



SOCIAL STUDIES

Grade 5

Teacher Guide

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Foreword

Education and development are closely related endeavours. This is the main reason why it is said that education is the key instrument in Ethiopia's development. The fast and globalised world we now live in requires new knowledge, skills, attitudes and values on the part of each individual. It is with this objective that the curriculum, which is a reflection of a country's education system, must be responsive to changing conditions.

It is more than fifteen years since Ethiopia launched and implemented the *Education and Training Policy*. Since then our country has made remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a Framework for Curriculum Development. The Framework covers all pre-primary, primary, general secondary and preparatory subjects and grades. It aims to reinforce the basic tenets and principles outlined in the *Education and Training Policy*, and provides guidance on the preparation of all subsequent curriculum materials – including this teacher guide and the student textbook that come with it – to be based on active-learning methods and a competency-based approach.

Publication of a new Framework and revised textbooks and teacher guides are not the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guide and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this guide carefully and to support their students by putting into action the strategies and activities suggested in it. The guide includes possible answers for the review questions at the end of each unit in the student textbook, but these answers should not bar the students from looking for alternative answers. What is required is that the students are able to come up with, and explain knowledgeably, their own possible answers to the questions in the textbook.

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Introduction to the teachers guide

Teacher's guide is very important in providing the teacher with lesson topics and inalienable facts such as competencies, period allotments, presentation and assessment techniques. It could be said, it is a ready made document for the teacher to prepare his/her lesson plan in line with the given time frame.

Thus, this grade five social studies teacher's guide is composed of four units. Each unit is divided into sub-units. Each sub – unit is broken into workable lesson topics. For each sub unit competencies, contents, over view, suggested teaching materials and teaching methods, pre-lesson preparation, presentation and assessment techniques are neatly provided. In connection with these detailed items of information, you should bear in mind that your lesson provision should be based on student centered approach. This implies that your role is to give instruction, guidance and strict follow-up. On the other hand, the role of the student is to actively participate in the learning teaching process pursuing the motto “Learning by Doing”. The assessment techniques are believed to be inseparably related to this participatory method which reflects learning by doing.

As you know methods are situational. Lesson topic selected may be presented by employing one, two or more methods as suggested in this guide. However, you should be very careful that the method or methods you use to present a lesson must be participatory. Besides, the assessment techniques employed ought to reflect these methods. Why do we opt to use participatory methods? Because they are dependable methods to bring about expected behavioral changes on the learner.

Along with the information given above, you need to know the goals of teaching social studies in primary schools. Moreover, you have to know the learning outcomes of social studies in grade five, and the meanings of assessment and testing.

General Aims of Social Studies

Social studies is one of the subjects given in Ethiopian Primary Schools, second cycle.

- Social studies as a subject enables students to attain knowledge about the economic, political and legal systems and institutions of their country, their continent and the world at large.
- Social studies enables students to develop attitudes and behavioral changes regarding sense of responsibility, active participation in community life, respect to equality and justice, tolerance of differences and attitude of patriotism, loyalty and law of one's own country.
- Social studies helps students to develop understanding and acquire knowledge of the countries of the Horn of Africa with regard to ancient states, natural resources and modernization.

Learning outcomes of grade 5 social studies

1. To develop understanding and acquire knowledge of :

- The countries of the Horn and super language families spoken in the Horn.
- The ancient states in Ethiopia and their achievements.
- The factors for the variation of settlement, culture, livelihood between highlanders and lowlanders.
- The major types of vegetation and wild life and the major ways of conservation.
- Harmful traditional practices that expose people to HIV/AIDS and HIV/AIDS' impact on Ethiopia.
- The impact of rapid population growth.
- The features of good governance and child right.
- The shape, movements of the earth and the effects of its movement.

2. To develop skills and abilities of:

- Locating Ethiopia in relation to its neighbors using the map of Africa.
- Drawing and understanding sketch maps.
- Conserving the natural vegetation and wild animals of Ethiopia
- Planning activities in relation to the season.
- Assessing harmful traditional practices in their environment and understanding how to prevent HIV/AIDS.

3. To develop the habits and attitude of:

- Defending the main achievements of modernization in Ethiopia.
- Integrating the effect of rapid population growth on vegetation and wild animals.
- Following safety mechanisms to accidents.
- Appreciating the impact of introducing modernization in Ethiopia, the importance of appreciating the endemic animals.

Teaching methods

Method is a strategy of lesson delivery. It is a means by which learners acquire knowledge, skills and attitude. There are various methods through which lesson could be delivered. The following table presents the principal ones along with their importance or strengths and weaknesses.

Method	Strengths and Weaknesses
Discussion	<ul style="list-style-type: none">• Allows students to share ideas• Enables every student to participate actively• A few students may end up dominating the discussion• Not easy to conduct for large class• Can be time consuming• Teacher can easily lose track of the argument

Problem solving	<ul style="list-style-type: none"> • Enables to develop such skills as identification, observation, recording, making prediction, synthesis, analysis and drawing conclusion. • Requires appropriate planning and guidance otherwise can waste time.
Question and answer	<ul style="list-style-type: none"> • Stimulates learners to learn • Develops thinking abilities • Helps teachers to know the learners interests • Allows to distinguish between learners of different paces and enables to give support to needy ones • Requires careful planning, selecting questions, covering all themes of the lesson, the questions have to be clear. • Use “what” tag questions • Careful following of students’ responses to give timely correction.
Role play	<p>Promotes such skills as</p> <ul style="list-style-type: none"> • Decision making ability • Ability to influence audiences’ attitude • Debating • Self expression • Conducting interviews • Conversation ability • Competency to get information and determine their reliability • Capacity to remember and recall things passed. <p>But the method requires</p> <ul style="list-style-type: none"> • Careful planning • Selecting simple topics • Voluntary involvement from the part of students
Debate	<p>Promotes such skills as</p> <ul style="list-style-type: none"> • Ability to speak in public • Ability to express ones own ideas • Ability to convince people and attain talent of oratory <p>But the method needs careful planning, selecting suitable topics and arranging their application, needs appropriate monitoring, otherwise the debate could take wrong direction.</p>

Assessment and testing

Assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, apprehend, and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve subsequent learning. Therefore, assessment of student learning is a participatory, interactive process that:

- Provides information you need to your students' learning
- Engages you and others in analyzing and using this information to confirm and improve teaching and learning.
- Produces evidence that students are learning the outcomes you intended.
- Guides you in making educational and institutional improvements.
- Evaluates whether changes made improve or impact student learning and documents the learning and your efforts.

In general, learning is the focus and ultimate goal of the learner centered paradigm.

Because of this, assessment plays a key role in shifting to a learner centered approach. When you assess your students' learning, you force questions like the following:

- What have my students learned and how well have they learned it?
- How successful have I been at what I am trying to accomplish?

Though there are many types of assessment, the focus here should be on student assessment. Student assessment is important to find out:

- What the students know (knowledge),
- What the students can do and how well they can do it (skill, performance),
- How students go about the task of doing their work (process),
- How students feel about their work(motivation, effort).

What are the functions of assessment?

- Diagnostic: tells you what the student needs to learn
- Formative: tells you how well the student is doing as work progresses
- Summative: tells you how well the student did at the end of a unit task.

What should you assess?

- Student work at all stages of development
- Acquisition of knowledge and skills
- Development of sophistication and complexity in student work

How should you assess?

- Day – to – day observation
- Tests and quizzes
- Rubrics
- Project work, etc.

Who should be involved in assessment?

- The teacher
- The student
- The student's peers
- Parents

Testing

Testing, in education, is an attempt to measure a person's knowledge, intelligence, or other characteristics in a systematic way. There are many types of tests. Teachers give tests to discover the learning abilities of their students. They also give tests to see how well students have learned a particular subject.

Standardized tests

Most printed tests taken by students are standardized. A test could be standardized after it has been used, revised, and used again until it shows consistent results and average levels of performance have been established. The quality of a test is judged by three major standards:

- validity

- Reliability and
- Practicality

Validity: reflects how well a test measures what it is intended to measure.

Reliability: refers to the consistency of results achieved by the test. To establish reliability, a test may be given to the same group several times. If very similar results are obtained each time, the test may be considered highly reliable.

Practicality: involves the cost and convenience of the test. If a test requires too much expense or effort, it may be impractical. It also may be impractical if the results are too difficult to interpret.

Kinds of tests

Most tests are designed to measure one of several characteristics:

- ✓ Learning ability
- ✓ Learning achievement
- ✓ Aptitude and interest or
- ✓ Personality

Tests of learning: are ability attempts to predict how well an individual will perform in a situation requiring intellectual capability. These tests are sometimes called intelligence tests, mental ability tests, academic aptitude tests, or scholastic aptitude tests.

A learning ability test: consists of a standard set of tasks or questions. It enables a student to demonstrate the skills learned throughout the individual's life, both in and out of school.

Achievement tests: try to measure how much an individual has learned about a particular subject, rather than the general ability for learning. Schools use achievement tests more than any other kind of test. Throughout primary school, secondary school, and college, most teachers rely on achievement tests when rating a students' progress.

Sample lesson plan

Name of the school _____

Name of the teacher _____

Subject: social studies Grade: 5 Date: 25/03/2011

Unit : I Section (s) 1.5 Length of period: _____

Topic: Unity and Modernization Number of periods: 5

Days	Duration	Contents	Competencies	Teacher's Activity	Student's Activity	Methods	Instructional media	Remarks
T u e s d a y	7	<ul style="list-style-type: none"> - Unification of Ethiopia - Victory over Foreign Invasion - The Introduction of Modernization 	<p>After studying this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Explain the significance of unity for the victory of Adwa • Discuss the impact of introducing modernization in Ethiopia 	<p>Ask students the following questions</p> <ul style="list-style-type: none"> • Where is the town of Adwa located? • What else do you know about Adwa? • What is modernization 	<ul style="list-style-type: none"> • Work in pairs to brainstorm their ideas • Then respond their ideas to the rest of the class 	<p>Group discussion small group discussion Question and answer Debate</p>	<ul style="list-style-type: none"> - Pictures and photographs of important personalities and modern institutions. - Historical map of Ethiopia 	
	28			<p>Divide the class in to groups as required; give the following issues to be discussed and reported to the class:</p> <ul style="list-style-type: none"> • Listing modern 				

				<p>institutions and tell their purposes.</p> <ul style="list-style-type: none"> • Indicating why Italy invaded Ethiopia and how Ethiopians united against invaders.. • Mentioning what the significance of victory was. • Pinpointing was the result of modernization was. 	<p>group representatives</p> <ul style="list-style-type: none"> • Ask clarification questions if any • Participate in the general discussion 			
	10		<p>Let students write a poem about the victory of Adwa or about modern institutions and debate on the significance of modernization</p>	<p>Raise the following questions and summarize the lesson:</p> <ol style="list-style-type: none"> 1.What was the significance of victory against Italy? 2.What was the significance of unity for victory ? 3.What was the result of modernization? 	<p>Respond to the summarizing questions</p>			

Unit 1: The People, Location and Settlement of Ethiopia & the Horn of Africa (23 periods)

Unit Outcomes: Students will be able to:

- Describe the relative location and name countries of the Horn
- Name and locate early states in Ethiopia & the Horn and appreciate the main historical & political achievements of the Ethiopian states.
- State the ancient states in Ethiopia & their achievements
- Appreciate the main achievements of modernization
- Identify the main factors for the variation of settlement, culture, & livelihood between highlands & lowlands areas of Ethiopia.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe the location of the Horn of Africa • Use cardinal locations and write them correctly. 	<p>1 The location and countries of the Horn of Africa</p> <p>1.1 The location and countries of the Horn of Africa (4 periods)</p> <ul style="list-style-type: none"> • Relative location of the Horn of Africa • Countries of the Horn of Africa 	<ul style="list-style-type: none"> • Draw a large outline map of Africa on the board or use other means. Brainstorm and ask them how they would describe the location of the Horn in relation to Africa, e.g. Is it to the west/north west etc? Use cardinal directions in the description. Ask a student to add Ethiopia to the map on the board and mark Addis Ababa. • Next ask students to list neighbours, e.g. Sudan,

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none">• Name the countries of the Horn of Africa• Demonstrate the location of Ethiopia in relation to its neighbors using the map of Africa• Describe the location of cities correctly using cardinal location		<p>Kenya, and get them to add and name them on the map. Now ask for and add names of the seas (Indian Ocean, Gulf of Aden and Red Sea.)</p> <p>Finally ask students to name and add the capital cities</p> <ul style="list-style-type: none">• Use the Ethiopian Airlines route map (or similar) in their book showing other destinations in the Horn. Look at the capital cities. Tell students that a plane flies on average at xxx kph and ask them to indicate each city in what direction, then write their answers down, Moquadisho to the SE.• Students copy and complete the map in their notebook and write down the direction and calculate the distance from Addis of the cities of the Horn. Discuss how they think air travel can bring change. <p><i>T: Use real or adapted airline route maps and information to create interesting activities.</i></p>

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • Identify the archeological sites in Ethiopia and the Horn • Explain the chronology and significance of the archeological finding. • Discuss the introduction of major religions in Ethiopia and the Horn of Africa • Appreciate that the need for religious 	<p>1.2 The History of the people & settlement of Ethiopia & the Horn of Africa. (5 periods)</p> <ul style="list-style-type: none"> • The cradle of human beings: Archeological sites of Ethiopia. • The introduction of Christianity and Islam in the Horn 	<ul style="list-style-type: none"> • Start by asking students for the names of relics which they have heard about such as: Australopithecus afarensis (Lucy) Homosapien Ideltu (Selam) Ask students to tell you as much as they can first before you tell them. Write the names on the board. Students write information next to the names. Then teach them about the relics. Next discuss the chronology of the relics with them and get them to help you to label them on the board in the right order. Students then copy the list in their notebook. <p><i>T: Include real case study with photos about an Ethiopian archaeologist and his or her job</i></p> <p>Start by asking students to discuss in groups and report on what they know about how the major religions came to be introduced to Ethiopia. List the religions on the board and get students to write down the information</p>

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p>tolerance is not new</p> <ul style="list-style-type: none"> • Express recognition that Ethiopia is a multi-faith country • Show appreciation for the early states of Ethiopia and the Horn 	<p>1.3 Early states in Ethiopia and the horn (3 periods)</p> <ul style="list-style-type: none"> • Punt & Damat • Aksum • Zagwe • Muslim Sultanets • Wolayta • Damot • Enaraya • Kaffa 	<p>about each one. Next teach them new material using case studies from old stories about the introduction of the religions and quotes from ancient manuscripts or books.</p> <p>Next ask students if they can see similarities and differences between the situation then and now. Get them to talk about how as Ethiopians they live by appreciating unity within diversity and diversity without fragmentation.</p> <p><i>T Case studies based on real source materials.</i></p> <p>Give short explanation on the early states of Ethiopia and the Horn as Punt and Damat.</p> <p>Let students locate major states of Ethiopia using map of Ethiopia.</p> <p>Small group discussion is encouraged to enable students describe that early ststes of Ethiopia are found in different corners of the country such as: Aksum, Zagwe, Msslim Sultanets, Wolaita, Damot,Enarya & Kaffa.</p>

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • Distinguish the main historical and political achievement of states. 	<p>1.4 Historical and political achievements (3 periods)</p> <ul style="list-style-type: none"> • Aksumites • Zagwes • Gondorians • Konsos • Hararis • Gada system(the Oromo's & Sidama's) 	<p>Let students write a report on the main historical and political achievements of Aksumite, Zagwes, Gonderian, Konsoes, Harari and Oromos & Sidama Gada system such as:</p> <ul style="list-style-type: none"> • Axumite • Zagwe • Gonderians • Harari • Konso • Oromo and Sidama • Obeliskes • Churches of Lalibela rock hewn • Castles of Gondar • the Harar wall • Terracing • Gada System

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • Explain the significance of unity for the victory of Adwa • Discuss the impact of introducing modernization in Ethiopia. • Identify key factors responsible for the variation in settlement. • Relate settlement factors to livelihood within Ethiopia and the Horn. 	<p>1.5 Unity and modernisation (5 periods)</p> <ul style="list-style-type: none"> • The significance of unity for the victory of Adwa • The introduction of modernization (2Pd) (Education, banking, railway, health, telecommunications, the army, the postal service) <p>1.6 Key factors for the variation in settlement and culture. (3periods)</p> <ul style="list-style-type: none"> • Variation of Settlement: climate, resources and defense. • Variation in livelihood and culture between urban and rural areas and highlanders and lowlanders 	<ul style="list-style-type: none"> • Ask students to explain how Ethiopians united to defeat the Italians and let them write a short essay about the victory of Adwa and discuss it. Each group could write the words of a song or poem about the battle. • Ask students to say briefly what they know about the introduction of modernization in late 19th and early 20th century Ethiopia. Next students conduct group discussions on the impact of modernization in bringing education, trade& banking, communication and health. The group representative will present the findings. • Finally, as a class, debate the advantages and disadvantages of modernization • Groupwork with four groups: <ul style="list-style-type: none"> Group 1:Highland rural Group 2 Highland urban Group 3 Lowland rural Group 4 Lowland urban Give each group a specific area as a case

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none">• Compare and contrast the livelihood and culture of highlanders and lowlanders, urban and rural, dwellers in Ethiopia		study and identify the area on a map in their book or on the blackboard. Ask each group to write about their findings. they should explain how climate affects housing, clothing, agriculture and commerce, and culture in their topic area and contrast it with a different area. <i>(T See above, sample case study)</i>

Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description based on the specific objectives to determine whether the students have achieved the minimum required level.

A student working at minimum requirement level will be able to:

- describe the location of Ethiopia in terms of its neighboring countries. List the countries of the horn, describe the introduction of major religions of Ethiopia and the Horn, recognize living together varied religious followers; appreciate the state of Ethiopia of the Horn; distinguish the main historical and political achievement of states; describe the states of Ethiopia and Horn; explain the significance of unity for the victory of Adowa; discuss the impact introducing modernization in Ethiopia; relate factors for settlement with

livelihood of Ethiopia and the Horn; identify factors that response for the variation of settlement; compare the condition of livelihood and culture in highland and lowland of Ethiopia.

- Students working above the minimum required level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent
- Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class, they should be given extra attention in class and additional lesson time during breaks or at the end of the day.

In the assessment process the teacher should give special attention and the necessary help for special need students.

Unit: 2 The Earth and Its Surroundings (10 periods)

Unit Outcomes: Students will be able to:

- Draw a sketch map step by step which identifies their school and its surrounding area
- Explain the effects of the earth’s movement
- Identify permanent and seasonal water resources in Ethiopia

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to :</i></p> <ul style="list-style-type: none"> • Explain the use of map • Explain how and draw a sketch map • Prepare a sketch map which shows the location of their school • Identify the shape and movements of 	<p>2. The earth and its surroundings</p> <p>2.1 Our location (4 periods)</p> <ul style="list-style-type: none"> • Use of sketch map to show direction and location • Making a simple sketch map <p>2.2 The earth’s shape, movement</p>	<ul style="list-style-type: none"> • On the blackboard, with the class, prepare a plan of the classroom. Measure the walls and draw the room to scale. Then ask students to put the door, window and furniture in the right place. Next discuss your sample map on the board which shows an imaginary school. There are landmarks, e.g. the clinic, and an arrow to show North. Talk about the map features which they should use. • Next ask students to open their notebooks. Now draw a shape to represent the school on the board and then discuss where north/south is, according to the position of the sun at midday. Then ask students to draw their own map and to include anything important like roads, a river, or an important building. They should name everything and include the North arrow. • Students should be provided a globe and a flash light to show the shape and movements of the earth and its effects like

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<p>the earth.</p> <ul style="list-style-type: none"> • Explain the effects of Earth's movements • Relate the effects of seasons on economic activities of farmers and pastoralists 	<p>and its effect (4 periods)</p> <ul style="list-style-type: none"> • shape of the earth • Earth's movement & its effect • day & night • seasons • The earth's tilt and the seasons <p>2.3 The effect of seasons on farming and pastoralists (2 periods)</p> <ul style="list-style-type: none"> • The seasons in Ethiopia. • The effect of the seasons on farming and pastoral activities 	<p>change of day and night and seasons (summer, Autumn, Winter and spring)</p> <ul style="list-style-type: none"> • Ask students to collect pictures of the seasons here, and the seasons in other parts of the world. Discuss these as a class activity in the next lesson. • Ask students to make a model of the earth. Next they should show where the earth is in relation to the sun and how it is tilted to cause the seasons. Draw its position on the board. • Compare two case studies of summer and winter activities in a highland and then in a in a lowland area. Discuss this as a class.
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Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the specific objectives, to determine whether the student has achieved the minimum required level.

Student's working at the minimum requirement level will be able to: Identify the map;- State the steps of sketching a map

Draw sketch map to locate their school environment; Identify shape and movements of the earth; explain the effect of earth's movements' Relate the effects of seasons on economic activities of farmers and pastoralists.

Students working above the minimum requirements level should be praised and their achievement recognized. They should be encouraged to continue working hard and not become complacent.

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

In the assessment process the teacher should give special attention and the necessary help for special need students.

Unit 3: Our Environment (19Periods)

Unit Outcomes: Students will be able to:

- Understand the major types of vegetation and wild animals with major ways of conservation
- Recognize the effect of rapid population growth on vegetation and wild animals

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify the major types of natural vegetation in Ethiopia and the Horn • List the major types of wild animals in Ethiopia and the Horn • Distinguish between common and endemic animals of Ethiopia and the horn • Justify the importance of natural vegetation and wild animals in Ethiopia & the Horn 	<p>3. Our Environment 3.1 Major types and importance of natural vegetation and wild animals (4 periods) 3.1.1 Main types of natural vegetation and wild animals</p> <ul style="list-style-type: none"> • Forest, grassland and desert • Vegetation in Ethiopia and the horn • Types of wild animals (Common, endemic and endangered animals of Ethiopia and their habitat) 	<ul style="list-style-type: none"> • Draw a blank map on the board. Discuss what forest, grassland and desert means and ask for examples. Ask students to mark these areas on the map on the board. Complete the map with the class. Then students can copy it in their book. • Ask students to list the endemic animals of Ethiopia and write down where they are found as a table in their book. Discuss and list the endangered animals separately. • Then students can write a paragraph about one of the endemic animals of Ethiopia and present it to the class.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • Discuss the importance of protecting the habitat and wild animals • Explain to others why it is important to protect the vegetation and wild animals • Analyze the effects of rapid population growth on vegetation and wild life 	<p>3.2 Importance of natural vegetation and wild animals <i>(4 periods)</i></p> <ul style="list-style-type: none"> • Keeping the natural balance between wild animals and vegetation • How farmers and wild animals can live in harmony • Tourism and its benefits for the community, animals and farmers. <p>3.3 The effect of rapid population growth on natural vegetation and wildlife <i>(4Periods)</i></p> <ul style="list-style-type: none"> • Loss of vegetation • Animal migration • Forest resource depletion 	<ul style="list-style-type: none"> • Discuss what happens if wild animals cannot find food when their habitat is destroyed. Ask students for examples which they have heard of. Ask students if they think that it is important as part of their heritage to protect the animals. • Role play: Some villagers want to kill an elephant which is destroying their crops. Students discuss how to keep the balance between human needs and wild animals, so that they can live together. • Students discuss the contribution of natural vegetation and wild animals as a tourist attraction in Ethiopia and the Horn. • Discuss how tourism can benefit Ethiopia. Use case studies of real places • Write three headings on the board, loss of vegetation, animal migration, forest depletion. Ask students for examples which they know about and write them underneath the headings. • Students then write a short essay saying what they would do a) to prevent these things from happening, and b) make suggestions about how to change and improve the situation.

Social Studies: Grade 5

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • State how they can participate in conservation activities • Describe the major methods of conserving natural vegetation and wild animals. • Relate these activities to local or familiar environments and become involved in conservation • Show appreciation to the importance of the endemic animals of Ethiopia and the Horn 	<p>3.4 Conservation of natural vegetation and wildlife (7 Periods)</p> <ul style="list-style-type: none"> • Afforestation, reforestation and controlling wildfires • Avoiding illegal hunting • The national parks of Ethiopia and conservation organizations 	<ul style="list-style-type: none"> • Ask students what they would do to conserve wild animals and vegetation. Get them to identify and discuss new forested areas or reforested areas nearby. Discuss how they could participate in planting trees, keeping national parks and controlling wild fires in their environment. • Case study of a national forest park • Role play: Students find some hunters about to kill a protected species. Each group takes sides and has to defend its position. The students try to persuade the hunters that they are wrong. • Finally, students groups debate the advantages and the disadvantages of hunting wild animals. • Students design posters against illegal hunting, the destruction of forest, to put up in the local area • Students should add the major national parks to their map of Ethiopia in their book. Discuss with them how the natural vegetation (habitat) must suit the animal, and if the habitat is destroyed, the animals will leave or fail to breed. (Mention organisations which protect the environment and animals

Social Studies: Grade 5

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
		<p>(Ethiopian Wildlife Society) UNEP.</p> <ul style="list-style-type: none">• Role play. Two people want to kill some rare animals which live nearby while two others want to stop them. Students debate what they would do and then discuss what they can do to protect wildlife in their area, if they live in a rural area. They could form a club or join an existing organization

Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the specific objectives, to determine whether the student has achieved the minimum required level.

A student working at the minimum requirement level will be able to:- Identify the major types of natural vegetation in Ethiopia and the Horn; List down major types of wild animals in Ethiopia and the Horn; distinguish the endemic animals of Ethiopia; justify the importance of vegetation and wild life in Ethiopia and the Horn; analyze the effect of rapid population growth on vegetation and wild life; describe the major method of conserving natural vegetation and wild life; initiate to participate in activities of conserving natural vegetation and wild life.

- Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.
- Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.
- In the assessment process the teacher should give special attention and the necessary help for special need students.

Unit 4:Public Agenda (16 periods)

Unit Outcomes: Students will be able to:

- Explain the harmful traditional practices that expose to HIV/AIDS and its impact in Ethiopia
- Analyze the impact of rapid population growth
- Describe the features of good governance and child rights
- Relate accidents to their safety mechanisms.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain harmful traditional practices which expose people to HIV/AIDS • Analyse the effects of traditional practices such as abduction, female genital mutilation and tattooing 	<p>4. Public agenda</p> <p>4.1 Population issues (4 periods)</p> <ul style="list-style-type: none"> • HIV/AIDS and harmful traditional practices (HTP) • Transmission of HIV/AIDS related to HTP (Abduction , female genital mutilation and tattooing) • Impact of HIV/AIDS resulting in orphanages and street life 	<ul style="list-style-type: none"> • Class discussion about harmful traditional practices in their district • Student debate on how harmful traditional practices as it expose people to HIV/AIDS • Introduce a case study. Then ask students to give examples of families they know where children are on the street or in orphanages • Student play: how with HIV/AIDS children risk street life • Student given figures for school numbers per class this year, and the total school enrolment

Social Studies: Grade 5

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Discuss and understand why orphanage and street life are effects of HIV/AIDS • Describe the scarcity of social services and shortage of farm lands as impacts of rapid population growth in Ethiopia. • Recognize that laws and school rules are there for a serious purpose • Explain the features of good governance • Define the meaning of accountability, responsibility, 	<p>4.2 Impact of rapid population growth (4 periods)</p> <ul style="list-style-type: none"> • scarcity of social services • shortage of farmland <p>4.3 Good governance, children’s rights, and safety 4.3.1 Good governance (2 periods)</p> <ul style="list-style-type: none"> • The features of good governance (Accountability, responsibility, transparency, obeying the law, lack of corruption) 	<p>compared to ten years ago.</p> <ul style="list-style-type: none"> • Students discuss how this affects the school and write a short report • Research. Students to ask their parents or other people about the major causes of the lack of social services in their area and take notes. They present their findings to the class. • Ask students how increasing population affects grazing and farmland. List the effects on the board then ask them to write a short report. • Case study of one area • Discuss the way the school is governed by the head, teachers, and students. Ask students to draw a diagram on the board. • Make two columns on the board, one for <i>rights</i> and one for <i>responsibilities</i>. Help students to complete the lists. • Ask students to give examples of when students have needed the protection of the school, e.g. from bullying, and school rules have helped them. Case study. • Discuss how the institutions in the area are organised, e.g. kebele, woreda, and the police role. Use a case study of a policeman’s day,

Social Studies: Grade 5

Competencies	Contents	Suggested activities
<p>transparency, and lack of corruption</p> <ul style="list-style-type: none"> • Explain that they are protected by the international Rights of the Child (Unesco) • Name their basic rights <ul style="list-style-type: none"> • Identify potential risks in their surroundings • Express and write safety rules • Advise others about how to protect themselves 	<p>4.3.2 Children’s rights <i>(3 periods)</i></p> <ul style="list-style-type: none"> • The rights of the child (to have a name and identity, to go to school, to be protected from harm by the law) <p>4.3.3 Accident and Safety <i>(3 periods)</i></p> <ul style="list-style-type: none"> • Road • Hostile animals • Floods and fires 	<ul style="list-style-type: none"> • Tell students that there is an international agreement on children’s rights and ask them to list what rights they think they should have in a column on the left hand side of the board. Direct the discussion. • Now explain their basic rights as in the UNESCO agreement. • Next, write ‘responsibilities’ on the right hand side, and ask them to complete it. • Case study of endangered child • Encourage children to discuss dangers which children face at home or in their environment and possible solutions. • Students talk about road accidents they have seen. Ask them for road safety rules and write these on the board. Student groups design road safety wall charts to put up in school • Students discuss situations where animals have been hostile (including snake bites). Then groups develop a safety poster including what to do if attacked • Students discuss floods and fires and each write a safety information sheet.

Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the specific objectives, to determine whether the student has achieved the minimum required level.

- Students working at the minimum requirement level will be able to:- explain the harmful traditional practice that expose to HIV/AIDS; discuss orphanages and street life as effects of HIV/AIDS; describe the scarcity of social services and shortage of farm lands as impacts of rapid population growth in Ethiopia; recognize the features of good governance; identify accidents in their surrounding and safety measures to be taken; acquire the safety mechanisms for accident in their locality.
- Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.
- Student working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.
- In the assessment process the teacher should give special attention and the necessary help for special need students.

Social Studies Minimum learning competency for Grade 5

Grade 5	
The people	<ul style="list-style-type: none">• Tell the location of countries of the horn of Africa• Describe the history & religion of the people of Ethiopia & the horn• Appreciate ancient civilization, heritage & culture of Ethiopia & the horn• Identify main historical and political achievements of the Ethiopian early states• Recognize the significance of unity in combating colonialism and discuss the introduction of modernization in Ethiopia• List factors for the variation of settlement, livelihood & population distribution in Ethiopia & the horn(landform, climate, resources...)• Prepare sketch map to locate their environment
The earth	<ul style="list-style-type: none">• Describe the shape, size of the Earth• Realize the aspects of Rotation & Revolution• Label farming activities of our country according to the seasons

Social Studies: Grade 5

Grade 5		
Eco-system and its Challenges	Eco-system and its Challenges	<ul style="list-style-type: none"> ● Identify the major factors that affect the distribution of natural vegetation, wildlife in the Ethiopia and the horn of Africa
		<ul style="list-style-type: none"> ● Realize the uses of vegetation and wild life in Ethiopia and the horn
		<ul style="list-style-type: none"> ● Explain the interaction among people, natural vegetation and wild life in Ethiopia & the Horn
Eco-system and its Challenges		<ul style="list-style-type: none"> ● Analyze the effects of climate on the distribution of people, natural vegetation and wild animals in Ethiopia and the Horn
		<ul style="list-style-type: none"> ● Recognize the influence of rapid population growth on vegetation and wild animals in Ethiopia and the Horn
		<ul style="list-style-type: none"> ● Reflect ways & wise use of vegetation and wild life in Ethiopia and the Horn
Public Agenda	Population Related Issues	<ul style="list-style-type: none"> ● Reflect the consequence of HIV /AIDS in Ethiopia ● Describe the consequences of rapid population growth
	Issues of Rights & safety	<ul style="list-style-type: none"> ● Discuss major elements of child right ● Recognize the manifestations of good governance in Ethiopia & the Horn ● Lists types of accidents & safety
	Program for partnership	

Flowchart of Social Science From Grade 5-8

Topic	Sub-Topic	Grade 5
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">People and Their Natural Environment</p>	<p>The People</p>	<p>Living together in Ethiopia and the horn</p> <ul style="list-style-type: none"> ● The History of the people, <ul style="list-style-type: none"> - The cradle of man kind - The introduction of Christianity and Islam - Early states - Unity and modernization ● Population and livelihood <ul style="list-style-type: none"> - Population settlement - Variation of livelihood and culture - Factors for the variation of settlement, livelihood and culture ● Factors for the variation ● (relief, climate, resource, stability,) ● Indicating our location using Map ● Map- its simple definition, use, sketching our environment, identification of positions (relative location geographical bearing)
	<p>Our home Earth.</p>	<ul style="list-style-type: none"> ● The daily natural phenomena in our surrounding (day & night). ● annual natural phenomena in our surrounding (seasons) ● causes for the variation of natural phenomena (shape, size, movement and its effect)

Social Studies: Grade 5

Topic	Sub-Topic	Grade 5
	Eco- system and its challenge	<ul style="list-style-type: none"> • Interaction among people, vegetation and wild animals <ul style="list-style-type: none"> - Types of natural vegetation and wild animals - Importance of natural vegetation and wild animals - Effect of rapid population growth - Conservation of natural vegetation • (devegetation & erosion, Conservation)
Public Agenda	Population related issues	<ul style="list-style-type: none"> • HIV/AIDS (orphaned, street's life, fatal death)
		<ul style="list-style-type: none"> • Factors that contribute to rapid population growth (absence of education, religion, culture, social norms.....)
	Issues of right & safety	<ul style="list-style-type: none"> • Child right to <ul style="list-style-type: none"> - learn - be safe in life - get health services - her/his identity etc.... • Good Governance • Accident & Safety <ul style="list-style-type: none"> - road traffic - flood - hostile animals
	Partnership Issues	

Tips on Assessment

Assessment in education is necessary primarily to improve students' learning performance. To realize this purpose, the best way is to implement continuous assessment. It is necessary to use multiple assessment tools such as check lists and group and individual project work using a variety of techniques. These can be written and oral reports, quizzes, tests and exams, etc.

The assessment should take account of various levels of difficulty to provide for students of all abilities. The elements of the assessment should reflect the learning

objectives stated in the syllabus. Effort should also be made to provide for students with special needs.

Student achievements should be constantly compared with the minimum standards expressed in the document of minimum learning competencies (MLC). Learners whose results are below the standards set should be monitored until they can meet the requirements. Those learners who can meet minimum standards should be helped to aspire to reach the maximum level. In addition, exceptional students who reach very high standards should be given extra attention so that they can maximize their results.

UNIT 1

THE PEOPLE, LOCATION AND SETTLEMENT OF ETHIOPIA AND THE HORN

Number of periods: 23

Unit outcomes

After studying this unit, students will be able to:

- Describe the relative location and name countries of the Horn.
- Name and locate early states in Ethiopia and the Horn and appreciate the main historical and political achievements of the Ethiopian states.
- List the ancient states in Ethiopia and their achievements.
- Appreciate the main achievements of modernization.
- Identify the main factors for the variation of settlement, culture and livelihood between highland and lowland areas of Ethiopia.

Unit Organization

- 1.1 The Location and Countries of the Horn of Africa;
- 1.2 The History of the People and Settlement of Ethiopia and the Horn;
- 1.3 Early States in Ethiopia and the Horn;
- 1.4 Historical and Political Achievements;
- 1.5 Unity and Modernization
- 1.6 Key Factors for the Variation in Settlement and Culture.

1.1. The Location and Countries of the Horn of Africa

Number of Periods: 4

Competencies

After studying this lessons, students will be able to:

- Describe the location of the Horn of Africa;
- Use cardinal location and write them correctly;
- Name the countries of the Horn of Africa;
- Demonstrate the location of Ethiopia in relation to its neighbours, using the map of Africa.
- Describe location of cities correctly using cardinal location.

➤ Contents

- Relative Location of the Horn of Africa
- Countries of the Horn of Africa

➤ Overview

The Horn of Africa is the eastern most region of Africa. It is located to the east of Northern and Southern Sudan and to the north of Kenya. The Indian Ocean bounds it on the south east.

The Red sea and the Gulf of Aden border it on the east. Therefore the best location of the Horn of Africa is in Eastern Africa. Ethiopia is found to the south of Eritrea, to the north of Kenya, to the west of the Republic of Djibouti and to the north west of Somalia. Thus, general direction is determined by cardinal points. These include North, East, South and West. Their sub divisions consist of NE, SE, SW and NW.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- Physical and political map of Africa
- Sketch maps

Suggested Teaching Methods

- Group discussion
- Question and answer
- Demonstration

Pre-lesson Preparation

- Supply reading assignments
- Display learning resource in the classroom
- Make ready the daily lesson plans

Presentation of the Lesson

Introduction of the Lesson

You may ask students questions like the following:

- Where do you find the Horn of Africa?
- Why do you think this part of Africa is called the Horn?

Body of the Lesson

- Draw an outline map of Africa on the chalk board. Then, ask the students to:
 - Describe the location of the Horn of Africa;
 - Locate member countries of the Horn;
 - Identify and locate neighbouring countries of the Horn;
 - Locate Ethiopia as well as Addis Ababa on the map; and
 - Name the sea and ocean found adjacent to the coastline of the Horn.
- By using the political map of Africa, ask students to indicate:
 - Major cities of the Horn of Africa; and
 - Directions of major cities one from another.

Evaluation and Follow-up

Evaluation

Ask students questions like the following:

- Where do you find the Horn of Africa?
- Mention member countries of the Horn of Africa.
- Which of the member countries of the Horn of Africa is the smallest?
- List neighbouring countries of the Horn of Africa.
- What are the capital cities of member countries of the Horn of Africa?
- The evaluation given should include some application questions, so that the learners could develop the habit of learning by doing. Use the suggested activities.

Follow up

You may tell students to:

- Prepare a map of the Horn of Africa comprising member countries, major cities and neighbouring countries as well as sea and ocean.

1.2. The History of the People and Settlement of Ethiopia and the Horn of Africa

Number of periods: 5

➤ **Competencies**

After studying this lesson, students will be able to:

- Identify the archeological sites in Ethiopia and the Horn;
- Explain the chronology and significance of the archeological findings;
- Discuss the introduction of major religions in Ethiopia and the Horn of Africa;
- Appreciate that the need for religious tolerance is not new;
- Express recognition that Ethiopia is a multi-faith country.

➤ **Contents**

- The Cradle of Human Beings: Archeological sites of Ethiopia
- The Introduction of Christianity and Islam in the Horn

➤ **Overview**

The Horn of Africa, particularly Ethiopia, is the cradle of human kind. There are many archeological sites where remains of early

humans and stone tools presumed to exist. In Ethiopia, both Christianity and Islam were first introduced. Both religions have existed together peacefully for centuries.

➤ **Teaching-learning Processes**

Suggested Instructional Media

- Pictures or photographs;
- Map of the Horn

➤ **Suggested Teaching Methods**

- Group discussion
- Small group discussion
- Field visit and report writing
- Question and answer

➤ **Pre-lesson Preparation**

- Display relevant maps, photographs, and pictures in the classroom

Presentation of the Lesson

Introduction of the lesson

Ask students questions like the following:

- What are the major religions in Ethiopia?
- When was Islam introduced into Ethiopia?

Body of the Lesson

- Ask students to name relics which they have heard about such as Lucy and Selam;
- Discuss the chronology of the major relics and label them. Let the students copy the list in their notebook;

- Ask students to discuss in groups about major religions in Ethiopia and report their findings and present them for class discussion.
- Help student to exchange opinions on how Ethiopia existed with all its diversity, such as ethnicity, languages, and cultures.

➤ **Evaluation and Follow-up**

Evaluation

Ask students questions like the following:

- How was Christianity introduced to Ethiopia?
- How was Islam introduced to Ethiopia?
- Where did the first followers of Islam settled in Ethiopia? Why?

Follow up

Ask students to write short note on advantages of peaceful coexistence practiced between Muslims and Christians in Ethiopia.

1.3. Early States in Ethiopia and the Horn

Number of Periods: 3

➤ **Competency**

After studying this lesson, students will be able to:

- Show appreciation for the early states of Ethiopia and the Horn.

➤ **Contents**

- Early states in Ethiopia and the Horn

➤ Overview

There were several states in Ethiopia and the Horn. The most important were Punt, Damat, Aksum, Damot, Zagwe, Muslim Sultanates, Walayita, Enarya and Kaffa.

- Damat was specifically located in Ethiopia, while Punt included the territories of the present countries of the Horn.
- The similarity between Lalibela churches and Aksumite monuments was that both were chiselled out of a single block of rock.
- There are many places in Ethiopia with the name Damot. In Walayita zone one district is called Damot Dalle, while there is also a mountain named Damot. This area seems to have been part of the territory of ancient Damot. On the other hand, in Gojjam there is a district named Damot. During the 16th century part of the population of ancient Damot seems to have crossed Abbay River and settled in the district with that name.

➤ Teaching Learning Processes

Suggested Instructional Media

- Historical map of Ethiopia
- Pictures and photographs;

➤ Suggested Teaching Methods

- Group discussion
- Small group discussion
- Report writing
- Mini-exhibition

➤ **Pre-Lesson Preparation**

- Supply reading assignments
- Identifying stories to be presented for class discussion
- Display the appropriate instructional media in the classroom

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- Where do you find Aksum?
- Do you know the Jegol Ghinb?
- Do you know where coffee was first found?
- What is the importance of coffee for Ethiopia's economy?

Body of the lesson

Let students discuss in small groups on the following issues:

- Similarities and differences between Aksumite obelisks and Zagwe churches.
- Factors that led to the decline of Aksumite state.
- The dominant economic activities in medieval states of Kaffa and Walayita.
- The benefit Ethiopians get from Aksumite monuments, Gondar castles and Zagwe churches.

Let students report the result of their discussions and share ideas.

➤ **Evaluation and Follow up**

Evaluation

Ask students questions like the following:

- Name the early states of Ethiopia and the Horn.
- Why are the Muslim states in Ethiopia called Sultanates?

- What was the oldest state in Ethiopia and the Horn?
- Tell the names of the last rulers of Kaffa, Walayita and Emirate of Harar.

Follow up

Ask students to show ancient states of Ethiopia on a sketch map of Ethiopia.

1.4. Historical and Political Achievements

Number of Periods: 3

➤ **Competency**

After studying this lesson, students will be able to:

- Distinguish the main historical and political achievements of early states of Ethiopia.

➤ **Content**

- Historical and Political Achievements.

➤ **Overview**

Several states existed in Ethiopia and the Horn in ancient and medieval periods. These states had a number of political and cultural achievements. Most of them had established a highly centralized monarchies. They had built palaces, churches, mosques, monument and stone walls. Many of these cultural heritages are still standing. They are important tourist attractions in Ethiopia.

➤ **Teaching-Learning Processes**

Suggested Instructional Media

- Pictures and photographs
- Historical map of Ethiopia

Suggested Teaching Methods

- Group discussion
- Report writing
- Question and answer

Pre-Lesson preparation

- Give reading assignments for class discussion;
- Display learning resources in the classroom;

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following;

- Who built the rock-hewn churches of Lalibela?
- Who built the Gondar castles?

Body of the lesson

Let students write short notes on the main historical and political achievement of:

- Aksum
- Zagwe
- Gonderine state
- Harari
- Konso
- Oromo, and
- Sidama

Help students to present their reports to the class and discuss in group.

➤ Evaluation and Follow up

Evaluation

Ask students questions like the following:

- Who built the Jegol Ghinb in Ethiopia?
- What was the most important achievement of the Zagwe period?
- Can you tell the achievements of the following states?

- Aksum
- Gonderine state
- Kaffa
- Walayita

Follow up

Evaluate what the students wrote on the achievement of the ancient and medieval states of Ethiopia.

1.5 Unity and Modernization

Number of periods: 5

➤ **Competencies**

After studying this lesson, students will be able to:

- Explain the significance of unity for the victory of Adwa;
- Discuss the impact of introducing modernization in Ethiopia.

➤ **Contents**

- Unification of Ethiopia.
- Victory over Foreign Invasion
- The Introduction of Modernization.

➤ **Overview**

Three important historical developments took place in Ethiopia in the late nineteenth and early twentieth century. Firstly, the different peoples and states of Ethiopia were united under one central government. Secondly, this unity helped the Ethiopians to score victory over foreign invaders. Finally, various modern institutions were introduced into Ethiopia which led to modernization. In fact, unity, victory over foreigners and

modernization were the key factors for the rise of modern Ethiopia.

➤ **Teaching- Learning Processes**

Suggested Instructional Media

- Pictures and photographs;
- Historical map of Ethiopia

Suggested Teaching Methods

- Question and answer
- Group discussion
- Small group discussion
- Debate

Pre-Lesson preparation

- Supply reading assignments
- Display the appropriate instructional media in the classroom.
- Get ready lesson plans for reference

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- Where is the town of Adwa located in Ethiopia?
- What else do you know about Adwa?
- What is modernization?
- Mention some of the modern institutions in Ethiopia?

Body of the lesson

- Divide the class into groups as required and give the following questions for discussion:
 1. Identify the modern institutions introduced in the 19th and 20th centuries and tell briefly their purposes.
 2. Why did Italy invade Ethiopia and how did the Ethiopians unite against the invaders?
 3. What was the significance of the victory of Adwa?
 4. What was the result of modernization?
- While students discuss their topics, make rapid tour around the class and make sure that they are in the right track. If necessary explain the themes of their topics.
- Then allow students to report the result of their discussion and share ideas with the rest of the class.
- Then let students debate for or against modernization: makes lazy, destroys indigenous culture or supports human efforts!
- Summarize the lessons by using pictures, maps and photographs as required.

➤ Evaluation and Follow up

a) Evaluation

Ask students questions like the following:

- What was the significance of unity for the Victory of Adwa?
- What was the significance of the Victory of Adwa?
- What was the result of modernization?

b) Follow up

- Let students write short essay or poem on one of the following themes:
 - The Victory of Adwa
 - Modern institutions and their significance.

1.6. Key Factors for the Variation in Settlement and Culture

Number of Periods: 3

➤ **Competencies**

After completing this lesson, students will be able to:

- Identify key factors responsible for the variation in settlement;
- Relate settlement factors to livelihood within Ethiopia and the Horn; and
- Compare and contrast the livelihood and culture of highlanders and lowlanders, as well as urban and rural dwellers in Ethiopia.

➤ **Contents**

- Variation of Settlement
- Settlement
- Settlement Types in Ethiopia and the Horn

➤ **Overview**

Settlements vary from place to place. Most things and phenomena are not equally distributed on the surface of the earth. As a result the livelihood of people also varies from place to place. This results in cultural variation. Human settlement also varies from place to place depending on three main factors,

namely climate, resources and defense. But the variations between rural and urban centres are based on the differences in the economic activities of the respective areas.

➤ **Teaching – learning Processes**

Suggested Instructional Media

- Pictures and photographs
- Climatic map of Ethiopia

Suggested Teaching Methods

- Group discussion
- Small group discussion
- Report writing
- Question and answer

Pre-Lesson Preparation

- Give assignments for class discussion;
- Display learning resources in the classroom;
- Get ready lesson plans for reference.

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- What major factors control settlements?
- Define urban and rural settlements.

Body of the Lesson

- Group students into four and give them assignments as follows with regard to settlements and migration:
 - Group 1: Highland rural
 - Group 2: Highland urban

- Group 3: Low land rural
- Group 4: Lowland urban

Instruction

- Make a case study of the assigned areas;
- Explain the effect of climate on housing, clothing, crops grown, commerce and culture of the assigned area; and
- Write a report of your findings and present it for class discussion.

➤ **Evaluation and Follow up**

a) Evaluation

Ask students questions like the following:

- Do people who live in highland and lowland areas experience similar life style?
- What is the major factor that controls variation of livelihood in highland and lowland areas? Why are urban areas densely populated?
- Is rural life more difficult than urban areas? Why?

c) Follow up

- Evaluate what students wrote on the following settlement areas.
 - Highland rural
 - Lowland rural
 - Highland urban
 - Lowland urban

Unit 1 Review Questions

Answer Key

I) *True/False Item*

1. True 2. False 3. True 4. False

II) *Matching Item*

5. C 7. A 9. H 11. F
6. B 8. G 10. D 12. E

III) *Choose the Correct Answer Item*

13. d 15. a 17. a 19. d 21. a
14. b 16. c 18. c 20. b 22. b

IV) *Fill in the Blank Item*

23. Climate, availability of resources and defense.
24. Urban and rural
25. Non – agricultural

V) *Short Answer Item*

1. Title used by ancient rulers of Damat.
2. Changes in a society as a result of the introduction of modern institutions.
3. Identify the following personalities.
 - a) Emir Abdullahi was the last ruler of Harari state.
 - b) Emir Nur Mujahid was the successor of Imam Ahmed as a ruler of Adal. He built a stone wall around the city of Harar.
 - c) Imam Ahamed Ibn Ibrahim Al Ghazi was a ruler of Adal who conquered and ruled over the whole of Ethiopia between 1529 and 1543.

- d) Umar Walasma was the founder of the dynasty that ruled over the sultanates of Ifat and Adal.
 - e) Tona was the last ruler of the Welayita state.
 - f) Gaki Shrecho was the last ruler of the Kaffa state.
4. Islam was introduced to Ethiopia in 615 A.D when the followers of the prophet came to Aksum.
 5. Archeological sites are places containing the fossil remains of past people and their tools.
 6. Every citizen must participate in the protection and conservation of heritages. This, in addition to government's action through legal measures and establishing institutions, is responsible for the protection and conservation of heritages.

UNIT 2

THE EARTH AND ITS SURROUNDINGS

Number of Periods: 10

Unit outcomes

After studying this unit, students will be able to:

- Draw a sketch map step by step to identify their school and its surrounding area.
- Explain the effects of the earth's movement.
- Identify permanent and seasonal water resources in Ethiopia.

Unit organization

2.1 Our location

2.2 The Earth's Shape, Movement and Its Effect

2.3 The Effect of Seasons on Farming and Pastoralists

2.1. Our Location

Number of periods: 4

Competencies

After studying this lesson, students will be able to:

- Explain the use of map;
- Explain how to draw and use a sketch map;

- Prepare a sketch map which shows the location of their school.

➤ **Contents**

- Use of sketch map to show direction and location.
- Making a simple sketch map.

➤ **Overview**

Location may mean the position an object or a person occupies in relation to other things. It may also mean a place an object occupies. Location could be shown on the ground or on a map or on a sketch map. A map is the pictorial representation of features on the ground as transferred on to a plane sheet of paper with the help of a scale. On the other hand, sketch map is a plan of a definite area or enclave drawn based on the information selected to be depicted. It is drawn free hand. But maps are usually made by trained persons with advanced instruments. Maps are used to show location, direction, distance and area.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- Sketch map
- Physical and political maps of Africa

Suggested Teaching Methods

- Group discussion
- Question and answer
- Demonstration

Pre-lesson Preparation

- Give reading assignment
- Let the students find meanings for key terms of the topic
- Display learning resources
- Get ready the daily lesson plans

Presentation of the Lesson

Introduction of the Lesson

You may ask students questions like the following:

- What is location?
- What is a map?
- What is a sketch map?

Body of the Lesson

Give further explanation on

- Map
- Sketch map
- Scale
- Direction
- Location

Let students draw the sketch map of their classroom based on the instruction given in their textbook.

➤ Evaluation and Follow up

Evaluation

Ask students questions like the following:

- What are the uses of map?
- What are the features included in the sketch map?
- How do you show location with the help of a map?
- What makes sketch map different from a map?

Follow up

You may tell students to draw the sketch map of their villages on the basis of the following instruction:

1. Gather information about your village
2. Draw the sketch map of your village
3. On your sketch map, include important features like roads, river and important buildings

2.2. The Earth's Shape, Movement and its Effect

Number of Periods: 4

➤ Competencies

After studying this lesson, students will be able to:

- Identify the shape and movements of the earth;
- Explain the effects of the earth's movements.

➤ Contents

- Shape of the earth
- Earth's movement and its effect
- Day and night
- Seasons
- The earth's tilt and the seasons.

➤ Overview

For thousands of years in the past, the shape of the earth had remained controversial. Since the first century A.D, however, people began to believe that the earth was shaped like sphere.

As a matter of fact, the earth is round in shape. However, the shape of the earth is not a perfect circle. The earth has rather almost a spherical shape. The earth makes several kinds of

movements. But two of the movements are the most noticeable. They are called rotation and revolution. The two movements cause different phenomena on the earth. While rotation causes the shift of day and night, revolution causes manifestation of seasons and differences in the length of day and night.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- The Globe
- Photographs and illustrations

Suggested Teaching Methods

- Group discussion
- Explanation
- Question and answer
- Demonstration

Pre-lesson Preparation

- Give reading assignment
- Let students find meanings of the key terms of the lesson
- Display learning resources
- Get ready the daily lesson plans

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- Why do we experience day and night?
- What does the shape of the earth look like?
- Can you tell any model that portrays the shape of the earth?

Body of the Lesson

Using globe, explain the following themes:

- The shape of the earth
- The movements of the earth: rotation and revolution
- The effects of the movements of the earth, such as
 - Shift of day and night
 - Differences in the length of day and night
 - Creations of seasons

Demonstrate how day and night are created by using a Globe and a suspended flash light from eastern direction. Finally, let students make model of a globe and show the vertical and the tilted axis. Finally, Summarize the lesson.

➤ Evaluation and Follow up

Evaluation

Ask students questions like the following:

- What kinds of movements does the earth make?
- What are the results of the earth's movement?
- What are seasons?
- What is the relationship between the earth's tilt and the seasons?

Follow up

You may tell the students to do the following:

- On a big drawing paper, show the revolution of the earth around the sun with varied seasons.

2.3. The Effect of Seasons on Farming and Pastoralists

Number of Periods 2

Competency

After studying this lesson, students will be able to:

- Relate the effects of seasons on economic activities of farmers and pastoralists.

➤ Contents

- Seasons in Ethiopia
- The effect of seasons on farming
- The effect of seasons on pastoral activities

➤ Overview

Seasons are divisions of the year caused by the earth's revolution. The seasons occur because the axis on which the earth rotates is tilted with respect to the plane of the earth's orbit around the sun. The earth's tilt causes the north pole to be tilted toward the sun for half a year and the south pole for another half a year. The hemisphere that is tilted toward the sun has a longer day, and receives the sun's rays more directly than the hemisphere tilted away from the sun. When the North Pole is tilted to the sun, the northern hemisphere experiences the summer season. On the other hand, the southern hemisphere experiences the winter season as the South Pole is tilted away from the sun. Yet, the four seasons are more clearly noticed and experienced outside the tropical areas. Ethiopia is located in tropical area where temperature is high. Here, the year is basically divided into two seasons, namely rainy season and dry season. But in Ethiopia, traditionally the year is divided into four seasons called Kiremt, Meher, Bega and Belg.

These divisions highly affect the economic life of the peoples of Ethiopia.

➤ **Teaching Learning Process**

Suggested Instructional Media

- Physical and political maps of Ethiopia
- Tables showing seasons of the earth by month and hemisphere
- Photographs and illustrations

Suggested Teaching Methods

- Group discussion
- Question and answer

Pre-lesson Preparation

- Give reading assignment
- Display learning resources in the class
- Make ready the daily lesson plans

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- How many seasons are there in Ethiopia?
- What causes the seasons to vary in Ethiopia?

Body of the Lesson

- Using the table showing seasons of the earth by month and hemisphere, ask students to tell you the names that correspond to the seasons of Ethiopia.

- Divide the class into groups and let them discuss major agricultural activities in different seasons of Ethiopia.
- Let the class discuss the case study they conducted on major activities in summer and winter seasons in the highlands and lowlands of Ethiopia.
- Summarize the lesson by raising the main themes of the topic.

➤ **Evaluation and Follow up**

Evaluation

Ask students questions like the following:

- What are the basic economic activities of pastoralists?
- How many seasons does Ethiopia have traditionally?
- What is the effect of seasons on farming and pastoral activities in Ethiopia?

Follow up

You may tell students to draw a sketch map of Ethiopia and roughly show areas that are predominant engaged in farming and pastoralism in Ethiopia.

Unit 2 Review Questions

Answer Key

I) *True/False Item*

1. True 2. False 3. True 4. False 5. True

II) *Matching Item*

6. E 8. G 10. C 12. A
7. D 9. B 11. F

III) *Choose the Correct Answer Item*

13. b 15. c 17. c
14. c 16. b 18. c

IV) *Fill in the Blank Item*

19. map
20. map, ground
21. direction
22. sketch map

V) *Short Answer Item*

23. Map is used to show location and direction.
24. Location means position.
25. The shape of the earth is almost spherical and its movements are rotation and revolution.
26. Axis of the earth is tilted by 23.5° from the vertical position. This results in variation of length of day and night and shift of seasons.

27. The manifestations of the earth's rotation are day and night, deflection of wind and ocean currents and apparent movement of the earth while the manifestation of the earth's revolution is variation in seasons.
28. Into four, they are winter, spring, summer and autumn.
29. Two, wet and dry seasons. Because the year is divided into two seasons on the basis of temperature variation.
30. Kiremt, Meher, Bega and Belg
31. The seasons determine farming and pastoral activities. Farmers sow and harvest on the basis of seasons, whereas pastoralists migrate seasonally in search of pasture and water for their herds following the wet seasons.

UNIT 3

OUR ENVIRONMENT

Number of Periods: 19

Unit outcomes

After studying this unit, students will be able to:

- Understand the major types of vegetation and wild animals with major ways of conservation.
- Recognize the effect of rapid population growth on vegetation and wild animals.

Unit organization

3.1 Major Types and Importance of Natural Vegetation and Wild Animals

3.1.1 Main Types of Natural Vegetation and Wild Animals.

3.1.2 Importance of Natural Vegetation and Wild Animals

3.1.3 The Effect of Rapid Population Growth on Natural Vegetation and Wild Animals

3.1.4 Conservation of Natural Vegetation and Wild life.

3.1 Major Types and Importance of Natural Vegetation and Wild Animals

3.1.1 The Main Types of Natural Vegetation and Wild Animals.

Number of periods: 4

Competencies

After studying this lesson, students will be able to:

- Identify the major types of natural vegetation in Ethiopia and the Horn;
- List the major types of wild animals in Ethiopia and the Horn;
- Distinguish between common and endemic animals of Ethiopia and the Horn.

➤ Contents

- Forest, Grassland and Desert
- Vegetation in Ethiopia and the Horn
- Types of Wild Animals

➤ Overview

Natural vegetation is a plant community that has grown up as a result of the natural conditions of the environment. It consists of forest, grassland and desert vegetation. However, these major types of vegetation are further divided into several kinds. The variation from place to place depends on such elements as altitude, temperature and rain fall. Accordingly, there are various vegetation types, such as forests, tropical and temperate grasslands, and Mediterranean vegetation. The main types of vegetation in Ethiopia and the Horn are highland and Lowland vegetation, high mountain vegetation, forests, grassland and desert

and semi desert vegetation. The variety of wildlife in any given area largely depends on the kind of natural vegetation of the area. Animals in dense forest are small creatures like monkeys, snakes and birds which can move easily through the dense forests. Grasslands are open spaces which provide a habitat for a lot of wild animals. Here you find both herbivores and carnivores. Animals in desert areas are adapted to the hot climate. They can stay longer without water. Desert animals are mostly poisonous. Such animals include crabs and snakes.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- Physical map of Africa.
- Photographs and illustrations.
- Vegetation map of Africa.

Suggested Teaching Methods

- Group discussion
- Question and answer
- Demonstration

Pre-lesson Preparation

- Give reading assignments
- Let students look for meanings of the key terms of the Lesson topic
- Display learning resources in the classroom
- Get ready the daily lesson plan

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following

- What is forest?
- What types of forest are there in the Horn of Africa.
- Describe desert vegetation?
- Define wild animals.

a) Body of the Lesson

Using physical map of Africa/ Horn of Africa, ask students to show:

- The distribution of equatorial rain forest in Ethiopia/ the Horn
- The distribution of grasslands.
- Semi-desert vegetation in Ethiopia/ the Horn.

Based on reading assignments, let students discuss in group the following issues and report to the class:

- Major types of vegetation in Ethiopia / the Horn
- Wild animals: lowland, arboreal and aquatic animals
- Reasons for the destruction of wild animals in Ethiopia
- Common, endemic and endangered animals
- Draw the sketch map of Ethiopia and show location of:
 - Highland forests
 - Lowland forests
 - Broad leaved rainforests
 - Coniferous forests

➤ Evaluation and Follow up

Evaluation

Ask students questions like the following:

- Explain the major types of natural vegetation in Ethiopia and the Horn
- Give examples of equatorial rainforests in Ethiopia/ the Horn.
- Name endemic animals in Ethiopia?
- Where do we find broadleaved and coniferous forests in Ethiopia?
- What are arboreals?
- What makes arboreals different from other wild animals?

Follow up

You may tell students to write short notes on the following issues:

- Differences between tropical desert vegetation and tropical grasslands.
- Differences between high mountain vegetation and highland forests in Ethiopia.
- Carnivorous and herbivorous animals and their differences.

3.2. Importance of Natural Vegetation and Wild Animals

Number of Periods: 4

Competencies

After studying this lesson, students will be able to:

- Justify the importance of natural vegetation and wild animals in Ethiopia and the Horn;

- Discuss the importance of protecting the habitat of wild animals;
- Explain to others why it is important to protect vegetation and wild animals.

➤ **Contents**

- Keeping natural balance between wild animals and vegetation
- How farmers and wild animals can live in harmony
- Tourism and its benefits for the community, animals and farmers

➤ **Overview**

There is strong interdependence between people and natural vegetation and wild animals. Animals depend upon plants, while people live upon both animals and plants. Forests and grasslands provide habitat for animals. In particular forests emit oxygen which is life supporting for both animals and humans. However, people are the most beneficiaries of the interconnection, as both plants and animals give a wide range of economic, cultural, political and aesthetic services to the humans.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- Photographs and illustrations
- Map of Ethiopia/ Horn of Africa

Suggested Teaching Methods

- Group discussion
- Question and answer
- Role play

Pre-lesson Preparation

- Give reading assignments
- Let the students find meanings of keywords of the lesson
- Display learning resources
- Get ready daily lesson plans

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- Why do we need to keep the balance between natural vegetation and wild animals?
- What is tourism?
- Why is Nechsar National Park often visited by tourists?

Body of the Lesson

Divide students into groups and assign each group to discuss each of the following topics and present its findings to the whole class.

- How do plants and wild animals coexist to maintain natural balance?
- Contribution of natural vegetation and wild animals to tourist attraction in Ethiopia.
- Protection of natural vegetation and wild animals

Summarize the lessons by emphasizing the importance of natural vegetation and wild animals.

➤ **Evaluation and Follow up**

Evaluation

Ask students questions like the following:

- What is the mutual interdependence of flesh eating and grass eating animals in a given area?
- How do plants and wild animals co-exist to maintain natural balance?

Follow up

You may tell students to write short notes on one of the following:

- The interdependence between local vegetation and wild animals
- The advantages of tourism.

3.3.The Effect of Rapid Population Growth on Natural Vegetation and Wild Animals

Number of periods: 4

➤ **Competency**

After studying this lesson, students will be able to:

- Analyze the effects of rapid population growth on vegetation and wild life.

➤ **Contents**

- Loss of vegetation
- Animal Migration
- Forest resource Depletion

➤ Overview

In developing countries, like Ethiopia, rapid population growth is the source of environmental problem. With rapid rate of population growth, the carrying capacity of the environment declines. There will be an increase in the demand for more resources. It also influences the rate by which resources are exploited. There will be unwise exploitation of resources such as cutting trees for various domestic purposes. This results in the reduction of vegetation which forces animals to migrate to other lands. There could also be soil erosion which may, in the long run, lead to drought and famine.

➤ Teaching Learning Processes

Suggested Instructional Media

- Photographs and illustrations

Suggested Teaching Methods

- Group discussion
- Question and answer
- Report writing

Pre-lesson Preparation

- Give reading assignments
- Display learning resources in the class
- Make ready daily lesson plans

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- How is vegetation lost?
- What causes animal migration?
- What are the consequences of vegetation loss?

Body of the Lesson

Divide the class into groups and assign the following topics for discussion. Finally, Let students report to the whole class.

- Discuss how rapid population growth affects natural vegetation and wild animals.
- Exchange views on the causes of forest resource depletion

Finally, summarize the lesson raising the main themes of the topic.

➤ Evaluation and Follow up

Evaluation

Ask students questions like the following:

- How does rapid population growth lead to the loss of natural vegetation and wild animals?
- What causes forest resource depletion?
- What is the consequence of the loss of natural vegetation on the human society?

Follow up

- Tell the students to write a short note on one of the following, in relation to rapid population growth.
 - The loss of vegetation
 - Animal migration
 - Forest resource depletion

3.4 Conservation of Natural Vegetation and Wild Animals

Number of Periods: 7

Competencies

After studying this lesson, students will be able to:

- State how they can participate in conservation activities;
- Describe the major methods of conserving natural vegetation and wild animals;
- Relate these activities to local or familiar environments and become involved in conservation;
- Show appreciation to the importance of the endemic animals of Ethiopia and the Horn.

➤ Contents

- Afforestation, reforestation and controlling wild fires
- Avoiding Illegal Hunting
- The National Parks of Ethiopia and conservation organizations

➤ Overview

Conservation may mean sustainable use and protection of natural resources, such as plants, animals, mineral deposits, soils, clean water, clean air and fossil fuels. There are various methods of conservation of natural vegetation and wild animals. These include afforestation, reforestation, controlling wild fires and preventing illegal hunting. The task of conservation is also concerned with capacity building and institutional development. One way of doing this is establishing national parks, sanctuaries and game reserves. In Ethiopia there are several national parks, sanctuaries and game reserves.

➤ Teaching Learning Process

Suggested Instructional Media

- Physical and political maps of Ethiopia
- Photographs and illustrations
- Sketch map

Suggested Methods of Learning

- Group discussion
- Question and answer
- Demonstration
- Role play

Pre-lesson Preparation

- Give reading assignments
- Display learning resources
- Make ready daily lesson plan

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- What does conservation mean?
- What are National Parks?
- What is the difference between National Parks, Sanctuaries and Game Reserves?

Body of the Lesson

Give a brief account of

- Conservation
- Methods of conservation

Then, let students discuss in groups and report the following conservation methods.

- Afforestation
- Reforestation
- Wildfires and their controlling mechanisms.
- Illegal hunting and how to avoid it
- Controlling the loss of vegetation.

Furthermore, let students discuss in group the National Park of Nech Sar in relation to its vegetation and wildlife situations.

➤ Evaluation and Follow up

Evaluation

You may ask students questions like the following:

- What is conservation?
- List possible conservation methods.

IV. Fill in the Blank Item

14. mixed deciduous wood lands and gallery (riverine) forests
15. coniferous
16. tree climbing
17. high mountain vegetation

V. Short answer Item

1. Afforestation, reforestation, controlling wildfires, avoiding illegal hunting, and establishing national parks, sanctuaries and game reserves.
2. Population boom reduces the carrying capacity of the environment. It creates increased demands for resources, all of which result in total environmental problems.

UNIT 4

PUBLIC AGENDA

Number of Periods: 16

Unit outcomes

After studying this unit, students will be able to:

- Explain the harmful traditional practices that expose people to HIV/AIDS and its impact in Ethiopia.
- Analyze the impact of rapid population growth.
- Describe the features of good governance and child rights.
- Relate accidents to their safety mechanisms.

Unit organization

4.1 Population Issues

4.2 Impact of Rapid Population Growth

4.3 Good Governance, Children's Rights and Safety

4.1. Population Issues

Number of periods 4

Competencies

After studying this lesson, students will be able to:

- Explain harmful traditional practices which expose people to HIV/AIDS;
- Analyze the effects of traditional practices such as abduction, female genital mutilation and tattooing;
- Discuss why orphanage and street life are effects of HIV/AIDS.

➤ Contents

- HIV/AIDS and Harmful Traditional Practices (HTP)
- Transmission of HIV/AIDS Related to Harmful Traditional Practices
- Impact of HIV/AIDS resulting in orphanage and street life.

➤ Overview

HIV/AIDS is one of a serious population issues currently confronting the Horn of Africa. The epidemic is a source of economic and social problems in the region. One of the factors contributing to the spread of HIV/AIDS is the prevalence of harmful traditional practices in the region. Therefore, the fight against the pandemic disease must include strategies to eliminate harmful traditional practices.

➤ Teaching Learning Processes

Suggested Instructional Media

- Photographs, pictures and posters

Suggested Teaching Methods

- Group Discussion
- Question and answer
- Report writing

Pre-lesson Preparation

- Display photographs, pictures and posters
- Let students read sub topics of the lesson before hand
- Get ready lesson plans for reference

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- What are traditional practices?
- What makes traditional practices harmful?
- What is the difference between HIV and AIDS?
- How is HIV/AIDS transmitted from one person to another?

Body of the Lesson

Divide your class into groups and distribute the following questions among the groups. Let each group discuss and report its findings to class.

- Identify harmful traditional practices in Ethiopia.
- How does HIV/AIDS become a source of economic and social problems?
- How do harmful traditional practices expose people to HIV/AIDS?

- What solutions do you suggest to end harmful traditional practices that expose people to HIV/AIDS?

➤ **Evaluation and Follow up**

Evaluation

Ask students questions like the following:

- Tell harmful traditional practices that are related to marriage.
- Identify harmful traditional practices related to child up bringing.
- How does female genital mutilation become a source of HIV/AIDS infection?
- How does HIV/AIDS transmit from one person to another?
- What is the economic impact of HIV/AIDS?
- Explain the social impact of HIV/AIDS.

Follow up

- Let the students write short notes on one of the most common traditional practices in their region.

4.2 Impact of Rapid Population Growth

Number of Periods: 4

Competency

After studying this lesson, students will be able to:

- Describe the scarcity of social services and shortage of farmlands as impacts of rapid population growth in Ethiopia.

➤ **Contents**

- Scarcity of Social Services
- Shortage of Farmland

➤ **Overview**

Rapid population growth is another problem confronting the Horn of Africa. The countries of the Horn are unable to cope with this problem. This is because their economies are not growing in the same rate as their populations grow. So they are unable to provide sufficient social services to their people. As a result, there is always acute shortage of social services in the region. Rapid population growth is also causing shortage of farmlands in the Horn.

➤ **Teaching Learning Processes**

- **Suggested Instructional Media**
- Photographs and pictures showing social service institutions
- Photographs showing small size and large size families.

Suggested Teaching Methods

- Group discussion
- Question and answer
- Report writing

Pre-lesson Preparation

- Give reading assignments
- Get ready corrected assignments
- Make ready the daily lesson plan

Presentation of the Lesson

Introduction of the Lesson

Ask students questions like the following:

- What is a social service?
- What kind of social service institutions exist in your village?

Body of the Lesson

Using appropriate examples, discuss:

- Scarcity of social services
- Shortage of farmland as caused by rapid population growth.

➤ **Evaluation and Follow up**

Evaluation

Ask students questions like the following:

- What is population?
- What is social service?
- Identify the most important social services.
- What remedial measures should be taken to overcome problems created by rapid population growth?

Follow up

Ask students to write short notes on one of the following issues.

- Population growth as a source of scarcity of social services and farmlands
- Describe the population of Ethiopia in the years 1984 and 2008. Explain how much the population of 2008 exceeds that of 1984 and relate it with scarcity of social services.

4.3 Good Governance, Children's Rights and Safety

Number of periods: 8

Competencies

After studying this lesson, students will be able to:

- Recognize that laws and school rules are there for serious purpose;
- Explain the features of good governance;
- Define the meaning of accountability, responsibility, transparency, and avoidance of corruption;
- Explain that children's rights are protected by the international Rights of the Child (UNESCO);
- Name their basic rights;
- Identify potential risks of accident in their surroundings;
- Express and write safety rules;
- Advise others as to how to protect themselves.

➤ Contents

4.3.1 Good Governance

4.3.2 Children's Rights

4.3.3 Accident and Safety

➤ Overview

The sub topics of this lesson deal with two separate themes. One is related to good governance. Good governance refers to manners in which organizational or governmental functions are carried out. It deals with how services are delivered to citizens and how the latter are treated. Good governance has four basic features. These are accountability, transparency, rule of law and avoidance of corruption. The second theme is concerned with

children's rights and safety. Children have certain basic rights which are protected by their government and international organizations like the UN, UNESCO, and UNICEF. Along with this, it is also necessary to acquaint children with potential risks in their surroundings and safety rules to protect themselves.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- Document of the 1995 Constitution of Ethiopia
- Photographs and pictures showing accidents.

Suggested Teaching Methods

- Group discussion
- Question and answer
- Report writing

Pre-lesson Preparation

- Let students find out the meanings of key terms of the lesson topic,
- Give assignment on school regulations which are explained in the student textbook,
- Display the 1995 constitution document and other resources,
- Make ready daily lesson plan for reference,

Presentation of the Lesson

Introduction

Ask students questions like the following:

- What do you know about good governance?
- What is the purpose of law and school rules?

Body of the Lesson

- Divide the class into groups and let them discuss the duties of school director, unit leader and homeroom teacher.
- Let students discuss school regulations pertaining to students. They should describe students' duties or responsibilities.
- On the basis of this discussion, you can introduce the idea and the meaning of good governance. In line with this, explain the basic features of good governance.
- Let students discuss the following issues:
 - Basic rights of the child
 - International organizations working towards the protection of children's rights.
 - How government protects children's rights.
- On the basis of their discussion, you may summarize the topic. Use the constitution document for this purpose. Students have to be informed about Article 36 of the 1995 Federal Constitution of Ethiopia.
- In one of the periods, let the students debate on the following issues.
 1. Accident is met only outside home areas.
 2. Accidents are not beyond human control and are preventable.
- Ask students to tell about the basic traffic rules they should respect when walking along streets.
- Divide students into groups and let them do the following:
 - Identify potential accidents in home areas, school grounds, along street and high way.

- Develop a chart describing safety measures for the identified potential accidents.

Evaluation and Follow up

Evaluation

Ask students questions like the following:

- What does good governance mean?
- What are the basic features of good governance?
- Identify some of the basic children's rights.
- What are the sources of fire accident at home areas?

a) Follow up

This lesson contains a lot of activities. Make sure that students have completed all of them. You can assess the students on the basis of their performances on the activities as well as classroom discussions. Finally, you may ask students to write short notes on one of the following sources of accident and safety measures taken to avoid each source of accident.

- Automobile
- Fire
- Floods
- Hostile animals

Unit 4 Review Questions

Answer Key

I) True/ False Item

1. False 2. True 3. True 4. True 5. False

II) Matching Item

6. d 7. e 8. a 9. b 10. c

III) Choose the Correct Answer Item

11. a 12. c 13. a 14. b 15. d

IV) Short Answer Item

16. Sitting together, shaking hands, sharing toilets and vessels.
17. Unprotected sexual intercourse, blood transfusion, transmission from mother to her child and sharing skin piercing tools.
18. The right to get name and nationality, to receive free and compulsory elementary education, to be protected against all forms of neglect and cruelty and to be free from corporal punishment.
19. Accountability, transparency, rule of law and avoiding corruption.
20. Those services which government provides to all members of its community e.g education and health care.
21. It kills productive and educated people who could participate in the economic activities of the country. The country also allocates large money to supply medicine to people living with HIV/AIDS.
22. Rapidly growing population can cause environmental degradation, to secure additional farmland etc.
23. Rapidly growing population can cause shortage of social services because of incompatibility between rapid population growth and service provision.

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