



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

O' LEVEL

SENIOR ONE

SELF STUDY MATERIALS

HUMANITIES PACKAGE



History and Political Education

Senior 1 Term 1

Lesson 1: The Relationship between History and Political Education

By the end of this lesson, you should be able to:

1. define the terms history and political education.
2. explain the relationship between history and political education.
3. understand the importance of studying history and political education.

Materials you will need:

- Pen
- Notebook

Instructions:

1. Use a handbook for Senior One History.
2. You can make reference to other related books.
3. If possible, consult an adult and search the Internet while doing the activity.

Introduction

In Primary Seven you studied Social Studies. Social Studies has contents of History and Geography. This year you will learn about History as an independent subject. What do you think the subject History is about?

History is the subject that studies past events, it makes a comparison with the present in order to forecast the future. **Why do you think it is important to learn about past events?** It is a relevant subject since it helps us find out and learn from the successes and failures of people, organizations and nations.

Political Education is made from two words: Political which is a set of activities associated with government of a country/an area that makes decisions that affects the group members; and Education which is the process of acquiring knowledge, skills, values, beliefs, and habits by a facilitator or a teacher.

Can you now try to give the meaning of Political Education?

Political Education is, therefore, the process of teaching learners about the politics of a group, country or organization where the individuals belong. This prepares them for their future political engagement at group organization, community or national levels. It is sometimes called the study of civics.

Activity 1

1. Have you been a leader or worked with a leader before?
2. Where did you get leadership skills from?
3. What are some of the challenges that you faced as a leader?

Relationship between History and the Political Education

History provides a background for Political Education. The two subjects both deal with humanity and have relationship with society in terms of social, political and economic set up. The only difference is that History deals with past events while Political Education deals mainly with the current issues.

History and Political Education are both social sciences, which means they are both studies of how society operates in two different disciplines—History, through time while Political Education, through a society's government and its relationship with its citizens.

Can you think of any other subject which addresses society's problems like History and Political Education?

Why study History?

There is a good reason for you to study History and Political Education. History helps us understand change and manage change, and also understand how society which we live in today came into existence. It provides the origin and the foundation of all subjects for example Physics, Mathematics and others.

History helps learners develop the acquisition of knowledge and critical thinking skills which help in developing citizenship and constitutional knowledge. It provides lessons for the present by analyzing the past. Studying History prepares you for further education and employment. The learners of History may later become lawyers, teachers, archaeologists etc. Studying History also provides cultural awareness.

Political Education

What is happening to you is a result of a system believed and practised by political leaders. Early political awareness and socialization can enable you to adopt political views through democratic debates. This will help you to develop independent mind about political governance. You will become politically aware and develop skills for future legislation and leadership.

Political Education prepares young citizens for future democratic leadership and governance. It prepares citizens for future multi-party politics due to different lines of thought. The ideologies of the political parties we choose to associate with often grow in our minds from early childhood. We should be knowledgeable about different political affiliations to know the best form of democracy to associate with. The more politics discussed at school, the more you are able to seek political democracy in future.

Now that you have a fair background information about History and Political Education, do **Activity 2**.

Activity 2

In your notebook, write at least three sentences on each of the following:

1. In your opinion why should every learner study history and political education?
2. What challenges are you facing at school that would be solved by knowledge got from history and political education?
3. Where is the similarity between students' leadership at school and political education?

Lesson Summary

History and Political Education are society building subjects which are closely related. The subjects help the

learner understand and prepare for an effective social democratic society in future.

Follow-up Activity

1. Ask an elder at home about the history of your village/area and write your findings in your notebook.
2. As a student of History write a one-page summary of the benefits of studying History and Political Education.

Lesson 2: Sources of History

By the end of this lesson you should be able to:

1. classify the sources of history.
2. explain the primary sources of history.
3. identify the secondary sources of sources.
4. describe the scientific sources of history.

Materials you will need:

- Textbook of History
- pen
- notebook
- computer/cellular phone with internet, where possible

Instructions

1. Use a handbook of Senior One History.
2. You can make reference to other related books.
3. If possible, consult an adult and search the Internet while doing the activity.

Introduction

Historical source is the original information that contains important historical information. These sources inform us about history at the most basic level and these sources are used as clues in order to study about our past events. This historical information can be obtained from sources like the oral traditions, archaeology, anthropology, linguistics, videos, written documents, museums, traditional folk songs, monuments, among others. These sources are classified into primary, secondary and scientific forms.

Primary Sources

This is first-hand information obtained from the persons who witnessed the historical event. These people provide first-hand evidence about what happened on an event, object or to a person. This makes them more accurate in providing the correct history to us. The common primary sources we rely on include: the oral traditions of storytelling, tape recorder, photos, lab reports, experiments, observations. Such information is acquired through the first person's accounts found in diaries, memoirs, letters, interviews, speeches and others.

Oral sources include oral testimony and oral tradition.

- Oral testimonies are the first-hand accounts of people telling about themselves and their past experiences. This information is usually recorded by historians in interviews and later written down.
- Oral tradition are the stories that have been passed down through generations by word of mouth. Oral tradition, together with archaeology, is an important source of pre-literate, pre-colonial history.



Figure 2.1: Oral traditions of story telling

Activity 1: Gathering historical information

1. Why do you think the primary sources are the most reliable sources of history?
2. What are the weaknesses of this source of information?
3. Suggest ways of overcoming weaknesses of this method.

Secondary Sources

This is known as second-hand information. Secondary sources are usually produced after an event has occurred. It contains information that has been interpreted, commented on, analysed and processed from the original information. The common source of such information include historical research project. Secondary sources are generally scholarly books and articles. A secondary source interprets and analyses the primary sources. These sources are one or more steps removed from the event. Secondary sources may contain pictures, quotes or graphics of primary sources. **Figure 2.2 to 2.5** are examples of secondary sources. Secondary sources of historical information include: manuscript collections, collected writings, notes, letters, and other unpublished works. When Ms Monica watches a movie and explains to her friends at school what it was about, that is an example of secondary source of information. The person who saw the movie being authored/developed/acted is a primary source.

What other examples of secondary sources can you give?

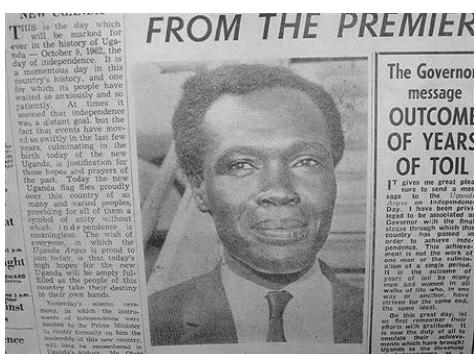


Figure 2.2: Newspaper



Figure 2.3: Bible

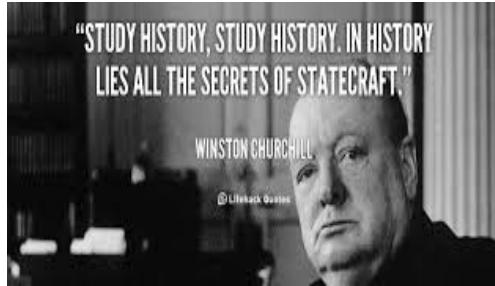


Figure 2.4: Quotation by Winston



Figure 2.5: Computer research

Activity 2

1. Describe a situation through which you can teach your guardian/parent about a secondary source of historical information.
2. Outline the benefits of using the secondary source of historical information.
3. What can be the challenges of such sources of historical information?

Scientific Source of History

Science has mainly relied on the findings of **archaeology** to trace our history. The leading person under this study was called Dr Leakey with his wife, Mary.

Archaeology is the study of the material remains used by man many years ago. The remains are termed as **fossils**. Some of the material remains are the tools used by early people which include: spears, bows, arrows, chisels, hammer among others. See **Figure 2.6** below. People who study these fossils are called archaeologists.

Archaeologists dig deep to excavate and study the artefacts, tools, pottery, sculptures, paintings, buildings, among others. They use scientific methods to evaluate their work. For example, Dr Leakey and his wife, Mary, whose pictures are seen in **Figure 2.7** below, provide a good example of archaeologists in East Africa. Some key excavations that took place in East Africa include: Olduvai Gorge in Tanzania, Bigobyamugenyi in present day Sembabule in Masaka and Magosi in Karamoja—North East Uganda.



Figure 2.6: Archaeology tools



Figure 2.7: Dr Leakey & Mary

Activity 3

1. Explain the benefits of using the scientific method in finding out about our past.
2. Other than archaeology, give other scientific methods we can rely on to study our past.

Summary

There are many sources of history and all of them can be reliable if their risks are minimized in course of their use.

Follow-up Activity

1. Other than the primary, secondary and scientific sources of history seen in this topic, list other ways through which one can find out about the past.
2. Prepare an interview guide that you would like to ask an elder how cultural morals were taught to young people before the introduction of formal education.

Lesson 3: Historical Site

By the end of this lesson, you should be able to:

1. explain the term 'historical site'.
2. locate historical sites on the map of East Africa.
3. state the importance of historical sites in East Africa.

Materials you will need:

- textbook
- pen
- notebook
- computer or phone with Internet access, where possible
- Atlas of East Africa

Instructions

1. Use History of Senior One, Learner's Textbook.
2. You can make reference to other related books.
3. If possible, consult an adult and search the Internet while doing an activity.

Introduction

A historical site is an official location where cultural, military, political or social history is preserved because of its heritage value. It is also referred to as a heritage site. Historical sites are usually protected by law and have been recognized with official national historical status. A historical site may be any building, area or feature that is of local or international importance. Examples of historical sites in Uganda include: Sipi Falls, Nyero Rock Paintings, Vasco Da Gama Pillar, the source of River Nile, Kasubi Tombs, and many others. Can you mention any other historical site in your locality?

Location of Historical Sites in East Africa

Uganda	Kenya	Tanzania
Kasubi Royal Tombs	Garissa	Songea
Uganda National Museum	Wajir	Slave caves in Zanzibar
Uganda Martyrs Shrines	Marsabit	Mtware
Nyero Rock Paintings	Moyale	Karibu Heritage Sites
Dufile	Mt. Kenya	Shinyanga
Nshongezi Lock Shelter	Lodwar	Mbeya
Sezibwe Falls	Fort Jesus	National Museum of Zanzibar.
Fort Lugard	Nairobi National Museum	Tangoni ruins

Sipi Falls		
Bahai Temple		

Activity 3: Locating historical sites in East Africa

1. In your notebook, draw the map of East Africa.
2. Mark and locate the above sites on the map you have drawn.

Importance of Historical Sites in East Africa

Historical sites provide a sense of identity and continuity for future generations through preservation of culture and its heritage. Culture and its heritage shape values, beliefs, and aspirations of people, and define their national identity. Historical sites, when preserved, bring development to the communities in that area. They provide employment and livelihoods to the East African peoples. The community benefits from the tourism industry and all other related advantages. They lead to infrastructure development. Historical sites provide powerful tangible and intangible connections to our past. Generally, historic sites provide economic, cultural, environmental, and educational benefits to East Africa.

Table 1.4 provides some of the historical sites and their purpose.

Table 1.4 Historical Sites in Uganda.



Source of the Nile Speke Monument

Source of Nile is the site where the British Explorer, **Speke**, first discovered the River Nile



Kasubi Tombs Heritage

Kasubi tombs is the site of the burial grounds of four Kabakas and other members of the Buganda royal family. As a result, it remains an important spiritual and political site for the Ganda people



Uganda Martyrs Catholic Shrine Namugongo

Uganda Martyrs Catholic Shrine Namugongo is one of the best religious and cultural sites in Uganda drawing many travellers from Africa and all over the world. It is built in memory of the Christians who died for their faith.



Sir Samuel Baker's Fort

Sir Samuel Baker Fort was a military **fort** built by Samuel Baker



Bahai Temple Church

Bahai Temple Church in Uganda teaches essential worth of all religions.



Bigo Bya Mugenyi

Bigo Byamugenyi, the Chwezi Site, is found in Ntusi in Sembabule district and is believed to be the place for the vanished Bachwezi people.



Karambi Royal Tombs

Karamba Royal Tombs is the tombs of the royal family of Toro.



Mparo tombs

Mparo Tombs serve as Bunyoro Kingdom's burial grounds for the Kings and other royals.



Sezibwe Falls

Sezibwe Falls are located in Mukono. The spectacular waterfalls are believed to have been born by humans many hundred years ago. The falls are one of the most spiritual and cultural centres where many natives flock for blessings, wealth, and fortunes.



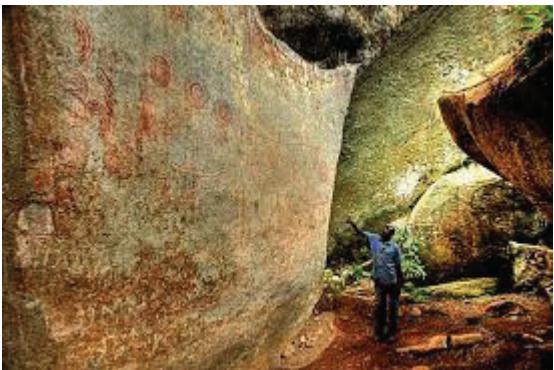
Nakayima tree

Nakayima tree is one of strongest and oldest trees in existence today. It is also known as the witch-tree located in Mubende.



Nkokonjeru Tombs

Nkokonjeru Tombs are located in Kakiika 3 km from the city centre of Mbarara, inside a deserted colonial styled house, marked by two concrete slabs. They are Ankole Kingdom burial grounds.



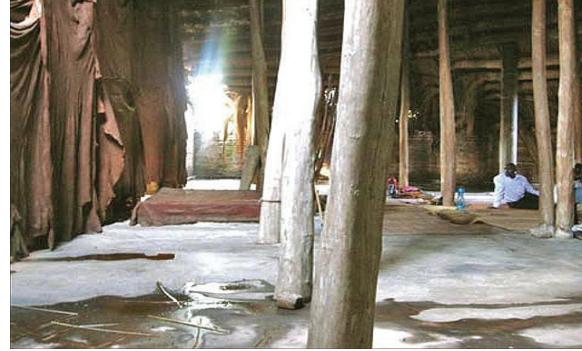
Nyero Rock Paintings

Nyero Rock Paintings sites are found in eastern Uganda in eastern Uganda in Kumi district. The rock art sites are believed to have been sacred places of the gods. The red and white paintings remain valuable to the people of Teso but are also mysterious since the painters are unknown. In the past, the Iteso people of Nyero would sacrifice and pay offerings to the gods for problems of rain, misfortune, blessings and childbearing.



Nagalabi Budo

Naggalabi-Buddo was established back in the 14th Century on a hill where the kings (Kabakas) of Buganda Kingdom are enthroned for the past 8 centuries, including the reigning king, Kabaka Ronald Muwenda Mutebi II.



Wamala Tombs

Wamala tombs are where one of the greatest ancient kings of Buganda, Kabaka Suuna II was laid to rest. Kabaka Suuna II was the first Kabaka to allow outside traders into Buganda.



Ndere Troupe

The **Ndere cultural troupe** was founded by Rwangyezi Stephen as a cultural organization in 1986 for universal unity through music, dance and drama. The troupe is among the over 1600 Uganda development theatre association groups entertaining and educating people through music, dance and drama. The word 'Ndere' means a "Flute"



Igongo Cultural Centre

Igongo Cultural Centre: The proprietor, James Tumusiime, said the facility promotes research, people who make handcrafts, musicians and singers. He said it also promotes herbal medicine, forestry and other issues relevant to African history and culture. It is located in Mbarara district.



Itaaba Kyabanyoro

Itaaba Kyabanyoro is a cultural site in the history of the Ankole kingdom. This spot is exactly where the very last king of the great Bachwezi empire, Wamala, crafted the sacred Bagyendanwa royal drum from. Itaaba Kyabanyoro is situated just a few kilometres from Mbarara on Kabale Road.



Katereke Prison

The **Katereke Prison** ditch is claimed to have been dug by former king of Buganda, Kabaka Kalema in the late 19th Century. It's a ditch of 70 metres wide and 10 metres deep. It is located in Nsangi near Kampala. In the struggle for power in 1889, Kabaka Kalema killed 30 of his sisters and brothers and buried them there.

Task:

1. What is the importance of preserving a historical/cultural site in Uganda?
2. What are the challenges of keeping historical sites?
3. Suggest solutions to these challenges.

Lesson Summary

Historical sites are of great importance. Some sites are natural while others are artificially made, but they all provide benefits to the communities where they are found. However they have some challenges which hinder their operational capacities.

Follow-up Activity

1. If you were a resident near a historical site, propose a project you would set to earn a living.
2. What are the benefits of historical/cultural sites to Ugandans and the tourism industry?
3. Suggest how a country can manage cultural sites in the modern times of external religions.

Topic 2: Origin of Man

Lesson 1: Traditional Beliefs about the Origin of Man

By the end of this lesson, you should be able to:

1. explain the meaning of traditional beliefs.
2. understand the Kintu and Nambi legend
3. know the story of Kaang and creation.
4. understand the story of Kintu and his three sons.

Materials you will need:

- textbooks
- pen
- notebook
- computer/phone with the Internet access, where possible
- Atlas of East Africa

Instructions

1. Use Senior One History, Learner's Textbook.
2. You can make reference to other related books.
3. If possible, consult an adult and research the Internet while doing the activity.

Introduction

East African Traditional Beliefs

There are many African oral traditional beliefs on the origin of man. The oral traditions were messages that were transmitted orally from one generation to another through folktales and fables, heroic histories and narrations, proverbs or sayings, and songs. Different ethnic groups in East Africa have their own different beliefs on the origin of their ancestry that has been passed on through generations. The traditional beliefs of these ethnic groups have shaped the culture of the people within those groups.

The Baganda Legend

Read the text below and answer the questions that follow.

Kintu and Nambi Theory

In the distant past, Kintu was the only person on earth, living alone with his cow. Ggulu, the creator of all things, lived up in heaven with his many children who occasionally came down to earth to play. On one such occasion, Ggulu's daughter, Nambi, and some of her brothers encountered Kintu and his cow in Buganda. Nambi instantly took a liking to Kintu and decided to stay and marry him. Her brothers pleaded with her, eventually convincing her to return to heaven with Kintu, to ask for her father's permission for the marriage.

Ggulu was not pleased and only blessed the marriage after Nambi had pleaded so much. Ggulu advised Kintu and Nambi to leave heaven secretly, so that Walumbe, one of Nambi's brothers would not find out about the marriage. It was feared that Walumbe which means "the cause of sickness and death" would insist on going with them and bring them misery.

Kintu and Nambi set out for earth the next morning, taking with them a few things that Nambi packed, and her chicken. While they were descending, Nambi remembered that she had forgotten to bring the millet that her chicken would feed on. Kintu tried to persuade her not to return to fetch the millet, but she left him and returned to fetch the millet. On the way back from fetching the millet, she met Walumbe. She did not tell him where she was going, but filled with curiosity, Walumbe insisted on going with her. Kintu and Nambi were, therefore, forced to go to earth together with Walumbe.

Walumbe's presence on earth caused suffering and conflicts. That, according to the legend, is how sickness and death started.

The area where Walumbe is traditionally thought to have fallen to earth and to have hidden from Ggulu is the Tanda Pits, west of Kampala on the south side of the road to the town of Mityana.

Note:

The story above is a myth. A myth is a traditional anonymous story, originally religious in nature, told by a particular cultural group in order to explain a natural or historical event.

Activity 1

1. According to you, how is the above myth related to the current life of the Baganda community?
2. What lessons do you learn from this myth as a student?
3. What are the weaknesses of this source of historical information?

African Bushmen and Creation of Myth (Kaang story)

People did not always live on the surface of the earth. At one time people and animals lived underneath the earth with Kaang (Käng), the Great Master and Lord of All Life. In this place people and animals lived together peacefully. They understood each other. No one ever wanted for anything and it was always light even though there wasn't any sun. During this time of bliss, Kaang began to plan the wonders he would put in the world above.

First, Kaang created a wondrous tree, with branches stretching over the entire country. At the base of the tree he dug a hole that reached all the way down into the world where the people and animals lived. After he had finished furnishing the world as he pleased, he led the first man up the hole. He sat down on the edge of the hole and soon the first woman came up out of it. Soon all the people were gathered at the foot of the tree, awed by the world they had just entered. Next, Kaang began helping the animals climb out of the hole. In their eagerness, some of the animals found a way to climb up through the roots of the tree and come out of the branches. They continued racing out of the world beneath until all the animals were out.

Kaang gathered all the people and animals about him. He instructed them to live together peacefully. Then he turned to the men and women and warned them not to build any fires, or else a great evil would befall them. They gave their word and Kaang left to where he could watch his world secretly.

As evening approached the sun began to sink beneath the horizon. The people and animals stood watching this phenomenon, but when the sun disappeared fear entered the hearts of the people. They could no longer see each other as they lacked the eyes of the animals which were capable of seeing in the dark. They lacked the warm fur of the animals also and soon grew cold. In desperation, one man suggested that they build a fire to keep warm. Forgetting Kaang's warning, they disobeyed him. They soon grew warm and were once again able to see each other.

However, the fire frightened the animals. They fled to the caves and mountains and ever since the people broke Kaang's command, people have not been able to communicate with animals. Now fear has replaced the seat of friendship once held between the two groups.

Comments

The Bushmen of Africa believe that not only are plants

and animals alive, but also rain, thunder, the wind, spring, etc. They claim:

What we see is only the outside form or body. Inside is a living spirit that we cannot see. These spirits can fly out of one body into another. For example, a woman's spirit might sometime fly into a leopard; or a man's spirit fly into a lion's body (Fahs and Spoerl 6).

This may be part of the reason that animals play such an important role in their myth.

Activity 2

1. What lessons do you learn from such myths?
2. Ask your guardian/parent to tell you the myth about the origin of man.
3. What are the weaknesses of such stories as sources of historical information?

Lesson Summary

Traditional beliefs are in form of myth that makes East Africans know their kinship linkage that disagrees with other theories of creation. Good examples are the Kintu legend and the Baganda; of Kaang, Nduhura and Nyinamwiru; of Kintu and his 3 sons (Keino).

Follow-up Activity

1. Find out the story about Kintu and the creation of three classes of people in society.
2. In your own tribe/clan write the traditional theory about the origin of man/earth.

Lesson 2: Bible Story about the Creation and Origin of Man

By the end of this lesson, you should be able to:

1. explain the meaning of Bible creation story.
2. identify the main scenes in the creation story of man.
3. understand the significance of Adam and Eve to our life.

Materials you will need:

Textbooks, pen, notebook, internet, Bible and Atlas of East Africa.

Instructions

1. Use a hand book for Senior 1 history.
2. You can make reference to other related books.
3. If possible, consult an adult and Google/internet while doing an activity.

Introduction

According to the Bible, Genesis Chapter one, man and all modern living creatures were created by God. He gave man dominion over all things on earth. He created man and female from the man's rib, blessed them to produce and have descendants over the earth under his control. Before then, the earth was formless, empty, and dark, and God's Spirit moved over the waters preparing to perform God's creative Word. God began to speak through the existence of his creation.

Scenes in the creation of man



Figure 2.2: God creating a woman

The third passage is Genesis 2:18-25, where God noted that "it is not good for the man to be alone." Whereas it took God only one line to form man, God spent several lines to create woman! See figure 2.2 above. It is natural for a man and woman to unite in love and harmony for continuity of God's creation, the human race. God gave the man the authority to name everything, a sign of dominion over the world.

Activity 3: Creation of man

1. Read the Bible story on the creation of man in first book of the Old Testament (Genesis) and write the brief account on the creation of man.
2. With your brothers/sisters role play the scenes of creation of man, woman and the fall of man from God
3. Compare the traditional and the bible theory about the creation of man.

Bible Story about Adam and Eve



Figure 2.3: Garden of Eden.

The Garden of Eden also called Paradise is a beautiful garden containing the tree of life. God made Adam from the dust and organized him to live in peaceful and contented innocence, effortlessly reaping the fruits of the Earth. The garden also contained the tree of knowledge of good and evil, from which Adam was forbidden to eat. God later created Eve from the rib of Adam to live together and complement each other. However, a serpent later deceived Eve to eat the forbidden fruit that picked some and gave Adam. When they disobeyed and ate the forbidden fruit, God drove them from the garden and sent to the world of work and suffering. Their sin and consequent loss of God's grace threw them out of paradise a phenomenon known as the Fall of Man. God also cursed the serpent (snake).

Earlier they were shameless and naked to each other. But after eating the forbidden fruit, they gained knowledge of what was good and bad. See the **Figure 2.4** below.

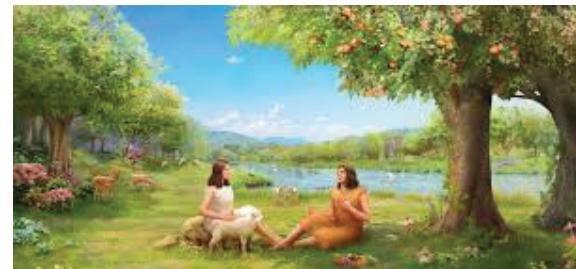


Figure 2.4: Adam and Eve (After eating the forbidden fruit)

It was disobedience of Adam and Eve, who had been told by God not to eat fruits from the tree (Genesis 2:17), that caused disorder in the creation, thus humanity inherited sin and guilt from Adam and Eve's sin. In Western Christian art, the fruit of the tree is commonly depicted as the apple, which originated in central Asia.

Thereafter Adam and Eve were thrown out of Paradise because they had eaten from the tree of knowledge. As a result, apple became a symbol for knowledge, immorality, temptation, the fall of man and sin. After this,

man had to work in order to have food on the table. They lost the intended paradise that had been created for them by God.

Other than being a religious symbol, the apple is also an ancient fertility symbol. It represents love, temptation and spiritual growth as well.

Activity 4

1. Based on the above story, show the relationship between religion and history in the modern world.
2. Using the Bible story, comment on the history of sin.
3. How significant is the story of Adam and Eve in the creation of humankind?
4. Describe the most reliable historical theory of the origin of man in the Bible.

Lesson Summary

Bible creation story in Genesis Chapter 1 is important in explaining the origin of man. Man was created on the 6th day of creation. The first person to be created was Adam and later Eve. Eve was created from the rib of Adam.

Follow-up Activity

1. Write what you learn from the Bible story about the creation of man in your notebook.
2. Discuss the importance of the story of Adam and Eve to our life today.

Lesson2: Scientific View about the Origin of Man

By the end of this lesson, you should be able to:

1. explain the career of Charles Darwin the founder of the creation theory.
2. discuss the scenes about scientific theory and the origin of man.
3. examine the concept of human evolution.

Materials you will need:

Textbooks, pens, notebooks, internet, Bible and Atlas of East Africa.

Instructions

1. Use a text book for Senior 1 history.
2. You can make reference to other related books.
3. If possible, consult an adult and Google/internet while doing an activity.

Introduction

Scientific Creation Theory

The scientific theory of creation also known Darwins theory is the most reliable on the scientific explanation about the creation of man. The theory was founded by Charles Darwin. He claims that man originated from a single celled organism that multiplied into an ape. Today apes are intelligent animals that live in Africa and Asia. They are in a class of gorillas, Orangutan, Chimpanzees, baboons and the gibbons etc. See the figure 2.5 below.



Figure 2.5: Apes kingdom

Charles Darwin claims that the above animals many millions years ago, evolved into a man. These apes used to survive on fruits jumping from one tree to another. They lived in trees but due to climatic changes, trees reduced and these animals began living on ground in grasslands. They found other animals on ground like; lions, leopard, and crocodile which began killing and eating them.

This created a need to protect themselves and they began to walk on their behind limbs in order to rise up and look far ahead and hide after detecting their enemies. The two hide limbs were then modified to be used for running whenever they were attacked by their enemies. The two forelimbs developed into arms with hands and fingers to be used for eating and fighting enemies.

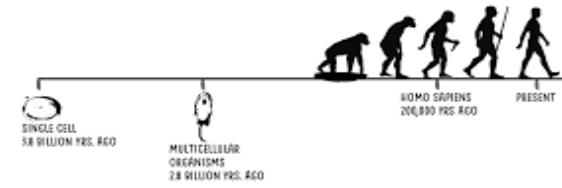


Figure 2.6: Darwin's theory

Activity

Darwin's theory

1. Use ICT and read more about the scientific view on the origin of man. Present your findings to your guardian. Is it the same as above?
2. What are the weaknesses of Charles Darwin's theory on creation of man?
3. Identify the similarities between a human being and a Chimpanzee.

The Concept of Human Evolution

Human evolution is about the origin of human beings. All humans belong to the same species, which has spread from its birthplace in Africa to almost all parts of the world. Its origin in Africa is proved by the fossils which have been found there. The term 'human' in this context means the genus Homo.

The family to which human beings belong is called Hominidae. The evolution of man began about 15 million years ago when the first known man walked this earth. Humans today developed through many stages of evolution from primates that are now extinct. This evolutionary process from the primates who walked on all four limbs to the humans today who walk on two hind limbs has been a very long process. Dryopethicus was the first in the evolution of man in the stages of evolution and some believe him to be the common ancestor of man and apes.

In Eastern Africa the earliest human -like creatures (Hominids) were first discovered by the famous archaeologists Richard Leakey and his wife Mary Leakey in Tanzania and Donald Johansson in Ethiopia. Their findings showed that humans in Eastern Africa region changed from one stage to another evolving main 8 stages. Their history dates back as the presented years below.

- | | |
|---------------------|-------------------------|
| 1. Dryopethicus | - 25 Million years ago. |
| 2. Ramapethicus | -12 Million years ago |
| 3. Australopithecus | -4 million years ago |
| 4. Homo –habilis | -2.5 million years ago |

5. Homo-Erectus	-1.8 million years ago
6. Homo-sapiens	-100,000 years ago
7. Neanderthalensis	-250,000 years ago
8. Cro-magnon	- 40,000 years ago.

Evolution is not a activity of the past, it is continuing even now. Humans are undergoing 'natural selection' for many different traits based on their life and environment in the present. It is believed that the jaw size is reducing further.

Stages of Human Development

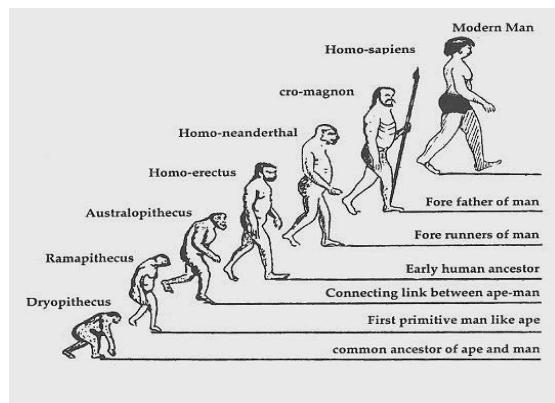


Figure 2.6: Stages of human evolution

Key Changes Witnessed in Evolution Process of Man

1. A large brain size with greater functional ability (maximum in the gorilla = 650 c.c., minimum in man = 1,000 c.c.). The brain case is larger than the face region.
2. The face is flatter, with a less protruding lower jaw.
3. Continuous growth of long hair on the head, which is spare and short on the body.
4. Generalised hands with better-developed thumbs and long legs with non-opposable big toes.
5. Man is terrestrial in habit and walks erect on two feet.
6. Man surpasses all other animals by possessing the 'human features' which are exclusive to them.
7. A switchover from the four-legged gait of apes to the bipedal gait of man.
8. Perfection of the hand for tool making.
9. Increase in intelligence and the size of the brain.
10. Change of diet from fruits, hard nuts and hard roots to softer foods.
11. Increase in the ability to communicate with others and the development of community behaviour. See figure 2.7 below.

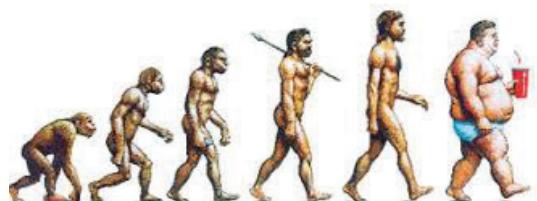


Figure 2.7: Development of man

Task 3: Stages of the evolution of man

1. What differences do you notice between Dryopithecus and Cro-Magnon.
2. Look at yourself or someone next to you and identify the bodily features that are similar to those of apes.
3. What makes man different from animals?
4. Participate in a debate on the theory of creation in bible and the theory of evolution of man.

Lesson Summary

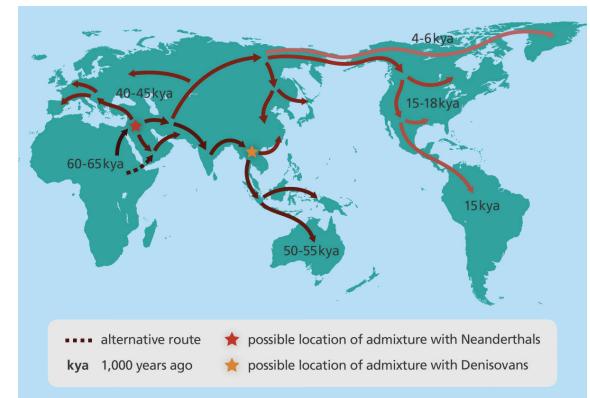
Scientific theory of evolution is fundamental in explanation of origin of man. It was founded by Charles Darwin who explains how human beings originated from the ape kingdom. This supplements the human evolution theory that explains the origin of ape from the single celled animal that multiplied into many cells turning into an ape.

Follow-up Activity

1. Distinguish between the Charles Darwin's theory of creation and Human evolution theory
2. What is the importance of the scientific theory of origin of man today?

followed by the scattering of *Homo sapiens* that eventually became human civilization. This wave of migration steadily washed over the entire world for tens of thousands of years. The pockets of primitive hominids, such as Neanderthals, eventually disappeared. Perhaps they were not able to compete with *Homo sapiens* for limited resources. The map below shows how this migration was carried out between 1.8million to 5 million years ago.

The second migration happened about 100,000 years ago and modern humans of African origin conquered the world replacing the archaic human populations (*Homo sapiens*) they had found in place. They feared competition and they could not race with new comers for resources and they moved further to other areas in Europe.



Map of out of Africa migrations

Activity 4: Out of Africa theory

1. Use ICT or related textbook and find out the reasons for this early migrations from Africa to Eurasia around 1 million years ago.
2. Why do you think it was mainly the human evolution stages of *Homo erectus* and *Homo sapiens* that were able to migrate to Europe?
3. Suggest reasons why Neanderthals that were found in Europe by these migrants had to go far away and did not want to mix with them.

The Multi-Regional Theory of Origin of Man

Before 100,000 years ago, there were genetic exchanges between Africa and Eurasia, which left marks of cross breed between the Neanderthals original race in Europe and these migrants from Africa.

Today's modern humans of Eurasia derive most of their ancestry from the population that existed before 70,000 years ago whose origin was Africa. This population had originated from African ancestors within the last 150,000 years, but where it lived in Eurasia is not known to many historians and the origin of the term "Multiregional theory". As they spread across Asia, the descendants of this population mixed with Neanderthals and with another archaic human population, the Denisovans. The modern human populations that ultimately arrived throughout Asia, Australia, the Americas, and Europe all carried a small fraction of the Neanderthal genes.

Some scientists describe the current picture as a multiregional evolution scenario, others describe it as an out of Africa scenario, and still others describe it as a blend or middle ground between the two.

Materials you will need:

Textbook, pen, notebook, internet and Atlas of East Africa, where possible.

Instructions

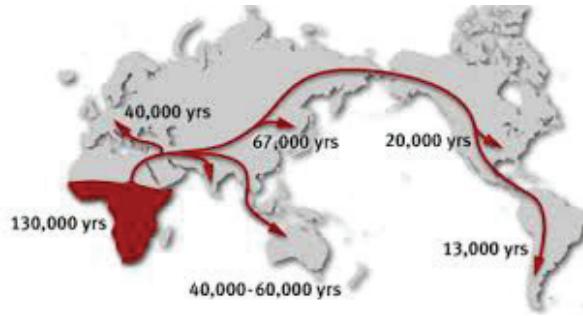
1. Use a handbook of Senior One History, Learner's Textbook.
2. You can make reference to other related books.
3. If possible, consult an adult and internet search while doing an activity.

Introduction

Out-of-Africa theory confirms that man originated from Africa and expanded to Eurasia about one million years ago. Early humans came from Africa and migrated to the rest of the world when the environment allowed them to and when their survival could allow them stay for food or shelter in the new areas. *What could have been the challenges that man met in this migration into Eurasia?*

Application of the theory

It involved African exodus by tribes of *Homo erectus*,



Map showing multi-regional theory

Activity 5: Multiregional theory

1. Compare the theories of Out of Africa and multi-regional theory for the origin of man.
2. Using the internet or any textbook find out the

- theories for creation of man among the white race and make your presentation.
3. Discuss the realities of the traditional theory and the Bible story about the origin of man

Lesson Summary

Many scholars write and affirm that the first man lived in Africa and later migrated into Europe. The out of Africa theory and the multi-regional theory are closely related and both supplement on the work done by Charles Darwin and the Human evolution theory to explain the origin of man.

Follow-up Activity

1. What can you say about the out of Africa theory? Share with your guardian.

How important is the out of Africa and the multiregional theory to East Africans today?

Entrepreneurship Education

PROJECT: Making charcoal briquettes, designing a poster for advertising them and making a package for the briquettes

By the end of this project, you should be able to:

1. Identify the right materials needed for making charcoal briquettes.
2. Make charcoal briquettes.
3. Explain three benefits of using charcoal briquettes in relation to ordinary charcoal.
4. Write a brief report on making charcoal briquettes explaining some of the challenges faced while making the briquettes, how these were overcome and any lessons learnt from the project work.
5. Design a poster for advertising your charcoal briquettes.
6. Identify the right materials for making packages, design a package for your charcoal briquettes and Label it.

NOTE: You can use any material you think will make your package attractive.

Read the scenario below and respond to the instructions given.

SCENARIO

HOME MADE SOLUTIONS TO EFFECTS OF THE CORONAVIRUS PANDEMIC

The world registered the first case of Coronavirus (COVID 19) in December 2019, in Wuhan City in China. The disease was declared a global pandemic by the World Health Organisation on 11th March 2020. By 14th April 2020, the pandemic had spread to 210 countries infecting over 2,000,000 people with close to 120,000 deaths registered.

To mitigate the spread of the virus and to avoid creating a fertile ground for its spread, His Excellency the

President of the Republic of Uganda, Mr. Yoweri Kaguta Museveni ordered the closure of public gatherings like Schools, Churches and Bars, and suspended public transport on 20th March 2020. He further put in place a Task Force to steer the fight against the **spread** of the disease. Among the measures taken, was to declare a national lock down and curfew from 7:00pm to 6:30am for 14 days.

The effects of the coronavirus are enormous, ranging from health, social and economic among others. Indeed, following the lockdown, a number of people have complained about failure to feed their families. Consequently, government provided food for such families. However, due to the lock down, fuel specifically charcoal, became expensive and scarce yet majority of families especially in the urban areas use it as a source of energy. As a learner of entrepreneurship, you are expected to provide solutions to business challenges.

Activity one

At your home, you have several resources like domestic waste, peelings and soil which you can use to make charcoal briquettes, to solve the problem at hand.

Task

- i. Identify the right materials needed for making the charcoal briquettes.
- ii. Make charcoal briquettes using the materials you have identified following the step by step procedure provided below.
- iii. Write a report, explaining some of the challenges you faced while doing the project work. How did you overcome the challenges? Mention any lessons you have learnt from the project work.
- iv. Explain three benefits of using charcoal briquettes.
- v. Assuming you want to make briquettes for sale, design a poster to advertise your charcoal briquettes, using either your exercise book or a plain sheet of paper whichever is available. Make your poster as attractive as

possible.

- vi. Design a labelled package for your charcoal briquettes. You will present your report, the poster and the package to your class teacher when schools reopen after the lockdown.

Note: The project may not be finished in one day, you may choose to take a few days doing it. You can keep some of the briquettes for home use but keep some for presenting to your teacher as part of your project work when schools reopen.

MATERIALS REQUIRED

SN	ITEM	ALTERNATIVE	QUANTITY
1	charcoal dust	Fresh cow dung	4 (tumpeco) cups
2	Soil	Anti-hill soil/brown soil/Clay	2 (tumpeco) cups
3	Water		4 (tumpeco) cups
4	Basins	Container	3
5	Gloves	Polythene bag/open hand	1pair
6	Plastic cup (tumpeco) = $\frac{1}{2}$ litre	Mug	1

Instructions

1. Make charcoal briquettes using some of the readily available materials at your home.
2. Use the cup (tumpeco) or mug to measure the materials.
3. Place the materials in different containers.
4. In case you do not have charcoal dust you can use cow dung in the same quantities.
5. Make sure you do not miss out on any step.
6. Record every step followed in the making of briquettes in your note book, because you will have to write the report for submission to your teacher.
7. Using your note book or a sheet of paper, design an advert for your charcoal briquettes.

8. Design a package for your charcoal briquettes. You will submit the report, the advert and the package to your teacher on the day of reporting to school.

Step by Step Procedure of Making Charcoal Briquettes

Please pay attention to every detail outlined in the step by step process provided below.

Step one: Preparing the waste materials

Using a pair of gloves, polythene bags or your free hands collect the waste materials to use as guided below. Be very careful with the safety of your hands.



Fig. 1. Putting on Gloves

Collect four cups of charcoal dust and put it in a container. If you do not have charcoal dust, you can use carbonized charcoal dust or fresh cow dung in the same quantities and follow the same procedure.



Fig. 2. Charcoal dust



Fig.3. Carbonized charcoal dust



Fig. 4. Fresh Cow dung Fig. 5. Plastic cup

Step two: preparing the charcoal dust

Sieve/filter the charcoal dust and remove the big particles, plastics and any other unwanted materials using your hands to remain with fine charcoal dust. (You can also crush the bigger particles into powder form and use it).



Fig. 6. A boy sieving charcoal dust.

Step three: preparing the soil

Collect two cups of soil preferably brown or anthill soil or Clay soil if its available but normal soil can also be used. Put it in a second container.

Sort the soil removing the bigger particles, sticks, broken glass, stones and plastics.



Fig. 7. Brown Soil

Fig. 8. Any other soil



Fig. 9. Clay Soil

Step four: Measuring the quantity of water

Get a small Jerrycan/Jug or any other container and pour in four cups of water.

Step five: Making the mixture

Measure off two cups of charcoal dust and one cup of soil. Put them in a third container and mix them well using your hands until they are thoroughly mixed.



Fig.10 Mixing Charcoal dust, soil & water

Add water. Start with a small amount of water and mix it into the mixture using your hands. Keep adding water until the mixture becomes easily moldable. When squeezed, your mixture should hold together easily. When the mixture is too soft add more charcoal or soil, and if it is too hard add more water.

Step six: Molding the briquettes

Take a hand full of your mixture and mold using your two hands until it is hard enough. The mold or briquette can be in a round shape or any other shape you want. You can make briquettes of any reasonable size.



Fig. 12. Picking a handful of mixture



Fig. 13. Molding the mixture into briquettes

Step seven: Drying the briquettes

Place the molded briquettes on a flat surface ready for drying. Set your briquettes in a dry place. Briquettes need 2-3 days to dry properly before you can use them. If placed in an open place do not leave them outside because in case it rains they can get spoilt. Alternatively, you can dry them under a shade.



Fig.14. Laying molded briquettes on a flat surface for drying.

Step eight: Using your briquettes

Light your charcoal stove using a few usual charcoal pieces. When it is hot enough add the briquettes and cook.



Fig. 15. Lighting the charcoal briquettes and cooking.

Summary

After going through the step by step process, it is assumed that you now know what briquettes are. Below is an explanation of what briquettes are.

These are small, compact blocks made from organic waste which you can use for cooking in the charcoal stove or fire. While some briquettes require expensive machinery to make, others can easily be made at home from the locally available waste materials with no machinery required.



Fig. 16. Sample of Charcoal briquette



Fig. 17. Briquettes burning in a charcoal stove

Follow up activity

- i. Continue practising the making of charcoal briquettes until you perfect the process.
- ii. You can sell the excess briquettes to your neighbours at the end of the lockdown. This will help you to save your earnings.
- iii. In case you have access to the internet, you can make further research using Google on the other ways and materials you can use to make charcoal briquettes.
- iv. Practice designing several adverts for the briquettes to have a variety from which to choose the best.
- v. Practice designing several packages for the briquettes to have a variety from which to choose the best.

NOTE: This project will enable you to answer Paper one at senior four during examinations.

English Language

SENIOR ONE

ENGLISH LANGUAGE LESSONS

LESSON 1

TOPIC: ABSTRACT NOUNS

Before we start our lesson, do not forget that COVID19 is a disease affecting every country in the world:

We are advised:

- not touch our **soft parts (eyes, nose, mouth)** because the virus can pass through them and enter the body
- to wash our hands thoroughly with soap and water
- not to spit anywhere
- to cover our mouth with a tissue when we are **coughing**
- to use a tissue for our nose when **sneezing.**

By the end of this lesson, you should be able to:

1. tell the difference between abstract nouns and concrete nouns
2. identify abstract nouns from a given

The beauty of good manners

Last Thursday, a huge, tall man clad in a three-piece suit drove up to our school and parked his posh car outside the Principal's office. He got out of the car, strode into the office and announced his presence by shouting in a rough voice, "I want Shanguya."

"I beg your pardon, Sir," said Ms Pertet, the school secretary. "Do you mean you would like to see Mr Shanguya?"

"Yeah!" bellowed the man. "I want to see Shanguya, the boss."

"I am sorry, Sir," said Ms Pertet, "but Mr Shanguya is holding a meeting with the staff. Would you like to wait, please, while I contact him?"

Acknowledge people by greeting them and calling them by their right titles. If you require something, do not demand it. The best way is to ask politely. Saying "thank you" for every service and every kind act is a regular habit of every true lady and gentleman. It is never embarrassing to apologize for our mistakes. Indeed, it is one of the noblest things a person can do. After all, it is human to make mistakes.

To return to our four wheels of politeness, "excuse me" is a form of attracting attention. If you want to ask for information or assistance from someone, it is good to start by saying to them "Excuse me ...", then you proceed with whatever you wish to say to them. We also use "excuse me" to ask people to be patient with us and not to be upset about interruptions in our dealings with them. If you sneeze or cough in the middle of a sentence, for example, you say "Excuse me" to the person/s listening to you. A person having to leave a room where they are meeting with other people will say "Excuse me a minute" before going out.

"Please" is the most important word in asking for anything. Even when you are giving orders, please, remember to say "please". If you are telling other people what to do, for example, it is important to say, "Sweep this house, please, and wash those clothes in the laundry basket."

Some rude and crude people often go to shops or restaurants and simply demand for services. They say things like "I want tea", or "give me bread". They think that it is not necessary for them to be polite because, after all, they are going to pay for the services. This is wrong. Although you are paying for the goods or services you get, you must show respect to the person who serves you. Would it not be much better to say to the shopkeeper, "Can I have a loaf of bread, please?" At a restaurant you can say to the waiter, "Give me a cup of tea and a samosa, please."

"Sorry" is for conveying apologies. Of course it is necessary to apologize. "Sorry" is one little word which can get one out of a lot of trouble. If all people learnt to say "I am sorry" every time they made a mistake, a lot of conflicts would not arise. Yet a lot of people never want to apologize for their blunders. You feel sorry for them.

We also say "sorry" to people to show our sympathy with them over any inconvenience caused to them, whether by us or not. A shopkeeper may, for example, say, "I'm sorry, the bread is finished." The waiter at the restaurant may tell the customer,

Read through the passage above again and write down all the abstract nouns which have been used.

Activity 3

Write two sentences for each of the abstract nouns you have written down in your notebook.

For example: Ms Pertet was now totally disgusted with the man's rudeness.

Activity 4

Read the extract below and identify all the nouns and group them into abstract and concrete nouns.

Did you know that tongue-twisters do not tease only our tongues but they tease and twist all our speech organs: the lips, the teeth, the windpipe, as well as our ears and brains? The emphasis is mainly on the rattle of sound. Some tongue-twisters are short and easy to remember. All human beings love having fun and find the word-game in tongue-twisters a challenge.

For example: Betty made a bit of butter but the bit of butter that Mary made was very bitter.

Follow up activity

Create three tongue twisters and share with anybody at home. You can even use those in your local language.

LESSON 2

TOPIC: PERSONAL PRONOUNS

By the end of this lesson, you should be able to:

1. use personal pronouns to replace the proper nouns
2. identify the two types of personal pronouns
3. compose sentences using personal pronouns
4. compose sentences using verbs of preference to express preferences
5. read and correctly respond to a given passage.

INTRODUCTION

Personal pronouns are always used in the place of the names of people, places and things.

Personal pronouns are used for people, objects, ideas and places.

Read the following examples of sentences using personal pronouns.

1. **We** wanted to talk to **her** but she refused to see **us**.
2. **He** wanted to invite **them** but **they** were out of town.
3. **I am** planning to buy **it** but **you** have not given **me** the money.
4. **They** want to employ **him** as a cleaner.
5. **You** asked **me** to come with **her**.

Activity 1

What is common about the words in bold ink? These words are called personal pronouns. They refer to human beings, objects, ideas and places.

Write 10 sentences of your own using any of the pronouns given in the sentences above.

Activity 2

Personal pronouns fall in two categories: the singular and the plural forms as seen in the table below:

Pronoun	Singular form	Plural form
First Person	I, me	we/us
Second Person	You	You
Third Person	she/her/he	they/them

The personal pronouns are used, when the name of the noun has been used before. For example:

- James bought three motor cars. **He** really loves **them**.

In the first part of the sentence, there are proper nouns i.e. 'James' and 'cars'. In the second sentence, there are two personal pronouns, which have replaced the proper nouns. These are "he" which takes the place of "James" while the personal pronoun "them" takes the place of the "car".

Subject and Object Pronouns

There are two cases of personal pronouns: **subject pronouns** and **object pronouns**.

Adopted from Head Start Book 1

Activity 2

Subject pronouns include **I, you, she, he, it, we, they**. Subject pronouns replace the name of the subject in the sentence. For example:

- *I went to the market.*
- *You are my best friend.*
- *He studied hard but did not make it in life.*
- *She went to church with friends.*
- *It's a boy!*
- *We want to take part in the elections.*
- *They are not party of this team.*

Object pronouns include **me, you, her, him, it, us, and them**. Object pronouns are used as the object in the sentence. Object pronouns are used as both direct objects and indirect objects. For example:

- Show *me the book.*
- Father will help *you* when you come back.
- Put *her in bed after her meal.*
- My sister will take *him home.*
- I went back to buy soap for *them.*
- The fruit we bought was not ripe so we gave it to the chicken.

Personal Pronouns

Personal pronouns are used instead of repeating the nouns which have been mentioned earlier. It is important to choose the correct personal pronoun. For example:

- President Museveni delivered a number of speeches to remind the public about the dangers of the COVID virus. ***He spoke for more than an hour.***

It is important to know that personal pronouns are used according to number (singular or plural), person (first, second or third person), gender (masculine, feminine, neuter), and case (subject or object). For example:

- Paul and Jane were new in the school, but ***they were able to make many friends.***

There are two subjects, "Paul and Jane," so the plural pronoun "they" is needed here. And as Paul and Jane are the subjects, we use "they" instead of "them."

Activity 3

Read the passage below. After reading, rewrite it in your note book replacing the repeated nouns with the appropriate personal pronouns.

MUSA THE RICH MAN

Musa was one of the rich men in Buwaiswa Village. Musa owned cows, goats, sheep and two donkeys. Yokana, Musa's son, used to look after those animals every day. Yokana always took the animals to graze. Yokana would stay in the fields all day long. Yokana got in a habit of calling for help even when Yokana was not in danger. Yokana would shout, "Lion, lion, please help, help ... heeeelp the lion has taken a goat."

Whenever Yokana shouted, people came to help in chasing away the lion but they found none. They always warned Yokana not to lie about something as serious as that, but Yokana never listened. One day, a tiger came and grabbed a goat. Yokana shouted for help, but this time nobody responded to his cry. The tiger killed two goats and a sheep and went away with another sheep. Yokana went home crying and feeling very miserable and scared. When Yokana told the story to his family, everybody blamed him for being naughty. Musa blamed Yokana for always telling lies which act led to the loss of Musa's animals.

Activity 4

Every day in our lives we express, consciously or unconsciously, preferences, likes and dislikes about things, people or activities that are performed daily.

The most common verbs used to express these likes and dislikes are **love, enjoy, like and hate**. These are called **verbs of preference**. They are used in the simple present tense because they are routines or habitual actions.

1. Write sentences using the verbs **love, enjoy, like and hate**.
2. Write a composition about activities you, your parents or your friends enjoy doing.

LESSON 3

TOPIC: COMPARATIVE AND SUPERLATIVE ADJECTIVES

By the end of this lesson, you should be able to:

1. tell the difference between comparative and superlative adjectives
2. write sentences using comparative and superlative adjectives
3. read and correctly respond to a given reading comprehension.

INTRODUCTION

An **adjective** is a word that describes or qualifies or tells us more about a noun. When there is more than one noun we use **comparative adjectives**. For example: **Mary is shorter than Juma**. In doing so, the word '**than**' follows the adjective.

In cases where we want to compare more than two nouns we use **superlative adjectives**. Superlative adjectives are also used to compare one thing against the rest of a group. When using superlatives the article 'the' is used before the superlative and unlike the comparative adjective, the superlative is not followed with 'than'. For example:

Mary is the shortest learner in Senior One.

Activity 1

Complete the following sentences using the **comparative adjective than** construction.

For example: Sarah is (tall) than her brother.

Sarah is taller than her brother.

1. He is (young) his sister.
2. The river is (shallow) it was a month ago.
3. She speaks our local language (well) me.
4. Oranges are (cheap) than mangoes.
5. The new head teacher is (strict) the previous one.
6. Most people understand a language (well) they speak it.
7. His health is (poor) it was last month.
8. He reads (fast) Samuel.
9. Kampala is (big) Jinja.
10. John works (slowly) Opio.
11. My brother arrived (soon) I expected.
12. Peter has stayed in Arua (long) Freddie.
13. Water is (good) soda during the outbreak of the virus.

Activity 2

Adjectives of one syllable/beat, make the comparative and superlative by adding **-er** and **-est** as seen in the table below. An example has been given to you. Using the example, complete the table below.

Simple Form	Comparative form	Superlative Form
Tall	Taller	Tallest
Big		
Fast		
Cheap		
High		
Early		
Good		
Tough		
Sweet		
Quick		
Clean		

Activity 3

Adjectives of two syllables/beats ending in **-y, -er and -ow and -le**, form the comparatives and superlatives with **-er and -est** respectively.

For example

Pretty Prettier Prettiest

Now use the example above to give the comparative and superlative forms of the following adjectives:

Clever	Narrow
Gentle	Happy
Simple	Busy
Angry	

Activity 4

Adjectives which have three or more syllables/ beats form comparatives and superlatives with **more and most**

For example:

beautiful more beautiful most beautiful
careful more careful most careful

Write in your note book 5 more adjectives which change using **more and most**.

With reference to exercise below, put the words in brackets into either the comparatives or superlative form as necessary. You may or may not use article 'the'.

1. This is one of (beautiful) cities in the world.
2. Eria plays quite well but Martin is (good) player in the team.
3. (Many) babies die of malaria than any other disease.
4. (Many) birds can fly, but not all.
5. Which of these people is (important)?
6. I shall buy the car that goes (fast)
7. I can do (many) of the questions but not all.
8. He is (interesting) person I have ever met.
9. I am sure this is (good) of the two.
10. He is (skilful) politician in/of the country.

Activity 5

Finally, there are adjectives which neither use **er, -est, more** or **most**. These adjectives have **irregular comparatives and superlatives forms**.

For example:

many more most

good better best

bad worse worst

well better best

Make 10 sentences using the irregular adjectives in the examples above.

Follow Up Activity

How much do you know about the Internet? There is a lot of information on the Net. This information is more recent than what you would find in the textbooks which we have at home or at school. Read the passage below about the use of the internet and correctly respond to the questions which follow.

The use of the Internet

In addition to the various books in the library, today we can get a lot of information on almost any topic and also communicate using the internet. The Internet is a means of connecting a computer to any other computer anywhere in the world through routers and servers. When two computers are connected over the Internet, they can send and receive all kinds of information such as texts, graphics, voice, video, and computer programmes.

Today the email has become the **most popular** way of communication. People are spending more of their everyday lives **online** than ever before in order to communicate. Such commu-

nication includes giving directions, checking **movie listings**, reading novels and getting the latest news. As the Internet becomes more and more **accessible** worldwide, the number of people using it continues to rise as they move to even conducting business online as opposed to offline. Online video and **social networking** sites like Facebook and WhatsApp have played a big role in creating **traffic** on the Internet as people spend a lot of time watching online movies and communicating with each other.

Although the Internet has so many benefits, there is need to know how to make use of the benefits and not to be affected negatively by the misuse. The internet, when misused, can corrupt the mind, which could greatly affect one's academic, social and spiritual being. And yet the internet has lots of new information on whatever we learn and could easily be used to make learning more interesting and useful.

So be aware of what you do with the internet and stay away from the **sites** that may affect your well being.

Questions:

1. Give the meanings of the following phrases/words as used in the passage above.
 - i. **most popular**
 - ii. **online**
 - iii. **movie listings**
 - iv. **accessible**
 - v. **social networking sites**
2. Why is the Internet becoming the most popular way of getting information?
3. What type of information are people getting from the Internet?
4. Give any two benefits that you think could be got from using the Internet.
5. Give two dangers that could result from misusing the Internet.
6. Identify three main points from the passage on the use of the Internet.

Art and Design

ART AND DESIGN SENIOR ONE SELF STUDT

MATERIAL

Lesson 1

Theme: Art Theory

Topic: Appreciation of Art and Design

Introduction

Art and design is a subject made of two forms of creativity; Art and Design. To clearly understand this subject you need to know what is art and what is design. **Art** is a diverse range of human activities or feeling to creating visual objects (artworks). In the general form, the activities of art include painting, sculpture and architecture. A **design** is a plan to do something with a specific purpose or the **process** to form a product. You will be doing both; a skilful plan or process and a creation of objects hence the study of "art and design".

Why do we learn Art and Design?

There is a good reason for you to study art and design. You will begin to understand why things are created and their value to society. You will learn Art and Design to:

- i. develop your creativity
- ii. communicate using visuals
- iii. develop your understanding about cultures and
- iv. connect your learning to the society.

Practicing art and design activities will develop your mental (cognitive) and employment (vocational) skills so that you can compete in the 21st century. The 21st century requires you to possess the following key competences:

• Critical thinking and problem solving
• Creativity
• Collaboration
• Communication

The language of design

Just as a child learns a language in order to communicate with the community, an Art student needs to learn a different language of visual Arts. Art is a language used to communicate in two ways of **Art response** and **Art making**. When you look at something, you will like or dislike its appearance. You will somehow **appreciate** it by describing it; Is it small or big, colourful, pleasant or frightening? Appreciation is a **response** to an artwork.

Practice

Activity 1.1 Appreciating art

1. Look for a cup/mug or a bowl in your home.

2. List down at least three things you like about the cup/mug or the bowl.
3. If you have a chance of adding something on your cup/mug or bowl what would you add on?

Art response is a theoretical recalling, understanding and communicating knowledge in a clear and coherent manner. Appreciation involves describing what you see, discussing how an object was done in terms of colour, shape or texture.

The other method is **creating or making** something out of the available materials using handy tools. It is **practical** and **skill based**. Art making is the application of knowledge and skills (selection and control of materials, media and processes) to create an object. Creating is designing. You will make your own designs as you go through several activities of art making. The Design language has three basic parts: form, colour, and concept.

Form	Is the composition of the fundamental elements of design. It is the way things look like-the shape, proportion, balance, and harmony of the parts (relationship between them).
Colour	plays an important part of adding variety and mood as well as spatial dimension.
Concept	is the idea or thought behind a design, the processes that artists go through to find an artistic solution to the problem.

These components are what constitutes the language of design.

Art and design has several areas of study called art disciplines. Do you remember them? For example there is drawing, painting, graphic design and others. Each discipline is meant to produce different artworks for the society. These areas of art turn into **careers** of which you may become one.

Practice

Activity 1.2 Careers in Art and Design

1. In your art book draw a table with three columns.
2. Label the columns as art discipline, art form and career respectively.
3. Fill the table with at least six disciplines of art and its corresponding art forms and career

Remember:

1. Art is a visual language with many dialects. Design is one of them.
2. There are two ways of studying Art and

design: **Art response** and **Art making**.

3. You study art and design to fit in the 21st century requirements of: **Critical thinking and problem solving, creativity, collaboration, and communication**
4. **There are many careers associated with the study of Art.**

Lesson 2

Project Theme: Decorative arts

Topic: Making Collage

Introduction

Collage is a technique of creating decorative art works sticking together pieces of one material of different sizes, shapes, colours, values and textures. These materials may be cut, torn, folded, twisted or woven and later on glued or pasted on a hard flat surface. Materials used commonly is paper, textile or natural plant fibers.

You will practice the making of collage to develop the your planning skills through; Planning appropriate compositions for the given task following a theme, carrying out research and make use of information and available materials to create artworks, and creating and presenting artistic ideas based on a technique of collage to suit decorative purposes.

There are several ways of expressing ideas to serve different purposes. Decorative art is one way artists produce works. In this project you are going to learn how to use the visual elements and principles (line, shape, colour, value, form, texture and space) to make a decorative artwork of **Collage**. You will go through stages of art making called a **process**.

Resources

You will need:

- Note book, pencils, coloured pencils
- Paper, hard paper, glue, strings, cutters
- Any found or discarded materials or objects
- Paints and brushes if possible
- Computer with internet if possible

Technique

In collage, objects or pieces of paper, fabric, or other materials are pasted onto a surface to create a work of art. When planning your collage consider such things as:

Overlapping: The sticking of a second layer of materials over the first so that parts of the past of the first layers are exposed while other parts are not.

Interpenetration: The sticking of layers of material so that it moves above, then under, a previous layer, then above it again.

Variation: The use of different shapes, sizes, and colour schemes of your pieces that adds interest.

Gradation: The subtle shifts in an element of art, for instance, the use of tones of a colour. Or the increase in the size of shapes used in a design.

Study figure 1.1 to appreciate how the technique of collage making was applied.



Figure 1.1 Sample work of Collage

Collage Making Process

1. Research on decorative art -making technique and processes

This is finding about something. You have to make use of the available information as a base to your artistic development.

- Make a plan of translating your ideas or imaginations into tangible work of a sketch.
- Have a reason as to why you want to create

the collage work.

- Collect and/or prepare materials (natural and man-made) needed for your collage activity.
- Experiment to improve as you create new ideas and ways for doing your own work.

Have you got an idea of what you want to do? Sometimes you will have so many ideas but you have to pick the most interesting one after sketching.

2. Select the topic/theme or brief

- Choose an object, topic or theme (if not given) that is simple to design.
- Create more than one drawing to open up your imagination.

3. Create the design

- From your research and sketching, select pictures of the theme or subject you will use.
- Sketch appropriate compositions for the collage following an artistic plan of elements and principles.
- Once you have selected, decide on the size of the surface or base for your art work. Collage requires a hard paper base, preferably white paper, card or hard board.

4. Transfer the design

- Reproduce your design drawing on the base. Do this by cutting out the paper drawing, placing it on your base and tracing its outline on the base.
- Draw out the objects you wish to represent. You may use coloured pencils to guide you in the location of your colours.

5. Create the artwork

- Cut or tear out your material into small pieces. Separate them by layers, then by the designs for each layer. Use little glue to temporarily hold the pieces as you build up the design.

- Use glue to firmly hold the paper cuttings to the base on which you work. Begin by sticking first layer of pieces into their positions. Paper does not require much glue. A clear –drying glue is recommended. As you build up the layers, take care to avoid sticking pieces before techniques of folding, overlapping or inter-penetration are applied.

6. Finish the art work

- See that all edges are well stuck. Again, work carefully to avoid glue or paint where they are not needed. Keep flat and in a dry place, pinned to a flat surface, and allow to dry for some minutes.

7. Present the art work

- Be sure to autograph (signature) your decorative piece. This may be done anywhere, but best at the lower left or right side.
- Your work will look complete with a frame around it.

Create

Task: The whole world is fighting to survive the killer virus. Thousands of people have died of this virus. Information regarding the causes and control of this disease has been circulating in newspapers and audio-visual media. Make a research in the print media on the subject and following the design process, create a Paper Collage artwork based on a theme "**The tales of Covid- 19**". The intention is to document and communicate the horrors of the virus to the public.

When you finish working show your Collage work to your parents and other family members. What do the family members say about your art work? Where can your art work be exhibited? How can you improve to make it a career for you to earn from your art?

Yes. Respiratory viruses can be passed by shaking hands and touching your eyes, nose and mouth.
Greet people with a wave, a nod or a bow instead.

Should I avoid shaking hands because of the new coronavirus?





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