



SOCIAL STUDIES

Grade 7 Teacher Guide

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Federal Democratic Republic of Ethiopia
Ministry of Education

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PRINTING AND PUBLISHING LLC

Acknowledgements

The redesign, printing and distribution of this teacher guide has been funded through the General Education Quality Improvement Project (GEQIP), which aims to improve the quality of education for Grades 1–12 students in government schools throughout Ethiopia.

The Federal Democratic Republic of Ethiopia received funding for GEQIP through credit/financing from the International Development Associations (IDA), the Fast Track Initiative Catalytic Fund (FTI CF) and other development partners – Finland, Italian Development Cooperation, the Netherlands and UK aid from the Department for International Development (DFID).

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly and indirectly – in publishing the teacher guide and accompanying textbook.

© Federal Democratic Republic of Ethiopia, Ministry of Education
First edition, 2003(E.C.)

Developed, printed and distributed for the Federal Democratic Republic of Ethiopia, Ministry of Education by:

Al Ghurair Printing and Publishing House CO. (LLC)
PO Box 5613
Dubai
U.A.E.

In collaboration with

Kuraz International Publisher P.L.C
P.O. Box 100767
Addis Ababa
Ethiopia

ISBN : 978-99944-2-079-7

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

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Introduction to the teachers guide

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

Thus, this grade seven 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 seven, 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 7 social studies

1. To develop understanding and acquire knowledge of :

- The peoples, location, size and shape of Africa
- Latitudes and longitudes
- The effects of climate, vegetation and transport routes on the distribution of population, settlement and livelihood in Africa
- The layers of the earth and components of each layer
- The economic uses of rocks
- Finding and using information from a map
- Natural vegetation and wild animals of Africa
- Intervention measures to conserve natural resources
- Super language families of the peoples of Africa and their distribution
- Ancient civilizations in Africa

- Per – colonial states of Africa
- Population related issues
- Issues of Rights and safety
- Programmes for partnership

2. To develop skills and abilities of:

- Sketching a map and using colors, signs and symbols to indicate different features
- Debate on issues of population distribution, settlement and livelihood
- Drawing and labelling layers of the earth
- Demonstrating scientific enquiry skills, e.g observing, collecting, analyzing and reporting on child right violation, population growth, cleaning polluted water

3. To develop the habits and attitude of:

- Appreciating ancient civilization and heritages in Africa
- Participating in combating HIV/AIDS
- Showing willingness to participate in Anti AIDS club, communities effort to keep its environment healthy
- Keeping natural vegetation, soil, air and water from damage.

Teaching methods

Teaching method is the system used by a teacher in presenting a certain lesson (topic) to his students in class. Each and every topic requires a special way of treatment. This is because, the different teaching methods have their own advantages and disadvantages. One type of teaching method may not equally serve the purpose as the other method of teaching that can satisfy the required goal. Actually before he/she goes into class for teaching, it is advisable to look at the description given below concerning some of the teaching methods.

S/No	Teaching Method	Strength and Weakness
1	Discussion	<ul style="list-style-type: none"> - Allows sharing of other's ideas - Allows any one participate actively - A few people may end up dominating the discussion - Not easy to conduct for large classes - Can be time consuming - Teacher can easily lose track of argument
2	Problem solving	<ul style="list-style-type: none"> - Student develop skills such as identification, observation, recording, making predictions, synthesis, analysis and drawing conclusions.
3	Demonstration	<ul style="list-style-type: none"> - Is learning by doing. It allows the student to participate in the teaching learning process. - This method is a dependable method to bring about expected behavioral changes on the learner.
4	Explanation	<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 - 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.
5	Group discussion	<ul style="list-style-type: none"> - Provide opportunities for group morale - Enhance cooperation among students - Help students to share ideas - Inspires students to see an end product of their efforts. - It is time consuming - It is expensive - It requires very good class - Management skills, otherwise it causes a lot of disciplinary problems
6	Question and answer	<ul style="list-style-type: none"> - It opens the opportunity to use different types of questions which include <ul style="list-style-type: none"> • General questions • Divergent questions • Higher order questions • Probing questions - Questions can be used effectively before and after a lesson - Teachers may over use questions - Questions which seek cognitive feedback often lack specificity - Students who fail to answer the questions may feel depressed.

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 students learning is a participatory interactive process that:

- Provides information you need to your students' learning.
- Engage you and others in analyzing and using this information to confirm and improve teaching and learning.
- Produce evidence that students are learning the outcomes you intended.
- Guides you in making educational and institutional improvements .
- Evaluate 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 face questions like the following.

- What have my students learned and how well have they learned it?
- How successful have it 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: 7

Date: _____

Unit : 1

Section (s) _____

Length of period: 45 minutes

Topic:

Number of periods: 1

Days	Duration	Contents	Competencies	Teacher's Activity	Student's Activity	methods	Instructional media	Remarks
M O N D A Y		The position of Africa	After studying this lesson students will be able to: <ul style="list-style-type: none"> - Compare the size and shape of Africa with other continents - Identify the absolute location of Africa 	<ul style="list-style-type: none"> - Ask the students about the absolute location like: what is absolute location? - Encourage the students write their answer on the black board - Open discussion on students answers - Give demonstration on the absolute location using map of Africa. 	<ul style="list-style-type: none"> - Actively participate to answer the question - Freely speak what they feel about the question - Participate in the discussion actively - Take note - Ask question which is not clear - Give the absolute location of Africa 	<ul style="list-style-type: none"> - Question and Answer - Discussion - Demonstration - Explanation 	<ul style="list-style-type: none"> - Wall map of Africa - Sketch map of Africa 	Page – to –

Unit 1: Living in Africa (23 periods)

Unit Outcomes: Students will be able to:

- Explain the shape, location, and super language families of Africa
- Recognize the major ancient civilization and pre-colonial states of Africa
- Discuss factors that affect distribution, settlement and livelihood in 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"> • Compare the size and shape of Africa with other continents. • Identify the absolute location of Africa. • Explain the terms latitude and longitude in relation to parallel and meridians. 	<p>1. Living in Africa</p> <p>1.1 The people, Size, Shape and Location of Africa (2 periods)</p> <ul style="list-style-type: none"> • Africa’s position <p>1.2 Latitude and longitude (3 periods)</p> <ul style="list-style-type: none"> • The tropics of Cancer, Capricorn and the Equator 	<ul style="list-style-type: none"> • Begin the class by presenting physical map of Africa and encourage students to come with varied information about Africa from what they observed on a map. Let students discuss about size, shape & location of Africa based on the extracted information • Students are given a blank map of Africa and its countries. The teacher puts a physical map on the board, which should also be in their book and asks students to identify and say something about a country in turn. The teacher supplements their information. • Students add the names of the countries, capitals and major rivers to their maps. • Case study: comparison of two capitals: e.g. Accra and Kampala • Capital and country matching quiz

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Name super language families in Africa 	<ul style="list-style-type: none"> • Lines of latitude and longitude and the Greenwich meridian • Travelling in time <p>1.3 Super language families and their distribution (2 periods)</p> <ul style="list-style-type: none"> • Major language families 	<ul style="list-style-type: none"> • Class discussion: Review students’ work from Grade 6 on the tropics of Capricorn and Cancer, the Equator and earth’s axis. Draw them on the board. • Next introduce other lines of latitude. Then introduce lines of longitude, beginning with the Meridian. Ask if anybody knows why it is so important. Explain it to them. • Students copy the diagram in their book. • Finally, explain how one hour east, take away 15 degrees of longitude to the East.. Relate it to the path of the sun. Use a satellite television schedule e.g. NileSat showing time in UK, Cairo, Addis, Saudi Arabia, Abu Dhabi etc for the showing of a football match. Ask the boys what time the match will be shown in Addis if it is at 14:00 hours in the UK (0degrees) • Ask students if they can name any super language families and add them to a blank map on the board, e.g. Bantu languages, Arabic, (San language) • Give a short explanation (for not more than 5 minutes) on super language families

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Indicate the location of Egypt and Carthage as one of the centres of ancient civilizations in Africa • Explain the significance of the ancient civilizations of Egypt and Carthage. 	<p>1.4 Ancient civilization in Africa (Egypt and Carthage) (2 periods)</p> <ul style="list-style-type: none"> • The ancient civilization of Egypt Pyramids, temples and people, Agriculture and trade, hieroglyphics • The ancient civilization of Carthage 	<ul style="list-style-type: none"> • Comparative case study of speakers from two major language groups • Now ask students to complete a map showing their distribution, • Finally ask groups of students to tell you as much as possible about the speakers of one particular language group. • Discuss the location of ancient Egypt with students and locate it on a map on the board. Compare the location with present day Egypt. Copy map. • Look at the case study covering architecture, Pharaohs, agriculture and communication. Compare it with Axum. • Hieroglyphics: Give students the key to some basic symbols and ask them to try to read some simple hieroglyphs. Discuss significance of communication. • Ask students to help add Carthage to the map • Examine the case study on agriculture , people, and communication • Make a comparison between Carthage and Egypt • Discuss the major significance of each civilization to the present day

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Analyze the economic bases of pre-colonial states of Mali and Funji. • Show appreciation to the architectural achievements of pre colonial state of Zimbabwe • Appreciate the contribution of long distance trade in Ethiopia to connecting people. • Recognize the existence of other trade routes in Africa and 	<p>1.5 Pre-Colonial States, e.g. Zimbabwe, Mali, Funji <i>(3 periods)</i></p> <ul style="list-style-type: none"> • Pre-colonial Zimbabwe • Pre-colonial Mali • Pre-colonial Funji <p>1.6 Long distance trade as a factor connecting people in Ethiopia <i>(3 periods)</i></p> <ul style="list-style-type: none"> • Long distance trade in Ethiopia 	<ul style="list-style-type: none"> • Students to review what they have learned about ancient civilizations and languages. • Identify the pre-colonial state of Zimbabwe on the map with students. Discuss what they have heard. • Look at a brief case study of pre-colonial Zimbabwe, • Now introduce Mali and Funji and ask students to help locate them on the map. • Students look at case study on Mali and Funji which deals with architecture, people, agriculture, economic base and significance. • Groups decide which culture interests them most and write about it. • Quick quiz on pre-colonial states • Class timeline of pre-colonial states

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Identify their origins • Describe the factors which affect population distribution • Relate these factors to population settlement in Africa and identify settlement on a map 	<p>1.7 Population 1.7.1 Population distribution and settlement (3 periods)</p> <ul style="list-style-type: none"> • Key factors for population distribution and settlement, (vegetation, climate, population pressure) • Climate: equatorial lowland Savannah equatorial highland desert 	<ul style="list-style-type: none"> • Students discuss and map the trade routes of Ethiopia. Next they should identify and mark the major items they carry with their caravans. • Students discuss the importance of trade and its contribution in connecting people of Ethiopia • Discuss trade routes out of Ethiopia and their destinations • Case study of two other trade routes and the reasons that they are there, both historical and modern. • Students discuss the physical map of Africa showing vegetation. • Ask students what they can tell about the climate from looking at the map. Discuss which areas are likely to be more fertile and suitable for farming. • Case study of boxes representing climatic conditions • Students look at a map of population settlement of Africa and relate this to the climatic factors which they have been talking about. • Discussion of other factors concerning population movement, e.g. wars and famine

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Explain the types of livelihood commonly found in Africa • Relate these to climate and vegetation • Identify key transport routes 	<p>1.7.2 Livelihood in Africa (3 periods)</p> <ul style="list-style-type: none"> • Fishing in rift valley of Ethiopia • Equatorial lowlands and their resources: Nigeria (oil/coconut palms, fishing, food crops, e.g. cassava) • High savannah: cattle ranching (Ethiopia, Kenya) • Equatorial highland cereal production, coffee and tea production, flower and vegetable growing, milk production. 	<ul style="list-style-type: none"> • Assign learners to identify the major livelihood of different settlement patterns and relate the livelihood with the factors (climate, resource, • Case study of rural activities (equatorial lowlands) • Case studies of fishing activities in Ethiopia • Case study: Cattle ranching • Discuss key road/rail routes in Africa, mark them on the map, and discuss the effect of wars and disturbances on transport routes.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Discuss reasons for urban settlement. • Identify some examples • Be aware of key transport routes and the effect of civil unrest on security. 	<p>1.7.3 Factors affecting the distribution, settlement and livelihood (2 periods)</p> <ul style="list-style-type: none"> • Reasons for urban settlement and examples (Addis Ababa and Mombasa.) • Transport route and security issues i.e. wars and disturbances 	<ul style="list-style-type: none"> • Students look at map and remind themselves of the position of urban settlements. • Case study of Addis Ababa and Mombasa • Emphasise that Addis was founded in a fertile sheltered valley with a river, Mombasa is a sheltered harbour and is the beginning of the East African Railway. Contrast a worker in Addis who packs coffee and a person in Mombasa who works in the port. Point out that there is still a relationship to climate. • Discuss the effects of wars and disturbances on population movement and on transport

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 : compare the size and shape of Africa with other continents , name super language families in Africa , show appreciation of Africa as home to many racial families, indicate the location of Egypt and Carthage as a center of African civilization, explain the

significance of ancient civilization of Egypt, and Carthage, analyze the economic bases of pre-colonial states of Zimbabwe, Mali and Fungi, appreciate the contribution of long distance trade in Ethiopia in connecting peoples. Students should also be able to show appreciation of the architectural achievements of the pre-colonial state of Zimbabwe and discuss the major factors affecting population distribution and livelihood.

Unit 2: Structure of the Earth (12 Periods)

Unit Outcomes: Students will be able to:

- Describe the layers of the Earth and components of the crust
- Identify the formation, types and economic uses of rocks
- Explain and use lines of latitudes and longitude and understand the meridian
- Construct a sketch map

<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"> • Define the term map • Express the uses of a map <ul style="list-style-type: none"> • Draw a sketch map of Africa to indicate marginal information on a map 	<p>2. Structure of the Earth</p> <p>2.1 Finding and Using information from a map (6 Periods)</p> <ul style="list-style-type: none"> • Using a map <ul style="list-style-type: none"> • Marginal information (title, direction, date, key) 	<ul style="list-style-type: none"> • Discuss the possible uses of a map and who would use or make them. • Case study of a person who works in the Addis government map office Provide students with a standard 1:50 000 map on the board, or a small section plus the marginal information • Ask students what they can see on the map apart from the map itself, (title, direction, key, date) discuss why these are important. • Now ask each student to draw a sketch map of Africa in his or her book as you draw one on the board. It will have to be very simple with cities, borders, rivers, mountain ranges.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Describe the layers of the earth • Point out the main materials which make up the crust • Identify the types and formation of rocks. • Explain the economic uses of rocks. • Verify the economic importance of rocks in Ethiopia 	<p>2.2 Layer of the earth <i>(4 Periods)</i></p> <ul style="list-style-type: none"> • The crust, mantle and core (Depth of the crust and mantle) • Main components of the crust <p>2.3 Types & formation of Rocks <i>(2 Periods)</i></p> <ul style="list-style-type: none"> • The formation of Rocks • The types and uses of Rocks (Sedimentary, igneous and metamorphic) • Rocks of economic importance 	<ul style="list-style-type: none"> • Remind students how to draw a key and ask them to make a key for their map • Ask students why they think it would be important to know the date when a map was made in a fast developing city like Addis Ababa. • Explain how the earth is made up of layers by using a boiled egg. Discuss the depth of the crust and mantle and explain that the core is very hot. • Explain the main components of the crust such as soil, water and rocks using a photograph of a cross section showing layers of earth and rock. • Explain that molten rock has been forced up from the hot core (which they learned about in the previous lesson) and that it folded itself in strange ways as it began to solidify. • Discuss diagrams of sedimentary, igneous and metamorphic rock. Show students samples. • Ask students about any valuable rocks and minerals which they have heard about. Discuss minerals such

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
		<p>as copper and gold and precious stones such as diamonds and semi precious stones.</p> <ul style="list-style-type: none">• Ask students to copy a map showing mineral deposits in Ethiopia and discuss this with them at the same time

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: Define the term map, explain the terms latitude and longitude in relation to parallel and

meridians, construct the sketch map of Africa to indicate the geographical grids, describe some of the marginal information of a map, demonstrate the direction of points on map, describe the layers of the earth, point out the main materials of the crust i.e. continents and water bodies, identify the types and formation of rocks, explain the economic uses of rocks.

Unit 3: The Eco-system and its Challenges (16 periods)

Unit Outcomes: Students will be able to:

- recognize the distribution, importance & the major factors that affects natural vegetation & wild animals in Africa.
- recognize the availability & threat of potable water resources
- realize the methods to conserve natural resources

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify and indicate the natural vegetation of Africa on the map • Distinguish the major wild animals of Africa • Discuss how they inter relate with their environment • Realize that plants and animals are part of an eco-system • Verify that the animals will become 	<p>3. The Eco-system and its Challenges</p> <p>3.1 Natural vegetation and wild animals (6 periods)</p> <ul style="list-style-type: none"> • Distribution of Natural Vegetation & wild animals • Importance of Natural vegetation and wild animals (scientific, economic, and as part of our natural world.) • Major factors that affect natural vegetation and wild animals(human, i.e. population pressure, lack of awareness, poverty) and natural, i.e. climate, wild fires 	<ul style="list-style-type: none"> • Remind students about the type and distribution of natural vegetation found in Africa, using the map of Africa (These are: equatorial rainforest, savanna, desert & semi desert, Mediterranean, and tropical highland vegetations) Ask students to out them on their maps. • Now discuss the animals which live in the different environments, mentioning that some live in more than one kind of vegetation and are better survivors. Students can list them. • Discuss what will happen if their habitat is destroyed. Mention extinction. Continue by discussing the scientific and economic importance of animals and plants for the world.(e.g. medical research for drugs from plants)Remind them of the

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>extinct if their habitat is destroyed</p> <ul style="list-style-type: none"> • Discuss human factors which affect wildlife • Reflect that we can act to prevent climate change. • Explain the relationship between human beings and water. • Compare and contrast the availability and scarcity of potable water in Africa. • Predicate threats and describe the causes of the threats to potable water in Africa. • Identify the threat to soil resources in 	<ul style="list-style-type: none"> • Loss of biodiversity <p>3.2 Water, soil & air <i>(4 periods)</i></p> <ul style="list-style-type: none"> • The importance of water for life • Causes of drinking water problems (lack of sanitation, urbanization, industrialization, rapid population growth) • Threats to soil • The causes of urban air pollution 	<p>speed at which plants are disappearing, and animals too.</p> <ul style="list-style-type: none"> • Hold a quick class quiz in two teams with pictures of less well known animals and ask students to say where they come from and what kind of habitat they are likely to live in. • Ask students to discuss why we need water. Provide students with data showing the availability of clean water and potential water resources in Africa. • Discuss the difference between what is needed and what is available. Bring out the reasons. • Now ask students to have pair discussions about the

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>Africa.</p> <ul style="list-style-type: none"> • Analyze the causes of urban pollution 		<p>threat to potable water (lack of sanitation, urbanization, industrializations and rapid population growth. in Africa).</p> <ul style="list-style-type: none"> • Discuss the difference between what is needed and what is available. Bring out the reasons. • Now ask students to have pair discussions about the threat to potable water (lack of sanitation, urbanization, industrializations and rapid population growth. in Africa). • Students report back and conclude the discussion • Look at case study of Addis Ababa and the population growth statistics. Use a photograph showing new building work. • Brainstorm. Students discuss threats to soil and air. Ask them to list the dangers that they face. • Discuss a photo which shows air pollution over Addis Ababa. • Develop a concept map showing positive linkage between conservation of vegetation and conservation of water, soil, air, and wild animals. • Design micro projects in which learners can participate in activities to keep water clean in their schools or their local areas

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Relate the conservation of natural vegetation to the conservation of other resources. • Discuss how to control air and water pollution. • Show interest in participating in keeping water clean for domestic use 	<p>3.3 Intervention measures to conserve natural resources <i>(6 periods)</i></p> <ul style="list-style-type: none"> • Conservation of natural vegetation is key • How to control air and water pollution • Use of alternative conservation methods. • UNEP (The United Nations Environment Programme and our human obligations 	<ul style="list-style-type: none"> • Students form three groups. one discusses how to conserve vegetation, and the others discuss water conservation and prevention of air pollution. A representative of each group reports back to the class. The suggestions are put on the board and the teacher fill in any gaps. • Students can then make notes in their books. • Ask students if they have ever got sick from drinking dirty water. Discuss how they prepare and store clean water at home. • Write down practical methods of purifying water using waste water on the vegetable plot. • Case study about UNEP, (United Nations environment Programme) based in Nairobi. Explain that as humans we have an obligation to the world to protect indigenous animals.

Assessment

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

A student working **at the minimum requirement level** will be able to :identify the natural vegetation of Africa , distinguish the major wild animals of Africa, indicate the distribution of natural vegetation of Africa on the map, realize the importance of natural vegetation and wild animals of Africa, analyze interaction between wild animals and natural

vegetation, state the major human factors affecting natural vegetation and wild life, discuss the major natural factor affecting natural vegetation, explain the relationship between human beings and water, compare and contrast the availability and scarcity of potable water in Africa , predict future threats to potable water resources in Africa , describe the causes for these threats, identify the threat to soil resources in Africa, relate the conservation of natural vegetation with the conservation of other resources ,discuss how to control air and water pollution , show interest in keeping water clean for domestic use

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>population growth in Africa.</p> <ul style="list-style-type: none"> • Write a short report on the impact of rapid population growth in their localities. • Identify the contents of UN Convention on the Rights of the Child • Describe child rights violations which occur in their locality • Realize how to protect themselves from child rights violations • Give examples and explain the lack of good governance in Africa • Write a short report on examples of both good and bad governance in their area 	<ul style="list-style-type: none"> • unemployment • poverty <p>4. 2 Issues of rights and safety</p> <p>4.2.1 Fighting Child Rights Violations (3 periods)</p> <ul style="list-style-type: none"> • Laws supporting the rights of the child • Escaping mechanisms (telling responsible adults, warning friends about danger, using your instincts) <p>4.2.2. Examples of the lack of good governance in Africa (3 Period)</p> <ul style="list-style-type: none"> • Corruption • Results of civil war 	<p>affected. Point out that the country cannot afford to lose young educated people.</p> <ul style="list-style-type: none"> • Arrange a thought bubbles game which radiate from consequences of rapid population growth. • Direct the game to focus on unbalance between resource & human needs, unemployment, & poverty. • Discuss child rights violations which the students know about. • Prepare a role play/drama based on one of the examples, e.g.a neighbour is beating children so badly their bones are broken, or men hang around waiting to abduct young girls. • Open class discussion about what students perceive/get from the role play/drama • Safety rules: Always tell parents where you are going and who you are with. • First ask students to list the rights which they think need to be protected. Next Look at the points from the UN Convention on the rights of the child. (Use the poster) • Ask students if they watch the news on TV or

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Name African regional organizations • Identify member states of these organizations • Realize the partnership targets of African regional organisations. • Discuss the formation of OAU and its transformation to AU 	<ul style="list-style-type: none"> • A student class election campaign: How you would improve local governance in your area if you were elected. <p>4.3 Programmes for partnership(4 Period)</p> <ul style="list-style-type: none"> • Major regional organizations (COMESA, ECOWAS, SADC, Nile Basin Initiative, AU. • The founding of the OAU • The goals of the major organisations 	<p>listen to the radio and to tell the class what they have heard or seen relating to other governments’ works.</p> <ul style="list-style-type: none"> • Invite an adult to come to talk about how local government works in their area. • Discuss good and bad points. • Plan your election campaign. • Write a short report about what you would do to improve local government in your area if you were elected. • Write the name of the organizations on the board and ask students to tell you what they know about them. write this down, then give them extra information. Discuss which countries are members. • Discuss how the OAU was founded and how it became the AU. • Asks students if they think it is important for Ethiopia to host the AU and what advantages this brings. • Discuss the major aims/goals of each organization. Write the information in a box for each one.

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: analyze the prevalence and impact of HIV/AIDS in Africa , explain the main on sequences of rapid population growth in Africa ,write a short report on the impact of rapid population growth in their localities, explain the reasons for the lack of

good government in Africa, prepare a short report on examples of good and bad local government in their areas, identify the UN document which supports children's rights , criticize child rights violations in their localities, explain how to protect him/herself from child rights violations, define what delinquency is, name the regional organizations of Africa , identify member states of the organizations , be aware of the goals of regional African organisations, discuss the formation of the OAU and its transformation to the AU.

Social Studies Minimum learning competency for Grade 7

	Grade 7
The people	<ul style="list-style-type: none">• Describe the location, size & shape of Africa• Explain the history, language & religion of the people of Africa• Reflect ancient civilization, heritage & culture of Africa• Appreciate the contribution of long distance trade in Ethiopia in connecting people.• Interpret factors for the variation of settlement, livelihood & population distribution in Africa (landform, climate, resources...)• Communicate with other people using map(direction)
The earth	<ul style="list-style-type: none">• Name the layer of the Earth• Distinguish the nature of the structure of the Earth• Explain where life exists from the three layer of the Earth• Identify and explain the components of the crust• Explain the formation of rocks• Identify the three major types of rocks

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Grade 7		
Eco-system and its Challenges	Eco-system and its Challenges	<ul style="list-style-type: none"> ● Identify the major types fauna and flora of Africa
		<ul style="list-style-type: none"> ● Identify the major problems that affects water, air, natural vegetation, wild animal and soil in Africa
		<ul style="list-style-type: none"> ● Explain the interaction between people, natural vegetation, wild animals and soil in Africa
Eco-system and its Challenges		<ul style="list-style-type: none"> ● Recognize the influence of rapid population growth on vegetation, wild life and soil in Africa
		<ul style="list-style-type: none"> ● State major methods of conservation of natural vegetation, wild life, water, air and soil in Africa
		<ul style="list-style-type: none"> ● Develop skills to plant trees and care for animals in their vicinity (locality) Realize the effect & biodiversity on the livelihood of the people
Public Agenda	Population Related Issues	<ul style="list-style-type: none"> ● Realize the prevalence & the impacts of HIV/AIDS in Africa community ● Interpret the impact of HIV/AIDS on economic development of Africa ● Evaluate the consequences of rapid population growth
	Issues of Rights & safety	<ul style="list-style-type: none"> ● Adhere escaping mechanisms against child right violation. ● Analyse the characteristics of good governance ● Compare & contrast the practice of good & bad governments. ● Identify delinquency behaviours that lead to mal practices
	Program for partnership	<ul style="list-style-type: none"> ● Appreciate the geographic ,socio-economic & political ends of regional organizations of Africa

Flowchart of Social Science From Grade 7

Topic	Sub-Topic	Grade 7
People and Their Natural Environment	The People	Living together in the world. <ul style="list-style-type: none">• The History of the people,<ul style="list-style-type: none">- Supper language families- Ancient civilizations- Pre-colonial states- Long distance trade• Population and livelihood<ul style="list-style-type: none">- Population distribution and settlement- Livelihood- Factors affecting the distribution, settlement and livelihood• Expressing the absolute & relative location of Africa.• Map:- its relative & absolute location• shape size & location of Africa (marginal information)
	Our home Earth.	<ul style="list-style-type: none">• Layer of the earth (crust, mantle & core)• Formation & layers of rocks

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Topic	Sub-Topic	Grade 7
	Eco- system and its challenge	<ul style="list-style-type: none"> ● Interaction among people, vegetation and wild animals <ul style="list-style-type: none"> - Distribution of natural vegetation and wild animals - Importance of natural vegetation and wild animals - Factors affecting vegetation and wild animals - Effect of rapid population growth ● Natural resources <ul style="list-style-type: none"> - Water, soil and air ● Intervention measures to conserve natural resources ● desertification & loss of biodiversity
Public Agenda	Population related issues	<ul style="list-style-type: none"> ● Prevalence of HIV/AIDS & its effect in Africa
		<ul style="list-style-type: none"> ● Consequences of rapid population (balance between nature & human need, poverty, unemployment)
	Issues of right & safety	<ul style="list-style-type: none"> ● Fighting child right violation <ul style="list-style-type: none"> -Laws supporting child ● Escaping mechanisms <ul style="list-style-type: none"> - Informing new content to the family & authorities ● Manifestation of lack of Good Governance ● Delinquency <ul style="list-style-type: none"> - Meaning and manifestation .
	Partnership Issues	<ul style="list-style-type: none"> ● COMESA, ECOWAS, SADC, NEPAD, AU, Nile Basin Initiative

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

LIVING IN AFRICA

Number of periods: 23

Unit outcomes:

After completing this unit, students will be able to:

- explain the size, shape, location, and super language families of Africa.
- recognize the major ancient civilization and per-colonial states of Africa.
- discuss factors that affect distribution, settlement and livelihood in Africa.

Unit organization

- 1.1. The People, Size, Shape and Location of Africa
- 1.2. Latitudes and Longitudes
- 1.3. Super Language Families and their distribution in Africa
- 1.4. Ancient Civilization in Africa (Egypt and Carthage)
- 1.5. Per – colonial States (Zimbabwe, Mali, Funj)
- 1.6. Long Distance Trade as a Factor Connecting Peoples in Ethiopia
- 1.7. Population
 - 1.7.1. Population Distribution and Settlement
 - 1.7.2. Livelihood in Africa
 - 1.7.3. Factors Affecting the Distribution, Settlement and Livelihood

Lesson 1.1 The People Size, Shape and Location of Africa

Number of Periods: 2

Competencies

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

- compare the size and shape of Africa with other continents; and
- identify the absolute location of Africa.

➤ Contents

- Absolute location of Africa
- The shape of Africa
- The size of Africa

➤ Overviews

The network of astronomical grids, i.e., latitudes and longitudes, are used to indicate the absolute location of a place. Therefore, the absolute location of Africa is between 37°31'N and 34°52'S and 17° 11'W and 51°24'E. The North South extension of Africa, (7623 kms), is almost equal to the East - West extension of the continent (7261 kms). Africa has an inter- tropical climate. It has a compact shape. Moreover, the equator divides Africa into almost half. Africa's total area is about **30,331,606 km²**. Hence, it is the 2nd largest continent in the world.

➤ Teaching- learning Process

Suggested Teaching Aids

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

Suggested Teaching Methods

- Explanation
- Discussion

Pre - lesson Preparation

- Display the map of Africa in the classroom
- Keep the sketch map showing the areal dimension of the continent at a display corner

➤ **Presentation of the Lesson**

Introducing the Lesson

You may start the lesson by asking the students questions like the following:

- What is the location of Africa?
- What does compact shape mean?
- Compare the size of Africa with other continents.

Body of the Lesson

- Begin the lesson by presenting physical and political map of Africa and encourage students to come up with varied information about Africa. Let students discuss about size, shape and location of Africa.
- Explain the meaning of absolute location.
- Indicate absolute location of Africa.
- Compare and contrast the shape of Africa with other continents and introduce the term compact, in relation to the shape of Africa
- Compare the size of Africa with other continents.

➤ **Evaluation and Follow up**

Evaluation

Ask the students questions like the following:

- How big is Africa?
- Name the water bodies around Africa.
- Which part of Africa is bigger?
 - North of the Equator or
 - South of the Equator.

Follow up

- Ask students to draw a sketch map of Africa, and then discuss on
- The areal size of Africa;
 - The position of Africa; and
 - The compact nature of the continent

1.2 Latitudes and Longitudes

Number of periods: 3

Competency

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

- Explain the terms latitude and longitude in relation to parallels and meridians.

➤ **Contents**

- Longitudes and latitudes
- The Tropic of Cancer, Capricorn and the Equator
- Lines of latitudes and longitudes and the Greenwich Meridian
- Traveling in time

➤ Overview

Lines of Latitude (parallels) and Longitude (meridians) help us to know the exact locations of places both on maps and globes.

For example, on a world map, Africa is located between 37° 31'N and 34°52'S and 17°11'W and 51°24'E.

There are five latitudes used as benchmarks to know the amount of sunlight reaching places on the earth's surface

- The Equator (0°latitude): Along the Equator, sunlight is direct and dense.
- The belt between the tropic of cancer (23½° N) and the tropic of Capricorn (23½° S) is called the low latitude or tropics. This region receives vertical sunrays. Areas near the equator are usually hot all year round.
- The Arctic-Circle: it is located at 66 ½°N of the equator.

But, at 66 ½°S we have the Antarctic Circle. Areas along both have a day with complete sunlight and a day with complete darkness. Areas both North of the Arctic Circle and South of the Antarctic Circle are called the **High Latitudes or Polar Regions**. The high latitudes receive little heat from the sun.

- The Prime Meridian - or 0° longitude: it runs from the North Pole to the South Pole through the Royal Observatory at Greenwich, a suburb in London. It is a starting point for time in the world.

➤ Teaching Learning Process

Suggested Teaching Aids

- Globe
- Atlas / Wall map
- Blackboard sketches

Suggested Teaching Methods

- Explanation
- Discussion
- Demonstration

Pre- lesson Preparation

- Find the appropriate teaching aids suggested above.
- Display a wall map in the classroom.
- Inform students ahead of time to read relevant reference materials related to the lesson.

➤ **Presentation of the Lesson**

Introducing the Lesson

You may begin the lesson by asking students questions like the following:

- By studying a map, describe the location of Africa.
- What is a Prime Meridian? Discuss its importance.
- Describe the low and high latitude areas.

Body of the Lesson

- Based on the information and figures given in the textbook discuss the method of finding the absolute location of a place.
- Review students textbook of grade 6 on the tropics of cancer, capricorn, the equator and earth's axis. Draw them on the blackboard.

- Next introduce other lines of latitudes. Then, introduce lines of longitude beginning with the Prime Meridian, ask if anybody knows why it is important.
- Ask the students to copy the diagram in their note book.
- Finally, explain why it takes one hour to travel 15° longitude eastwards or westwards. Relate this with the path of the sun. Use a satellite television schedule e.g Nile sat showing time in U.K, Cairo, Addis Ababa, Saudi Arabia, Abu Dhabi etc. For the showing of a football match. Ask the students what time the match will be shown in Addis Ababa if it is at 1400 hours in UK 0° degrees.

If L.M.T in San Francisco is 6 p.m, what will it be in Sydney (Australia).

➤ **Evaluation and Follow up**

Evaluation

Ask the student questions like the following:

- What is the absolute location of Addis Ababa and Ethiopia?
- Explain the difference between
 - latitudes and longitudes
 - low latitudes and high latitudes
 - Prime Meridian and Equator

Follow up

- Ask the students to perform the following activities
 - Draw a globe and indicate the five important latitudes, and Prime Meridian.

1.3. Super Language Families and their Distribution in Africa

Number of periods: 2

Competency

After studying this lesson, students will be able to:

- Name super language families in Africa.

➤ Content

- Major language families

➤ Overview

More than one thousand languages are spoken in Africa. These languages belong to four super-families called Afro-Asiatic, Nilo-Saharan, Niger – Congo and Khoisan. Among the four super-families, Niger - Congo has the largest speakers. It accounts between 300 and 400 million people. The next is, Afro-Asiatic super language family which has between 200 and 300 million speakers. The Nilo-Saharan accounts about 30 million speakers. Khoisan has the smallest speakers, i.e, about 300,000. The Khoisan super-family speakers are located in southern Africa. On the other hand, the Niger-Congo speakers are found in western, central eastern and southern part of Africa. The Afro-Asiatic and Nilo-Saharan language super - families are spoken in Ethiopia and the Horn.

➤ Teaching Learning Process

Suggested Teaching Aids

- Maps and sketch maps
- Charts

Suggested Teaching Methods

- Explanation
- Group discussion
- Question and answer

Pre – Lesson Preparation

- Give reading assignment to the students from the textbook.
- Prepare charts showing the classification of super language families spoken in different parts of Africa.
- Prepare daily lesson plans.

➤ Presentation of the Lesson

Introduction of the Lesson

Ask the students questions like the following:

- How many super- language families are there in Africa?
- Name the super-language families in Africa.
- How many languages are there in Ethiopia?

Body of the Lesson

- Ask the students to name super-language families of Africa.
- Explain the distribution of super-language families very briefly.
- Then, supply the students an outline map of Africa and help them to locate the regions where the super families speakers are found.
- Divide the class into groups and then, assign the groups with a selected super-language family so that they study

them more in detail. Then, each group will present their findings to the class for discussion.

➤ **Evaluation and follow up**

Evaluation

Give home work from review questions.

- Ask oral questions at the end of each lesson.
- Assess students performance in classroom discussions and in the teaching learning process.

Follow up

- Ask the students to locate the distribution of the four super language families on the map of Africa.
 - In groups, let students list countries with speakers of:
 - Afro-Asiatic;
 - Nilo-Saharan;
 - Niger-Congo; and
 - Khoisan languages

1.4. Ancient Civilization in Africa (Egypt and Carthage)

Number of periods: 2

Competencies

After studying this lesson, students will be able to:

- Indicate the location of Egypt and Carthage as one of the centres of ancient civilizations in Africa.
- Explain the significance of the ancient civilizations of Egypt and Carthage.

➤ **Contents**

- The Ancient civilization of Egypt.
- The Ancient civilization of Carthage.

➤ **Overview**

- The civilization of ancient Egypt began at about 3000 BC. It was located in the Nile Valley of northeast Africa. The majority of ancient Egyptians were poor farmers who lived in small mud huts and grew wheat, barley, onion and vegetables. The rulers of ancient Egypt were known as Pharaohs. During this time, irrigation was widely used by Egyptian farmers. They were also involved in the construction of palaces, temples and tombs. The large tombs constructed for the Pharaohs were known as Pyramids. Ancient Egyptians believed in life after death. The process of preserving the dead body is called mummification. They also developed the art of writing known as Hieroglyphics. It was a pictorial form of writing first carved on walls and pillars of palaces and temples. Gradually, however, the Egyptians introduced papyrus. The word paper came from the word papyrus. Ancient Egyptians had helped for the advancement of mathematics, architecture and medicine. The great pyramids are great works of ancient Egypt. In addition, ancient Egyptians had cultural and commercial relations with the rest of the world.
- Carthage was a rich trading center located on the coast of north Africa, i.e., near the present city of Tunis (Tunisia). The city was founded by the Phoenician people about 814 BC. The city – state of Carthage controlled an empire that

included parts of north Africa, southern Spain and the islands of Corsica, Sardinia and Sicily. The peoples of Carthage were more interested in trade than in conquest. To defend Sicily from the Romans, Carthage fought three wars called the Punic Wars with Rome. But Carthage was defeated and then it became part of the Roman Empire.

➤ **Teaching-learning Process**

Suggested Teaching Aids

- Maps and sketch maps
- Pictures
- Photographs

Suggested Teaching Methods

- Discussion
- Explanation
- Question and answer

Pre-lesson Preparation

- Display teaching aids suggested in the classroom
- Give reading assignments to students from the textbook.
- Prepare daily lesson plans.

➤ **Presentation of the Lesson**

Introducing the Lesson

Ask the students questions like the following to begin the lesson.

- When and where was the ancient civilization of Egypt started?
- Who were the Pharaohs?
- What were the pyramids in Egypt used for?
- Who founded the civilization of Carthage?

Body of the lesson

- On a map, help the students to locate ancient Egypt;
- Compare and contrast the major relics of ancient Egypt and Ethiopia;
- Discuss the importance of Egyptians writings for the advancement of the civilization of human kind;
- Help the students locate Carthage on a map;
- Compare the civilizations of Egypt and Carthage;
- Discuss the significance of the Egyptian and Carthaginian civilizations to present day civilization.

➤ **Evaluation and follow up**

Evaluation

Ask oral questions at the end of each lesson.

- Give homework on the exercises of the lesson.

Follow up

- Ask the students to sketch the map of Africa and locate.
 - The Nile valley
 - Tunis

1.5. Pre-colonial States (Zimbabwe, Mali, Funj)

Number of periods: 3

Competencies

After learning this lesson, students will be able to:

- analyze the economic bases of pre-colonial states of Mali and Funj;
- show appreciation to the architectural achievements of pre-colonial state of Zimbabwe.

➤ Contents

- Pre-colonial Zimbabwe
- Pre-colonial Mali
- Pre-colonial Funj

➤ Overview

- About 1000 AD, the Shona people built a city called Zimbabwe. In the Shona language Zimbabwe means “house of stone”. During the 1400’s, a branch of the Shona called Karanga established the Mwenemutapa Empire. Then, the Karanga Empire traded with China and India. But a southern Karanga group called Rozwi founded the Changamire Empire and took over the city of Zimbabwe. The Nguni people defeated much of the Changamire Empire and the city was finally abandoned.
- Between A.D1240 and 1500, Mali flourished in West Africa. Sundiata was the founder of Mali. From 1312-1337 Mansa Musa ruled Mali. He brought the Mali Empire to its highest level. At this period, Timbuktu became a famous center of learning, i.e., in law and the study of Islam. In the Mali Empire, cities were centers for caravan trade. There were also successful farmers and herders. By 1500, the Songhay Empire controlled most of Mali.
- Funj Sultanate was a Muslim Empire located in the present day Sudan. The Funj empire began in the early 1500’s and fell in 1821. Between 1600 and 1650, the Funj became a powerful Empire. It was located between the Red Sea and the Nile River. In the 1500’s, the Funj people adopted Islam. In 1504, they founded Sennar as a capital. The Funj

Sultanate finally declined. In 1821, the Funj state came to an end because of the invasion of Egypt.

➤ **Teaching –Learning Process**

Suggested Teaching Aids

- Pre-colonial map of Africa
- Pictures
- Photographs

Suggested Teaching Methods

- Discussion
- Explanation
- Group discussion
- Question and answer

Pre-lesson preparation

- Display teaching aids suggested in the classroom.
- Give reading assignments to the students from the textbook.
- Prepare daily lesson plans.

➤ **Presentation of the lesson**

Introduction of the lesson

Ask the students questions like the following to begin the lesson

- What was the pre-colonial name for Zimbabwe?
- Where do you find Zimbabwe in Africa?
- Where do you find Mali in Africa?
- Where was the Funj sultanate located?

Body of the lesson

- On the map of Africa, identify pre-colonial Zimbabwe;
- Locate Mali and Funj empires on the map of Africa and discuss their historical development.
- Discuss some of the achievements of Zimbabwe, Mali and Funj empires.
- Give brief notes in simple, clear language.

➤ **Evaluation and follow up**

Evaluation

- Give oral and written questions.
- Use classroom discussions to evaluate the performance of your students.

Follow up

- Allow students to locate pre – colonial Zimbabwe, Mali and Funj on the map of Africa.

1.6. Long Distance Trade as a Factor Connecting People in Ethiopia

Number of periods: 3

Competencies

After learning this lesson, students will be able to:

- appreciate the contributions of long distance trade in Ethiopia in connecting peoples;
- recognize the existence of other trade routes in Africa; and
- identify the origins of the long distance trade routes in Ethiopia.

➤ Content

- Long Distance Trade in Ethiopia

➤ Overview

- Trade was mainly an outcome of sedentary life, surplus production and social division of labour. Local trade takes place among peoples of a given village at markets held on fixed days. Long distance trade involved different regions, peoples and markets, and combines both internal and external trades. In the 19th century, the **Jabarti** and the **Afkala** were dominant merchants in long distance trade. The Jabanrti were Muslim merchants from northern Ethiopia. But the Afkala were Muslim Oromo merchants from southwestern Ethiopia. The long distance trade was conducted by caravan merchants. The leaders were known as Negadras. In the 19th century, the major export items of trade were ivory, musk, gold, coffee and slaves. Import items were copper, spices, clothes, silk, beads, silver, firearms and cartridges. The main trade routes in northern Ethiopia reached the port of Massawa. Eastwards, the ports of Zeila and Berbera on the Gulf of Aden were the final destination. The major markets located along the Southwest – North trade routes were Bonga, Hirmata, Assendabo, Basso and Adwa, whereas, along the West-East trade routes Sodo, Ankober, Aliyu Amba, Dire-Dawa and Harar were famous markets. During the long distance trade the most common medium of exchange was **amole**. Later on, silver coin called Maria Theresa was introduced. Long distance trade created favourable conditions for economic ties among the peoples of Ethiopia as well as the

spread of Islam among the Oromo people of the Gibe region. This caused rivalry among the rulers.

➤ **Teaching-learning Process**

Suggested Teaching Aids

- Maps and sketch maps
- Photographs
- Pictures

Suggested Teaching Methods

- Discussion
- Explanation
- Group discussion
- Question and answer

Pre – lesson Preparation

- Prepare reading assignments for students from the textbook
- Ask students to prepare their own notes on the section.
- Prepare daily lesson plans.

➤ **Presentation of the Lesson**

Introduction of the Lesson

Ask the students questions like the following to begin the lesson

- What is long distance trade?
- What was the famous sea port for long distance trade in northern Ethiopia?
- Which ports were the important ports in eastern Ethiopia in the long distance trade?
- What do you call the leader of long distance trade?

Body of the Lesson

- With the help of map of Ethiopia describe the long distance trade routes, major market places and ports.
- Help the students identify major export and import items of long distance trade.
- Discuss the means of exchange in the long distance trade.
- Ask students to discuss the importance of long distance trade in creating interaction among peoples found far and wide.
- Let the students visit a market place in their village. Let them register the different items of trade and indentify their place of origin. Let them identify merchants participating in the selling of local and imported goods.
- Assign the students to gather information on the deposition of money in traditional Ethiopia. Let them identify practice of saving money in their locality.

➤ Evaluation and follow up

Evaluation

Ask oral questions at the end of each lesson

- Give home works from the review questions in the textbook.
- Assess the performance of each student in group work, in classroom discussion and assignments.
- Let the students identify the major market places along the long distance trade route from the southwest to the northern part of Ethiopia.

Ask the students questions like the following:

- What is long distance trade?
- Who were the Jabarti and Afkala?
- Mention the important items of trade in the 19th century.
- What were the major market places along the southwest-North long distance trade routes?

Follow-up

- Ask the students to prepare a map showing long distance trade routes and market places along them.

1.7. Population

1.7.1 Population Distribution and Settlement

Number of periods: 3

Competencies

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

- Describe the factors which affect population distribution.
- Relate these factors to population settlement in Africa and identify settlement on a map.

➤ **Contents**

- Key factors for population distribution and settlement
- Climate of Equatorial Lowland, Savannah, equatorial highland and desert.

➤ **Overview**

The distribution of the world's population is a result of numerous and complex factors. But the main factors include climate, soil, terrain, and mineral resources. In addition, cultural factors such as

stage of economic development, level of technological development, and social and political organization are more decisive. Therefore, both physical and cultural factors can be favouring and disfavoring factors to human settlement.

The Equatorial lowland is mainly occupied by the equatorial rain forest which extends from 10°N in west Africa up to the highlands of Rwanda and Burundi, central Africa, and the Zaire basin. The heavy daily rainfall, high humidity and temperature have encouraged a luxuriant growth of thick and dense vegetation. These dense and impenetrable forest together with the heavy daily rain fall, high humidity and temperature discouraged movement and permit only scattered settlement in clearings. Thus, in the equatorial lowlands only small and scattered groups of people can live by practicing economic activities like fishing and cultivating root crops and fruits.

The tropical savannah is composed of grasses and trees. In Africa the savannah region is found encircling the equatorial rain forest. North of the equator it extends from Senegal to Ethiopia. South of the equator it extends from coast to coast and include part of Malagasy, highlands of Kenya, Tanzania, Uganda, Zambia, Malawi, Zimbabwe, Angola and northern parts of the Republic of South Africa.

The tropical savannah contains relatively a dense population where the density is about 8 people per square kilometer which varies from region to region according to the local natural and historical factors. Here we have cultivation of many crops like peanuts and cotton etc. The savannah region of Africa provides good resources that nourishes the largest number of people in Africa.

In that tropical highlands where temperature is low due to altitude, there is no population pressure on the land.

The deserts and semi deserts of Africa, because of their low rain fall which is less than 250mm and very high temperature, i.e., with their hostile environment contain only a scattered and mobile population which is constantly on the move looking for pasture and water. Such areas in Africa include the vast Sahara desert, the Namib – Kalahari desert as well as the coastal area of the Horn of Africa.

➤ **Teaching- learning Process**

Suggested Teaching Aids

- Physical map of Africa
- Climate map of Africa
- Photographs
- Slides / films.

➤ **Suggested Teaching Methods**

- Discussion
- Explanation
- Group discussion
- Question and answer

Pre - lesson Preparation

- Display Teaching aids suggested above in the class room;
- Distribute exercises and assignments to students designed for independent or group work;
- Inform students to read on issues related to physical and cultural features of the earth which will enable them to have active participation in the classroom;
- Introduce the students with a field visit plan.

➤ **Presentation of the Lesson**

Introducing the Lesson

You may begin the lesson by asking the students questions like the following:

- What do we mean by physical and cultural features?
- What is the relationship between population distribution and human settlement?

Body of the Lesson

- Help students to discuss map of Africa showing vegetation;
- By using climate map of Africa, discuss areas which are likely to be more fertile and suitable for farming;
- Help students to study physical map of Africa for discussing the relationship between population, settlement and climate;
- Discuss factors causing population movement, such as wars and famine.

➤ **Evaluation and follow up**

Evaluation

Ask the students questions like the following:

- Discuss types of favourable climate and relief features for human settlement?
- State the cultural barriers for large population concentration.

Follow up

Ask the students to perform the following tasks:

- Preparation of relief models, diagrams, sketch maps of landscapes that favour or disfavour population distribution and human settlement.

- State the different cultural barriers for large population concentration and dense human settlements.
- Discuss the relationship between favouring and disfavoring factors on population distribution or human settlement?

1.7.2 Livelihood in Africa (3 periods)

Competencies

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

- Explain the types of livelihood commonly found in Africa.
- Relate the livelihood to climate and vegetation

➤ Contents

- Fishing in the Rift Valley of Ethiopia
- Equatorial lowlands and their resources
- High savannah: Cattle ranching in Ethiopia and Kenya
- Equatorial highland cereal production, coffee and tea production, horticulture and dairy products.

➤ Overview

African peoples are engaged in different types of economic activities for their livelihood. To mention some:

- Fishing in the Rift Valley lakes of Ethiopia and along the coasts of the Atlantic Ocean, i.e. Ghana, Democratic Republic of Congo and Nigeria;
- Food crop production in West African countries, i.e manioc (cassava), maize, sweet potatoes, millet, yams, vegetables and fruits (e.g melons);
- Cattle Ranching in Ethiopia and Kenya, i.e., Masai herdsmen of East Africa- Kenya;

- Cereal production outside the tropical rainforest region and desert regions.
- In these areas farmers produce both staple crops and livestock.
- The staple food crops include maize, millet, sorghum, rice, barley, teff, banana, beans, sweet potatoes, tomatoes, cucumbers, onions, peppers, manioc, yams, etc.
- Coffee in East Africa is produced in Ethiopia, Kenya, Uganda and Tanzania. Some West African countries such as Ivory Coast (Cote d'Ivoire) Cameroon, Zaire and Angola also produce coffee.
- Tea production in Tanzania, Kenya, Ethiopia, Mozambique, Zimbabwe, Congo Democratic Republic and Mauritius.
- Horticulture in East African countries such as Kenya, Uganda, Tanzania and flower production very recently in Ethiopia.

➤ **Teaching- learning Process**

Suggested Teaching Aids

- Physical, soil and economic maps of Africa
- Pictures and photographs
- Slide and films.

Suggested Teaching Methods

- Explanation
- Discussion

Pre - lesson Preparation

- Get ready the materials suggested above.
- Display the maps, the photographs and pictures on the wall in front of students.

➤ **Presentation of the Lesson**

Introducing the Lesson

Ask the students questions like the following:

- What is livelihood?
- What is the dominant economic activity in Africa? Why?

Body of the Lesson

- Assign learners to identify major livelihood of different settlement patterns and relate them with factors such as climate and resources.
- Discuss a case study of rural activities of the equatorial lowlands
- Describe a case study of fishing activities in Ethiopia
- Explain a case study of cattle ranching in Kenya
- Discuss the effect of wars and disturbances on transport routes
- Discuss reasons for urban settlement

➤ **Evaluation and Follow up**

Evaluation

Ask the students questions like the following:

- Compare modern and traditional agricultural practices
- What measures should be taken in order to change and improve the livelihood of the majority of the African population?

- Discuss major agricultural problems in Africa

Follow up

- Ask the students to write a short note on the livelihood of people in their surroundings.

1.7.3 Factors Affecting the Distribution, Settlement and Livelihood (2 Periods)

Competencies

After studying this lesson, students will be able to:

- Discuss reasons for urban settlement.
- Be aware of key transport routes and the effect of civil unrest on security.
- **Contents**
 - Reasons for urban settlements and examples (Addis Ababa and Mombassa)
 - Transport route and security issues, i.e., war and disturbances.
- **Overview**
 - Settlement refers to groupings of population into occupancy units. They range in size from simple or isolated one- family farmstead or tiny rural hamlet to the great metropolis like New York or London. The location of urban settlement is influenced by many factors such as historical and cultural as well as physical factors. The historical and cultural factors depend on stage of economic development, technological equipments, social and political organizations.

- Addis Ababa is built in a fertile and sheltered valley with a river. Where as Mombasa is a sheltered harbor. It had its beginning with the East African Railway.
- Civil wars and disturbances do have adverse effect on human settlements and transport routes. During a civil unrest roads and bridges will be obstructed. They will even be unable to provide normal services.

➤ **Teaching- learning Process**

Suggested Teaching Aids

- maps
- photographs
- pictures
- slide films

Suggested Teaching Methods

- Explanation and elaboration
- Discussion
- Field trip

Pre - lesson Preparation

- Display the photographs and specimen of urban settlements of Addis Ababa and Mombasa in the classroom
- Identify a field trip site in your locality

➤ **Presentation of the Lesson**

Introduction

You may start the lesson by asking the students questions like the following

- What is urban settlement?
- Mention one or two urban centers in Ethiopia.

- State factors for the development of urban centers.
- Mention two major effects of civil unrest and disturbance on the life of urban settlements and the impact on transport services.

Body of the lesson

- With the help of map of Africa, discuss the major urban settlements and factors associated.
- Describe natural factors that favoured the location of Addis Ababa in its present site.
- With the help of a map, discuss factors responsible for the birth of Mombasa, i.e a sheltered harbor and East Africa Railway.
- On the map of Africa, indicate major roads and rail way routes.
- Discuss the effects of war and disturbances on population movement and transport routes.

➤ Evaluation and Follow up

Evaluation

You may ask the students questions like the following:

1. What are the bases of an urban settlement development?
2. What major economic activities can you site that the citizens in Addis Ababa and Mombasa are engaged in?

Follow up

- Ask the students to write short note on the role of transport routes in urban settlements.

Unit One Review Questions

Answer Key

I. True /False

- | | | | |
|----------|----------|---------|---------|
| 1. False | 3. False | 5. True | 7. True |
| 2. True | 4. True | 6. True | 8. True |

II. Matching

- | | | | | |
|------|------|------|------|------|
| 1. F | 2. C | 3. B | 4. A | 5. H |
|------|------|------|------|------|

III. Multiple choice

- | | | | |
|------|------|------|-----|
| 1. d | 2. a | 3. a | 4.c |
| 5. c | 6. c | | |

IV. Fill in the blanks

1. Peasant cultivation
2. Physical and social factors
3. Cape Agulhas
4. 1894
5. Kenya and northern Tanzania
6. Nile
7. Mansa Musa

V. Answer for short answer question

1. Absolute location -is the location that can be exactly shown on globes or maps by using astronomical grid references. Therefore, the absolute location of Africa is $37^{\circ} 31' N$ and $34^{\circ} 52' S$ and $17^{\circ} 11' W$ and $52^{\circ} 24' E$
2. Compared to other continents, Africa has relatively a compact shape. This means

- The north- south and east- west extent are almost equidistant with a very small difference of only 363 kms.
 - Africa has shorter coast lines.
 - Africa has much more straight coastlines.
3. Africa is a massive continent with a total area of about 30,335,000km². It accounts for 20% of the earth's land surface. The greater part of it (75%) lies within the tropics. Africa is the second largest continent in the world.
 4.
 1. Equator
 2. Tropic of cancer
 3. Tropic of Capricorn
 4. Arctic circle
 5. Antarctic circle
 5. The two major factors affecting population distribution are natural factors and human factors. The natural factors are like climate, natural vegetation, relief, soil etc., while the human factors are like level of technological development and stage of economic development.
 6. The following are the rift valley lakes of Ethiopia: Lake Abe, Lake Langanoo, Lake Zway, Lake Abijata, Lake Hawassa, Lake Shalla, Lake Abaya, Lake Chamo and Lake Chew Bahir. There are about 25 fish species in rift valley lakes of Ethiopia. This accounts for about 50% of the total fish production of the country. Major fish types are Tilapia, Nile perch and cat fish.
 7. Afro-Asiatic, Nilo – Saharan, Niger-Congo and Khoisan.
 8. Salt bar or “amole” and Maria Theresa thaler (dollar) were the medium of exchange in Ethiopia in the 19th century.

UNIT 2

STRUCTURE OF THE EARTH

Number of periods 12

Unit Outcomes: *After completing this unit, students will be able to:*

- explain and use lines of latitudes and longitude and meridians of longitude.
- construct a sketch map.
- describe the layers of the Earth and components of the crust.
- identify the formation, types and economic uses of rocks.

Unit Organization

- 2.1. Finding and Using Information from a Map
- 2.2. Layers of the Earth
- 2.3. Types and Formation of Rocks

2.1. Finding and Using Information from a Map

Number of periods: 6

Competencies

At the end of this lesson students will be able to

- define the term map
- express the uses of a map
- draw a sketch map of Africa to indicate marginal information on a map.

➤ Contents

- Using a map
- Marginal information (title, direction, date, key)

➤ Overview

- A map is a representation of part of the earth on a reduced scale. It is prepared by a cartographer who is well trained in the making of maps.
- The appearance, readability and usefulness of maps are determined by such considerations as scale, colouring scheme, lettering and symbols used.
- Scale decides the amount of detail which can be shown. The larger the scale the more information can be shown on the map. The smaller the scale the more selected the information will be.
- Therefore, the scale is the ratio of a given distance on a map to the corresponding distance on the ground.
- The uses of maps are classified as ancient and modern.
- Primitive societies used to draw simple maps on sands to show location of water hole, an excellent hunting ground and the way to get there. This is an ancient use of maps.
- Modern maps are used to show the location, direction, area and distance. Topical maps provide information about the distribution pattern of a phenomena and spatial relationship that exists between phenomena.
- In order to make proper interpretation possible, all maps must bear the following marginal informations: title or heading, scale, compass direction, key to symbols and colours and date of publication.

- Therefore, all items included on the appropriate corner (out skirts) of the margin of the map are generally termed as marginal information,
- Scale may be expressed in different ways, namely: scale statement, representative fraction scale (R.F) and graphic scale.
- Maps are useful for many purposes such as to show location, distance area and direction of places etc.

➤ **Teaching – learning Process**

Suggested Teaching Aids

- Physical feature maps indicating different marginal informations.
- Sample maps showing different uses of maps.

Suggested Teaching Methods

- Explanation
- Demonstration

Pre – lesson Preparation

- Get ready the materials suggested above.
- Prepare a map of your own showing the different marginal informations and special use maps.

➤ **Presentation of the Lesson**

Introducing the Lesson

You may start the lesson by asking questions like the following:

- What is the meaning of a map?
- What are maps used for?

- Explain the major informations obtained from the margins of maps.

Body of the Lesson

- Try to give a comprehensive meaning of a map.
- Mention some of the uses of maps.
- Mention some of the marginal informations of a map and discuss the use of each information in detail.

➤ Evaluation and Follow up

Evaluation

Ask questions like the following:

- What is a map?
- What are the uses of maps?
- Name the marginal information of maps.

Follow up

- Ask your students to draw a map of Africa, and ask them to exchange opinion on the following:
 - The type of the map.
 - The special purpose of the map.
 - The various marginal information indicated on the map.

2.2 Layers of the Earth

Number of periods: 4

Competencies

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

- describe the layers of the earth;
- point out the main materials which make up the crust of the earth.

➤ Contents

- The crust, mantle and core (depth of the crust mantle, and core.)
- Main components of the crust

➤ Over view

The crust which is the outer layer of the earth is as thin as the skin of an apple is to its flesh. There are two types of crust- the oceanic crust (sima) with an average thickness of about 6 – 10 kms and 1200⁰c temperature at it's deepest point. Continental crust (sial)- has a thickness of up to 65 kms and approximately corresponds to the continents. The middle layer of the earth is called mantle. Extends to a depth of 2900 km with a temperature of about 5000⁰c. The mantle is made up of silicate rocks which are rich in iron and magnesium which are mostly kept in a semi molten state. The last and deepest layer of the earth is the core It's depth reaches up to 6371 km with a temperature of about 5500⁰c.

➤ Teaching – learning Process

Suggested Teaching Aids

- An apple or boiled egg.
- A diagram showing three different layers of the earth.
- Photograph showing cross section layers of the earth and rocks.

Suggested Teaching Methods

- Explanation
- Demonstration

Pre – lesson Preparation

- Get ready the materials suggested above
- Draw the diagram indicating the layers of the earth.

➤ **Presentation of the Lesson**

Introducing the Lesson

You may start the lesson by asking students questions like the following:

- How do we relate an apple and a boiled egg with the layers of the earth?
- What is the difference between oceanic and continental crust?
- What can you say about the depth and temperature differences in the three layers of the earth?
- Mention the components of the three layers of the earth (What are they made up of)?

Body of the Lesson

- Try to explain how the earth is made up of layers by using a boiled egg or an apple.
- Discuss the depth and the temperature of the crust, mantle and the core.
- Explain the main components of the crust (soil, water and rocks) using a photograph showing cross section layers of the earth and rocks.

➤ **Evaluation and Follow up**

Evaluation

Ask students the following questions:

1. Give the names of the three layers of the earth.

2. Identify and explain the two forms of the crust.
3. What is the nature of the crust, mantle and core (layers of the earth) in terms of their depth and temperature?

Follow up

Encourage the students to do the following:

1. Draw a diagram showing the three layers of the earth, label them, indicate the depth and the temperature of each.
2. Have a photograph or cross section diagram showing the layers of the earth and rocks. Let them identify the main components of the crust.
3. Discuss on the nature of the three layers of the earth in relation to their depth, temperature and mineral content.

2.3. Types and Formation of Rocks

Number of periods: 2

Competencies

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

- identify the types and formation of rocks.
- explain the economic uses of rocks.
- verify the economic importance of rocks in Ethiopia.

➤ **Contents**

- The formation of rocks
- The types and uses of rocks (sedimentary, igneous and metamorphic)
- Economic importance of rocks.

➤ **Over view**

Rocks are aggregates of particles of various substances called minerals. A mineral consists of one or more chemical elements and has a definite physical state and chemical composition. The main chemical elements found in rocks are: Oxygen (47%), Silicon 28%, Iron (5%), Aluminum 8%, Calcium (4%), Sodium, Potassium and Magnesium (2 to 3% each). These eight elements alone account for about 98% of the known crust of the earth. Rock types differ in color, hardness, density, texture, even in origin. Thus rocks are classified by origin and age. Igneous rocks are either extrusive or intrusive. They are extrusive when they are coming up to the surface as a lava and cooled and solidified. However, they are considered intrusive when the magma cools and solidify inside the crust of the earth. Sedimentary rocks are rocks derived from existing rocks by the process of weathering and erosion. They show layered arrangement or stratification. In other areas, organic matter provides the basis for sedimentary rock formation. Coal, peat, shells and skeletal remains are the results of this process. Metamorphic rocks are changed rocks. Existing rocks (igneous and sedimentary) through geological time have been liable to alteration either by the process called thermal or contact metamorphism or dynamic metamorphism. The second classification is based on the age of rocks as determined relatively by fossil content and more precisely in millions of years by the decay of radioactive minerals. Minerals have some economic importance. The sedimentary rock minerals such as coal, petroleum, natural gas, are used as sources of energy, while igneous rock minerals are used for construction,

building and writing materials. Metamorphic rock minerals such as metallic minerals, gold, diamond, copper, iron, platinum, lead and nickel etc are used as decorative (jewelry) materials, construction and electrical substances, industrial machinery production etc.

➤ **Teaching-learning Process**

Suggested Teaching Aids

- Sample rocks
- A chart showing geological process of rocks

Suggested Teaching Methods

- Explanation
- Demonstration
- Field visit

Pre – lesson Preparation

- Find the appropriate teaching aids suggested above and display them in class.
- Prepare practical exercises and assignments that can stimulate students to work independently or in groups.
- Inform your students to think about the different ways of rock formation and prepare themselves through reading for further discussion in the classroom.
- If possible plan and arrange a field visit to observe and study the major rock types and the possible ways of their formation.

➤ **Presentation of the Lesson**

Introducing the Lesson

You may begin this lesson by asking students questions like the following:

- Identify the types and formation of rocks showing them the sample rocks that you have brought into class.
- Explain the different economic uses of rocks.

Body of the Lesson

- Explain the process of the formation of each type of rock.
- Discuss the chart on the geological process of rocks that you have brought to class
- Ask students about any valuable rocks and minerals which they have heard about.
- Finally ask students to copy a map showing mineral deposits in Ethiopia and discuss the economic importance of some of the minerals with them at the same time.

➤ **Evaluation and Follow up**

Evaluation

Ask the following questions:

- How many types of rocks are there in the world?
- How do you think each type of rock has been formed?
- What are the two types of igneous rock?
- Discuss the three types of sedimentary rock.
- What are some of the economic uses of rocks?

Follow up

Let the students do the following tasks

1. Prepare a chart showing the geological process of rocks.
2. Make a field trip to his/her home area and collect sample rocks and classify them and give justification as to how he/she has classified them.

Unit Two Review Questions

Answer Key

I. True / False

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

II. Matching

1. D 2. A 3. H 4. C 5. F

III. Multiple Choice

1. c 2. d 3. b 4. a 5. a 6. d 7. a

IV. Fill in the blanks

1. Sedimentary Rocks
2. Cartographers
3. Key

V. Answers for short answer questions?

1. A map is a representation of the earth on reduced scale. Maps differ in appearance, readability and usefulness.
2. Maps are made by cartographers, i.e., persons well trained in the making of maps.
 - Maps help to study details of patterns of landforms and other physical features without the need to go to the area.
 - They are used as tools of research.

- They are essential for forecasting weather.
 - Maps are used to show the location, distance, area and direction of a place etc.
3. The following are major marginal informations:
 - Title and heading
 - Scale
 - Compass direction
 - Key
 - Date of publication
 4. In the absence of the marginal information a map is useless because it will be difficult to use or read the map. For example, if the key of the map is not given it will be very difficult to understand the meaning of the symbols given in the map. If the scale is missing it is hard to calculate distance, area etc. Furthermore, if the title of the map is not given it will be difficult to identify to what particular purpose that map had been made.
 5. The layers of the earth are three in type: the crust, the mantle, and the core. The crust is the outer layer, the next is mantle and the interior one is the core.
 6. The depth of the core is about 6371 km, while its temperature is about 5500°C.
 7. Intrusive rocks are sometimes known as plutonic rocks. They are cooled and solidified within the interior of the earth. Extrusive rocks are sometimes known as volcanic rocks which have cooled and solidified on the surface of the earth.

8. Sedimentary rocks have minerals like: petroleum, natural gas, salt, gypsum etc. and they are used as energy sources, construction materials and writing materials.
- Metamorphic rocks are composed of metallic minerals like gold, nickel, diamond, copper, uranium, iron, platinum, lead etc. and these minerals are used in decoration, jewelry making, constructional materials, electrical wire making materials, industrial machinery production.
 - Igneous rocks – contain such as – basalt, granite, sands etc. These rocks are used as building and constructional materials.

UNIT 3

THE ECO – SYSTEM AND ITS CHALLENGES

Number of Periods 16

Unit outcomes:

After completing this unit, students will be able to:

- recognize the distribution, importance and major factors that affects natural vegetation and wild animals in Africa.
- recognize the availability and threat of potable water resources.
- realize the methods to conserve natural resources.

Unit organization

3.1. Natural Vegetation and Wild Animals

3.2. Water, Soil and Air

3.3. Intervention Measures to Conserve Natural Resources.

3.1. Natural Vegetation and Wild Animals

Number of periods: 6

Competencies

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

- identify and indicate the natural vegetation of Africa on the map;
- distinguish the major wild animals of Africa;

- discuss how they interrelate with their environment;
- realize that plants and animals are part of an eco system;
- verify that the animals will become extinct if their habitat is destroyed;
- discuss human factors which affect wild life;
- reflect that we can act to prevent climate change.

➤ **Contents**

- Distribution of natural vegetation and wild animals
- Importance of natural vegetation and wild animals (scientific, economic, and as part of our natural world.)
- Major factors that affect natural vegetation and wild animals (human, i.e population pressure, lack of awareness, poverty, etc.)
- Loss of Biodiversity

➤ **Over view**

- Africa has five different types of natural vegetation namely: equatorial rainforest, savannah (tropical grasslands), desert and semi-desert, Mediterranean and tropical highland vegetations.

a) **Equatorial rainforest vegetation:** extends from 10°N of west Africa to the highlands of Rwanda and Burundi, occupying the coastal areas of West Africa (except in Togo and Benin), Central Africa and Zaire basin. It is characterized by heavy rainfall high humidity and high temperature. Dense forest having three layers; upper, middle and lower. Diversity of tree species is high (trees, palms, creepers, ferns etc). Trees are broad leaved, evergreen. Common trees are like Mahogany, Ebony, etc.

- b) Savannah (Tropical grasslands):** Composed of grasses and trees. Arranged in such a manner as to produce, park landscape or open wood dominated grasses. North of the equator, it extends from coast to coast. Divided into: high savannah, park savannah and thorn bush.
- c) Desert and semi – desert vegetation:** They are not devoid of vegetation. Rainfall is less than 250 mm and only few places are devoid of vegetation. Short grasses and stunted trees are common. Xerophytes (plants having the ability to arrange their life cycle to suit drought conditions, and high rate of evaporation) are the most common plants. Example: cactus.
- d) Mediterranean vegetation:** found in northern and southern extremes of the continent. Consists of forests (in the wetter parts) where cork tree is the typical one. Maquis – law bushes, which have evergreen leaves and thorns and grasses are common.
- e) Tropical highland vegetation:-** found in the tropical highlands. Temperature is low due to altitude. At the base of these tropical highlands true tropical forests are rarely found. In east Africa a degenerated grassland (savannah) with isolated small trees is far more common. The bamboo forest at about 2000 meters above which dwarf trees and shrubs are common.
- Africa is very rich in wild animal life than any other major region on earth. The reason is its varied environments.

Equatorial rainforest

- Is home of many monkeys and brilliantly coloured birds.
- The largest known ape, the gorilla, is found wild only in the forest of tropical Africa.

The savannah (tropical grasslands): have variety of wild animals

a) Herbivores: those which feed on vegetation.

E.g: antelope, buffalo, giraffe, zebra, rhinoceros, hippopotamus, elephants.

b) Carnivores: those which feed on meat.

E.g: lion, leopards and hyena.

- Plants have different economic uses to man. Among these are the following: they are used as raw materials, they are sources of food, they are used for the production of medicines, they are sources of income from tourism and they are used as fire wood (fuel).
- Plants protect the natural environment and they are natural beauty and recreational areas to man.
- The importance of wild animals include the following: they have recreational value, they have educational and scientific research value, they are sources of income, i.e. from tourism and sale of their products. In some countries they are sources of food.
- The following are the main causes of forest destruction: deforestation (refers to the temporary or permanent clearance of forests for agriculture or some other land use). Impeded forest regeneration (deforestation may be prolonged by subsequent burning and livestock grazing that impede forest regeneration). Forest degradation

(temporal or permanent reduction loss) in the density or structure of forest vegetation or composition of its species.

- Major factors that affect wild animals include: deforestation, overgrazing, burning, drought and famine.
- Population pressure, lack of awareness and poverty are among the major factors affecting both natural vegetation and wild animals.

➤ **Teaching – learning Process**

Suggested Teaching Aids

- Natural vegetation and wild animal distribution maps of the world and Africa

Suggested Teaching Methods

- Explanation
- Discussion
- Demonstration

Pre - lesson Preparation

- Find the appropriate teaching materials or teaching aids for the purpose of display or demonstration.
- Inform students ahead of time to read relevant reference materials concerning this lesson.

➤ **Presentation of the Lesson**

Introducing the Lesson

You may begin presenting this lesson with some questions like the following:

- How do you define the term natural vegetation?

- Enumerate the importance of natural vegetation.
- Explain the type and distribution of natural vegetation in Africa.
- Explain or discuss what wild animals are.
- What are the use of wild animals.

Body of the Lesson

- Based on the information and figures given in the text book discuss the definition, the distribution and the importance of natural vegetation and wild animals.
- Help students to understand why there is difference in the distribution of natural vegetation and wild animals on global terms. Let them notice the natural and human made interferences or causes to that end.

➤ Evaluation and Follow up

Evaluation

Ask your students the following questions

1. The vegetation of dry lands (deserts) are like cactus and thorn bush. i.e. mostly xerophyte plants. Why do you think so?
2. How do you relate natural vegetation with the extinction of wild animals?
3. Which part of Africa is rich in arboreal animals?
4. What type of natural vegetation and wild animals do we find in the tropical areas? Why? Can you give some examples?

Follow up

Encourage the students to accomplish the following tasks:

1. Draw two maps: one, of Africa and the other, of Ethiopia. On the map of Africa show the distribution of natural vegetation and on the map of Ethiopia show the distribution of wild animals.

3.2. Water, Soil and Air

Number of periods: 4

Competencies

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

- explain the relationship between human beings and water.
- compare and contrast the availability and scarcity of potable water in Africa.
- predict threats and describe the cause of the threats to potable water in Africa.
- identify the threat to soil resources in Africa.
- analyze the causes of urban air pollution.

➤ **Contents**

- The importance of water for life
- Causes of drinking water problems (lack of sanitation, urbanization, industrialization, rapid population growth)
- Threats to soil
- The causes of urban air pollution

➤ **Overview**

All life on earth (plants, animals including human) is dependent upon water. Almost 70% of the earth's surface is covered with

water. It is most abundant but unevenly distributed resource. The sources of water are: ground water, surface water, sea and ocean water, frozen water, and water vapour. Some of the uses of water include: domestic use, industrial use, agricultural use, energy source, navigation, environmental, health, recreational use, economic values, etc. In fact, water pollution is the major problem for drinking water. The term pollution refers to any undesirable change in the quality of water.

- Polluted water's natural ability to clean itself is lessened or completely destroyed,
- Polluted waters have unpleasant smell, thus they are unfit for drinking, bathing and washing etc.
- They are harmful and cause many diseases

The major causes for water pollution are:- sewage waste, industrial waste, agricultural pollutants, irrigation return flow, metal, salts and erosion sediments. Soil erosion and land degradation are serious problems to soil. Causes for erosion may include the following: water erosion, wind erosion and bad farming practice. Just as there are natural sources of water pollution, so are air pollutants of course with the aid of humans. Some of the air pollutants are from volcanic eruption, marsh gases, smoke from forest fire, and sand blown dust. All these are natural. The man made pollutants are burning fossil fuels, industrial smoke and other processes, incinerating solid wastes, the evaporation of solvents and fire from forest and agriculture.

➤ Teaching – learning Process

Suggested Teaching Aids

- Photographs - showing erosion, water and air pollutants.
- Slide film

Suggested Teaching Methods

- Explanation
- Discussion
- Demonstration

Pre - lesson Preparation

- Get ready the teaching aids suggested above.

➤ Presentation of the Lesson

Introducing the Lesson

You may begin the lesson by asking the following questions:

- What are the major sources of water?
- Can you mention some of the water and air pollutants.
- What do we mean by soil erosion and land degradation?
- Let students have a pair discussion about the threat to potable water.
- Let students discuss in group as to why we need water.
- Provide them with data concerning the availability of clean water and potential water sources in Africa. Let them discuss the difference between what is needed and what is available, and finally let them produce their reasons.

b) Body of the Lesson

- Try to explain in detail the problems regarding potable water, clean air, erosion and land degradation.
- Predict threats and describe the causes of the threats to potable water in Africa
- Analyze the causes of urban pollution
- Identify the threat to soil erosion in Africa.
- Compare and contrast the availability and scarcity of potable water in Africa.

➤ Evaluation and Follow up

Evaluation

Ask questions like the following:

- What are the water sources of Africa?
- In which part of Africa is there a scarcity of water?
- As of now, do you think air pollution is a major problem in Africa in general, and in Ethiopia in particular?
- Which causes of soil erosion and land degradation are serious problems in Ethiopia?

Follow up

Ask your student to collect photographs showing water and air pollution and its effects as well as erosion and land degradation.

- Based on the photographs that they have collected let them exchange opinion on the questions presented above in the section of evaluation.

3.3. Intervention Measures to Conserve Natural Resources

Number of periods: 6

➤ Competencies

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

- Relate the conservation of natural vegetation to the conservation of other resources;
- Discuss how to control air and water pollution;
- Show interest in participating in keeping water clean for domestic use.

➤ Contents

- Conservation of natural vegetation
- How to control air and water pollution
- Use of alternative conservation methods
- UNEP (The United Nations Environment Programme) and our human obligations.

➤ Over view

Conservation of natural vegetation aims at replacing or restoring forests by reforestation and afforestation, proper management, using alternative energy sources, agroforestry, raising public awareness etc. In the same manner, the conservation of water requires effective treatment of municipal and industrial wastes, removal of pollutants by purification, the regulation of chemical run off from agriculture, mining and forestry, the development of less polluting technology, use of recycling of waters, use of chemicals such as chlorine. In an attempt to control air from pollution the following measures should be taken: government

laws, filter system, altering exhaust systems, keeping vehicles out of centers of towns, use of mass transportation etc. UNEP (the United Nation Environmental Programme), is an international body working towards the coordination of the united nations environmental activities, and assisting developing countries in implementing environmentally sound policies and practices. It was founded in June 1972 and its head office is found in Nairobi (Kenya).

➤ **Teaching - learning Process**

Suggested Teaching Aids

- Photographs and slide films showing different conservation methods and pollution controls.

Suggested Teaching Methods

- Explanation
- Discussion
- Demonstration

Pre - lesson Preparation

- Collect the above mentioned teaching aids before conducting the lesson;
- Let students read relevant materials before the lesson.

Introducing the Lesson

You may begin the lesson by asking the following questions:

- What do we mean by conservation of natural resources?
- What are the major causes of water and air pollution?
- What are the interventions measures to water and air pollution?

Body of the Lesson

- Based on the information given in the textbook, discuss the threats to potable water and the causes for air pollution, and finally point out the conservation methods of water and air pollution.
- Help students study basic ideas related to the use of alternative conservation methods.

➤ Evaluation and Follow up

Evaluation

Ask your students the following questions:

- What do we mean by threats to potable water and air pollution?
- Enumerate the causes for water and air pollution.
- What is the role of UNEP in relation to assuring safe and sound global environment?

Follow up

➤ Encourage the students to do the following:

- Students form three groups, let one group discuss how to conserve vegetation, others discuss water conservation and prevention of air pollution. A representative of each group reports summary of the discussion back to the class. The suggestions are put on the blackboard and you fill in any gaps.
- Students can then make notes in their exercise book.
- Let students write down practical methods of purifying water using waste water on the vegetable pot.

Unit Three Review Questions

Answer Key

I. True/ False

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

II. Matching

1. i 3. d 5. f 7. b 9. c
2. e 4. g 6. h 8. a

III. Multiple Choice

1. d 2. d 3. b 4. b

IV. Fill in the blank

1. 70 percent
2. Pollution
3. Deflation
4. UNEP

IV. Fact based questions

1. Environment means the place in which people live and work including all the physical conditions that affect them.
2. An ecosystem is a natural unit in which the life cycle of plants, animals and other organisms are linked to each other and to the non-living constituents of the environment to form a natural system.
3. The main causes of deforestation are cutting and burning of trees (forests) and the consequences are shortage of rainfall, temperature increase and erosion of soil.

4. Natural vegetation refers to wild plants that have grown in an area without human effort. The main components of natural vegetation are trees and grasses.

5. Main sources of water pollution:

Sewage waste, industrial waste, agricultural pollutants and etc.

- The main intervention methods are:

Effective treatment of municipal waste and industrial wastes, removal of pollutants by purification, the regulation of chemical run off from agriculture, mining and forestry, the development of less pollution technology, recycling wastes etc.

- The major cause of air pollution are:

Burning fossil fuels, Industrial processes, Burning solid wastes, Forest and Agricultural fires, the evaporation of solvents.

- The main intervention methods include:

government laws, filter system, alternate exhaust systems, use of mass transportation etc.

UNIT 4

PUBLIC AGENDA

Number of Periods 17

Unit Outcomes

After completing this unit students will be able to:

- analyze the socio-economic impact of HIV/AIDS in Africa;
- verify the effect of the lack of good governance in Africa;
- identify the geographical coverage and targets of regional organizations in Africa;
- analyze the impact of rapid population growth in Africa.

Unit Organization

4.1. Population Related Issues:

4.1.1. Prevalence and Impact of HIV/AIDS in Africa

4.1.2. Consequences of Rapid Population Growth

4.2. Issues of Rights and Safety

4.2.1. Fighting Child Rights Violations

4.2.2. Examples of the Lack of Good Governance in Africa

4.3. Programmers for Partnership

4.1. Population Related Issues

4.1.1. Prevalence and Impact of HIV/AIDS in Africa

Number of periods: 3

Competencies

After studying this lesson, students will be able to:

- Explain the prevalence of HIV/AIDS in Africa;
- Analyze the impact of HIV/AIDS in Africa.

➤ Contents

- A. The prevalence of HIV/AIDS in Africa
- B. The impact of HIV/AIDS in Africa

➤ Overview

- The African countries south of the Sahara are more affected by HIV/AIDS than any other part of the world. About 22.4 million people are living with HIV in the region. Around 1.4 million people died from AIDS in sub-Saharan Africa in 2008. More than 14 million children have become orphans.
- The prevalence of HIV/AIDS varies among African countries. In three southern African countries, namely, Botswana, Lesotho and Swaziland the prevalence rate of HIV/AIDS is more than 20%. South Africa, with its 19.9% HIV – infected people, has the largest number of population living with HIV/AIDS in the world.
- In West Africa, Cote d’Ivoire is among the worst affected countries in the world. HIV prevalence in Nigeria and Cameroon is 3.1% and 5.1% respectively.
- In East Africa (Uganda, Kenya, Tanzania) adult HIV prevalence is greater than 5%.

- High prevalence rates of infection exist among teenagers and women in their early 20's. More than one woman in five in their early 20's are infected with the virus. The infection rates in young African women are far higher than those in young men. This is because girls/ women are more easily infected than boys/men.
- The most obvious effect of HIV/AIDS has been illness and death. However, some of the major impacts of AIDS epidemic has been on life expectancy, on household, on health sector, on children, on the education sector, on productivity and on the economy.

➤ Teaching Learning Process

Suggested Teaching Aids

- Maps
- Diagram
- Pictures and photographs

Suggested Teaching Methods

- Explanation
- Discussion
- Question and answer

Pre-lesson Preparation

- Find the appropriate teaching aids suggested above
- Display a wall map of Africa
- Inform students ahead of time to read relevant reference materials related to the lesson
- Prepare your daily lesson plan

➤ **Presentation of the Lesson**

Introducing the Lesson

You may start the lesson by asking the students questions like the following.

- What is HIV/AIDS?
- Which part of the African region is more heavily affected by HIV/AIDS?
- Outline the prevalence rate of HIV-infected adults in southern, western and eastern Africa.
- What are the impacts of HIV/ AIDS on households, life-expectancy, health sector, children, education, productivity and economy?

Body of the Lesson

- Begin the lesson by presenting the map of Africa and encourage students to come up with varied information about Africa. Let students discuss about the sub-Saharan Africa and its people.
- Explain what HIV/AIDS mean.
- Indicate the prevalence of HIV/AIDS in sub-Saharan Africa.

➤ **Evaluation and Follow up**

Evaluation

Ask the students to:

- Discuss what the prevalence of HIV/AIDS look like in sub-Saharan Africa.

- Identify the part of Africa on a map which is specifically affected heavily with HIV/AIDS.
- Discuss in group the main impacts of HIV/AIDS on the adult population of sub-Saharan Africa.

Follow up

- Ask students to list down countries in the following parts of Africa and indicate the prevalence rate of HIV/AIDS in each of these regions.
 - Southern Africa
 - West Africa
 - East Africa

4.1.2. Consequences of Rapid Population Growth

Number of periods: 4

Competencies

After studying this section students will be able to:

- Explain the main consequences of rapid population growth in Africa.
- Write a short report on the impact of rapid population growth in their localities.

➤ **Contents**

- The imbalance between resources and needs;
- Unemployment;
- Poverty.

➤ Overview

- When population grows rapidly, the demand for the most important needs of individuals such as food, clothing, shelter, health care and jobs increases. Rapid population growth has a direct impact on these basic needs. Demographers worry that the food supply of the world is not enough to support the growing population. Also if people today use up the natural resources, it will create problems for the future. Rapid population growth has also resulted in a growing demand for education. If population grows rapidly, health centers and hospitals become scarce. Moreover, population growth causes serious environmental degradation such as deforestation and soil erosion in a country.
- It is obvious that rapid population growth does not match with job opportunities.
- Rapid population growth leads to poverty. Because it eats up resources that can be used for progress. Money that can be used to extract raw materials and develop infrastructure becomes scarce.

➤ Teaching Learning Process

Suggested Teaching Aids

- Maps and sketch maps
- Charts
- Pictures and photographs

Suggested Teaching Methods

- Explanation
- Discussion
- Demonstration
- Group discussion

Pre-lesson Preparation

- Find the appropriate teaching aids suggested above
- Display a wall map in the classroom
- Inform students ahead of time to read relevant reference materials related to the lesson
- Prepare your daily lesson plan

➤ **Presentation of the Lesson**

Introducing the Lesson

You may begin the lesson by asking students questions like the following:

- What are the most important needs of individuals that are affected by rapid population growth?
- How does rapid population growth affect food supply?
- How are natural resources, health care, education and jobs affected by rapid population growth?
- What is absolute poverty?

Body of the Lesson

- Ask the students to list down the basic needs of man.
- Explain the impact of rapid population growth on these needs.

- Divide the students in groups and then assign the groups with a selected topic of the impact of population growth so that they study them in detail. Then each group will present their findings in the class for discussion.

➤ **Evaluation and Follow up**

Evaluation

- Give homework from review questions.
- Consider their participation in class room discussion.
- Ask oral questions at the end of each lesson.
- Formulate your own relevant questions for class tests.
- Ask the students to examine how the people in their localities are affected by inadequate health care services and present a short report.

Follow up

- Divide the students in groups and ask them to write a short report on the impact of rapid population growth in their localities.

4.2. Issues of Rights and Safety

4.2.1. Fighting Child Rights Violations

Number of periods: 3

Competencies

After studying this lesson, students will be able to:

- describe child right violations which occur in their locality.
- identify the contents of the United Nations Convention on the Rights of the child;

- realize how to protect themselves from child rights violations.

➤ **Contents**

- Laws supporting the rights of the child
- Escaping mechanisms (telling responsible adults, warning friends about danger, using your instincts).

➤ **Overview**

- Children’s laws protect children from cruelty, sexual abuse, neglect or exploitation and assure them of some education. Most countries have laws that protect the interests of children. In some countries laws prohibit the employment of children under 13 years of age. Under the Ethiopian Labour Proclamation, the minimum age of employment is 14 years. Most countries require children to attend full time education for a number of years.
- The United Nations Convention on the Rights of the Child was adopted on November 20, 1989. The Convention states the rights of children to express their views, the right to freedom of thought, the right to protection from abuse and the right to a good standard of living.
- The Transitional Government of Ethiopia has endorsed the UN Convention on the Rights of the Child on December 9, 1991. According to the 1995 Constitution, children have the right to life, to have a name and nationality. They have also the right to get the necessary care from their parents or others who are responsible. They have the right to be free from corporal or physical punishment.
- However, some children are not yet free from different sorts of child abuse like physical violence including severe

beatings, burns and strangulation. Some are also still victims of neglect, sexual or emotional abuse and exploitation.

- Children are warned not to let people touch them in ways that makes them feel uncomfortable. They are also instructed to tell responsible adults if they are sexually abused.
- Children are also employed as wage earners. It became a serious social problem in Great Britain during the Industrial Revolution. However, social reformers opposed child labour and gradually, countries passed laws to correct the abuse of child labour.

➤ **Teaching Learning Process**

Suggested Teaching Aids

- Maps
- Pictures
- Charts
- Photographs
- Films

Suggested Teaching Methods

- Explanation
- Discussion
- Question and answer

Pre-Lesson Preparation

- Display the above mentioned teaching aids in the class.
- Show some pictures of child rights abuse
- Prepare your daily lesson plan

➤ **Presentation of the Lesson**

Introducing the Lesson

You may start the lesson by asking students questions like the following:

- What are the contents of the UN Convention on the Right of the Child?
- When did the Transitional Government of Ethiopia endorse the Convention on the Right of the Child?
- What are some of the Constitutional rights of children?

Body of the Lesson

- Explain the laws supporting the rights of the child
- Give the students a clear picture of child abuse and child labour performed in different parts of the world.
- Explain the different escaping mechanisms for the prevention of child rights violations.

➤ **Evaluation and Follow up**

Evaluation

Give home work from the review questions.

- Use oral questions at the end of all lessons.
- Consider students' participation in group discussion and in teaching learning process.

Follow up

Ask the students to write a brief report on some of the Constitutional rights of children. For example, let them begin their report like this:

- “ I have the right to life ---“

- “I have the right to be free from corporal punishment”
- etc.

4.2.2. Examples of the Lack of Good Governance in Africa

Number of periods: 3

Competencies

After studying this lesson, students will be able to:

- Verify the effect of the lack of good governance in Africa;
- Write a short report on examples of both good and bad governance in their locality.

➤ Contents

- Corruption
- Results of civil war

➤ Overview

- Good governance is a type of governance in a democratic government. The power of a democratic government is limited by law. A limited government is accountable and transparent to the people.
- Accountability means that the representatives of the people should make decisions that reflect the interests of the people. Transparency means that the actions and decisions of the government and its officials should be clearly known to the people.
- From the 1930’s up to the 1970’s, Ethiopia had been ruled by absolute monarchy. Under absolute monarchy, the power of the government was not limited by law. From the 1970’s to the early 1990’s, Ethiopia had been ruled by the

Derg regime. The power of the Derg government was not limited by law. People lacked good governance under both governments, that is, the absolute monarchy and the military government.

- Lack of good governance results in the prevalence of corruption and civil war. Corruption is the misuse of public power for private gain. Some of the common forms of corruption are seeking or receiving bribe, delaying decisions, cases, ... and favouritism.
- Lack of good governance also brought about instability and civil war. Civil war in some countries of Africa consumed human and material resources. It also resulted in population displacement and brain drain. It blocked domestic and foreign investment, hence economic backwardness. In general, lack of good governance in Ethiopia during the past time (and in some parts of Africa) had resulted in lawlessness, disorder, conflict, instability and destruction of human and material resources. On the other hand, the prevalence of good governance in the country is essential to establish and consolidate democracy, peace and stability that contribute a lot to economic development

➤ **Teaching Learning Process**

Suggested Teaching Aids

- Maps and sketch maps
- Pictures
- Photographs

Suggested Teaching Methods

- Discussion
- Explanation
- Group discussion

Pre-lesson Preparation

- Display the pictures and photographs mentioned in the teaching aids.
- Inform the students ahead of time to read relevant reference materials related to the lesson.
- Give reading assignment to the students from the textbook.
- Prepare your daily lesson plan.

➤ Presentation of the Lesson

Introduction of the Lesson

You may start the lesson by asking questions like the following:

- What is lack of good governance?
- What is the difference between good governance and bad governance?
- Explain the difference between limited and unlimited governments.
- Describe accountability and transparency.

Body of the Lesson

- Try to give the definition of good governance.
- Give brief explanation of limited government.
- Explain the difference between democratic and unlimited government.
- What is corruption?
- What are the results of a civil war?

➤ Evaluation and Follow up

Evaluation

- Give a home take test.
- Give assignments on the review questions.
- Use oral questions at the end of all lessons.
- Divide the students into groups and assign them to write a short report on both good and bad governance in their area.

Follow up

- Ask students to watch the news on TV or listen to the radio and tell the class what they have heard or seen relating to other government works.

4.3. Programmers for Partnership

Number of periods: 4

Competencies

After studying this lesson, students will be able to:

- name the major African regional organizations.
- identify member state of the organization.
- discuss the formation of the OAU and its transformation to AU.
- Realize the partnership targets of African regional organizations.

➤ Contents

- Major Regional organizations (COMESA, ECOWAS, SADC, Nile Basin Initiative)
- The founding of the OAU and its transformation to AU
- The goals of the major organizations.

➤ Overview

- The Common Market for Eastern and Southern Africa (COMESA) was formed in December 1994 when it replaced the former Preferential Trade Area (PTA). Its headquarters is in Lusaka, Zambia. Its main focus is on the formation of a large economic and trading unit that is capable of overcoming some of the barriers that are faced by individual states. It has 19 member states. Several institutions have been created to promote sub-regional co-operation and development.
- The Economic Community of West African States, (ECOWAS) is a regional group of 15 West African states, founded on May 28, 1975. Its mission was to promote economic integration. ECOWAS is one of the pillars of African Economic Community. It operates in three different but equally used languages, namely, English, French and Portuguese.
- The Southern African Development Community (SADC) is an inter-governmental organization. Its headquarters is in Gaborone, Botswana. Its goal is to further socio-economic cooperation and integration as well as political and security cooperation. SADC has 15 member states.
- The Nile Basin Initiative (NBI) is a partnership among the Nile riparian (of a river) states. These states seek to develop the river in a cooperative manner, share socio-economic benefits and promote regional peace and security. From its beginning, the NBI has been supported by the World Bank.
- The Organization of African Unity (OAU) was founded on 25 May, 1963 in Addis Ababa. Its Charter was signed by the

31 independent states of Africa. Its aims were to promote the unity and solidarity of African states; to coordinate and intensify their cooperation and efforts to achieve a better life for the peoples of Africa, to defend their sovereignty, territorial integrity and independence; to eradicate all forms of colonialism from Africa, and to promote international cooperation. OAU has principal organs which included, the Assembly of the Heads of States or Governments, the Council of Ministers, the General Secretariat, and other various commissions that deal with social, economic, educational, health and nutritional problems of Africa. The record of the performances of the OAU shows both successes and failures.

- The African Union (AU) was established on 9 July 2002 in Durban, South Africa, at the last summit of the Organization of African Unity (OAU) and the official start of the African Union (AU). The African Union is a natural development of the OAU into a higher level of integration which has four solid bases. These are the All-African Parliament, the Peace and Security Council, African Court of Justice and the African Monetary Fund and Investment Fund.

➤ **Teaching Learning Process**

Suggested Teaching Aids

- Maps and sketch maps
- Pictures
- Photographs
- Charts

Suggested Teaching Methods

- Discussion
- Explanation
- Group discussion

Pre-lesson Preparation

- Find the appropriate teaching aids suggested above
- Display a wall map of Africa
- Inform students ahead of time to read relevant reference materials related to the lesson
- Prepare your daily lesson plan

➤ **Presentation of the Lesson**

Introducing the Lesson

You may start the lesson by asking the students questions like the following:

Describe the following in brief.

- COMESA
- ECOWAS
- SADC
- NBI
- AU
- OAU
- What is the main focus of COMESA?
- What is the mission of ECOWAS?
- Explain the goal of SADC.
- What do the NBI states seek?

Body of the Lesson

- Explain the formation of the major African regional organizations.
- Give the students a clear picture of how, why and when the different African regional organizations were formed.
- Show the difference between the OAU and the AU.

➤ Evaluation and Follow up

Evaluation

- Ask oral questions at the end of each lesson.
- Use classroom discussions to evaluate the performance of your students.

Follow up

- Give a short test at the end of the unit.
- On the map of Africa, let the students locate:
 - member states of each of the regional organization.
 - the headquarters of each of the regional organization and the headquarter of AU

Unit Four Review Questions

Answer Key

I. True or false

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

II. Matching

1. g 2. f 3. e 4. c 5. b

III. Choice

1. c 2. a 3. c 4. d 5. a

IV. Fill in the blank

1. Cape Verde/ Mauritania 4. OAU
2. Nile Basin Initiative 5. Cote d'Ivoire
3. Sirte Declaration

V. Short Answers

1. The most common forms of corruption are:
 - a. Seeking or receiving bribe
 - b. Delaying decisions, cases, and
 - c. Favoritism
2. Children should say no to perform any work that is likely to be harmful to their health, or physical, mental, spiritual, moral or social development. They should resist any cruel or inhuman treatment, etc.
3. The OAU was transformed to AU for it had failed to solve very serious problems. It was unable to speed up African political and economic integration. The AU officially started on 9 July 2002 in Durban, South Africa.
4. Demographers suggest that the world's food supply will not be able to keep up with the growing population. If people today use up natural resources like petroleum and fresh water, it will make problems for the future.
5. If parents and family members become ill, children take on more responsibility to earn an income, produce food and care for family.

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