



SOCIAL STUDIES

Grade 6

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 textbooks 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 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 six 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, overview, 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 six, 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 love of one's own country.
- Social studies helps students to develop understanding and acquire knowledge of the countries of the horn and eastern Africa with regard to ancient states, natural resources and modernization.

Learning outcomes of grade 6 social studies

1. To develop understanding and acquire knowledge of :

- The location of Eastern African countries
- The problems of preserving and protecting our heritage
- The effect of climate and resources on the settlement and livelihood of Eastern Africa
- The continents and oceans of the world and fresh water bodies of Eastern Africa.
- Differences between fresh water and marine water
- The layers of the atmosphere and the component of the lower layer of the atmosphere
- Types, distribution and major factors that affect natural vegetation and wildlife in Eastern Africa
- The causes and effects of human interference and disturbance on environment

- Conservation methods and the importance of national parks.
- Children's rights, their violation and escaping mechanisms.
- Sub-regional organizations, member states and partnership targets of the organizations in Eastern Africa
- Features of Nubian and Axumite civilizations
- Ancient civilization of (Ethiopia) Axum and Eastern Africa
- Densely and sparsely populated areas of Eastern Africa

2. To develop skills and abilities of:

- Sketching a map and using colors, signs and symbols to indicate different features
- Drawing and labeling layers of the atmosphere
- Debating on issues of population growth, poverty and development.
- Demonstrating scientific enquiry skills e.g. observing, collecting, analyzing and reporting on child right violation, population growth, poverty, HIV/AIDS and underdevelopment.
- Drawing sketch map of Ethiopia to indicate the National parks.

3. To develop the habits and attitude of:

- Appreciating ancient civilization and heritages in Eastern Africa
- Preserving local heritages from damage
- Participating in combating HIV/AIDS
- Showing willingness to participate in Anti AIDS club
- Keeping ponds and spring clean.

Teaching methods

Teaching methods are the means by which the teacher attempts to impart the desired learning experience. Basically teaching methods concern themselves with the way teachers organize and use teaching techniques or skills, subject matter, instructional media, or any resources to meet

teaching objectives. Methods consist of developing the goals and objectives for teaching, selecting the subject matter and teaching procedure which will best achieve those objectives, carrying out the procedures, evaluating the success of the learning activities, and following up their successes and failures.

Method	Strengths	Weaknesses
Question and answer	<ul style="list-style-type: none"> - It opens up the opportunity to use different types of questions which include : <ul style="list-style-type: none"> • General question • Divergent question • Higher order question • Probing question - Questions can be used effectively before and after a lesson. 	<ul style="list-style-type: none"> - Teachers may over use questions. - Questions which seek cognitive feedback often lack specificity - Students who fail to answer the questions may feel depressed.
Explanation Acquire	<ul style="list-style-type: none"> - It explicitly puts words that clarify the lesson topic. - It helps learners acquire necessary information on the lesson topic in focus. 	<ul style="list-style-type: none"> - It makes the learner expectant of information from the teacher. - It involves less role on the part of the learner - It makes the child mere listener
Discussion	<ul style="list-style-type: none"> - Allows the sharing of each other's ideas - Gives every one the opportunity to participate actively - Helps the child develop reasoning power - Proves that teaching is a two way traffic. 	<ul style="list-style-type: none"> - May negate non-active students. - A few active students may dominate the discussion. - Less active students may have time to become dormant unless triggered by teachers

<p>Demonstration</p>	<ul style="list-style-type: none"> - Helps to concretize the lesson topic being taught. - Simplifies teaching by providing selected information. 	<ul style="list-style-type: none"> - Negates the wider aspects of the lesson. - Learners are forced to focus on the display material only
<p>Inquiry – learning teaching method</p>	<ul style="list-style-type: none"> - Encourages high degree of involvement of all who participate in the process - Inquiry is systematic with out being as rigid as the scientific methods. That is instead of just answering questions, students also ask questions. Instead of just verifying the truth, students are actually seeking the truth. - Frees the investigator to explore diverse, multiple possibilities. - Has the strongest type of motivation internally – and is learning to work for the joy of learning. 	<ul style="list-style-type: none"> - It is a slow process for exposing students to the actual material. - It impedes portion coverage. - It requires a unique type of expertise.
<p>Discovery – learning teaching</p>	<ul style="list-style-type: none"> - Has high degree of student involvement - Encourages the understanding of broad concepts and principles and the ability to get along with other students. - Discovery learning is a cooperative process. 	<ul style="list-style-type: none"> - Discovery learning is an inefficient system for covering large amounts of material - There is lack of competition which upsets learners - Discovery learning is ideally a cooperative process which negates competition.

Group – project method	<ul style="list-style-type: none"> - Provides opportunities for group morale. - Enhances cooperation among students - Helps students share ideas - Inspires students to see an end – product of their efforts 	<ul style="list-style-type: none"> - It is time consuming - It is expensive - It requires very good class – management skills, other wise it causes a lot of disciplinary problems
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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 attempt 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: _____

Date: _____

Unit : 1

Section (s) _____

Length of period: 45 minutes

Topic: **The location, settlement and people of Eastern Africa**

Number of periods: 1

Days	Duration	Contents	Competencies	Teacher's Activity	Student's Activity	methods	Instructional media	Remarks
M O N D A Y	12 min	<ul style="list-style-type: none"> - Location <ul style="list-style-type: none"> • Relative location of Eastern Africa 	After studying this lesson, students will be able to: <ul style="list-style-type: none"> - Explain the relative location of Eastern Africa 	<ul style="list-style-type: none"> - Ask students question like: - What is relative location? 	<ul style="list-style-type: none"> - Actively participates in answering the question - Freely speaks what he/she feels o the question 	Question and answer	-Wall map of Africa -Sketch map of Eastern Africa	Page – to -
	10 min	<ul style="list-style-type: none"> - Location <ul style="list-style-type: none"> • Relative location of Eastern Africa 	After studying this lesson, students will be able to: <ul style="list-style-type: none"> - Explain the relative location of Eastern Africa 	<ul style="list-style-type: none"> - Encourage students to write their answers on the chalk board 	<ul style="list-style-type: none"> - Writes his/her answer on the chalk board. 	Question and answer		Page – to -

	10 min	<ul style="list-style-type: none"> - Location <ul style="list-style-type: none"> • Relative location of Eastern Africa 	<p>After studying this lesson, students will be able to:</p> <ul style="list-style-type: none"> - Explain the relative location of Eastern Africa 	<ul style="list-style-type: none"> - Open discussion on students answers 	<ul style="list-style-type: none"> - Participates in the discussion actively - Takes note 	<ul style="list-style-type: none"> - Discussion 		Page – to -
	13	<ul style="list-style-type: none"> - Location <ul style="list-style-type: none"> • Relative location of Eastern Africa 	<p>After studying this lesson, students will be able to:</p> <ul style="list-style-type: none"> - Explain the relative location of Eastern Africa 	<ul style="list-style-type: none"> - Demonstrate the relative location of Eastern Africa, using the map of Eastern Africa 	<ul style="list-style-type: none"> - Poses question on what is not clear - Gives the relative location of: <ul style="list-style-type: none"> • His/her school • Ethiopia • Africa • Eastern Africa 	<ul style="list-style-type: none"> - Demonstration - Explanation 		Page – to -

Unit 1: The Location, Settlement and People of East Africa (19 periods)

Unit Outcomes: Students will be able to:

- Identify the location of East African countries
- Appreciate ancient civilization and heritage in East Africa
- Be aware of the difficulties of conserving heritage
- Recognise the effects of climate and natural resources on settlement and livelihood in East Africa

<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 relative location of East Africa • .List the countries of East Africa. 	<p>1. The Location, Settlement and People of East Africa</p> <p>1.1 Location (3 periods)</p> <ul style="list-style-type: none"> • Relative location and countries of East Africa 	<ul style="list-style-type: none"> • Ask the students to explain what they think relative location means. Explain that it mans locating places in relation to land masses and water bodies • Draw a blank map of East Africa on the board and ask students to copy the blank in groups. Now ask the groups to add the countries of East Africa adjacent to Red Sea and the Indian Ocean. Finally, ask them as a class to complete the map on the board. They can then copy the complete map in their books.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Distinguish the time and major features of Nubian civilization with Aksumite civilization. • Identify the major heritage of ancient civilization of East Africa. • State the problems which face heritage sites • Explain the methods used in some areas to protect historical sites 	<p>1.2 The people of Eastern Africa (4 periods)</p> <ul style="list-style-type: none"> • The ancient civilization of Nubia and Axum • The heritage of Axum <p>1.3 The protection and preservation of heritage sites ,problems encountered at heritage sites (2 periods)</p> <ul style="list-style-type: none"> • Ways of preserving sites while letting people have access. • Educating the visiting public 	<ul style="list-style-type: none"> • Ask students to identify the relative location of Nubia and Axum. Next introduce them to Nubian culture. Finally, ask students in discussion to compare and contrast these two civilizations. Then students write a report. • Ask students to work in groups and to find out about the importance of heritage as a source of income from tourism. Use statistics for visitor numbers to the most popular sites in Ethiopia. (Information from Ministry of tourism). • Use a case study of a popular site in another country, which is over visited, e.g. Lamu. • Next ask students in groups to tell the class about problems facing sites such as robbery, pollution, destruction of materials, carving • Students write a public information leaflet on how to behave at Axum.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Identify densely and sparsely populated areas of East Africa • Explain the cause and effects of population movement in East Africa and Ethiopia • Distinguish the factors for population concentration in the Highlands of Ethiopia and Kenya, and Tanzania • Identify the effect of rapid population growth in Eastern Africa. • List effects of urbanization on society and culture. • Generalize the factors responsible for the variation of settlement 	<p>1.4. Settlement and livelihood in East Africa (6 periods)</p> <ul style="list-style-type: none"> • Population distribution • Population movement • The effects of rapid population growth • Effects of urbanization on society and culture <p>1.5 Factors for the variation of settlement & livelihood (4 periods)</p> <ul style="list-style-type: none"> • Climate and resources 	<ul style="list-style-type: none"> • Let the students indicate the densely and sparsely populated areas of Eastern Africa using a map. • Discuss the factors and effects of population movement in Ethiopia by taking the Oromo population movement as an example • Compare this with population growth and movement in another East African country • Discuss with students what they see as the key factors which cause population movement, e.g. population pressure on scarce grazing land, migration to urban centres in search of work • Comparison between Addis Ababa and Nairobi (Case study of two people’s lives, one from each city, who have migrated to town) • Effects of urbanization on society and culture: • Discuss effects of living far from home. • Case study comparison between an upland settlement in Ethiopia and a lowland coastal settlement in Kenya (Giriama) looking at resources, e.g. soil, water, economic activity

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>and livelihood</p> <ul style="list-style-type: none">• Review how political instability and civil war can affect the population	<ul style="list-style-type: none">• Instability and civil war	<ul style="list-style-type: none">• Draw a map of East Africa on the board with countries marked. Ask students to tell you about areas where there has been civil war or instability. List these on the board.• Case study comparison of two areas where population has migrated because of disturbance, e.g. Ethiopia, Uganda, Somalia

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 has achieved the minimum required level.

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

- Distinguish the relative location of Eastern Africa.
- List countries of Eastern Africa
- Distinguish the time and major features of Nubian civilization and Axumite civilization.
- Identify the major heritages of ancient civilizations of Ethiopia
- State the problems encountering heritages
- Write the methods of preserving heritages
- Identify densely and sparsely populated areas of Eastern Africa

- Explain the causes and effect of population movement in Ethiopia
- Distinguish the factors for population concentration over the highlands of Ethiopia
- Generalize the factors responsible for the variation of settlement and livelihood.

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.

Unit 2: Earth, Our Home (18 periods)

Unit Outcomes: Students will be able to:

- Identify the continents, water bodies of the world, and compare and contrast fresh water with marine water
- Describe the land features of Eastern Africa
- Identify the layers of the atmosphere and describe the components of lower layer of the atmosphere
- Sketch a map and use colours, signs & symbols to indicate different land features.

<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"> • List the continents of the world • Name the oceans of the world 	<p>2. Earth, Our Home</p> <p>2.1 The Surface of the earth (4 periods)</p> <ul style="list-style-type: none"> • The Continents • Water bodies <ul style="list-style-type: none"> - Types of water (fresh water and marine water) - Water bodies and their economic uses and Eastern Africa 	<ul style="list-style-type: none"> • Ask the students to name the seven continents from largest to smallest on a blank world map on the board then copy it in their books: Asia, Africa, North America, South America, Antarctica, Australia and Europe. Let the teacher assist the students to mention the major water bodies Let the students name major water bodies of the world i.e. (ocean, Seas, lakes and rivers) Oceans – Indian , pacific ... Seas - Mediterranean and Red Sea Lakes - Victoria and Tana Rivers - Nile, Amazon, Congo and Mississippi • Let the students identify the types of water and give example for each as: Marine and Fresh

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Identify the major physical features of East Africa. • State the significance of the Great Rift Valley • Name the rivers, lakes and seas of East Africa 	<p>2.2 Major landforms of East Africa (4 periods)</p> <ul style="list-style-type: none"> • Physical features of East Africa, • The Great Rift Valley <p>2.3 Water resources in East Africa (2 periods)</p> <ul style="list-style-type: none"> • Lakes, rivers and seas of East Africa • Fresh and salt water 	<ul style="list-style-type: none"> • Let the teachers assist the students to discuss the economic importance of water bodies as: Transportation (Navigation) irrigation, fishing and power. • Help the students to summarize about continents, land features of Eastern Africa, Water bodies and the economic uses of water bodies in Eastern Africa. • Case study of the River Nile • Students make a world map to put on the classroom wall. • They can also add to the world map in their book. • Students as a class mark the major physical features which they know on a map on the board. Teacher than explains and adds the unknown ones. Include the following: Rift valley, Volcanic mountains, e.g.Lengai, Mt. Kilimanjaro Mt. Kenya Mt. Elgon Mt. Ras Dashen, Kobar sink i.e. Dallol • Ask students what they notice about the position of the volcanic mountains in relation to the Rift Valley. Shade the whole of the rift on the map on the board. Explain when the Rift Valley was formed. • Ask students to help you to add rivers and lakes to your nap of East Africa, and finally the Indian Ocean and Red Sea.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Compare and contrast the properties of marine and fresh water • Explain the economic uses of water in East Africa • Identify some key examples • Discuss the strategic importance of water • Identify the layers of the atmosphere. 	<p>2.4 Water and its economic use in East Africa (2periods)</p> <p>2.5 The Atmosphere (2periods)</p> <ul style="list-style-type: none"> • Layers of the atmosphere 	<ul style="list-style-type: none"> • Ask them how much they know about them as you do this • Then they can add the information to their East Africa map. • Practical experiment with flotation of an object in a jar of pure water versus a jar of very salty water. Ask some students to taste the salty water and if they think that it could be used for irrigation for agriculture. • Case study about fresh water fishing in Lake Victoria • Case study about the Dead Sea, which is so salty that it supports you when you swim in it c.f.a Rift Valley Lake, e.g. Lake Nakuru, which has other minerals in it. • Ask students to list uses which they can think of and make headings on the board, e.g. transport, irrigation, fishing, hydro-electric power. List the examples for each underneath • Now look at a brief case study for each one, e.g. fishing in Djibouti, hydro-electric power in Uganda, irrigation beside the lake (Ethiopia), transport, Cargo ships at Mombasa • Class quiz to review knowledge of physical features introduced in this unit and their uses.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none">• Describe the components of the lower layer of the atmosphere.• Draw and level the atmospheric layers	<ul style="list-style-type: none">• The Troposphere and its components	<ul style="list-style-type: none">• Ask the students to explain what they know about the atmosphere and to suggest definitions which are written on the board. Choose the best one.• Now draw a diagram of the earth's curve showing the layers of the troposphere, stratosphere, mesosphere, thermosphere. Explain how deep each layer is• Use the example of aircraft and the height at which they fly to explain the layers, ordinary aircraft, Concorde, Spacecraft• Next, explain that the lower layer of air, or troposphere, is made up of nitrogen, oxygen, carbon dioxide and others.• Case study: Air at altitude and lack of oxygen. Climbers and pilots need to use oxygen above 10 000 feet, and aircraft cabins are pressurized because of this. If you don't have enough oxygen, you begin to make stupid decisions and you will eventually become unconscious.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Appreciate the significance of colour on a map • Identify the major conventional signs and symbols used on a map • Use conventional signs and symbols to represent information on a sketch map. • Make a simple map key 	<p>2.6 Conventional signs and symbols (4 periods)</p> <ul style="list-style-type: none"> • The use of colour • Major signs and symbols 	<ul style="list-style-type: none"> • Use a 1: 50 000 map and place it on the blackboard. Ask students to identify what each colour is used for and write a list down the side, e.g. green/ vegetation, blue/water, brown/high areas, yellow/lower plateaus, white/highest peaks, red/main roads • Explain the concept of a key .Students then study a small section of the 1:50 000 map selected because it includes a variety of symbols. They make a simple key from the symbols which they see • As a class activity, draw and name the signs and symbols, e.g. Industrial areas, schools, Churches, Mosques, railways, roads, trees, houses, • Students draw a sketch map of their area using colours, symbols and a key.

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:-

- List the continents of the world and major land features in Eastern Africa
- State the water bodies of the world
- Compare and contrast Fresh water with marine water
- Recognize the economic use of water bodies in Easter Africa
- Point out the layers of atmosphere

- Describe the components of the lower layers of atmosphere
- Identify the major conventional signs and symbols used on a map
- Use conventional signs and symbols to represent information on sketch map.

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.

Unit 3: Our Environment (14 periods)

Unit Outcomes: Students will be able to:

- Identify types of vegetation, its distribution and major factors that affect natural vegetation and wild animals in East Africa
- Realize the causes and effects of human interference on the environment
- Recognize conservation methods and the importance of national parks
- Show an interest in preventing damage to the local environment

<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"> • Relate the presence of wild animals to the distribution of natural vegetation. • Realize that animals adapt and evolve to suit their habitat • Identify the major factors which affect the distribution of natural vegetation. • Appreciate that wildlife is affected if the environment 	<p>3. Our Environment</p> <p>3.1 Natural Vegetation & wildlife in East Africa (2 periods)</p> <ul style="list-style-type: none"> • Types and distribution of natural vegetation and wild animals • Animals and their adaptation to their habitat <p>3.2 Factors that affect the distribution of natural vegetation and wild animals in East Africa (2 periods)</p> <ul style="list-style-type: none"> • Key factors which affect natural vegetation and wild animals 	<ul style="list-style-type: none"> • Ask students to explain the features of forest, grassland and semi-desert. Under three headings on the board then add new information for them. • Compare case studies of three examples from three countries in East Africa, e.g. desert in Ethiopia, Grassland in Kenya (Masai Mara) Mountain forest in Uganda • Under the three headings for habitat, list the animals found in each area. Some species may be found in more than one habitat.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>is damaged and by increased human presence.</p> <ul style="list-style-type: none"> • Appreciate the aesthetic value of natural vegetation and wild animals in East Africa. • Appreciate that tourism income can contribute to the protection of wild animals and their habitat. • Evaluate the different human causes of damage to the natural environment 	<p>(natural and human factors)</p> <ul style="list-style-type: none"> • Wild animals: our world heritage <p>3.3 Human interference and disturbance to our environment (4 periods)</p> <ul style="list-style-type: none"> • The Causes: The need for new farmland and pasture, the need for construction of houses, migration to an area due to unrest or climate change 	<ul style="list-style-type: none"> • Ask students what they think the major factors are which affect the distribution of natural vegetation. • Discuss global warming and climate change, farming practices, • Case study of the effects drought in the national parks, elephant migration due to increased introduction of farming • Disappearance of leopards and other shy big cats as human encroach on habitat and by hunting • Case study on gorillas of Uganda and Ruanda: Destruction of their forest habitat and hunting • Research the list of endangered species • Mention World Wild life Fund. • Discuss and list reasons for forest clearance for farming including population growth. then introduce a case study from Ethiopian highlands

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Differentiate the effect of human interference in natural vegetation. • Explain methods of conserving soil • Explain how to conserve water • Explain how to purify water 	<ul style="list-style-type: none"> • The effects: Soil erosion, removing • vegetation, water shortage, drought, famine, migration <p>3.4 Methods of conserving water & soil (4 periods)</p> <ul style="list-style-type: none"> • Afforestation, reforestation and agro-forestry • Terracing • Contour ploughing • Crop rotation • Reducing the overuse of chemical fertilizer and using organic fertiliser • Water harvesting • Water purification 	<ul style="list-style-type: none"> • Discuss reasons for population growth as natural or due to migration leading to pressure for housing and need for firewood • Students in groups study one aspect per group. e.g. drought, soil erosion, deforestation, overgrazing, water shortage, drought and famine, migration • Each group tries to find out as much as possible about their topic and presents information about an example to the class • Two case studies for comparison, one of overgrazing and one on soil erosion.(Ethiopia and Kenya). • Discuss types of trees suitable for afforestation • Introduce a case study on agro-forestry which produce organic compost and discuss crop rotation (Kenya) • Discuss and draw diagrams of contour ploughing • Discuss and draw diagrams of contour

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Explain the purpose and importance of national parks • Locate Ethiopian national parks on the map • Identify major national parks of East Africa 	<ul style="list-style-type: none"> • Pollutant reduction • Keeping ponds and springs clean • Water harvesting • Water purification • Pollutant reduction • Keeping ponds and springs clean <p>3.5 National parks and their importance in Ethiopia and East Africa (2 periods)</p> <ul style="list-style-type: none"> • The location, importance and purpose of national parks in Ethiopia for conservation, research and heritage • The national parks of East Africa: success stories of animal and habitat protection 	<p>ploughing</p> <ul style="list-style-type: none"> • Discuss and draw diagrams of water harvesting systems • Discuss and write a leaflet on water purification and keeping springs and ponds clean <ul style="list-style-type: none"> • Ask students to list the national parks which they have heard of and write the names on the board. Opposite each one indicate what vegetation or animals are being protected <p>Debate about whether or not students think parks are successful. Include the following in the list: Awash National Park. Semien mountains National park NechSar National Park Bale Mountain National Park Mago National Park</p>

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
		<p>Omo National Park Gambella National Park Yangudi Rassa National; Park</p> <ul style="list-style-type: none">• Students draw a map and include the national parks using symbols and a key.• Case study of a successful park in Ethiopia• Case study of the Masai Mara (Kenya)• Students discuss a map showing East African parks, consider the climate and vegetation, and discuss the types of wildlife likely to be found there.• Case study: Nairobi wildlife orphanage

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 has achieved the minimum required level.

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

- Relate wild animals with the distribution of Natural Vegetation
- Select the major factors affecting the distribution of natural vegetation and wild life
- Realize the aesthetic value of natural vegetation and wild animals in Eastern Africa
- Differentiate the causes of intervention of human in the natural environment
- State methods of conserving water and Soil

- Describe what national park mean
- Indicate national parks of Ethiopia on map
- Identify major national parks of Eastern Africa
- Analyze the importance of national parks
- Accept the importance of protecting national parks from unwise practices

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.

Unit 4: Public Agenda (17 Periods)

Unit Outcomes: Students will be able to:

- Participate in combating HIV/AIDS
- Give examples of children’s rights violation and escaping mechanisms.
- Identify sub-regional organizations, member states and explain the partnership aims of East African organisations
- Allotted Periods.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Realize the importance of community solidarity in combating HIV/AIDS • Develop positive attitudes on how to live and learn with peoples and their families affected by HIV/AIDS • Take responsibility to behave without stigma and, discrimination and to give care and support to people and families who live with HIV/AIDS. 	<p>4. Public agenda</p> <p>4.1. Population related issues</p> <p><i>(3Periods)</i></p> <ul style="list-style-type: none"> • Combating HIV/AIDS through community solidarity and taking citizen’s responsibility • Avoiding stigma and discrimination • Providing care and support 	<ul style="list-style-type: none"> • Ask the students what they know about HIV/AIDS. Discuss ways in which the community can help give care and support. • Case study of community help in a town or village, perhaps with NGO involvement • Case study of an affected family in Ethiopia and one in Uganda. • Role play of student reactions to a classmate who is sick showing how the sick person feels and how the students behave. • Discussion of the scale of the problem in the local community. Students then draw up plans which could help. • Discuss/review reasons for rapid population growth or migration.

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<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Explain the impact of rapid population growth on the natural environment of East Africa • Explain what children’s basic rights are • Discuss how these rights are violated in Ethiopia 	<p>4.2 Rapid population growth (3 Periods)</p> <ul style="list-style-type: none"> • The challenge of deforestation, drought and famine, scarcity of arable land, fragmentation. • Insecurity , food and housing shortages and pollution: <p>4.3 Children’s rights and their safety (3 Periods)</p> <ul style="list-style-type: none"> • Brief and relevant reviewing the UN Declaration of Rights of the Child • Examples of abuse of children’s rights, e.g. child abuse, abduction, 	<ul style="list-style-type: none"> • Case study of poor housing due to migration because of drought c.f. a case study of poor urban housing in Nairobi because of population pressure. • Case study of migrants in a refugee camp because of instability/war. • Pollution of a river: case study/interview with a resident of the area. • Case study of an area where food production has dropped because of climate change, and the population has increased • Ask students if they can remember some of the basic rights of the child from last year. Write them down. • Discuss some of articles 1 to 42 from the Save the Children • Class discussion on examples of abuse • Groupwork: students discuss and then write down a list of abuses which they know have

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<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Apply escaping mechanisms of child rights violation. • Resist peer pressure • Explain how to avoid accidents • Discuss how to react if something happens • Name each sub-regional organizations in Eastern Africa and explain their purpose 	<p>trafficking, labour exploitation</p> <p>4.4 Escaping strategies (2 Periods)</p> <ul style="list-style-type: none"> • Say no, get away, tell an adult • Resist peer pressure <p>4.5 Accident prone Practices and safety measures (2 Periods)</p> <ul style="list-style-type: none"> • Electricity • Poison • Fires (home or bush) • Explosives/mines 	<p>taken place in their area. Teacher should be very sensitive in case students want to talk in confidence.</p> <ul style="list-style-type: none"> • Case studies of abuse in Ethiopia and abuse in another East African country. • Case study of repeated violence from a family member etc. or attempted abduction • Discussion of escape strategies • Students discuss problems they know of • Discussion of what to do if a parent or siblings wants you to keep quiet, even if they know that what is happening is wrong. • List different categories of accident on the board and asks students to give examples of things which have happened to people whom they know. • Ask students to explain how to avoid these accidents • Next ask students what they should do if such accidents occur. • Now ask students to write a safety leaflet and o make a class wall poster.

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<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Indicate the geographical coverage of East African Sub-regional organisations • Explain the need for partnership targets. 	<p>4.6 Partnership Issues (4Periods)</p> <ul style="list-style-type: none"> • Sub Regional organizations (IGAD, Nile Basin Initiative (ENSAP EAC) • Geographical Coverage • Partnership targets. 	<ul style="list-style-type: none"> • Discuss what an acronym is with students and ask them to list any which they know. Give them the names of the organisations which they don't know. List what they do underneath. • Ask students if they think that these organizations are a bad or a good idea. • Case study of a real person who works in a regional organization and It could be a diary of his or her day. • And could also include an interview about what he or she, and the organization, has as a target or goal. • Ask children if they like to know what they have to do to pass their exams. Explain that goals or targets are always helpful and that people can then aim for them. Ask them if they have any personal goals or targets. • Example of a football team which wants to climb the league. Would the team work together if they didn't care about winning? Their target is to win. • Everybody needs to know what he or she has to do. So do countries.

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 has achieved the minimum required level.

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

- Realize the importance of community solidarity in combating HIV/AIDS.
 - Develop attitudes to live and learn with people living with HIV/AIDS and their families.
 - Adhere to the responsibility of citizens and avoiding stigma, discrimination and give care and support to people living with HIV/AIDS and their families.
 - Explain the impacts of rapid population growth on natural and social environments in Eastern Africa
- State the manifestation of child rights violation in Ethiopia
 - Apply escaping mechanisms of child rights violation
 - Perform safety measures to avoid accidents
 - State sub regional organizations in Eastern Africa
 - Indicate the geographical coverage of sub-regional organizations of Eastern Africa
 - Differentiate the partnership targets of each organization
 - Discuss the need for partnership targets

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.

Social Studies Minimum learning competency for Grade 6

	Grade 6
The people	<ul style="list-style-type: none">• Identify the location of eastern Africa• Describe the history, language & religion of the people of Eastern Africa• Demonstrate ancient civilization, heritage & culture of Eastern Africa• Classify factors for the variation of settlement. Livelihood & population distribution in Eastern Africa(landform, climate, resources...)• Draw a sketch map by using different symbols and colors
The earth	<ul style="list-style-type: none">• Identify the continents and their character• Demonstrate major landforms of Eastern Africa using map• Identify different types of water bodies in Eastern Africa• Compare & contrast ocean water with fresh water• State the economic use of water in Eastern Africa• List down atmospheric layer• Describe the components of the lower layer of the atmosphere

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		Grade 6
Eco-system and its Challenges	Eco-system and its Challenges	<ul style="list-style-type: none"> • Identify the major types of vegetation & wild animals in eastern Africa • State the causes and effects of overgrazing and deforestation on the eco-system • Indicate the major national parks in Ethiopia and Eastern Africa
Eco-system and its Challenges		<ul style="list-style-type: none"> • Analyze the effect of climate on the distribution of population in Ethiopia and Eastern Africa
		<ul style="list-style-type: none"> • Recognize the effects of rapid population growth on vegetation, wild life, and soil in Eastern Africa • State the major methods of conservation of water, air, soil in Eastern Africa
Public Agenda	Population Related Issues	<ul style="list-style-type: none"> • Accept to live and learn with people and children of PLWHA • Predict the consequence of rapid population growth
	Issues of Rights & safety	<ul style="list-style-type: none"> • Exemplify actions violating child right & escaping mechanisms • Distinguish the difference between escaping mechanisms.
	Program for partnership	<ul style="list-style-type: none"> • Recognize the role of regional organization & cooperation

Flowchart of Social Science From Grade 6

Topic	Sub-Topic	Grade 6
People and Their Natural Environment	The People	<p>Living together in Eastern Africa</p> <ul style="list-style-type: none"> • The History of the people, <ul style="list-style-type: none"> - Ancient civilization - Heritage and its preservation • Population and livelihood <ul style="list-style-type: none"> - Population distribution and settlement - Population movement - The effect of rapid population growth - Factors for the variation of settlement and livelihood • Location of Eastern Africa Using map (relative location) • Identifying physical features of Eastern Africa using conventional signs & symbols
	Our home Earth.	<ul style="list-style-type: none"> • Surface of the earth& its surrounding (air, water and land)
	Eco- system and its challenge	<ul style="list-style-type: none"> • Interaction among people vegetation & wild animals <ul style="list-style-type: none"> - Natural vegetation and wild animals - Factors affecting distribution of natural vegetation and wild animals - Human interference and disturbance in the environment - Conservation of water and soil

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Topic	Sub-Topic	Grade 6
Public Agenda	Population related issues	<ul style="list-style-type: none"> • Living together with HIV/AIDS victim families
		<ul style="list-style-type: none"> • Consequences of rapid population growth (shortage of farm & grazing land, low level of provision of social services.)
	Issues of right & safety	<ul style="list-style-type: none"> • Actions violating child right <ul style="list-style-type: none"> - child labor exploitation - Illegal child trafficking - child abuse - abduction • Escaping Mechanisms • Good Governance • Accident & Safety <ul style="list-style-type: none"> - electrical - poisonous - explosive materials
	Partnership Issues	<ul style="list-style-type: none"> • IGAD, EAC, Nile Initiative and ENSAP

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 LOCATION, SETTLEMENT AND PEOPLE OF EASTERN AFRICA

Number of Periods: 19

Unit outcomes: *Students will be able to:*

- Identify the location of Eastern African countries
- Appreciate ancient civilization and heritage in Eastern Africa
- Be aware of the difficulties of conserving heritage
- Recognise the effects of climate and natural resources on settlement and livelihood in Eastern Africa

Unit organization

- 1.1 Location;
- 1.2 The people of Eastern Africa;
- 1.3 The protection and preservation of heritage sites and problems encountered at heritage sites;
- 1.4 Settlement and Livelihood in Eastern Africa;
- 1.5 Factors for the variation of settlement and livelihood in Eastern Africa.

Lesson 1.1 The Location of Eastern Africa

Number of Periods: 3

➤ Competencies

At the end of the lesson topic, students will be able to:

- Describe the relative location of Eastern Africa;
- List the countries of Eastern Africa.

➤ Content

- Relative location of Eastern Africa
- Countries of Eastern Africa

➤ Overview

Relative location considers well known reference points. Such points may include land masses and/or water bodies. In order to determine the relative location of Eastern Africa, it is important to identify land masses and water bodies adjacent to it. It is also necessary to use cardinal points to describe the relative location of the region.

Thus, Eastern Africa is located to the **West** of the Indian Ocean, to the **South west** of the Red Sea and the Gulf of Aden, to the **East and South East** of the Sudan, to the **East and North East** of the Democratic Republic of Congo, to the **North East** of Botswana and to the **North** of the Republic of South Africa. Look how cardinal points are important to describe relative location. Cardinal points include North, East, South and West. The cardinal points are sub divided into subsidiary points. These include NE, SE, SW and NW. Between the cardinal and subsidiary points further divisions are made to state location precisely.

Eastern Africa consists of several countries and islands. Some of them are Eritrea, Ethiopia, Djibouti, Somalia, Kenya, Tanzania and Uganda. Mauritius, Reunion, Comoros, Seychelles and Madagascar are islands found in Eastern Africa.

➤ **Teaching-learning Process**

Suggested Instructional Media

- Outline map of Eastern Africa
- Political map of Eastern Africa
- Political map of Africa
- Atlas
- Chart

Suggested Teaching Methods

- Explanation
- Demonstration
- Discussion
- Description
- Group work
- Pair work
- Individual work

Pre-lesson Preparation

- Make ready the definition of relative location
- Practice making an out line map of Eastern Africa on the chalk board
- Prepare a chart to show cardinal points or compass direction
- Assign students into groups

Presentation of the Lesson

Introducing the lesson

You may introduce the lesson by:

- Asking students to define relative location
- Giving accurate definition of relative location based on students suggestion.
- Drawing an outline map of Eastern Africa on the chalk board
- Letting groups or pairs of students to depict countries adjacent to the Red Sea and the Indian Ocean on the outline map.

Body of the lesson

- With respect to the description and illustration given in the student text book, explain the meaning of relative location;
- Ask students to explain relative location of their home, school and hospital in their community;
- With the help of political map of Africa, describe the relative location of Eastern Africa;
- Using the political map of Africa given in the student text book, show the countries and islands of Eastern Africa;
- Demonstrate how countries and water bodies are plotted on the outline map of Eastern Africa on the chalk board.

➤ Evaluation and Follow-up

Evaluation

You can ask students questions like:

- What is relative location?
- What are the important points you use when you explain the relative location of Eastern Africa.

- Describe the land masses and water bodies that determine the relative location of Eastern Africa.
- Demonstrate cardinal points that help determine the correct direction of places on a chart
- What is the relative location of Eastern Africa?
- List the water bodies found around Eastern Africa.
- Name the countries and islands of Eastern Africa.

Follow - up

Divide the class into groups or pairs and ask them to:

- Accomplish the practical activities given in the student text book.
- Use the outline map of Africa to:
 - Depict Sudan, Democratic Republic of Congo, Botswana, and the Republic of South Africa;
 - Show the Indian Ocean, the Red Sea and the Gulf of Aden;
 - Mark the countries of Eastern Africa;
 - Demonstrate the capital cities of Ethiopia, Djibouti, Somalia, Eritrea and Kenya;
 - Show countries adjacent to major water bodies, i.e. Indian Ocean, Red Sea and Gulf of Aden.

Lesson 1.2. The People of Eastern Africa

Number of Periods: 4

➤ Competencies

After the end of the lesson topic, students will be able to:

- Distinguish the time and major features of Nubian civilization from Aksumite civilization;
- Identify the major heritages of ancient civilization of Eastern Africa;

➤ Content

- The Ancient civilizations of Nubia and Aksum
- The Heritage of Aksum

➤ Overview

There existed two centers of ancient civilizations in Eastern Africa. These were Nubia and Aksum. Nubia is located to the west of the Red sea and to the north west of Meroe and Ethiopia. Today, the region in northeastern Sudan is known as the Nubian desert. The Aksumite civilization had produced a lot of heritages. The remains of the two civilizations are still visible in the region.

➤ Teaching Learning Processes

Suggested Instructional Media

- Historical map of Africa;
- Relevant Photographs and pictures

Suggested Teaching Methods

- Discussion
- Explanation
- Demonstration

Pre - Lesson Preparation

- Arrange additional information on the lesson topic
- Design relevant activities, as well as those suggested in the student textbook
- Facilitate the display of suggested instructional media in the classroom

➤ **Presentation of the Lesson**

Introducing the Lesson

Ask the students questions like the following:

- Where do you find Aksum?
- What were the main economic activities of the Aksumite kingdom?
- Where do you find Nubia?
- What are the major heritages of the Aksumite civilization?

Body of the Lesson

- With respect to the description and illustration given in the student text book, explain the relative location of Nubia and Aksum;
- Discuss the major heritages of the Aksumite and Nubian civilizations;
- Encourage students to compare and contrast the Aksumite and Nubian civilizations;
- Help students to form groups and ask them to refer to relevant sources on the Aksumite and Nubian civilizations. And bring them to class for discussion.

➤ Evaluation and Follow up

Evaluation

Ask students questions like:

- When did the Aksumite civilization start?
- What were the major economic activities of the Aksumite people?
- Where did the Nubian civilization flourish?
- Why did the Aksumite civilization decline?

Follow up

Divide the class into groups and ask each group to accomplish the following:

- Locate Numbia and Askum on historical map of Africa.
- List the major heritages of Nubian and Aksumite civilizations.

Lesson 1.3 The Protection and Preservation of Heritage Sites and Problem Encountered at Heritage Sites

Number of Periods: 2

Competencies

After the end of the lesson topic, students will be able to:

- State the problems which face heritage sites;
- Explain the methods used, in some areas, to protect heritage sites.

➤ **Content**

- Ways of preserving heritage sites while letting people have access
- Educating the visiting public

➤ Overview

Heritages are a source of income. They have also socio-political importance. Heritage sites are facing various problems such as robbery, pollution and destruction. We can protect and preserve heritages through legal enforcement and educating people who often come to see heritages and heritage sites.

➤ Teaching Learning Processes

Suggested Instructional Media

- Historical maps
- Relevant Photographs

Suggested Teaching Methods

- Group discussion
- Pair discussion
- Explanation

Pre-lesson Preparation

- Gather additional information on the lesson topic
- Arrange the ways by which students will have reading assignments on the lesson topic
- Design relevant issues for group and pair discussions, including those suggested in the student textbook
- Gather or prepare learning resources

➤ Presentation of the Lesson

Introducing the lesson

Ask students questions like the following:

- What are heritages?
- Do heritages belong to a specific people or country? Why?
- Is illegal hunting forbidden in Ethiopia? Why?

Body of the Lesson

- With respect to the description and illustration given in the student text book, discuss heritages and heritage sites
- With the help of historical map of Ethiopia, show heritage sites in Ethiopia
- Trigger discussion with the help of relevant photographs of heritage sites of Ethiopia
- Using statistical data, discuss the importance of tourism to the economy of Ethiopia and its possible development in the future
- Discuss problems associated with heritage and suggest possible remedial measures
- Help students produce information leaflet on how to behave at heritage sites.

➤ Evaluation and Follow up

Evaluation

You can ask students questions like:

- What is the importance of heritage for the economy of Ethiopia?
- Describe major heritages and heritage sites in SNNPR;
- Explain problems associated with heritages and their sites in SNNPR.

Follow up

Prepare guide lines for the protection and preservation of heritages.

- Let students present their group or pair work for class discussion

- Divide the class into groups or pairs and ask each group or pair to do the following:
- List problems associated with the protection and preservation of heritage and suggest remedial measures.

Lesson 1.4 Settlement and Livelihood in Eastern Africa

Number of Periods: 6

Competencies

At the end of the lesson topic, students will be able to:

- Identify densely and sparsely populated areas of Eastern Africa;
- Explain the causes and effects of population movement in Eastern Africa and Ethiopia;
- Distinguish factors for population concentration in the highlands of Ethiopia, Kenya and Tanzania;
- Identify the effect of rapid population growth in Eastern Africa;
- List effects of urbanization on society and culture.

➤ Content

- Population distribution
- Population movement
- The effects of rapid population growth
- Effects of urbanization on society and culture

➤ Overview

In Eastern Africa, population number varies from place to place. This implies that the region is unevenly distributed. But, compared to other regions of Africa Eastern Africa is most populated.

The highlands of Eastern Africa, with lower and mild temperatures and higher rainfall, have higher population densities. On the other hand, the lowlands and river valleys with higher temperatures and lower rainfall, have lower population densities because of higher temperatures and lower rainfall. A considerable number of the population, however, resides in the coastal areas, where light industries and tourism are prevalent.

Population distribution is affected by both physical and human factors.

Movement of people from place to place is caused by push and pull factors. Push factors may include internal conflict, political instability, and climatic changes, etc, whereas pull factors are composed of both job, and educational opportunities.

In Eastern Africa, Rural-urban migration is growing enormously. Usually urban centers act as pull factors for people living in the rural areas.

People also move from rural - rural areas. Such movement is caused by the search for fresh pasture and agricultural land.

- Population growth results in changes in population size. If population change continues uncontrolled, it will cause problems on both materials and social amenities.

- Urbanization or the growth of cities brings about changes produced in the life style of people. Mostly, people living in cities depend on nonagricultural activities. In these areas land use plan is different from that of the rural areas.

In Eastern Africa rural-urban migration is clearly observed. Large number of people move from the countryside to the cities in search of work, education, and a new way of life. Such movements bring about dramatic changes on population size and culture of urban areas. Sometimes, it will result in high rate of unemployment which causes social crisis.

➤ Teaching-learning Processes

Suggested Instructional Media

- Outline map of Eastern Africa
- Political map of Eastern Africa
- Atlas
- Charts

Suggested Teaching Methods

- Description
- Demonstration
- Discussion
- Group work
- Pair work
- Individual work
- Explanation

Pre-lesson Preparation

- Display suggested instructional media in the classroom;
- Divide the class into groups;
- Collect more relevant information to be used as references.

➤ **Presentation of the Lesson**

Introducing the Lesson

Ask students questions like:

- Explain population distribution;
- List possible factors that determine population distribution;
- Discuss the effects of rapid population growth;
- Explain the effects of urbanization on society and culture;
- Explain the effect of urbanization on food demand and supply.

Body of the Lesson

- With respect to the description given in the text book, describe densely and sparsely populated areas of Eastern Africa.
- Discuss factors that cause population movement and their effects. Substantiate this movement by the 16th century Oromo peoples movement in Ethiopia;
- Discuss the key factors which cause population movement;
- Discuss the effect of urbanization on society and culture;

➤ Evaluation and Follow-up

Evaluation

You can ask students questions like:

- What is population?
- Discuss population distribution and factors that affect it
- What causes population movement? Support your discussion with examples.
- What are the effects of rapid population growth on land use, housing and food supply?
- What are the effects of urbanization on society and culture?

Follow - up

Divide the class into groups or pairs and ask each group or pair to:

- Accomplish the practical activities given in the student text book.
- Make an out line map of Eastern Africa and show the:
 - densely populated countries.
 - thinly populated countries.
- Study population movement in its locality and present its findings for class discussion.

Lesson 1.5 Factors for the Variation of Settlement and Livelihood

Number of Periods: 4

Competencies

At the end of the lesson topic, students will be able to:

- Generalize the factors responsible for the variation of settlement and livelihood;
- Review how political instability and civil war affect the distribution of population.

➤ Content

- Climate and resources
- Political instability and civil war

➤ Overview

The term settlement comprises all forms of human habitat such as houses, buildings, villages, towns and cities. The site, situation, shape, size, distribution and function of human settlements can be recognized from maps.

Settlements could be understood as rural and urban settlements. Function of rural settlement is agricultural while that of urban settlement is non agricultural. As observations manifest, in rural areas, the community lives close together while this is contrary in urban areas where anonymity prevails. In this respect, the settlement pattern in Eastern Africa can be categorized into two, namely rural and urban. There are different factors that determine settlement patterns and varied life styles. These factors include

- Climate and resource
- Instability and civil war

Climate with mild temperature and seasonally regulated rainfall may bring about settled life which could either be rural or urban. In principle, rural settlement is agricultural while that of urban is purely non agricultural. In these two distinct settlements, two mutually opposed cultures develop which may be named as rural culture and urban culture.

Availability of resources also dictate the type of settlement and life style. For example, in area where the soil is fertile, agriculture develops. In areas where minerals are obtained non-agricultural activities prevail.

Relief is also one of the factors that determine peoples' livelihood. For example, highlanders usually depend on growing crops and rearing animals while lowlanders rely up on largely on animal rearing.

Settlement patterns are disrupted as a result of instability and civil war. Because of shaky nature of states and civil wars so instigated, people are forced to abandon their domicile and settle on a line lands. Such as the case for Somalians and more recently for Eritreans. It is customary now that these people settle in Ethiopia and Kenya overcrowding the indigenous rural and urban population.

➤ **Teaching-learning Processes**

Suggested Instructional Media

- Political map of Eastern Africa
- Atlas

Suggested Teaching Methods

- Explanation
- Demonstration
- Discussion
- Description
- Group work

Pre-lesson Preparation

- Display the suggested instructional media in the classroom
- Collect more information dealing with civil war and political instability in Eastern Africa.
- Divide the class into groups.

➤ **Presentation of the Lesson**

Introducing the Lesson

Ask students questions like:

- Compare and contrast up land settlement in Ethiopia and lowland coastal settlements in Kenya
- List possible factors that determine variation of settlement and livelihood
- Explain the role played by climate and resources to cause variation of settlement and livelihood
- Discuss the effects of political instability and civil war in bringing about variation of settlement and livelihood in Eastern Africa

Body of the Lesson

- Compare and contrast the settlement pattern in highland Ethiopia and lowland coastal area of Kenya (Giriama). Use the case study included in the student textbook;

- On the map of Eastern Africa, depict areas affected by civil war or political instability or both.
- Discuss the situation created in Ethiopia, Uganda and Somalia due to influx of people from other lands
- Explain the role played by political instability and civil war in determining variation of settlement and livelihood in Eastern Africa.

➤ **Evaluation and Follow-up**

Evaluation

You can ask students questions like:

- What are the factors that determine variation of settlement and livelihood in Eastern Africa?
- Discuss the role played by climate and resources in dictating variation of settlement and livelihood in Eastern Africa
- Why do people from mainland Somalia flee to neighbouring countries?
- Explain the population pressure caused by immigrants on the host countries.

Follow - up

Divide the class into groups or pairs and ask each group or pair to do the following :

- Do the activities given in the student text book.
- On outline map of Eastern Africa, show
 - densely populated areas
 - areas affected by civil war and instability;
 - coastal areas of Kenya.

- Refer to other related materials dealing with instability and civil war in Eastern Africa and present your findings for class discussion.

Unit 1 Review Questions

Answer Key

I. True/ False Item

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

II. Matching Item

- | | | | | |
|------|------|------|------|-------|
| 6. E | 7. B | 8. A | 9. C | 10. D |
|------|------|------|------|-------|

III. Choose the Correct Answer Item

- | | |
|-------|-------|
| 11. d | 13. b |
| 12. a | 14. c |

IV. Fill in the Blank Item

15. heritages sites
16. robbery, intentionally setting fire and farming
17. population

UNIT 2

THE EARTH, OUR HOME

Number of Periods: 18

Unit outcomes: *Students will be able to:*

- Identify the continents, water bodies of the world, and compare and contrast fresh water with marine water
- Describe the land features of Eastern Africa
- Identify the layers of the atmosphere and describe the components of lower layer of the atmosphere
- Sketch a map and use colours, signs and symbols to indicate different land features.

Unit organization

- 2.1. The surface of the Earth
- 2.2. Major land forms of Eastern Africa
- 2.3. Water Resources in Eastern Africa
- 2.4. Water and Economic use in Eastern Africa
- 2.5. The atmosphere
- 2.6. Conventional signs and symbols

Lesson 2.1 The Surface of the Earth

Number of Periods: 4

Competencies

At the end of the lesson topic, students will be able to:

- List the continents of the world
- Name the oceans of the world

➤ Content

- Continents
- Water Bodies

➤ Overview

The surface of the earth comprises land masses and water bodies. Land masses are divided into large, connected land scapes called continents. There are seven continents in the world. Some of the continents are large in extent, while others are relatively small. Asia, Africa, North America, South America, Antarctica, Europe and Australia are the seven continents listed according to the magnitude of their variation in size. Water bodies are different bodies of water that are found in different places of the world, occupying a varying extent of land. On the basis of their salt content, water bodies are usually divided into two categories. These categories include fresh water and marine water.

➤ Teaching Learning Process

Suggested Instructional Media

- Physical and political Maps of Africa
- Sketch maps

Suggested Teaching Methods

- Question and answer
- Demonstration
- Group discussion
- Explanation

Pre-lesson Preparation

- Give reading assignments
- Let students look for meanings of the key terms of the subtopic.
- Arrange learning resources in the classroom
- Get ready the daily lesson plan

Presentation of the Lesson

Introducing the Lesson

You may ask students questions like the following;

- What does continent mean?
- How many continents are there in the world?
- Can you mention some of the water bodies you know?
- What sorts of water bodies are found in your surroundings?

Body of the Lesson

Using the physical and political map of the world:

- Show major continents of the world,
- Locate oceans and seas of the world,
- Tell the biggest ocean in the world,
- Name the continents according to their size.
- Discuss the difference between lake and sea?

- Explain difference between fresh water and marine water
- Cite some examples that indicate uses of water
- Mention the importance of oceans, seas and lakes of the world
- Form students into groups and assign the following task to each group..
- Draw sketch map of the world and label the following:
 1. The continents of the world
 2. Oceans of the world
 3. Major lakes of the world
 4. Major seas of the world
 5. Major rivers of the world
- Check the task of each group.
- Finally, summarize the lesson.

➤ **Evaluation and Follow up**

Evaluation

Ask students questions like the following:

- Which continent is the largest?
- List the continents according to their size?
- Which continent is the coldest?
- What are oceans?
- What makes them different from seas?
- Tell the longest river in the world.
- Tell the importance of water bodies.

Follow up

Divide students into groups and ask each group to do the following:

- Draw the sketch map of the world and show continents, oceans.
- Write some notes on the economic importance of water bodies.

Lesson 2.2. Major Land Forms of Eastern Africa

Number of periods: 4

Competencies

At the end of the lesson topic, Students will be able to

- Identify the major physical features of East Africa,
- State the significance of the Great Rift Valley.

➤ Contents

- Physical Features of Eastern Africa
- The Great East African Rift Valley

➤ Overview

Physical features refer to the ups and downs of the surface of the Earth which imply such things as hills, ridges, mountains, valleys, plains and undulating lands. All these land forms are available in Eastern Africa, although the region is predominantly mountainous. The altitude in Eastern Africa ranges from the highest peak of Kilimanjaro, which is 5895 meters above sea level, to the low lying depression of the Kobar Sink which drops as low as 120 meters below sea level. However, the most striking land feature of the region is the

Great East African Rift valley. This rift valley extends from Syria in the Middle East to Mozambique in Eastern Africa, covering a distance of 7,200 kilometers.

➤ Teaching Learning Process

Suggested Instructional Media

- Physical and political map of the world
- Physical and political map of Africa
- Sketch map

Suggested Teaching Methods

- Question and answer
- Group discussion
- Demonstration

Pre-lesson Preparation

- Arrange physical map of Eastern Africa
- Identify proper notes on the lesson topic
- Select appropriate methods that help you facilitate class interaction
- Select or set exercises that promote individual,

Presentation of the Lesson

Introducing the Lesson

- You may ask students questions like the following pair or group work.
 - What are physical features?
 - What is rift valley?
 - How is it formed?

Body of the Lessons

- Displaying map of Africa in the classroom ask students to
 - Show the countries of Eastern Africa
 - Show the Island countries of Eastern Africa
 - Tell the extent of the Great East African Rift Valley.
- Then explain how the Rift Valley was formed and the various branches it has.
- Arrange students into different groups and give each group the following tasks:
 - Draw sketch map of Africa and label the highest peaks in Eastern Africa, indicating the countries where these peaks are found.

➤ **Evaluation and Follow-up**

Evaluation

- Ask students questions like the following:
 - What are physical features?
 - Tell different physical features?
 - Name the highest peaks in Eastern Africa?
 - What is Rift Valley?
 - How is it formed?

Follow up

- You may tell students to write short notes on the following topics:
 - Formation of the Great East African Rift Valley
 - Areas and countries that the great East African Rift Valley touches

Lesson 2.3. Water Resources in Eastern Africa

Number of Periods: 2

Competencies

At the end of the lesson topic, students will be able to:

- Name rivers, lakes and seas of Eastern Africa
- Compare and contrast the properties of marine and fresh water.

➤ Contents

- Lakes, rivers and seas of Eastern Africa
- Fresh and salt water

➤ Overview

Eastern Africa is rich in water resources. It has numerous rivers and lakes and limited sea and ocean. In fact, the sea and the ocean are found adjacent to the region. They are the Red Sea and the Indian Ocean.

The most famous countries with water resources, such as rivers and lakes are Ethiopia, Kenya, Uganda and Tanzania. There are great rivers and lakes in the region. The great rivers include the White Nile and the Blue Nile. The Great Lakes are spear headed by Lake Victoria. Almost all lakes of the region are found in the great East African Rift Valley and hence they are called the Rift Valley Lakes.

The water bodies of the region can be categorized into fresh water and marine water. The fresh water bodies include rivers and lakes while the marine water bodies consist of seas and oceans.

➤ Teaching Learning Processes

Suggested Instructional Media

- Physical and political map of Africa
- Physical map of Eastern Africa
- Sketch maps

Suggested Teaching Methods

- Question and answer
- Group discussion
- Demonstration
- Explanation

Pre-lesson Preparation

- Give reading assignments
- Let students search for meanings of the key terms of the lesson topic
- Display relevant maps
- Select or set exercise that facilitate individual, pair or group work

Presentation of the Lesson

Introducing the Lesson

You may ask students questions like the following:

- What is the difference between lakes, rivers and seas
- Which countries of Eastern Africa are rich in water resources?

Body of the Lesson

- Using physical map of Africa, ask students to:
 - Show water bodies that surround or are in touch with Eastern Africa,
 - Depict lakes and rivers of Eastern Africa
- Divide the class into groups and let each group do the following tasks:
 - List the major rivers of Eastern Africa and explain the countries touched by the river basins.

➤ Evaluation and Follow up

Evaluation

Ask students questions like the following:

- Where are most of the lakes in Africa found?
- What is the name of the largest lake in Africa?

Follow up

You may inform students to do the following activity:

- Draw the sketch map of Eastern Africa and show:
 - Rift Valley Lakes
 - Red Sea and the Indian Ocean

Lesson 2.4 Water and Its Economic Use In Eastern Africa

Number of period: 2

Competencies

After the end of the lesson topic, students will be able to:

- Explain the economic use of water in Eastern Africa.
- Discuss the strategic importance of water.
- Identify some key examples

➤ **Content**

- Economic use of water

➤ **Overview**

Water as a natural endowment has many uses. Some uses of water could be domestic. In this respect, water is used for various purposes at home.

When we cognize water in terms of the area it occupies, we understand that it has other discernible advantages that in fact contribute to the economy of a country.

As mentioned in the foregoing lesson topic, Eastern Africa has numerous rivers and lakes. These water bodies are used for fishing, generating hydroelectric power, irrigation, and transportation. The larger lakes are used for fishing and transportation. Rivers are used for generating hydroelectric power, in most cases. Though there are limited rivers in the region which are used for local transportation, most rivers are not fit for this purpose as almost all have rapids, cataracts and water falls. Some rivers in the region may be transboundary. Such transboundary rivers may need diplomatic ties between or among countries that share the river either bilaterally or multilaterally. Because of misconception or misunderstanding as to how to use transboundary rivers, some conflicts may arise. Once common understanding is established between or among riparian countries, it is clear that conflicts are done away with and the rivers are used for common use in order to develop the surrounding natural landscapes.

➤ Teaching Learning Process

Suggested Instructional Media

- Physical map of Eastern Africa
- Photographs of lakes that display economic activities

Suggested Teaching Methods

- Question and answer
- Group discussion
- Demonstration
- Explanation

Pre-lesson Preparation

- Make the physical map of Eastern Africa ready
- Select topics that promote group discussion
- Collect photographs that show possible activities on the water bodies
- Collect information on exemplary countries that make use of rivers for generating hydroelectric power.

Presentation of the Lesson

Introduction of the Lesson

You may ask students questions like the following:

- Compare and contrast lakes and rivers of Eastern Africa in terms of fishing, irrigation and transportation
- Are lakes used for irrigation? If yes, how?
- Mention the domestic uses of the water bodies labeled earlier.

Body of the Lessons

- Explain the domestic use of water
- Discuss the importance of rivers for generating hydroelectric power.
- Pinpoint the importance of rivers and lakes in terms of fishing, irrigation and transportation.
- Divide students into groups and ask each group to:
 - Identify rivers used for transportation in Eastern Africa.
 - Discuss why rivers in Eastern Africa are fit for generating hydroelectric power.
 - Explain fishing related to famous lakes of Eastern Africa.

➤ Evaluation and Follow up

Evaluation

Ask students questions like the following:

- List some uses of water bodies in Ethiopia
- Name the seas used for fishing and transportation.

Follow up

Let student draw the sketch map of Eastern Africa and show the major water resource

Lesson 2.5 The Atmosphere

Number of Periods: 2

Competencies

After the end of the lesson topic, students will be able to:

- Identify the layers of the atmosphere:
- Describe the components of the lower layer of the atmosphere;
- Draw and label the atmospheric layers

➤ Contents

- Layers of the Atmosphere
- The troposphere and its components

➤ Overview

Atmosphere is a blanket of air that covers the earth's surface. The blanket is made up of a mixture of different gases. The atmosphere of the Earth is divided into four layers. Each layer features its own distinctive characteristics. The atmospheric layers are called troposphere, stratosphere, mesosphere and thermosphere. There are also transitional layers.

The troposphere is the lower layer. It is composed of turbulent and dusty zone. It consists of gases, much water vapour and clouds. There are principal gases in the troposphere. They include nitrogen, oxygen, argon, carbondioxide and neon. Some others are helium, methane, krypton, hydrogen and xenon.

➤ Teaching Learning Process

Suggested Instructional Media

- Diagram of the earth's curve showing the atmospheric layers

Suggested Teaching Methods

- Question and answer
- Demonstration
- Discussion
- Explanation

Per-lesson Preparation

- Collect additional information on atmospheric layers
- Let students look for meanings of key terms of the lesson topic
- Make ready pictures and diagrams that explain the earth's atmosphere
- Arrange exercises that help promote individual, pair and group works

➤ **Presentation of the Lesson**

Introducing the Lesson

Ask students questions like the following:

- What is atmosphere?
- What are the components of the atmosphere?
- Indicate where you find the ionosphere and the ozone layer

Body of the Lesson

Using the diagram showing layers of the earth's atmosphere:

- Explain components of the atmosphere
- Describe layers of atmosphere
- Describe the components of the troposphere

➤ **Evaluation and Follow up**

Evaluation

Ask the students questions like the following:

- What does atmosphere mean?
- How many layers does the atmosphere have?

Follow up

You may ask students to:

- Draw a diagram of the earth's curve and label the atmospheric layers
- Write short notes on troposphere

Lesson 2.6 Conventional Signs and Symbols

Number of Periods: 4

Competencies

After the end of the lesson topic, students will be able to:

- Appreciate the significance of color on a map:
- Identify the major conventional signs and symbols used on a map;
- Use conventional signs and symbols to represent information on a sketch map;
- Make a simple map key.

➤ Contents

- The use of color on maps
- Major signs and symbols

➤ Overview

Conventional signs and symbols are used on maps to represent features on the ground. These features can be natural or human made or both. Map makers use signs and symbols and colors as well on a map to represent certain features on the ground. Map has also its own language which is expressed with conventional signs and symbols. A map symbol is a diagram, sign, letter or abbreviation. Each symbol is explained using a key.

Conventional signs and symbols are used to represent real things on the ground, of course, reduced in size.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- Physical map with the scale of 1:50,000
- Sketch map

Suggested Teaching Methods

- Question and answer
- Demonstration
- Explanation
- Group work

Pre-lesson Preparation

- Gather information on signs and symbols.
- Arrange maps that show signs and symbols
- Make ready sketch maps prepared with new signs and symbols
- Get ready a map which has used different colors to depict various features

➤ **Presentation of the Lesson**

Introducing the Lesson

You may ask students questions like the following

- What is a map?
- What shades of color show different physical features?
- What are signs and symbols?
- How are used on a map?

Body of the Lesson

- Using physical map with the scale of 1:50,000
 - Explain the importance of colors on map.
 - Tell what signs and symbols are
 - Describe different signs and symbols used
 - Explain on the maps the concept of key and legend
- Divide the class into groups and assign to each group the following tasks:
 - Identify map colors used to indicate different human made or natural features on the ground
 - Identify different signs and symbols used on maps and their representations.

➤ **Evaluation and Follow up**

Evaluation

Ask students questions like the following

- Why are colors used on maps?
- Define sign and symbol.
- Why are signs and symbols used on maps? ‘
- What is the advantage of using signs and symbols on maps?
- Mention the different colors used on maps in order to distinguish relief features?

Follow up

You may inform students to:

- Draw the sketch map of their areas. Using colors, signs and symbols.
- Interpret colors, signs and symbols used on the map.

Unit 2 Review Questions

Answer Key

I. True/ False Item

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

II. Matching Item

6. C
7. E
8. A
9. D
10. B

III. Choose the Correct Answer Item

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

V. Short Answer Item

1. Atmosphere means the air that surrounds the earth
2. The Ozone layer is found in the second layer of the atmosphere which is known as stratosphere.
3. The blue color
4. Map languages are conventional signs and symbols. A map symbol is a diagram, sign, letter and abbreviations.

UNIT 3

OUR ENVIRONMENT

Number of Periods: 14

Unit outcomes: *Students will able to:*

- Identify types of vegetation, its distribution and major factors that affect natural vegetation and wild animals in East Africa
- Realize the causes and effects of human interference on the environment
- Recognize conservation methods and importance national parks
- Show an interest in preventing damage to the local environment

Unit Organization

- 3.1 Natural vegetation and wildlife in Eastern Africa.
- 3.2 Factors that Affect the Distribution of Natural Vegetation and Wild Animals in Eastern Africa
- 3.3 Human interference and disturbance to Our Environment
- 3.4 Methods of Conserving Water and Soil
- 3.5 National parks and their importance in Ethiopia and Eastern Africa.

Lesson 3.1. Natural Vegetation and Wildlife in Eastern Africa

Number of Periods: 2

Competencies

At the end of the lesson topic, Students will be able to:

- Relate the presence of wild animals to the distribution of natural vegetations.
- Realize that animals adapt and evolve to suit their habitat.

➤ Contents

- Types and distribution of natural vegetation and wild animals.
- Animals and their adaptation to their habitat.

➤ Overview

Eastern Africa has different types of vegetation and wild animals. There are forests and grasslands in different parts of the region. These forests include coastal and montane forests. Coastal forests are found along the east coast of Africa. These forests lie along the coast of the Indian ocean. The other forest type found in the region is montane forest. This forest is found in southern Sudan adjacent to Eastern Africa, Kenya, Uganda and northern Tanzania. Montane forest is composed of twenty – five forest patches. Other vegetation types include desert, grassland and mountain forest.

Along with the different types of vegetation live various wild animals. The different types of vegetation include mountain forest, savanna grass land, desert and semi – desert animal adaptations.

➤ Teaching Learning Processes

Suggested Instructional Media

- Physical and political maps of Eastern Africa
- Sketch maps
- Pictures and photographs of different animals and vegetation

Suggested Teaching Methods

- Question and answer
- Discussion
- Demonstration
- Explanation

Pre-lesson Preparation

- Select additional readings.
- Collect as much information as possible.
- Tell students to find the meanings of the key terms of the lesson's topic.
- Display learning resources in the classroom.
- Divide the class into groups.
- Select subtitles that could be to the groups set.

➤ Presentation of the Lesson

Introducing the Lesson

Ask students questions like the following:

- What does natural vegetation mean?
- What are the factors that determine distribution of natural vegetation?
- Why do vegetation types differ from place to place?
- Why do wild animals adapt themselves to a given environment?

- You can use similar other questions from the student textbook.

Body of the Lesson

- By using physical and political maps of Eastern Africa, ask students to name the types of natural vegetation in
 - Eastern coast of Africa
 - Highlands of Ethiopia
 - In countries like Kenya, Uganda and Somalia
- Arrange students in groups and let each group list the features of forests, grassland and semi-desert vegetation.
- Give additional explanation on vegetation types of the region. Let students classify the animals given in their textbook in to their major groups-Herbivores, and carnivores.
- Make sure that all group and individual works given in the textbook are completed by the students and summarize the main points of this lesson topic.

➤ **Evaluation and Follow up**

Evaluation

- Ask the students questions like the following:
 - What kind of plants are available in grasslands?
 - Tell the predominant plants in semi-desert areas?
 - What kind of animals inhabit the following regions?
 - Forests
 - Grasslands
 - Semi-desert

Follow up

- Inform students to write short note on any one of the following topics.
 - Types of natural vegetation in Ethiopia
 - Grasslands in Kenya
 - Mountain forests in Uganda

Lesson 3.2. Factors that Affect the Distribution of Natural Vegetation and Wild Animals in Eastern Africa

Number of Periods: 2

Competencies

After the end of the lesson topic, Students will be able to:

- Identify the major factors which affect the distribution of natural vegetation;
- Appreciate that wild life is affected if the environment is damaged (and) by increased human interference;
- Appreciate the aesthetic value of natural vegetation and wild animals in East Africa;
- Appreciate that income generated by tourism can contribute to the protection of wild animals and their habitat.

➤ Contents

- Key Factors which affect Natural vegetation and wild Animals (Natural and Human Factors)
- Wild Animals: Our world Heritage

➤ Overview

There are both natural and human factors that affect the distribution of natural vegetation and wild animals in a given environment to which Eastern Africa is by no means exceptional. Among the natural factors that determine the variety of vegetation, the most important ones are the kind of soil, climate and altitude of that given environment. Human factors include, above all, the magnitude of the animal and human populations. As human population increases, forests decrease. This condition, in turn leads to the migration of wild animals. Hence, the three dimensions- humans, animals and natural vegetation are closely interconnected, i.e. they affect each other. In other words, the pressure on any one of them affects the rest as well.

➤ Teaching Learning Processes

Suggested Instructional Media

- Physical and political maps of Africa
- Photographs or pictures of wild animals

Suggested Teaching Methods

- Question and answer
- Group Discussion
- Demonstration
- Explanation

Pre - lesson Preparation

- Display relevant maps, photographs or picture
- Let students look for the meanings of key terms of the lesson topic

- Collect additional information on human and natural factor that affect the distribution of vegetation and wild animals
- Make ready the daily lesson plans

➤ **Presentation of the Lesson**

Introducing the Lesson

- Ask students questions like the following
 - What natural factors help to grow plants?
 - Identify the importance of natural vegetation?
 - What causes climatic changes?

Body of the Lesson

- Divide the class into groups and let each group discuss and report the result of its discussion to the whole class
 - How do natural factors affect the distribution of vegetation and wild animals?
 - How can we check human interrelation that negatively affects the distribution of vegetation and wild animals?

Summarize the important points of the lesson topic

➤ **Evaluation and Follow up**

Evaluation

- You may ask students questions like the following
 - What are the salient natural factors that determine forest distribution?
 - When is vegetation cover endangered?
 - How does increase in human population affect natural vegetation and wild animals?

- In which countries of Eastern Africa do we find gorillas?
- Explain world wild life fund.

Follow up

- Assign students to write short notes of one and a half page on the following topic.
 - The role of natural and human factors in determining the distribution of natural vegetation and wild animals

Lesson 3.3 Human Interference and Disturbance to Our Environment

Number of periods: 4

Competencies

After the end of the lesson topic, Students will be able to:

- Evaluate the different human causes of damage to the natural environment,
- Differentiate the effect of human interference on natural vegetation.

➤ **Contents**

- Causes for Human Interference
- Effects of Human Interference removing vegetation, water shortage, drought, famine, migration

➤ **Overview**

Human interference in the natural environment is the source of disturbance to the environment. Human interference is expressed in

many ways. The most important is, however, rapid growth of human population. It raises demands on additional lands for cultivation and grazing. This desire would lead people to encroach protected areas. In the long run, there would be destruction of forests and overgrazing. This brings about a chain of problems. That means destruction of forests causes drought. Drought brings about famine. Famine in turn results in migration.

➤ **Teaching Learning processes**

Suggested Instructional Media

- Pictures or Photographs

Suggested Teaching Methods

- Question and answer
- Group Discussion
- Demonstration
- Explanation

Pre-lesson Preparation

- Give reading assignment
- Let the students find the meanings of the key terms for this lesson topic
- Display pictures and photographs in the classroom
- Make short note ready for students

➤ **Presentation of the Lesson**

Introducing of the Lesson

- Ask students questions like the following
 - What is the impact of rapid population growth on land use?
 - Why do people encroach protected areas in their region?

Body of the Lesson

- Arrange the class into groups and assign the following topics to each group for discussion. Let each group report to the class.
 - Discuss the unwise use of natural resources
 - How does rapid population growth lead to the destruction of natural vegetation?
 - Discuss the effect of the destruction of natural vegetation

➤ Evaluation and Follow up

Evaluation

- You may ask students questions like the following
 - What do we mean by drought?
 - What causes soil erosion?
 - What would happen if there is water shortage in a given region?

Follow up

- Let students assess vegetation of their area and give explanation as to how human interference has positively or negatively affected the vegetation cover.

Lesson 3. 4 Methods of Conserving Water and Soil

Number of Periods: 4

Competencies

After the end of the lesson topic, Students will be able to:

- Explain methods of conserving soil;
- Explain how to conserve water ;
- Explain how to purify water.

Contents

- Afforestation, Reforestation and Agro - forestry
- Terracing, contour ploughing and crop Rotation
- Reducing the overuse of chemical fertilizer and using organic fertilizer at most
- Water Harvesting
- Water purification
- Pollutant Reduction

3. Overview

Conservation refers to the protection and wise use of natural resources. Water and soil are the most vital natural resources which support both human and animal lives on earth. There are numerous methods of conserving these natural resources. The most important methods are afforestation, reforestation, agro- forestry, terracing, contour ploughing, crop rotation, reducing the use of chemical fertilizer and using organic fertilizers instead. It is also important that water in a given environment is used systematically. In order to maximize the use of water in that given region, one of the important measures taken is water harvesting. On top of that water should always be kept clean.

➤ Teaching Learning Process

Suggested Instructional Media

- Photographs and illustrations

Suggested Teaching Methods

- Question and answer
- Group discussion

- Demonstration
- Explanation

➤ **Pre - lesson Preparation**

- Supply reading assignments
- Let the students bring to the class the meanings of the key terms in the lesson topic .
- Display learning resources in the classroom
- Prepare abridged note for students.

➤ **Presentation of the Lesson**

Introducing the Lesson

- Ask students questions like the following
 - What is conservation?
 - Why do we conserve natural resources?
 - What are air pollutants?
 - What is pond?
 - What is spring?

Body of the Lessons

- Divide the class into groups and assign each group to the following topics for discussion
 - The advantage of agro - forestry
 - The methods used to conserve water
 - The methods used to conserve soil
- Let the class debate for and against using more chemical fertilizers to maintain soil fertility
- Use photographs, illustrations or diagrams to summarize the main themes of the lesson topic.

➤ Evaluation and Follow up

Evaluation

- You may ask students questions like the following:
 - Explain terracing.
 - Compare and contrast afforestation and reforestation
 - List the advantages of crop rotation
 - What causes air pollution?
 - What is the difference between pond and spring?

Follow up

- Draw diagram of contour ploughing and explain this method of conservation in writing
- Draw diagram of terracing and explain the advantage of this method in writing
- Draw the diagram of water harvesting system and explain its advantage for effective water use.

Lesson 3.5 National Parks and their Importance in Ethiopia and Eastern Africa

Number of Periods: 2

Competencies

After the end of the lesson topic, Students will be able to:

- Explain the purpose and importance of national parks;
- Locate Ethiopian National Parks on the physical map of Ethiopia
- Identify major national parks of Eastern Africa

➤ Contents

- National parks of Ethiopia and their importance
- National parks of Eastern Africa

➤ Overview

National parks are unique public lands or bodies of water within a country, set aside by the government to protect, plant and animal species, scenic landscape, geologic formations, or historical or archaeological sites. Ethiopia has numerous national parks and animal sanctuaries which are important tourist attractions. The most important National Parks (N.P) in Ethiopia are the Semien Mountains N.P, Abijatta-Shalla Lakes N.P, Awash N.P, Bale Mountains N.P, Gambella N.P, Mago N.P, Natch Sar N.P, Omo N.P and Yangudi Rassa N.P. National parks in other Eastern African countries include the Nairobi National Park Orphanage, Serengeti N.P and Tsavo N.P in Kenya and Kabalega N.P in Uganda. National parks are important to conserve animal and plant species. They attract tourists and they also serve as heritages of a given country or region

➤ Teaching Learning Processes

Suggested Instructional Media

- Physical and political maps of Africa
- Photographs and pictures
- Sketch maps

Suggested Teaching Methods

- Question and answer
- Discussion
- Demonstration
- Explanation

➤ Pre - lesson Preparation

- Supply reading assignment
- Let students find meanings of the key terms of the lesson topic
- Display learning resources in the classroom
- Prepare abridged notes for students

➤ Presentation of the Lesson

Introducing the Lesson

- You may ask students questions like the following:
 - What are national parks?
 - What is their importance?
 - What are sanctuaries?
 - What is the difference between sanctuaries and national parks?
 - Explain game reserves.

Body of the Lesson

- Divide students into groups. Assign each group to the following topics for discussion.
 - Explain the advantages of national parks in Ethiopia
 - Compare and contrast national parks and sanctuaries
- Summarize the lessons by using learning resources suggested for the topic.

➤ Evaluation and Follow up

Evaluation

- You may ask students questions like the following

- What is the advantage of national parks for the surroundings?
- What is the importance of national parks for a given country or region?

Follow up

- Let students do the following activities:
 - Draw the sketch map of Eastern Africa and show major national parks.
 - Draw the sketch map of Ethiopia and depict national parks and sanctuaries.

Unit 3 Review Questions

Answer Key

I. True/ False Item

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

II. Matching Item

- | | | | | |
|------|------|------|------|-------|
| 6. E | 7. C | 8. B | 9. D | 10. A |
|------|------|------|------|-------|

III. Choose the Correct Answer Item

- | | |
|-------|-------|
| 11. c | 14. a |
| 12. b | 15. b |
| 13. a | 16. C |

IV. Fill in the Blank Item

- 17. WWF
- 18. the natural environment
- 19. famine and Starvation

V. Short Answer Item

- 1.
 - Semien Mountains National Park
 - Gambella National Park
 - Yangudi Rasa National Park
 - Awash National Park
 - Bale National Park
 - Omo National Park
 - Netchsar National Park
 - Mago National Park
 - Abijata-Shalla National Park
- 2. Pollutants are substances that spoil water and air
- 3. The advantage of water harvesting is that it brings about extra water for various activities.

UNIT 4

PUBLIC AGENDA

Number of Periods: 17

Unit outcomes: *Students will be able to:*

- Participate in combating HIV/AIDS
- Give examples of children's rights violation and escaping mechanisms
- Identify sub-regional organization, member states and explain the partnership aims of East African organisations

Unit organization

- 4.1 Population related Issues
- 4.2 Rapid population growth
- 4.3 Children's rights and their safety
- 4.4 Escaping strategies
- 4.5 Accident prone practice and safety measures
- 4.6 Partnership Issues

Lesson 4.1 Population Related Issues

Number of Periods: 3

Competencies

At the end of the lesson topic, Students will be able to:

- Realize the importance of community solidarity in combating HIV/AIDS;
- Show positive attitudes on how to live and learn with peoples and their families living with HIV/AIDS;
- Take responsibility to behave without stigma and discrimination and to give due care and support to people and families who live with HIV/AIDS;

➤ Contents

- Combating HIV/AIDS through community solidarity and taking citizen's responsibility
- Avoiding stigma and discrimination
- Providing care and support
- Rapid Population growth

➤ Overview

The countries of Eastern Africa are confronted with the spread of HIV/AIDS Pandemic. This is one of the diseases causing many deaths in the region. The disease mostly affects the productive section of the population. It kills skilled and educated persons. It ruins family life, leaving behind economic and social problems in the region.

➤ Teaching Learning Process

Suggested Instructional Media

- Poster related to HIV/AIDS
- Graph showing victims of HIV/AIDS

Suggested Teaching Methods

- Question and answer
- Group discussion
- Demonstration
- Explanation

Pre-lesson Preparation

- Arrange for reading assignments
- Let students look for meanings of the key terms of the lesson topic
- Arrange learning resources in the classroom
- Prepare abridged notes for students

➤ Presentation of the Lesson

Introducing the Lesson

You may ask students questions like the following:

- What is HIV/AIDS?
- Explain the differences between HIV and AIDS.

Body of the Lesson

- Divide your class into smaller groups. Assign each group to work on the following questions. Each group shall report the findings of its discussion to the class.

- How is HIV/AIDS transmitted from one person to another?
- How do you protect yourself from HIV/AIDS?
- What economic and social problems does HIV/AIDS bring to a community?
- What are the ABC rules?
- What are some of the ways in which HIV/AIDS is not transmitted?
- How should we treat persons and families affected by HIV/AIDS?
- Finally, summarise the main points of the lesson topic. Use the suggested instructional media in order to facilitate your summary.

➤ **Evaluation and Follow-up**

Evaluation

You may ask students questions like the following:

- In what ways is HIV/AIDS transmitted from one person to another?

Follow up

- Draw a chart that explains the ABC rules.
- Explain economic and social impacts of HIV/AIDS.

Lesson 4.2. Rapid Population Growth

Number of periods: 3

Competency

At the end of the lesson topic, students will be able to:

- Explain the impact of rapid population growth on the natural environment of Eastern Africa.

➤ Contents

- The challenge of deforestation, drought and famine, scarcity of arable land and fragmentation
- Insecurity, food and housing shortages and pollution

➤ Overview

Countries of Eastern Africa are challenged by rapid population growth. Increase in the number of people raises endless demands on various necessities of life. Thus, rapid population growth is the source of food shortage in the region. It is also the source of environmental degradation. In general, rapid population growth has become the problem of developmental efforts in the region.

➤ Teaching learning Processes

Suggested Instructional media

- Population Map of Africa
- Chart showing population figures

Suggested Teaching methods

- Question and answer
- Discussion
- Demonstration
- Explanation

Pre – lesson preparation

- Let students get prepared on reading issues of rapid population growth in Eastern Africa
- Make ready the suggested instructional media
- Prepare short note for students
- Make ready relevant exercises

➤ Presentation of the lesson

Introducing the Lesson

You may pose questions like the following:

- What is population?
- How does rapid population growth become a threat to a given country?

Body of the lesson

- Divide your class into smaller groups. Let each group work on the following. Each group is entitled to report its findings to class so that discussion is on.
 - ✓ Identify the most important problems that result from rapid population growth
- There is an activity in the textbook which asks for a classroom debate. Divide the class into two groups, Let each group select two or more representatives to debate on its behalf. Question for the debate reads:

Is large size family advantageous or disadvantageous?

- Finally, stabilize the main points of the lesson topic.

➤ Evaluation and Follow – up

Evaluation

You may ask questions like the following:

- What is the effect of rapid population on housing and land use?
- What is the effect of rapid population growth on such resources as food, water and other resources in the natural environment?

Follow up

- How does rapid population growth become a source of soil erosion?
- Draw a graph that shows the size of Ethiopia’s population for the years 1984, 1990, 1994, 2003, 2007 and 2008.

Lesson 4.3. Children’s Rights and their Safety

Number of periods: 3

Competencies

After the end of the lesson topic, Students will be able to:

- Explain what children’s basic rights are;
- Discuss how these rights are violated in Ethiopia;

➤ **Contents**

- Brief and relevant reviewing of the UN Declaration of Rights of the Child.
- Examples of abuse of children’s rights e.g. child abuse, abduction, trafficking and labour exploitation.

➤ Overview

Today's children are tomorrow's adult individuals who build their country. But to do that they have to be prepared adequately. The task of preparing children involves the protection of their basic rights. As citizens, children share the rights which are common to all citizens. But as children, they also have special rights. In Ethiopia children's rights are declared in the country's constitution. Article 36 of the 1995 Federal constitution of Ethiopia deals with children's basic rights. There are also international organizations working for the protection of children's rights. The most important ones are United Nations, UNESCO and UNICEF. Furthermore, children are expected to accomplish their duties and responsibilities.

➤ Teaching Learning processes

Suggested Instructional Media

- The document of the 1995 Federal constitution of Ethiopia
- Copy of the United Nations Declaration of the Rights of the Child

Suggested Teaching Methods

- Discussion
- Question and answer
- Demonstration
- Explanation

Pre-lesson Preparation

- Give reading assignments
- Let students try to get the meanings of the key terms of the lesson topic.
- Make ready the following: constitution documents, photographs and pictures for class discussion.
- Prepare abridged note

➤ **Presentation of the Lesson**

Introducing the lesson

Ask students questions like the following:

- What are some basic rights of the child?
- Indicate some organizations that work for the protection of children's rights.

Body of the Lesson

- You may divide your class into smaller groups and assign each group to work on the following questions for discussion. Each group is entitled to report its findings to the class.
- Why do physically disabled children need special care?
- Why do societies give special attention to the growth and education of children?

➤ **Evaluation and Follow-up**

Evaluation

Ask students questions like the following:

- What are basic rights of the child?
- How do governments make sure that children's rights are protected?

- List organizations responsible for the protection of children's rights.

Follow up

- Violations against children's rights never end even though there are several organs to protect them. Why?
 - Write short note on harmful traditional practices that violate children's rights.

Lesson 4.4. Escaping Strategies

Number of Periods: 2

Competencies:

At the end of the lesson topic, students will be able to:

- Apply escaping mechanisms of child rights violations
- Resist peer pressure.

➤ **Contents**

- Say no, get away, tell an adult
- Resist peer pressure

➤ **Overview**

Children's rights can be violated in different corners and isolated places. Thus, to maintain children's rights, active involvement of the community is of vital importance. To effect this raising community awareness is essential. Furthermore, children themselves should be determined to protect their rights from all sorts of abuses. There are different escaping mechanisms that children should use. These include:

- Being alert and assertive of situations
- Avoiding accepting things like candy, chewing gum, from some one
- Reporting to police or adults
- Avoiding hard labor
- Saying “no!” to peer pressure
- Getting away from risk area.

➤ **Teaching learning processes**

Suggested instructional media

- Pictures that show a child engaged in for hard labour
- Posters

Suggested teaching methods

- Question and Answer
- Discussion
- Demonstration
- Explanation

Pre – lesson Preparation

- Collect information on escaping mechanisms
- Make ready suggested instructional media
- Prepare abridged note on child escaping mechanisms.

➤ **Presentation of the lesson**

Introducing the lesson

Ask students questions like the following

- What are escaping mechanisms?
- Give examples of escaping mechanisms

Body of the lesson

- You may divide the class into smaller groups. Let each group discuss escaping mechanisms. Ask each group to present the core idea of its discussion to class.
- Pose questions like, “why do you think that escaping mechanism are important for you?”

➤ Evaluation and Follow-up

Evaluation

Ask students questions like the following:

- How can you withstand peer pressure?
- Mention some of the ways you can avoid cheatings.
- Explain what is meant by say no, get away, tell an adult.

Follow up

- Let students collect information from the society they live in about escaping mechanisms and present them for class discussion.

Lesson 4.5. Accident Prone Practices and Safety Measures

Number of periods: 2

Competencies:

At the end of the lesson topic, students will be able to:

- Explain how to avoid accidents
- Discuss how to react if something happens.

➤ **Contents**

- Electricity
- Poison
- Fires(home or bush)
- Explosives/mines

➤ **Overview**

Modern technologies provide very many important products that promote human livelihood. People, especially children should be careful when they use the products. For example, uninsulated electric wires could cause damage to children. Therefore, they have to be careful not to touch uninsulated electric wires whenever they deal with electricity. There are other products that should be avoided in order to sustain their lives. These include poison, fire, explosives or mines.

➤ **Teaching learning processes**

Suggested instructional media

- Posters
- Pictures
- Photographs
- Real objects like wire
- Chemicals

Suggested teaching methods

- Question and answer
- Discussion
- Demonstration
- Report writing
- Explanation

Pre-lesson Preparation

- Let students read on accident prone practices and safety measures.
- Arrange a field visit to a nearby electric house
- Collect pictures, photographs, real objects and chemicals that promote the teaching learning activities.

➤ **Presentation of the lesson**

Introducing the lesson

You may ask question like the following:

- What is accident?
- How can you escape from accident?
- Mention some materials that cause accident to you.
- What do you advise your classmate who lives near a chemical industry?

Body of the lesson

- You may divide the class into groups and ask each group to bring information on accident prone practices.
- You may further ask each group to suggest safety measures that help avoid accidents.

➤ **Evaluation and Follow – up**

Evaluation

Ask students questions like the following:

- How can you avoid accident caused by un insulated electric wire?
- What should you do if you see fire devastating forests?
- What is the work of a fire brigade?

Follow up

- Let students write a short report on any one of the following potential sources of accident:
 - Explosives
 - Fire
 - Poison
 - Electricity

Lesson 4.6. Partnership Issues

Number of Periods: 4

Competencies

After the end of the lesson topic, Students will be able to:

- Name each sub-regional organizations in Eastern Africa and explain its purpose;
- Indicate the geographical coverage of Eastern African sub-regional organizations;
- Explain the need for partnership targets.

➤ Contents

- Sub-regional organizations in Eastern Africa
- Geographical coverage of sub-regional organizations
- Partnership Targets

➤ Overview

The countries of Eastern Africa share numerous problems. The most important ones are desertification, instability, poverty, injustices in the utilization of some common natural resources. Solutions to such problems are beyond the capability of one country. They require cooperation of countries which share the problems. One form of cooperation is establishing sub-regional organizations. There are many sub-regional organizations in Eastern Africa. The most important ones are IGAD and the Nile

Basin Initiative. The geographical coverage of the two sub-regional organizations is different. IGAD consists of six countries, while the Nile Basin Initiative comprises ten countries of Eastern Africa. The organizations also have different partnership targets. The Nile Basin Initiative is concerned with fair distribution and equal utilization of the waters of the Nile. But IGAD focuses on the broader issues of development.

➤ **Teaching Learning Processes**

Suggested Instructional Media

- Political map of Africa
- Physical map of Africa
- Photographs or pictures

Suggested Teaching Methods

- Question and answer
- Discussion
- Demonstration
- Explanation

Pre-lesson Preparation

- Prepare reading assignment
- Let students look for meanings of the key terms of the lesson topic
- Display learning resources in the classroom
- Select questions for class discussion

➤ Presentation of the Lessons

Introducing the Lessons

You may ask students questions like the following:

- Can you tell some of the sub-regional organizations of Eastern Africa?
- List the Nile basin countries.

Body of the Lesson

- Divide students into groups and let each group discuss the following issues. Finally let each group present its findings to the class.
 - What is a partnership target?
 - What common resources and problems do the countries of Eastern Africa share?
 - What are the partnership targets of IGAD and the Nile Basin Initiative?
- After group discussion you may summarize the main issues of the discussion.

➤ Evaluation and Follow up

Evaluation

- Using political map of Africa ask the students to:
 - Locate member countries of IGAD and the Nile Basin Initiative,
 - Describe the geographical coverage of IGAD and the Nile Basin Initiative.

Let students Discuss the advantages of sub-regional organizations.

Follow up

Draw sketch map of Eastern Africa, and indicate the member countries of IGAD.

Unit 4 Review Questions Answer Key

I. True/ False Item

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

II. Matching Item

- | | | | |
|------|------|------|------|
| 1. D | 3. A | 5. E | 7. C |
| 2. F | 4. G | 6. B | |

III. Choose the Correct Answer Item

- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. c | 4. b |
|------|------|------|------|

IV. Short Answer Item

1. The national government protects your rights by providing you the following:
 - You have the right to get name and nationality from the time of your birth
 - You have the right to get opportunities and facilities that enable you to develop physically, mentally and socially.
 - You have the right to get free and compulsory primary education.
 - You have the right to get protection against all forms of neglect, cruelty and exploitation.

- You shall not be admitted to employment before you reach an appropriate age.
2. - You avoid accepting objects from someone who is not familiar with you.
- You inform parents immediately when you meet strange condition.
 - Whenever possible report to police or adults when violations occur.
 - You say "no!" to peer pressure.
 - You get away from risk area.
3. If one touches uninsulated electric wire, one is likely to be harmed by the electric current that flows through the wire. Poison is a dangerous substance. It causes damage or death to persons if swallowed or absorbed into the body.

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