REVISED LESSON NOTES

FOR P.3

LITERACY IB

TERM III

Date	Time	Class	No. of pupils	Learning Area
		P.3		Social studies

THEME : Culture and Gender in our sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES :

- Define a culture

- Give examples of cultural / values

CONTENT : <u>CULTURE AND GENDER IN OUR SUB-COUNTY</u>

Culture

1. **What is culture**?

Culture is the way people live and behave in a given society.

2. **Types of materials**

- Material culture
- Non – material culture

a) *Material culture – are the physical things like food, clothing, craft*

b) *Non – material culture – are the invisible things like language, beliefs, names*

Aspects of culture

- *Traditions*
- *Customs*
- *Beliefs*

Customs

3. **What are customs**?

Customs are acceptable behaviours in a given society

What are traditions?

Traditions are beliefs / customs practices by a particular culture.

What are beliefs?

Beliefs are feelings that something is true / false

4. **Examples of customs/ cultural practices**

- Marriage
- Naming children
- Greeting
- Dressing
- Dancing / singing
- Burial
- Circumcision e.g. among the Bagisu
- Genital mutilation e.g. among the Sabiny
- Tattooing

Importance of cultural practices

- *They teach good morals*
- *They help people to know more about their tribes.*
- *They help people to preserve their culture.*

Evaluation

1. What is culture
2. Mention any three cultural values

3. What is the meaning of the following words
    a) Customs .
    b) Beliefs
    c) Traditions
4. ***State any three common customs in your sub – county***
5. *In which division is your school found?*
6. *Who is the highest political head of a sub – county*
7. *How do we call the acceptable behaviours in a given society*

Spelling activity

culture	*marriage*	*understanding*
behave	*greeting*	*responsible*
society	*burial*	*foster*
tradition	*circumcision*	*create*
custom	*tattooing*	*promote*
value	*genital*	*healthy*
belief	*mutilation*	*maturity*
material	*religious*	*attract*
language	*union*	*tourists*
acceptable	*bride price*	*gomesi*
practiced	*bride wealth*	*gender*
feeling	*customary*	*murder*
true	*agreement*	*ceremony*
false	*dowry*	*death*
family	*introduction*	*diseases*
courtship	*nuclear*	*accidents*
wedding	*extended*	*witch craft*
government	*witness*	*murder*
civil	*discouraged*	*ceremony*
administrative	*believe*	*committing*
chief	*judgement*	*suicide*
certificate	*respected*	*conflicts*
eternal	*god fearing*	*orphans*

Date	Time	Class	No. of pupils	Learning Area
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THEME : Culture and Gender in our sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- **Guided discovery**
- **Question and answer**

COMPETENCES :

- **Define a family**
- **Give the types of family**
- **State ways marriage was practiced long ago.**
- **Mention how marriage is considered today**
- **Give importances of marriage**

CONTENT : Family

Family

1. **What is family**?

A family is a group of people by blood or marriage.

2. Give any three types of families

a) Nuclear family

b) Extended family

c) Foster family

nuclear family

father *mother*

brother *sister*

extend family

father *mother* *uncle*

aunt *cousin* *brother*

sister

Date	Time	Class	No. of pupils	Learning Area
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THEME : Culture and Gender in our sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES :

- Define marriage

- Define a family

- Give the types of family

- State ways marriage was practiced long ago.

- Mention how marriage is considered today

- Give importance's of marriage

CONTENT : MARRIAGE

Marriage

1. **What is marriage**?

-Marriage is alegal union of a man and a woman as wife and husband.

-Marriage is an agreement between a man and a woman to make a family.

Steps of marriage

- ***Courtship -*** *relationship between man and woman who intend to get married.*
- ***Introduction***
- ***Wedding***

2. Types of marriage

- Religious marriage

-This takes place in the church, mosque or temple.

-It is officiated by a religious leader e.g Reverend, Imam, Pastor, Priest etc

b) **Customary /Traditional marriage**

Here the groom takes bride price/ bride wealth to the girl's parents before he is given the girl for marriage.

3. What is bride price?

Bride price is the money or property that the groom gives to the bride's family before he is given the bride.

It can also be called **dowry or bride wealth.**

4. Examples of bride price items given today

- cows
- goats
- cocks
- clothes
- sodas
- beers
- cars
- fruits
- chairs etc

c) **Civil marriage**

This is the type of marriage that is done before a government officialcalled theChief Administrative Officer **(CAO).**

A marriage certificate is given in the presence of witnesses.

5. Qualities of a good marriage partner

- Should be educated
- Should be respectful.
- Should be God-fearing.
- Understanding
- Should love.
- Should be healthy
- Should be reliable
- Should be responsible

Importance of marriage

Why do people marry?

- To get respect

- To be independent from his/her parents
- It also shows that one is mature and responsible
- To have children
- To satisfy their sexual feelings

How marriage was looked at long ago?

1. *A man with many wives was highly respected*
2. *Un married women were not respected*
3. *Every man had to get married*

Evaluation

1. . Draw and name any two things that are used for bride price

2. What is marriage?
3. Define a family.
4. Name the two types of families.
5. Point three ways in which marriage was practiced long ago.
6. Give two ways how marriage is considered today.
7. Outline reasons why people marry.
8. *How do we call a family with relatives?*
9. *Which map elements shows limits on a map?*
10. *Who is the president of Uganda?*

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THEME : Culture and Gender in our sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES :

- Define greeting

Greeting

Is the formal of expression of good wishes

In most tribes, boys/men greet while standing upright while girls/women kneel down.

This is done as a sign of respect

Why we greet

- To show respect
- To build relationship
- To create unity
- To promote good communication
- To show concern for others

How greeting is practiced

- Shaking hands
- Hugging
- Kneeling
- Standing straight

Dressing

Tribes have different traditional and cultural wears.

A table showing tribes and their traditional wear

Tribe(S)	Traditional wear
Baganda and Basoga	Men-Kanzu Women-Gomesi/Busuuti
Banyakole,Batooro,Banyoro	Men-Kanzu Women-Mushanana/sash
Karimojong	Beads
Iteso	Lesu / Ekikoyi

NB; Bark cloth is the cultural dress for the Baganda people while the kanzu is their traditional wear for men and gomesi for ladies.

4. Importance of customs

- They attract tourists
- For cultural heritage/ belonging
- They show gender roles
- They promote societal morals and values
- They are for learning purposes
- customs promote unity/co-operation

ACTIVITY

1. *What title is given to a person who heads a school?*
2. *What is the traditional wear for the Karamonjogo's*
3. *Why do people budget for wedding*
4. *How is a police station important in a country?*
5. *What is greeting?*
6. *Give any two ways how greeting is practiced*
7. *Why is greeting important in a society?*
8. *Fill in correctly*

	Banyoro
Beads	
Gomesi	

Date	Time	Class	No. of pupils	Learning Area
		P.3		Social studies

THEME : **Culture and Gender in our sub county**

SUBTHEME : **Customs in our sub county**

METHODS : Guided discussion

- Guided discovery
- Question and answer

COMPETENCES:

- Define death
- Identifying how death was looked at in ancient (long ago)
- mentioning ways how death is looked at today

Content : **BURIAL**

This is a ceremony of burying the dead.

Death: is the state of losing life

Causes of death

- Diseases
- Accidents
- Sin
- Witch craft
- Murder
- Committing suicide

Effects of death

- Reduce the population of a country.
- Increases the number of orphans.
- Leads to conflicts and quarrels amongst relatives
- Leads to school drop out.

BURIAL PRACTICES IN DIFFERENT TRIBES

Baganda	- Last funeral rites - Funeral services (requiem mass)	- Back clothes - Coffin - White clothes
Iteso		- White clothes (burial clothes)

How death was looked at long ago.

- People did not believe in life after death
- People thought death was cursed by bad neighbours, wizards and evils spirits.
- When someone died they asked for help from a witch doctor.

Materials used to make a coffin

- *wood*
- *nails*
- *glass*

How death is looked at today.

- People believe in life after death
- People believe that death is part of a living cycle.
- People believe that death is God's plan.

Importance of death

- It makes one to live a new life (eternal life)
- It makes one have a complete rest.
- It enables one to be exposed to judgment

Evaluation

1. **What do you understand by the following**
   Death
   Burial
2. **Write any one material used to burry the dead.**
3. **How is death important to some one?**
4. **Give any three causes of death.**
5. *How can we live in peace with one another*

6. *Mention the four semi – cardinal points*
7. *What is a project?*
8. *Name any three requirements needed to start up a project*
9.

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		P.3		**Social studies**

THEME : Culture and Gender in our Sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES : - Define food

- Give examples of food

- Identify examples of traditional food and the tribes

CONTENT : FOOD

What is food?

Food is anything eaten or drunk.

What is the main source of food

a garden

Other sources of food

- *markets*
- *shops*
- *swamps*
- *lakes and rivers*

What is a staple food?

This is a type of food eaten by most people in an area or region which show their culture.

Tribes have different food dishes or staple foods.

A table showing traditional dishes/staple foods of different tribes

tribe	Food dish

Baganda	Matooke
Banyankole	Millet(kalo) mixed with cassava flour
Samia	Millet mixed with cassava flour
Basoga	Sweet potatoes and posho
Iteso	Millet mixed with cassava flour
Acholi	Millet /sorghum mixed with cassava flour

What are food taboos?

These are foods that a person of a particular tribe, religion or clan is not allowed to eat

e.g.

- Pork for Moslems
- Totems for the clans

A totem is an animal / object respected by people in a given clan.

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Food beliefs. A food belief is a feeling that is established by a certain tribe to be true or real about food.

Examples of food beliefs

- Women and girls are not allowed to eat chicken and eggs.
- Men are not allowed to eat oil nuts
- Children are not allowed to eat eggs and liver
- Children suffering from measles are not allowed to eat meat.

Evaluation

1. **What is food**
2. **Give four examples of food eaten by people**
3. **Fill in correctly**

_____	**Matooke**
Banyankole	_____
Bagishu	_____
Basoga	

4. ***Mention any two food taboos***
5. ***Why are symbols used on a map?***
6. ***Why are hospitals important in our division***
7. ***Give any two examples of food crops grown in your community***

Spelling activity

staple	*sex*	*disputes*
millet	*plants*	*conflicts*
food	*animals*	*masculine*
cassava	*fore – father*	*feminine*
tribe	*entertain*	*gender*
particular	*worship*	*female*
flour	*console*	*male*
chicken	*promote*	*breasts*
allowed	*culture*	*voice*
belief	*child*	*deep*
sorghum	*naming*	*hunting*
partenal	*clan*	*weak*
according	*musical*	*strong*
physical	*instrument*	*women*
features	*guitar*	*men*
thunder	*piano*	*relationship*
earth quake	*tube fiddle*	*husband*
famine	*xylophone*	*wife*
death	*horn*	*woman*
war	*costumes*	*firewood*
group	*milking*	*fishing*
insects	*sweeping*	*compound*
fetching	*considered*	*brighter*

Date	Time	Class	No. of pupils	Learning Area
		P.3		**Social studies**

THEME : Culture and Gender in our Sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- **Question and answer**

COMPETENCES : **-Identify the different names given to children according to tribes and clans**

- **Mention the names given to twins of different tribes and their parents**

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CONTENT : Children Naming

Children Naming

1. Children are named differently according to tribes and clans.

2. Long ago and today, newly born babies were given names by their paternal grand fathers or clan heads.

3. Names given are of the fallen dear ones, physical features, seasons of the year or at the time of the day when the child was born.

4. Different names carry different meanings e.g.

Name	**Meaning**	**Tribe**
Kasozi	Hill	Baganda
Lutalo	War	‘’
Kiwanuka	Thunder	‘’
Walumbe	Death	‘’
Musisi	Earthquake	‘’
Nabwire	Night (for girls)	Samia
Wabwire	Night (for boys)	“
Wanzala	Famine	Samia /Bagisu

1. *Which tribe circumcises boys in Eastern Uganda?*
2. *What name is given to the father of twins in Buganda?*
3. *What title is given to the cultural leader of Busoga?*
4. *Which colours stands for brotherhood on the Uganda flag*

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THEME : Culture and Gender in our Sub county

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METHODS : Guided discussion

- **Guided discovery**
- **Question and answer**

COMPETENCES : **-Identify the different names given to children according to tribes and clans**

- **Mention the names given to twins of different tribes and their parents**
-

CONTENT : Children Naming

In different tribes, twins and their parents are given special names e.g.

Names of twins	**Sex**	**Tribe**
Babirye	Female (old)	Baganda
Nakato	" (young)	
Wasswa	Male (o)	
Kato	" (Y)	
Babirye	Female (o)	Basoga
kawudha	" (y)	
Waiswa	Male (o)	
Tenywa	" (y)	
Isingoma	Male (o)	Banyankole, Batooro, Banyoro, Bakiga
Kato	" (y)	
Nyangoma	Female (0)	
Nyakato	" (O	
Names of Parents		
Isabirye	Father of twins	Basoga
Nabirye	Mother of twins	
Isabalongo	Father of twins	Banyankole, Batooro, Banyoro, Bakiga
Nyinabalongo	Mother of twins	
Salongo	Father of twins	Baganda
Nalongo	Mother of twins	

Date	**Time**	**Class**	**No. of pupils**	**Learning Area**
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THEME : Culture and Gender in our Sub county

SUBTHEME :

METHODS :

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COMPETENCES : **-Tribes and clans**

Clans

1. What is a clan?

A clan is a group of people under the same forefather or founder.

2. Symbols of a clan

a) Names
b) Drum sound
c) Totem
d) Forefather

3. Forms of clans in Buganda

Clans are grouped into;

a) Animal form
b) Bird form
c) Insects
d) Plants
e) Others

4. **Examples in each form**

a) Animal form

- Mpologoma(lion)
- Ngo(leopard)
- Ngabi(antelope)
- Nkima(monkey)
- Nte(cow)
- Mbwa(dog)
- Ndiga (sheep}
- Njovu(elephant)
- Nvuma(hippo} etc

b) Bird form

- Nyange(lark)
- Nakinsige
- Namungoona (raven)
- Ngaali (crested crane) etc

c) Plants

- Kobe
- Butiko

d) Insects

- Nsenene (grasshopper}
- Kinyomo

e) **Others**

- Nkebuka
- Mutima
- Amazzig'ekisasi
- Mutima
- Lukatoetc

5. Duties of a clan head

i) Settles disputes/ conflicts among clan leaders.

ii) Registers clan members and the newly born babies.

iii) Keeps clan records

iv) Organizes clan meetings

Activity

1. *What is a clan?*
2. *Write down one duty of a clan head.*
3. *State any two symbols of a clan head*
4. *Give three forms of a clan head.*

Date	Time	Class	No. of pupils	Learning Area
		P.3		**Social studies**

THEME :

SUBTHEME :

METHODS :

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COMPETENCES : -

CONTENT : singing and dancing

Different tribes in Uganda have different ways and names of dances

Reasons why people from different tribes sing

- *To entertain others*
- *To worship God/ Allah*
- *To console others*
- *To promote culture*

Examples of musical instruments

- *xylophone*
- *guitar*
- *tube fiddle*
- *long drum*
- *piano*
- *horn*
- *drum*
- *flute*

Examples of dancing costumes

- *beads*
- *raffles*
- *skins*
- *black cloth*
- *bikoyi*
- *sisal strings*

Tribes	**Language**	**Dances**	**Musical instruments**
Baganda	Luganda	Bakisimba	Eggoma
		Muwogola	Adinda
		Nakas**a**	engalabi
Basoga	Lusoga	Nalufuka	
		Tamenha	
Acholi	Luo	Larakaraka	
		Ding ding	

Banyankole Bakiga Samia Banyoro	Runyakole Lukiga Lusomia Lunyoro	Ekitagururo Ekizino Aworo dance lunyege	

Exercise

1. *Who is the current minister of Education and sports, Science and Technology*
2. *Give any one reason why people sing?*
3. *What tribes speak the following*
   Lusoga *lutooro*
4. *Draw the following musical instruments*
   Long drum
   Tribe fiddles
   Drum

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THEME : Culture and Gender in our Sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES : -Define gender

- **Identify activities girls do and boys do**
- **Mention the similar roles done by both girls and boys**

CONTENT : GENDER

GENDER

1. **What is gender?**

Gender are the social roles and relations between males and females.

Or

-Gender also means the relationship between men and women and the roles they play in society.

-In our communities males and female adults play different cultural roles.

2. Types of gender

There are two types of gender namely;

a) Masculine gender; Attached to being male
b) Feminine gender ;Attached to being female

Characteristics of boys and girls

Boys	***Girls***
Deep voice	*soft voice*
Do not have breasts	*have breasts*
Strong	*weak*

3. Gender roles of men and women in Traditional society

a) **Men /boys**

- Carrying out fishing
- Hunting
- Building the house
- Looking after
- Providing family security

b) **Females/girls**

- Producing children
- Taking care of the children and the husband
- Cooking food for the family members
- Cleaning the home

Gender roles in our modern society

1. In our modern society both men/boys and women/girls can share work/roles.

2. Activities done by both girls and boys

- Fetching water
- Going for fishing
- Hunting and fishing
- Sweeping the compound
- Going for shopping
- Washing clothes
- Cooking food
- Driving
- Fetching firewood
- Mopping the house
- Milking the cows
- Taking care of the baby
- Fetching firewood

3. Unfair gender relations in society

- Women are used sex machines by men.
- Boys are considered to be brighter than girls.
- Men are considered to be stronger than women.
- Women are not allowed to speak in public.
- Boys are taken to school while girls are not.

Evaluation

1. Define gender
2. Give any three activities done by girls
3. Identify three activities boys do.
4. Mention three similar roles done by both girls and boy
5. *Why is rain the main natural source of water*
6. *Why is it bad settle in swampy areas?*
7. *Who is the political head of a sub – county*
8. *Why is it good for road users to follow traffic rules*
9. *How is lake Katwe important to people*
10. *Give one way of locating places*

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THEME : Culture and Gender in our Sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES : -Define Equity

- Give examples of equity

- State the ways of promoting gender equity and culture.

CONTENT : Gender Equity.

Gender equity

1. What is gender equity?

-This is the treating of both boys (males) and girls (females) fairly/equally.

-Work between boys and girls must be divided equally.

-Boys and girls must be given equal rights

2. Ways of promoting gender equity

- Fair distribution of work
- Providing needs to both boys and girls.
- Giving fair punishments to both boys and girls
- Giving equal opportunities to both boys and girls
- Allowing both boys and girls to express their feelings freely.
- By educating both the girl and the boy child.

3. Ways of promoting/preserving culture

- Through music and dance
- By sharing roles and responsibilities
- Writing in books
- Attending clan meetings
- Through cultural education (socialization)
- Through initiation
- Attending funerals and other cultural festivals
- Respecting cultural norms
- Visiting elders
- Planting medicinal plants like molinga and mulondo tree

- Installation and enthronement of kings cultural leaders like kings
- Through succession

Evaluation

1. Define equity
2. Give four examples of equity
3. State any four ways of promoting and preserving culture.
4. *What is a resource?*
5. *Mention any two examples of fuel*
6. *Why do people budget for weddings?*
7. *Name any two rules observed in your school*
8. *At what age does one stop being a child in Uganda?*

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THEME : Culture and Gender in our Sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES: -State the dangers of cultural practices

- -

CONTENT : CULTURAL PRACTICES

1. Importance of cultural practices

- They teach good morals.
- They help us to preserve culture.
- They help people to know more about their tribes.

2. Dangers of cultural practices

- Spread of diseases like HIV/AIDS
- Some names given have bad effects/impacts on the children e.g.' Nddikulwange' meaning being lonely
- Some obscene words and songs are used during initiation of twins
- Some cause public shame e.g. open circumcision
- Some people are allergic to some cultural foods
- Forbidding people from eating some foods leads to malnutrition
- Some cultural practices are against human rights e.g. FGM

NB: FGM in full is Female Genital Mutilation

It is common among the **Sabiny** in Kapchorwa district.

Date	Time	Class	No. of pupils	Learning Area
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THEME : Culture and Gender in our sub county

SUBTHEME : Ways of promoting and preserving culture

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES : (Under family)

- Define special needs children

- Identify examples of special needs children.

- State ways of helping such children

- Give examples of things that they need.

INTRODUCTION : Review of the previous lesson

CONTENT :

Special needs children are children who are unable to use part of their bodies or brains properly because of a disease or injury.

Examples of special needs / needy people

- Lameness
- Blindness
- Deaf
- dump
- Crippled

Ways of helping the needy people

- Giving them basic needs

- Being kind to them
- Sharing with them
- Loving them
- Caring for them
- Protecting them
- Working playing with them
- Respecting them and their rights

Things they need

- Clothes
- Medical care
- Protection
- Shelter
- Care
- Play
- Love
- Education
- Food

Evaluation

1. Define special needs children.
2. Identify three examples of special needs children
3. State three ways of helping such children.
4. Give three examples of things that they need.
5. *What is child abuse?*
6. *How can we control child abuse in our society?*
7. *Name any two ways o locating places in our division*
8. *What is marriage?*
9. *How can we promote gender equity at home?*

Date	Time	Class	No. of pupils	Learning Area
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THEME : Culture and Gender in our sub county

SUBTHEME : Customs in our sub county

METHODS : Guided discussion

- Guided discovery

- Question and answer

COMPETENCES :

- Define legends

- Examples of legends

- Lessons learnt from the legends

CONTENT : LEGENDS

Legends. These are stories of long ago. Or a story from the past that may or may not be true. They have hidden meanings. Most parents used to educate their children by telling them stories.

Examples of legends.

The following are some of the common legends among some tribes on our district.

1. Spear and the bead - Its from the Luo tribe
   Father – Orum

   Gipiiri – Alur

   Labongo – Acholi
2. *The legend of kintu and Nabi*
3. *The legend of the three sons of Kintu*

Lessons

- We should forgive those that hurt us
- We should not be quarrels
- Refusing to forgive… cause suffering and death
- Permanent separation can occur as a result of un forgiveness.

4. The legend Kintu – Its from Buganda

- Kintu – with his cow
- Gulu – king of heaven
- Nambi – daughter of Gulu
- Walumbe – cruel / brought death to everyone
- Kayikuuzi – Watch walumbe and him to heaven
- Tanda – Walumbe hid

- **Lessons**
  - Forgetfulness is bad, it can bring death
  - Death came as a result of Nambi going back to collect the millet which she had forgotten.
  - Poverty can not stop you from succeeding. Kintu was poor but though determination he managed to marry Nambi.

5. Mundu and Seera – The first Bagishu.

- Came from a big hole on mt.Masaba
- Two so Masaba and Kundu
- Masaba's eldest son – Mwambu was a herdsman.
- Mugishu comes from a Masaiword(ingishu) which means cows descendants of Mwambui are called Bagishu.

Spelling activity

equity *gender* *equal*

rights
distribution
work
fairly
punishments
opportunities
circumcision
human rights
injury
needs
blindness
lameness
nimbi
educating
express
music
dance
initiation
socialization
funeral
visiting
elders\norms
preserve
properly
special
crippled
dumb
education
Gulu
installation
respecting
writing
through
succession
morals
preserve
allergic
forbidding
twins
medical care
shelter
education
death
forgetfulness
poverty
walumbe

Tropical test

1. What is culture?
2. Name any two dangerous cultural practices.
3. Give any two importance of culture.
4. What is gender equity?
5. How is can we promote gender equity at school
6. Identify any one food taboo
7. State any two ways we can preserve our African culture.
8. What do we call the acceptable behavior in a society?
9. Mention any two activities that can be done by both boys and girls.
10. What is marriage?
11. Why do people marry?
12. Give any two effects of divorce to the children.
13. How are customs important to us?
14. *What is marriage*
15. *Why do people marry*
16. *How is greeting important in our society?*

17. *What do we call a feeling that something is true or false*
18. *Write down the traditional dances of the following*
    a) *Tribes*
    b) *Baganda*
    c) *Basoga*
    d) *Bagisu*
    e) *Iteso*
    f)
19. *Mention any one belief in our society*

Spelling activity

basic
technology
machines
traditional
modern
solving
local
equipment
method
tractors
vechicles
internet
simplify
wires
plastics
scrap metals
polythene
swamps
sisal
iron
arrow
sculpture
hooks
decoration
creativity
natural
artificial
materials
environment
nature
palm leaves
sisal
paprus
wood
clay
plantation
re – cycled
straws
synthetic rubber
fruits
ropes
envelopes
ornaments
attract
tourist
money
garden
spear
craft
black smith
local
carpets
goods
production
pollution
unemployment
environment
interfered
culture

Date	Time	Class	No. of pupils	Learning Area
		P.3		**Social studies**

THEME : Basic Technology in our sub county

SUBTHEME : Technology

METHODS :

- **Experimentation**
- **Demonstration**
- **Guided discussion and discovery**
- **Question and answer**

COMPETENCES :

- **Define natural materials**
- **Give examples of natural materials**
- **Identify sources of natural materials**
- **Mention uses of natural materials**
- **State examples of products from natural materials**

THEME: BASIC TECHNOLOGY IN OUR SUB-COUNTY/DIVISION

1. What is technology?

Technology is the use of machines to do work.

Technology is the practical way problems of solving problems

2. **what is basic technology?**
   Is the simplest practical way of solving

Types of technology

a) Traditional technology
b) Modern or advanced technology

Traditional technology

This is the use of local methods and equipment like hoes, hands to creatively make things.

Modern technology

This is the use of advanced scientific equipment like computers, internet and tractors to simplify work.

Natural and artificial materials in our sub-county

1. Things in our environment are made from natural and artificial materials

2. Natural materials

These are materials got from nature

3. Examples of natural materials

- Banana fibres
- Palm leaves
- Clay
- Sisal
- Minerals
- Papyrus
- Wood
- Grass
- Hides and skills

4. Sources of natural materials

Materials	**Source**
Banana fibres	Banana fibres
Sisal and fruits	Plantation
Clay, papyrus and palm leaves	swamps
minerals	mines
Hides and skins	animals

Evaluation

1. Define artificial materials
2. Give three sources of artificial materials
3. Mention three examples of artificial materials
4. State three uses of artificial material

Date	**Time**	**Class**	**No. of pupils**	**Learning Area**
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THEME : Basic Technology in our sub county

SUBTHEME : Technology

METHODS :

- **Experimentation**
- **Demonstration**
- **Guided discussion and discovery**
- **Question and answer**

COMPETENCES :

- **Define Artificial materials**
- **Give examples of Artificial materials**
- **Identify sources of Artificial materials**
- **Mention uses of Artificial materials**
- **State examples of products from Artificial materials**

1**. Artificial materials**

These are re-cycled materials that can be used to make other things.

2**. Examples of artificial materials**

- Wires
- Plastics
- Straws
- Scrap metals
- Paper
- Polythene bags
- Synthetic rubber
- Bottle tops

3**. Processing and making things from natural materials**

material	Things made/products
Clay	Pots, cups, plates, stoves etc
Palm leaves and banana leaves	Mats, dolls, bags, hats

wood	Stools, tables, chairs, sculpture
Sisal	Ropes, carpets, door mats, bags
grass	Brooms
Iron	Arrows, spears , hooks ,hoes
beads	Necklaces, rosaries

1**. Processing and making things from artificial materials**

Material	Products
plastics	Mugs, plates, doll, toys
Wires	Toys, hooks,traps
Straws	Materials, bags, decorations
Polythene bags	Balls, dolls, bags
Paper	Bags, envelopes, decoration etc
Scrap metal	Nails, garden tools like hoes
Bottle tops	Toys, abacuses, shakers

2**. Importance / uses of things made from natural and artificial materials**

- Toys and dolls are used as play kits
- Some are used for decoration
- People sell them to get money
- Some are worn as ornaments
- They attract tourists

Activity

1. *What is technology?*
2. *Identify the local materials that can be used for making these items*
3. *Draw the following products*
   Doll rope bag hat mat

Date	**Time**	**Class**	**No. of pupils**	**Learning Area**

		P.3		**Social studies**

THEME : Basic Technology in our sub county

SUBTHEME : Technology

METHODS :

- **Experimentation**
- **Demonstration**
- **Guided discussion and discovery**
- **Question and answer**

COMPETENCES :

- **Define craft**
- **Give examples of craft -**

1. What are crafts?

These are things made from local materials like palm leaves, banana fibres, clay etc

2**. Examples of crafts**

- Dolls
- Mats
- Ropes
- Vases
- Stoves
- Stools
- Carpets

3. **Draw and name any two crafts**

4. Who is a blacksmith?

Is a person who makes things out of iron.

5**. Things made by a blacksmith**

- Spears
- Hoes
- Arrows
- Hooks
- Stoves
- Pans

6. Importance of technology

How is technology useful to us?

- It makes work easy.
- It makes life better.
- It increases production of goods.

Disadvantage of technology

- *Pollution of the environment*
- *Unemployment increase.*
- *Increased death through accidents*
- *Interfered with our culture*

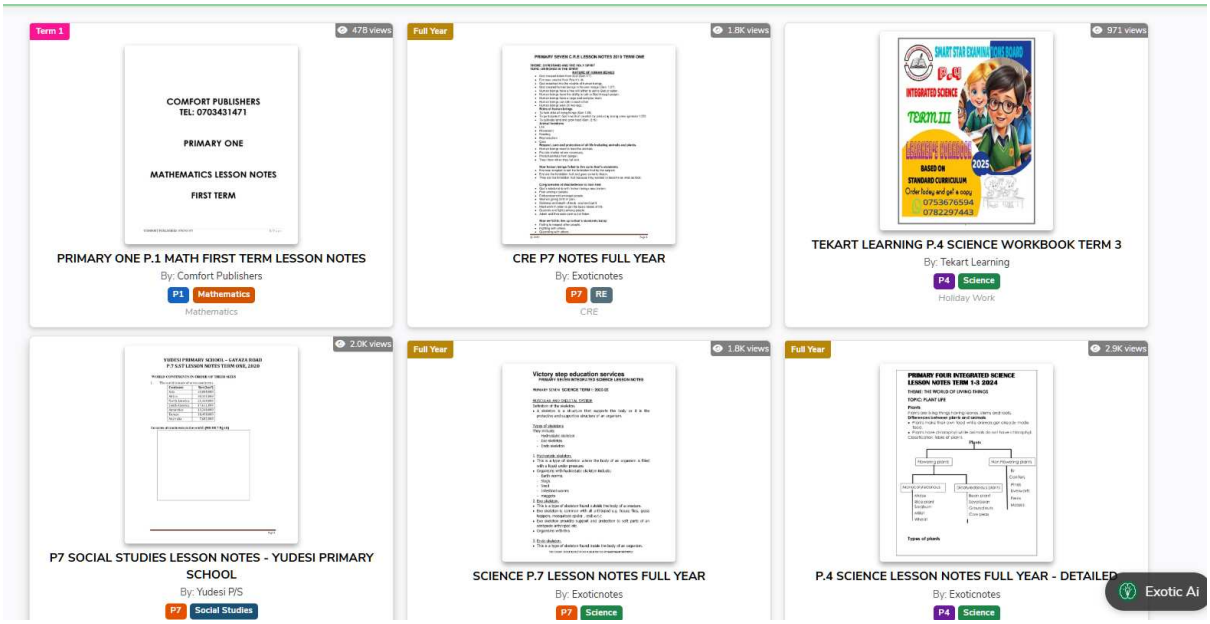
Topical test

1. What is the meaning of term technology?
2. Name any one type of technology.
3. Identify the local materials that can be used for making these items

a) Ropes
b) Pots
c) Necklaces

4. What are crafts?
5. How useful is the crafts industry to us?
6. Who is a black smith?
7. Draw and name any two products made by a blacksmith.
8. Which type of technology does a rural potter use?
9. How useful is technology in our daily life?
10. *Write down any two advantages of technology to us.*
11. *Give any two examples of each of the following materials found in our environment*
    Natural materials
    Artificial materials

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