nile was the only source of fresh water across the Sahara Desert. The Nubians developed an irrigation system using the Shaduf and Saggia. The soils on the banks of River Nile were fertile and the people produced sorghum, barley and fruits.



A man using a Shaduf irrigation system

The 1050 movement

In about 1050 A.D the Riverine Nilotes extended their movements to the lake Nyanza (Victoria) region. They established the Babito Kingdoms of Bunyoro-Kitara



Map showing Ancient Nilotic Kingdoms

Exercise:

- 1) Who lived in the Nile Valley before the Birth of Jesus Christ?
- 2) Why did the Nubians moved to Meroe, Funj and Fur regions?
- 3) Why are the people of New Sudan called Nilotes?

Summary

- 1) Nilotes originated in the Nile Valley
- 2) Bantu-Sudanics originated in the Congo and Central African Republic.

Moral laws

Moral laws encourage us to do good things in our society. Our traditions and customs guide us not to steal but to respect each other. Also in the Christian religion we are told to love our neighbours like ourselves.

Through moral laws we are encouraged to be honest and make friendships with other people, to always be peaceful and encourage a spirit of forgiveness.

Activity:

1. What would you do if you found someone stealing your neighbour's things?
2. Who teaches you moral laws at home?
3. Why are moral laws important in our society?
4. What do Christians teach us in our community?
5. Name three things which your mother tells you not to do.
6. Write down the things that your parents expect you to do.

UNIT 5

Social and Cultural Activities

Religious practices

Since time immemorial, our people have believed in God. The God of heaven and earth. The creator of the Nile, the sun and the moon. The God who created our ancestors. God is worshipped through honouring our ancestors by offering food and slaughtering animals in their names. The coming of Christianity has changed the ways of worshiping God through Jesus Christ while Muslims worship God through the Prophet Mohamed.

Our ancestors believed in life after death even before the introduction of Christianity and Islam. They believed that our ancestors were still alive. They called on the name of their great grandfather or mother to give a judgment whenever there was a problem. Bulls, goats and chickens were sacrificed during the times of disease, death and droughts. The blood of these animals was meant to take away sin and problems. However, the majority of our people are now Christians or Muslims. They discourage giving offerings to our ancestors.

Activity

1. How many religions are there in your community?
2. List some of the traditional religions practiced in your community, (learners to consult with their parents/elders)

Our people these days go to churches and mosques to worship God. There are church leaders called pastors. They preach the word of God by reading the Bible. Islamic leaders are called Imams. They read the Quraan which they believe was sent by God from heaven.

Christianity was brought to Sudan by European Missionaries who built churches. They baptized people who followed them by giving them names from the Bible. Muslims also given Islamic names to their followers.

Religious Days

Christians worship mainly on Sundays, but there are important days in their calendar like Christmas for the remembrance of the birth of Jesus Christ and Easter for the remembrance of the death and resurrection of Jesus Christ.

Muslims come together on Fridays for weekly worship. They remember the birth of Mohamad with Maulid and they fast during Ramadhan to remember the poor and save money to offer the poor.

Activity:

1. Why do we celebrate Christmas day and Maulid?
2. What do your parents do on Christmas day or during the Idd el Fitir?
3. List two religions practiced in your community.
4. What are the main books used for prayer?

Ceremonies and Festivals

Our traditional ceremonies include the following:

1. Harvest

Our people celebrate the Harvest day. Children move from village to village collecting different types of crops such as pumpkins, groundnuts, sweet potatoes, cassava and maize. Among the Pajulu, children dance 'Kolondiro' and they cook plenty of food and have a feast.

What do your people do during the harvest festival?

2. Child-naming

Among the Bari when a baby is born, it is given a name after three or four days. When the umbilical cord drops, the elders gather. They cook food and make beer (Marisa). They dance and give the baby a name. The name could be from the grandfather/mother. Important days are also used for naming.

3. Initiation Ceremony

When children reach the age of fifteen, they are initiated into adulthood by:

- a) Marking their faces
- b) Removing the lower teeth
- c) Marking their ears and
- d) Circumcising them



Bura Dance

In some communities the initiated children begin to behave like adults. They smoke and drink beer (Marisa). They become 'Monyemiji' or defenders of the community.

Activity:

1. Describe a child-naming ceremony in your village.
2. Give examples of two ceremonies practiced in your payam.
3. How are children in your community initiated?
4. At what age are children initiated?

4. Rainmaking

This originated from Lugor, the legendary grandfather of the clan. The clan controls the flow of Supiri (the Nile). It controls pests and diseases like measles, cholera etc. When there is a drought the neighbouring communities collect food, goats and bulls to present to the head of the Bura. People dance and sing songs that praise the rain maker. This is supposed to be followed by heavy rains.

Activity

1. What is the rain making clan called in your area?
2. What do your people do when there is a drought?

5. Marriage

Marriage is important in our communities. This is because it starts the beginning of a family. Long ago marriage was arranged by the parents. They used to call it 'smoking the pipe' when parents decided to marry a daughter to a son of another family without the knowledge of the children. The family of the girl received dowry in form of goats and cows even when the girl was below 10 years of age.

These days girls and boys grow up and chose their own partners. In some communities a lot of cattle are paid as dowry. There is a lot of bargaining. Sometimes the bridegrooms bid for the bride. The one who gives more cattle wins the bride. Christians wed in a church.

Activity

- Describe a marriage ceremony in your community.
- How is marriage conducted in your community?

6. Games

Young people play traditional games and sports. The games include Mungula or stone game, adau or adier (traditional hockey) and wrestling. For sports there are races and jumping. Spearing of sponges is a popular game among Dinka children.

Games are important because they bring people together. Games also keep people healthy and strong.

Activity:

1. What games do you play at home?
2. Which sports are popular in your community?
3. Why are games important in our community?

7. Traditional Education

Education takes place in our societies. The elders are the teachers. This type of education is practical. The young people follow what the elders do. Elders tell stories about great people. Children listen and admire the character of their heroes. Hunters, blacksmiths and dancers teach the youth their skills. These skills are tested practically when the learners perform their duties. Information is remembered, not written down.

8. Modern Education

Modern education takes place at school. Learners are guided to read and write. Skills such as drawing, writing, typing and building are taught by trained teachers. The knowledge and skills are tested and graded. This type of education is known as formal. It takes place in the classroom. It has a syllabus to follow and cover in a given time. A lot of information can be obtained from books.

How has a modern education changed our lives?

Modern education teaches us to communicate in writing. We have learned new technologies such as computer sciences and engineering. We have learned the cultures and traditions of other people, and this had changed our behaviour.

Exercise:

1. Write down three traditional skills which you have learned in your society.
2. State three ways in which modern education is carried out in your payam.
3. How has modern education changed the life of your people?

UNIT 6

Our Resources

What do we mean by resources?

Sources of economic wealth are *resources*. We have land, water, forests/grass, wild animals and the people. The people use resources to improve their lives. For example, good soil is used for crop production, water is used to irrigate crops, trees are used for building and to make furniture. Wild animals in game parks attract tourists. People also keep cattle, cows, goats, sheep, and donkeys to provide them with meat, milk, skin, and transport. They sell the products to get money to increase their wealth.

Exercise:

1. What are the important resources found in your county?
2. What do you use land for?
3. Why do people keep cattle?
4. What benefits do you get from forests?

Forests in our Region

In New Sudan there are many forests. Important forests are found in the Equatoria Region in such areas as Gumbiri, the Imatongs, Maridi and Yambio. The forest is made up of tall trees which grow close to each other.



The importance of Protecting Forests

If we cut down all our trees the land will be left bare. Strong winds and rainwater will carry away the soil.

The wild animals which live in forests will go away if there are no trees. Tourists who pay money to see our animals will stop visiting us. If we misuse our forests we will not have wood for firewood, timber and poles for building.

Forests provide us with:

- a) Wood for furniture and buildings
- b) Wood for fuel
- c) Medicine and
- d) Shade

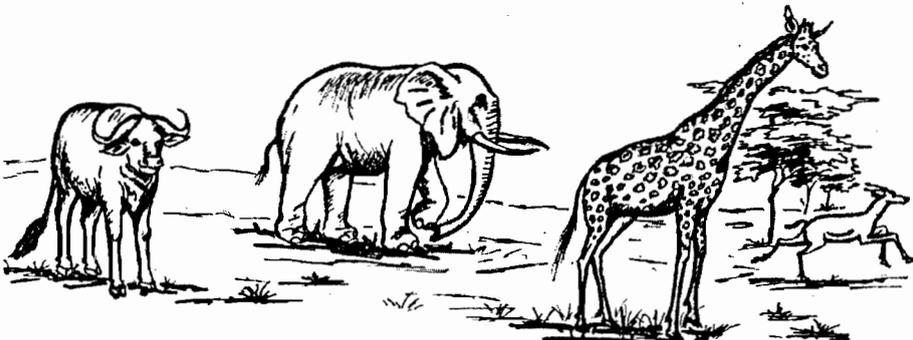
We have natural forests and planted forests. Teaks are the common planted trees in New Sudan.

Exercise:

- 1) What type of forest do you have in your county?
- 2) Name the trees found in your forest.
- 3) What are the benefits of trees?
- 4) Why should people protect trees?

Wild Animals

Large game like elephants, buffalos and giraffes are common in the forests and the grasslands of New Sudan. They are found in Boma, Maridi and Yambio.



Small animals like dikdiks, gazelles and antelopes are also common in the grasslands of Bahr el ghazel and Upper Nile and Equatoria.

Wild animals attract tourists to our country. Tourists bring money to our country. Many wild animals were killed for meat during the war in New Sudan, so we should protect them now so their numbers will increase.

- 1) Name some wild animals found in your Payam.
- 2) What do you get from the wild animals?
- 3) Why are there few wild animals in your payam?
- 4) What can your people do to keep wild animals in your payam?

Fish

Our rivers and lakes have a lot of fish. There is tilapia, mudfish and Nile perch. We eat a lot of fish. Our people use hooks, spears and nets to get fish from the rivers. They sometimes use the bark of trees to drug the fish.

Activities

1. What type of fishing methods do you use in your area?
2. List types of fish found in your county.

Food Crops and Cash Crops

The people in New Sudan grow a number of food crops and cash crops. Examples of food and cash crops are:

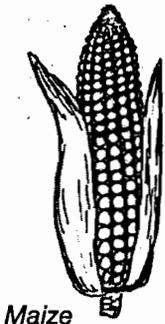
1. Food Crops

Millet
Sorghum
Maize
Cassava
Sweet potatoes
Simsim
Beans/peas
Groundnuts

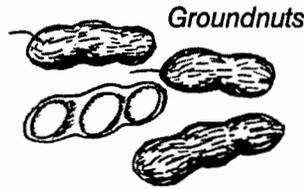
2. Cash Crops

Tobacco
Cotton
Tea
Coffee
Kerkede
Sunflowers
Sugarcane

Food Crops



Maize



Groundnuts



Cassava

Cash Crops



Tobacco



Cotton

The importance of conserving resources

We have already learned that resources are important and that we should take care of them.

Our fertile soils make it possible for us to grow crops. New Sudan also receives adequate rainfall for our crops to grow. If we conserve our soils, they will continue giving us good harvests for a long time. There will be grass for our animals all the time. Taking care of our forests will make our land beautiful. The forest will help us to get enough rain all the time. We will have enough firewood, poles and timber. Wild animals will continue living in the forests and more tourists will visit our game parks. People who are born after us will also see wild animals.

Our government encourages us to take care of our resources. Other groups of people also encourage us by giving us tree seedlings to plant. They talk to us about taking care of our water, our animals and other resources so we will continue using these things for a long time. Our fish and other water animals and plants will also be safe. We must care for our resources so that they can be used now and in the future.

- 1) Name the food crops grown in your area.
- 2) What cash crops are grown in your area?
- 3) What type of domestic animals do you keep at home?

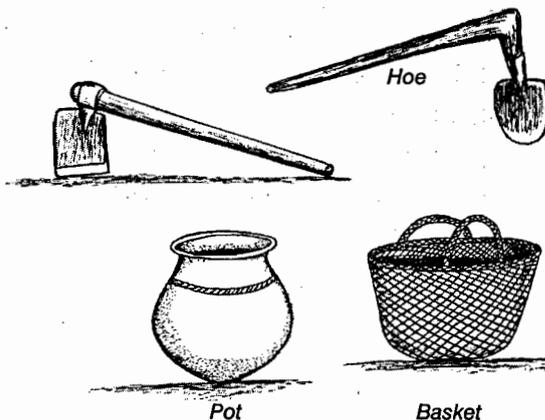
Traditional Industries

Industries produce goods which we use. Many years ago communities in South Sudan had many industries that made things for daily use. Some of these items were stools, chairs, tables and walking sticks made by carpenters. Blacksmiths also made axes, spears, arrows, hoes, ornaments and many other things. Iron mongers produced iron. Other industries were for pottery, basketry, brick making, hides and bark clothes.

Today traditional industry has suffered a set back. Many goods are produced by modern industry. Although some of these are better and cost less, we still need to preserve and improve our craftsmanship by passing it to the younger generation.

Exercise:

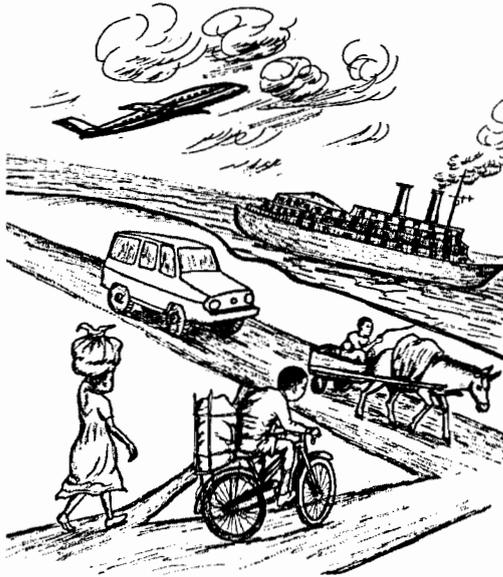
1. Name the traditional industries found in your area.
2. List some of the items produced by traditional industries in your area.



Transport and Communication

Transport

Transport refers to movement from place to place. People travel and they also carry goods.



Long ago people used to walk and carry their belongings on their heads. Today there are many means of transport. These include bicycles, motorcycles, motor vehicles, trains, aeroplanes and ships. This has greatly improved movement of people from place to place. It has also improved carrying of goods from one county to another or from one country to another country.

Communication

Communication is the passing of messages. You can send a message by blowing a whistle, drumming, writing a letter, e-mail or by speaking on a telephone. Letters were the earliest form of modern communication. They were delivered by messengers or runners, sometimes through dangerous areas.



Using horns and drums for communication

Exercise:

1. What type of communication do you use in your county?
2. List some of the means of communication people use in your area.
3. How do your people travel to the market?
4. What type of transport do you use in your towns?

Exercise:

Draw a table in your book like the one below and write as many words as you can under the correct heading. The first two have been done for you

Means of transport	Means of communication
Aeroplanes	Radio

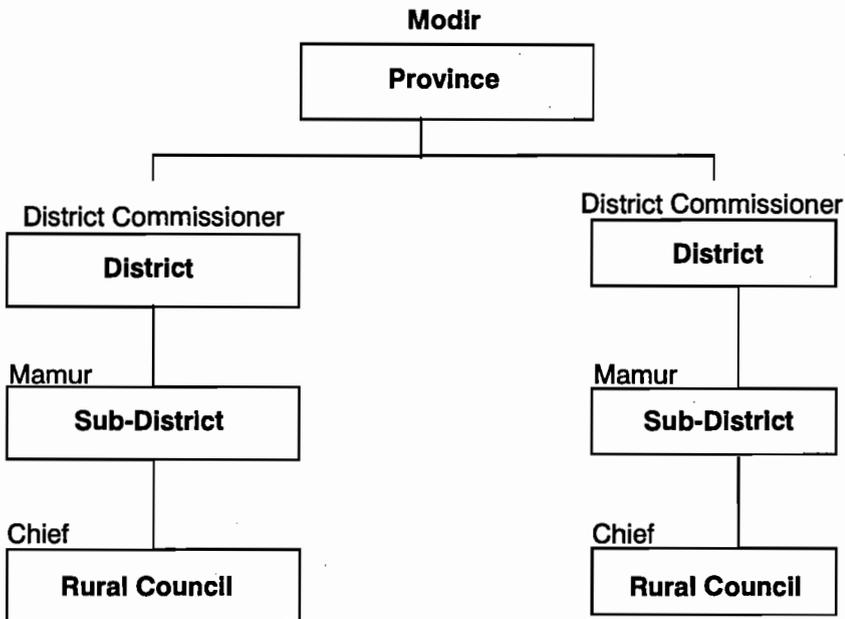
UNIT 7

The Political System

Administration in our Region

Before 1972 our region was called a Province. There were three provinces in Southern Sudan namely; Bahr el Ghazal province, (headquarters Wau) Equatoria Province, (headquarters Juba) and Upper Nile (headquarters Malakal). Each province was divided into districts and each district was divided into sub-districts and rural councils.

Figure showing level of Administration in Provinces



The Modir was the leader of a Province. The Districts were administered by D.C's and were assisted by A.D.C's. Districts were divided into Sub-districts. Each sub-district was administered by a Mamur. The chiefs headed the rural councils. They administered and acted as magistrates. Their courts were known as 'A' Courts where cases of adultery, debts, theft and petty quarrels were judged.

Addis Ababa Agreement of 1972

Regional Autonomy was created for Southern Sudan in 1972. There was a Regional Parliament based in Juba. The President of Sudan appointed Regional Ministers and a President for the High Executive Council in the region. The original three provinces were re-divided into 6 provinces of:

- 1) Eastern and Western Equatoria
- 2) Jongolei and Upper Nile
- 3) Lakes and Bahr el Ghazal

The Provinces were headed by Governors and the Districts were headed by District Commissioners.

'Kokora' (Re-Division)

In 1982 the Regional Government broke down because the Southern leaders worked for their individual interests. As a result President Nimeri decentralized the Southern Region into three regions. This move was known as 'Kokora'. Each region was headed by a governor. Following this, Nimeri introduced Islamic Laws in 1983.

Southern Sudanese did not want the 'Sharia Laws' or the Islamic Laws or September Law. Once again there was a military uprising, which led to the formation of the Sudan Peoples' Liberation Movement (SPLA/M) in 1983.

Sudan People Liberation Army/Movement (SPLA/M) Administration

The SPLA movement created four Administrative Units. They are Boma, Payam, County and the Region.

In 1986 General Nimeri was overthrown by Suwar Al Dahab. Suwar Al Dahab allowed a short lived democratic government under Saddiq Al Mahadi.

In 1989 General Hassan el Bashir took power in a military coup. El Bashir started a Federal System of Government.

Southern Sudan was divided into states but SPLA runs their own government in the liberated areas.

SPLA/M divided the South into:

- 1) Boma headed by a Boma administrator.
- 2) Payam headed by a Payam Administrator.
- 3) County headed by SPLM County Secretary.
- 4) Region headed by SPLM regional secretary.



Boma

Boma is made up of several villages. The head of a Boma is the Boma administrator. The Boma chief ensures that people

- 1) Follow and obey laws
- 2) Settle quarrels peacefully
- 3) Work hard to develop their area
- 4) Plant and protect trees
- 5) Send their children to school.

Activity:

1. In your exercise books draw the administrative structure of your region.
2. Who was the head of the province?
3. When was the Addis Ababa Agreement signed?
4. Who was the President of the Higher Executive council in 1972?
5. State the administrative Units of New Sudan under SPLA/M



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