

TEKART LEARNING

P.5 SOCIAL STUDIES

WORKBOOK

TERM III

TOPIC 10: UGANDA AS AN INDEPENDENT NATION.

Date: _____

SPELLING GAME:

LESSON 1: The concept of independent Uganda.

Lesson hints:

Political Independence:

Political independence means freedom from colonial rule.

It means a country is ruled by its own people who are responsible for making its laws, implementing the laws and planning for its development and defending its territorial boundaries.

Independent nation:

This is a country which is free from colonial rule.

Characteristics of a nation.

- ❖ It has a head of state.
- ❖ It has clearly marked and recognized boundaries.
- ❖ It should have a national force like army, police force and prisons department.
- ❖ It has freedom from being controlled by any other nation.
- ❖ It has freedom to trade with any country of her choice.

- ❖ It should have national symbols such as a flag, coat of arms etc.

Advantages of independence.

- ❖ Uganda got black African leaders.
- ❖ People got their freedom.
- ❖ Ugandans got control over their resources.
- ❖ Uganda's economy was promoted.
- ❖ Democracy was promoted.

How we recognize Uganda as an independent nation.

- ❖ Has national symbols.
- ❖ Has a head of state.
- ❖ Has national currency.
- ❖ Has government organs.
- ❖ Has a national constitution.
- ❖ Prepares a national budget.
- ❖ Has a national army (UPDF)
- ❖ Has a national police force.

ACTIVITY:

1. What do you understand by the term independence?

2. State any **two** characteristics of a nation or a state.

i) _____

ii) _____

3. Write **UPDF** in full.

4. Give **two** different security organs in Uganda.

i) _____

LESSON: 2

Date: _____

SPELLING GAME:

Lesson 2: The independence of Uganda.

Lesson hints.

- ❖ Uganda attained her **independence** on **Tuesday 9th October, 1962.**
- ❖ Uganda People congress led Uganda to independence after forming an alliance with Kabaka Yekka to defeat the Democratic party of Benedicto Kiwanuka.
- ❖ Dr. Apollo Milton led Uganda to independence as the first executive prime minister.
- ❖ The alliance of **UPC and KY** made **UPC** to win the **1962 general elections.**
- ❖ **Apollo Milton Obote** became the **first Executive Prime Minister of Independent Uganda.**
- ❖ The British flag called Union jack was lowered.
- ❖ The Uganda National flag was raised by Captain Kanute Akorimo.
- ❖ The Uganda National Anthem was sung for the first time.
- ❖ **Sir Edward Mutesa II** was appointed the **first president of Uganda.**
- ❖ **Edward Mutesa II** was the **first non executive president of Uganda.**

- ❖ **Wilberforce Nadiope** became the **first vice president of independent Uganda**.
- ❖ The British governor who handed the independence to Uganda was Sir Walter Coutts.
- ❖ The title that was given to the leader of the Independent Uganda was **prime Minister**.
- ❖ The president had no executive powers as a head of state but the prime minister.

How Uganda became a republic.

- ❖ A republic is a country ruled by a president.
- ❖ **In 1964**, Dr. Obote organized a referendum over the last counties of Bunyoro which annoyed Buganda and caused a conflict between the government of Buganda and the central government of Dr. Obote.
- ❖ **In 1966**, Obote sent the army to attack Kabaka's palace at Lubiri due to misunderstandings between Buganda kingdom and central government.
- ❖ **in 1967**, Obote declared Uganda a Republic by making Republication constitution.
- ❖ The republican constitution abolished all kingdoms and chiefdoms.
- ❖ He made a new constitution and declared Uganda a republic in 1967.
- ❖ This constitution was known as the Republican constitution.
- ❖ Obote became the **first Executive President of Uganda**.
- ❖ After the attack, Kabaka Mutesa II fled to Britain where he died in **1969**. The body of Kabaka Mutesa II was returned in 1972 by president Iddi Amin Dada.
- ❖ **Mutesa II** was buried at Kasubi Royal tombs.

ACTIVITY:

1. When did Uganda attain her independence?

2. Mention the **two** political parties that made an alliance to win the 1962 general elections.

i) _____

ii) _____

3. Who became the first prime minister of the independent Uganda?

4. Name the first president of independent Uganda.

5. What title was given to the highest administrator of independent Uganda from 1962 – 1966?

6. What is a Republic?

7. How did the republican constitution affect kingdoms in Uganda?

8. Who became the first executive president of Uganda?

9. How did the Kabaka Yekka party help Obote to come to power?

10. What political party led Uganda to independence?

CORRECTIONS:

Lesson 3:

Date: _____

SPELLING GAME:

Uganda's presidents.

Lesson hints:

Uganda's presidents since Independence.

1. Sir Edward Mutesa II - (1963 – 1966)
2. Dr. Apollo Milton Obote - (1967 – 1971)
3. Idi Amin Dada - (1971 – 1979)
4. Yusuf Kironde Lule - (April – June 1979)
5. Godfrey Lukongwa Binaisa - (June 1979 – May 1980)
6. Paul Muwanga - (May – December 1980)
7. Dr. Milton Obote II - (1980 – 1985)
8. Tito Okello Lutwa - (1985 – 1986)
9. Yoweri Kaguta Museveni - (1986 – to date)

Idi Amin Dada

❖ He over threw Milton Obote in a military coup on **25th Jan 1971.**

- ❖ A military coup is a violent change of government by an army against its own president.
- ❖ Obote had travelled to Singapore to attend the commonwealth conference.
- ❖ On coming back, Obote went to exile in Tanzania.
- ❖ Amin banned political parties in Uganda.
- ❖ There was no parliament to make laws.
- ❖ He ruled through decrees i.e Unquestionable laws.
- ❖ He imprisoned people who opposed him.
- ❖ **In 1972**, he expelled all the British and the Asians.
- ❖ He declared an economic war which led to scarcity of essential goods in the country.
- There was detention of people without trial.
- Massive killing of innocent people e.g Ben Kiwanuka and Bishop Janan Luwum.
- Women were raped.
- Political opponents were kidnapped and killed.

Yusuf Kironde Lule

- ❖ He went to exile during Amin's regime.
- ❖ He formed Uganda National Liberation Front (UNLF) to fight Iddi Amin.
- ❖ **In 1978**, Uganda was attacked by Tanzania People's Defence Force (TPDF) together with Ugandans in exile.
- ❖ On **11th April 1979**, Amin was overthrown and Yusuf Lule became the next president.
- ❖ Lule became the first president of UNLF government.
- ❖ He formed National Consultative Council (NCC) which acted as the National Assembly (Parliament)
- ❖ He ruled Uganda for 68 days.

ACTIVITY:

1. Name the first military leader of Uganda.

2. State **two** ways in which human rights were abused during Amin's regime.

i) _____

ii) _____

3. Name the Ugandan president who expelled all the British and Asians from Uganda.

4. Write **UNLF** in full.

5. Name the president who succeeded Iddi Amin in **1979**.

6. Why is Yusuf Lule regarded as a National hero in Uganda?

7. Name the army from Tanzania that attacked Uganda in **1978** to overthrow Iddi Amin.

8. Name the body that acted as the National Assembly or parliament during Lule's regime.

9. a) What do you understand by a military coup?

b) How is a military coup dangerous to a country's economy?

CORRECTIONS:

Lesson 4:

Date: _____

SPELLING GAME:

Godfrey Lukongwa Binaisa and Tito Okello Lutwa.

Godfrey Lukongwa Binaisa

- ❖ he took over government from Yusuf Lule on **21st June, 1979** after being appointed by the National Consultative Council (NCC).
- ❖ On **12th May 1980**, he was removed and put under house arrest by Paulo Muwanga.
- ❖ Paulo Muwanga was the Chairman of the military commission that had taken over power.

The 1980 general elections.

- ❖ Paulo Muwanga the chairman of the military commission organized the 1980 general elections.
- ❖ Mr. Vicent Sekkono was appointed as the Electoral Commission chairman by Muwanga.

Political parties that took part in the 1980 general elections.

- ❖ **Uganda People's Congress (UPC)** under Dr. Apollo Milton Obote.
- ❖ **Democratic Party (DP)** under: Paul Kawanga Semwogerere.
- ❖ **Uganda Patriotic Movement (UPM)** under Yoweri Katuta Museveni.
- ❖ **Conservative Party (CP)** under, Mayanja Nkangi.

NOTE:

- *According to the election results Uganda People's Congress became the ruling party for the second time.*
- *Dr. Milton Obote was sworn in as the president of Uganda on 15th December, 1980.*
- *Yoweri Kaguta Museveni and other political party leaders were not satisfied with the election results due to the fact that there was rigging of votes.*

Guerilla war group against Obote's government from 1981.

- ❖ National Resistance Army (NRA) under Y.K Museveni.
- ❖ Federal Democratic Movement (FEDEMU) under the late Captain George Nkwanga.
- ❖ Uganda Freedom Movement (UFM) under the late Dr. Andrew Lutakome Kayiira.

Tito Okello Lutwa.

- ❖ He took over government from Obote in a military coup.
- ❖ He formed a military Junta which include Tito Okello and Bazilio Orala Okello on **27th July, 1985.**
- ❖ Lutwa was overthrown on 26th January, 1986 by the National Resistance Army (NRS) led by Y.K Museveni.
- ❖ Lutwa went to exile in Tanzania and came back to Uganda under the presidential pardon and died in **1996.**

ACTIVITY:

1. Mention any **two** political parties that took part in the 1980 general elections.

i) _____

ii) _____

2. Why were other politicians not happy with the results of the 1980 general elections?

3. Mention any **two** guerrilla groups that fought against Obote's government from 1981 – 1985.

i) _____

ii) _____

4. Name the president who was overthrown by Y. K. Museveni.

5. When did the National Resistance Army take over government in Uganda?

6. Write the following in full.

i) UPM

II) FEDEMU

ii) NRA

iii) UFM

iv) UFM

7. Who was the chairman of the military commission that organized the 1980 general elections?

8. Name the electoral commission chairman during the **1980** general elections.

9. Name the president who ruled for the shortest period in Uganda.

10. What do Ugandans remember on **26th January** every year?

CORRECTIONS

Lesson 5:

Date: _____

SPELLING GAME:

Yoweri Kaguta Museveni

Lesson hints:

- ❖ He overthrew Tito Okello Lutwa on **26th January, 1986**.
- ❖ His army was called National Resistance Army.
- ❖ National Resistance Army is now called Uganda people's Defence Forces (UPDF)
- ❖ Y.K . Museveni now heads National Resistance Movement (NRM) as the chairman.

Some reforms under National Resistance Movement.

- ❖ Completion of the 1995 constitution.
- ❖ Restoration of kingdoms and chiefdoms (monarchies) in 1993.
- ❖ Implementation of the Universal Primary Education (UPE) and Universal Secondary Education (U.S.E)

- ❖ Promotion of democratic general elections in Uganda.
- ❖ Reconstruction of infrastructure.
- ❖ Has promoted women empowerment.
- ❖ Industrial development through both foreign and local investors.
- ❖ Many government and private universities have been set up e.g. Mbarara University, Bugema University.
- ❖ Organized the First direct presidential elections (1996 to 2016)
- ❖ He allowed the Ugandans of Asian origin who had been expelled by Amin to come back and invest in Uganda.
- ❖ However, some of the reforms have been affected by corruption through the corrupt officials.
- Corruption is the abuse of office by those in authority.

How the government fights against corruption.

- By empowering the office of the Inspector General of Government (IGG).
- Through sensitization done by the Ministry of Ethics and integrity.
- Enforcing laws against corrupt officials.
- Forming commissions of inquiry.

ACTIVITY.

1. Which political party took over government in **1986**?

2. What is the former name for UPDF?

3. State **two** reforms under National Resistance Movement in Uganda.

i) _____

ii) _____

4. Write **IGG** in full.

5. Why was **IGG's** office set up?

6. State the major challenge faced by the NRM government that retards the development of Uganda.

7. Mention any **two** private universities in Uganda.

i) _____

ii) _____

8. Name **two** government universities in Uganda.

i) _____

ii) _____

9. Write the following in full.

UPE _____

USE _____

10. How has the government tried to fight corruption in Uganda?

CORRECTIONS

Lesson 6:

Date: _____

SPELLING GAME:

Symbols of Uganda as a Nation.

A national symbol is a colour, sign or object that identify a country. They are regarded as the national instruments of power of the government in a country.

National symbols are also called National attributes. These include:

The Uganda National Flag

The Uganda National coat of Arms.

The Uganda National Motto

The Uganda National Language

The Uganda National Anthem

The Uganda National Emblem

The Uganda National Currency.

The Uganda National constitution.

The Uganda National Flag.

- ❖ It is made up of three colours i.e. Black, Yellow, Red
- ❖ It appears in six stripes. (each colour appears twice)
- ❖ The National flag was designed by the late Grace Ibingira.

Meaning of the colours.

Black:

- ❖ Uganda is a black African country.
- ❖ Ugandans are dark skinned people.

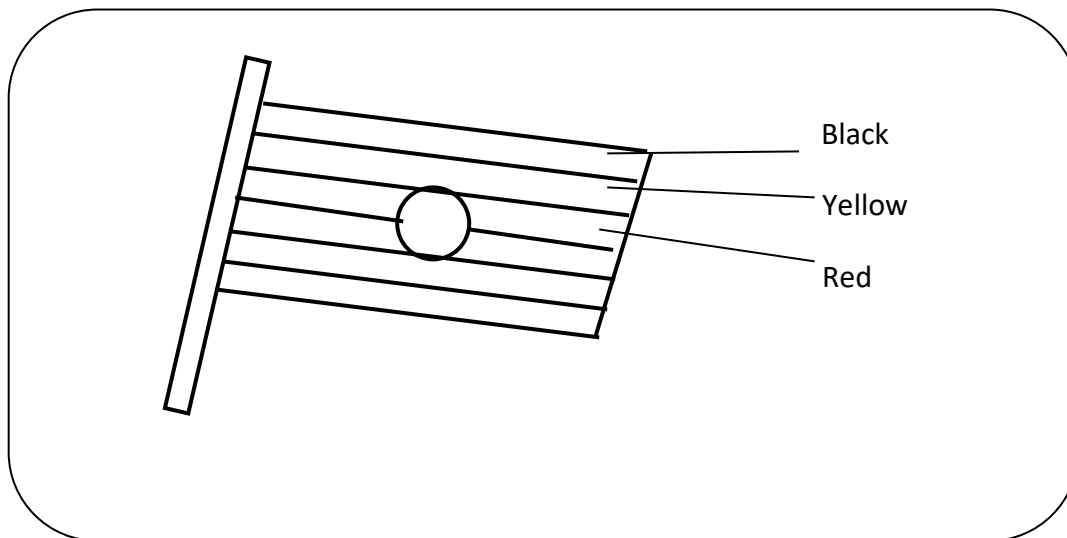
Yellow:

- ❖ Uganda receives abundant sunshine.
- ❖ Uganda is found along the equator.
- ❖ Sunshine is experienced in Uganda almost all the days of the year.

Red:

- ❖ It stands for International brotherhood.
- ❖ Different colours of people but same blood.

The Uganda National Flag.



- ❖ in the centre of the flag is the National Emblem i.e crested crane.

- ❖ It has one of its leg pointing in front to show that Uganda is still developing.
- ❖ In some circumstances the Uganda flag is flown at half mast to show national mourning on the days that have been declared national mourning days.

Lesson 7: More about the Uganda National Flag.

- ❖ The Uganda National Flag was first raised on **9th October 1962.**
- ❖ The Uganda National flag was first raised by Major **Akorimo Kanuti.**
- ❖ The Uganda National flag replaced the British flag called Union Jack.

Some places where the Uganda National flag is flown.

- ❖ At the parliament.
- ❖ Government ministries and departments.
- ❖ Learning institutions (schools, colleges and universities)
- ❖ At national radio and television stations.
- ❖ Uganda embassies and High commissions.
- ❖ District Headquarters.
- ❖ At State house.

Importance of the Uganda flag.

- It identifies Uganda as a nation.
- Promotes national unity.

Occasions when the National flag can be flown.

- ❖ Independence Day celebration.
- ❖ Heroes day celebration.
- ❖ School Assemblies.
- ❖ Liberation day.

The national flag is also flown along streets when there is a visiting president as a symbol of welcome.

Situations that may lead to national mourning.

- ❖ Death of the president

- ❖ When a calamity has befallen the country e.g landslides, floods, earthquakes.
- ❖ Death of Very Important People (VIP) recognized by the government.

Ways of showing respect to the National flag.

- ❖ It should not touch the ground when being carried.
- ❖ It should not be left out under rain.
- ❖ When being raised or lowered, people around should stop and stand upright and those in uniform salute the flag.
- ❖ When it is being raised, the crested crane should face the flag pole (mast)
- ❖ It may be flown at half mast as a sign of national mourning.
- ❖ It should not be used for the clothing.
- ❖ No one should sit or trample on the flag intentionally. This is considered treasonable ie a crime against the country.

ACTIVITY:

1. Mention any **three** symbols of Uganda as a nation.

i) _____

ii) _____

iii) _____

2. Write **three** colours of the Uganda flag in their order.

i) _____

ii) _____

iii) _____

3. Who is remembered for designing the National Flag of Uganda?

4. State any **two** importance of the Uganda Flag.

i) _____

ii) _____

5. Why should the National football team of Uganda carry the Uganda flag?

6. Name the bird found in the middle of the Uganda Flag.

7. What does the Crested Crane in the middle of the Uganda Flag represent?

8. Why is the Crested Crane in the Uganda flag pointing one leg forward?

9. What do each of the following colours of the Uganda flag represent?

i) Black _____

ii) Yellow _____

iii) Red _____

10. When is the Uganda flag flown to a half mast?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 8: The Uganda National Anthem.

Lesson hints:

- ❖ This is the national song which is sung on important national occasions and other important functions in the country.
- ❖ It was composed by George Wilberforce Kakoma.
- ❖ G.W. Kakoma was assisted by Peter G. Wingard.
- ❖ The Uganda National Anthem was first sung on 9th October, 1962.
- ❖ Before Uganda attained independence, the British National Anthem was being sung.

The National song of Uganda.

- ❖ When the National anthem is being sung, people around should stand at attention or upright to show respect to the nation.
- ❖ For people who cannot stand, they put up their right hand.

Why do people in Uganda show respect by standing at attention or upright whenever the Uganda National Anthem is sung.

- ❖ In order to pray to God for our nation.

- ❖ In order to respect our nation.
- ❖ In order to remind ourselves about our neighbours.
- ❖ It reminds people about the fertile soil and favourable climate of Uganda.

Occasions where the National Anthem should be sung.

- ❖ Independence day celebrations.
- ❖ Heroes' day celebration.
- ❖ Liberation days.
- ❖ School Assemblies.
- ❖ School debates.
- ❖ When people gather at public occasions.
- ❖ During parliamentary sessions.

Importance of the national Anthem.

- ❖ Promote national unity.
- ❖ Promote national unity.
- ❖ Promote patriotism and nationalism.
- ❖ Promotes the fear of God among Ugandans.
- ❖ It is a prayer for Uganda.

Note:

- ❖ Nationalism is one's deep love for his or her country.
Patriotism is one's love and willingness to defend his/her country.

ACTIVITY:

1. Why do we remember George Wilberforce Kakoma in the history of Uganda?

2. How do Ugandans show respect to their National anthem?

3. State any **two** occasions in which the National anthem may be sung.

i) _____

ii) _____

4. Give any **one** message got from the Uganda National Anthem.

5. How can **one** show respect to the National anthem if he/she cannot stand when it's being sung near him/her?

6. Why is it important for Ugandans to show respect to the National Anthem when being sung?

7. State the importance of the national Anthem.

8. On which occasion is the National Anthem supposed to be sung?

9. How many stanzas does the Uganda Anthem have?

10. What is nationalism?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 9: More about the Uganda National Anthem.

The Uganda National Anthem has **three stanzas.**

These include:

*Oh Uganda! May God uphold thee,
We lay our future in thy hand,
United free, for Liberty
Together we'll always stand.*

*Oh Uganda! The land of freedom,
Our love and labour we give,
And with neighbours all
At our country's call
In peace and friendship we'll live.*

*Oh Uganda! The land that feeds us,
By sun and fertile soil grown
For our own dear land,
We shall always stand.*

The pearl of Africa's crown.

Uganda was named the pearl of Africa by the British Prime Minister **Sir Winston Churchill** because:

- Uganda had rich natural resources.
- Uganda had beautiful sceneries.
- Uganda has the source of River Nile.

NB: On 9th October 2012 the government of Uganda ordered that all stanzas of the Uganda National Anthem should be sung at all national functions in respect of Wilberforce Kakoma.

Importance of the Uganda National Anthem.

- Show nation unity.
- Reminds us of the rich environment of Uganda.
- Promotes a sense of belonging.
- Expresses national beliefs of Uganda i.e belief in one God and working for peace with our neighbours.

ACTIVITY:

1. How many stanzas does the Uganda National Anthem have?

2. Which country in Africa is known as the Pearl of Africa?

3. Name the British prime minister who referred to Uganda as the Pearl of Africa.

4. Why was Uganda referred to as the Pearl of Africa?

5. Why should Ugandans show respect to the national Anthem?

i) _____

ii) _____

6. Write the first line of the second stanza of the Uganda National Anthem.

7. State the main message in the following stanzas of the Uganda Anthem.

a) Stanza 1 _____

b) Stanza 3 _____

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 10: The Uganda National Coat of Arms.

Lesson hints.

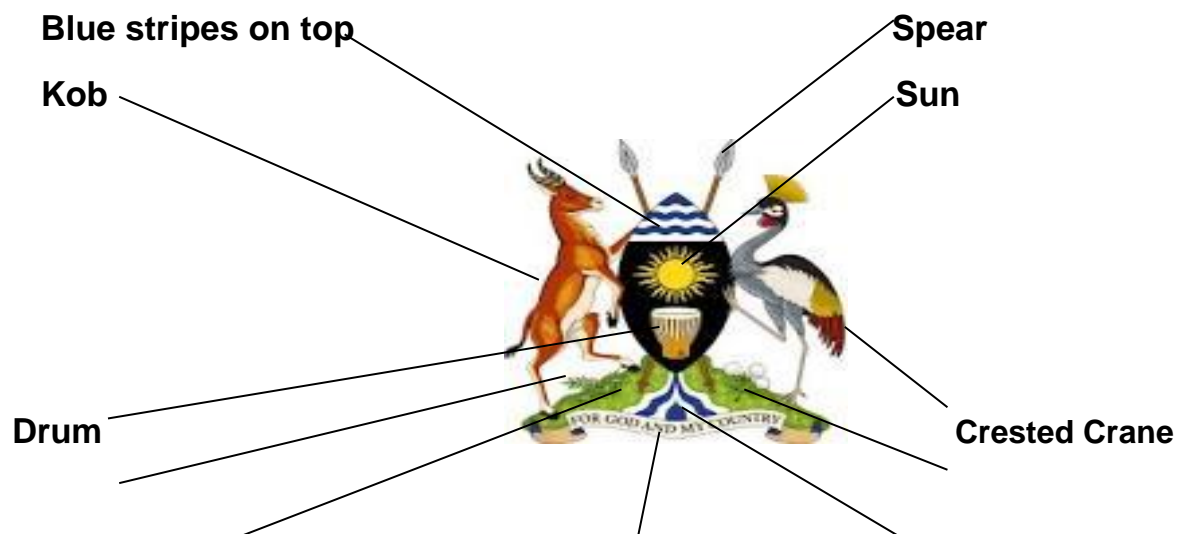
It is the national seal of Uganda.

It symbolizes National Unity.

It identifies Uganda as a nation.

It is a symbol of authority of the government.

The National Coat of Arms was designed by Paul Mukasa.



Coffee

Cotton

Green hills

Motto

Blue stripes at the bottom

Meaning of different items on the Uganda Coat of Arm.

Crested crane

- ❖ It symbolizes the humility and gentility of Ugandans.
- ❖ It stands on one leg to show that Uganda has one government and one parliament.
- ❖ The raised leg shows that Uganda is a developing country.

The Kob

- ❖ It represents Uganda's abundant wildlife.
- ❖ It was chosen because it is a common in most national parks in Uganda.

The shield and spears.

- ❖ They represent traditional weapons of defence and protection.
- ❖ It represents that Uganda is ready to defend herself against her enemies.

The sun.

- ❖ Shows that Uganda receives abundant sunshine throughout the year.
- ❖ Shows that Uganda is found along the equator.
- ❖ It also shows tropical climate and vegetation of Uganda.

Drum

- ❖ It represents the culture of Ugandans.
- ❖ It represents traditional means of communication and entertainment.

Coffee and Cotton

- ❖ They represent Uganda as an agricultural country.
- ❖ Represent the major cash crops of Uganda.

The Uganda national motto.

- ❖ The word at the bottom of the coat of Arm “ **FOR GOD AND MY COUNTRY**”
- ❖ Ugandans are God fearing people.
- ❖ It represents spirit of nationalism.
- ❖ Ugandans believe in one God.

Blue stripes of water on the bottom of shield.

- ❖ Represent the source of River Nile in Uganda.

Blue stripes of water at the top of the shield

- ❖ They represent the great lakes and rivers of Uganda.

Hills with green colour

- ❖ They represent abundant vegetation and landscape of Uganda

Black background on the shield

- ❖ It represents the dark skinned people of Uganda.
- ❖ The colour of the African people in Uganda.

Importance of national coat of arms

- ❖ It symbolizes national identity
- ❖ It is a national seal on important documents.
- ❖ It is used to identify government property or buildings.

Documents on which the National coat of Arms appears

- ❖ National identity cards.
- ❖ National constitution
- ❖ National currency (money)
- ❖ Official government documents.

Other areas where the coat of Arms is found

- ❖ Presidential vehicle (As number plate)
- ❖ Government building e.g. court buildings parliamentary building state house
e.t.c

ACTIVITY:

1. Who designed the Uganda Coat of Arms?

2. Give **two** values of the National Coat of Arms.

i) _____

ii) _____

3. Mention **two** documents in Uganda where the National Coat of Arms appear.

i) _____

ii) _____

4. Which feature on the coat of Arms represents Uganda's culture?

5. What does the kob represent on the National Coat of Arms?

6. Write the words found on the Uganda Coat of Arms.

7. What represents the source of River Nile in Uganda on the Coat of Arms?

8. What do the blue stripes on the top of the shield represent?

9. What represents the abundant green vegetation of Uganda on the Coat of Arms?

10. Give the meaning of the words that are found on the Uganda Coat of Arms.

[illegible]

Date: _____

SPELLING GAME:

Lesson 11: The Uganda National Motto and National Emblem.

Lesson hints:

National motto

- The Uganda National Motto is “FOR GOD AND MY COUNTRY.”
- The Uganda National motto was first used by Mwiri College in Busoga.
- It was taken on as the Uganda National Motto by Dr. Apollo Milton Obote.

Importance of the National Motto.

- It promotes love for one’s country (Patriotism).
- It promotes respect for God.
- It promotes unity amongst the citizens of Uganda.
- It promotes National identity.
- It symbolizes that Ugandans are God fearing people.

The Uganda National Emblem.

- The National emblem of Uganda is the crested crane.

Reasons for choosing the Crested Crane / why the crested crane was chosen as the National Emblem.

- It is gentle
- It is peaceful
- It is humble
- It is graceful

It shows that Ugandans are gentle, humble, peaceful and loving people.
Government official objects where the crested crane is shown.

- National flag
 - Parliamentary building.
 - Security flags
 - National currency (money)
 - Number plates.
 - Hats of prison, police & army officials
 - Bank of Uganda buildings.
 - National Coat of Arm
- ***The Crested Crane stands on one leg as the other leg is up in motion to show that Uganda is developing.***



Ugandans are therefore expected to give special respect and protection to the Crested crane as Uganda's emblem by not killing it at any case for any reason.

ACTIVITY:

1. What is Uganda's motto?

2. Give the meaning of the term patriotism.

3. Name Uganda's emblem.

4. Mention any **two** official objects of government of Uganda where the crested crane appears.

i) _____

ii) _____

5. State **two** characteristics that made the crested crane be chosen as the Uganda National Emblem.

i) _____

ii) _____

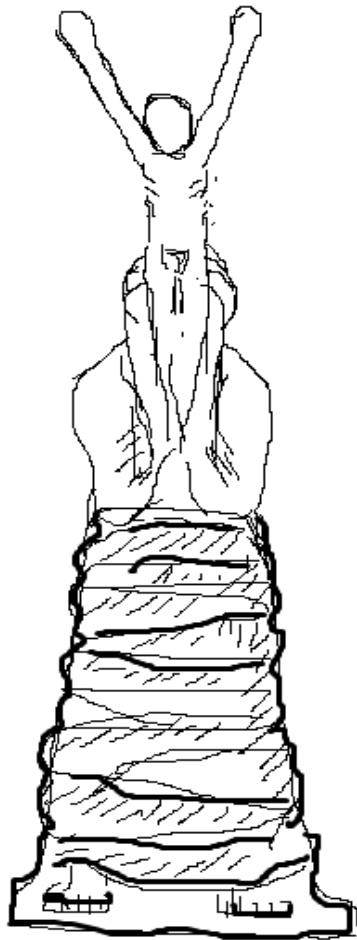
6. Give the importance of the Uganda National motto.

7. Why is it wrong for any Ugandan to shoot a crested crane?

8. Why is the crested crane standing on one leg?

CORRECTIONS

Independence Monument



It was designed by Gregory Maloba.

Meaning of the features.

a) Child means a new nation is born.

NB: It was unveiled by Dr. Apollo Milton Obote on 9th Oct. 1962.

Importance of the Monument.

- It is a sign of Independence.

Lesson 12

Date: _____

SPELLING GAME:

National language, National currency and National capital city.

Lesson hints:

National language.

- This is a local language that can be used and understood by most citizens in any country.
- Uganda doesn't have a National language.

Reasons why Uganda doesn't have a national language.

- She has many tribes that speak different languages i.e she is multiple linguistic.
- She has no language policy.

The official language.

- The official language in Uganda is English.
- Uganda uses English as the official language because she was once ruled by Britain that uses English as her language.
- **OR** Uganda uses English because Britain her colonial master uses English language.
- Official language is the language used in government offices.
- In East Africa it is Kenya and Tanzania that have National languages i.e Kiswahili language. Rwanda that uses Kinyarwanda and Burundi that uses Kirundi Uganda also uses Swahili because it's a member of the East African community.

Advantages of having National language.

- ❖ It promotes national unity.
- ❖ It promotes trade.
- ❖ It promotes friendship.
- ❖ It brings sense of belonging.
- ❖ It promotes easy communication.
- ❖ Reduce tribal sectarianism and conflict.

Uganda National Currency.

- ❖ The Uganda shilling is the national currency.
- ❖ All forms of money used in Uganda help as medium of exchange.
- ❖ Uganda shillings is in different denominations ranging from **50 shillings** to **50,000 shillings**.

Print some bank notes here (money) if possible.

The Central Bank:

- ❖ It is also called Bank of Uganda (BOU)
- ❖ Headed by a Governor.

- ❖ Emmanuel Mutebile is the current Governor of B.O.U deputized by Louise Kasekende.

Duties of the Central Bank.

- Prints new money.
- Controls money in circulation.
- Supervises the activities of commercial banks.
- Replaces torn money.
- Gives loans to commercial banks.

ACTIVITIES:

1. Why doesn't Uganda have a National language?

2. What is the official language of Uganda?

3. Why does Uganda use English as her official language?

4. What is the National language for Kenya and Tanzania?

5. Give **two** advantages a country may enjoy for having a National language.

i) _____

ii) _____

6. What name is given to Uganda's National currency?

7. Name the animals found on the following Uganda shillings.

i) One hundred shillings coin _____

ii) Fifty thousand shillings note _____

8. What is the capital city of Uganda?

9. Where was the capital city of Uganda during the colonial period?

10. Which bank is responsible for printing new currencies in Uganda?

11. Who is the current Governor of B.O.U?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 13: Democracy.

Lesson hints:

Democracy

- ❖ System of government where power and authority are in the hands of the citizens.
- ❖ It can also mean the government of the people by the people and for the people.
- ❖ In this system of government of the people of a country are allowed to vote for their representatives or their leaders.
- ❖ Democracy was first introduced and practiced by the Greeks in the city of Athens in Greece.

Signs of modern democracy.

- ❖ Elected political leaders.
- ❖ Freedom of speech.
- ❖ Freedom of press.
- ❖ Competitive politics.
- ❖ Elected parliament / Legislators.
- ❖ Freedom to carry out business.
- ❖ Observance of human rights.
- ❖ Freedom of movement.
- ❖ Constitutional rule.
- ❖ Freedom of worship.

Principles of democracy:

- ❖ Regular free and fair elections.
- ❖ Freedom of speech.
- ❖ Free participation in politics.
- ❖ Open and accountable mass media.

How democracy is practiced in Uganda.

- ❖ Organizing regular free and fair elections.
- ❖ Through freedom of press e.g newspapers, radios and television.
- ❖ Through freedom of movement.
- ❖ Through freedom of association.
- ❖ By allowing people to form political parties of their choice.

How democracy is practiced in schools.

- ❖ Organizing regular free and fair election of prefects.
- ❖ Freedom of association.
- ❖ Freedom of press.
- ❖ Freedom of speech.

Importance of democracy.

- ❖ It promotes peaceful transition of leadership.
- ❖ It promotes unity among the people.
- ❖ It helps people to choose their own leaders.
- ❖ It promotes security in the country.

- ❖ It promotes human rights.

Challenges or problems of democracy.

- ❖ Corrupt political leaders.
- ❖ Dictatorship
- ❖ It supports the interests of majority over minority.
- ❖ Vote rigging.
- ❖ Ignorance of citizens about their rights.

Roles of citizens in democracy.

- ❖ Participating in general elections.
- ❖ Promoting human rights.
- ❖ Promoting peace, security and unity.

Citizen: This is a person who has the legal right to belong to a particular country.

ACTIVITY:

1. What is democracy?

2. Who is a citizen?

3. State any **two** ways in which democracy is practiced in Uganda today.

i) _____

ii) _____

4. How can democracy be practiced in your school?

5. Why is it important to conduct free and fair elections in a country?

6. State any **one** challenge of democracy in a country.

7. Mention any **two** signs of modern democracy.

i) _____

ii) _____

8. Give **one** way in which citizens can take part in democracy.

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 14: Elections.

Lesson hints:

Election:

- ❖ Is a democratic way of choosing leaders of people's choice or a way of choosing leaders by voting for them.

Electorate:

- ❖ Is a group of people in a country or an area who have the right to vote.
- ❖ They are sometimes called Franchise.

Types of Elections.

General elections:

This is an election in which all the people of a country vote to choose a government.

Presidential elections: where eligible voters elect their president.

Local elections: This is an election held to elect district councils.

By-elections: This is a repeated election to fill a vacant seat.

Constituency: area ruled by a member of parliament.

Reasons for organizing a by-election.

- Death of elected members during term of office.
- Loss of an election petition.
- When an elected member is declared insane.
- When the elected member goes into exile.
- Vote of no confidence in elected members.
- Long illness for more than a year.
- Declaration by the speaker that the seat vacant.
- Resignation by an elected member.

Referendum:

This is an election where people of a country vote to decide on political, social or economic-system of administration.

Constituency which held by elections:

- Kyadondo East
- Rubaga North

Note:

- *In Uganda the voting age is 18 years and above.*
- *General elections in Uganda are conducted after every five years.*
- *The first general presidential elections in Uganda were conducted in 1996.*

- *The first democratically elected president in Uganda was president Yoweri Kaguta Museveni.*

Conditions for one to become an eligible voter in Uganda.

- Should be 18 years and above.
- Should be a registered voter.
- Should be a citizen of Uganda.

ACTIVITY:

1. What do you understand by the term elections?

2. Who are the electorate?

3. What is a by-election?

4. Give any **two** types of elections.

i) _____

ii) _____

5. How is a by-election different from a referendum?

6. State any **two** ways in which one qualifies to take part in general elections in Uganda.

i) _____

ii) _____

7. Who was the first directly elected president of Uganda?

8. After how long are general elections conducted in Uganda?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 15: More about elections.

Lesson hints:

Conditions that may lead to a by-election in Uganda.

- ❖ When the elected person has died.
- ❖ When the elected person voluntarily resigns from the office.
- ❖ When the elected person is given vote of no confidence by his or her voters.
- ❖ When the elected person is said to be insane.
- ❖ When election results have been cancelled due to rigging and lack of academic qualifications.

Electoral systems.

- a) **Secret ballot:** This is where a person is given a piece of paper bearing the name and pictures of candidates to vote. (ballot paper) to vote.

Advantages of secret ballot.

- ❖ Promotes friendship.
- ❖ Elections can be easily monitored by computers.
- ❖ A voter is free from interference.

Disadvantages of secret ballot.

- ❖ It is time consuming.
- ❖ It is expensive to conduct.
- ❖ Votes can easily be rigged.
- ❖ It does not cater for the blind people.

b) Open elections:

It is a type of election where people line up or put up hands in support of their candidate.

Advantages of open elections.

- ❖ Results cannot easily be rigged.
- ❖ It is cheap to conduct.
- ❖ It is simple to people who cannot read and write.
- ❖ It is time saving.

Disadvantages of open elections.

- ❖ It promotes hatred among people.
- ❖ It limits people's freedom.
- ❖ People are easily influenced.

Bad practices during, before and after elections.

- ❖ Ballot stuffing: It is the putting of pre ticked ballot papers into ballot boxes.
- ❖ Fighting amongst supporters of candidates.

- ❖ Rigging of votes, ie alteration of election result.
- ❖ Torturing of opponents.
- ❖ Hatred amongst supporters.
- ❖ Voter bribery.

Qualification for presidency in Uganda.

- ❖ Should be a citizen of Uganda.
- ❖ Should be a registered voter.
- ❖ Should not be **less than 35 years.**
- ❖ Should be a sane person.
- ❖ Should have a minimum of Advanced level certificate of education (UACE).

Qualification for a member of parliament.

- ❖ Should be a citizen.
- ❖ Should be a registered voter.
- ❖ Should have a minimum qualification of Advanced level certificate or its equivalent.
- ❖ Should be with the age of 18 years and above.
- ❖ Should be sane.

Disqualification of a member of parliament.

- ❖ If the person is of unsound mind.
- ❖ Voluntary acquisition of a bigger office.
- ❖ Cancellation of election results due to rigging and lack of academic qualifications.
- ❖ Passing a vote of no confidence in the member by the electorate.
- ❖ If the person has been declared bankrupt.
- ❖ If the person has been sentenced to death or life imprisonment.

Note:

Electoral college refers to a group of people chosen to represent other members in an election.

ACTIVITY:

1. State **two** advantages of open elections.

i) _____

ii) _____

2. State any **two** electoral systems in Uganda.

i) _____

ii) _____

3. What do you understand by the term electoral college?

4. How can a person become a member of parliament in Uganda?

5. State the ministry in which the Electoral Commission belong.

6. Give any **two** qualifications that one must have to become a member of parliament.

i) _____

ii) _____

7. State **two** ways in which a member of parliament can be disqualified.

i) _____

ii) _____

8. Why is it important for people to participate in a national election?

9. What is ballot box?

10. Give any **two** advantages of secret ballot voting.

i) _____

ii) _____

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 16: The Independent Electoral Commission of Uganda.

Lesson hints:

- ❖ This is the body that organizes and supervises general elections in Uganda.
- ❖ The Electoral commission is under the executive arm of government.
- ❖ It belongs to the Ministry of Justice and Constitutional Affairs.

Duties of Independent Electoral Commission.

- To conduct and supervise elections.
- To register voters.

- To prepare and update voter's register.
- To carryout civic education. (Voter election)
- To count and announce election results.
- To demarcate polling stations and constituencies.
- Provides election materials.

A constituency: an electoral area represented by a member of parliament.

Electoral officials:

Returning officer: He/she ensures the safety of elections in the district.

- This is usually the Chief Administrative Officer of that district.

Presiding officer: He/she controls and monitors elections at the polling station.

Polling assistant: He helps the presiding officer to conduct elections at a polling station.

Polling Agent: This is a representative of a candidate at a polling station. He/she oversees all election activities at a polling station.

Police constable: He/she ensures security during election process at a polling station.

Examples of election materials.

Electoral roll or voters register: this is a list of names of eligible voters per polling station.

Election materials: Materials used in election.

Ballot papers: These are pieces of paper on which a voter puts a mark for the candidate of his or her choice.

Ballot box: This is a box in which people put their ballot papers after voting.

Ink: Used to identify people who have voted.

Ink pad: Where ink is added for a person who cannot tick using a pen to put a thumb print on the person he or she wants.

Pen: Is used to tick or mark on the chosen candidates.

Related terms:

Polling station: This is the place where people vote to elect their leaders.

Polling day: This is the day when elections are held.

Voting by proxy: This is when a person who is absent gives authority to another person to vote for him/her.

Importance of elections:

- Elections promote peaceful change of leadership.
- Elections reduce civil wars.
- They promote democracy.
- Elections help people to exercise their democratic rights.
- Elections make people choose leaders of their own choice.

Problems faced during elections.

- Shortage of funds.
- Violence
- Poor transport and communication network.
- Ignorance of voters.
- Vote rigging.
- Election violence.
- Harsh weather conditions on polling days.

ACTIVITY:

1. Give the meaning of the term a **ballot paper**.
-

2. State any **two** duties of the Electoral Commission.

i) _____

ii) _____

3. Under which arm of a democratic government is the **Electoral Commission**?

4. What is a **polling station**?

5. Mention any **two** examples of electoral officials.

i) _____

ii) _____

6. Mention any **two** election materials.

i) _____

ii) _____

7. Why do people deep their finger in ink after voting?

8. What is voting by proxy?

9. Why is a police constable important during elections at a polling station?

10. Give any **two** importance of elections in a country.

i) _____

ii) _____

CORRECTIONS

Date: _____

UGANDA AS AN INDEPENDENT NATION.

3. Who was the first president of Uganda?

4. Which political party led Uganda to independence?

5. Why is late Grace Ibingira remembered in the history of Uganda?

6. What is the significance of the following colours on the Uganda Flag?

i) Black

ii) Yellow

iii) Red

7. How do Gombe Junior School pupils show respect to the Uganda National Anthem?

8. Why did the Gombe Education Brand delegation that represented us in UN conference went with the Uganda Flag?

9. Give the meaning of the words that are found on the Uganda Coat of Arms.

10. Name Uganda's Emblem.

11. Write I.G.G in full.

12. Why does Uganda use English as her official language?

13. Who is a citizen?

14. Which body in Uganda is responsible for organizing and supervises general elections?

15. How can democracy be practiced in your school?

CORRECTIONS

Date: _____

SPELLING GAME:

TOPIC 11: THE GOVERNMENT OF UGANDA

Lesson 1: Introduction to government.

Lesson hints:

Government:

- ❖ It is the ruling body of a country.
- ❖ This is a group of people who are given powers to rule a country.

- ❖ This is a group of people who exercise power and carryout policies on behalf of the state

Levels of government in Uganda.

❖ Central government.

- It is a government in charge of a whole country.
- The central government is headed by a president.

Local government:

- The local government is headed by the chairperson at district level e.g. (LC 5 chair person).
- It is a government in charge of a locality.
- It begins from the district (**L.C.V**) and runs down to the village (**L.C.1**).

Levels of local government

- | | |
|-----------------------|----------------|
| - Local council five | - District |
| - Local council four | - County |
| - Local council three | - Sub – County |
| - Local council two | - Parish |
| - Local council one | - Village |

Differences between central government and local government.

- ❖ National government is headed by the President while the local government is headed by the chair persons.
- ❖ National government cares for the development of the whole nation while local government cares only for the districts.
- ❖ National government runs the major hospitals while local government controls dispensaries and health centres.
- ❖ National government builds and maintains major roads while local government builds and maintains feeder roads.

Forms of government

Democratic government:

A system of government of a country controlled by representatives who are elected by the people of the country.

Autocratic government:

A system of government of a country when one person has complete powers.

Military government:

Government ruled by a dictator.

Monarchy government:

This is a system of government ruled by a king or a Queen.

Levels of the local government:

- Local council five - District

Government systems

- ✓ These include,
 - ❖ Multiparty system
 - ❖ Single party system
 - ❖ Federal system
 - ❖ Unitary/ Movement system

ACTIVITY:

1. What is a government?

2. Mention **two** levels of the local government.

i) _____

ii) _____

3. State any **two** differences between national government and local government.

i) _____

ii) _____

4. Who is the highest civil servant in any ministry?

5. What title is given to the central government's representative in the district?

6. Who is the highest civil servant in the district?

7. Write the following in full:

i) RDC _____

ii) CAO _____

8. Who is a civil servant?

9. What title is given to the political head at the district?

10. What term is given to services provided by the government or an official organization for the people in a particular society?

CORRECTIONS

Date: _____

Organs of the government.

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There are three organs of a democratic government in Uganda.

- ❖ The Executive
- ❖ The Legislature
- ❖ The Judiciary

The Executive:

This is the organ that manages the day to day affairs of the country.

This organ is headed by the president who is also the head of state.

It is the top most organ of government in a country.

Duties of the Executive:

- ❖ To plan and rule the country.
- ❖ To implement the plans of the president.
- ❖ To supervise all the government programmes.
- ❖ To spend government finances on approved programmes.
- ❖ To maintain peace, law and order in the country.
- ❖ To ensure that there is development in the country.

People who belong to the Executive:

- ❖ The president
- ❖ The vice president
- ❖ Cabinet ministers
- ❖ Civil servants.

Examples of civil servants.

- Police
- Prisons
- Attorney General
- Electoral Commission
- Teachers on government pay roll.
- Health workers on government pay roll.

- Permanent secretaries.
- Chief Administrative officers.

The roles of the president

- Provides social services to the citizens.
- To plan and rule the country.
- To represent the nation internationally.
- To appoint cabinet ministers, judges and other executive officers.
- To control the armed forces e.g army and police.
- To grant mercy to offenders.
- He is the commander-in-chief of all armed forces of the country.
- To approve parliamentary bills.
- To defend the country.

Uganda's armed force.

- The Army
- The Police
- Prisons.

NOTE:

- *The main duty of the executive is to plan and rule the country.*
- *The ministers carry out the duty of managing the work of the government programmes.*
- *The civil servants carry out day to day work of government departments.*

ACTIVITY:

1. Mention the **three** organs of a democratic government.

- i) _____
- ii) _____
- iii) _____

2. Who heads the Executive organ of the government?

3. Mention any **two** examples of the armed forces in Uganda.

i) _____

ii) _____

4. Who is the commander in chief of the Uganda People's Defense Force?

5. Write down any **two** duties of the Executive organ of the government.

i) _____

ii) _____

6. To which organ of the government do the civil servants belong?

7. State the **main** role of the **UPDF** in Uganda.

8. State any **two** roles of the president.

i) _____

ii) _____

9. State **one** role played by the following.

a) Police _____

b) Prison _____

10. Mention the highest organ of government.

CORRECTIONS

- ❖ Legislature is the National Assembly of a country.
- ❖ Before Uganda became independent, the assembly was called the legislative council (Legco)
- ❖ Legislature is the law making body in Uganda.

People who belong to the legislature.

1. Members of Parliament elected directly to represent constituencies.
(constituency representatives)

Roles of members of Parliament.

- To represent their constituencies in Parliament.
- To monitor the implementation of government programmes.
- To represent issues from their constituencies to the national.
- Protects the interests of his/her electorate.

2. Special groups representatives.

they represent special interest groups in the parliament i.e

- ❖ National Army
- ❖ Workers
- ❖ Youths
- ❖ Women
- ❖ Disabled persons

3. Ministers without constituencies.

- ❖ These are presidential appointees to different ministerial posts.
- ❖ They have no voting rights.
- ❖ They are called ex-officios.

Law in the parliament.

- i) A bill – A proposed law in the parliament.
- ii) An act - A bill which has been approved/signed by the president.

Administrators in the parliament

- **The speaker of parliament.**

- ❖ He/she is the head of the parliament.
- ❖ He/she chairs all the parliamentary debates/ Proceedings.
- ❖ He/she presides over meetings and proceedings of parliament.
- ❖ Receives the public complaints.

- **The clerk to parliament**

- ❖ He/she keeps the records and property of the parliament.
- ❖ He/she records all the parliamentary proceedings.
- ❖ He/she is the secretary of the parliament.
- ❖ Swears in the new parliament.

- **The sergeant at arms**

- ❖ He/she alerts members of the house when the speaker is about to enter.
- ❖ He/she is senior police officer.
- ❖ He/she protect mass of the speaker.
- ❖ Parliamentary commissioners.

NOTE:

- *Hansard refers to the recorded proceedings of the parliament*

Constituency:

- This is an electoral area represented by a Member of Parliament (MP)
- This is a voting area that elects its own representative to parliament.

Constituent: This is a person who lives and can vote in a constituency.

Duties of the legislature or parliament

1. To make and amend laws.
2. To check on the work of the executive.
3. To approve the proposals raised in the National budget.
4. To approve all public officers appointed by the president.
5. To monitor how government spends National finances.
6. To pass information to the public about government plans.
7. To discipline unruly ministers and civil servants.
8. To pass vote of no confidence or censure to the president, ministers and government officials who are found corrupt or out of order.
9. To become a member of parliament, a person should have been elected by people from his/her constituency.

ACTIVITY:

1. Which organ of the government makes laws in Uganda?

2. How was legislative council similar to legislature in terms of their functions?

3. Who heads the legislature arm of the government?

4. Mention any **two** special groups of people represented in the parliament of Uganda.

i) _____

ii) _____

5. State any **two** duties of Uganda parliament.

i) _____

ii) _____

6. Mention any **two** administrators in the parliament of Uganda.

i) _____

ii) _____

7. What is a constituency?

8. When does a bill become a law?

9. What is a bill?

10. What term is given to the recorded proceedings in the parliament?

CORRECTIONS

Date: _____

Lesson hints:

Judiciary is headed by the chief justice.

People who compose the judiciary.

10. The chief justice
11. Deputy chief justice
12. The principle judge
13. Judges
14. Magistrates
15. Advocates (lawyers)

Duties of Chief Justice.

- He guides and mobilizes the judges and magistrates in their work.
- He is responsible for the swearing in of important political people e.g president and vice president.
- Heads the Supreme Court.
- He disciplines the judges and magistrates out of order.
- It determines whether the law has been broken.

Duties of the Judiciary.

- To interpret the law to the people.
- To settle cases in courts of law.
- To punish law breakers.
- To settle disputes and conflicts.
- To protect the rights of citizens through constitutional rules.
- To apply the law.

NOTE:

- *Supreme court is the highest court in Uganda.*
- *People who are not satisfied with the way their cases are handled in the lower courts, appeal to the Supreme Court.*

ACTIVITY:

1. Who heads the judiciary arm of government?

2. Mention any **two** groups of people who make up the judiciary arm of the government.

i) _____

ii) _____

3. What name is given to the highest court in Uganda?

4. State any **one** duty of the Chief Justice.

5. How is judiciary similar to local council I in terms of their work?

6. Give any **two** duties of the Judiciary.

i) _____

ii) _____

7. Which organ of government is responsible for punishing law breakers in Uganda?

8. Who heads the supreme court of Uganda?

9. To which arm of government do the lawyers belong?

CORRECTIONS

Examples of courts:

- Juvenile courts
- Magistrate court
- High courts
- The Supreme Court.
- Court of Appeal.
- Anti – corruption court.

Juvenile court:

This is a court that deals with children who have committed crimes.

High court:

This is a court that deals with the most serious civil cases.

Examples of special courts:

- Constitutional court
- Industrial court.
- The court martial.
- Local council court.

Magistrate courts:

It is headed by a magistrate.

A magistrate

Is an official who presides over the lowest courts of law.

Grades of magistrates:

- Chief magistrate
- Magistrate Grade III
- Magistrate Grade II
- Magistrate Grade I

Roles of the Chief Magistrate.

- He hears appeals from Grade II and Grade I courts.

- He hears appeals from local council courts.
- He is in charge of district court.

The magistrates have the following duties:-

- They are in charge of lowest courts.
- They are called law magistrates.

High court:

- It consists of principle judge and fourteen judges appointed by the president.
- They hear serious civil and criminal cases.

Court of Appeal:

- Is the second highest cour in Uganda after the supreme court.
- It is headed by the Deputy chief Justice.
- Handles appeals from high courts.

The supreme court:

- It is the highest court of Uganda.
- It is the last and final court of appeal in Uganda.
- It is headed by the Chief Justice.
- It consists of more than five judges appointed by the president.
- Court Registrar is responsible for the day to day administration of the supreme court.
- A panel of judges is called Bench.

Constitutional court:

It interprets the constitution.

Industrial court:

It hears disputes mainly between employers and employees.

The court martial:

It handles cases involving army personnel who violated Army ethics and regulations.

Local council court:

- It deals with minor civil cases in their localities.
- They don't handle cases like rape, robbery, defilement of children, treason etc

Ant-corruption courts

They handle officials who have abused their authority (office)

ACTIVITY:

1. What are courts?

2. Name the court that deals with young people who are not yet adults.

3. In which court are army personnels who have violated Army ethics and regulations tried?

4. What title is given to the person responsible for the day to day administration of the Supreme Court?

5. Name the court that handles disputes between employees and employers.

6. State any **two** duties of the chief magistrate.

i) _____

ii) _____

7. Give any **two** examples of cases tried in courts of Uganda.

i) _____

ii) _____

lesson 6: The constitution

lesson hints:

constitution is a set of laws by which a country is governed.

Functions of constitution

- ❖ It promotes National unity.
- ❖ It promotes peaceful transition of leadership.
- ❖ It promotes the rights of the citizens.
- ❖ Promotes good governance.
- ❖ Used to settle cases.

Relationship between constitution and elections.

- ❖ Constitution sets the duration for conducting general elections.
- ❖ Constitution sets conditions to participate in general elections.
- ❖ Constitution sets conditions for aspiring candidates.

Constitutional development in Uganda since independence.

1962 constitution:

It was the constitution that led Uganda to independence.

1966 constitution:

- ❖ It was known as the pigeon hole constitution.
- ❖ It was written after the conflict between the president Edward Mutesa II and the prime minister Dr. Apollo Obote.
- ❖ It was not popular because it was not discussed by the members of parliament.

1967 constitution:

It was mainly known as Republican constitution.

The people who wrote the Republican constitution were:

- Godfrey Lukongwa Binaisa
- Kofi Crable who was a Ghananian.

Results of the Republic constitution.

- ❖ All kingdoms were abolished.
- ❖ The president was given more powers to rule the country than the prime minister.
- ❖ Uganda became a Republic.

1995 constitution.

- ❖ It replaced the 1967 Republican constitution.
- ❖ It was different from other constitutions in Uganda because the views were collected from the majority of the citizens throughout Uganda.
- ❖ That is why the 1995 constitution was referred to as the people's constitution.
- ❖ Justice Benjamin Odoki headed the constitutional commission that collected views from the majority of the citizens throughout Uganda on the new constitution.
- ❖ Constituent Assembly Delegates (CAD) were elected in 1994.
- ❖ Constituent Assembly Delegates refers to a group of elected representatives with the power to make or change a country's constitution.
- ❖ Mr. Stephen Akabway was the chairperson of the Interim Electoral Commission that organized the elections of CAD's
- ❖ Late Hon. James Wapakhabulo was the chairperson of the constituent Assembly.
- ❖ Professor Victoria Mwaka was the deputy chairperson of the constituent Assembly.
- ❖ In 1995, the constitution was debated and finalized.
- ❖ On 8th October, 1995, the 1995 constitution was promulgated/adopted at the constitutional square formally known as city square.

ACTIVITY:

1. What do you understand by the term constitution?

2. Name the constitution that led Uganda to independence.

3. Which constitution made abolished all kingdoms in Uganda?

4. Name **two** people who wrote the 1967 Republic constitution.

i) _____

ii) _____

5. Which constitution was also known as a pigeon hole constitution?

6. In which year did Uganda become a Republic?

7. State any **two** results of the 1967 Republic constitution.

i) _____

ii) _____

8. Why do we remember late Hon. James Wapakhabulo in the history of Uganda?

9. Give **two** ways in which a constitution is important to a country.

i) _____

ii) _____

10. What important event took place in Uganda on 8th October, 1995?

11. Why do you think the **1995** constitution was different from any other constitution in Uganda?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 7: Duties of the government

Lesson hints:

Duties of the government.

- ❖ To protect people and their property.
- ❖ To uphold the constitution of the Republic of Uganda..
- ❖ To maintain peace and security in the country.
- ❖ To build and maintain government hospitals.
- ❖ To paying civil servants.
- ❖ Constructing and maintaining major roads and railways.
- ❖ To maintain Uganda's interests within and outside the country.
- ❖ To promote democracy and rule of law.
- ❖ To make a National budget.
- ❖ To handle foreign affairs and sanity of the nation.

Examples of social services provided by the government to its people.

- Communication service
- Health service
- Security service
- Electricity service
- Transport service
- Education service. etc

ACTIVITY:

1. What are social service centres?

2. Mention any **two** social services provided by the government to its people.

i) _____

ii) _____

3. Mention any **two** social service centres.

i) _____

ii) _____

4. What is banking?

5. Give **two** reasons why it is important to have a government in a county.

i) _____

ii) _____

6. Where do people in your district keep their money safely?

7. Which bank in Uganda prints new money?

8. What title is given to the person who heads the central bank in Uganda?

9. What is transport?

CORRECTIONS

Communication is the sending and receiving of messages.

Communication media is grouped into two namely:-

Modern communication: It is the means of communication that have been used for long periods in Africa like Drums, whistles, fire horn etc.

Types of communication.

- Modern communication eg. radio TV. letters, newspapers etc.
- Non verbal e.g gestures and body language.

Forms of communication.

- Traditional communication.
- Modern communication.

Traditional ways of communication:

By drumming,	By use of horns,	By whistling
By clapping,	Use of smoke signals,	Use of Ashes
Ululation,	Sending special messengers.	

Modern means of communication:

Radio	Television	Magazines	Newspapers
Telephones	Write letters	Internet	Telegrammes
Bill boards	Walk talkies	Letters	Fax

Government owned Newspapers.

- The new vision
- Bukedde
- Orumuri
- Etop
- Rupiny

Uses of Radios.

- For communication
- For entertainment
- Radio stations employ people
- Are sources of revenue through taxation.

Privately owned newspapers in Uganda.

- Monitor
- Red pepper
- Weekly observer

Importance of communication.

- It helps to promote trade.
- It helps to promote unity.
- It promotes peace.
- It helps people to know what is happening around the world.
- It provides employment.
- It promotes development in the country.

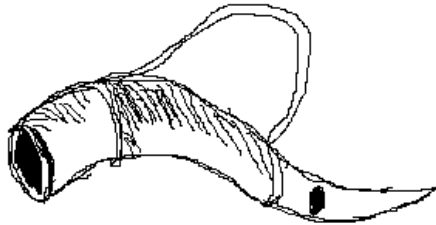
Barriers of communication / factors affecting effective communication.

- Too much noise
- Ignorance
- Political interference
- Difficulty in language
- Poor network
- High cost of some communication means.
- Shortage of capital to install communication lines.
- Poor transport network.

ACTIVITY:

1. What is communication?

2. Name this means of communication.



3. State any **two** ways in which communication is important to a country.

i) _____

ii) _____

4. Give any **two** factors that slow down communication in Uganda.

i) _____

ii) _____

5. Give any **two** uses of radios to people.

i) _____

ii) _____

6. Write UCC in full.

7. Name any **two** newspaper companies in Uganda.

i) _____

ii) _____

8. Why newspapers not commonly used in rural areas?

9. Why is a radio regarded as a mass media communication?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 9: Sources of Government income.

Lesson hints:

Revenue is the government income.

Income: is the amount of money earned by a person, company or government
e.g from work, investing money, from business.

Source of government income.

- ❖ Taxes,
- ❖ Grants,
- ❖ Donations,
- ❖ Court fines,
- ❖ Licenses,
- ❖ Tourism
- ❖ Agricultural exports,
- ❖ Sale of minerals,
- ❖ Privatization

Note: The main source of government revenue is taxation.

Taxation:

This is the system of collecting money as taxes.

Taxes – money paid by people to government in order to provide public service.

Types of taxes:

1. Direct taxes
2. Indirect taxes.

Direct tax:

This is tax collected directly from the person who pays it.

Examples of direct tax:

- **Income tax:**

- This is the amount of money paid to the government according to how much you earn.
- It is usually paid by the civil servants, business people etc.

- **Pay As You Earn (PAYE)** - Is an example of an income tax.

This is tax paid by the people on the commercial buildings they own.

People exempted from paying taxes in Uganda.

- Students
- Prisoners
- House wives
- Elders.

Indirect tax: This is tax paid by the final consumers of goods and services.

This tax is paid in form of price increase on goods and services. It is passed on by the traders to the consumer (user of the products)

Examples of indirect tax:

Excise duty: This is tax paid on locally manufactured goods i.e goods made within a country.

It is also imposed on any exports of a country e.g agricultural produce.

Value Added Tax (VAT)

- ❖ This tax is added to the price of goods and services.
- ❖ This is tax charged on imports, locally manufactured goods, goods supplied for sale and services.

- ❖ It was introduced in 1996 in Uganda.
- ❖ It is charged value added a commodity.

Customs duty:

This is tax charged on goods that are imported/entering a country.

It is called Import tax.

Note:

Grants: this is foreign and given to a country to solve particular problems and to be paid back without interests.

Loan: This is money given to a country by another country to promote development and paid back with interests.

Donations: This is foreign aid given to any country according to the needs a country may be having e.g finances, materials, equipment.

Fine: Money charged from people who have been found guilty for breaking the law within Uganda.

ACTIVITY:

1. What term is given to the government income?

2. Mention any **two** sources of government income.

i) _____

ii) _____

3. In which year was **VAT** introduced in Uganda?

4. Write any **two** groups of people exempted from paying taxes in Uganda.

i) _____

ii) _____

5. Mention any **two** groups of people exempted from paying taxes in Uganda.

i) _____

ii) _____

6. Write the following in full.

i) PAYE

ii) V.A.T

7. State the difference between excise duty and customs duty.

8. How is a loan different from a grant?

CORRECTIONS

Lesson hints:

URA is the body in charge of collecting government income through taxes.

Duties of Uganda Revenue Authority.

- It collects taxes.
- It assess tax payers.
- Educates the public about the importance of paying taxes i.e tax education.
- Fights / controls smuggling/Enforces laws against smuggling.

Problems affecting revenue collection.

- Smuggling of goods.
- Corrupt revenue officers.
- Tax defaulting (This is failure to pay tax)
- Tax evasion (This is the dodging of paying taxes)
- Tax avoidance (This is the act of not paying tax by under declare their wealth)

Solutions to problems facing revenue collection.

- By employing honest and faithful revenue officers.
- By giving favourable salaries and benefits to revenue officers.
- By improving on the methods of collecting taxes.

Note:

- *Special Revenue Protection Service (SRPS) has been set up to curb/control smuggling.*
- *SRPS replaced the Anti-smuggling Unit (ASU)*
- *Smuggling is the illegal importation or exportation of goods.*

Dangers of smuggling.

- It leads to low revenue collection.
- Expired goods can be smuggled into the country.
- It lowers market for locally manufactured goods.
- Dangerous and poor quality goods can be imported.

Solution to smuggling.

- Arresting and prosecuting smugglers.
- Enforcing strict laws against smuggling.
- Imposing fair taxes on goods.
- Empowering the office of the inspector General of government 109.
- Increasing tax monitoring.

ACTIVITY:

1. Write **URA** in full.

2. State the main work of the **URA** in Uganda.

3. Which section under URS fights against smuggling in Uganda?

4. State any **two** problems facing revenue collection in Uganda.

i) _____

ii) _____

5. Give any **two** solutions to the problems facing revenue collection in Uganda.

i) _____

ii) _____

6. What is smuggling?

7. State any **one** solution to smuggling in Uganda.

8. Apart from collecting taxes, state any **two** other duties of URA in Uganda.

i) _____

ii) _____

9. Write S.R.P.S in full.

10. State any **two** dangers of smuggling to a country.

i) _____

ii) _____

CORRECTIONS

It is the financial plan showing incomes and expenditure for a given period of time.

National budget:

It is the financial plan showing income and expenditure for the country in a given period of time.

Parts of a budget.

- Income
- Expenditure

Income is the amount of money earned.

Expenditure is the amount of money to be spent.

How the government spends its revenue:

- Providing education services.
- Providing health services.
- Maintenance and construction of roads.
- Improving on agriculture.
- Improving on security e.g buying of weapons, paying salaries of the army, police, prisons and other local defense units.
- Paying salaries / Gratuity and pensions.
- To meet administrative costs.
- Repayment of loans.

Importance of budgeting to a country.

- It helps government to identify its sources of income.
- Promotes effective and proper planning.
- It helps government to know its expenditure.
- It helps to avoid wastage due to unplanned expenditure.
- It promotes accountability.
- It helps the government to cater for priorities e.g Universal Education, salaries, security etc.

Note: *The ministry of finance and Economic planning is responsible for preparing a National budget in Uganda.*

ACTIVITY:

1. Give the meaning of the term budget.

2. What is a national budget?

3. Which ministry is responsible for preparing the National budget in Uganda?

4. State any **two** ways the government spends its money.

i) _____

ii) _____

5. Why is it important for the government of Uganda to prepare the National budget?

6. What is a family budget?

7. Give **two** reasons why it is important for schools to prepare a budget.

i) _____

ii) _____

8. State the difference between income and expenditure.

9. Give **one** way you can spend your pocket money wisely.

10. Mention the **two** parts of a budget.

i) _____

ii) _____

11. Who is the current minister of finance and economic planning in Uganda?

[illegible]

SPELLING GAME:

Tekart Learning Five SST Work Book Term 3

Lesson hints:

There are three types of budget.

- ❖ Surplus budget
- ❖ Balanced budget
- ❖ Deficit budget

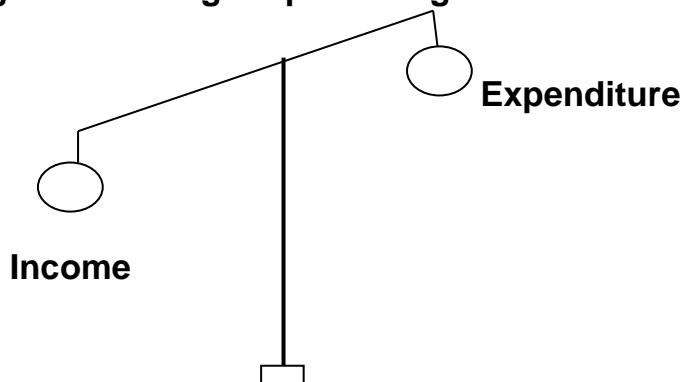
Surplus budget

This is the type of budget whereby income is greater than the expenditure or expenditure is lower than the income.

Advantages of surplus budget.

- ❖ It controls borrowing.
- ❖ Promotes savings and investment.
- ❖ Improves people's living standards.
- ❖ Promote development.
- ❖ Improves income generation (investment).

Diagram showing surplus budget.



Balanced budget:

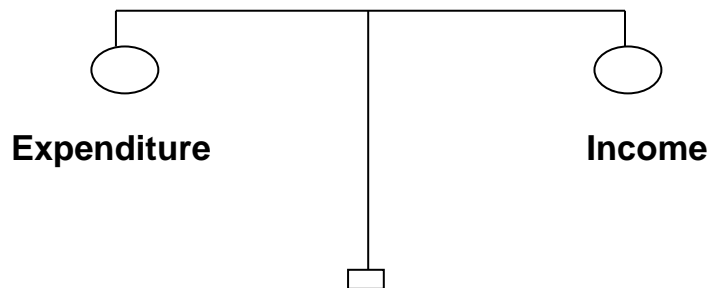
This is the type of budget where by income is equal to expenditure.

- Balanced budget is also called equilibrium budget.

Dangers of balanced budget.

- It doesn't promote development.
- There is no savings and investment.
- There is no improvement in the people's way of life.

Diagram showing balanced budget.



Deficit budget:

This is the type of budget whereby expenditure is greater than income.

Causes of a deficit budget:

- | | |
|---|-----------------------------|
| ❖ Unplanned expenditure. | ❖ Low levels of investment. |
| ❖ Fall in prices of exports. | ❖ Constant wars. |
| ❖ Unreliable sources of income. | ❖ Corruption. |
| ❖ Failure to exploit natural resources. | ❖ Smuggling of goods. |

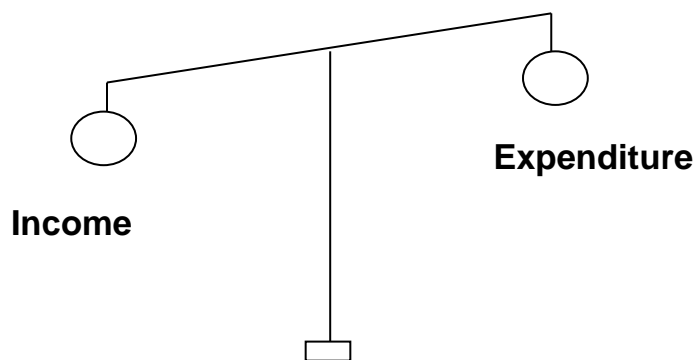
Disadvantages of deficit budget.

- ❖ It leads to over dependence.
- ❖ It doesn't promote developments.
- ❖ The government will fail to provide all the necessary social services to its people.
- ❖ Promotes poor living standards.
- ❖ Limits savings and investments.
- ❖ It leads to debts.

Solutions to problems associated to a deficit budget.

- ❖ By diversifying the exports to increase foreign exchange.
- ❖ By widening tax base.
- ❖ By privatizing industries in order to increase productivity, efficiency and employment.
- ❖ Mechanization of agriculture.
- ❖ By encouraging foreign investors to set up industries in order to get tax.
- ❖ By getting loans from international institutions.

Diagram showing deficit budget.



ACTIVITY:

1. Name the two parts of a budget.

i. _____

ii. _____

2. How is a **surplus budget** different from a **deficit budget**?

3. State any **two** advantages of surplus budget to a given country.

i) _____

ii) _____

4. Give any **two** conditions that may lead to a deficit budget.

i) _____

ii) _____

5. State any **two** dangers of a deficit budget.

i) _____

ii) _____

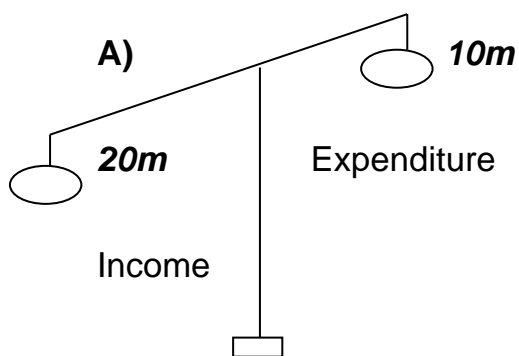
6. Mention any **two** solutions to a deficit budget.

i) _____

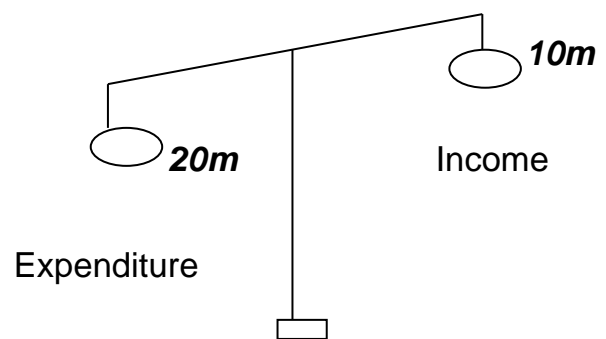
ii) _____

7. Which type of budget encourages development in a country?

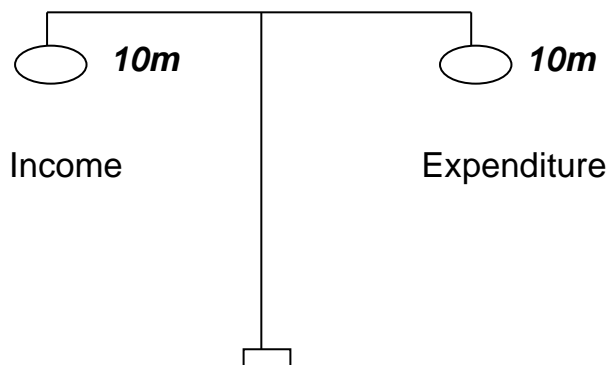
8. Name the following types of budget.



B)



C)



9. Mention the type of budget that discourages development in a country.

10. Why is it important for families to prepare a budget?

[illegible]

Date: _____

SPELLING GAME:

Lesson 13: The rights of citizens.

Lesson hints:

Rights:

These are natural freedoms that people have.

What citizens must have / basic needs.

- ❖ Food
- ❖ Clothes
- ❖ Security
- ❖ Shelter
- ❖ Water
- ❖ Education
- ❖ Medical care

Human rights:

These are basic freedoms of human beings.

Note: People have to be treated fairly regardless of the following: race, colour, sex, language, religion and social origin.

Uganda Human Rights Commission has been set up in Uganda to perform the following duties;

- ❖ To investigate violation of human rights.
- ❖ To fight the misuse of human rights.
- ❖ To promote human rights.
- ❖ To inspect prisons and jails.
- ❖ To educate citizens about their rights.
- ❖ To receive complaints from people who feel that their rights have been violated.

Examples of human rights.

- ❖ Right to have life or live.
- ❖ Right to own property and privacy of home.
- ❖ Right to fair hearing in courts of law.
- ❖ Freedom of speech, worship and assembly.
- ❖ Freedom of expression, movement and association.
- ❖ Right to access public information.
- ❖ Right to a clean and healthy environment.

Protection of human rights

- ❖ Uganda government has set up UHRC to protect and promote human rights.

- ❖ A person whose rights have been abused can report to courts of law for redressing.
- ❖ The parliament has made laws to protect human rights.
- ❖ Right to belong to a tribe, clan and lineage.
- ❖ Freedom from discrimination on the basis of race, sex, religion etc.

ACTIVITY

1. What are human rights?

2. Write UHRC in full.

3. State any **two** duties of UHRC in Uganda.

i) _____

ii) _____

4. Give any **two** human rights in Uganda.

i) _____

ii) _____

5. In which one way is Uganda's government protecting human rights?

CORRECTIONS

Date: _____

Lesson 14: Responsibilities of citizens.

Lesson hints:

Responsibility:

Refers to a duty of taking care of somebody or something.

Citizen:

- ❖ This is a person who has legal rights to belong to a country.
- ❖ All people who are recognized by the government to belong to our country.
- ❖ Citizenship is the legal right to belong a particular country.

How one can become a citizen of Uganda.

- **By birth** (any one born by parents who are Ugandans)
- **By registration** (A foreigner who registers with the immigration department of Uganda government to belong to a country) under the Ministry of Internal Affairs.
- **Naturalization:** (A person who has spent many years in Uganda).
- **By decent:** (A person whose ancestors, were Ugandans)
- **By adoption:** (This is a person who has been brought up by parents who are Ugandans).

How someone can lose citizenship of Uganda.

- ❖ If a person becomes a citizen of another country.
- ❖ If a person joins the army of an enemy country to Uganda.
- ❖ If a person spies on his/her country for another country.

Responsibilities of citizens.

- ❖ To keep law and order (main).
- ❖ To pay taxes promptly.
- ❖ To take part in self help projects.

- ❖ To be an eye and ear of the government (i.e to give advice and information to the police to prevent crimes and violence).
- ❖ To respect the freedom and rights of other citizens.
- ❖ To respect the country's national attributes.etc

ACTIVITY.

1. Give the major responsibility of every citizen of Uganda.

2. Who is a citizen?

3. Give any **two** ways in which someone can become a citizen of Uganda.

i) _____

ii) _____

4. Under which ministry is the immigration department of Uganda?

5. Who is a citizen by the following ways:

a) By birth

b) By descent

c) By naturalization _____

d) By registration

e) By adoption

6. In which **two** ways may a person lose his/her citizenship in Uganda?

i) _____

ii) _____

7. Give any **two** duties of citizens in Uganda.

i) _____

ii) _____

8. Which ministry in Uganda is responsible for registering citizens and issuing passports?

9. How can citizens maintain law and order?

10. What do you understand by the term citizenship?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 15: Child abuse

Lesson hints:

Child abuse:

- ❖ This is the denial/violation of children's rights.

OR

- ❖ This is a crime of harming a child in a physical, sexual or emotional way.
- ❖ A child in Uganda is a young person below the age of eighteen years.

Causes of child abuse.

- ✓ Poverty,
- ✓ Alcoholism,
- ✓ Death of parents,
- ✓ Wars
- ✓ Separation of parents,
- ✓ Drug abuse,
- ✓ Ignorance.

Examples of child abuse.

- Defilement
- Beating
- Child labour
- Kidnapping
- Child sacrifice
- Denial of food.

Children's rights: These are the freedoms children are supposed to get in life.

Examples of children's rights:

Right to food,	Right to shelter,	Right to education
Right to medical care,	Right to clothes,	Right to speak with respect
Right to be protected,	Right to play	Right to have a name.

Effects of child abuse.

- ❖ It leads to death of children.

- ❖ It causes injuries to the child.
- ❖ It leads to street children.
- ❖ It deteriorates children's health.

Suggested solutions to child abuse.

- ❖ People found guilty of child abuse should be imprisoned.
- ❖ People should be educated about children's rights.
- ❖ Heavy fines should be imposed on people who abuse children's rights.
- ❖ Children should be educated about their rights.

How children may lead to the abuse of their rights.

- ❖ By stealing household property.
- ❖ Failure to perform duties.
- ❖ By accepting gifts from strangers.
- ❖ Staying in lonely places.
- ❖ By walking alone at night.
- ❖ Failure to respect parents and elders.

Causes of street children in Uganda today.

- ❖ Denial of basic needs like food, shelter, education etc.
- ❖ Insecurity in villages
- ❖ Heavy punishments at home.
- ❖ Death of parents.
- ❖ Separation of parents.
- ❖ Heavy domestic work.

Groups of people who may abuse children's rights.

- ❖ Fellow children
- ❖ Kidnappers
- ❖ Parents of the children
- ❖ Step parents.
- ❖ Community members.
- ❖ Insane people
- ❖ Drug addicted people.

ACTIVITY:

1. What is child abuse?

2. What are children's rights?

3. State any **two** causes of child abuse.

i) _____

ii) _____

4. Give any **two** causes of child abuse.

i) _____

ii) _____

5. Mention any **two** children's rights.

i) _____

ii) _____

6. Give any **two** ways children lead to abuse of their rights.

i) _____

ii) _____

7. Give **two** reasons why street children have increased in Uganda.

i) _____

ii) _____

8. Give **two** problems facing street children.

i) _____

ii) _____

9. State any **two** effects of child abuse.

i) _____

ii) _____

10. Mention **two** groups of people who practice child abuse.

Lesson 16: Child labour

Lesson hints:

Child:

Is any person below 18 years of age.

OR

Is a person who is not an adult.

Labour:

- ❖ Refers to work most especially physical work.
- ❖ Also refers to people who work in a country or company.

Child labour:

This is where children are involved in doing heavy physical work.

Causes of child labour:

- ❖ Child neglect by parents
- ❖ Desire for money by parents.
- ❖ Few people to do work at home.
- ❖ Ignorance of the parents.
- ❖ Death of parents.
- ❖ Lack of basic needs.
- ❖ Excessive desire for money by children.

Examples of child labour.

- ❖ Working in building sites.
- ❖ Working in stone quarries.
- ❖ Carrying heavy things for people.
- ❖ Mining sand.
- ❖ Doing a lot of domestic work.

- ❖ Working as house maids.
- ❖ Hawking goods in towns.

Note:

The Vice Chairperson is responsible for children's affairs on the local council I committee.

Ways of controlling child labour.

- ❖ By encouraging people to care for their children.
- ❖ By enforcing strict laws against child labour.
- ❖ By educating people about the dangers of child labour.
- ❖ By imposing heavy punishment on people who practice child labour.

ACTIVITY:

1. What is child labour?

2. Suggest any **two** causes of child labour.

i) _____

ii) _____

3. State any **three** examples of child labour.

i) _____

ii) _____

iii) _____

4. Suggest any **two** solutions to child labour.

i) _____

ii) _____

5. Name the local council I executive member responsible for children's affairs.

CORRECTIONS

- ii) _____
- iii) _____
3. To which organ of the government do teachers belong?
- _____
4. Who heads the legislature arm of the government?
- _____
5. What is a bill?
- _____
- _____
6. State two duties of Uganda Parliament.
- i) _____
- ii) _____
7. Which organ of government is responsible for punishing law breakers in Uganda?
- _____
8. What do you understand by the term National Constitution?
- _____
- _____
9. Which constitution made all kingdoms to be abolished in Uganda?
- _____
10. Name any two sources of government income.
- _____
11. Write the following in full:
- i) P.A.Y.E _____
- ii) V.A.T _____

iii) U.R.A _____

iv) S.R.P.S _____

12. Mention **two** structures of budget.

i) _____

ii) _____

13. Which ministry is responsible for preparing National budget in Uganda?

14. Which type of budget encourages under development in a country?

15. Who is a citizen in Uganda by descent?

CORRECTIONS

TOPIC 12: POPULATION SIZE AND DISTRIBUTION

Lesson 1: Population terms

Lesson hints:

Population:

This is the total number of people living in a given area.

Population distribution:

This is the way people are spread in a given area.

Population census:

This is the official counting of people in an area.

Population explosion:

This is the sudden increase in the number of people in an area.

Population density:

This is the number of people in an area per square kilometer.

Population growth:

This is the increase in the number of people in an area.

Sparse population:

This is when an area has few people than the size of land.

Population structure:

This is the composition of people in terms of age and sex.

ACTIVITY:

1. What term is used to mean the total number of people living in a particular area?

2. State the meaning of each of the following terms:

a) Population explosion

b) Dense population

3. What do we call the composition of people by age and sex?

4. What is population distribution?

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 2: Population census

Lesson hints:

Population census:

Is the official counting of people in a country and recording various facts.

Teenager:

Is a person who is between 13 – 19 years.

Enumerators:

These are the people trained to register people and collect information during population census.

Census night

This is the night before census is carried out.

Ministry of Finance and Economic planning:

Is responsible for carrying out population census.

The Uganda Bureau of Statistics (UBOS) is the body responsible for carrying out population census.

Population census in Uganda is carried out after **every ten years**.

Reasons why population census is carried out after every ten years in Uganda.

- ❖ Shortage of funds.
- ❖ Illiteracy among the people.
- ❖ Ignorance of the people.
- ❖ Insecurity in some areas of the country
- ❖ Difficulty in transport.

- ❖ False information given

Importance of carrying out population census to a country.

- ❖ It helps the government to know the number of people so as to plan for social services for them.
- ❖ It helps to know the death rates of people.
- ❖ It helps to know the living standards of people.
- ❖ It helps to know the level of illiteracy in the country.

Types of information collected during population census.

- ❖ Age of the people.
- ❖ Number of children produced by couples.
- ❖ Sex of the people.
- ❖ Religious status.
- ❖ Marital status. etc

ACTIVITY:

1. What is population census?

2. Who is a teenager?

3. What name is given to the well trained people who carry out population census?

4. Which ministry in Uganda is responsible for carrying out population census?

5. What is **census night**?

6. State any **two** importance of carrying out population census to a country like Uganda.

i) _____

ii) _____

7. Mention any **two** types of information collected during population census.

i) _____

ii) _____

8. After how long is population census supposed to be conducted in Uganda?

9. State **two** reasons why population census is conducted after the period you have stated in (8) above.

i) _____

ii) _____

10. State any **two** problems that may be faced during the population census exercise.

i) _____

ii) _____

CORRECTIONS

Lesson 3: Population growth

Lesson hints:

Population growth:

Is the gradual increase in the number of people in an area or a country.

Factors that influence population growth.

- ❖ High fertility rate among women
- ❖ Improved medical services.
- ❖ Plenty of food to feed the population.
- ❖ Early marriages among teenagers.
- ❖ Polygamous marriage. (families).
- ❖ Ignorance about family planning methods.

Ways of controlling population growth:

- ❖ Promoting family planning.
- ❖ Giving gifts to small families.
- ❖ Legalizing abortion.
- ❖ Discouraging early marriages.
- ❖ Promoting girl child education.
- ❖ Discouraging polygamy.

Cultural factors that lead to population growth:

- ❖ Forced/early marriages.
- ❖ Polygamy
- ❖ Producing children for prestige.

Natural disasters that may reduce the number of people.

- ❖ Floods
- ❖ Famine
- ❖ Lightning
- ❖ Volcanic eruption
- ❖ Diseases etc

Human or Artificial hazards that may reduce the number of people.

- ❖ Motor accidents
- ❖ Fire outbreaks
- ❖ Wars
- ❖ Water and food poisoning
- ❖ Plane crash

ACTIVITY:

1. State the difference between **population growth** and **population census**.

2. Give any **two** factors that can lead to population growth.

i) _____

ii) _____

3. Mention **two** ways the government of Uganda can control population growth.

i) _____

ii) _____

4. Give **two** human factors that can lead to population growth.

i) _____

ii) _____

5. Write down **two** cultural factors which can lead to population growth.

i) _____

ii) _____

6. Give **one** way in which water can be poisoned.

7. Mention **two** natural hazards that can reduce the number of people in an area.

i) _____

ii) _____

8. Give **two** artificial disasters that can reduce the number of people in the country.

i) _____

ii) _____

9. Write **two** advantages of a high population to a country.

i) _____

ii) _____

10. State **two** problems caused by a high population to a country.

i) _____

ii) _____

Corrections

- ❖ Good Climate
- ❖ Presence of fertile soils.
- ❖ Presence of reliable rainfall
- ❖ Better social services in an area.
- ❖ Government policy
- ❖ Political status

Areas that are densely populated.

- ❖ Around lakes and rivers (water bodies)
- ❖ Urban areas (cities, towns and trading centres) etc

Reasons why areas around lakes and rivers are densely populated.

- ❖ Presence of reliable rainfall.
- ❖ Presence of fishing grounds.
- ❖ Presence of fertile soils for growing crops.
- ❖ Presence of a cool climate.

Problems facing people in Urban areas.

- ❖ Traffic jam and congestion.
- ❖ Food shortage.
- ❖ High crime rate.
- ❖ High cost of living.
- ❖ Poor accommodation.etc

Reasons why urban areas are densely populated.

- ❖ There are many jobs.
- ❖ Improved security.
- ❖ High standards of living.
- ❖ Trade opportunities.

Why agricultural rich areas are densely populated.

- ❖ Presence of fertile soil for growing crops.
- ❖ Presence of plenty of food.
- ❖ Cool climate.

Why most mountainous areas are densely populated.

- ❖ Some have minerals that are mined.
- ❖ Presence of fertile soil for growing crops.
- ❖ Presence of favourable climate (reliable rainfall)

Why plateau areas are densely populated.

- ❖ Presence of fertile soil for growing crops.
- ❖ Presence of lakes and rivers which promote fishing.
- ❖ Presence of reliable rainfall.
- ❖ It provides space for building social service centres.
- ❖ It helps in mining minerals.

Areas that are sparsely populated.

- ❖ Semi-arid areas,
- ❖ swampy areas,
- ❖ steep slopes
- ❖ Cold mountains,
- ❖ areas where there is insecurity.

Reasons why semi-arid areas are sparsely populated.

- ❖ Presence of little rainfall.
- ❖ Presence of less pasture for the animals.

Note: Semi-arid climate is experienced in North Eastern Uganda.

Why swampy areas are sparsely populated.

1. Swampy areas sometimes flood and kill people.
2. Most disease vectors breed in swamps.
3. Poor roads especially during the wet season.

Note: swampy areas have clay soil.

ACTIVITY:

1. Why do you think some mountainous areas of Uganda are densely populated?

2. Mention any **two** areas that are densely populated in Uganda.

i) _____

ii) _____

3. Give any **two** areas that are sparsely populated in Uganda.

i) _____

ii) _____

4. State **two** reasons why areas around lakes and rivers are densely populated.

i) _____

ii) _____

5. Give **two** reasons why urban areas in Uganda are densely populated.

i) _____

ii) _____

6. Give **two** reasons why semi-arid areas of Uganda are sparsely populated.

i) _____

ii) _____

7. Which part of Uganda is found in semi-arid areas?

8. Write **two** reasons why swampy areas of Uganda are sparsely populated.

i) _____

ii) _____

9. Which type of soil is mainly found in swampy areas?

ii) _____

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Date: _____

Lesson 5: Factors that influence high and low population distribution.

Lesson hints:

Factors that lead to high population distribution / high population density.

- Reliable rainfall / favourable climate.
- Better medical and education service.
- Improved security and peace.
- Urbanization.
- Mineral resources
- Various economic activities.etc

Advantages of high population to a country.

- ❖ Creates a large tax base.
- ❖ Provides enough market.
- ❖ Provides cheap labour.
- ❖ There is proper use of available resources.
- ❖ Provides security.

Disadvantages of a high population.

- ❖ Leads to food shortage.
- ❖ Leads to land fragmentation
- ❖ High rate of unemployment.
- ❖ Easy spread of diseases.
- ❖ Leads to poor sanitation.

Factors that cause low population distribution / low population density.

- Unreliable rainfall
- Political instability/insecurity
- Pests and diseases.
- Unemployment

- Lack of better social services e.g health, transport, communication and education services.
- Natural disasters e.g earth quakes, landslides etc.

Advantages of a low population.

- ❖ There is low crime rate.
- ❖ It is easy to provide social services.
- ❖ Food is enough for the people.
- ❖ Enough social services.
- ❖ Enough employment opportunities.
- ❖ Enough accommodation.

Problems of a low population.

- ❖ Less income collected from taxes.
- ❖ Shortage of labour.
- ❖ Limited market for goods.
- ❖ Low level of production.
- ❖ Under use of available resources.

ACTIVITY:

1. Give the difference between high population density and low population density.

2. State **two** factors that influence population distribution.

i) _____

ii) _____

3. Which aspect of climate mainly influences human settlement?

4. Give any **two** factors that influence high population density.

i) _____

ii) _____

5. Write any **two** factors that influence low population distribution.

i) _____

ii) _____

6. Mention **two** advantages of a low population to a country.

i) _____

ii) _____

7. Write **two** disadvantages of a low population to a country.

i) _____

ii) _____

8. Give any **two** examples of social services that may influence population distribution.

i) _____

ii) _____

CORRECTIONS

Lesson 6: Effects of HIV / AIDS on population and economic production.

Lesson hints:

- ❖ **HIV** stands for Human Immunodeficiency Virus.
- ❖ **HIV** is a virus that can cause **AIDS**.
- ❖ **AIDS** stands for Acquired Immune Deficiency Syndrome.

General effects of HIV and AIDS on population.

- ❖ It leads to death of people.
- ❖ It leads to over spending in treating effects of **AIDS**.
- ❖ It leads to Isolation.
- ❖ It causes misery.

Economic effects of HIV and AIDS on the population.

- ❖ It leads to low labour supply due to death of people.
- ❖ It leads to death of energetic people who would do work.
- ❖ There is low market for goods due to the death of people.
- ❖ There is over spending on drugs in treating people infected with AIDS.
- ❖ It leads to loss of efficiency at work.

Social effects of HIV and AIDS.

- ❖ The death of people reduces population in an area.
- ❖ It has led to many orphans due to death of parents.
- ❖ It leads to isolation by other people.
- ❖ It causes misery and pain to the affected person.

Ways in which HIV and AIDS may be spread.

- ❖ Through having unprotected sexual intercourse with the infected person.
- ❖ Through blood transfusion with the infected blood or unscreened blood.
- ❖ Contact of wounds with blood of the infected person.
- ❖ Cultural practices like circumcision using unsterilized sharp objects.

Ways of preventing HIV and AIDS.

- Use of condom during sexual intercourse.
- Abstaining from sex.
- By going for blood test before marriage.
- Avoid sharing sharp objects with the infected person.
- Uninfected marriage couples should be faithful to each other.

ABC in AIDS prevention.

A – Abstain from sex.

B – Be faithful

C – condom use.

How the following groups of people can best prevent HIV / AIDS

Unmarried people - Abstinence from sex.

Married couples - Being faithful to one another.

NOTE:

- *People who suffer from AIDS are referred to as AIDS patients.*
- *The AIDS Support Organization (TASO) helps the AIDS patients in Uganda.*
- *Some services provided by TASO include: provision of Anti-Retroviral drugs, counseling services, relief and in terms of food, clothes.*

ACTIVITY:

1. Write the following abbreviations in full.

a) HIV _____

b) AIDS _____

2. How has **AIDS** affected the population of Uganda?

3. Give any **two** effects of **AIDS** on the economy of Uganda..

i) _____

ii) _____

4. How has **AIDS** affected people of Uganda socially?

5. Mention **two** ways in which **AIDS** may be spread.

i) _____

ii) _____

6. In which **two** ways can people prevent **AIDS**?

i) _____

ii) _____

7. Give **two** ways in which **AIDS** has affected the industrial development in Uganda.

i) _____

ii) _____

8. Name the Non-Government Organisation in Uganda that helps people who suffer from AIDS.

9. Write **TASO** in full.

10. State any **two** services provided by **TASO** to the **AIDS** patients in Uganda.

i) _____

ii) _____

CORRECTIONS

[illegible]

Lesson 7: Population explosion and population Density.

Population explosion.

Is the sudden increase in the number of people in a given area or country.

Causes of refugees.

- ❖ Wars (major cause)

- ❖ Political mistreatment.
- ❖ Famine
- ❖ Religious persecution
- ❖ Prolonged drought.

Population density: Is the number of people in an area per square kilometer.

How to determine population density.

Population Density = $\frac{\text{Total number of people}}{\text{Total area}}$ = People Sq Km²

$$PD = \frac{\text{Tot No. of people}}{\text{Area}} = \text{per km}^2$$

Example:

In Kampala, there are 200,000 people covering an area of 200 square kilometers.

Calculate the population density.

PD = $\frac{\text{Tot No of people}}{\text{Area per km}^2}$

$$= \frac{200,000}{200}$$

= 1000 people per km².

Solutions to high population densities.

- ❖ By encouraging family planning practices.
- ❖ By resettling people from over populated areas to low populated areas.
- ❖ By increasing production of food through modernization of agriculture.
- ❖ By encouraging well planned buildings.

- ❖ By creating more jobs by industrialization.
- ❖ By increasing national budget on the provision of social services.

ACTIVITY:

1. What is the major cause of refugees in Africa?

2. Who is a refugee?

3. State the difference between population explosion and population density.

4. In Arua, there are **100,000 people** living in an area of **500 square kilometers**. Calculate the population density.

5. Mbarara has a population density of **500 people** per square kilometer. Calculate the total number of people in Mbarara if it has a coverage of 500 square meters.

6. Mbale has a population of **300,000 people** with a population density of **300 people**. Calculate the area covered by the people in square kilometers.

7. Give any **two** solutions to high population density to a country like Uganda.

i) _____

ii) _____

CORRECTIONS

Date: _____

SPELLING GAME:

Lesson 8: Causes of migration today.

Lesson hints:

Rural-urban migration:

This is the movement of people from villages to towns for better settlement.

Causes of rural-urban migration.

- ❖ To look for better jobs.
- ❖ To look for better medical services.
- ❖ To look for better education.

Effects of rural-urban migration.

- ❖ Shortage of labour for agriculture in villages.
- ❖ It leads to increased population in towns.
- ❖ Leads to unemployment where they settle.

Urban-rural migration:

This is the movement of people from towns to villages for settlement.

Causes of urban-rural migration.

- ❖ High cost of living
- ❖ Unemployment
- ❖ After committing crimes in towns.
- ❖ High crime rates.
- ❖ Retirement from jobs.

Effects of urban-rural migration.

- ❖ It leads to shortage of labour in industries.
- ❖ It leads to low market for urban goods.

How government can control rural-urban migration.

- ❖ Provide better education in villages.
- ❖ Provide better medical services in villages.
- ❖ Encourage investors to build small scale industries in villages to provide jobs.
- ❖ Extending cheap electricity and piped water to villages.
- ❖ By improving security in some rural areas of Uganda.

ACTIVITY:

1. State the difference between rural-urban migration and urban-rural Migration.

2. Give **two** reasons why people move from villages to towns for settlement today.

i) _____

ii) _____

3. How does rural-urban migration affect agriculture in rural areas?

4. Why do people move from towns to villages for settlement?

5. How does urban-rural migration affect industrial development?

6. Why do you think there are many people in urban areas in Uganda?

7. Give **two** ways the government can control rural-urban migration.

i) _____

ii) _____

8. State any **two** problems faced by people living in urban areas of Uganda.

i) _____

ii) _____

CORRECTIONS

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Date: _____

SPELLING GAME:

Lesson 9: Urban-urban migration and rural-rural migration

Lesson hints:

Urban-urban migration:

This is the movement of people from one town to another town for better settlement.

Causes of urban-urban migration.

- ❖ Job transfers
- ❖ Looking for market for their goods.
- ❖ After community crimes in one town.
- ❖ To enjoy better social services.

Effects of urban-urban migration.

- ❖ Shortage of market where they left.
- ❖ Shortage of labour where they left.

Rural-rural migration:

This is the movement of people from one village to another village from settlement.

Causes of rural-rural migration:

- ❖ Shortage of land.
- ❖ Looking for water and pasture.
- ❖ Internal and external conflicts.
- ❖ Looking for fertile land for growing crops.

Effects of rural-rural migration.

- ❖ It leads to low population where they left.
- ❖ It leads to displacement of people where they settle.
- ❖ It leads to high population where they settle.
- ❖ It leads to conflicts with original people.

ACTIVITY:

1. What is urban-urban migration?

2. Give **two** causes of urban-urban migration.

i) _____

ii) _____

3. What is rural-rural migration?

4. State any **two** causes of rural-rural migration.

i) _____

ii) _____

[illegible]

Date: _____

SPELLING GAME:

TOPICAL TEST:

1. Define the term population.

2. Why is family planning important in Uganda?

3. What is referred to as population structure?

4. List **four** advantages of having a small family.

i) _____

ii) _____

iii) _____

iv) _____

5. Why should the government of Uganda check the population growth?

6. What is meant by the term “**census night**?”

7. Differentiate between a population density and sparse population.

8. Mention any **two** problems caused by a high population density.

i) _____

ii) _____

9. Outline any **two** problems caused by a high population density.

i) _____

ii) _____

10. What are the **disadvantages** of the low population to a country?

11. Find the population density of Kikajjo Trading Centre with the Population of 12,000 people covering an area of 300 square kilometers.

12. List any **two** districts in Uganda with a low population.

i) _____

ii) _____

13. Suggest **one** factor which influences population distribution.

14. Write D.P.O in full.

15. Mention any problem faced during population census.

CORRECTIONS

UNFAMILIAR TERMS

Abrogate	-	To abuse or end a constitution.
Alliance	-	Union formed by parties, organization or friends.
By-laws	-	Laws made by local euthenics in a district.
Constitutional crisis	-	Situation where rules are not followed.
Encroachment	-	To settle in a gazette area.
Enumerators	-	Officials who register people during population census.
Fluctuation	-	The unstable numbers or prices of commodities on market.

LIST OF IMPORTANT EVENTS IN UGANDA.

1905	Sir Hesketh becomes the first British Governor in Uganda.
1912	Out break of Lamogi Rebellion against the British.
1914	Out break of the 1 st World War.
1918	End of the 1 st World War.
1921	Formation of Legco
1952	UNC is formed
1953	Sir Andrew Cohen exiled Muteesa.
1955	Muteesa II returns from exile .
1961	Uganda gets self government by Ben Kiwanuka.
1962	Uganda gains Independence.

1966	Constitution abrogation by Obote.
1973	Restoration of Kingdoms.
1995	Promulgation of the Constitution.
1997	U.P.E introduced in Uganda.

