

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 4

FIRST EDITION

BY

EXCEL PUBLISHERS

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For Excellence in Social Studies

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All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

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PREFACE

Excel Standard Social Studies, Pupils' Book Four has been developed basing on the revised Primary Four Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The Pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.


The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Four in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance. However, the content contained in this book is mostly developed around Kampala district, and this requires teachers outside Kampala to enrich it and include important features/ places in other districts

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

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THEME: LIVING TOGETHER IN OUR DISTRICT.

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TOPIC 3:

VEGETATION IN OUR DISTRICT.

INTRODUCTION TO VEGETATION

✚ **Vegetation** is the plant life cover of an area.

Types of vegetation.

- Natural vegetation
- Planted vegetation

Natural Vegetation.

✚ **Natural vegetation** is the plant life cover of an area that grows on its own.

✚ It includes all plants in the environment that grow without the influence of man.

Examples of natural vegetation.

- ❖ Natural forests
- ❖ Swamp vegetation
- ❖ Bushes
- ❖ Grasslands
- ❖ Thickets
- ❖ Shrubs
- ❖ Natural flowers

Planted Vegetation

✚ Planted vegetation is the plant life cover of an area that is planted by man.

Examples of planted vegetation.

- ❖ Planted forests
- ❖ Planted flowers
- ❖ Planted grass eg.paspalum
- ❖ Crops

Importance of flowers.

- ❖ They are a source of income when sold.
- ❖ They are used for decoration.
- ❖ They are used to give respect to the dead.
- ❖ They are used to express love.

Importance of vegetation.

- ❖ It is a source of food to people and animals.
- ❖ It is a source of herbal medicine.
- ❖ It acts as a natural habitat for animals.
- ❖ It helps in formation of rain. ie. Convectional rainfall through transpiration.
- ❖ It is a source of building materials eg.spear grass.
- ❖ It controls soil erosion.
- ❖ It is a source of income through attracting tourists.
- ❖ It is a source of raw materials for crafts industry.eg.papyrus reeds, palm leaves.
- ❖ It is a source of wood fuel ie. charcoal and firewood.
- ❖ It purifies air by absorbing carbon dioxide and releasing oxygen to the atmosphere.

Dangers of some vegetation.

- ❖ Some vegetation is poisonous to people and animals.
- ❖ It creates breeding places for disease vectors.
- ❖ It harbours dangerous animals to man.
- ❖ It acts as hiding places for wrong doers.



1. Give the meaning of the term vegetation.
2. Mention the two types of vegetation.
3. How is natural vegetation different from planted vegetation?
4. Mention any four examples of natural vegetation.
5. Give the meaning of Natural vegetation.
6. What is Planted vegetation?
7. Mention any three examples of planted vegetation.
8. Give any two ways vegetation supports the life of wild animals.
9. How does vegetation help to modify climate of an area?
10. Give one reason why people plant grass in their compounds.
11. Mention any one building material obtained from vegetation.
12. Give any four ways vegetation is important in the environment.
13. State any two ways vegetation has improved the health of the people in your district.
14. How has vegetation promoted the development of craft work industry?
15. Mention any two examples of wood fuel.
16. Give one way herbalists benefit from vegetation in your community.
17. How does vegetation help to purify air?
18. Give any three ways vegetation is dangerous to people.

FORESTS IN OUR DISTRICT.

✚ **A forest** is a large group of trees growing together in an area.

Types of forests

- ❖ Natural forests
- ❖ Planted forests.

NATURAL FORESTS.

✚ **Natural forests** are groups of trees that grow in an area on their own.

Examples of natural forests.

- ❖ Budongo forest (the largest forest in Uganda)
- ❖ Mabira forest (the largest forest in Central region of Uganda, located along Kampala-Jinja highway)
- ❖ Bwindi impenetrable forest (located in South Western Uganda, famous for mountain gorillas)
- ❖ Maramagambo forest
- ❖ Bugoma forest.
- ❖ Mountain Elgon forest
- ❖ Malabigambo forest
- ❖ Itwara forest
- ❖ Zoka forest
- ❖ Ssese forest



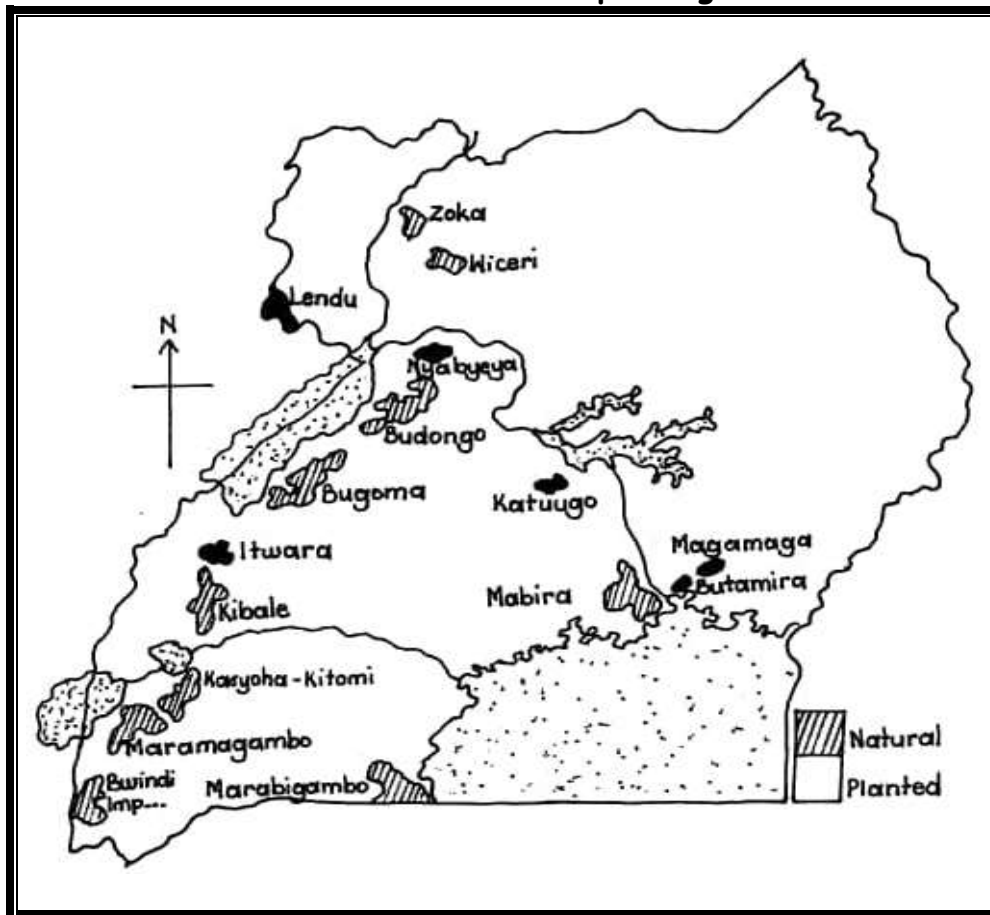
Budongo forest is the largest natural forest in Uganda.

Characteristics of natural forests.

- ❖ They have a thick undergrowth. (this makes them impenetrable)
- ❖ Trees grow very tall. (to get sunlight)
- ❖ Trees form a canopy. (a layer of leaves and branches that form a cover to the ground)
- ❖ Trees are ever green. (they don't shed their leaves)
- ❖ Trees have buttress roots.
- ❖ Trees take a long time to mature.
- ❖ Trees have broad leaves.
- ❖ Trees produce hard wood.
- ❖ Trees are of different species.

- **Note:** -**Deciduous trees** are trees that shed their leaves during the dry season. They shed their leaves in order to reduce the rate of transpiration.

Location of natural forests on the map of Uganda.



Examples of tree species that commonly grow in natural forests.

- | | | |
|-----------------|------------------|--------|
| ❖ Mahogany | ❖ African walnut | ❖ Teak |
| ❖ Mvule (iroko) | ❖ Rosewood | |
| ❖ Ebony | ❖ Green heart | |

Products obtained/ got from hard wood.

- | | | |
|----------|------------------|-------------|
| ❖ Tables | ❖ Benches | ❖ Cupboards |
| ❖ Desks | ❖ Wooden windows | |
| ❖ Chairs | ❖ Wooden doors | |



1. What is a forest?
2. Mention the two types of forests.
3. Name the largest natural forest in Uganda.
4. Which natural forest is located along Kampala-Jinja highway?
5. Name any four natural forests in Uganda
6. Why are natural forests referred to as impenetrable forests?
7. Name the largest natural forest found in the central region of Uganda.
8. State any four characteristics of natural forests.
9. Which type of wood is commonly obtained from natural forests?
10. Why do trees in natural forests usually grow very tall?
11. What are deciduous trees?
12. Why do some trees shed their leaves during the dry season?
13. What name is given to the umbrella-like structure formed by trees in natural forests?
14. Mention any four tree species that commonly grow in natural forests.
15. Mention any four products that are commonly obtained from soft wood timber.

PLANTED FORESTS.

✚ **Planted forests** are groups of trees that grow by the help of man.

✚ Planted forests are usually planted by man.

Examples of planted forests.

- ❖ Magamaga forest in Mayuge
- ❖ Katuugo forest in Nakasongola
- ❖ Butamira in Jinja
- ❖ Bugamba in Mbarara.
- ❖ Mafuga forest in Rukungiri
- ❖ Lendu forest in Nebbi (the largest in Uganda)
- ❖ Nyabyeya forest in Masindi



Characteristics of planted forests.

- ❖ Trees are planted in rows
- ❖ Trees mainly produce soft wood.
- ❖ Trees are well spaced.
- ❖ Trees are of the same species.
- ❖ Trees mature almost at the same time.
- ❖ Trees take a short time to mature.

Examples of tree species that commonly grow in planted forests.

- ❖ Pine
- ❖ Cedar
- ❖ Spruce
- ❖ Fir
- ❖ Eucalyptus
- ❖ Cypress.

Uses of some tree species that are commonly planted

- ✓ **Ficus tree** (mutuba tree)- it is used for making bark cloth.
- ✓ **Rubber tree**-it provides latex used for making rubber balls, erasers, car tyres, shoe soles, gum boots, gloves, elastic bands etc.
- ✓ **Grape tree**-it provides grapes used for making wine.
- ✓ **Oil palm**-it provides palm oil used for making cooking oil, margarine, soap, candles
- ✓ **Wattle tree**-it provides tannin used for softening leather/ animal skins.
- ✓ **Mulberry**-it is used for making drugs eg. quinine

Products commonly obtained from soft wood

- | | |
|----------------|-----------------|
| ❖ match boxes | ❖ ply wood |
| ❖ match sticks | ❖ wooden rulers |
| ❖ papers | ❖ toilet papers |
| ❖ pencils | ❖ soft boards |



1. What are planted forests?
2. Name the largest planted forest in Uganda.
3. Mention any four planted forests in Uganda.
4. Which type of wood is commonly obtained from planted forests?
5. Mention any four tree species that are common in most planted forests.
6. How are wattle trees useful to the leather tanning industry?
7. Write down any three examples of soft wood trees.
8. State any four characteristics of planted forests.
9. Mention any four products obtained from palm oil.
10. How is ficus tree socially important to the people of Buganda?
11. Write down any three products made out of latex obtained from rubber tree.
12. Mention any four products obtained from soft wood.

Importance of forests.

- ❖ Forests are a source of income through attracting tourists
- ❖ They help in formation of convectional rainfall.
- ❖ They are a source of herbal medicine.
- ❖ Trees act as wind breaks.
- ❖ They are a source of food to people and animals.
- ❖ Trees act as natural habitats for wild animals.
- ❖ They are a source of wood fuel.
- ❖ They help to reduce soil erosion.
- ❖ They are a source of raw materials for industries.

Economic activities that are commonly done in forests

- | | |
|-------------------|------------------------------|
| ❖ Lumbering | ❖ Crop growing |
| ❖ Charcoal making | ❖ Herbal medicine collection |
| ❖ Tourism | ❖ Fruit gathering |

Forest resources.

✚ These are valuable / important things got from forests.

These include;

- ❖ Timber
- ❖ Wood fuel (charcoal and firewood)
- ❖ Latex
- ❖ Tannin
- ❖ Herbal medicine
- ❖ Fruit

Dangers of forests

- ❖ They are hiding places for wrong doers/ criminals.
- ❖ They are breeding places for disease vectors.
- ❖ They harbour dangerous wild animals.



1. Mention any two examples of wood fuel.
2. Give any three ways forests are important.
3. Which type of rainfall is commonly received around forested areas?
4. Why do areas around forests usually receive plenty of rainfall?
5. Mention any four economic activities that are commonly carried out in forests.
6. Which type of medicine is commonly obtained from forests?
7. Why are monkeys commonly found in forested areas?
8. Name the largest natural forest in Uganda.
9. Give one way forests are economically important in your locality.
10. How do forests help to modify climate of an area?
11. State any two ways forests are dangerous to people living near them.
12. Write down any two examples of forest resources.

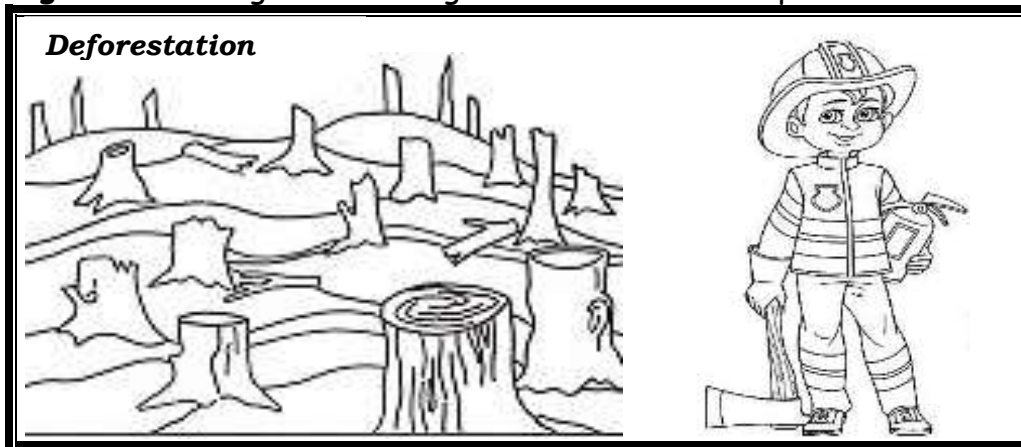
Problems facing forests

- ❖ Deforestation.
- ❖ Outbreak of bush fires.
- ❖ Human encroachment on forests.

DEFORESTATION

✚ **Deforestation** is the massive cutting down of trees without replacement.

✚ **Lumbering** is the cutting down/felling of mature trees for production of timber.



Reasons why people cut down trees/ carry out deforestation.

- ❖ To get land for settlement
- ❖ To get land for crop growing.
- ❖ To get land for constructing roads.
- ❖ To get land for building industries.
- ❖ To get timber.
- ❖ To get wood fuel.
- ❖ To get land for constructing flat play grounds.

Dangers / effects of deforestation.

- ❖ It leads to soil erosion.
- ❖ It leads to desertification/ drought.
- ❖ It destroys the natural habitat for animals.
- ❖ It leads to displacement of wild animals.
- ❖ It leads to extinction of some tree species.
- ❖ It reduces the amount of rainfall received in an area.



1. Give the meaning of the term Deforestation.
2. Apart from deforestation, give any two other problems facing forests.
3. What term refers to the felling of trees for production of timber?
4. Give any four reasons why people carry out deforestation.
5. State any two ways the big number of people today has led to deforestation.
6. Give one way road construction negatively affects the environment.
7. State any three dangers that may result from deforestation.
8. Give two ways deforestation affects wild animals.

FOREST CONSERVATION.

🌳 **Forest conservation** is the act of protecting forests from extinction.

Ways of conserving forests.

- ❖ By practising afforestation.
- ❖ By practising reafforestation.
- ❖ By practising agro-forestry
- ❖ By teaching people on the importance of forests.
- ❖ By educating people about the dangers of deforestation.
- ❖ Through rural electrification. (extension of electricity to rural areas)

➤ **Note:**

- ✓ **Afforestation** is the planting of trees on a large scale where they have never been/ existed.
- ✓ **Reafforestation** is the planting of trees on a large scale where they have ever been/ existed.
- ✓ **Agro-forestry** is the growing of crops together with useful trees on the same piece of land.
- ✓ **National Forestry Authority (NFA)** is the body that is responsible for conservation of forests in Uganda.

Roles of NFA.

- ❖ It teaches people about the importance of forests.
- ❖ It enforces laws against deforestation.
- ❖ It creates forest reserves.
- ❖ It evicts people settling in forest reserves.



1. Give the meaning of Forest conservation.
2. State any three ways forests can be conserved.
3. Write NFA in full.
4. Give the meaning of each of the following:
 - (i) Afforestation.
 - (ii) Reafforestation.
 - (iii) Rural electrification.
5. Name the body that is responsible for conservation of forests in Uganda.
6. Give any three ways the body in (5) above conserves forests in Uganda.
7. What term refers to the practice of growing crops together with trees in the same garden?
8. State any two problems facing forests .

SWAMP VEGETATION

- ✚ A **swamp** is a water logged area with vegetation.
- ✚ Or. A **swamp** is an area that has vegetation and plenty of water.
- ✚ Swamps are sometimes referred to as **wetlands**.
- ✚ Swamps are found along rivers, lakes and valleys.

<i>A map symbol of a swamp</i>	<i>Papyrus</i>	<i>A flower vessel made out of clay</i>

Examples of swamp vegetation

- ❖ Papyrus
- ❖ Palm trees

Economic activities commonly carried out in swampy areas.

- ❖ Crop growing
- ❖ Fishing
- ❖ Mining
- ❖ Tourism
- ❖ Pottery
- ❖ Brick making .

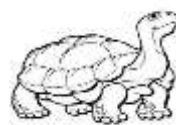
Swamp resources/ craft raw materials got from swamps.

- ✓ Papyrus reeds-used for making baskets, mats, hats etc
- ✓ Palm leaves-used for making mats etc.
- ✓ Clay-used for making products like cups, plates, pots, flower vessels etc
- ✓ Sand-used for building.

Common crops grown in swamps

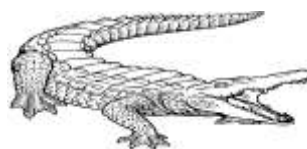
- ❖ Rice
- ❖ Yams

- ❖ Vegetables
- ❖ Sugarcane

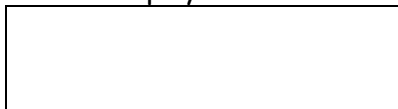


Importance of swamps.

- ❖ They are a source of water.
- ❖ They are a source of fish eg. Mud fish.
- ❖ They are a source of minerals eg. Sand
- ❖ They are habitats for aquatic animals eg. Crocodiles, hippopotamuses, frogs etc.
- ❖ They help in formation of convectional rainfall.
- ❖ They help to filter water. (they have spongy-like roots which help to filter water)
- ❖ Swamps help to control floods.
- ❖ They are a source of raw materials for craft work eg. Papyrus reeds, palm leaves etc.
- ❖ They attract tourists who bring in income.



1. What is a swamp?
2. Name the commonest plant found in swampy areas.
3. Draw a map symbol of a swamp in the space provided below.



4. Give any four ways swamps are important in the environment.
5. Which type of fish is commonly obtained from swamps?
6. Name any three examples of aquatic animals.
7. Mention any three craft raw materials commonly got from swamps.
8. Give any two ways swamps are economically important to people in the community.
9. Mention any three economic activities that are commonly carried out in swamps.
10. Mention any three crops that are commonly grown in swamps.

MISUSE OF SWAMPS.

Ways people misuse swamps.

- ❖ By dumping industrial wastes in swamps.
- ❖ Through uncontrolled harvesting of papyrus reeds.
- ❖ By burning swamp vegetation.
- ❖ Through swamp drainage.

➤ **Note:**

- ✓ **Swamp drainage** is the removal of water from swamps.
- ✓ **Swamp reclamation** is the act of changing a swamp from its natural state for other uses.
- ✓ **Swamp encroachment** is the illegal settlement in swamps.

How people drain swamps.

- ❖ By adding murrum in swamps.
- ❖ By digging channels in swamps.

Reasons why people drain swamps.

- ❖ To get land for crop growing.
- ❖ To get land for constructing industries.
- ❖ To get land for settlement.
- ❖ To construct roads.

Dangers of draining swamps.

- ❖ It leads to drought/ desertification.
- ❖ It leads to death of aquatic animals.
- ❖ It leads to floods.
- ❖ It leads to displacement of aquatic animals.
- ❖ It leads to reduction in craft raw materials.

Problems faced by people living near swamps.

- ❖ Floods during the rainy season.
- ❖ Attacks from aquatic animals.
- ❖ Poor road transport.
- ❖ Attacks from disease vectors that live in swamps.

GRASSLANDS.

- ✚ **Grasslands** are large areas of land covered with grass.
- ✚ Grassland is the dominant form of plant life.
- ✚ Areas which receive heavy rainfall usually have tall grass while those that receive very little rainfall usually have short grass.

Examples of common grass.

- ❖ Spear grass
- ❖ Couch grass
- ❖ Paspalum
- ❖ Star grass
- ❖ Finger millet grass
- ❖ Wondering jew

Importance of grass.

- ❖ It helps to reduce soil erosion.
- ❖ It is used as pasture for animals.
- ❖ It acts as a natural habitat for animals.
- ❖ It is used as mulches.
- ❖ Grass beautifies the environment.
- ❖ It is a source of herbal medicine.
- ❖ It is used for mulching houses

Dangers of some grass.

- ❖ Some grass is poisonous to people and animals.
- ❖ Some grasslands are hiding places for wrong doers.
- ❖ Some grass are weeds in the garden.



1. What is swamp drainage?
2. Give any two ways people drain swamps.
3. State any three ways people misuse swamps.
4. Give any three reasons why people drain wetlands.
5. State any three ways swamps are important in the environment.
6. Give any three problems faced by people who live near swamps.
7. State any three problems an area is likely to face as a result of the destruction of the existing swamps.
8. Mention any three products that are obtained from the raw materials got from swamps.
9. Mention any two common grass that exists in the environment.
10. State any four importance of grass
11. Mention the commonest grass that is commonly planted in people's compounds.
12. Give any two reasons why people plant the above grass in their compounds.

CROPS.

- ✚ **Crops** are plants grown in the garden for social and commercial purpose.
- ✚ Crop growing is carried out in areas that have fertile soils and receive reliable rainfall.

Why people grow crops.

- ❖ To sell them and get money.
- ❖ To get food.
- ❖ To get raw materials for agro-based industries.

Types of crops.

- ❖ Traditional cash crops.
- ❖ Non-traditional cash crops.

(i) TRADITIONAL CASH CROPS.

- ✚ **Traditional cash crops** are crops which were originally grown for sale.

Examples of traditional cash crops.

- | | | |
|-----------|----------|------------|
| ❖ Coffee | ❖ Sisal | ❖ Oil palm |
| ❖ Tobacco | ❖ Cotton | ❖ Rubber |
| ❖ Cocoa | ❖ Tea | |

Products obtained/ made from different cash crops

Crop	Product(s)
Cotton	Clothes, cotton wool, threads
Pyrethrum	insecticides
Oil palm	Palm oil used for making cooking oil, soap, margarine etc.
Tea	Beverages

Rubber	Latex for making gloves, balls, shoe soles, car tyres, erasers etc
Tobacco	Cigarettes
Sun flower	Cooking oil
Sisal	Ropes, strings
Maize	Maize flour

Factors that promote crop growing in an area.

- ❖ Presence of fertile soils
- ❖ Presence of reliable rainfall.
- ❖ Presence of ready market for farm produce.
- ❖ Improved transport and communication.
- ❖ Presence of capital.
- ❖ Presence of high labour force.

Importance of growing traditional cash crops.

- ❖ They are a source of income to people.
- ❖ They provide raw materials to industries (agro-based industries)
- ❖ It creates employment opportunities to people.
- ❖ They promote trade in the community.
- ❖ It promotes the development of roads in an area.

Problems faced by crop farmers.

- ❖ Limited capital.
- ❖ Drought which dries up crops.
- ❖ Limited market for farm produce.
- ❖ Outbreak of crop pests and diseases.
- ❖ Shortage of labour on farms. This results from rural-urban migration.

Possible solutions to the problems faced by crop farmers.

- ❖ By watering crops in case of drought.
- ❖ By spraying crops using insecticides.
- ❖ The government should provide small scale loans to farmers.
- ❖ The government should build better roads in the country.

(ii) NON-TRADITIONAL CASHCROPS.

🌈 **Non-traditional cash crops** are crops which were originally grown for food but can now be sold.

Examples of Non-traditional cash crops.

- | | |
|-----------|---------------------------|
| ❖ Beans | ❖ Rice |
| ❖ Maize | ❖ Ground nuts |
| ❖ Cassava | ❖ Soya beans |
| ❖ Banana | ❖ Vegetables like cabbage |
| ❖ Yams | |

Importance of growing Non-traditional cash crops.

- ❖ It promotes food security in the country.
- ❖ It creates job opportunities to people.
- ❖ Crop sales are a source of income to people.
- ❖ It promotes the development of industries in an area.

PERENNIAL CROPS.

✚ These are crops which take a long time to mature and are harvested several times.

✚ Most of the traditional cash crops are perennial.

Examples of perennial crops.

- ❖ Coffee
- ❖ Cocoa
- ❖ Sisal
- ❖ Tea
- ❖ Mango plants
- ❖ Rubber
- ❖ Oil palm

ANNUAL CROPS.

✚ These are crops which take a short time to mature and are harvested once.

Examples of annual crops.

- ❖ Maize
- ❖ Cotton
- ❖ Sorghum
- ❖ Beans
- ❖ Tobacco
- ❖ Cassava
- ❖ Rice
- ❖ Millet
- ❖ Peas

Ways of caring for crops in the garden.

- ❖ By weeding them.
- ❖ By thinning.
- ❖ By pruning them.
- ❖ By watering the crops.



1. Mention the two types of crops.
2. Give any two reasons why people grow crops.
3. Mention any three examples of each of the following;
 - (i) Traditional cash crops.
 - (ii) Non-traditional cash crops.
4. State the difference between traditional cash crops and non-traditional cash crops.
5. Give any three factors that promote crop growing in an area.
6. Complete the table below

Crop	Product obtained
_____	Clothes
Pyrethrum	_____
_____	Maize flour
Tobacco	_____

7. State any three problems faced by crop farmers in your community.
8. Give three ways the above problems can be solved.
9. What name is given to industries that use agricultural produce as their raw materials?

10. Give any three ways farmers can care for crops in their gardens.
11. Give one reason why the government encourages people to grow non-traditional cash crops.
12. Mention any three examples of perennial crops.
13. Give two ways crop cultivation promotes development in an area.

VEGETATION CONSERVATION.

✚ This is the protection of plant life from being destroyed.

✚ It is the act caring for and protecting plants in the environment.

Human activities which destroy vegetation in an area.

- | | | |
|-----------------|---------------------|----------------|
| ❖ Deforestation | ❖ Swamp drainage. | ❖ Brick making |
| ❖ Bush burning | ❖ Over cultivation. | ❖ Over grazing |

Ways how man destroys vegetation in an area.

- | | |
|---------------------------|--------------------------------------------|
| ❖ Through bush burning | ❖ Through uncontrolled wetland harvesting. |
| ❖ Through deforestation. | ❖ Through overgrazing. |
| ❖ Through swamp drainage. | ❖ Through overcultivation. |

➤ **Note:** -Deforestation and bush burning *leave the land bare exposing it to agents of soil erosion.*

Human activities which promote the growth of vegetation in an area.

- ❖ Afforestation.
- ❖ Reforestation.
- ❖ Agro-forestry.

Ways of conserving/ caring for vegetation.

- | | |
|---------------------------------------------|-------------------------------|
| ❖ By watering plants during the dry season. | ❖ By thinning vegetation. |
| ❖ By adding manure to the soil. | ❖ By pruning plants. |
| ❖ By weeding the crops. | ❖ Through rotational grazing. |

Bodies that promote conservation of vegetation in Uganda.

- ✓ National Environment Management Authority (NEMA)
This conserves and protects wetlands in Uganda.
- ✓ National Forestry Authority (NFA)
This conserves forests in Uganda.
- ✓ Uganda Wildlife Authority (UWA)
This conserves wildlife (animals, birds and plants that live on their own in the natural habitat) in Uganda.

How NEMA conserves the environment/ roles of NEMA.

- ❖ It teaches people about the importance of forests and swamps.
- ❖ It creates forest reserves.
- ❖ It enforces laws against wetland degradation.
- ❖ It evicts people settling in wetlands.

Importance of conserving vegetation.

- ❖ It reduces soil erosion.
- ❖ It conserves the natural beauty of the environment.
- ❖ It conserves the natural habitat for animals.
- ❖ It promotes tourism.
- ❖ It promotes constant supply of craft raw materials.
- ❖ It controls drought.
- ❖ It promotes constant supply of wood fuel.



1. Give the meaning of Vegetation conservation.
2. Mention any four human activities that destroy vegetation in an area.
3. Give any three ways one can care for vegetation in the environment.
4. Write the following in full.
 - (i) NEMA
 - (ii) NFA
 - (iii) UWA
5. Name the body that is responsible for conservation of the environment.
6. Give any three ways the body in (5) above protects the environment.
7. Why do areas with thick vegetation usually receive plenty of rainfall?
8. What term refers to the plants, animals and birds that live on their own in the natural environment?
9. Give any three reasons why it is always important to care for vegetation.
10. How does bush burning lead to soil erosion in an area?
11. Mention any three human activities that promote the growth of vegetation in an area.
12. Give any two ways deforestation affects the natural environment.

TOPIC 4:**PEOPLE IN OUR DISTRICT.****ORIGIN OF PEOPLE IN OUR DISTRICT.****STONE AGE**

✚ **Stone age** is the time when early man used tools made out of stones.

Stages of stone age

- ❖ The Old stone age/ Early stone age/ Palaeolithic
- ❖ The Middle stone age/ Mesolithic
- ❖ The New/Late stone age/Neolithic

THE OLD STONE AGE



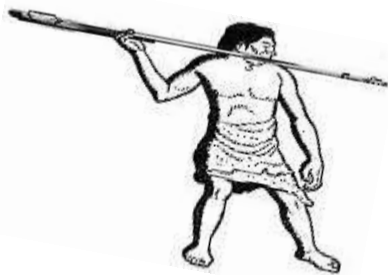
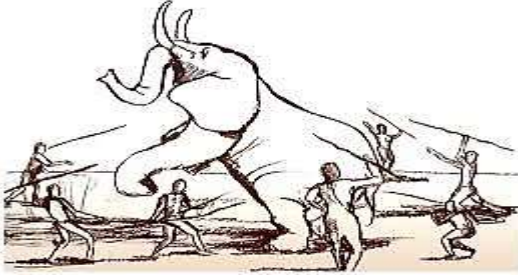

✚ It was the first stage of stone age.




✚ It is also called the early stone age.

Characteristics of Old stone age

- ❖ Early man had hairy body.
- ❖ Man used to eat raw meat.
- ❖ Man lived a wild and unsettled way of life.
- ❖ Man slept under big trees and stones.

**Tools used by early man in the Old stage age.**

<i>Name of the tool</i>	<i>Drawing</i>	<i>Use of the tool to early man</i>
Bolas		❖ It was used to trap fast running animals during hunting
Hand axe		❖ It was used for skinning animals
Hand spears		❖ It was used for hunting 
Bone needle		❖ It was used for stitching animal skins and hides to make clothes

Cleaver		❖ It was used for chopping meat
Wooden club		❖ It was used for killing trapped animals
Bow and arrow		❖ It was used for hunting and fishing

Examples of early man's food.

- ❖ Raw meat
- ❖ Wild honey
- ❖ Fruit
- ❖ Insects
- ❖ Plant roots
- ❖ Barks of trees
- ❖ Fish

Ways early man obtained (got) food.

- ❖ By hunting.
- ❖ By gathering wild berries (fruit).
- ❖ By fishing.
- ❖ Collecting wild honey.

Places where early man used to live.

- ❖ Caves
- ❖ Under big trees.
- ❖ River banks
- ❖ Lake shores

➤ **Note:-** *The discovery of fire* marked the end of Old stone age and marked the beginning of Middle age.



Lesson Exercise.

1. Give the meaning of stone age.
2. Mention the three stages of stone age.
3. State any three characteristics of man during the old stone age.
4. Why did the old stone age man feed on raw meat?
5. How was a bolas useful to early man?
6. Apart from a bolas, mention any three other early man's tools.
7. Give any two ways early man obtained his food.
8. Mention any three examples of early man's food.
9. Mention any three places where the old stone age man commonly lived.

10. How was a club useful to people of long ago?
11. Mention any two tools that were used by early man during hunting.
12. What important discovery marked the end of early stone age?

MIDDLE STONE AGE

- ✚ This was the second stone age of early man's development.
- ✚ It is also called the Mesolithic period.
- ✚ The discovery of fire marked the beginning of the Middle stone age.

Characteristics of man in the Middle stone age.

- ❖ Man started living in caves.
- ❖ Man started eating roasted meat.
- ❖ Man tamed the first animal (a dog).
- ❖ Man had less hairy body than in old stone age.

How early man discovered fire.

- ✚ He rubbed a dry stick into a hole in a dry piece of wood.

- ✚ As a result of friction, fire was produced.

How fire was important to early man.

- ❖ It was used for roasting meat.
- ❖ It was used to boil poison.
- ❖ It was used for hardening his tools. eg.pots
- ❖ It provided light in caves.
- ❖ It provided warmth to early man in caves.
- ❖ It was for protection (scaring away wild animals).

Ways how fire helped man to live in caves.

- ❖ It provided light in caves.
- ❖ It provided warmth in caves.
- ❖ It scared away wild animals.

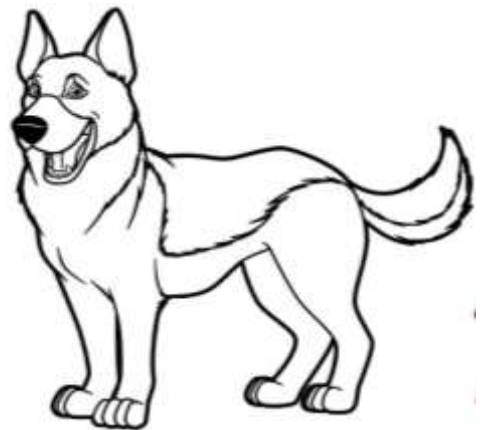
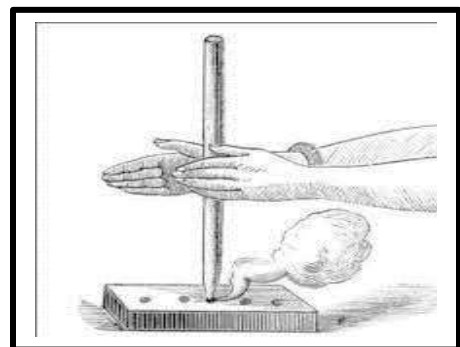
Importance of a dog to early man.

- ❖ It helped early man during hunting.
- ❖ It protected early man from wild animals.

➤ Note: **The discovery of farming** marked the end of Middle stone age and marked the beginning of New stone age period.



1. Which important discovery marked the beginning of the middle stone age?
2. Name the first animal to be tamed by man.
3. Give any two ways the above animal was useful to early man.
4. Which discovery helped early man to live in caves?
5. Give any two ways the discovery in (4) above helped early man to live in caves.
6. State any two characteristics of the middle stone age man.
7. How did early man discover fire?



8. Give any four ways the discovery of fire improved the life of early man.
9. Name the stone age in which early man started living in caves.
10. Which important discovery marked the end of the middle stone age?
11. Draw and name any three tools that were used by middle stone age man.
12. Why was the middle stone age man able to eat roasted meat?

THE NEW STONE AGE.

✚ This stone age is also referred to as the Late stone age/ Neolithic.

Characteristics of man in the New stone age.

- ❖ Man started to live in small organized communities.
- ❖ Man started growing crops (this made man to start a settled life).
- ❖ Man tamed many domestic animals.
- Note:- **The discovery of iron smelting** marked the end of Stone age and the beginning of Iron age.

Ways farming helped early man to live a settled life.

- ❖ Man had enough food for eating.
- ❖ Man needed to settle and take care of his crops and animals.

IRON AGE.

✚ This is a period when early man started using tools made of iron.

✚ **Black smithing** is the act of making iron tools.

✚ **A black smith** is a person who shapes and repairs iron tools.

✚ Iron smelting was started by the Bachwezi in Uganda.

Examples of iron tools that were made and used by early man.

- | | |
|-------------|---------|
| ❖ Panga | ❖ Hoe |
| ❖ Saucepans | ❖ Spear |
| ❖ Arrows | ❖ Knife |

				
<i>a panga</i>	<i>a knife</i>	<i>a sickle</i>	<i>a spear</i>	<i>a gun</i>

How the discovery of iron smelting improved early man's life.

- ❖ Man was able to make better tools for farming and hunting.
- ❖ Man made strong weapons for protection.
- ❖ Man made better means of transport.
- ❖ Man made better fishing tools.



1. What important discovery marked the beginning of the new stone age?
2. State any two characteristics of the new stone age man.

3. Mention the discovery which helped man to live a settled life.
4. In which way did the discovery of farming help early man to live a settled life?
5. What important discovery marked the end of the stone age?
6. Mention any three examples of iron tools that helped to improve man's life.
7. Which group of people introduced the knowledge of iron smelting in Uganda?
8. Mention the three stages of stone age.
9. Give any two ways the discovery of iron smelting helped to improve early man's life.
10. Mention the important discoveries that marked the beginning of each of the following stages of stone age;
 - (i) Middle stone age
 - (ii) New stone age.

LEGENDS ABOUT PEOPLE IN OUR DISTRICT



✚ **Legends** are stories told about the people of long ago.

✚ **A myth** is a story about the people of long ago which has supernatural events that are believed to be true.

Examples of legends commonly told in Uganda.

- ❖ The legend of the first Muganda (Kintu and Nambi).
- ❖ The legend of the Spear and the Bead.
- ❖ The legend of the first Bagisu (Mundu and Seera).
- ❖ The legend of the Bachwezi and the Batembuzi.
- ❖ The legend of Ruhanga and his brother.

THE LEGEND OF THE FIRST MUGANDA.

		
<p><i>Location of Buganda in Uganda</i></p>	<p><i>Kintu and his cow</i></p>	<p><i>Kintu and Nambi to earth.</i></p>

This legend explains the origin of the people of **Buganda**.

Long ago, a great man known as **Kintu** traveled with his prize cow from northern Africa to the land called **Uganda**. There he lived for many years on the milk his cow gave him. He built a grass hut and lived in peace.

One day the sons and daughter of **Gulu**, King of the Heavens, came to Earth. When **Nambi**, Gulu's daughter, met **Kintu**, she fell instantly in love with him. *"Kintu is kind and generous,"* she told her brothers. *"I wish to marry him. He is the finest man I've known."* "You do not even know if he is the great Kintu," her brothers said. They were suspicious of the man and feared he had bewitched their sister. "He may be a magician or a sorcerer. He may be an animal in disguise," they said.

"But he has built himself a house," Nambi said. "Animals do not live as Kintu lives." Nambi returned to the sky to ask her father's permission to marry **Kintu**. **Gulu** listened to

Nambi's pleas, but Nambi's brothers shook their heads. "*You must not let her marry this creature,*" the elder brother said to his father. "We do not know if he is Kintu at all. He does not eat ordinary food." "He drinks only milk from a cow," the second brother said.

"*I must think over the matter,*" **Gulu** told his children.

Meanwhile, the brothers secretly returned to Earth and carried away **Kintu's** cow. They thought that if **Kintu** lost his cow, he would die of starvation.

When **Kintu** saw his cow was gone, he knew what he must do. He began to gather leaves and fruits of the earth. These he ate. He grew stronger still.

When Nambi spied Kintu's cow idling in the fields with her father's herd, she was alarmed. "*My beloved will starve,*" she cried. She returned to Earth to see what had happened to **Kintu**.

When she found him eating berries, she sat down beside him.

"**Kintu**," she said softly, "*please come back with me to the sky.*"

Your cow is there. We will steal it and return to Earth together. *I love you, Kintu.* I wish you every happiness. " **Kintu** was so moved by **Nambi's** generosity and gentleness that he agreed to travel with her to the sky.

When they arrived, he stared in disbelief. People were living in beautiful huts of golden grass. Herds of cattle roamed the blue-green fields. Goats and sheep and chickens ran through groves of plantain trees. **Kintu** had never seen such bounty.

"*It is wonderful here,*" he said. "*I will stay here with you, Nambi.*" They sat down together beside her house, talking of their future together.

Nambi's brothers saw this and ran to their father. "*Your daughter has brought this creature with her to our heaven.*" "*I will test this being,*" **Gulu** said. "*I will find out if he is truly the great Kintu.*" He snapped his fingers and ordered his servants to prepare a meal large enough for hundreds. Then **Gulu** ordered **Kintu** to come to his palace.

Kintu stood solemnly before the king.

"*I command you to eat every bit of this meal,*" **Gulu** said. "If you cannot, I will know you are an impostor, and you shall not marry my daughter." **Kintu** sat down alone before the feast. He ate and drank as much as he could. Before long he was full, though dozens of baskets remained. He despaired, but suddenly a great hole opened in the floor of the palace. **Kintu** quickly tipped all of the food into the hole, and the hole closed.

"*Come take away the baskets,*" **Kintu** called. When the servants and the brothers saw the baskets were all empty, they searched everywhere, but they could find no food.

Still **Gulu** was not satisfied. He handed **Kintu** a copper axe. "*I need kindling for my fire. Go and cut some kindling from rocks.*"

Plain firewood is no use to me. " **Kintu** went outside, wondering what to do. "*If I strike rock with this axe, it will break,*" he thought. Bending down to look closely at the rocks, he saw

tiny cracks running through each one. With his fingers, he pried off pieces of rock and took them to **Gulu**.

Still the King of Heaven was not satisfied. *"Go and fill this pot with dew,"* **Gulu** ordered.

Kintu set out for the open grassland. That night, he sat upon the dry land, wondering how he would collect enough dew to satisfy the King of Heaven. At dawn he woke from a fitful sleep. He could not believe his eyes. Everywhere he looked the blades of grass glittered with dew. And more astonishing still, the water pot was full to its brim. He took the pot to **Gulu**.

"Father," **Nambi** said, *"you must see now that the man I love is Kintu. Allow me to marry him."* *"One more test,"* **Gulu** said. *"Kintu must choose his cow from among the royal herd. If he can find his own cow, I will know he is Kintu and I will bless your marriage."* **Gulu's** herd was huge. Kintu stared out at it, wondering what to do, when a bee settled on his shoulder.

"Take the cow upon whose back I settle," the bee buzzed in **Kintu's** ear.

The next morning **Kintu** went to the royal fields to examine the vast herd. He saw the bee hovering nearby. **Kintu** pretended to search for his own cow, but all the while he kept careful watch on the bee. At last the bee flew straight to one of the larger creatures and settled upon her horn.

"That is my cow," **Kintu** called out. He touched his stick upon the cow's hide, and as he did, the bee flew to a young heifer. *"And there,"* **Kintu** cried, *"that is one of her calves."* **Gulu** was amazed. *"You are truly Kintu the Great,"* he said. *"And you will marry my daughter, Nambi."*

So **Kintu** and **Nambi** married. **Gulu** gave them a sheep, a goat, a chicken, a plantain tree and seeds for every edible plant. *"Hurry now to Earth,"* **Gulu** commanded. *"You must leave before your brother Walumbe returns. He will want to travel with you to Earth, and if he sees you, he must go along with you."* **Kintu** and **Nambi** began their journey, but halfway home, **Nambi** said, *"Dear Kintu, I have forgotten grain for the chicken. I must return to the sky. I will hurry."* Off she ran.

As **Nambi** was collecting grain from the fields of the sky, **Gulu** found her. *"I told you not to return,"* he scolded.

Ashamed, **Nambi** turned to leave. As she was descending, **Walumbe** saw her. *"I am coming with you,"* he told his sister.

And so together they traveled to Earth. There **Nambi** planted her garden with seeds and plantain trees. She and **Kintu** lived together happily, and she gave birth to many children.

For years **Walumbe** did not trouble them. But **Walumbe** is Death. After some time he took/killed one child, and then another. **Walumbe** started eating Nambi's children and **Kayikuzi** was sent from heaven to arrest **Walumbe** and take him back to heaven. But **Walumbe** ran and hid in a hole at **Tanda** along Kampala-Mityana road.

And since then, no matter how the people try to avoid **Walumbe**, he takes people away. Still, the family grew and prospered, and their descendants live to this day. The people say **Walumbe** did not take the great **Kintu**.

He left him on Earth to spread his goodness forever.

Lessons learnt from the Legend of the first Muganda.

- ❖ Forgetfulness is bad.
- ❖ To be determined/ to work hard in order to get what we want.
- ❖ Forgetfulness can lead to death.
- ❖ When you decide, never turn back.
- ❖ Poverty cannot stop one from succeeding.



1. What is a legend?
2. Mention any four common legends amongst the people in your community.
3. Who is believed to be the first Muganda on earth?
4. How was Nambi related to the first Muganda?
5. Who was the father of Nambi?
6. Name the creature that used to provide food to Kintu while on earth alone.
7. Name the two brothers of Nambi.
8. Where did the father of Nambi live according to the legend of the first Muganda?
9. Mention the four tests that were given to Kintu before he was allowed to marry Nambi.
10. Name the cruel brother of Nambi.
11. Mention any three things Gulu gave to Kintu and Nambi on their way to the earth.
12. Name the son of Gulu who was sent to take back Walumbe to heaven.
13. Give the meaning of the name Walumbe.
14. Mention any four districts that form Buganda kingdom
15. Name the place where Walumbe hid himself when Kayikuzi tried to take him back to heaven.
16. Mention any four lessons learnt from the legend of the first Muganda.

THE LEGEND OF THE BACHWEZI AND THE BATEMBUZI.

Once upon a time, so it is said, two kingdoms existed; one on the earth's surface and another beneath the earth(underworld). The earthly kingdom was inhabited by a tribe called '**Batemбузи**' which means the first inhabitants and was under the rule of **King Isaza**. The underground world kingdom was occupied by **Bachwezi** who were ruled by **Nyamiyonga**. The Bachwezi were believed to possess supernatural powers and could appear and disappear at will.

One day, so it is said, the Underworld king proposed a blood brotherhood with the Earthly counterpart **Isaza** like in most African cultures by exchanging coffee beans soaked in one another's blood which **Isaza** refused and passed the seed to his servant. This disrespectful act by **Isaza** disgraced the good willed **Nyamiyonga** who plotted to have his dis graceful counterpart pay for his ill-willed action. The legend has it that **Nyamiyonga** sent his most gorgeous and charmingly beautiful daughter known as **Nyamata** as a bride to **Isaza** who new less about this move. On seeing the conspicuous **Nyamata**, **Isaza** could not escape her splendid beauty and fell for her.

This however, surpassed **Nyamiyonga's** expectations of attracting **Isaza** to his palace as a son in law since **Isaza** refused to accompany his wife to Pay a visit to the wife's parents after having a son with her.

Fortunate enough for **Nyamiyonga**, her daughter had collected enough information about **Isaza's** key interest which was found out to be cows. **Nyamiyonga** quickly made another trap for **Isaza** by sending him very beautiful cows which he later found in his kraal one early morning.

After a good period of time, so it is said, these cows were reported to have left the herd which prompted the 'ignorant' **Isaza** to set out for them. He left his **gate keeper Bukuku** in charge of his palace, so the legend is told, for he wasn't sure when he would return. Legend has it that after a long search, **Isaza** finally set eyes on the cows but from a far distance. He followed to stop them but it is said they went into the lake and they later sunk as he followed suit. Not long enough, so it is said, **Isaza** discovered the cows and himself were in **Nyamiyonga's** kingdom. He was given a warm welcome of a typical African guest with plenty of drinks and eats. After introductions, **Isaza** was accommodated and assured of safety and departure at his own will.

Tradition has it that **Isaza** spent a few days and was later given his wife and son with the cows to start his journey back to his kingdom. Along the way, so it is said, **Isaza** lost all he had simultaneously with the family first and later the cows, a thing he couldn't bear. Attempts to go home were futile and so was going back to his host king since all the ways were blocked and he was only left with a standing space. It is upon this untimely incident, that **Isaza** began his never ending effort to find the way through back to Earth by stubbing his spear into the roof like ground above his head causing earthquakes that we always feel and hear, according to the legend.

Meanwhile as the people up waited for his return in vain, the **gate keeper-Bukuku** assumed power and took over the throne pronouncing himself the new king. Bukuku's era was full of mischief and fear of uncertainty which prompted him to consult a local prophet about his fate. It is said that news from the prophet were not worth hearing for the new king as it was said he would be killed by his own grandson.

In an attempt to avoid the unfortunate foretold fate, **Bukuku** was advised never to allow his only daughter **Nyiramwiru** to get married. He decided to lock her daughter up in one of the palace rooms and put a guard never to allow her meet any boy/man. As no power apart from God's has been known to challenge nature, **Nyiramwiru's** outstanding beauty and age, attracted one **Isimbwa** the son to **Isaza** and **Nyamata** who like other Bachwezi had super natural powers that enabled him to sneak into the palace unnoticed and impregnated **Nyiramwiru** who later gave birth to a baby boy.

Upon hearing the news of the birth of a grandson, **Bukuku** was greatly upset by his daughter and ordered the guards to cut off one of her breasts and pluck out one eye in order to distort her beauty and avert her admirers.

Like Moses of the bible, the fate of the young boy lied in the hands of those ordered to eliminate him. Lucky enough for him, he was dumped in a swamp in the neighborhood where he was later picked by a local potter who named him **Ndahura**.

Learning about the news of her son in the hands of a poor potter, **Nyiramwiro** sent a message to the potter to make a beautiful craft and present it as a present to the king which would in turn earn him an appreciation of a lactating cow which would help to provide milk to raise the child.

It was not long that **Nyiramwiro's** plan worked as anticipated and the potter was given the cow. The legend has it that the cut breast of **Nyiramwiro** was thrown in the present day cave area where it continued to leak milk and the potter often took the boy at regular intervals for breast feeding.

Days became month and month became years and the fateful boy **Ndahura** reached his youthful stage and was prominent for his courage that at one time he challenged the King's servants at the water point when he made his adopter's cows drink before those of the king, an act that was not only unheard of but also unbearable.

When the king received this embarrassing news, he vowed to face and eliminate that disrespectful son of a potter whom he hardly knew that he was his grandson. It was not long enough before the day break and the 'fire- spitting' old king took his cows himself to face the young man at the water point.

As the king brought forward his cows, the stubborn **Ndahura** gave a challenge which prompted the King to unleash his anger impatiently by throwing his spear at the young man who dodged it. Like the Biblical story of David Vs Goliath, **Ndahura** never missed but only Struck the king's heart and killed him with his own spear as the prophecy had been told.

Ndahura quickly pronounced himself king and started on the expansion of the kingdom which was later to be known as the **Bunyoro-Kitara empire** that spanned on the area between the Kagera and the Nile rivers. He was known as the **first Chwezi ruler** and founder of this great empire initiating the **Chwezi dynasty** that existed up to around the 15th century.



With your friend, discuss the lessons you learn from the above legend.

1. Apart from the legend of the Batembuzi, mention any three other common legends among people in your community.
2. Who was the last king of the Bachwezi?
3. Name the group of people who founded the underground kingdom according to the legend of the Bachwezi.
4. How was Bukuku helpful to king Isaza during his rule?
5. Which group of people founded the Tembuzi dynasty?
6. Who was the first king of Bunyoro-Kitara empire?
7. Mention the group of people replaced the Batembuzi in Bunyoro-Kitara empire
8. Who was the king of the underground world according to the legend of the Bachwezi?
9. Who was the mother of **Ndahura** according to the legend of the Bachwezi?
10. How did the Tembuzi dynasty come to an end?

THE LEGEND OF RUHANGA AND HIS BROTHER.

This legend explains the origin of the people of **Ankole**.

In the beginning, **Ruhanga**, the creator lived in space with his brother **Nkya**. **Nkya** who was younger and restless complained he was bored with everything being so normal and mundane. **Ruhanga** created heaven and earth for his brother. He threw a stone in the air and it became the sun. **Nkya** was happy with this but soon started to complain again about the constant sun and no shade. **Ruhanga** moved the sun to the West and covered it with a cloud. He then threw another stone in the air and created the moon. He ordered **Nkya** to sleep and created the cock to crow to wake **Nkya** up when night had passed. He also created grasses and trees for more shade. He then ordered **Nkya** to stay on Earth while he returned to attend to matters in Heaven.

In heaven **Ruhanga** realized his hands were dirty and washed his hands which proceeded to pour down to Earth as rain. **Nkya** got drenched and complained to **Ruhanga**. He told **Nkya** to break off branches cut the grass and make shelter but **Nkya** had no tools. **Ruhanga** got a rock and threw it to the ground and it broke to make a knife, an axe and a hammer. **Nkya** went ahead to make a hut.



Beloved Cow Ruhanga gave to Nkya to kill his boredom on earth

He soon got bored again and demanded for something to look at. **Ruhanga** then created flowers, shrubs, goats and sheep. He also created cattle which pleased **Nkya** immensely. He made a bowl and showed **Nkya** how to milk the cows. He also created a creeper that provided more food for **Nkya**. This time **Nkya** has so many things to occupy him in the new world and he was impressed. He enjoyed his time on earth but tending to everything was a lot of work. **Ruhanga** gave him a son who **Nkya** called **Kantu**.

In time the work was still a bit hectic for **Nkya** and **Kantu**, so **Ruhanga** gave him 3 other sons. There was confusion because all of them were called **Kantu**. So **Ruhanga** devised means to test **Nkya's** sons and name them according to how they performed. For the first test, **Nkya** hid three items at a junction on a path far from home. He put a basket of sweet potatoes, strips of ox hide and the head of the ox. He then sent his sons on the same path.

On reaching the junction, the eldest son saw the basket of potatoes and immediately bullied his brothers and ate the food alone. The second born saw the stripes of hide and thought they would be important for tying the cows when milking. The youngest one didn't want to be left out so he carried the ox-head back home. When **Nkya** saw them return he gathered them and asked them what had happened. He was so angry at the first eldest son

for eating all the food and not sharing with his brothers. He made arrangements for the second test.



The elder brother rushed for the sweet potatoes and refused to share with his brothers

At night, he gave them pots of milk and ordered them to carry them through the night and not to spill any of it. The youngest boy fell asleep first and spilled all his milk. He woke up to the horror of the situation and pleaded with his brothers to help him. They each contributed a bit of their milk and the young boy filled his pot again. This time he stayed awake since he had rested enough and was alert.

Towards the morning, the older brother couldn't hold back the sleep and dozed off and spilled most of his milk. He pleaded with his brothers to help him too but since they had already shared with the younger brother, it was not enough to fill a pot and his brothers refused to give him more milk. Their father awoke and went to check on the boys.



A girl carrying a traditional milk pot, similar to those the boys were given for their test

He was so pleased with the youngest brother that he had managed to stay awake all night and present to him his pot of milk. The other brothers were filled with jealousy and told their father that he had spilled his milk first and they had shared some of theirs to help him refill his pot. **Nkya** was impressed how the youngest son had managed to convince his brothers to share the milk despite the repercussions. He recalled the way the young boy had carried back the heavy ox-head from their earlier journey, despite not knowing what he would use it for. He immediately named him **Kakama** and *gave him authority to rule over his brothers and everything on earth.*

For the second born, he recalled the love for cattle the boy had. He's the one who had carried back the ox-hide stripes so he could tie the cow's legs while he was milking. Nkya named him **Kahima**, *the cattle herder and gave him authority over all the cattle.* He was least pleased by the eldest son. First, he had shown his greed by eating all the sweet potatoes, then had also spilled all his milk and had nothing to present to his father in the morning. He called him **Kairu** and gave him the hardest responsibility of *cultivating the land to provide food for his brothers and their descendants.*

Till recent history this is how people of this region lived. The descendants of **Kakama (Omukama)** were royals who ruled over the people and inherited kingship from their great grandfather the smart and clever younger brother. **The Bahima** were cattle herders by lifestyle and descendants up-to date still have hundreds of herds of cattle which they

pride in and treasure. **The Bairu** were agriculturalists and peasants who did all the hard labour of providing for the kingdoms. They traded a lot of food for little pieces of meat and pots of milk provided by the Bahima.

Today this system in this region is irrelevant but, in some places, deep in these regions people still refer to this system to show their authority over others.



A descendant of Kahima milking a cow.

Lessons learnt from the legend of Ruhanga.

- ❖ To be hardworking
- ❖ Not to be greedy.
- ❖ To share with other people.
- ❖ To have love for others.
- ❖ We learn to be considerate to others.



Lesson Exercise.

1. Give the meaning of the name Ruhanga.
2. Name the tribe which is related to the legend of Ruhanga.
3. How was Nkya related to Ruhanga?
4. Mention any four things Ruhanga created according to the above legend.
5. Name the first son who was given to Nkya by Ruhanga.
6. Name the sons of Nkya who were given each of the following responsibilities.
 - (i) Authority to rule.
 - (ii) Keeping cattle.
 - (iii) Cultivating land.
7. Mention any four districts that are located in Ankole sub-region.
8. Draw the cow Ruhanga gave to Nkya in the space provided below.
9. Mention any three lessons learnt from the three sons of Nkya.
10. Apart from the legend of Ruhanga, mention any three other legends you know.

THE LEGEND OF THE SPEAR AND THE BEAD.

Once upon a time there was an old man who lived with his clan in a beautiful, fertile land, teeming with animals and birds in northern Uganda. This old man was called **Olum**. The land was gifted indeed, with a beautiful river, the Nile running through it, its blue waters bringing life to the land, sustaining the old man's clan, their plants and livestock. For a while the man, his family and his two teenage sons, Labongo and Gipir lived in peace in this paradise they had discovered when they moved south from the land called **Bahr-el Ghazel**. Days turned to weeks, weeks to months and months to years. **Olum's** health began to deteriorate. He called his elder son **Labongo** to speak to him.

He told them how he didn't have much time left. He turned to **Labongo** and gave him a special spear. The spear was the one that symbolised leadership in the clan and had been passed down from generation to generation. It was now **Labongo's** turn to lead and protect the clan. The spear was perfectly decorated with carvings. **Labongo** had always waited for this moment. It was finally his turn to rule and take over the clan. He promised his father never to let him down.



***Labongo's ancestral
Spear***

A few days later **Olum** died and sadly the tribe had to move on without him. **Labongo** took over headship. Luckily there were no major wars and calamities befalling them. The boys grew into men, took on wives and had children. The fertile land always provided for them plenty of food and the Nile never dried up. There was plenty for man and livestock.

One late afternoon while **Labongo** was out hunting, an elephant strayed away from its herd and found its way to their maize garden. The women and children ran to their huts in fear. **Gipir** who was resting inside one of the huts awoke and ran out to see what was wrong. He saw the elephant destroying their precious crops. Without another thought, he ran to the hut where they kept their spears, grabbed one and threw it at the elephant. The elephant was injured and it ran away with the spear stuck into its side. **Gipir** had saved the day. Everyone came out praising him of his braveness.



An elephant that came to destroy the crops.



Gipir spearing the elephant.

Labongo came back to find the homesteads buzzing with excitement about the events that had happened. They narrated to him the story of how **Gipir** single handedly went against the massive elephant and managed to chase it away. He was stabbed with jealousy because it was he who was tasked with protecting the clan. He went to the hut where the spears were kept and Alas! He discovered his precious spear was missing. At that time of the confusion, **Gipir** had grabbed the royal spear and the elephant had run away with it still stuck to its side!

Labongo called upon his brother. He told him how that spear meant everything to the clan and he expected to hand it down to his son, just like their father had done to him. He accused his brother of jealousy and told him he must bring back the spear. **Gipir** couldn't believe what he was hearing. How was he expected to trail and injured elephant and recover the spear? The forest south of where they lived was known to harbour big herds of elephants, giraffes, buffaloes and predators like lions, leopards. But **Labongo** was adamant. He wanted his spear. **Gipir** had no alternative but to bid his wife and kids a

tearful goodbye. He didn't think he would make it back. But his brother was demanding for the spear and he had to leave.

So **Gipir** went into the forest. He searched for days and days sleeping under the sky and encountering many wild animals. He remained brave at first but his mission was almost impossible. Soon weeks were passing by, finally months. **Gipir** wasn't eating enough, wasn't sleeping well and he lived in constant fear for his life. His hands and legs were filled with wounds each passing day. With no one to talk to he was going mad. He cursed his brother, and cried for his children he would never see grow. He had reached to limit and couldn't push himself anymore. Wounded, diseased and starving he gave up- and prayed his ancestors would welcome him to the next life.

One day passed and **Gipir** wished a lion or a leopard, or even a hyena would come along and take him out of his misery. An old medicine woman who gathered her herbs in this particular part of the forest found him and he was saved! **Gipir** thought he saw his grandmother who had passed come to his rescue. The old lady realised he was desperate and in need for help. He could hardly talk or walk. She took him back to her small hut near the edge of the forest. She cared for him and nursed him. She treated his wounds, gave him plenty of fluids to rehydrate him and finally he was able to talk.

He told the lady of his story and she sympathised with him. She told him she would provide food and shelter for him while he went in search for his spear. Soon he was back on his feet and able to hunt and provide meat for them. Soon years came to pass. They lived together with the old lady. They would go into the forest together, with her searching for a special herb and him searching for the spear while the both gathered and hunted what they would feed on. Days went on and more years came by.

One day while they were deep in the forest, they discovered a pile of huge skeletons. They moved closer to investigate what exactly had happened. The old woman recognized the pile as elephant bones. **Gipir** moved in closer to identify what exactly happened to this elephant. And there it was! The Royal Spear! He had finally found it! **Gipir** couldn't believe his eyes. It seemed like the elephant he had speared had finally succumbed to its wounds and died. He was so happy he broke into dance. He had finally achieved his mission.

The old woman was glad he had finally found his spear, but she was sad to see him leave. She had got used to having him around. To show her appreciation, she gave him a number of special beads. This was something **Gipir** had never seen before. They had beautiful colors and they shone under the sun. He was so appreciative for the beads because they also reminded him of his times of trouble and how he survived. He gratefully thanked the woman and left her place the next morning.



The Beads Gipir got from an old woman

Gipir moved through the jungle for weeks until he made his way home. The homestead dwellers saw an unknown man and thought he was one of the nomads who was looking for some water. Until he came closer and they recognized him! A buzz set upon the village. **Gipir** had returned! Everyone excited. **Gipir** came forth and presented the spear to **Labongo**. He was glad he was alive. Festivities went on for days. The tribe was united.

Gipir loved the beads the old woman had given him. They symbolised his endurance and kindness of humanity. He liked stringing them into beautiful patterns. One day while he was stringing the beads, the children came to watch what he was doing. **Labongo's** last born and favorite daughter was among them and started playing with one bead. She put it into her mouth and accidentally swallowed it. One of the other children saw her doing this and called out to **Gipir**, told him that she had swallowed one of his beads.

Gipir, still filled with bitterness about what his brother had done, saw his chance for revenge. He went to **Labongo** and told him what had happened. He demanded for his precious bead. **Labongo** told him that the bead would soon pass and he would get it. But **Gipir** said he needed his bead at that moment exactly and **Labongo** had to find a way of getting it from his daughter's stomach. To cut up his 2 year old daughter and retrieve the bead!

Labongo pleaded for his brother to reconsider for hours but **Gipir** insisted that he needed his bead at that right moment, reminding him of how he made him suffer while in the forest looking for the spear. **Labongo** had nothing to do but to give up his daughter to be cut up and they retrieve **Gipir's** bead. It was finally retrieved but the clan was never the same again. **Labongo** couldn't stand living with his brother and the grief of losing his precious daughter was too much. They decided to part ways. They buried an axe at a place presently called **Wang-Lei** in **Pakwach** on the banks of the Nile. **Gipir** and his family took the area West of the Nile and became the **Alur** in Northern Uganda, parts of Sudan and Eastern Democratic Republic of Congo. **Labongo** and his family went to the area East of the Nile moving south wards and then Eastwards into Kenya. **Gipir** and **Labongo** were the ancestral fathers of all **Luo speakers** and this legend explains why the **Acholi**, **Jopadhola**, **Alur** and the **Jaluo** have similar wording for different things and are related by their ancestry to **Gipir** and **Labongo**.

Wang-Lei, the place where the brothers parted ways is located near the town called **Pakwach**. Rituals and animal sacrifices are still performed in this area to pay homage to the ancestors. They pray for wisdom in leadership, justice, kindness and love.

Lessons learnt from the legend of the spear and the bead.

- ❖ Revenge is bad.
- ❖ Always seek for permission before using someone's property.
- ❖ Always forgive people who hurt you.
- ❖ We learn not to be quarrelsome.
- ❖ Failure to forgive can lead to permanent separation.
- ❖ Failure to forgive may lead to death.



1. What is a legend?
2. Who was the father of Gipir and Labongo?
3. Name the place in northern Uganda where Gipir and Labongo lived.
4. Mention the tool that symbolises authority of leadership which Olum gave to Labongo.
5. Name the animal that ran with the above tool according to the above legend.
6. Draw and name the two main objects involved in the legend of the Gipir and Labongo
7. Mention the three tribes that originated from the descendants of Gipir and Labongo
8. Name any three districts in Uganda in which the above tribes mainly settled.
9. State any three lessons learnt from the legend of the spear and the bead.
10. Name the two brothers involved in the legend of the spear and the bead.

LEGEND OF THE FIRST BAGISHU.

The history of the origin of the **Bamasaba** is one of the most intriguing pieces of oral literature. The Bagisu people prefer to be called **Bamasaba**, meaning *children of Masaba*, their great ancestor.

There is common belief among the Bamasaba that their founding ancestors, **Mundu** and his wife **Sera**, originated from a cave on top of Mount Masaba (Elgon) about 500 years ago. Mundu and Sera had two sons; **Kundu** and **Masaba**. Kundu was a herdsman while Masaba was a hunter. Kundu is said to have left Mount Elgon in search for larger expanses on which to graze his cattle, and it is further said that he is the one who would later be called Kintu, the first king of the Baganda.

Masaba, who decided to stay behind with the father on the mountain, had three sons; **Mwambu**, **Wanale** and **Mubuuya**. Mwambu, the eldest son, is said to result into the clans of the northern part of Bugisu, Wanale was the forefather of clans of central Bugisu and Mubuuya was the forefather of clans of the southern parts.

Mwambu, while herding his father's cattle, was attacked by the Masaai who raided the area. He pursued the raiders and fought them and they surrendered all their cattle to him. They gave him a bull, known in Masaai language as **Ingisu** as a token of their respect for his bravery. His father gave him the nickname **Mugisu** after recounting the episode, in reference to the **Masaai Ingisu**.

From that time, all the descendants of Mundu and Seera are called **Bagishu**.

Lessons learnt from the legend of the first Bagishu.

- ❖ To be determined when doing something.
- ❖ To always protect your property.
- ❖ Stealing is bad.

Importance of legends.

- ❖ They promote morals among children.
- ❖ They enable children to know the lifestyle of their ancestors.
- ❖ They teach children about their origin.
- ❖ They promote culture in the community.



1. Where was the origin of Mundu and Sera?
2. Name the three sons of Masaba according to the above legend.
3. What does the word "Ingisu" mean?
4. Name the mountain in eastern Uganda which is related to the Bagishu.
5. Mention any three districts in Uganda in which the Bagishu are mainly found.
6. Give the meaning of the name "Bamasaba"
7. Mention any two lessons learnt from the legend of the first Bagishu.
8. How is a Legend different from a Myth?
9. Give any three reasons why legends are taught to children.

ETHNIC GROUPS IN OUR DISTRICT.

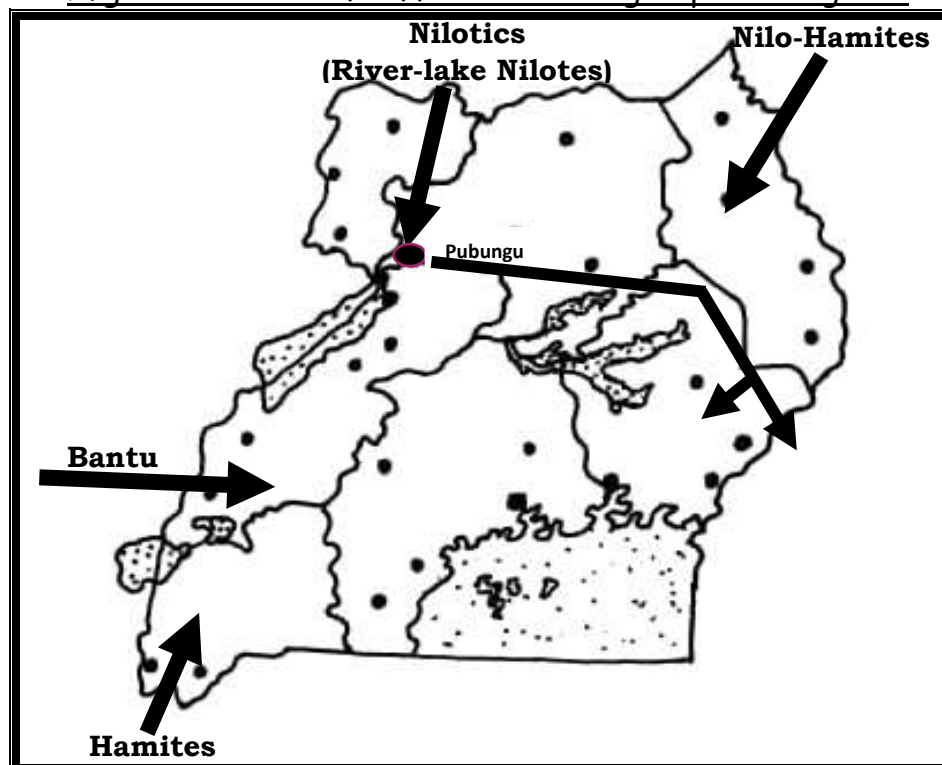
✚ **An Ethnic group** is a large group of people with the same origin, traditional occupation and speak related languages.

✚ **A Tribe** is a group of people with the same origin and speak the same language.

Examples of ethnic groups in our district.

- ❖ Bantu (the largest in Uganda)
- ❖ Nilotics
- ❖ Nilo-Hamites
- ❖ The Sudanic
- ❖ Hamites/ Cushites

Migration routes of different ethnic groups into Uganda



Characteristics of ethnic groups.

- ❖ People have the same origin.
- ❖ People have the same major/traditional occupation.
- ❖ People speak related languages.
- ❖ People have the same ancestor.

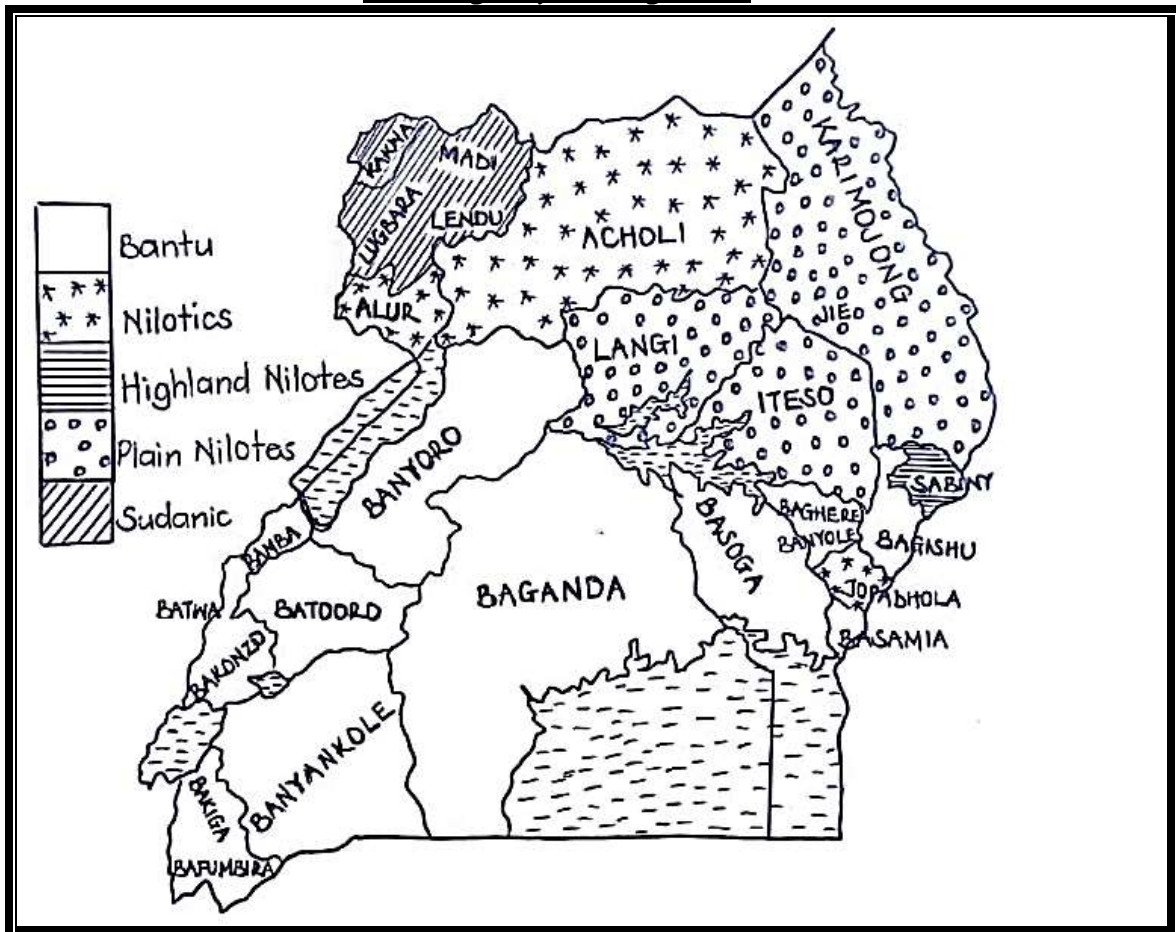
Tribes under the major ethnic groups in Uganda.

<i>Ethnic group</i>	<i>Origin /cradle land</i>	<i>Tribe</i>	<i>Language</i>
❖ Bantu	❖ Cameroon highlands	❖ Baganda ❖ Basoga ❖ Banyankole ❖ Banyoro ❖ Batooro ❖ Bakiga ❖ Bagisu ❖ Bakonjo ❖ Bamasaba ❖ Banyole ❖ Bafumbira	❖ Luganda ❖ Lusoga ❖ Runyankore ❖ Runyoro ❖ Rutooro ❖ Rukiga ❖ Lugisu/Lumasaba ❖ Lukonzo ❖ Lumasaba ❖ Lunyole ❖ Rufumbira
❖ Nilotics	❖ Bahr-el-Ghazal	❖ Acholi ❖ Langi ❖ Alur ❖ Jopadhola	❖ Luo ❖ Luo ❖ Luo ❖ Adhola
❖ Nilo Hamites	❖ Ethiopian highlands	❖ Sabiny ❖ Iteso ❖ Pokot ❖ Karimojong	❖ Kup sabiny ❖ Ateso ❖ Pokot ❖ Ngakarimojong
❖ Hamites	❖ Ethiopia	❖ Tutsi ❖ Bahima ❖ Bahinda	❖ Kinyarwanda ❖ Runyankole ❖ Runyankole

Note:

- ✓ Tribes under the **Sudanic ethnic group** include; the Madi, Lugbara, Lendu, Okebu etc.
- ✓ The Sudanic people mainly settled in the West Nile sub-region of Uganda.

Ethnic groups in Uganda.



Lesson Exercise.

1. What is an ethnic group?
2. Name the largest ethnic group in Uganda.
3. Mention the any four major ethnic groups in Uganda.
4. Mention any three tribes that belong to each of the following ethnic groups in Uganda.
 - (i) Bantu
 - (ii) Nilotics
 - (iii) Hamites
 - (iv) River-Lake Nilotes
5. Name the largest Bantu tribe in East Africa.
6. Which ethnic group entered into Uganda from the West.
7. How is Cameroon highlands important to the early Bantu?
8. Mention the ethnic group which occupies the largest part of West Nile.
9. Name the place where the Nilotics first settled in Uganda.
10. State any two characteristics of an ethnic group.
11. Mention any one ethnic group in Uganda which originated from Ethiopia.
12. What is a tribe?
13. Mention the largest tribe in your district.

KINGDOMS AND CHIEFDOMS IN UGANDA.

✚ A kingdom is an area ruled by a king.

✚ A chiefdom is an area ruled by a chief.

Examples of kingdoms in Uganda.

<i>Kingdom</i>	<i>Title</i>	<i>Name of the leader</i>
❖ Buganda	❖ Kabaka	❖ Ronald Muwenda Mutebi II
❖ Busoga	❖ Kyabazinga	❖ William Nadiope Gabula IV
❖ Bunyoro	❖ Omukama	❖ Solomon Gafabusa
❖ Tooro	❖ Omukama	❖ Oyo Nyimba Kabamba Iguru
❖ Rwenzururu	❖ Omusinga	❖ Charles Wesley Mumbere
❖ Ankole	❖ Omugabe	❖ No longer existing

Examples of chiefdoms.

<i>Chiefdom</i>	<i>Title</i>	<i>Name of the leader</i>
❖ Bugishu	❖ Umukuka	❖ Bob Mushikori
❖ Iteso	❖ Emori mori	❖ Osuban Augustine Lemukol
❖ Acholi	❖ Rwot	❖ David Onen Acana II
❖ Alur	❖ Rwoth Obino	❖ Valente Ker Oyoma Jobi II
❖ Bugwere	❖ Ikumbania	❖ Bishop John Weyabire

Characteristics kingdoms/ chiefdoms.

- ❖ They have royal regalia. eg. the royal spear, royal drum, royal crown, royal stool etc.
- ❖ They have hereditary rulers/ leaders.
- ❖ A kingdom/chiefdom has one leader at a time.

➤ Note-Some tribes in Uganda were able to form kingdoms because they lived a settled life.

Importance of kingdoms and chiefdoms.

- ❖ They promote culture in the society.
- ❖ They help to unite people.
- ❖ They help to mobilise people for national tasks e.g. elections, immunisation.
- ❖ They promote development through provision of social services.

Disadvantages of kingdoms.

- ❖ They promote tribalism.
- ❖ They promote regional rather than national development.
- ❖ They promote dictatorship since the king is not elected.



1. What is a kingdom?
2. Mention any three tribes which formed kingdoms in Uganda.
3. Name the largest kingdom in Uganda.
4. Why were some tribes in Uganda able to form kingdoms?
5. What title is given to the kings of the following kingdoms?
 - (i) Buganda
 - (ii) Bunyoro
 - (iii) Busoga

(iv) Tooro

6. State any two characteristics of kingdoms.
7. What title is given to the chief of Acholi?
8. Name the early kingdom in Uganda which is no longer in existence.
9. Mention any three examples of royal regalia.
10. State any two ways kingdoms are important to a country.

SOCIAL ORGANISATION AMONG THE PEOPLE IN OUR DISTRICT.

✚ Long ago, the people in our district were socially organised under the following;

- ❖ They formed clan units
- ❖ They had families
- ❖ They had age groups
- ❖ They had rules and regulations.
- ❖ They offered traditional education.
- ❖ They carried out social activities.
- ❖ They had traditional ways of worship.
- ❖ They performed traditional practices.
- ❖ They had taboos. (beliefs that forbade people from certain acts)

✚ Culture was highly respected by all people in the society.

✚ **A clan** is an organized group of people under one ancestor / fore father.

✚ Clans are formed by families that are related to each other.

✚ **A Lineage** is a small group of people in a clan that share the same ancestor.

✚ Each clan is headed by a **clan leader**.

Duties of a clan leader.

- ❖ To keep clan records.
- ❖ To settle disputes among clan members.
- ❖ To register clan members.
- ❖ To allocate land to clan members.
- ❖ To organise clan ceremonies and functions.
- ❖ To preside over clan meetings.
- ❖ To chair clan meetings.

Examples of clans in our community

- | | | |
|----------------|-----------------|--------------|
| ❖ Lion clan | ❖ Elephant clan | ❖ Sheep clan |
| ❖ Leopard clan | ❖ Dog clan | ❖ Goat clan |

Symbols of a clan for identification.

- ❖ Clan name.
- ❖ Drumming
- ❖ A totem

Note:

- ✓ **A totem** is a special animal, object or plant that is highly respected in a particular clan.
- ✓ Clan leaders organise meetings that bring different people together.

EDUCATION.

- ✚ **Education** is the process of acquiring knowledge and skills.
- ✚ **Informal education** was the type of education that was provided to people of long ago.
- ✚ People were taught different skills such as hunting, building, iron smelting, cooking, playing games like wrestling etc.

People who provided informal education.

- ❖ Parents
- ❖ Leaders
- ❖ Elders

Importance of informal/ traditional education.

- ❖ It enables children to learn history through stories.
- ❖ Children learn practical skills.
- ❖ It promotes morals in the society.
- ❖ It promotes culture in the society.

WORSHIP

- ✚ Worship is an act of giving divine honour to God.
- ✚ The people of long ago worshipped small gods.eg. Kiwanuka, Muwanga, Mukasa, Ddungu, Kibuuka.
- ✚ **African Traditional Religion (ATR)** is the the religion that existed in Uganda before the introduction of foreign religions.

Names of God in different societies.

- ❖ Katonda-Baganda
- ❖ Rugaba- Banyoro
- ❖ Ruhanga-Banyankole
- ❖ Lokusuban-Iteso
- ❖ Were- Bagishu
- ❖ Nyulese-Kakwa
- ❖ Kibumba-Basoga

Ways in which people worshipped their gods.

- ❖ They offered drinks to them.
- ❖ By singing and drumming for gods.
- ❖ By praying to their gods.
- ❖ By roasting meat at fire places as offertories.
- ❖ By pouring some little drinks to the ground before taking them.

Places where people worshipped from.

- ❖ In shrines
- ❖ On hills
- ❖ Under trees
- ❖ In forests.

Reasons why people worshipped God.

- ❖ To get blessings
 - ❖ To have children.
 - ❖ To get rain.
 - ❖ To get good harvests.
- **Note:** -Religious duties were performed by elders and medicine men.

Examples of religions in our society today.

- ❖ African Traditional Religion (ATR)
- ❖ Christianity
- ❖ Islam
- ❖ Hinduism

- ❖ Buddhism

Taboos

- ✚ **A taboo** is a belief that forbids people from certain acts.

Examples of taboos.

- ❖ No whistling at night.
- ❖ No sitting on grinding stones.
- ❖ No sitting on firestones.
- ❖ No sweeping at night.
- ❖ No eating your totem.

Importance of taboos.

- ❖ They promote morals among children.
- ❖ They promote respect for elders.
- ❖ They promote safety.
- ❖ They promote unity among people.



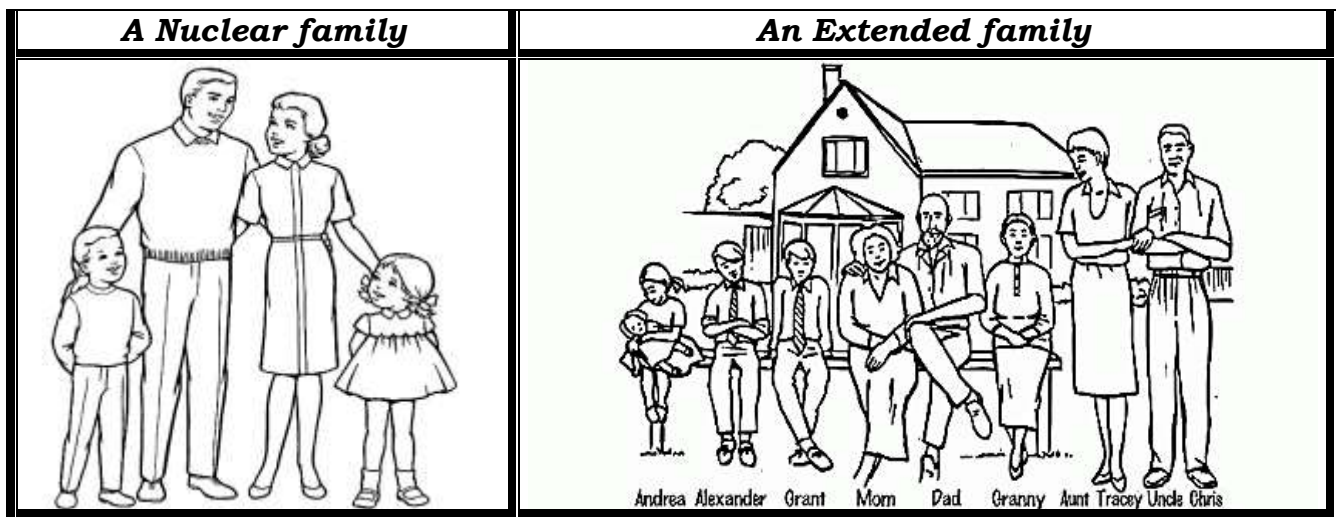
1. Give the meaning of a Clan.
2. Mention the tribe to which you belong.
3. Mention any four clans amongst people in your tribe.
4. Mention any three symbols of a clan.
5. Give any three ways a clan leader is important in your clan.
6. What is a totem?
7. Why should a clan head not miss to attend a meeting of the clan members?
8. Give any two ways the people of long ago in your district were socially organized.
9. Mention the religion which existed in your district long ago.
10. Mention any three local names that are given to God.
11. Give any three ways the people of long ago worshipped their gods.
12. Mention any two places where the people of long ago worshipped God from.
13. Which type of education existed in your district before the introduction of foreign religions?
14. Write ATR in full.
15. Give any two ways informal education is important in the society.
16. Mention any two places the people of long ago worshipped their gods.

FAMILIES.

- ✚ **A family** is a group of people related by blood, marriage or adoption.

Types of families.

- ❖ Nuclear family
- ❖ Extended family
- ❖ Foster family.



Nuclear Family

- ✚ This is a type of family that is made up of father, mother and their biological children.
- ✚ In most cases, nuclear family usually have very few members.

Advantages of a Nuclear family.

- ❖ It is easy to provide food to the family members.
- ❖ It is easy to provide medical care to the family members.
- ❖ It is easy to promote morals/ discipline among children in a nuclear family.
- ❖ Children get enough parental love in a nuclear family.
- ❖ It is easier to provide clothes to the family members.

Disadvantages of a nuclear family.

- ❖ There is limited security in a nuclear family.
- ❖ There is limited labour force in the family.
- ❖ Children may fail to know their relatives.
- ❖ Children may be left alone in case both parents die.
- ❖ Children may lack social skills of associating with other people.

Extended Family.

- ✚ This is the type of family where we find mother, father, their biological children and other relatives.
- ✚ In most cases, extended families usually have very many people.

Advantages of an extended family.

- ❖ There is enough security in the family.
- ❖ There is enough security in the family.
- ❖ Children learn more social skills from other relatives.
- ❖ There is limited boredom in an extended family.
- ❖ Children get a chance to know and interact with other relatives.

Disadvantages of an extended family.

- ❖ It is very expensive to provide food to family members.

- ❖ It is not easy to discipline children.
- ❖ It is expensive to provide better education to all family members.
- ❖ Communicable diseases can be easily spread from one person to another.

Foster Family.

- + This is a family which consists of adopted children ie. children are cared for by people who are not their biological/real parents.
- + **A Family head** is a person who is in control (charge) of the rest of the family members.

Roles of family heads.

- ❖ Provides shelter to family members.
- ❖ Provides security to family members.
- ❖ Allocates responsibilities to family members.
- ❖ Settles disputes among family members.
- ❖ Educating children.
- ❖ Provides proper medical care.
- ❖ Pays home bills.

Roles and responsibilities of children.

- ❖ Respecting parents and elders.
- ❖ Cleaning the houses.
- ❖ Sweeping the compound.
- ❖ Fetching water.
- ❖ Collecting firewood.
- ❖ Washing utensils.
- ❖ Cooking food.
- ❖ Washing clothes.



1. What is a family?
2. Mention any two types of families.
3. State the difference between a Nuclear family and an Extended family.
4. State any two benefits members in a nuclear family usually enjoy.
5. Give any two disadvantages of living in a nuclear family.
6. State any three roles that are performed by every head of the family.
7. Name the type of family which consists of parents, children and other relatives.
8. State any two advantages a nuclear family has over an extended family.
9. Give any two advantages an extended family has over a nuclear family.
10. State any three responsibilities of children in a home.

SOCIAL ACTIVITIES IN OUR COMMUNITY

- + **Social activities** are activities that bring people together in the community.
- + Such activities are performed by a large group of people found in a particular area.

Examples of social activities.

- ❖ Child naming ceremony.
- ❖ Burial ceremony
- ❖ Wedding ceremony.
- ❖ Birthday party.
- ❖ Last funeral rites.
- ❖ Circumcision ceremony.
- ❖ Graduation party.
- ❖ Initiation of the heir ceremony.

Importance of social activities.

- ❖ They promote unity among people.
- ❖ They promote culture.
- ❖ They strengthen clan norms.
- ❖ They promote morals among people.
- ❖ They promote love among people.

MARRIAGE

✚ **Marriage** is a legal union between a man and a woman to become husband and wife.

Types of marriages.

- ❖ Religious marriage.
- ❖ Customary marriage (traditional marriage).
- ❖ Civil marriage.

Note:

- ✓ Religious marriages are officiated by religious leaders.
- ✓ It is conducted in churches or mosques.
- ✓ Civil marriage is officiated by the **Chief Administrative Officer (CAO)** on behalf of the government.
- ✓ Customary marriage is witnessed by members from the family of the bride and the bridegroom.
- ✓ **Bride price** is the sum of money or property paid by the bridegroom to the bride's family.
- ✓ **Dowry** is the amount of money or property brought by a woman to her husband at marriage.

Things that can be given as bride price.

- ❖ Money.
- ❖ Cattle.
- ❖ Alcohol.
- ❖ Sheep.
- ❖ Food items.
- ❖ Furniture.
- ❖ Goat.

Reasons why people marry.

- ❖ To produce children.
- ❖ To promote love.
- ❖ To get company
- ❖ To promote unity.
- ❖ To be respected in the society.



1. What are social activities?
2. Mention any four social activities that are commonly done in your community.
3. Why are wedding ceremonies referred to as social activities?
4. Give any three ways social activities are important to people in the community.
5. Give the meaning of the term Marriage.
6. Mention the three types of marriage.
7. Mention any three things that are paid to the girls' families as bride price.
8. Name the district official who officiates civil marriage on behalf of the government.
9. State the minimum age for one to get married in Uganda.
10. Give any three reasons why people marry.

CULTURE OF THE PEOPLE IN OUR DISTRICT

✚ **Culture** is the way of life of the people in a given society.

✚ It refers to the behaviours, beliefs, norms, values and practices that are passed on from one generation to another.

Types of culture.

- ❖ Material culture.
- ❖ Non-material culture.

Material culture.

- ✚ These are physical things shared by people of the same community.
- ✚ It includes tangible things/ items used by people in their daily life.

Examples of material culture.

- ❖ Clothes.
- ❖ Weapons.
- ❖ Drums.
- ❖ Crafts.
- ❖ Food.
- ❖ Spears.

Non-material culture.

- ✚ These are thoughts and ideas shared by people of the same society.
- ✚ It includes the beliefs and practices of people in their societies.
- ✚ Non-material culture does not involve any physical objects.

Examples of non-material culture.

- ❖ Religion.
- ❖ Morals.
- ❖ Taboos.
- ❖ Dances.
- ❖ Language.

Ways of promoting culture.

- ❖ By allowing children to attend cultural ceremonies.
- ❖ By participating in cultural ceremonies.
- ❖ By preserving cultural institutions.
- ❖ By teaching culture in schools.
- ❖ By organising cultural games.
- ❖ By wearing cultural clothes.
- ❖ By telling stories and legends.
- ❖ By organising cultural ceremonies.

Terms related to culture.

- ✓ **A Taboo** is a belief that forbids people from certain acts.
- ✓ **Customs** are accepted practices of a given society.
- ✓ **Norms** are acceptable beliefs and behaviours in a given society.
- ✓ **Values** are beliefs taken to be right and important in the society.

Examples of cultural practices.

- ❖ Tattooing.
- ❖ Detothing.
- ❖ Child naming.
- ❖ Cultural dances.
- ❖ Circumcision.
- ❖ Last funeral rites.

Dangers of some cultural practices.

- ❖ Some are painful eg. Female Genital Mutilation.
- ❖ Some cultural practices may cause injuries to the body.
- ❖ Some cultural practices transmit diseases.
- ❖ Some cultural practices lead to body deformity.

Importance of culture.

- ❖ Culture promotes unity among people.
- ❖ It promotes morals among people.
- ❖ It promotes identity.
- ❖ It promotes respect in the society.
- ❖ Cultural institutions promote development of areas.



1. Give the meaning of the term Culture.
2. Mention the two types of culture.
3. Write down any three examples of non-material culture.
4. Give any three ways culture is important in the community.

5. Mention any three examples of dangerous cultural practices amongst people in our community.
6. Give two ways the above practices are dangerous in the community.
7. Mention the common cultural practice amongst the Bagishu.
8. Give the meaning of the term Values.
9. State any two ways of promoting culture in the community.

MIGRATION OF PEOPLE IN OUR DISTRICT.

✚ **Migration** is the movement of people with their property from one place to another looking for better settlement.

✚ **A migrant** is a person who moves with his/ her property from one place to another looking for better settlement.

Types of migration.

- ❖ Internal migration.
- ❖ External migration.

EXTERNAL MIGRATION.

✚ This is the movement of people with their property from one country to another looking for better settlement.

Forms of external migration.

- ❖ Emigration.
- ❖ Immigration.
 - ✓ **Emigration** is the process by which a person leaves his/ her own country and goes to live permanently in another country.
 - ✓ **An emigrant** is a person who leaves his/her own country and goes to live permanently in another country.
 - ✓ **Immigration** is the process by which a person comes to live permanently in a country that is not his/ hers.
 - ✓ **An immigrant** is a person who comes to live permanently in a country which is not his/hers.

Causes of immigration and emigration.

- ❖ Civil wars/ internal conflicts.
- ❖ Shortage of land.
- ❖ Need for better social services.
- ❖ Marriage bondage.
- ❖ Unemployment.
- ❖ To invest their excess capital.
- ❖ Job transfers.

Effects of immigration and emigration.

- ❖ It leads to population increase in areas of settlement.
- ❖ It leads to introduction of new languages.
- ❖ It leads to intermarriages among people.
- ❖ It leads to land shortage in areas of settlement.
- ❖ It leads to introduction of new culture.
- ❖ It leads to large labour force in new areas of settlement.

Reasons why people leave their own countries to settle in others permanently.

- ❖ To look for better paying jobs.
- ❖ To look for areas that are free from wars.
- ❖ To look for enough land.
- ❖ To look for better social services.
- ❖ To look for trade opportunities.



1. Give the meaning of the term Migration.
2. Mention the two types of migration.
3. Mention the two forms of external migration.
4. Give the meaning of each of the following;
 - (i) Emigration
 - (ii) Immigration
5. What terms refers to a migrant who has come to Uganda from South Sudan?
6. State any three reasons why people migrate from one country to another.
7. Give any four negative effects of the migration of people in our district.
8. How is an Immigrant different from an Emigrant?

INTERNAL MIGRATION.

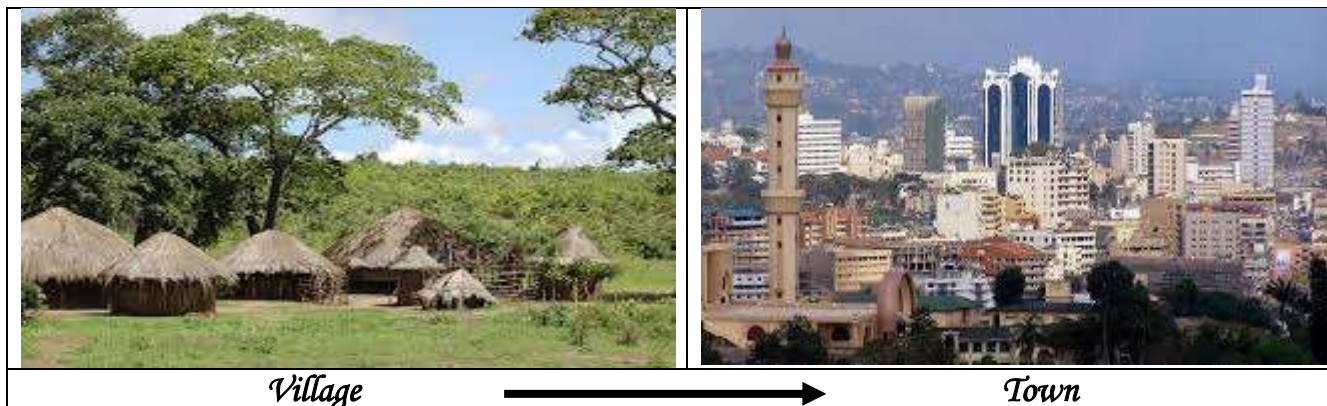
- ✚ **Internal migration** is the movement of people with their property from one part of a country to another for better settlement.
- ✚ The migrant remains within his own country.

Forms of internal migration.

- ❖ Rural-urban migration.
- ❖ Urban-rural migration.
- ❖ Rural-rural migration.
- ❖ Urban-urban migration.

Rural-Urban migration.

- ✚ This is the movement of people with their property from villages to towns looking for better settlement.



Causes of Rural-Urban migration.

- ❖ Unemployment in villages.
- ❖ Poor health services.
- ❖ Poor transport systems in villages.
- ❖ Poor education services in villages.
- ❖ Job transfers.
- ❖ Internal conflicts.

- ❖ Insecurity in villages.

Reasons why people move from villages to towns.

- ❖ To look for better paying jobs.
- ❖ To look for better education services.
- ❖ To look for a large market for their goods.
- ❖ To get access to/enjoy social amenities like electricity and piped water.
- ❖ To look for better health services.
- ❖ To look for wider market for their goods.
- ❖ To run away from dangerous cultural practices.

Effects of Rural-Urban migration.

- ❖ It leads to depopulation in rural areas.
- ❖ It leads to shortage of labour in villages.
- ❖ It leads to low food production.
- ❖ It leads to high crime rate in towns.
- ❖ It leads to unemployment in urban areas.



1. Give the meaning of each of the following;
 - (i) Migration
 - (ii) Rural-Urban migration
2. Mention the four forms of internal migration.
3. State any four causes of the migration of people in your district.
4. Mention any two social amenities that attract human settlement in towns.
5. Give any four reasons why people migrate from villages to towns.
6. What term refers to the movement of people from villages to towns for settlement?
7. Give two ways rural-urban migration affects development of rural areas.
8. Mention any two reasons why many youths are migrating from villages to towns today.

Urban-Rural migration.

- ✚ **Urban-rural migration** is the movement of people with their property from towns to villages looking for better settlement.



Town



Village

Causes of urban-rural migration.

- ❖ Insecurity in towns.
- ❖ High costs of living in towns.

- ❖ Retirement from jobs in towns.
- ❖ Outbreak of epidemic diseases in towns.
- ❖ Job transfers.
- ❖ Need for large vacant land for crop growing.
- ❖ Unemployment in towns.

Reasons why people move from towns to villages.

- ❖ To look for land for farming.
- ❖ To extend their businesses to villages.
- ❖ To get market for their goods.
- ❖ To look for areas which are free from natural disasters.
- ❖ To look for areas with low costs of living.

Effects of Urban-Rural migration.

- ❖ It leads to shortage of labour in towns.
- ❖ It leads to shortage of market for goods in towns.
- ❖ It leads to land shortage in villages.
- ❖ It leads to population increase in villages.

Ways the government can encourage Urban-Rural migration.

- ❖ By extending electricity to rural areas (Rural electrification)
- ❖ By setting up small scale industries in villages.
- ❖ By building better hospitals in villages.
- ❖ By constructing better schools in villages.
- ❖ By providing better security in villages.

Urban-Urban migration.

- ✚ This is the movement of people with their property from one town to another looking for better settlement.



Causes of Urban-Urban migration.

- ❖ Job transfers.
- ❖ Low market for goods.
- ❖ Insecurity in some towns.
- ❖ High costs of living in some towns.
- ❖ Poor sanitation in some towns.
- ❖ Natural disasters in some towns eg. floods.

Reasons why people move from one town to another.

- ❖ To look for better jobs.
- ❖ To look for a large market for their goods.

- ❖ To look for better security services.
- ❖ To look for towns which are free from natural disasters.

Effects of Urban-Urban migration.

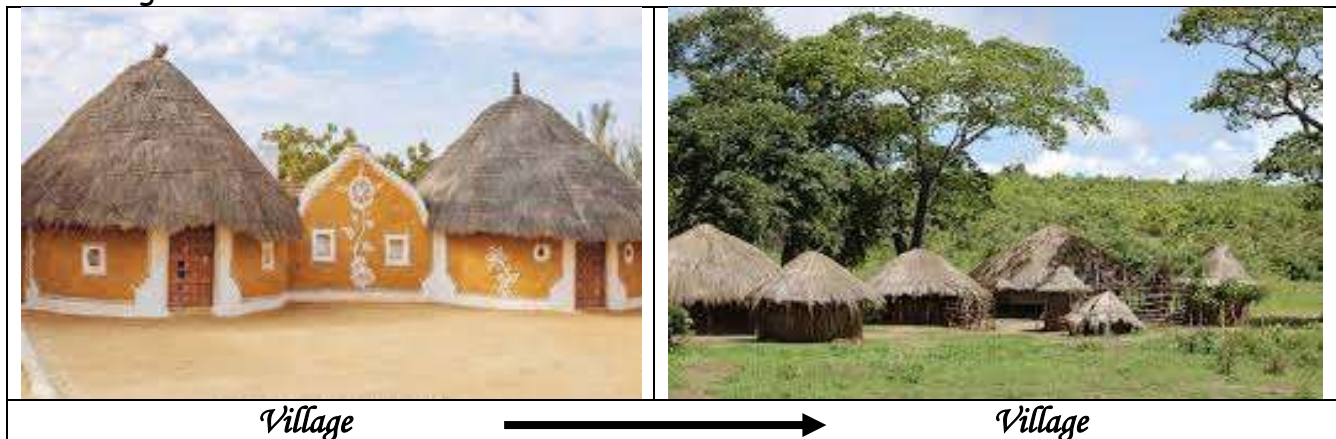
- ❖ It leads to population increase in areas they settle in.
- ❖ It leads to shortage of market where they have left.
- ❖ It leads to shortage of labour where they have left.
- ❖ It leads to shortage of land in the new areas of settlement.



1. What is Urban-Rural migration?
2. State any three causes of urban-rural migration.
3. Give any three reasons why some people migrate from towns to villages.
4. What is Rural electrification?
5. Give any three steps the government can take to encourage the migration and settlement of people from towns to villages.
6. Mention any two ways urban -rural migration affects the rural areas.
7. State any three causes for the migration and settlement of people from one town to another.
8. What term refers to the movement of people from one town to another for settlement?
9. Give any three reasons why some people migrate from Kampala to other cities in Uganda.
10. State any two effects of the migration of people from one town to another town.

Rural-Rural migration.

- ✚ This is the movement of people with their property from one village to another looking for better settlement.



Causes of Rural-Rural migration.

- ❖ Social conflicts.
- ❖ Soil infertility in some villages.
- ❖ Insecurity in some villages.
- ❖ Shortage of water and pasture.
- ❖ Shortage of land.
- ❖ Outbreak of epidemic diseases.

Reasons why people move from one village to another.

- ❖ To look for fertile soils for crop growing.
- ❖ To look for water and pasture for animals.

- ❖ To run away from social conflicts.
- ❖ To look for areas with better security.
- ❖ To look for areas which are free from epidemic diseases.
- ❖ To look for areas which are free from natural disasters.

Effects of Rural-Rural migration.

- ❖ It leads to conflicts with the inhabitants of the places they migrate to.
- ❖ It leads to intermarriages.
- ❖ It leads to introduction of new cultures.
- ❖ It leads to low population in places where people migrate from.
- ❖ It leads to introduction of new languages where people settle.

How do people in **Urban areas** benefit from those living in **Rural areas**.

- ❖ Urban people get food from villages.
- ❖ People in villages provide market for goods produced in towns.
- ❖ Industries in towns get raw materials from villages.

Problems faced by people living in urban areas/ towns.

- ❖ Congestion of people in towns.
- ❖ High crime rate.
- ❖ Sound pollution.
- ❖ Development of slums.
- ❖ High cost of living.
- ❖ Traffic jam.
- ❖ Unemployment among people.



A slum area in Kampala

Possible solutions to the above problems.

- ❖ Deploying more security officers to improve security.
- ❖ By building storeyed houses.
- ❖ By constructing wider roads in towns.
- ❖ By building flyovers and foot paths.
- ❖ By teaching people, the dangers of poor sanitation.
- ❖ By installing/putting security cameras on houses and at



A storeyed house

Ways people in **Rural areas** benefit from people in **Urban**

- People in towns provide market for food from villages.
- They provide rural areas with goods produced in towns.
- People in towns provide farm inputs to farmers in villages eg.insecticides, fertilizers

Problems faced by people in rural areas.

- ❖ Poor health services.
- ❖ Poor transport system.
- ❖ Low electric power supply.
- ❖ Shortage of safe water.
- ❖ Poor education services.
- ❖ Poor housing facilities.

Possible solution to the problems faced by people in rural areas.

- ❖ By constructing better roads in rural areas.
- ❖ By starting up small scale industries.
- ❖ By extending electricity to rural areas.

- ❖ By setting up better health centres in villages.
- ❖ By building better schools in rural areas.



1. Give the meaning of Rural-rural migration.
2. Give any three factors that can force one to migrate from one village to another.
3. State any two ways people living in towns benefit from those who live in villages.
4. Give any two ways people living in villages benefit from those who live in towns.
5. Mention any three reasons why people migrate from one village to another.
6. State any four problems facing people living in towns.
7. Give any three ways people living in urban areas can solve the challenges they face.
8. State any three common problems facing people living in rural districts of Uganda.
9. Give any two steps the government can take to encourage the migration of people from towns to villages.
10. State one way the problem of land shortage can be solved in urban areas.

POPULATION AND SETTLEMENT PATTERNS OF PEOPLE IN OUR DISTRICT.

SETTLEMENT PATTERNS IN OUR DISTRICT.

- ✚ **Settlement pattern** is the distribution of people in an area.
- ✚ The settlement patterns in our district vary from one area to another.
- ✚ Some areas in our district have houses built close to one another, some have scattered houses while others have houses that were built following a line.

Types of settlement patterns.

(i) Linear settlement pattern

- ✓ Houses are built along a line eg. besides a major road, railway line.

Factors that lead to linear settlement pattern.

- Presence of a transport line eg. a road, railway etc
- Presence of a river to provide water.
- Presence of a coast line which has a fishing ground.

(ii) Nucleated settlement pattern/ Clustered settlement pattern

- ✓ Houses are built close to one another.
- ✓ It is common in areas where people own small pieces of land eg. in urban areas, housing estates and accommodation for workers.

Factors for a Nucleated settlement pattern.

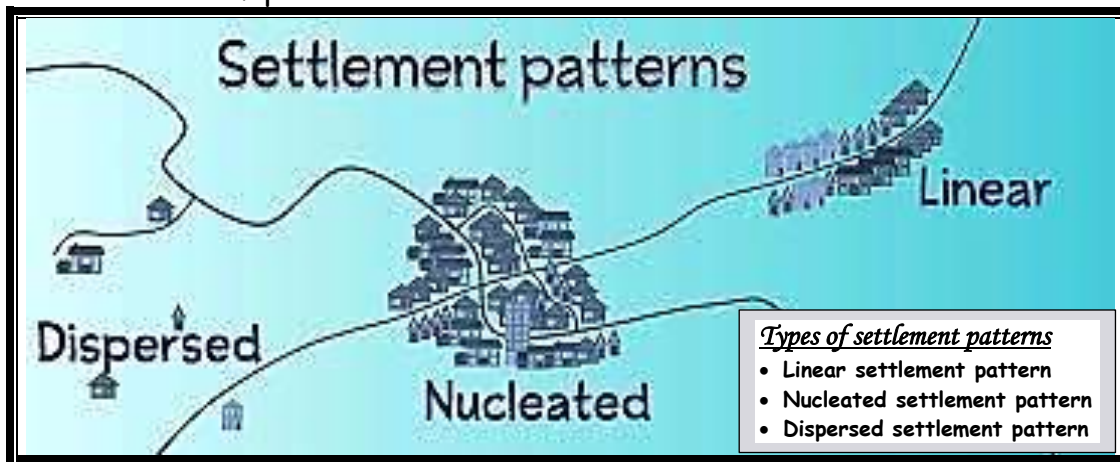
- Presence of better social services eg. health service, education service etc.
- Shortage of land in an area.
- Presence of fertile soils in an area.
- Presence of natural resources eg. minerals
- Improved peace and security.

(iii) Dispersed settlement pattern/ Scattered settlement pattern.

- ✓ Houses are scattered over a very large area.
- ✓ It is common in areas where people own big pieces of land eg. in rural areas.

Factors that lead to a Dispersed settlement pattern.

- Presence of large land.
- Poor infertile soils.
- Presence of pests and diseases.
- Presence of disease vectors.
- Presence of steep slopes.



POPULATION DISTRIBUTION IN OUR DISTRICT.

- ✚ **Population** is the number of people living in an area.
- ✚ **Population census** is the official counting of people in a country.
- ✚ **Population distribution** is the way people are spread in an area.
- ✚ Some areas in our district have very many people (densely populated) while others have very few people (sparsely populated).
- ✚ **Enumerators** are trained people who collect information about people in a country.
- ✚ **Dense population** is the situation when an area has many people compared to the size of the land.
- ✚ **Sparse population** is the situation when an area has very few people compared to the size of the land.
- ✚ **Optimum population** is when the number of people living in an area can be well supported by the available resources.

Types of population distribution

- Dense population
- Sparse population.

Area A (town/urban area)	Area B (village/rural area)
Dense population	Sparse population

Examples of sparsely populated areas.

- ❖ **Forested areas**
 - They have many disease vectors
 - The government doesn't allow human settlement in such areas
- ❖ **Semi-arid areas**
 - They receive very little rainfall.
 - They have infertile soils.

- ❖ **Steep slopes.**
 - They have poor transport network.
 - They hinder mechanisation of agriculture.
- ❖ **Areas affected by civil wars.**
 - People run away from such areas in order to save their lives.
- ❖ **Rural areas.**
 - They have poor social services.
 - They have few job opportunities.
 - They have limited market for goods.
- ❖ **Areas affected by natural disasters eg. landslides, floods, volcanic eruptions etc.**
 - People run away from such areas in order to save their lives.

Factors that lead to low / sparse population in an area.

- ❖ Unreliable rainfall/drought.
- ❖ Outbreak of epidemic diseases in an area.
- ❖ Poor social service delivery.
- ❖ Poor/infertile soils
- ❖ Political instability/insecurity.
- ❖ Presence of natural disasters like floods, landslides



1. Give the meaning of each of the following.
 - (i) Population
 - (ii) Population distribution
2. What term refers to the general counting of people in a country?
3. Mention the three types of settlement patterns.
4. Give one reason why steep slopes of mountains have very few people settling there.
5. Mention any three examples of sparsely populated areas in your district.
6. Why are semi-arid areas of Uganda usually sparsely populated?
7. Mention any three natural disasters that reduce the number of people in an area.
8. Give any two reasons why most rural areas usually have very few people.
9. Give two ways floods affect people in an area.
10. Give the meaning of Sparse population.
11. State any one problem faced by people living near thick forests.
12. Give any three factors that lead to low population density in an area.

Examples of densely populated areas.

- ❖ **Lake shores**
 - They have fertile soils for crop growing.
 - They receive reliable rainfall which supports crop growing.
 - Presence of lakes promotes fishing.
- ❖ **River banks**
 - They have fertile soils for crop growing.

- They receive reliable rainfall which supports crop growing.
- Presence of rivers promotes fishing.

❖ **Urban areas**

- They have many job opportunities
- They have better social services.
- They have a large market for goods.

❖ **Plateau areas**

- They have fertile soils for crop growing.
- They receive reliable rainfall which supports crop growing.
- Plateau areas have lakes and rivers which promote fishing.

❖ **Mountain slopes**

- They have fertile soils for crop growing.
- They receive reliable rainfall which supports crop growing.
- They have plenty of minerals which promote mining.

❖ **Areas along the major roads.**

- Such areas usually have a large market for goods.
- There is easy access to social service centres.
- They have many trade opportunities.

Importance of having many people in an area.

- ❖ It creates a large market for goods.
- ❖ It leads to high revenue collection in form of taxes.
- ❖ It promotes proper utilisation of resources in area.

Problems faced by people living in densely populated areas.

- | | |
|----------------------------|--------------------------------|
| ❖ Shortage of land | ❖ Shortage of food. |
| ❖ High crime rate. | ❖ High levels of unemployment. |
| ❖ Easy spread of diseases. | ❖ Traffic jam |

Factors affecting settlement patterns/ population distribution.

- | | |
|---------------------------------------|---------------------|
| ❖ Rainfall distribution/ climate | ❖ Relief of an area |
| ❖ Provision of social services | ❖ Water supply |
| ❖ Availability of food. | ❖ Government policy |
| ❖ Nature of the soils/ soil fertility | |

How each factor influences settlement patterns/ population distribution.

❖ **Availability of food.**

- Areas with plenty of food have more people than areas with little food.

❖ **Job opportunities.**

- Areas with many job opportunities have more people than areas with less job opportunities.

❖ **Government policy.**

- The government may allow human settlement in as particular area and may sometimes discourage human settlement in other areas hence making them

have very few people eg. Government policy doesn't allow settlement in forested areas hence making them sparsely populated.

❖ **Water supply**

- Areas near large water bodies usually have more people than those which are far away from large water bodies.

❖ **Nature/type of soil.**

- Areas with fertile soil have many people while those that have infertile soils usually have few people.

❖ **Rainfall distribution/ climate.**

- Areas which receive reliable rainfall have many people while those that receive little or no rainfall usually have very few people.

❖ **Provision of social services.**

- Areas with good social service provision have more people than areas with poor social service delivery.

❖ **Relief of an area.**

- Steep slopes of mountains usually have very few people while plateau areas attract large human settlement.



1. Give the meaning of the term Population distribution
2. Mention any four factors that influence population distribution.
3. How does climate affect population distribution in an area?
4. Give any two reasons why most rural areas are sparsely populated.
5. Mention any four examples of densely populated areas in your district.
6. Give any two factors that attract a large population on the shores of Lake Victoria.
7. Give any two reasons why the slopes of mountain Mufumbiro are densely populated.
8. How does the fertility of the soil affect the distribution of people in an area?
9. Mention any four problems faced by people living in densely populated areas.
10. Give one way a large population promotes development in an area.

ECONOMIC ORGANISATION AMONG THE PEOPLE IN OUR DISTRICT.

- ✚ Economic organization involves the various economic activities done by the people in our district.
- ✚ People in our district carry out different economic activities in order to earn a living.
- ✚ Some people deal in provision of social services eg. teachers, doctors, nurses, police officers etc.
- ✚ Other people in our district deal in production of different kinds of goods eg. carpenters, potters, farmers etc.
- ✚ **Economic activities** are activities done by people in order to earn a living.

WORK.

✚ **Work** is any productive activity done by people to earn a living.

Types/examples of work./economic activities carried out by people in our district.

- | | | |
|-----------------|-------------------|------------------------------|
| ❖ Fishing. | ❖ Carpentry. | ❖ Iron working |
| ❖ Trading. | ❖ Transportation. | ❖ Animal rearing/pastoralism |
| ❖ Banking. | ❖ Weaving | ❖ Craft work. |
| ❖ Crop farming. | ❖ Pottery | ❖ Teaching. |

Reasons why people work.

- | | |
|--------------------------|-----------------------------------------|
| ❖ To get money. | ❖ To break boredom. |
| ❖ To meet their needs. | ❖ To promote development in their areas |
| ❖ To serve other people. | |

Problems faced by people at work.

- | | |
|-------------------------------------|-----------------------------|
| ❖ Poverty. | ❖ Poor sanitation. |
| ❖ Low payment. | ❖ Bad weather conditions. |
| ❖ Theft. | ❖ Poor accommodation. |
| ❖ Harsh supervisors. | ❖ Walking long distances. |
| ❖ Poor transport and communication. | ❖ Low levels of technology. |
| ❖ Disease outbreak eg. Covid-19. | |

Possible solutions to the problems facing people at work.

- ❖ By increasing salaries of workers.
- ❖ By providing good accommodation to workers.
- ❖ By providing better means of transport to workers.
- ❖ By employing both skilled and unskilled labour force.
- ❖ By providing security to workers.
- ❖ By constructing good transport systems.
- ❖ By providing workers with soft loans.



1. What are Economic activities?
2. Mention any three social services provided to people in your district.
3. Mention any three groups of people who provide social services to others.
4. Give the meaning of the term Work.
5. Mention any four economic activities that are commonly carried out by the people in your district.
6. Give any three reasons why people work.
7. Give any two ways the government can improve the working conditions of people in your district.
8. Mention one type of work that enables people in your community to get basic needs.
9. State any three problems faced by people while carrying out their work.
10. Give any three ways the problems people face when carrying out their work can be solved.

TRADING.

✚ **Trading** is the buying and selling of goods and services.

Examples of trade items/goods

- | | | |
|--------------|-----------------------------|------------|
| ❖ Coffee. | ❖ Clothes. | ❖ Food. |
| ❖ Beverages. | ❖ Cars. | ❖ Crops. |
| ❖ Clocks. | ❖ Fuel eg. petrol, paraffin | ❖ Animals. |

Examples of trade services.

- | | | |
|----------------------------|--------------------------|--------------------|
| ❖ Electricity services. | ❖ Communication service. | ❖ Housing service. |
| ❖ Medical/health services. | ❖ Education service. | |
| ❖ Transport services. | ❖ Water service. | |

Places where trade takes place.

- | | | |
|--------------|-----------------|-------------------|
| ❖ Markets. | ❖ Shops. | ❖ Arcades |
| ❖ Homes. | ❖ Boutiques | ❖ Shopping malls. |
| ❖ Roadsides. | ❖ Supermarkets. | |

Groups of people who bring goods nearer to people in the community.

- | | | |
|----------------|------------------|----------------|
| ❖ Shop keepers | ❖ Market vendors | ❖ Fish mongers |
| ❖ Hawkers | ❖ Retailers | ❖ Wholesalers |

Systems of trade.

- ❖ Barter trade system.
- ❖ Monetary trade system.

BARTER TRADE.

✚ **Barter trade** is the exchange of goods for goods or services.

✚ **Barter trade** was common amongst the people of long ago because there was no money by then.

Items commonly exchanged in barter trade.

- | | |
|---------------------|-------------------|
| ❖ Food items. | ❖ Domestic birds. |
| ❖ Domestic animals. | |

Factors that promoted Barter trade long ago.

- ❖ Absence of currency.
- ❖ Unity among the people.
- ❖ Production of different kinds of goods by different communities.

Advantages of barter trade.

- It cheap since it doesn't involve the use of money.
- It creates friendship and unity among traders.
- It favours people without money.
- It creates chances of employment to people.
- It is easy for the illiterates.
- You use what you have to get what you don't have.

Disadvantages of barter trade.

- There was double coincidence of wants.
- It was hard to store wealth.
- There was no standard measure of value for goods.

- It does not favour people without physical goods.
- It was difficult to move with bulky goods over long distances.
- There is wastage of time to look for a person with what you want.



1. Give the meaning of the term Trade.
2. Mention any four examples of trade items in your community.
3. Mention any three places where buying and selling of goods is carried out.
4. State any two factors that favoured barter trade among the people of long ago.
5. Mention any three groups of people who bring goods nearer to people in your community.
6. Mention any two systems of trade that are commonly carried out in your community.
7. Give the meaning of Barter trade.
8. State any two advantages of barter trade.
9. Give any two disadvantages of barter trade.

MONETARY TRADE.

✚ **Monetary trade** is the system of trade that involves the use of money as a medium of exchange.

✚ **Monetary trade** is the exchange of goods and services for money.

✚ Money is an acceptable medium of exchange of goods and services.

Qualities of money.

- | | |
|----------------------------|--------------------------|
| ❖ It should be acceptable. | ❖ It should be durable. |
| ❖ It should be divisible. | ❖ It should be portable. |

Advantages of monetary trade.

- | | |
|-------------------------------------|-----------------------------------------|
| ❖ Money is easy to carry. | ❖ Money has stock value. |
| ❖ Money is easy to store. | ❖ There is double coincidence of wants. |
| ❖ It gives people power to bargain. | |

Disadvantages of Monetary trade.

- | | |
|-----------------------------------|-----------------------------------------|
| ❖ It does not promote friendship. | ❖ There are very many chances of fraud. |
|-----------------------------------|-----------------------------------------|

Problems faced by traders.

- | | |
|------------------------------------------------------|---------------------------------------------------|
| ❖ Shortage of trade items. | ❖ Poverty among customers. |
| ❖ High taxation. (high taxes on goods and services). | ❖ Poor transport system. |
| ❖ Bad weather changes. | ❖ Political instability in some areas. |
| ❖ Theft. | ❖ Use of fake money among people in the community |
| ❖ Low market for goods. | |

Possible solution to the problems facing traders.

- ❖ By providing security to traders.
- ❖ By searching for better market in other countries.
- ❖ By installing security cameras along the roads in towns.
- ❖ By reducing on taxes charged on trade items.
- ❖ By getting soft loans for development.



Lesson Exercise.

1. Give the meaning of Monetary trade.
2. Apart from monetary trade, mention one other system of trade used in your community.
3. Mention the two forms in which Uganda's money exists.
4. Mention any three qualities of money.
5. What name is given to Uganda's currency?
6. Give any three ways in which people in your community use money.
7. Mention the biggest currency value of Uganda's shillings.
8. Mention any three places where trade is carried out in your community.
9. State any three places faced by traders in your community.
10. Give any two ways commercial banks are useful to traders.

FISHING.

- ✚ Fishing is the extraction of fish from water bodies.
- ✚ Fishing in our district is mainly carried out by the fishermen.
- ✚ Fishing in Uganda is carried out in rivers, lakes, ponds and streams.
- ✚ Lake Victoria is the largest inland fishing ground in Uganda.
- ✚ Fish caught in Uganda is sold to the local people by the fish mongers while some is sold to people in other countries.

Fish species caught in our district.

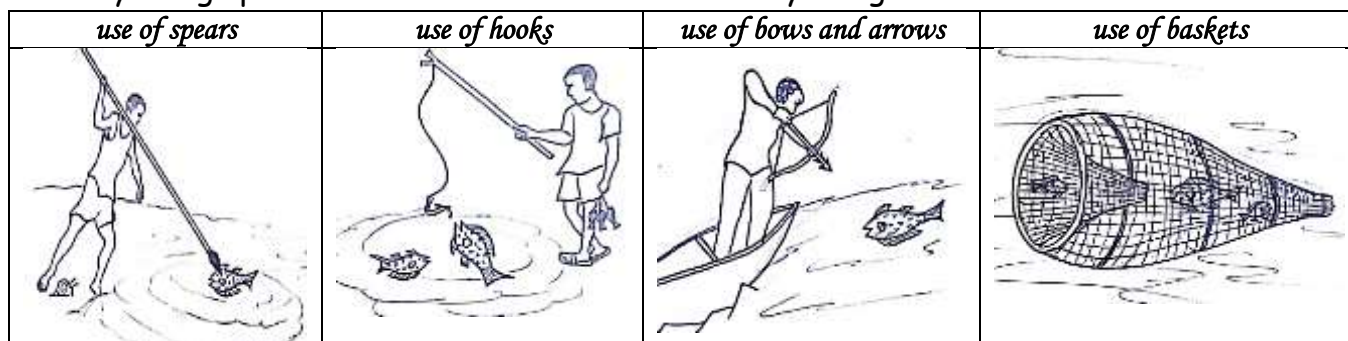
- | | |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▪ Tilapia ▪ Lung fish ▪ Eel fish ▪ Mud fish | <ul style="list-style-type: none"> ▪ Mukene ▪ Cat fish ▪ Nile perch |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|

Note:

- ✓ *Tilapia fish is the commonest fish caught in Uganda.*
- ✓ *Nile perch is the biggest fish caught in Uganda.*
- ✓ *Mud fish is commonly caught from swamps.*

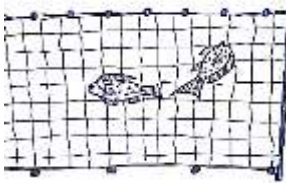
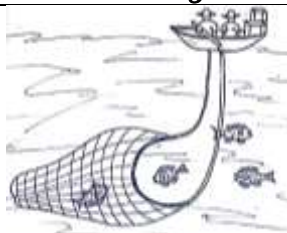
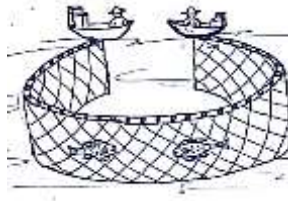

Traditional methods of fishing

- | | |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▪ By using fishing baskets ▪ By using spears. | <ul style="list-style-type: none"> ▪ By using fishing hooks ▪ By using bows and arrows. |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|



Modern methods of fishing

- Trawling
- Purseining
- Drifting
- Gill net fishing method

<i>Gill net method</i>	<i>Trawling</i>	<i>Drifting</i>	<i>Line fishing method</i>
			

Fish preservation:

- ✚ This is the act of keeping fish for a long period of time without going bad.
- ✚ This is the act of keeping fish safe for a long time.

Traditional methods of fish preservation

- By smoking
- By salting
- By sun drying

Modern methods of fish preservation

- By refrigeration.
- By tinning/ canning

Fishing grounds (places where fishing is carried out in our district).

- ❖ Lakes.
- ❖ Rivers.
- ❖ Streams
- ❖ Swamps.

Factors that promote fishing in an area.

- ❖ Presence of large fishing grounds.
- ❖ Availability of large labour force.
- ❖ Availability of capital.
- ❖ Availability of both local and international market.
- ❖ High levels of technology.



1. What is Fishing?
2. Name the largest fishing ground in Uganda.
3. Mention any two physical features in which fishing is carried out.
4. Mention any two traditional methods of extracting fish from water bodies.
5. Name the biggest fish species caught in the water bodies of Uganda.
6. Which type of fish is commonly caught from the swamps?
7. Mention the commonest method of preserving fish used in your community.
8. Write down any two modern methods that can be used to preserve fish for a long time.
9. State any four factors that promote the development of fishing in Uganda.
10. Why is fish considered to be a perishable good?

Importance of the fishing.

- ❖ It is a source of job opportunities to people.
- ❖ It is a source of income to the government.
- ❖ It is a source of food to people.
- ❖ Fish is used as a raw material in industries. eg.the fish processing industries.
- ❖ Fish is a source of income when sold.
- ❖ Fish is used for making drugs e.g. Cod liver oil.
- ❖ Fish scales are used for decoration.

Problems faced by the fishermen.

- ❖ Over fishing.
- ❖ Water pollution which kills fish.
- ❖ Presence of water hyacinth.
- ❖ Limited capital.
- ❖ Poor fishing methods eg use of poison.
- ❖ Poor storage facilities.
- ❖ Presence of fish predators like crocodiles.
- ❖ Low levels of technology.
- ❖ Cultural beliefs which discourage some people from eating fish.
- ❖ Limited local market for fish. This is due to high levels of poverty among the people.

Possible solutions to the problems faced by the fishermen.

- ❖ By protecting fishing grounds from pollution.
- ❖ By encouraging foreign investors in Uganda.
- ❖ By enforcing laws against over fishing.
- ❖ By teaching the fishermen the dangers of using poor fishing methods.
- ❖ By encouraging people to practice fish farming.
- ❖ The government should provide fishermen with loans.
- ❖ By teaching the fishermen better fishing methods.

Dangers of floating vegetation on water bodies.

- ❖ It suffocates fish.
- ❖ It breaks fishing nets.
- ❖ It hinders water transport.
- ❖ It harbours some disease vectors.
- ❖ It blocks fishing grounds.

Possible solutions to the problems facing the Fishing industry.

- ❖ By improving on transport network in the country.
- ❖ By protecting fishing grounds from pollution.
- ❖ By encouraging foreign investors in the country.
- ❖ By training more people on how to carry out fishing.
- ❖ By enforcing people laws against over fishing.
- ❖ The government should provide soft loans to fishermen.
- ❖ By teaching the fishermen the dangers of poor fishing methods.
- ❖ By encouraging people to practice fish farming.



1. Mention any two traditional methods that can be used to preserve fish for a long time.
2. Mention the commonest type of fish caught in Uganda.
3. Give any three ways fishing is important to people in your community.
4. How has fishing promote industrial development in Uganda?
5. Mention any one poor method of fishing.
6. Name any one aquatic animal that feeds on fish.
7. State any three problems faced by the fishermen in your community.
8. Give one way water pollution affects fishing in an area.
9. State any two ways the water hyacinth affects people who carry out fishing.
10. Give any three ways the fishing industry can be improved in an area.

TRANSPORTATION

 **Transport** is the movement of people and goods from one place to another.

Types of transport

- ❖ Road transport
- ❖ Pipeline transport
- ❖ Air transport
- ❖ Water transport
- ❖ Railway transport

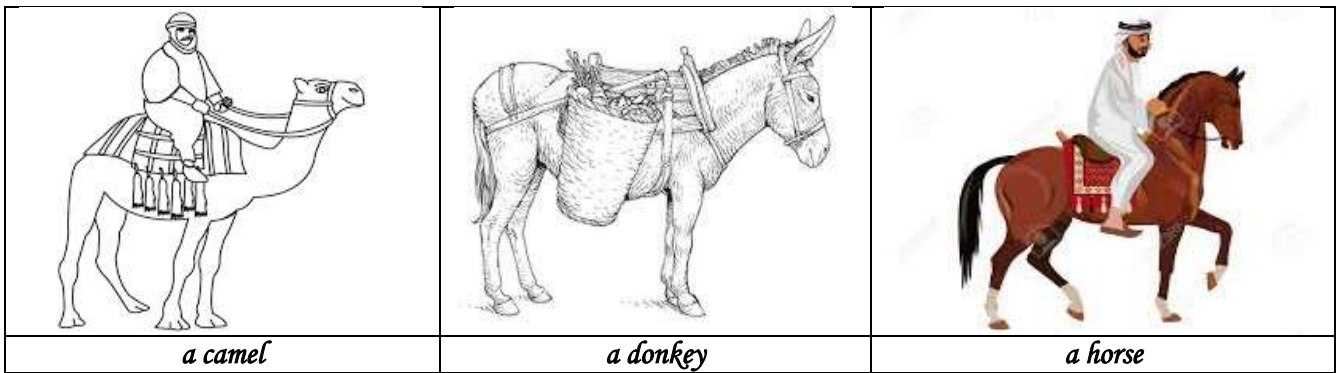
Note:

- **Road transport** is the commonest type of transport used in Uganda.
- **Air transport** is the fastest type of transport while **water transport** is the slowest.
- Air transport is most suitable for transportation of perishable goods over long distances.
- **Perishable goods** are goods which can easily go bad. Such as flowers, vegetables, fresh fish etc.
- Very few people in our community use air transport because it is very expensive to pay for its service.
- **Entebbe airport** is the only international airport in Uganda.
- Road transport is the only type of transport which can deliver people and goods to their final places/ destinations.

Means of transport

Traditional means of transport.

- ❖ Canoes
- ❖ Stepping stones
- ❖ Pack animals e.g. donkeys used in highland areas, camels used in desert areas, horses used in plain areas.
- ❖ Logs
- **Note:**
 - ✓ Most traditional means of transport are not commonly used because they are very slow.
 - ✓ **Pack animals** are animals which are used for transport.



Modern means of transport.

- ❖ Cars bicycles
- ❖ Buses
- ❖ Trains
- ❖ Boats
- ❖ Lorries
- ❖ Motorcycles
- ❖ Aeroplanes

Groups of people who provide transport service.

- ❖ Pilots
- ❖ Drivers
- ❖ Cyclists
- ❖ Motorists

Places where transport service is provided.

- ❖ Taxi parks
- ❖ Ports
- ❖ Airports
- ❖ Airfields
- ❖ Airstrips
- ❖ Railway stations

Importance of transport service.

- ❖ It creates job opportunities to people.
- ❖ It promotes trade.
- ❖ It is a source of income to the government.
- ❖ It eases movement of raw material to industries.
- ❖ It promotes the development of towns.



1. What is Transport?
2. Mention the four types of transport.
3. What are perishable goods?
4. Which type of transport is most suitable for transporting perishable goods over long distances?
5. Mention the commonest type of transport in your community.
6. Why are there very few people in your community who use air transport?
7. Mention any four modern means of transport commonly used in your locality.
8. What are pack animals?
9. Mention any three examples of pack animals.
10. Give any two ways a good transport system promotes development in an area.

Types of roads

- ❖ Tarmac roads
- ❖ Murram roads.
 - **Tarmac roads** are roads which are made up of tar and stones.
 - Some tarmac roads are also called **High ways** eg. Masaka highway, Jinja highway, Bombo highway. etc.
 - **Murram roads** are roads that which are made up of soil and gravel.
 - Small roads that link remote/ rural areas to main roads are called **feeder roads**.
 - Feeder roads help farmers to transport their farm produce to market centres.

Examples of road users

- ❖ Pedestrians
- ❖ Cyclists
- ❖ Motorists
- ❖ Drivers.

Causes of road accidents.

- ❖ Overloading of vehicles.
- ❖ Speeding vehicles
- ❖ Careless road users
- ❖ Narrow roads
- ❖ Poor roads
- ❖ Driving vehicles in poor mechanical conditions.
- ❖ Drivers under the influence of drugs.

Ways of controlling road accidents.

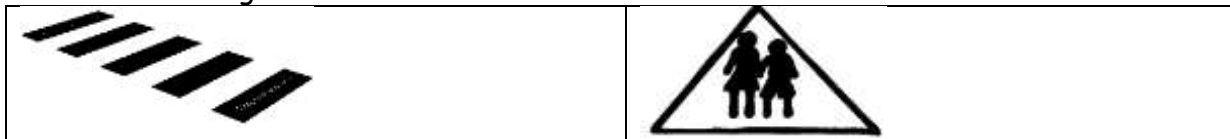
- ❖ By constructing wider roads.
- ❖ By repairing the existing roads.
- ❖ By sensitising people about road safety.
- ❖ By driving vehicles which are in good mechanical conditions.
- ❖ By installing road signs along the roads. These road signs help to guide the road users.
- ❖ By following traffic rules and regulations.

➤ **Note:**

- ✓ **A lollipop man/woman** is a man/ woman hired to help children cross a road safely near a school.



1. Name the road signs below



2. Why are road signs always installed along the roads?
3. Mention the two types of roads.
4. Mention any three examples of road users.
5. Give one way feeder roads are useful to farmers in your community.
6. State any three common causes of accidents along the roads today.
7. Give any three ways accidents can be reduced on Uganda's roads today.
8. How is a lollipop useful to children in your community?
9. Give one way roads promote trade in an area.

10. Why are drivers always encouraged to check the condition of their vehicles before driving?

FARMING.

- ✚ **Farming** is the growing of crops and rearing of animals.
- ✚ It is also referred to as **agriculture**.
- ✚ Farming is the major economic activity carried out by most people in Uganda.
- ✚ A **farmer** is a person who grows crops and rears animals.

Types of farming.

- Arable farming. This is the practice of growing crops.
- Livestock farming. This is the practice of rearing animals.

Needs of a farmer.

- | | |
|----------------|----------------------------|
| ❖ Land | ❖ Market for farm produce. |
| ❖ Capital | ❖ Seeds |
| ❖ Garden tools | ❖ Labour |

Systems of farming.

- | | |
|-----------------------|-----------------------|
| ❖ Subsistence farming | ❖ Dairy farming |
| ❖ Plantation farming | ❖ Ranching |
| ❖ Livestock farming | ❖ Nomadic pastoralism |

Note:

- ✓ **Dairy farming** is the rearing of cattle on a large scale for milk production.
- ✓ Examples of milk products include; cheese, butter, ghee, ice cream, yoghurt.
- ✓ **Ranching** is the rearing of cattle on a large scale for beef production.
- ✓ Examples of products obtained from a cattle ranch include; beef, skins and hides, hooves, horn tips.
- ✓ **Nomadic pastoralism** is the system of animal rearing where a farmer moves with animals from one place to another in search for pasture and water.
- ✓ Nomadic pastoralism in Uganda is mainly practised by the **Karimojongs**.

SUBSISTENCE FARMING.

- ✚ This is the growing of crops and rearing of animals mainly for home use and the surplus is sold.
- ✚ It is the commonest system of farming practiced in our community. This is because subsistence farming is very cheap to practice.
- ✚ In this system of crop growing, annual crops are mainly grown eg. Beans, maize, cassava, peas, Irish potatoes etc.

Advantages of subsistence farming.

- | | |
|----------------------------------------------|----------------------------------------------|
| ❖ It is cheap to practice. | ❖ It requires simple tools. |
| ❖ It does not require a large piece of land. | ❖ It requires less labour force. |
| ❖ It promotes food security. | ❖ It does not require a large piece of land. |

Disadvantages of subsistence farming.

- ❖ A farmer earns less income.
- ❖ It leads to low productivity.
- ❖ It does not encourage economic development.

PLANTATION FARMING.

- + This is the growing of one perennial crop on a large scale.
- + Plantation farming is practised by very few people in our community because it is very expensive to practice.
- + Under plantation farming, perennial crops are mostly grown eg. coffee, tea, cocoa, sisal etc.

Advantages of plantation farming.

- ❖ It is a source of employment to people.
- ❖ It is a source of raw materials for industries.
- ❖ It is a source of income to the government through taxing plantation owners.
- ❖ It promotes the development of roads.

➤ **Note:** -*Agro-based industries* are industries which use agricultural produce as their raw materials.

Disadvantages of plantation farming.

- ❖ It is very expensive to carry out.
- ❖ It requires a large piece of land.
- ❖ Crops can easily be affected by drought.
- ❖ Pests and diseases can easily spread from one crop to another.
- ❖ It leads to soil infertility.

MIXED FARMING:

- + This is the growing of crops and rearing of animals on the same piece of land.

Advantages of mixed farming.

- ❖ Farmers get double income from crops and animals.
- ❖ Crops can be used as animal feeds.
- ❖ Animal wastes are used as manure for crops.
- ❖ Farmers get a balanced diet.
- ❖ In case of drought, a farmer can depend on animals.

Disadvantages of mixed farming.

- ❖ It is expensive to start and manage.
- ❖ Animals can easily damage the crops.
- ❖ It requires a large piece of land.
- ❖ It requires a lot of skilled labour.

Factors that promote farming in an area

- ❖ Presence of fertile soils.
- ❖ Presence of reliable rainfall.
- ❖ Availability of ready market for agricultural produce.
- ❖ Improved transport and communication network.
- ❖ Political stability in an area.
- ❖ Availability of ready market for agricultural produce.
- ❖ Presence of high labour force.

Importance of farming.

- ❖ It is a source of food to people.
- ❖ It is a source of raw materials for industries.
- ❖ It has promoted the development of roads and railways.
- ❖ It is a source of employment to people.
- ❖ It is a source of revenue to the government.

Problems faced by farmers.

- ❖ Shortage of funds/ limited capital.
- ❖ Prolonged drought.
- ❖ Crop pests and diseases.
- ❖ Limited market for agricultural produce.
- ❖ Poor transport network.
- ❖ Political instability in some parts of the country.
- ❖ Shortage of land for crop growing in some areas eg in towns.
- ❖ Changes in prices for agricultural produce.
- ❖ Rural-urban migration which reduces labour force on farms in rural areas.

Possible solutions to the problems faced by farmers.

- ❖ By giving soft loans to farmers.
- ❖ By spraying with insecticides.
- ❖ By teaching farmers better farming methods.
- ❖ By building better roads in the country.
- ❖ By encouraging the use of irrigation farming.



1. What is farming?
2. Mention any three crops that are commonly grown in your community.
3. Mention any three needs of a farmer.
4. Give the meaning of each of the following;
 - (i) Plantation farming
 - (ii) Subsistence farming
5. Give any three reasons why most people in your district practice subsistence farming.
6. How is Ranching different from Dairy farming?
7. Give any three factors that promote the activity of farming in an area.
8. State any three problems faced by crop farmers in your area.
9. Give any three ways the above problems can be solved.
10. State any three ways crop farming is important to people in your community.

MINING:

- ✚ Mining is the extraction of minerals where they occur
- ✚ A mineral is a valuable substance found below or on the earth's surface

Examples of minerals

- Crude oil
- Sand
- Gold

- Diamond
- Uranium
- Asbestos
- Salt
- Copper
- Silver
- Iron
- Limestone

Importance of some particular minerals.

<i>Mineral</i>	<i>Importance</i>	<i>Area(s) where it exist(s)</i>
Copper	❖ For making electric wires, copper coins, gun bullets.	• Kilembe in Kasese
Diamonds	❖ For making jewellery, drilling machines and equipment used for cutting glasses.	• Hoima • Kamwenge
Gold	❖ For making ornaments, jewellery, trophies, medals.	• Kotido in Karamoja. • Mubende
Limestone.	❖ For making cement, for making lime.	• Hima in Kasese • Osukuru hills in Tororo
Salt	❖ For preserving food and human consumption.	• Lake Katwe
Petroleum/ Crude oil	❖ For making fuels e.g. petrol, diesel, oil, paraffin.	• Shores of lake Albert (Albertine region)
Phosphates	❖ For making artificial fertilizers.	• In Tororo
Graphite	❖ For making pencil leads.	• Kitgum in Acholi

Importance of mining

- ❖ It is a source of income to people
- ❖ It is a source of employment to people
- ❖ It leads to development of towns.
- ❖ It is a source of revenue to the government
- ❖ It leads to development of roads.
- ❖ It leads to development of industries.

Problems facing the mining industry

- ❖ Shortage of capital
- ❖ Shortage of skilled Labour
- ❖ Poor transport system
- ❖ Limited market for minerals
- ❖ Presence of minerals in small quantities
- ❖ Competition from other sectors e.g. agriculture, fishing etc
- ❖ Political instability
- ❖ Over mining
- ❖ Low levels of technology.
- ❖ Unreliable power supply.

Possible solutions to the above problems

- ❖ The government should provide soft loans to the miners.
- ❖ By constructing better roads to the mining sites.
- ❖ By improving on security in the country.
- ❖ By training more miners.
- ❖ The government should invest more money in the mining industry.

Dangers caused by mining.

- ❖ It leads to pollution of the environment.
- ❖ It leads to displacement of people and animals.
- ❖ It leads to land degradation.
- ❖ It promotes soil erosion.
- ❖ It destroys vegetation in an area.



1. What is Mining?
2. Mention any three major minerals mined in your district.
3. Complete the table below.

Mineral	Product obtained
(i) Limestone	-----
(ii) -----	Artificial fertilizers
(iii) Crude oil	-----
(iv) -----	Coins and electric wires

4. Name the mineral which is mined from lake Katwe.
5. Give any three ways mining is important to people in your district.
6. Which mineral was discovered on the shores of lake Albert?
7. Mention any two problems caused by mining in an area.
8. State any three problems faced by people who carry out mining.
9. Name any one district where limestone is mined in Uganda.
10. Give any two ways the mining industry can be improved in your district.

FACTORS CONTRIBUTING TO PEOPLE'S WAY OF LIFE IN OUR DISTRICT

- ❖ Work.
- ❖ Security.
- ❖ Education.
- ❖ Communication.
- ❖ Transport.
- ❖ Trade.
- ❖ Food availability.
- ❖ Poverty.
- ❖ Unemployment.

Unemployment.

✚ This is a state of not having a job.

Causes of unemployment.

- ❖ Laziness.
- ❖ Corruption.
- ❖ Disunity.
- ❖ Illness.
- ❖ Increased population.
- ❖ Lack of knowledge and skills.
- ❖ Illiteracy.

Dangers of unemployment.

- ❖ It leads to high crime rate.
- ❖ It causes misery and suffering.
- ❖ It leads to poverty.
- ❖ It increases the dependence burden.
- ❖ It leads to shortage of basic needs.

Poverty.

✚ This is the state of being poor.

✚ This is the state of having very little money to provide basic needs for oneself.

Causes of poverty.

- ❖ Laziness.
- ❖ Ignorance about benefit of work.
- ❖ Prolonged illness.
- ❖ Political instability.

Dangers of poverty.

- ❖ It leads to isolation.
- ❖ It leads to misery and suffering.
- ❖ It leads to shortage of basic needs eg. food, clothes, shelter etc.

Illiteracy

✚ **Illiteracy** is the state when people in a country cannot read and write with understanding.

Causes of high levels of illiteracy in Africa

- ❖ Shortage of funds to invest in education
- ❖ Ignorance among people.
- ❖ Social injustice where girls are denied education

How illiteracy can be controlled

- ❖ By introducing Universal Primary Education (UPE)
- ❖ Government should introduce adult literacy programmes
- ❖ By constructing more schools in the country
- ❖ Laws should be put in place to make primary education compulsory
- ❖ By educating parents on the importance of education
 - **Note:** -The government of Uganda introduced the Alternative Basic Education for Karamoja (ABEK) to reduce the high levels of illiteracy among the Karimojongs.



1. Mention any four factors that contribute to the way of life of the people in your community.
2. Write down any one government programme that was introduced to solve illiteracy in Uganda.
3. Mention any one cause of illiteracy among people in your district.
4. Mention any two causes of poverty among people in our community.
5. Write these in full.
 - (i) UPE
 - (ii) USE
 - (iii) ABEK
6. Give one way the government has tried to solve the problem of illiteracy in the country.
7. State any two effects of poverty to people in your community.
8. Mention any four types of work done by people in your community.
9. Mention two causes of the high levels of unemployment among people today.
10. State any two dangers of unemployment in the society today.