



# **SOCIAL STUDIES**

**Grade 8**

**Teacher Guide**

**Author and Editor:**

Wondu Teklemedhin (BA)

Mekuriya Feleke (BA)

**Evaluators:**

Tamirat Fite

Yirgalem Mihrate

Zelalem Alagaw



**Federal Democratic Republic of Ethiopia**  
**Ministry of Education**

**AL GHURAIR**  
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 : 978-99944-2-081-0**

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means (including electronic, mechanical, photocopying, recording or otherwise) either prior written permission of the copyright owner or a license permitting restricted copying in Ethiopia by the *Federal Democratic Republic of Ethiopia, Federal Negarit Gazeta, Proclamation No. 410/2004 Copyright and Neighbouring Rights Protection Proclamation, 10<sup>th</sup> year, No. 55, Addis Ababa, 19 July 2004.*

### **Disclaimer**

Every effort has been made to trace the copyright owners of material used in this document. We apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any future edition.

## 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, general secondary and preparatory subjects and grades. It aims to reinforce the basic tenets and principles outlined in the *Education and Training Policy*, and provides guidance on the preparation of all subsequent curriculum materials – including this teacher guide and the student textbook that comes 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.

# Table of Contents

	Page
Introduction .....	1
<b>UNIT 1: THE WORLD WE LIVE IN</b>	
1.1. The Continents .....	2
1.2 The People of the World .....	5
1.3. Population Distribution and Livelihood .....	9
1.4. The Industrial Revolution and its Effects .....	20
Answer key for Review Questions .....	29
<b>UNIT 2: FORCES THAT CHANGE THE SURFACE         OF THE EARTH</b>	
2.1. External Forces and its Effect on Human ....	30
2.2. Internal Forces and its Effect on Human Life .....	34
2.3. Measuring Distance and Area on Map .....	37
Answer key for Review Questions .....	40

## **UNIT 3: HUMAN INTERVENTION IN THE ECO - SYSTEM**

### **3.1 Human Interaction with Natural Resources**

(Natural Vegetation, Water, Air and Soil) ..... 41

### **3.2 Causes and Effects of Global Warming ..... 46**

**Answer key for Review Questions ..... 50**

## **UNIT 4: PUBLIC AGENDA**

**4.1. Population related issues ..... 53**

**4.2. Human rights and safety ..... 62**

**4.3. Programs for partnership ..... 70**

**4.4. Globalization ..... 73**

**Answer key for Review Questions ..... 76**

**References ..... 77**

## **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 eight social studies teacher's guide is composed of four units. Each unit is divided into sub-units. Each subunit 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 eight and the meanings of assessment and testing.

## **General Aims of Social Studies**

Social studies is one of the subjects given in Ethiopia.

- 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 world we live in with regard to ancient states, forces that change the earth's surface and population related issues.

## **Learning Outcomes of Grade 8 Social Studies**

### **1. To develop understanding and acquire knowledge of :**

- Location, major land features, lakes and rivers of the world
- Major world languages
- Densely and sparsely populated areas of the world and factors responsible for variation
- The impact of the industrial Revolution and Developments
- The history of the African People's Struggle against colonialism
- Forces that change the surface of the Earth and their effects
- Causes and consequences of the unwise use of natural resources
- Major pollutants of air and water and possible preventive action
- Causes and effects of global warming
- Manifestations and ways of avoiding delinquency
- The main purposes and guiding principles of the UN and the concept of globalization
- Strategies designed to reduce rapid population growth

- The effects of global warming on people, vegetation and wild life
- Computing scale conversion
- Calculating ground distance and area of regular shaped figures from the map
- Labeling the main organs of the UN
- How to report and deal with violence and harassment in the students' localities.

**2. To develop skills and abilities of:**

- Measuring distance and area on a map
- Copying the map of the seven continents

**3. To develop the habits and attitude of:**

- Appreciating some ancient world civilizations
- Combating HIV/AIDS, promoting population policy and gender equality
- Admiration of the contribution of ancient civilizations to the present world
- Appraising the African response to resisting colonialism and successful African resistance against colonialism
- How new ideas emerged from the industrial revolution
- Emulating the work of people who provide care and support to those living with HIV/AIDS and their families.
- Acceptance of the importance of empowering women and reducing poverty.
- Taking part in conservation activities in their local it unit one the world we live in



## Teaching methods

Teaching methods are the means by which the teacher attempts to impart the desired learning experience. Basically teaching methods concern themselves with the way teachers organize and use teaching techniques or skills, subject matter, instructional media, or any resources to meet teaching objectives. Methods consist of developing the goals and objectives for teaching, selecting the subject matter and teaching procedure which will best achieve those objectives, carrying out the procedures, evaluating the success of the learning activities, and following up their strengths and weaknesses.

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

<p><b>Demonstration</b></p>	<ul style="list-style-type: none"> <li>• Helps to concretize the lesson topic being taught.</li> <li>• Simplifies teaching by providing selected information.</li> </ul>	<ul style="list-style-type: none"> <li>• Negates the wider aspects of the lesson.</li> <li>• Learners are forced to focus on the display material only</li> </ul>
<p><b>Inquiry – learning teaching method</b></p>	<ul style="list-style-type: none"> <li>• Encourages high degree of involvement of all who participate in the process</li> <li>• Inquiry is systematic with out being as rigid as the scientific methods. That is instead of just answering questions, students also ask questions. Instead of just verifying the truth, students are actually seeking the truth.</li> <li>• Frees the investigator to explore diverse, multiple possibilities.</li> <li>• Has the strongest type of motivation internally – and is learning to work for the joy of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• It is a slow process for exposing students to the actual material.</li> <li>• It impedes portion coverage.</li> <li>• It requires a unique type of expertise.</li> </ul>
<p><b>Discovery – learning teaching</b></p>	<ul style="list-style-type: none"> <li>• Has high degree of student involvement</li> <li>• Encourages the understanding of broad concepts and principles and the ability to get along with other students.</li> <li>• Discovery learning is a cooperative process.</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery learning is an inefficient system for covering large amounts of material</li> <li>• There is lack of competition which upsets learners</li> <li>• Discovery learning is ideally a cooperative process which negates competition.</li> </ul>
<p><b>Group – project method</b></p>	<ul style="list-style-type: none"> <li>• Provides opportunities for group morale.</li> <li>• Enhances cooperation among students</li> <li>• Helps students share ideas</li> <li>• Inspires students to see an end – product of their efforts</li> </ul>	<ul style="list-style-type: none"> <li>• It is time consuming</li> <li>• It is expensive</li> <li>• It requires very good class – management skills, other wise it causes a lot of disciplinary problems</li> </ul>

## **Assessment and testing**

### *Assessment*

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

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

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

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

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

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

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

What are the functions of assessment?

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

*What should you assess?*

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

*How should you assess?*

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

*Who should be involved in assessment?*

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

## **Testing**

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

## **Standardized tests**

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

- validity
- Reliability and
- Practicality

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

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

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

### **Kinds of tests**

Most tests are designed to measure one of several characteristics:

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

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

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

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

# Sample lesson plan

Name of the school \_\_\_\_\_

Name of the teacher \_\_\_\_\_

Subject: social studies

Grade: 8

Date: \_\_\_\_\_

Unit : 1

Section (s) \_\_\_\_\_

Length of period: 45 minutes

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

Number of periods: 1

Days	Duration	Contents	Competencies	Teacher's Activity	Student's Activity	methods	Instructional media	Remarks
M O N D A Y	12 min	- Location • Relative location of Eastern Africa	After studying this lesson, students will be able to: - Explain the relative location of Eastern Africa	- Ask students question like: - What is relative location?	- Actively participates in answering the question - Freely speaks what he/she feels on the question	- Question and answer	- Wall map of Africa - Sketch map of Eastern Africa	Page – to -
	10 min	- Location • Relative location of Eastern Africa	After studying this lesson, students will be able to: - Explain the relative location of Eastern Africa	- Encourage students to write their answers on the chalk board	- Writes his/her answer on the chalk board.	- Question and answer		Page – to -

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

**Unit 1: The world we live in** (*25 Periods*)

**Unit Outcomes:** Students will be able to:

- Describe the location and major features of continents, and the major languages of the world.
- Appreciate some ancient world civilisations
- Distinguish densely and sparsely populated areas and identify factors responsible for their variation
- Describe the impact of the Industrial Revolution
- Recognize the history of the African people’s struggle against colonialism.
- Describe how new ideas emerged and explain what they were

<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"> <li>• Copy the map of the seven continents.</li> <li>• Describe the relative location of the continents.</li> <li>• Compare and contrast the size of the continents of the world</li> </ul>	<p><b>1. The world we live in</b></p> <p><b>1.1 The Continent (Relative location &amp; size of the continents) (3 Periods)</b></p> <ul style="list-style-type: none"> <li>• Major features of the continents</li> <li>• Major land features: highest peaks of the continents, e.g.(Mt Everest, Mont Blanc, and the lowest elevation, e.g. The Dead Sea</li> <li>• Major rivers and lakes</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the map of the world on the board and review the location of the continents which they learned last year. Students can copy this. or you can provide them with a blank. Now show a printed map of the world and ask students to compare and contrast the size of continents based on this map.</li> <li>• Next ask them to identify the highest peaks and add them to their own map. Discuss how these peaks are coloured on the map</li> </ul>



*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Differentiate the highest peaks and the lowest elevations of the world</li> <li>• Identify the major lakes and river of the world.</li> <li>• Identify the major languages spoken in the world.</li> <li>• Indicate, using map, where the major languages spoken in the world.</li> <li>• Describe the major achievements of ancient civilizations</li> <li>• Appreciate the contribution of ancient civilization to the present world.</li> </ul>	<p><b>1.2 The people of the world</b> (6 Periods)</p> <ul style="list-style-type: none"> <li>• Major world languages</li> <li>• Ancient civilizations, e.g. Greeks, Romans, Chinese, Persians, Incas.</li> </ul>	<ul style="list-style-type: none"> <li>• Next ask students to help identify rivers and then major lakes or inland seas. They then add these to their map.</li> <li>• Case study: A family who live near Mt Everest ( a mountain guide)</li> <li>• Case study( Tourism at the Dead Sea)</li> <li>• Discuss and compare the differences with the students.</li>   <li>• Discuss major world languages such as Mandarin, English, Spanish, Arabic, etc. Ask students to identify the countries where they are spoken as a first language on the map. Then discuss why English has spread so widely.</li> <li>• Case study of a Kikuyu boy who speaks Kikuyu, English and Kiswahili. Identify the areas of Africa where Kiswahili is spoken.</li> <li>• Introduce two ancient civilizations through case studies: Ancient Rome and China. Mark these places on the world map. Explain about other civilizations</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Identify some of the most densely and sparsely populated areas of the world</li>   <li>• Generalize the factors for the variation of population distribution in the world.</li>   <li>• Describe the different type of livelihood in the world.</li> </ul>	<p><b>1.3 Population distribution and livelihood</b></p> <p><b>1.3.1 Sparsely populated areas e.g. hot and cold deserts compared with major population centres in India, China, and Africa. (3 Periods)</b></p> <p><b>1.3.2 Causes of the variation of population distribution (3 Periods)</b></p> <ul style="list-style-type: none"> <li>• Physical factors e.g. climate, resources and landforms</li> <li>• Social factors (political and economic factors, communications)</li> </ul> <p><b>1.3.3 Livelihood in different parts of the world (1Period)</b></p>	<p>such as the Incas, Persia, the Greeks, and ask students to find out about them if they can.</p> <ul style="list-style-type: none"> <li>• Ask students to list the major achievements after looking at the case studies.</li> <li>• Mention early trade between East Africa and China and the discovery of Chinese pottery on the Kenya coast.</li> <li>• Show students a population distribution map of the world.</li> <li>• Discuss this with students and ask them why they think these areas are densely or sparsely populated.</li> <li>• Ask students which physical factors they think affect population distribution. List them on the board.</li> <li>• Next, look at a case study of An Inuit family living in the Arctic, and at population distribution in cold desert areas.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Explain where and how the major religions of the world originated.</li> <li>• Locate the region with the largest number of followers of the major religions.</li>   <li>• Appreciate that nationalism and colonialism are one impact of the industrial revolution</li> <li>• Identify where the industrial revolution began</li> <li>• Understand African resistance to colonialism</li> </ul>	<p><b>1.3.4 Major religions of the world</b> (1Period) (Budhism, Hindusim, Shintuism, Christianity, Islam and Judiasim)</p> <p><b>1.4 The Industrial Revolutions and its effects</b> (8Period)</p> <ul style="list-style-type: none"> <li>• The beginning of the industrial revolution</li> <li>• Impact of industrial revolution (nationalism, colonialism, urbanisation)</li> <li>• Emergence of new ideas e.g liberalism, pluralism, democracy</li> <li>• World War I and II</li> </ul>	<ul style="list-style-type: none"> <li>• Next, discuss physical, social and economic factors for the variation of population distribution in the world and list them.</li> <li>• Look at a case study of a family living near Mumbai, India, and at the population distribution map.</li> <li>• Finally compare the two case studies and draw conclusions.</li>   <li>• Explain how the industrial revolution began. Ask students why inventions like the steam engine and the spinning jenny were so important.</li> <li>• Explain about the expansion of liberalism and democracy</li> <li>• Ask students why they think that people wanted to colonise other countries.</li> <li>• Explain that they were very confident because of the success of the industrial revolution and that this made them very nationalistic.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Exemplify successful African resistance against colonialism.</li> <li>• Recognize the outcomes of the two world wars.</li> </ul>	<ul style="list-style-type: none"> <li>• African Resistance Against Colonial expansion               <ul style="list-style-type: none"> <li>- Ashante</li> <li>- Samori Toure</li> <li>- Maji- Maji</li> <li>- Kukuyu</li> <li>- Ethiopia(Adwa)</li> </ul> </li> <li>• African struggle against colonial rule               <ul style="list-style-type: none"> <li>- Neodaster</li> <li>- Wafd</li> <li>- ANC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss and complete a map of Africa showing which areas were colonized by whom.</li> <li>• Students discuss African resistance to colonial expansion e.g. Ashanti, Samoritoure resistance, the MajiMaji movement, Kikuyu in Kenya and Adwa, the successful Ethiopian resistance.</li> <li>• Case study on the causes of World War 1 and 2.</li> <li>• Ask students to discuss the causes and ask them if they can think of wars which have been started for similar reasons.</li> <li>• Ask students what good they think came out of the two world wars.</li> </ul>

## **Assessment**

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the specific objectives to determine whether the students have achieved the minimum required level. A student working at the minimum requirement level will be able to: copy the map of the seven continents, describe the relative location of the continents, compare and contrast the size of the continents of the world, differentiate between the highest peaks and the lowest elevations of the world, identify the major lakes and rivers of the world, identify the major languages spoken in the world, indicate using map where the major languages spoken in the world, describe the major achievements of ancient civilizations, appreciate the contribution of ancient civilizations to the present world, select the most densely and sparsely populated areas of the world, generalize the factors for the

variation of population distribution in the world, realize nationalism and colonialism as impacts of Industrial revolution, identify the place where the industrial revolution was started, appreciate the African response to resist colonialism, exemplify successful African resistance against colonialism, recognize the outcomes of the two World Wars, relate the emergence of new ideas with industrial revolution

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

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

**Unit 2: Forces that change the surface of the earth (15 periods)**

**Unit Outcomes:** Students will be able to:

- Explain the forces that change the surface of the Earth and their effects.
- Measure distance and area on a 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"> <li>• Describe the external forces that change the surface of the Earth</li> <li>• Realize the effects of erosion and deposition on land surfaces</li> <li>• Describe the internal forces that change the surface of the Earth</li> <li>• Express the effects of the internal forces of the Earth on land surfaces and human life.</li> </ul>	<p><b>2. Forces that change the surface of the earth</b></p> <p><b>2.1 External forces &amp; its effect on human life</b> (4 periods)</p> <ul style="list-style-type: none"> <li>• erosion</li> <li>• deposition</li> </ul> <p><b>2.2 Internal forces and its effect on human life</b> (5 periods)</p> <ul style="list-style-type: none"> <li>• Volcanoes</li> <li>• Earthquakes</li> <li>• Faulting</li> <li>• Folding</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to describe any erosion which they have seen recently and to list the causes and to say where the eroded soil went. Explain that the laying down of soil is deposition.</li> <li>• Look at the case study showing erosion caused by run-off from a steep deforested area.</li> <li>• Next look at a short case study of silt deposition by a river, where the silt is used for farming.</li> <li>• Finally ask students what effect erosion and deposition can have on human life.</li> <li>• Identify volcanoes of East Africa on the map and examine a classic volcanic cone as a case study using photographs.</li> <li>• Students draw a diagram of a volcano showing the core, magma and lava pouring from the top.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Define a scale</li> <li>• Name the different methods /ways/ of expressing linear scale.</li> <li>• Compute scale conversion</li> <li>• Calculate ground distance and area of regular shaped figures from the map.</li> </ul>	<p style="text-align: center;"><b>2.3 Measuring distance and area on map</b> <i>(6 periods)</i></p> <ul style="list-style-type: none"> <li>• meaning of scale</li> <li>• ways of expression linear scale</li> <li>• scale conversion</li> <li>• finding ground distance from map</li> <li>• Area of regular shape.</li> <li>• comparison of scale:</li> </ul>	<ul style="list-style-type: none"> <li>• Next explain that East Africa is young and that the plates are still moving. Discuss the Rift Valley and the effects of earthquakes as the plates collide or move apart. Photograph of fault damage from an earthquake.</li> <li>• Use diagrams to illustrate how faults move during an earthquake and show photographs of East African examples.</li> <li>• Show students photographs of folding and Ask them if they have seen folded rocks.</li> <li>• Case study of Vesuvius and Pompei.</li> <li>• Discuss what effect it has on people to live near a live volcano.( another one would be Montserrat in the Caribbean where half the island has been evacuated since 1996) and add local examples like Ertale</li> <li>• Refer students back to the map keys which they looked at in grade 7 and ask them to point out the scale on the map.</li> <li>• Now ask students to perform the following activities step by step.</li> <li>• Measure the length of the classroom and record it.</li> <li>• Measure the width and record it.</li> <li>• Measure the width of the doorway.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
		<ul style="list-style-type: none"><li>• Measure the length and width of their desks.</li><li>• Decide what scale to use and explain it to the students. Then the students draw a sketch map to scale showing their desks in the correct position. They insert a simple scale.</li><li>• Explain the three ways (statement, fractional and graphic) of representing scale so that students can identify the types of the scales. Support your explanation with examples.</li><li>• Show students plans at different scales.</li><li>• Show students a section of the 1: 50 000 map and refer them to the scale which they looked at in Grade 7.</li><li>• As a class, work out the distance from one place to another as an example, then give students a number of other examples.</li><li>• Finally, show students a map on a scale of 1: 10 000 of the same area so that they can make a comparison of scale.</li><li>• NB if students live in an urban area and can access the internet, they could look at Google Earth</li></ul>



## **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 requirement level. A student working at the minimum requirement level will be able to: describe the external forces that change the surface of the Earth, verify the effects of erosion and deposition on land surfaces and life, describe the internal forces that change the surface of the earth, express the effects of the internal forces of the earth on land surface and human life, define a scale, name the different methods/ways/ of expressing linear scale,

compute scale conversion, calculate ground distance and areas of regular shaped figures from the map.

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged not become complacent.

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

**Unit 3: Human Intervention in the Ecosystem (8 Periods)**

**Unit Outcomes:** Students will be able to:

- Describe the causes and consequences of damage to natural resources
- Identify major pollutants and preventative action
- Realize the causes and effects of global warming

<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"> <li>• Analyze the effects of damage to natural resources on the ecosystem.</li> <li>• Take part in activities to conserve resources in their local area</li> <li>• Name the major pollutant of water and air.</li> </ul>	<p><b>3. Human Intervention in the Ecosystem</b></p> <p><b>3.1 Human interaction with natural resources (natural vegetation, water, air and soil) (4 Periods)</b></p> <ul style="list-style-type: none"> <li>• The destruction of natural resources and the effects on the ecosystem.</li> <li>• Pollution of water and air and possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to discuss examples of the effects of deforestation and poor farming practices in their areas and draw them into a discussion about soil erosion, climate change, loss of diversity and drought.</li> <li>• Examine two case studies from other countries, e.g. the destruction of the Amazon Rainforest for monoculture farming on poor soils which then have to be heavily treated with chemicals); and overgrazing, erosion and desertification in East Africa.</li> <li>• Discuss air pollution with students and look at examples such as Addis Ababa, where car exhaust fumes, fossil fuels from cooking, and some industrial processes e.g. concrete works cause problems. Introduce a case study of a polluting chemical refinery in India.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> <li>• Realize the causes of global warming</li> <li>• Evaluate the effects of global warming on people, natural vegetation and wild life.</li> </ul>	<p><b>3.2. Causes &amp; effects of global warming</b> (4 Periods)</p> <ul style="list-style-type: none"> <li>• Causes (CFCs, Co, Co<sub>2</sub>) Effects</li> <li>• Depletion of Ozone layer</li> <li>• Melting of Ice</li> <li>• Acidic rain</li> <li>• Flood</li> </ul>	<ul style="list-style-type: none"> <li>• Now discuss water pollutants such as sewage but also introduce students to the dangers of agro-chemicals as pollutants. Explain that overuse does not benefit the plants and that they are toxic to humans and animals and get into the water table. Use instructions on fertilizer bags as a case study. Remind students that they need to wash chemicals off their skin and wash vegetables if they can see chemical residues.</li> <li>• Class discussion: Lorries are heavy polluters and</li> <li>• Most goods come from Djibouti on trucks which also cause many accidents. Do students think that it would be a good idea to modernise the railway as one train could carry the equivalent of one hundred truckloads? discuss the pros and cons.</li> <li>• Students should identify the major causes of global warming such as CFCs, CO, CO<sub>2</sub> and effects of global warming, such as depletion of O<sub>3</sub> layer, rise of sea level, acid rain.</li> <li>• Students work in groups and debate the causes and effects of global warming on people, natural vegetation and wildlife.</li> <li>• Case study on the melting of the ice cap, rising sea levels and the plight of polar bears.</li> <li>• Case study about the unpredictability of climate and increasing bad weather e.g. storms, hurricanes, floods. Mention of El Nino.</li> </ul>

## **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 level will be able to: analyze the effects of the unwise use of natural resources on the ecosystem, take part in conservation activities, name major air and water pollutants, realize the causes of global warming, and evaluate the effects of global warming on people, vegetation and wild life.

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

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

**Unit 4: Public Agenda (20 Periods)**

**Unit Outcomes:** Students will be able to:

- Appreciate the role of youth in combating HIV/AIDS, promoting the population policy and gender equity.
- State examples and ways of avoiding delinquency
- Explain the main purposes and guiding principles of the UN and the concept of globalization.

<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"> <li>• Develop life skills which enable them to combat HIV/AIDS</li> <li>• Emulate the work of those who provide care and support to people living with HIV/AIDS and their families</li> </ul>	<p><b>4. Public agenda</b></p> <p><b>4.1 Population related issues</b></p> <p><b>4.1.1 The role of youth in combating HIV/AIDS</b> (4 Periods)</p> <ul style="list-style-type: none"> <li>• Developing life skills: abstinence, resisting peer pressure, thinking about the future</li> <li>• Providing care and support to people living with HIV/AIDS (PLWHA)</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss and identify the effect of HIV/AIDS in their local area.</li> <li>• Students discuss WHO statistics on distribution of HIV/AIDS in Ethiopia c.f. other countries.</li> <li>• Case study of Ethiopian woman who raises money for HIV/AIDS victims</li> <li>• Case study of two HIV/AIDS victims. One could have been infected because of risk taking due to peer pressure. The other could be a young person from another country infected by a blood transfusion. Explain that students should not be judge living with HIV/AIDS.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> <li>• Analyze population growth trends in Ethiopia.</li> <li>• Identify strategies designed to reduce rapid population growth.</li> <li>• Promote the importance of the population policy and poverty reduction strategies in Ethiopia.</li> </ul> <ul style="list-style-type: none"> <li>• Differentiate between gender and sex</li> </ul>	<p><b>4.1.2. Strategies to reduce rapid population growth</b> (5 Periods)</p> <ul style="list-style-type: none"> <li>• Trend of population growth in Ethiopia.</li> <li>• Strategies to counter rapid population growth, e.g. late marriage, educating girls, family planning</li> <li>• The role of youth in promoting population and poverty reduction policies in Ethiopia.</li> </ul> <p><b>4.2. Human rights and safety</b></p> <p><b>4.2.1 Gender</b> (3 Periods)</p> <ul style="list-style-type: none"> <li>• The difference between gender and sex and methods of promoting gender equality.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss peer pressure with students with regard to sex, smoking, etc and ask them to suggest strategies for dealing with this.</li> </ul> <ul style="list-style-type: none"> <li>• Students study recent population data and discuss the trend in small groups in class.. Students ask their parents or elders how many children people had on average thirty years ago.</li> <li>• Case study from rural area on family size c.f. an urban family in Addis Ababa who married late.</li> <li>• Discuss concepts of late marriage and female education (affirmative action) and family planning. Relate these to the reduction of poverty.</li> <li>• Debate on whether population control will or will not help to reduce poverty.</li> <li>• Students discuss and identify the roles and responsibilities which they can take to help improve their own futures.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> <li>• Identify the features of gender equality</li> <li>• Appreciate the role that youth can play in promoting gender equality.</li> <li>• Report and discuss examples of violence and harassment in their areas</li> <li>• Conform the importance of empowering women and working together to reduce poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Working together to reduce poverty</li> <li>• Empowerment of women and the avoidance of domestic violence and harassment</li> <li>• The role of use on gender issues</li> </ul>	<ul style="list-style-type: none"> <li>• Case study of population strategies in China.</li> <li>• Discuss well known Ethiopian women and ask students to say if the qualities these women display are present in females and males. Ask students if they think that the country is wasting a valuable resource until as many girls as boys are educated.</li> <li>• Ask students to debate if women are as capable as men. Direct the debate. Ask how they would react, and why, if they got on an Ethiopian Airlines plane and the pilot was a woman.</li> <li>• Case study of a female African airline pilot.</li> <li>• Students discuss how their own behaviour can influence the attitude of others to equality.</li> <li>• Ask students to discuss violence and harassment against women and girls in their area and to say how this should be dealt with.</li> <li>• Students discuss examples of bad behaviour in their area and why they think it happens. What would they do to improve this?</li> <li>• Discuss hooliganism and damage to property.</li> </ul>

*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> <li>• Identify examples of delinquency.</li> <li>• Describe how to avoid delinquency</li> <li>• Write about delinquency in their own areas.</li>   <li>• Explain the purpose and guiding principles of the UN.</li> <li>• Identify of the main organizations within of the UN and their purpose.</li> </ul>	<p><b>4.2.2 Keeping out of trouble</b> (3 Periods)</p> <ul style="list-style-type: none"> <li>• Delinquency; hooliganism, addiction to substances, losing cultural values, rape</li> <li>• Avoiding delinquency through self awareness, peer pressure resistance, spending time at youth centres, sharing ideas and experiences with their family</li> </ul> <p><b>4.3 Programmes for partnership</b> (3 Periods)</p> <ul style="list-style-type: none"> <li>• The purpose and principles of the UN and its satellite organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students if they have been offered drugs or alcohol and what effects they have seen these have on other people.</li> <li>• Discuss strategies for avoiding peer pressure. Explain that if you communicate with your family they will help you.</li> <li>• Discuss respect for women and cultural values, and what is unacceptable. Ask students how they would feel if their sister was raped and how you should treat a woman who has been attacked.</li> <li>• Case study of a young man who was convicted of rape (from the newspapers.)</li> <li>• Ask students what they know about the United Nations.</li> <li>• Explain the purpose and principles of the UN and draw the structure on the board.(General Assembly Secretariat, Security council. International court of Justice, Economic and Social Council).</li> <li>• Case study of a UN intervention. NB much information is available on the website.</li> </ul>



*Social Studies: Grade 8*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> <li>• Recognize the concept of globalisation</li> <li>• Identify opportunities and challenges concerning trade, information and culture.</li> </ul>	<p><b>4.4 Globalization</b> (2 Periods)</p> <ul style="list-style-type: none"> <li>• The concept of globalisation</li> <li>• opportunities and challenges for trade, culture and information</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the word and then ask students what it means to them. Write down categories on the board, e.g. technology, trade, information and culture.</li> <li>• Discuss Microsoft as a case study of a multi-national technology company which is helping to make information accessible all over the world. Go on to discuss the impact of the internet, which will be common within five years, and accessible on a mobile phone.</li> <li>• Ask students what other global brands they know, e.g. Coca Cola.</li> <li>• Case study: An Ethiopian coffee dealer and his global market. How is this affected by world prices, for example, and which other coffee producing countries are the main competition?</li> <li>• Culture and communication: what impact do students think that having increased access to information from TV, radio, and the internet will have on society? Do they think that it is important to be open to ideas?</li> </ul>

## **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 requirement level. A student working at the minimum level will be able to: develop life skills which enable him or her to combat HIV/AIDS, emulate the work of people who provide care and support to those living with HIV/AIDS and their families, analyze the trends of population growth in Ethiopia, identify the strategies designed to reduce rapid population growth, promote the importance of population policy and the poverty reduction strategies of Ethiopia, differentiate gender and sex, identify the features of gender equity, appraise the role of youth on gender equity, report on violence and harassment in their area, accept the importance of empowering women and working together to reduce poverty,

identify examples of delinquency, describe how to avoid delinquency, report on delinquency in their area, explain the purpose and guiding principles of the UN, label the main organizations of the UN and explain their main purpose, recognize the concept of globalization, identify the opportunities and challenges for trade, information and culture.

Students working above the minimum level should be praised and their achievements recognized. They should be encouraged not become complacent

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

**Social Studies Minimum learning competency for Grade 8**

	<b>Grade 8</b>
The people	<ul style="list-style-type: none"><li>• Indicate the location of continents of the world</li><li>• Explain the history, language &amp; religion of the people of the world</li><li>• Relate their ancient civilization, heritage &amp; culture to the people of the world</li><li>• Discuss industrial revolution and its effect</li><li>• Show appreciation for African resistance against colonialism</li><li>• Analyze factors for the variation of settlement, livelihood &amp; population in the world (landform, climate, resources...)</li><li>• Compute distance and area using map information(scale)</li></ul>
The earth	<ul style="list-style-type: none"><li>• Identify and explain types of earth's internal forces</li><li>• Describe the formation of land features resulted from the internal movement</li><li>• Relate major land forms of Ethiopia with internal forces</li><li>• Verify the most common agents of erosion in their surrounding</li><li>• Explain the process of transpiration &amp; deposition of sediments</li><li>• Locate the distinct landforms of the world</li></ul>

*Social Studies: Grade 8*

<b>Grade 8</b>		
Eco-system and its Challenges	Eco-system and its Challenges	<ul style="list-style-type: none"> <li>● Identify the major world wide problems of air, vegetation and soil.</li> <li>● Assess the major methods of conserving air, vegetation, and soil</li> <li>● Analyze the global effect of climate on people, vegetation, water and wild life</li> </ul>
Eco-system and its Challenges		<ul style="list-style-type: none"> <li>● Identify the major effects of land degradation</li> <li>● Select the appropriate methods and implement it to conserve natural resources.</li> <li>● Identify the major types of pollutants</li> <li>● Explain the main key players of pollution</li> <li>● Recognize the remedial steps to mitigate the severity of population by international organizations and countries</li> </ul>
Public Agenda	Population Related Issues	<ul style="list-style-type: none"> <li>● Distinguish the causes that exposed to HIV/AIDS.</li> <li>● Develop sense of responsibility in participating in anti-HIV/AIDS clubs.</li> <li>● promote the attempts to decrease high rate of rapid population growth</li> <li>● Explain the relation ship between population policy &amp; poverty reduction..</li> </ul>
	Issues of Rights & safety	<ul style="list-style-type: none"> <li>● Demonstrate means that entertain gender issues.</li> <li>● Asses the impact of good (and bad) governance.</li> <li>● Develop sense of combating delinquency problems.</li> </ul>
	Program for partnership	<ul style="list-style-type: none"> <li>● Describe the organs &amp; their functions of UN</li> <li>● Identify concept of globalisation &amp; some of its effect</li> </ul>

**Flowchart of Social Science From Grade 8**

Topic	Sub-Topic	Grade 8
People and Their Natural Environment	The People	<p><b>Living together in the world.</b></p> <ul style="list-style-type: none"> <li>• The History of the people,                             <ul style="list-style-type: none"> <li>- Language</li> <li>- Ancient civilization</li> <li>- Industrial revolution and its effect</li> <li>- African resistance</li> </ul> </li> <li>• Population and livelihood                             <ul style="list-style-type: none"> <li>- Population distribution and settlement</li> <li>- Factors affecting population distribution and settlement</li> <li>- Livelihood in different parts of the world</li> <li>- Major religions</li> </ul> </li> <li>• Measuring distance and area on map</li> </ul>
	Our home Earth.	<ul style="list-style-type: none"> <li>• Forces that change the surface of the earth &amp; their effect on human activities.</li> </ul>
	Eco- system and its challenge	<ul style="list-style-type: none"> <li>• Interaction among people, vegetation and wild animals                             <ul style="list-style-type: none"> <li>- Unwise use of natural resources and its effect in the eco-system</li> <li>- Cause and effect of Global warming</li> <li>- Pollution.</li> </ul> </li> </ul>

*Social Studies: Grade 8*

Topic	Sub-Topic	Grade 8
<b>Public Agenda</b>	Population related issues	<ul style="list-style-type: none"> <li>• Activities that expose to HIV/AIDS ( Abduction, genital mutilation, tattooing, abortion unsafe sex, etc....)</li> <li>• The role of youth in fighting HIV/AIDS</li> </ul>
		<ul style="list-style-type: none"> <li>• Attempts to decrease rapid population growth rate.                             <ul style="list-style-type: none"> <li>- Late marriage</li> <li>- Education of girls</li> <li>- Family planning</li> </ul> </li> <li>• The role of youth in promoting population policy of Ethiopia &amp; poverty reduction</li> </ul>
	Issues of right & safety	<ul style="list-style-type: none"> <li>• Gender and equity</li> <li>• Delinquency                             <ul style="list-style-type: none"> <li>- Manifestation and way of avoiding</li> </ul> </li> </ul>
	Partnership Issues	<ul style="list-style-type: none"> <li>• UN</li> <li>• Globalization</li> </ul>

## **Tips on Assessment**

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

The assessment should take account of various levels of difficulty to provide for students of all abilities. The elements of the assessment should reflect the learning objectives stated in the syllabus. Effort should also be made to provide for students with special needs.

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

# UNIT 1

## THE WORLD WE LIVE IN

---

**Number of Periods: 25**

**Unit outcomes:**

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

- Describe the location and major features of continents, and the major languages of the world.
- Appreciate some ancient world civilizations
- Distinguish densely and sparsely populated areas and identify factors responsible for their variation
- Describe the impact of the Industrial Revolution
- Recognize the history of the African people's struggle against colonialism.
- Describe how new ideas emerged and explain what they were

### **Unit Organizations**

1.1. The continents

1.2 The People of the world

1.3. Population distribution and livelihood.

1.3.1. Sparsely populated areas e.g. Hot and cold deserts compared with major population centers in India, China, and Africa.

1.3.2. Causes of the variation of population distribution

1.3.3. Livelihood in different parts of the world

1.3.4. Major religions of the world

1.4. The industrial revolution and its effects



## 1.1. The Continents

Number of Periods: 3

### Competencies

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

- Copy the map of the seven continents;
- Describe the relative location of the continents;
- Compare and contrast the size of the continents of the world;
- Differentiate the highest peaks and the lowest elevations of the world;
- Identify the major lakes and rivers of the world.

### ➤ Contents

- Relative location and size of the continents
- Major features of the continents;
- Major land features: highest peaks e.g (Mt. Everest, Mont Blanc, and the lowest elevation, e.g. The Dead Sea);
- Major rivers and lakes.

### ➤ Overviews

Continents are the largest landmasses on the earth's surface. There are seven continents in the world. They are known as Asia, Africa, Europe, North America, South America, Antarctica and Australia. Asia is the largest continent followed by Africa, while Australia is the smallest continent. Moreover, Asia is bigger than Antarctica, Europe and Australia combined together. Continents and Islands make up about 29% of the surface area of the earth.

Five of the seven continents are interconnected. For example.

- North America and South America are connected at the Isthmus of Panama;

- Africa is joined to Asia at the Isthmus of Suez.
- Europe is a peninsula of Asia.

But Antarctica and Australia are surrounded by water bodies. The highest mountain peak in the world is Mt. Everest (29, 028 ft), While the lowest is the Dead Sea (Middle East). The largest lake in the world is Caspian sea which is located in Asia. Whereas the longest river in the world is the Nile River which is found in Africa.

### ➤ **Teaching Learning Processes**

#### **Suggested Teaching Aids**

- Physical map of the world
- Slides
- Diagrams

#### **Suggested Teaching Methods**

- Explanation
- Discussion
- Demonstration

#### **Pre-lesson Preparation**

- Display teaching materials/ aids suggested in the class room
- Get ready slides or diagrams and display them at a corner in the classroom

### ➤ **Presentation of the Lesson**

#### ***Introducing the Lesson***

Start the lesson by asking questions like the following:

- Define the term continent
- Discuss relative location and size of the continents.

## ***Body of the Lesson***

- Draw the map of the world on the chalk board and review the location of the continents. Provide the students with an outline map of Africa for copying information written on the chalk board;
- With the help of a printed map of the world, ask the students to compare and contrast the size of the seven continents;
- With the help of physical map of the world, ask the students to identify the highest mountain peaks, major rivers and lakes;
- Acquaint the students with case studies of a family living near Mt. Everest and tourism at the Dead sea ;
- Prepare a chart indicating the relative size of continents and then post it on the notice board in the classroom.

### **➤ Evaluation and Follow up**

#### ***Evaluation***

Ask students questions like the following:

- Name continents that are inter connected.
- What are the highest and lowest elevations in the world?
- Which continent is the coldest in the world? Why?

#### ***Follow - up***

Assign students to perform the following activities:

- Make a library work and compile relevant information on the continents and bring it for class discussion;

## 1.2. The People of the World

Number of Periods: 6

### Competencies

*After studying this lesson, students will be able to:*

- Identify the major languages spoken in the world
- Indicate, using a map, where the major languages spoken in the world are found.
- Describe the major achievements of the ancient civilizations of the Greeks, Romans, Chinese, Persians and Incas.

### ➤ Contents

- Major world languages
  - Mandarin
  - English
  - French
  - Spanish
  - Russian
  - Arabic
- Ancient – civilizations
  - Greeks
  - Romans
  - Chinese
  - Persians
  - Incas

### ➤ Overview

- Mandarin is the official language of China. About 600 million people speak it. The most widely spoken language in the world is English. About 400 million people speak English. Most of these people live in Australia, Canada, Great Britain, Ireland, New Zealand, South Africa and the United States. The official language of France is French. It ranks 2<sup>nd</sup> to English. More than 90 million people speak

French. Spanish is the official language of Spain and most Latin American countries. About 297 million people speak Spanish. On the other hand, about 153 million people speak Russian as a native tongue. It is one of the six official languages of the United Nations. Another most widely used language in the world is Arabic. It is the official language of many Arab nations.

- Ancient Greek civilization developed in city-states. A Greek city-state was called **Polis**. Athens was the largest city-state. It was the center of democracy. Athens was well known for Greek intellectual and artistic achievements. The Greeks originated philosophy and developed drama. They also established a proper way of writing history. Modern medicine was also founded by the Greeks.
- Rome was founded by Latin people. The first Republic was formed in Rome. The highest officials of the Republic were two elected **Consuls**. The Roman society was divided into three classes. They were the Patricians, Equities and Plebeians. There were also slaves. Around 27 B.C. the Roman Republic was changed into the Roman Empire.
- The earliest Chinese states were the Shang and Chon States. A system of writing was developed during the Shang period. The Chinese philosopher developed **Confucianism**. It was basically a philosophy not a religion.
- The ancient Persians lived in the south-eastern area of present Iran. The Persian Emperor was an absolute ruler.
- He was assumed to be a representative of the Persian god **Ahura Mazda**. Zoroastrianism was the Persian religion.

- The Inca were Indians who lived in South America. The Incas ruled one of the largest empires in the Americas. They were also skilled in engineering and crafts.

## ➤ **Teaching-learning Processes**

### **Suggested Teaching Aids**

- Maps and sketch maps
- Pictures
- Photographs

### **Suggested Teaching Methods**

- Discussion
- Explanation
- Group discussion
- Question and answer

### **Pre- Lesson Preparation**

- Display suggested teaching aids in the classroom.
- Give reading assignment to students with guiding questions.
- Prepare daily lesson plans.

## ➤ **Presentation of the Lesson**

### ***Introduction of the Lesson***

Ask students questions like the following to begin the lesson

- Which language has the highest number of speakers?  
Why?
- Which areas of the world are popular for Spanish language?
- Which civilization came earlier? Greek civilization or Roman civilization?

### ***Body of the Lesson***

- With the help of world map, discuss the major world languages, such as Mandarin, English, Spanish, Arabic, etc.
- Identify the countries where the major languages are spoken. Then you can proceed discussing the reasons why English is widely spoken in the world.
- On the map of Africa, identify areas where Kiswahili is spoken.
- Using a world map, locate the civilizations of Ancient Greeks, Romans, Incas and Persians and help the students to learn more about the given civilizations by listing their major achievements.

### **➤ Evaluation and Follow up**

#### ***Evaluation***

- Ask students oral questions at the end of each lesson
- Inform the students to do the review exercise which is found at the end of the lesson section and evaluate their work.
- Formulate your own questions for class tests.

#### ***Follow - up***

- Ask students to draw maps to indicate:
  - Distribution of major languages in the world, and
  - Ancient civilizations of Greece, Rome, China, Persia and Incas.

## 1.3. Population Distribution and Livelihood

### 1.3.1. Sparsely Populated Areas e.g Hot and Cold Deserts Compared with Major Population Centers in India, China, and Africa

**Number of Periods: 3**

#### **Competency**

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

- Identify some of the most densely and sparsely populated areas of the world.

#### ➤ **Content**

- Sparsely populated areas (hot and cold deserts), compared with major population centers (India, China and some parts of Africa).

#### ➤ **Overview**

The cold lands (cold deserts) are areas of sparse population distribution. These areas include the Tundra regions that comprise lowland areas bordering the Arctic ocean in North America and Eurasia or Europe and Asia.

On the other hand, the hot deserts are also areas of very sparse population distribution. These areas include the Sahara Desert the Kalahari Desert, the Arabian Desert, the Thar Desert and the Atacama Desert.

On the other hand, there are areas of high population concentration in the world. These include:

→ River Basins of Monsoon Asia such as:

- East Asia: China and Japan
- South Asia: India, Pakistan and Bangladesh.



These areas alone account for more than half of the world's total population.

→ The Nile valley rich with alluvial and deltaic soil deposits in Egypt.

## ➤ **Teaching and learning processes**

### **Suggested Teaching Aids**

- Physical map of the world
- Diagrams and Charts
- Film strips

### **Suggested Teaching Methods**

- Explanation
- Discussion
- Demonstration

### **Pre-lesson Preparation**

- Keep the teaching/ aids suggested at a corner in the classroom
- Get ready relevant materials about:
  - Hot and cold deserts of the world; and
  - Sparsely and densely populated areas of the world.

## ➤ **Presentation of the Lesson**

### ***Introducing the Lesson***

Start the lesson by asking questions like:

- Explain:
  - Hot and cold deserts
  - Sparsely and densely populated areas
- Name major Hot and cold deserts as well as sparsely and densely populated areas of the world

### ***Body of the Lesson***

- With the help of world map, show the location of the hot and the cold deserts, the river basins of monsoon Asia and the Nile valley
- Ask the students to distinguish between sparsely and densely populated areas. Proceed asking them to name areas.
- Ask the students to produce reasons why there are places with sparse and dense population

### **➤ Evaluation and Follow up**

#### ***Evaluation***

Ask students questions like:

- Mention hot desert areas in Africa.
- What is the significance of river valleys such as the Indus and Ganges in India and the Nile in Egypt to determine population distribution.

#### ***Follow - up***

Assign students to:

- Prepare a map showing the major hot deserts of the world; and
- Make a chart showing the world's population distribution.

## **1.3.2. Causes of the Variation of Population Distribution**

**Number of Periods: 3**

### **Competency**

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

- Generalize the factors for the variation of population distribution in the world

## ➤ Contents

- Physical factors (climate, resources and landforms)
- Social factors (political and economic aspects).

## ➤ Overviews

The major factors affecting population distribution can be grouped into two. They are physical and social factors.

The physical factors that affect population distribution include:

- Favorable climate;
- Fertile soil;
- Adequate water supply;
- Technological innovation;
- Industrial development; and
- Advancement of transport and communications.

On the other hand, the social factors that affect population concentration include:

- Marriage systems;
- Government policies; and
- Socio-political conditions.

## ➤ Teaching learning processes

### **Suggested Teaching materials/ Aids**

- Population distribution map of the world
- Physical maps of the world

### **Suggested Teaching Methods**

- Discussion
- Explanation
- Demonstration

## **Pre-lesson Preparation**

- Display the teaching aids suggested in the classroom

## ➤ **Presentation of the Lesson**

### *Introducing the Lesson*

Ask students questions like the following

- What are the major factors affecting population Distribution?
- Why do you think that there is low population density in the Sahara desert?

### *Body of the Lesson*

- Ask students to discuss the physical factors affecting population distribution. List their responses on the board
- Then discuss physical and social factors that decide the distribution of world's population.
- With the help of a map, introduce the students with case studies such as family living in the Arctic and a family living near Mumbai, i.e (India)
- Finally compare the two case studies and draw conclusions.

## ➤ **Evaluation and Follow up**

### *Evaluation*

Ask students questions like:

- Mention some examples of physical factors affecting population distribution.
- Formulate your own questions for class test

### ***Follow - up***

Ask students questions like the following:

- Which factor is more dominant (physical or social) for the population concentration in the Nile valley of Egypt?

### **1.3.3. Livelihood in Different Parts of the World**

**Number of Period: 1**

#### **Competency**

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

- Describe the different types of livelihood in the world.

#### **➤ Content**

- Livelihood in different parts of the world

#### **➤ Overview**

##### ***Agriculture***

For nearly the whole of human history almost the entire human race has made its living by agriculture. But in the broadest sense, agriculture is still the world's principal form of production and is certainly, by far the most wide spread. It comes closer to being a global activity than any other enterprise. Between one – half and two – thirds of the earth's population continue to be tillers and herders.

##### ***Manufacturing***

In the more highly developed areas of the world, greater proportions of the population earn their living from manufacturing than developing areas. Nevertheless, manufacturing is an essential activity in most inhabited places of the world.

## **Transport and trade**

### ***Transport***

Involves the movement of people and goods from place to place. There are several types of transportation systems (rail, high way, ship, air craft, pipe line etc) and communication (radio, telephone, television etc). As mentioned above the sector is very wide. As a result very large number of people all over the world are making their living by engaging themselves in one of these sectors.

### ***Trade:***

Trade exists because of the desire of individuals and countries having goods to exchange their surplus for the surplus of some other people. There are two forms of trade, namely foreign and domestic. Once again many people in the different faces of the world are making their living by involving themselves one way or another in trade.

## **➤ Teaching –learning Processes**

### **Suggested Teaching Aids**

- Maps
- Pictures
- Photographs
- Slides
- Films
- Specimen

### **Suggested Teaching Methods**

- Explanation and elaboration
- Discussion
- Demonstration
- Field Trip

## **Pre-lesson Preparation**

- Display suggested teaching aids in the classroom;
- Arrange field trips to selected sites near and around the school.

## ➤ **Presentation of the Lesson**

### *Introducing the Lesson*

- You may start the class by asking questions like:
  - What is a primary economic activity?
  - Give examples of the three different activities of man in the world.
  - Distinguish the difference between "manufacturing" and "Industry"?
  - Mention industrial groups which you know best in your locality

### *Body of the Lesson*

- List major types of activities of human kind on the chalk board and ask students to distinguish the various economic activities one from another
- Ask the students to list major primary activities of human kind. Let the students list major agricultural products and producing areas.
- With the help of map of the world, identify and locate areas that are highly industrialized
- Explain the meaning and nature of secondary economic activities.
- Help students to distinguish between manufacturing and industry
- Discuss the major agricultural practices in the world.

- Acquaint your students with modes of transportation.
- Discuss the major types of means of communication
- Explain the role of trade in the livelihood of the population of the world.

### ➤ **Evaluation and Follow up**

#### *Evaluation*

Ask students questions like:

- What are the major livelihoods of the peoples of the world?
- What is manufacturing?
- Mention the most industrialized areas of the world.
- List types of primary activities practiced in your area.

#### *Follow - up*

Divide the students into manageable groups and assign each group to:

- Construct the map of the world that shows the different livelihoods of the world; and
- Discuss the advantages and disadvantages of manufacturing in the life of the world's population.

### **1.3.4. Major Religions of the World**

**Number of Period: 1**

#### **Competencies**

*After studying this lesson, students will be able to:*

- Explain where and how the major religions of the world originated.
- Locate the regions with the largest number of followers of the major religions.



## ➤ Contents

- Christianity
- Judaism
- Hinduism
- Buddhism
- Shintoism
- Islam

## ➤ Overview

- **Judaism** is the religion of the Jews. It is the first religion to teach the belief in one God. The major religion in India is Hinduism. Its basic idea is that mankind undergoes a cycle of rebirths. **Buddhism** emerged from Hinduism as a reform movement in India. But it spread outside India to Southeast Asia, China and Japan. **Shintoism** is the oldest living religion in Japan. Islam is the religion based on the life and teachings of the Prophet Mohammad. On the other hand, **Christianity** is the religion based on the life and teachings of Jesus Christ. Both Islam and Christianity teach the belief in one God.

## ➤ Teaching learning processes

### Suggested Teaching Aids

- Maps and sketch maps
- Pictures
- Photographs

### Suggested Teaching Methods

- Discussion
- Explanation

- Group discussion
- Question and answer

### **Pre Lesson Preparation**

- Display the teaching aids suggested in the classroom;
- Prepare reading assignment, for students from the text book.
- Try to get a world map and indicate the distribution of the major religions.
- Prepare daily lesson plans

### ➤ **Presentation of the Lesson**

#### ***Introduction of the Lesson***

- Give a brief outline of the major themes to be covered in the lesson.
- Raise questions that range from simple to complex and obtain oral answers from students.

#### ***Body of the Lesson***

- Explain the major points using outline notes and relevant maps
- Explain the origin and spread of the major world religions
- Give brief notes in simple and clear language

### ➤ **Evaluation and Follow up**

#### ***Evaluation***

- Use oral questions at the end of each lesson.
- Consider students' participation in
  - group discussion
  - question and answer competition

### *Follow - up*

- Give homework from review questions. And check the answers.
- In groups, let the students prepare world map showing the distribution of major religions.

## **1.4. The Industrial Revolution and Its Effects**

**Number of Periods: 8**

### **Competencies**

*After studying this lesson, student's will be able to:*

- Appreciate that nationalism and colonialism are one impact of the industrial revolution.
- Identify where the industrial revolution began
- Realize African resistance to colonialism
- Exemplify successful African resistance against colonialism
- Explain the outcomes of the two world wars.

### ➤ **Contents**

- The beginning of the industrial revolution
- Impact of industrial revolution
  - Nationalism
  - Colonialism
  - Urbanization
- Emergence of New ideas
  - Liberalism
  - Democracy
  - Pluralism
- World War I and II

- African Resistance Against Colonial Expansion
  - Ashante
  - Samori Toure
  - Maji Maji
  - Ethiopia (Adwa)
- African Struggle Against Colonial rule
  - Kikuyu
  - Neodastur
  - Wafd
  - ANC

### ➤ Overview

- Industrial revolution was a change from production by hand to production by machine. It began in the second half of the 18<sup>th</sup> century in England. The industrial revolution passed through two stages.
- In the first stage (1750-1870) steam power was the major source of power. In the second stage i.e. 1870 to the present, the main source of power became petroleum, electricity and atomic power. Invention like the telephone and the radio also improved the communication system.
- One of the effects of industrialization was urbanization. The Western World was transformed from a rural and agricultural society to an urban and industrialized society. As towns and cities grew population also increased. In the cities two basic classes emerged, i.e. the capitalist class and working class. Bad working conditions, poor payments and longer working hours forced the workers to struggle for their rights. Then they formed labour unions.

- Another effect of industrialization was the colonization of overseas territories. Such colonies were used as source of raw materials, markets and place of settlement.
- In the 19<sup>th</sup> century, industrial revolution paved the way for the development of nationalism. Nationalism advocates common national interest, unity and independence from foreign rule. It is also a pride in one's own country and a desire for one's own country's success.
- As a result of the industrial revolution new ideas such as liberalism, democracy and pluralism began to be the main features of the western world. Liberalism is the belief in free speech, criticism, freedom of worship and people's control over the state. The concept of democracy developed in its modern form. Abraham Lincoln explained democracy as "government of the people, by the people, and for the people." A key feature of democracy under capitalism is pluralism. Pluralism is the existence of a number of groups that belong to different political outlooks, religious beliefs as well as races in a specific society.
- The basic causes of the First World War (1914 - 1918) were rivalry among imperialist powers, militarism, military alliances and the growth of nationalism. The immediate cause was the assassination of the Austrian Crown Prince, Archduke Franz Ferdinand and his wife on June 28, 1914 at Sarajevo, the capital of Bosnia. In Europe the First World War was fought on two fronts, i.e Western and Eastern fronts. According to the plan of the central powers Germany, Austro-Hungary and Italy were supposed to attack France on the Western Front and then turn towards

the Eastern Front and then attack Russia. But this plan did not work because the German forces were divided into two parts i.e. Western and Eastern fronts. In 1917 the U.S.A of America joined the Allied powers: Britain, France and Russia, which strengthened the forces of the Allied powers. The military balance was thus changed. In 1918, the Allied powers started an offence against the Germans and drove them from French soil. On November 11, 1918, the Germans ended hostilities by accepting armistice. The war caused loss of life and damage to material property

- The Second World War (1939 - 1945) was fought between two major military blocs known as the Allied (Britain, France, USSR) and the Axis powers (Germany, Japan, Italy). After World War I, many countries in Europe faced serious political and economic crisis. This situation created favourable condition for the rise of extreme nationalists known as **Fascists** and **Nazis** in Italy and Germany respectively. In September 1939, Germany invaded Poland. Then, in September 1939, Britain and France declared war against Germany. But in 1940, the German army invaded France and occupied over half of its territory. Encouraged by the victory in France, Hitler launched a devastating air attack on Britain. However, the British repulsed the Nazi invasion. In December 1941, Japan attacked the U.S.A naval base at **Pearl Harbour** on the Pacific Island of Hawaii. Then USA declared war against Japan.
- The Soviet Union's strong resistance at the battles of **Stalingrad and Kursk** in 1942/3 turned the tide of Nazis. In May 1943, Britain, France and the USA drove the German and Italian-forces out of North Africa. In 1943,

due to the invasion of Italy by allied forces, Mussolini was overthrown from power. In 1944 France was liberated. In 1944 Russia entered Berlin. On April 30, 1945, Adolf Hitler committed suicide. A few days later, Germany surrendered and the war came to an end in Europe. On 6<sup>th</sup> and 9<sup>th</sup> of August 1945, the USA dropped atomic bombs on the Cities of **Hiroshima and Nagasaki**, in Japan. On September 2, 1945, Japan surrendered. World war II ended with a victory for the Allied powers. However, the war caused immense loss in human life and material wealth. The total human life loss accounts for 50 million. Furthermore, infrastructures such as factories, roads, buildings and other materials were completely destroyed. Following the end of the war, USA and USSR became super-powers.

- African early resistance against colonialism had taken place in different parts of the continent. In west Africa, the Ashanti fought the British. However, in 1874 the British occupied a strip of land along the coast and named it the British Gold Coast. In 1896, they even defeated the Ashanti and occupied their empire. By 1900, all the areas of present day Ghana became a British colony and named it the Gold Coast. Beginning from 1891, Samori Toure fought against the French occupying army in West Africa.
- But in 1998 he was defeated and captured. Then, he was exiled to Gabon, a French colony. After two years he died at the age of seventy. The Maji Maji rebellion broke out in German East Africa. It was a wide spread peasant revolution. It broke out as a reaction to the oppressive colonial policy of the Germans. However, the peoples’

resistance was completely suppressed and the Germans continued their harsh colonial rule. Of all the anti-colonial confrontations, Ethiopia's victory of Adwa remains a symbolic event for the whole black race at large. On May 2, 1889 the Treaty of Wuchale was signed between Italy and Ethiopia. Article XVII of the treaty had two different versions. The Amharic version reads that Ethiopia can use the help of Italy in her relations with European countries. The Italian version states that Menelik should make foreign contact through the agency of Italy which reduces Ethiopia to the status of an Italian protectorate. Menelik cancelled the Wuchale Treaty and began preparing for war against Italy. The decisive battle was fought at Adwa on March 1, 1896. In the extremely bloody battle Ethiopia, became victorious. Ultimately the Italians were defeated and Ethiopia remained independent.

- In post-World War I period, the African struggle against colonialism took new forms. These were the evolution of self-help or welfare associations and political parties. The young Kikuyu Association in Kenya was a welfare association founded by a young telephone worker called Harry Thuku. The major demand of the Kikuyu was the return of lands expropriated by white British settlers from Kenyans. In 1922, the British took repressive measures and imprisoned Harry Thuku.

The African National Congress (ANC) was the first political party to be formed in Africa in 1912. The ANC struggled against racial discrimination, minority rule and economic exploitation of the black people by the white settlers.



In Egypt, the Wafd was struggling for the total independence of the country. Zaghlul Pasha led the Wafd to the Versailles peace conference and demanded the independence of Egypt. The British exiled Zaghlul Pasha to the island of Malta. However, in 1922 the independence of Egypt was recognized. And a year later the Wafdist party was formally established.

The Neo-Patsur party struggled for the independence of Tunisia from the French colonial rule. It was founded by Habib Bourgiba. In 1956, he became the first president of Tunisia.

## ➤ Teaching Learning Processes

### **Suggested Teaching Aids**

- Maps and sketch maps
- Pictures and Photo graphs
- Charts
- Films

### **Suggested Teaching Methods**

- Discussion
- Explanation
- Group discussion
- Question and answer

### **Pre-lesson Preparation**

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

## ➤ Presentation of the Lesson

### *Introduction of the Lesson*

Ask students questions like the following:

- What is industrial revolution?
- Where did the industrial revolution start?
- Describe colonialism, urbanization and nationalism.
- Define liberalism, pluralism and democracy
- Outline the causes, courses and consequences of WW I and WW II.
- Explain African resistance against colonial expansion
- Explain African struggle against colonial rule.

### *Body of the Lesson*

- Explain how and when the industrial revolution began
- Ask students why inventions like the steam engine and the spinning jenny were so important
- Explain the evolution and expansion of liberalism and democracy
- Ask students why people in the industrialized countries supported the colonization of countries in Africa and other parts of the world
- Explain why people in Europe were confident in the success of the industrial revolution
- With the help of a map, ask students to identify and locate areas colonized as well as the colonial rulers.
- Ask students to discuss African colonial resistance movements such as Ashanti resistance, the Maji Maji, Kikuyu and the battle of Adwa

➤ **Evaluation and Follow up**

*Evaluation*

- Give oral and written questions.
- Assess the performance of each student on the basis of the review questions and class room discussions
- Give a test at the end of the unit.

*Follow - up*

Ask the students to try to get a map of the world showing areas occupied by Germany in the Second World War.

- Ask students to prepare a sketch map showing the areas of early African resistance to colonial perpetration.

## Unit 1 Review Questions

### Answer Key

#### ***I. True / False Item***

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

#### ***II. Matching Item***

1. c      2. d      3. g      4. h      5. b

#### ***III. Multiple Choice Item***

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

#### ***IV. Fill in the blanks Item***

1. Tundra
2. Developed
3. Africa
4. Adolf Hitler
5. Maji Maji rebellion

#### ***V. Short answer Item***

1. Continents are the largest landmasses on the earth's surface. Seven continents are generally recognized. Asia, Africa, Europe, North America, south America, Antarctica and Australia.
2. The largest continent in the world is Asia, while the smallest continent is Australia.
3. New machines were invented and they replaced human labour. Goods were produced in greater amount. Transportation and communication systems developed.
4. The Italian version states that Emperor Menelik should make all his foreign contacts through the agency of Italy. But the Amharic version reads that Ethiopia can use the help of Italy in her foreign relations with Europe.

# UNIT 2

## FORCES THAT CHANGE THE SURFACE OF THE EARTH

---

**Number of Periods 15**

**Unit Outcomes:**

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

- Explain the forces that change the surface of the Earth and their effects.
- Measure distance and area on a map

**Unit Organization**

- 2.1. External forces and their effect on human
- 2.2. Internal forces and their effect on human life
- 2.3. Measuring distance and area on map

### **2.1. External Forces and their Effect on Human Life**

**Number of Periods: 4**

**Competencies**

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

- Describe the external forces that change the surface of the earth.
- Realize the effects of erosion and deposition on land surfaces

➤ **Contents**

- erosion
- deposition

➤ **Overview**

- External (Exogenic) forces are forces that act on the surface of the earth from outside. They include running water, wind, moving Ice, sea waves, etc.
- These forces level the ups and downs of the earth's surface.
- There are two major processes that are associated with external forces - denudation and weathering.
- Denudation is the lowering of land by wearing away the surface of the earth.
- Weathering is the gradual breaking down of rock into pieces making them ready for erosion (transportation).
- There are two forms of weathering - physical weathering and chemical weathering.
- In physical weathering, solid rock will break down into smaller pieces because of freezing and expanding frozen water as reduction in temperature.
- Chemical weathering is a process whereby rock surfaces a result of are altered by heat and moisture through the process known as oxidation and carbonation. Weak acids in rainwater may dissolve rocks. Underground rivers and seeping rainwater may continue to dissolve limestone beneath the earth's surface forming underground caves, which manifest stalactites stalagmites and pillars.

- Erosion is the movement of broken rock from one place to another by running water.
- Deposition is the laying down of materials eroded and transported (by agents of erosion) from a steep deforested areas on or at a lower ground.
- Surface runoff creates water scarcity for soil, animals and plants.
- Furthermore, bad farming practices may cause erosion and create shortage of fertile soil for farming
- The basic problem of erosion is becoming cause of flooding and Shortage of fertile soil for farming.

### ➤ **Teaching - learning Processes**

#### **Suggested Teaching Aids**

- annotated diagrams
- photographs
- slide films

#### **Suggested Teaching Methods**

- Explanation
- discussion
- Field observation

#### **Pre - lesson Preparation**

- Get ready the materials suggested above.
- Display the photographs that you have collected and the annotated diagrams you have prepared on erosion and deposition.

## **Presentation of the Lesson**

### ***a) Introducing the Lesson***

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

- Describe the external forces (exogenic forces)
- Explain the difference between denudation and weathering
- Define the terms erosion and deposition.
- What are the agents of erosion?
- What are the effects of erosion and deposition on human life?

### ***b) Body of the Lesson***

Based on the descriptive and elaborative information given in the text book related to this lesson, list and discuss thoroughly the various physical and chemical developments of erosion and deposition and their effects on human life.

## **➤ Evaluation and follow up**

### ***Evaluation***

Ask students to answer the following questions:

- Describe any erosion that you have seen in and around your school compound or home area.
- Where do you think the eroded materials from these areas went?
- Do you think the effect of deposition on human life is always negative? if your answer is no, then list your supporting evidences



### ***Follow up***

Let the students do the following task

- Prepare relief models, diagrams of any hypothetical landscape damaged by erosion and explain the models to your classmates.

## **2.2. Internal Forces and their Effect on Human Life**

**Number of Periods: 5**

### **Competencies**

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

- Describe the internal forces that change the surface of the earth.
- Express the effects of the internal forces of the earth on land surfaces and human life.

### **➤ Contents**

- Volcanoes
- Earthquake
- Faulting
- Folding

### **➤ Overview**

Internal (Endogenic) forces drive energy from the interior parts of the earth. They form the ups and downs on the crust. They include such activities like: folding, faulting, volcanism and earth quakes.

Folding and faulting are processes that create land forms, when forces inside the earth cause rock in the crust to bend (folding) and break (faulting).

Heat from the upper levels of the mantle forces its way to the surface at weak places in the earth's crust leading to volcanism.

Earthquakes occur where two areas of the earth's crust try to move towards one direction. If friction prevents movement between these two areas then pressure will build up. When pressure is eventually released by a sudden earth movement, the result is an earthquake. Earthquakes are measured by the Richter scale.

### ➤ **Teaching- Learning Processes**

#### **Suggested Teaching Aids**

- maps
- photographs
- pictures
- slides

#### **Suggested Teaching Methods**

##### **Pre Lesson Preparation**

- Collect the suggested teaching materials
- Read materials related to internal forces and prepare short note

##### **Presentation of the Lesson**

###### ***a) Introducing the Lesson***

***Ask questions like the following:***

- What do we mean by internal forces?
- Describe the internal forces that change the surface of the earth
- What are the effects of the internal forces on human life and livelihood?
- How do we know that there will be an earth quake in a certain area before hand? Is it possible to measure (know) the intensity and the magnitude of the earthquake? How?

**b) *Body of the Lesson***

- Begin your explanation by defining the term internal force (indogenic force).
- Discuss the main bases for the development of folds, faults, volcanoes and Earth quakes.
- Explain the effects of the internal forces on human life and livelihood.
- Explain the major world volcanic areas and earthquake zones.

➤ **Evaluation and follow up**

***Evaluation***

***Ask Students questions like the following:***

- Identify volcanoes of East Africa from the map displayed in class.
- Explain or discuss the development of rift valley and the effects of earth quake as plates collide.
- Show students photographs of folding and faulting and ask them if they have ever seen folded and faulted rocks any time before.

***Follow up***

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

- Prepare or draw a diagram of a volcano showing the core, magma, and lava pouring from the top.
- Make a short study and discuss what effect it has on people to live near a live volcano and an area of serious earth quake.

## 2.3. Measuring Distance and Area on Map

**Number of Periods: 6**

### Competencies

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

- Define scale
- Name the different methods (ways) of expressing linear scale.
- Practice scale conversion
- Calculate ground distance and area of regular shaped figures from a map.

### ➤ **Contents**

- Meaning of scale
- Ways of expressing linear scale
- Scale Conversion
- Finding ground distance from map
- Area of regular shape
- Comparison of scale.

### ➤ **Overview**

- Areal distances and areas can be determined from maps. In order to accomplish such a task properly, the following essential things should be known:

I. The scale of a given map

II. Units of measurement used on that map

III. Materials and tools necessary for distance and area measurement used on a map

Distances measured on maps are of two types:

- Straight line distance e.g air routes

- Bending (curved) distances. e.g roads, railways, river courses, boundary lines, and coast lines.

Here, materials and tools required for measuring distances include: a ruler, a piece of thread, a pair of dividers, edge of plane paper, a map measure,

Similarly, areas to be measured on maps are either regular or irregular in shape. Regular areas include areas of triangular, rectangular, squared, or circular features. Such areas can be determined by using geometric formulae.

### ➤ **Teaching - Learning Processes**

#### **Suggested Teaching Aids**

- Topographic maps
- Atlas
- Map measure

#### **Suggested Teaching Methods**

- Explanation
- Discussion
- Demonstration
- Problem solving

#### **Pre lesson Preparation**

- Find large scale map (like topographic maps) suitable for measuring distances and areas.
- Inform your students to get some maps (political etc)
- Make ready essential materials and tools suggested above as teaching aids.

➤ **Presentation of the Lesson**

**a) Introducing the Lesson**

You can start the lesson by posing the following questions:

- Can you measure and calculate distances and areas from maps? How?
- Which materials and instruments are used for measuring distances and areas from maps?

**b) Body of the Lesson**

- By referring to the textbook, explain and demonstrate how distances between two places can be measured. Here you should emphasize some practical examples, such as air, road and railway distances.

➤ **Evaluation and follow up**

**Evaluation**

*Ask students questions like the following:*

- Mention the two types of distances that can be measured from maps
- Name instruments used for measuring
  - i. distances from maps
  - ii. areas from maps
- Give the formula used to calculate the following:
  - i. Area of circular island
  - ii. Area of a football field
  - iii. Area of a squared classroom

**Follow up**

- Let the students prepare a map that shows the whole area of their school and the road (Foot path) distance from the same school to their houses.

## Unit 2 Review Questions

### Answer Key

#### *I. True/ False Item*

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

#### *II. Matching Item*

1. F              2. A              3. B              4. D              5. E

#### *III. Multiple choice Item*

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

#### *IV. Fill in the blank Item*

1. Folding
2. Glaciers
3. Erosion

#### *V. Short answer Item*

1. The forces that act on the surface of the earth from out side are called external forces. Examples are erosion and deposition.
2. Wind erosion
3. Volcanism
4. It is the result of volcanism

# UNIT 3

## HUMAN INTERVENTION IN THE ECO-SYSTEM

---

**Number of Periods:** 8

**Unit Outcomes:**

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

- Describe the causes and consequences of damage to natural resources
- Identify major pollutants and preventative action
- Realize the causes and effects of global warming

**Unit Organization**

- 3.1.Human intervention with natural resources (Natural Vegetation, Water, Air and Soil)
- 3.2.Causes and effects of global warming

### **3.1. Human Interaction with Natural Resources (Natural Vegetation, Water, Air and Soil)**

**Number of Periods:** 4

➤ **Competencies**

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

- Analyze the effects of damage to natural resources on the ecosystem.



- Take part in activities to conserve resources in their local area.
- Name the major pollutants of water and air.

### ➤ **Contents**

- The destruction of natural resources and its effects on the ecosystem
- Pollution of water and air and possible solutions.

### ➤ **Overview**

- Ecosystem means a community of plants and animals together with their immediate environments, including the inanimate part of the environment.
- Elements of the ecosystem are interdependent.  
i.e. The living things depend on the non-living things and vice versa.
- Natural resources refer to the whole elements of the environment. They can be grouped into two, namely renewable and non-renewable.
- Renewable resources are resources which can last indefinitely without reducing the available supply. These resources can be replaced more rapidly through natural processes, e.g. forests, grasses, wild animals, water, air and soil.
- Non-renewable resources are resources which exist, in a fixed amount. These resources are also called exhaustible or finite resources, e.g. coal, petroleum, gold, copper, etc.

- Sometimes, resources are misused and as a result they become smaller and smaller. This process is called degradation of resources.
- The destruction of one type of natural resource means the destruction of the other, because elements of the natural environment are interdependent.
- The main causes of water and air pollution are: use of fertilizers, pesticide and insecticides in a farm, domestic sewage and rubbish, industrial waste, power stations, transport means, etc.
- Some of the solutions to water and air pollution are:
  - Governmental measures- setting standard to control the levels of water and air.
  - Fitting cars with catalytic converters and using unleaded petrol, furthermore using hydrogen rotary engine which would produce only water vapour as a waste.
  - Reduction of sulphur emissions from thermal power stations, as well as turning increasingly to nuclear power.
  - To decrease the amount of domestic waste. Adopting a policy of recycling waste products.
  - Careful use of pesticides, insecticides and even fertilizers.
  - Control of forest fire etc.

## ➤ Teaching Learning Processes

### Suggested Teaching Aids

- films
- slides
- photos
- diagrams

### Suggested Teaching Methods

- Explanation
- Discussion
- Demonstration
- Guest speaker

### Pre-lesson Preparation

- Get ready the teaching aid materials mentioned above.
- Make studies and read relevant materials before the actual lesson

### Presentation of the Lesson

#### *a) Introducing the Lesson*

Begin the lesson with the following questions:

- What is the definition of pollution?
- Can you briefly state how far water, air and soil pollution is a serious problem?
- How do you think poor countries like Ethiopia, can solve the problem of pollution.

#### *b) Body of the Lesson*

- continue the lesson by giving the definition, and stating the development of pollution.

- Make strong emphasis on the faster nature of scarcity of potable water, clean air both in the developing and developed countries.
- Help students to discuss the problem, cause and solution of water, air and soil pollution.

➤ **Evaluation and Follow up**

*Evaluation*

*Ask students questions like the following:*

- Discuss the effects of deforestation and poor farming practices in your area and identify the causes of soil erosion, climate change, loss of bio-diversity and drought.
- Most goods come from Djibouti to Addis Ababa on trucks. Do you think it would be a good idea to modernize the only railway of the country (Djibouti- Addis railway) as one train could carry the equivalent of one hundred truck loads? Discuss the pros and cons.
- Agro-chemicals are dangerous pollutants. Over use does not benefit plants and that they are toxic to humans and animals and get into the water table. If so explain alternative methods of farming aiming at maximizing agricultural production in the absence of fertilizers, pesticides and insecticides.

***Follow up***

Divide your students into manageable groups and assign each group to suggest possible ways as to how to control forest degradation, air and water pollution.

## 3.2. Causes and Effects of Global Warming

Number of Periods: 4

### ➤ Competencies

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

- Explain the causes of global warming
- Evaluate the effects of global warming on people, natural vegetation and wildlife.

### ➤ Contents

- Causes (CFCS, Co, Co<sub>2</sub>), effects
- Depletion of ozone layer
- Melting of ice
- Acid rain
- Flood

### ➤ Over view

- The process by which the world temperature rises is known as global warming.
- The green house gases in the atmosphere prevent heat from escaping into space, and are believed to be responsible for the rise in world temperature.
- The major contributors to global warming are (CFCs, Co, Co<sub>2</sub>), methane, Nitrous oxide etc.
- The effects of global warming are: the depletion of O<sub>3</sub> layer (ozone layer), rise of the sea level, and manifestation of acid rain.
- Ozone layer acts as a shield, protecting the earth from the damaging effects of ultra-violet radiation from the sun. However, this shield seems to be breaking down. If more ultra-violet radiation reaches the earth, it will increase the

incidence of skin cancer and inhibits the normal growth of crops.

- Acid rain is formed in the air from sulphur dioxide and Nitrogen oxide which are emitted by thermal power stations, industry and motor vehicles.
- The effects of acid rain are: acidity increases death of fish in lakes; an increase in the acidity of soils intensifies; the number of crop types that can be grown and forest covers are destroyed; water supplies become more acidic and could be hazardous to health.
- Global warming causes Polar Ice Caps to melt as there is increase in temperature. As a result, glaciers become more frequent. This implies that there will be an increase in sea level. Thus coastal areas are highly attacked by flooding.

### ➤ **Teaching – learning Processes**

#### **Suggested Teaching Aids**

- Photographs
- Slide film, film strips
- Diagrams

#### **Suggested teaching methods:**

- explanation
- Discussion
- Demonstration
- Field visit
- Pictures
- Guest speaker
- Debating

## **Pre- lesson Preparation**

- Collect photographs and pictures relevant to the topic
- Read relevant materials to the topic

## **Presentation of the Lesson**

### ***a) Introducing the Lesson***

You can pose the following questions to your students:

- What are the causes for water and air pollution? And what are the solutions?
- Can you enumerate the major causes for water and air pollution?
- What do you understand by the terms- Global warming, ozone layer, Green house effect, Acid rain?

### ***b) Body of the lesson***

- Begin the lesson by defining the word pollution.
- Help students to identify the causes and effects of water and air pollution.
- Explain the development of global warming, O<sub>3</sub> layer depletion, acid rain, increase in sea level and flooding.
- Indicate the area where the depletion of ozone layer and the development of acid rain was identified for the first time.

## ➤ Evaluation and Follow up

### *Evaluation*

You can ask students questions like the following:

- Why do you think Polar Ice Cap melts and becomes a cause for an increase of sea level and eventually a cause for flooding in the coastal areas?
- Where do you think water and air pollution are serious problems? In the developing or developed countries? In urban centers or rural areas? Why?

### *Follow up*

- Let students work in groups and debate the causes and effects of global warming on people, climate and the natural environment at large.
- Divide the students into groups and assign each group
  - To compile information (recent) on the various effects of:
    - Global warming
    - Acid rain
    - Flooding
  - To collect photographs and pictures on the effects of the above mentioned items.



## Unit 3 Review Questions

### Answer Key

#### *I. True / False Item*

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

#### *II. Matching Item*

1. E              2. D              3. C              4. A              5. B

#### *III. Multiple Choice Item*

1. b              2. b              3. d              4. d              5. b

#### *IV. Fill in the blank Item*

1. Arctic
2. Climate

#### *V. Short answer Item*

1. This is because of the release of too much CO<sub>2</sub>, CO and CFCs into the atmosphere.
2. Global temperature has risen by 0.5 °C this century.
3. It is expected to rise between 1.5 °C and 4.5 °C by the end of the next century.
4. The people of Bangladesh will be affected by flooding as sea temperatures will rise. As the sea gets warmer it will expand causing its level to rise by 0.25 and 1.5 meters.
  - Ice caps, especially in polar areas, will melt and raise the world's sea level as a result of which areas in U.S.A and Canada will be affected by flooding.

- Reduced rainfall in the rainforest due to deforestation, and increase in temperature will lead the Amazon Basin to a drier condition.
5. Desertification is a process of turning the land into desert; It is a process of land degradation, mainly in semi-arid lands where the rainfall is unreliable.
  6. Ethiopia, Sudan, Chad and Niger
  7. If a pasture land is used above its carrying capacity, it will be overgrazed. A farm land continuously used for the production of a simple crop, without rest is an over cultivated farm. Deforestation is the clearing away of the forest cover in an area. All these three activities will lead to soil erosion and finally to desertification.

# UNIT 4

## PUBLIC AGENDA

---

**Number of Periods 20**

### **Unit Outcomes**

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

- Appreciate the role of youth in combating HIV/AIDS; promoting the population policy and gender equity;
- State examples and ways of avoiding delinquency;
- Explain the main purpose and guiding principles of the UN and the concept of globalization.

### **Unit Organization**

4.1. Population related issues

4.1.1. The role of youth in combating HIV/AIDS

4.1.2. Strategies to reduce rapid population growth

4.2. Human rights and safety

4.2.1. Gender

4.2.2. Keeping out of trouble

4.3. Programs for partnership

4.4. Globalization

## **4.1. Population Related Issues (9 Periods)**

### **4.1.1. The Role of Youth in Combating HIV/AIDS**

**Number of Periods: 4**

#### **➤ Competencies**

**After studying this lesson, students will be able to:**

- Develop life skills which enable them to combat HIV/AIDS;
- Emulate the work of those who provide care and support to people living with HIV/AIDS and their families

#### **➤ Contents**

- Developing life skills: abstinence, resisting peer pressure, thinking about the future.
- Providing care and support to people living with HIV/AIDS (PLWHA)

#### **➤ Overview**

- Over 10 million young people, aged 15 – 24 are living with HIV/AIDS. Every minute of every day, five young women and men become newly infected with HIV. Young women are especially vulnerable to HIV. More than 4 million girls in Africa between the ages of 15–24 are HIV positive. 75% of all HIV infections are young women 15 – 24 years old.
- Because of low socio-economic status; young women have least access to financial security, education and information which in turn puts them at a higher risk for HIV/AIDS. Orphans, street children, commercial sex

workers, drug users and those affected by civil unrest have low access to information, available to other young people. Consequently, these young people would be exposed to high risk for HIV.

- Many kinds of preventive programmes should be undertaken as an effective response to HIV/AIDS and thereby to reduce the number of infections in the future. In this regard the youth should play a key role in fighting HIV/AIDS. They are most likely to adopt positive behavior change. Great efforts have to be made by the youth to educate their peer and communities about HIV/AIDS prevention through peer Counseling Services and anti-AIDS clubs.
- The youth can control and prevent HIV/AIDS by using available preventive methods such as abstinence, or using condoms, or limiting oneself to one partner; by supporting and treating HIV/AIDS victims; by changing behavior and opening discussion as well as Voluntary Counseling and Testing (VCT); etc. It is the responsibility of the youth to participate in anti-HIV/AIDS clubs and programmes formed at the local, regional and national levels. As a young person you should also play your own part in the prevention programmes.
- Moreover, the youth can also play an active role in collaboration with Churches and Mosques and other social organizations that create favourable conditions for creating awareness about the transmission and protection of the epidemic. The youth can also use the mini-media and anti

HIV/AIDS clubs in schools for information transfer, communication and experience sharing among themselves.

- It is absolutely essential to provide care and support to people living with HIV/AIDS (PLWH). It is the responsibility of all citizens in general and the youth in particular to prevent, reduce and finally eliminate HIV/AIDS related stigma and discrimination.
- Stigma has been described as a quality that “significantly discredits” an individual in the eyes of others. When a discrimination is made against a person and results in his/her being treated unfairly because of his/her belongingness to a certain group, then we say that is discrimination.
- HIV/AIDS related stigma and discrimination are barriers to preventing further infections, providing adequate care, support and treatment. Stigma and discrimination related to HIV/AIDS occurs in every country of the world. People with HIV/AIDS have been segregated in schools and hospitals, refused employment, denied to marry, rejected by their communities, and even killed because of their positive status.
- Communication and education to encourage better understanding of HIV/AIDS is a vital measure to respond positively and effectively to HIV/AIDS related stigma and discrimination. Steps to promote understanding and support for people living with HIV/AIDS is also important.

## ➤ Teaching Learning Process

### Suggested Teaching Aids

- Pictures
- Photographs
- Diagrams
- Films

### Suggested Teaching Methods

- Discussion
- Explanation
- Question and answer.
- Case study

### Pre-lesson Preparation

- Find the appropriate teaching aids suggested above
- Inform students ahead of time to read relevant reference materials related to the lesson.
- Prepare your daily lesson plans.

### Presentation of the Lesson

#### *Introducing the Lesson*

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

- How many young people in the world aged 15 – 24 live with HIV/AIDS, today?
- What factors put young women and girls at a higher risk for HIV/AIDS?
- What kind of preventive measures can the youth use to control and prevent HIV/AIDS?

### ***Body of the Lesson***

- Based on the information mentioned in the text book, discuss the preventive measures that should be taken by the youth in combating HIV/AIDS.
- Let students discuss and identify the effect of HIV/AIDS in their area.
- Ask students to find WHO statistics on distribution of HIV/AIDS in Ethiopia and discuss the issue in the class.

### **➤ Evaluation and Follow up**

#### ***Evaluation***

- Ask oral questions at the end of each lesson.
- Give homework on the review exercise of the section.
- Assess students performances in classroom discussions and in the teaching learning process.

#### ***Follow up***

#### ***Ask students to perform the following activities:***

- Give the students to study a case related to HIV/ AIDS carefully. Then ask them to explain to the class what kind of support and treatment they would provide to the individuals living with HIV/AIDS.
- Discuss peer pressure with students with regard to sex, smoking, etc. and ask them to suggest strategies for dealing with this.



## 4.1.2. Strategies to Reduce Rapid Population Growth

Number of Periods: 5

### Competencies

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

- Analyze population growth trends in Ethiopia;
- Identify strategies designed to reduce rapid population growth;
- Promote the importance of the population policy and poverty reduction strategies in Ethiopia.

### ➤ Contents

- Trend of population growth in Ethiopia.
- Strategies to counter rapid population growth, E.g. late marriage, educating girls, family planning.
- The role of youth in promoting population and poverty reduction policies in Ethiopia.

### ➤ Overview

- By 1900 the population of Ethiopia was 11.8 million. Then it had grown at the fastest rate. After 1900 the Ethiopian population grew very fast. Between 1960 and 1990 the population doubled. The growth rate determines the time required for population to double.
- Generally, Ethiopia is characterized by rapid population growth, predominantly young age structure and uneven areal distribution.
- The indications of Ethiopia's under development include, acute problem of food, low accessibility of basic social

services, low productivity, high level maternal, infant and child mortality, low life expectancy, and growing dependency burden.

- The total fertility rate in Ethiopia is one of the highest in the world and it has the highest levels of mortality in the world. The main cause of high mortality are poverty and low standard of living.
- Population policies are used as guidelines to create positive relationships between population and resources. They are used to ensure a balanced growth between population and economy. The two major types of population polices are pro-natalist and anti natalist. Population policy of Ethiopia is an example of anti-natalist population policy.
- The most important strategies to counter rapid population growth in Ethiopia are indicated in the population policy. Some of them are: expanding clinical and community based contraceptive distribution service, raising the minimum age of marriage from 15 to at least 18, giving population and family life related education, establishing teen age and youth counseling centers in reproductive health, etc.
- Ethiopia has been affected by environmental degradation like soil erosion, flood, deforestation and decline in agricultural production. The protection of our environment is now a question of survival. It is the responsibility of the society in general and the youth in particular to conserve, protect and properly utilize our natural resources. The

youth should participate in reforestation programs, fight illegal hunting, cutting trees, etc.

## ➤ Teaching Learning Process

### **Suggested Teaching Aids**

- Maps and sketch maps
- Pictures
- Charts
- Photographs

### **Teaching Methods**

- Discussion
- Explanation
- Question and answer

### **Pre-lesson Preparation**

- Display the map of Ethiopia in the classroom.
- Inform students ahead of time to read relevant reference materials related to the lesson.
- Prepare daily lesson plans.

## **Presentation of the Lesson**

### ***Introducing the Lesson***

You may start the lesson by asking questions like:

- Since when did the population of Ethiopia grow at the fastest rate?
- During which period or time did the population of Ethiopia double?

- What determines the time required for population to double?

### ***Body of the Lesson***

- Explain clearly the significant indication of Ethiopia's state of underdevelopment today.
- Give students a clear picture of the difference between fertility rate and mortality rate.
- Explain the use and types of population policies
- Explain the strategies to counter rapid population growth

### ➤ **Evaluation and Follow up**

#### ***Evaluation***

##### ***Ask questions like the following:***

- Give homework from the lesson review in the text-book. You need to check this work at your own convenience.
- Evaluation should also involve student questions raised in the class. Invite student response to questions raised by their peers before you give your own.
- Give oral questions at the end of each lesson.
- Let the students study recent population data of this localities and discuss the trend in small groups in class.

#### ***Follow up***

- Let them ask their parents or elders how many children people used to have around 30 years ago.
- Let the students discuss impacts of late marriage, the importance of female education and family planning. Let them relate these to the reduction of poverty.

## 4.2. Human Rights and Safety

### 4.2.1. Gender

Number of Periods: 3

#### Learning Outcomes

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

- Differentiate between gender and sex;
- Identify the features of gender equality;
- Appreciate the role that youth can play in promoting gender equality;
- Report and discuss examples of violence, and harassment in their area
- Conform the importance of empowering women and working together to reduce poverty.

#### ➤ Contents

- The difference between gender and sex and methods of promoting gender equality
- Working together to reduce poverty
- Empowerment of women and the avoidance of domestic violence and harassment.
- The role of youth on gender equality

#### ➤ Overview

- “Sex” refers to the biological aspect while “gender” refers to the social aspect of men and women.
- Gender equality is about the equality of men and women. It is concerned with the avoidance of discriminations based on sex. In many ways, women were deprived of the rights

and privileges they deserve. Access to education, property ownership, leadership in political and administrative affairs, and decision making opportunities were not fairly distributed between men and women.

- Therefore, women should be given the rights they deserve and should participate in the political, economic and social affairs of society. The 1995 Ethiopian Constitution provides women the rights they deserve.
- Also Ethiopia played an active role both at the international and national levels. It has adopted international agreements and treaties that protect the rights of women. At the national (federal) level, a new Family Code (law) based on the principle of gender equality came into effect in early 2001. According to this law, a minimum age to get married is 18 years. Previously, women had to be 15 years old and men 18 years old before they could get married. Early marriage and consequently young motherhood is considered to be one of the main causes for Ethiopia's high level of maternal mortality.
- A new penal code criminalizes female genital mutilation (FGM) by imprisonment of no less than three months or a fine of at least 500 birr.
- When women are empowered, all of society benefits. Family members become healthier, more number of children go to school, agricultural productivity improves and incomes increase. The 1995 Constitution clearly states the need to set up and implement affirmative action in the promotion and protection of women.

- The role of youth on gender issue is very important. At first the youth must be aware of the fact that women in Ethiopia like in many other countries in the world are one of the major groups who were subjected to severe forms of discrimination on the basis of their sex. Secondly, the youth must be determined to struggle for the right to gender equality. The right to gender equality is the right of men and women to be treated equally. Thirdly, the youth must play an active role in supporting women enjoy the freedom to seek and make use of reproductive health services, to plan their lives and protect themselves from various diseases. Furthermore, the youth must strongly challenge different forms of violence against women such as rape, abduction, female genital mutilation and sexual harassment.

### ➤ **Teaching Learning Process**

#### **Suggested Teaching Aids**

- Pictures
- Photographs
- Films

#### **Suggested Teaching Methods**

- Discussion
- Explanation
- Question and answer
- Group discussion

## **Pre-lesson Preparation**

- Find the appropriate teaching aids suggested above.
- Display the pictures and photographs in the classroom.
- Inform students ahead of time to read relevant reference materials related to the lesson.
- Prepare daily lesson plans.

## **Presentation of the Lesson**

### ***Introducing the Lesson***

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

- What is the difference between gender and sex?
- What is gender equality?
- List the rights of women provided by the 1995 Constitution.
- Which international agreements and treaties that protect the rights of women did Ethiopia ratify?
- What is the minimum age stated in the family code of 2001 to get married?
- What is the punishment for female genital mutilation (FGM) according to the new penal code?
- In what ways do all society benefit when women are supported and empowered?

### ***Body of the Lesson***

- Discuss gender equality in terms of access to education, property ownership leadership in political and administrative fields etc.



- Describe the international agreements that protect the rights of women, adopted by the Ethiopian government.

➤ **Evaluation and Follow up**

*Evaluation*

- Use oral questions at the end of all lessons.
- Consider students participation in
  - group discussion answer and question competition.

*Follow up*

- Let the students write short report on :
  - the problems of early marriage;
  - women and domestic work in their community;
  - the problem of female genital mutilation (FGM), and
  - sexual harassment and attack against women in their community.

**4.2.2. Keeping Out of Trouble**

**Number of Periods: 3**

**Competencies**

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

- Identify examples of delinquency;
- Describe how to avoid delinquency;
- Write about delinquency in their own area;

➤ **Contents**

- Delinquency: hooliganism, addiction to substances, losing cultural values, rape

- Avoiding delinquency through self awareness, peer pressure resistance, spending time at youth centers, sharing ideas and experiences with their family.

### ➤ Overview

- Delinquency refers to a conduct that does not confirm to the legal or moral standards of society. It is a criminal behavior that is carried out by a juvenile. The legal age of a juvenile varies from place to place. Many countries consider anyone under 18 years of age a juvenile. Others consider anyone under 17 a juvenile. Still others consider someone under 16 a juvenile.
- Delinquency is most frequent among 14 to 15 years old age-group in the Western countries. However, the delinquent conduct at the age of 14 involves minor theft. More violent and dangerous acts like assault and the use of weapon is undertaken by the age of 16 and 17.
- Delinquency has become a serious social problem in many countries and it is, especially, widespread in highly industrialized nations. About four percent of all children between 10 and 18 years of age appear in a juvenile court in the USA. One of every five youngsters appearing in a juvenile court is a girl
- Most delinquents perform poorly in school and are unhappy in the school environment. Most of them are dropouts. Hooliganism develops as a result of the need to attain status within the group.
- Many studies show that delinquency is caused by family relationship and neighborhood conditions. A study

comparing delinquent and non-delinquent brothers showed that 90 percent of the delinquents had unhappy home lives and felt discontented with their life circumstances.

- Potential delinquents should be identified at an early age in order to provide preventive treatment. But the stigma of being identified as a potential delinquent often causes the child to commit delinquent acts. Efforts must be made to develop programs of delinquency prevention. Some programs should provide counseling services to youth who appear to become delinquents. Youngsters should be brought to clubs and recreational centers to keep them away from delinquency. Probation services should also be offered through juvenile courts to provide guidance for delinquent children.

### ➤ **Teaching Learning Processes**

#### **Suggested Teaching Aids**

- Pictures
- Photographs
- Films

#### **Suggested Teaching Methods**

- Discussion
- Explanation
- Question and answer

#### **Pre-lesson Preparation**

- Find the appropriate teaching aids suggested above
- Inform students ahead of time to read relevant reference materials related to the lesson
- Prepare daily lesson plans

## **Presentation of the Lesson**

### ***Introducing the Lesson***

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

- What is delinquency?
- Discuss hooliganism and damage to property.
- What are the causes of delinquency?
- How can we prevent delinquency?

### ***Body of the Lesson***

- Discuss, with students, examples of bad behavior in their area and why they think it happens. What would they do to improve this?
- Ask students if they have been offered drugs or alcohol and what effects they have seen on other people when they have taken drugs or alcohol.
- Discuss the main features of delinquency.

## **➤ Evaluation and Follow up**

### ***Evaluation***

- Ask oral questions at the end of each lesson.
- Let the students work on the review questions given at the end of the lesson. You can also add your own assignments (group or individual).

### ***Follow up***

***Ask students to perform the following activities:***

- Ask them what they would feel if their sister was raped and how they should treat a woman who has been attacked.

### 4.3. Programs for Partnership

Number of Periods: 3

#### Competencies

After studying this lesson, students will be able to:

- Explain the purpose and guiding principles of the UN.
- Identify the main organs within the UN and their purposes;
- Describe the purpose and principles of the UN and its satellite organizations.

#### ➤ Content

- The purpose and principles of the UN and its satellite organization.

#### ➤ Overview

- The UN was founded to replace the former League of Nations. It was formally set up on 24 October 1945 in San Francisco. The UN headquarters is located in New York, USA.
- Some of the UN purposes include maintaining international peace and security; developing friendly relations among nations; cooperating in solving economic, social, cultural and humanitarian problems, etc
- Some of its guiding principles include: the sovereign equality of all member nations; the member nations are to fulfill their obligations in good faith, member states are to settle disputes by peaceful means and refrain from the threat or use of force; etc.
- The UN has six major organs of which the Security Council is the leading organ of the organization. So far

eight Secretary Generals have served the UN. The current Secretary General is the South Korean, Ban ki-Moon.

## ➤ Teaching Learning Processes

### **Suggested Teaching Aids**

- Maps and sketches
- Pictures
- Photographs
- Diagrams

### **Suggested Teaching Methods**

- Discussion
- Explanation
- Demonstration
- Group discussion

### **Pre-lesson Preparation**

- Find the appropriate teaching aids suggested above.
- Display the chart (diagram) of the UN structure.
- Inform students ahead of time to read relevant reference materials related to this lesson.
- Prepare daily lesson plans.

### **Presentation of the Lesson**

#### ***Introducing the Lesson***

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

- Identify and enumerate the purposes and principles of the UN.

- Explain the major organs of the UN and their purposes.

### ***Body of the Lesson***

- Based on the information given in the text book, discuss the most important purposes and principles of the UN and its satellite organizations.
- Ask the students to copy the diagram of the structure of the UN in their note book.
- Explain the function of each major organ of the UN.

### **➤ Evaluation and Follow up**

#### ***Evaluation***

- Ask oral questions at the end of each lesson.
- Let the students work the review exercises at the end of this lesson. Add your own questions.

#### ***Follow up***

***Ask students to locate the head office of the following on a world map .***

- UN
- Security Council
- Secretariat
- International Court of Justice
- World Health Organization (WHO)
- Food and Agricultural Organization (FAO)

## 4.4. Globalization

Number of Periods: 2

### Competencies

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

- Explain the concept of globalization
- Identify opportunities and challenges concerning trade, information and culture.

### ➤ Contents

- The concept of globalization
- Opportunities and challenges for trade, culture and information

### ➤ Overview

- Globalization refers to the interconnections among individuals across nations and their people. It refers to an exchange and sharing of information, culture, economic resources and technology which leads to strong interdependence among people.
- A number of institutions promote and they themselves are reflections of globalization. Some of these are International Monetary Fund (IMF) and World Bank. Globalization also refers to the reduction and removal of barriers between national borders in order to facilitate the flow of goods, capital, services and labour.
- The transnational companies often referred to as Multi National Corporations (MNCs), such as Coca Cola, General Motors Corporations, etc. extend ownership, management, production and sales activities into several countries.



- The culture globalization is seen in the presence of western entertainment and mass media.
- Effects of globalization can easily be seen in the overwhelming presence of products of developed countries and cultural materials.

## ➤ Teaching Learning Processes

### **Suggested Teaching Aids**

- Maps and sketch maps
- Pictures
- Photographs
- Films

### **Suggested Teaching Methods**

- Discussion
- Explanation
- Question and answer

### **Pre-lesson Preparation**

- Display the map of the world in the classroom.
- Inform students ahead of time to read relevant reference materials related to the lesson.
- Prepare daily lesson plans.

### **Presentation of the Lesson**

#### *Introducing the Lesson*

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

- What is globalization?
- Which international financial institutions are the reflections of globalization?
- Describe culture globalization.

## ***Body of the Lesson***

- Introduce the word globalizations and then ask students what it means to them. Write down categories on the chalk board, eg. technology, trade, information and culture.
- Ask students what other global brands they know, eg. Coca Cola.
- Discuss the impact that increased access to information from TV, radio and the internet has on society.

### **➤ Evaluation and Follow up**

#### ***Evaluation***

***Ask students oral questions like the following:***

- What do international financial institutions like IMF and World Bank facilitate among many countries of the world?
- Why is globalization referred to as the reduction and removal of barriers between national borders?
- Give a test at the end of the unit.

#### ***Follow up***

***Ask students to perform the following activities:***

- Discuss an Ethiopian coffee dealer and his global market as a case study. How is the market affected by world prices? Which other coffee producing countries are very important in the competition?

## Unit 4 Review Questions

### Answer Key

#### *I. True/ False Item*

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

#### *II. Matching Item*

1. E
2. D
3. C
4. A

#### *III. Multiple Choice Item*

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

#### *IV. Fill in the blank Item*

1. UNESCO
2. Globalization
3. Delinquency
4. New York

#### *V. Short Answer Item*

1. Delinquency is a criminal behavior that is carried out by a juvenile. It implies a conduct that does not conform to the legal or moral standards of society.
2. The most effective method of controlling rapid population growth in Ethiopia is to implement the general objectives of the population policy in the country.
3. **Stigma** is a quality that “significantly discredits” an individual in the eyes of others. **Discrimination** is a distinction made against a person that results in his or her being treated unfairly or unjustly on the basis of their belonging, or being perceived to belong to a particular group.

## References

- 📖 Bender, M.L. and et al (eds). **Language of Ethiopian**, London, 1976.
- 📖 Been, Burton F. **World History Patterns of civilization** New Jersey 1991
- 📖 Carston, J.H. Hayes, et al **World History**, New Lanark, 1996
- 📖 CEDAW (2004) Summary record of the 64<sup>th</sup> meeting, CEDAWC/SR.646, Committee on the Elimination of discrimination Against Women.
- 📖 Curtin, P et al. **African history From earliest times to independence**. Second edition (1995)
- 📖 David Waugh, **The Wider World**, Thomas Nelson and Son's series ltd. Hong Kong, 1949.
- 📖 David Waugh, **Geography, An Integrated Approach**, Thomas Nelson and son's series Ltd, Hongkong, 1990.
- 📖 G.C.Last **A Geography of Ethiopia for Senior Secondary School**, DCMD Ministry of Education, A.A.
- 📖 Geddes, G. etals, **World History**, New Lanark, 1996
- 📖 **Geography Studied Text Book, Grade 11. Mega Publishing Enterprise**, Addis Ababa, 2001.
- 📖 **Master Book: Teamwork, for grades 9 and 10**, Kuraz International Publishing Enterprise Addis Ababa, 2007.
- 📖 **Mekuria Feleke Vital Geography** for our secondary schools, Addis Ababa, 1997.
- 📖 Paul Ward English, **Geography People and place in a changing World**, National text book company, Chicago, U.S.A 1975.
- 📖 Richard A. Easterlin, **Effects of population Growth on the Economic Development of Developing Countries**.
- 📖 **Social Studies Studied Text Grade 8**, Addis Ababa city Administration. Education Bureau, Addis Ababa 2006. Jember Tigabu and Mekonnen Bekele.
- 📖 Starr, Chester G. **A History of the Ancient world**

- 📖 Trewartha, Robinson, Hammond, **Elements of Geography**, McGraw-Hill book company, 5<sup>th</sup>, Edition, U.S.A. 1967.
- 📖 **The New Guide to Secondary Schools Geography, Grade 9 and 10**, Aster Nega Publishing Enterprise, Addis Ababa 2000 E.C.
- 📖 Watson, J.B Success in World History since 1945. London 1989
- 📖 World Bank (1999), Gender and law Eastern Africa speaks Africa Region Findings No 126. January 1999
- 📖 World Health organization (2005) health and the Millennium Development Goals. Geneva.
- 📖 United Nations population fund, UNDF, 2003
- 📖 Wells, H.G. **A Short History of the World**, 1976.
- 📖 W.Grisdale, **A General Geography for Secondary Schools in Ethiopia**, Development Curriculum and Material development Ministry of Education, A.A. Ethiopia, 1965.