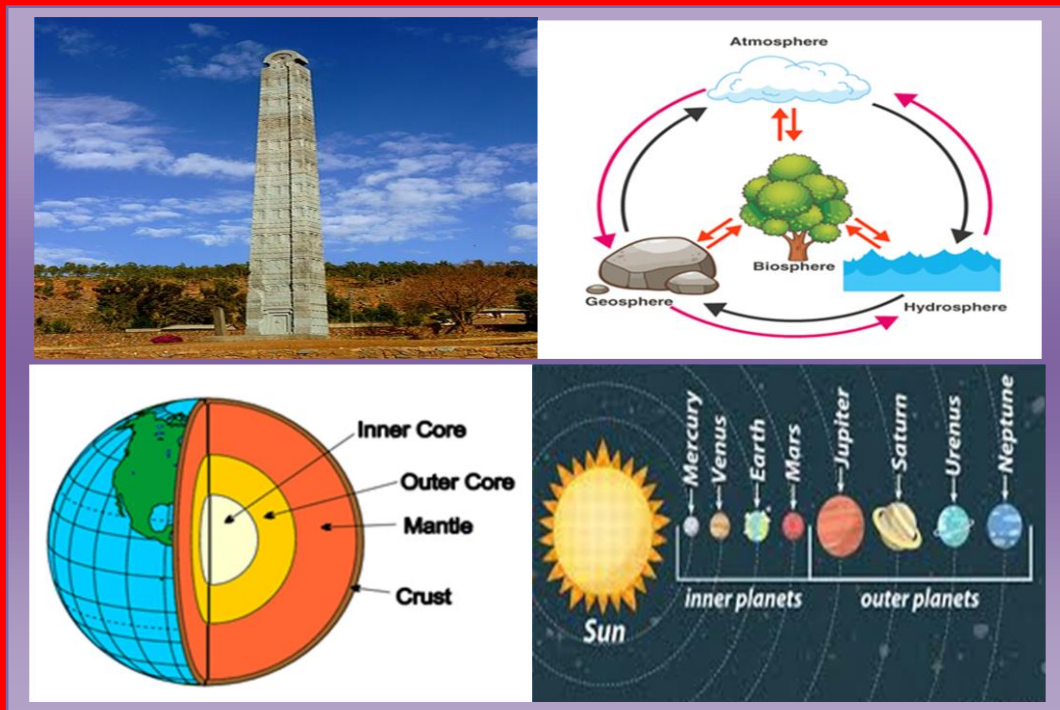




SOCIAL STUDIES

TEACHER'S GUIDE

GRADE 7



**DEVELOPED BY ADDIS ABABA EDUCATION BUREAU AND
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Table of Contents

Page

Introduction

Unit 1: Physical Characteristics of the Earth

1.1 Origin of the earth and the solar system-----

1.2 Shape and movements of the earth-----

1.3 External components and internal structure of the earth-----

1.4 Materials forming the crust of the Earth -----

1.5 The distribution and economic value of the different rock types in Ethiopia-----

Answer key for review questions -----

Unit 2: Human Evolution and World Population

2.1 Human Evolution-----

2.2 Trend of World Population-----

People and the Development of Transportation-----

Answer key for review questions -----

Unit 3: Human and Natural Resources

3.1 Human-Environment relationships (reciprocal relationship) -----

3.2 Population- resource relationship (over population, optimal population
and under population) -----

3.3 Types of Natural Resources -----

3.4 Factors affecting natural resources in Ethiopia -----

Answer key for review questions -----

4. Ancient Civilizations and Medieval History of the World

4.1 Ancient world civilizations-----

4.2 Medieval history of the world -----

Answer key for review questions -----

Unit 5: Ancient History of Africa

5.1 Ancient kingdom of Egypt -----

5.2 The kingdom of Nubia -----

5.3 The kingdom of Meroe-----

Answer key for review questions -----

Unit 6: States and Peoples of Ancient and Medieval Ethiopia

6.1 Aksum, Lalibela and Gondar -----

6.2 Islamic Sultanates -----

6.3 Population movements, interaction and integration (Gada and other
indigenous organizations) -----

6.4 Economic base of states: agriculture, trade and trade routes, taxation -----

Answer key for review questions -----

Unit 7: Contemporary Global Issues

7.1 Environment -----

7.2 Demographic “overload” -----

7.3 Terrorism -----

7.4 Human trafficking -----

Answer key for review questions -----

Unit One

Physical Characteristics of the Earth

Total periods allotted for the unit: 14

1. Unit Introduction

In this unit the students are supposed to learn about the physical characteristics of the earth. The teachers are expected to guide the students to understand how the earth and other members of the solar system were originated and evolved to the present state. Further, in the unit students are going to learn about the external components and internal structure of the earth. In the process, the unit deals with the sources of information about the internal parts of the earth, the materials forming the crust of the earth and the distribution and economic value of the different rock types in Ethiopia.

2. Unit learning outcomes

After completing this unit, students will be able to:

- Explain the origin of the earth and the solar system;
- Evaluate the shape and effects of earth's movements;
- Describe the four components of the earth and their interaction;
- Synthesize the earth's internal layers and their characteristics;
- Identify direct and indirect sources of information regarding the interior layers of the earth;
- Identify major elements, minerals and rocks forming the crust of the earth;
- Analyze the spatial distribution and economic importance of rocks in Ethiopia.

3. Main Contents

- 1.1 Origin of the earth and the solar system
- 1.2 . Shape and movements of the earth
- 1.3 External components and internal structure of the earth
- 1.4 Materials forming the crust of the Earth
- 1.5 The distribution and economic value of the different rock types in Ethiopia

1.1 Origin of the earth and the solar system

Periods allotted for the lesson: 2

1. Competencies

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

- ✓ Analyze how the earth and other members of the solar system were originated and evolved to the present state

2. Contents

1.1 Origin of the earth and the solar system

3. Overview

The origin of the earth is related to the formation of the solar system. Astronomers today believe that the sun, planets and smaller bodies in the solar system were formed from a large filament of hot spinning gases. The flammable was loosely packed gases largely made up of hydrogen and helium, and dust particles. Gradually the gas and dust particles drew together because of gravitational pull and formed a thin disc. In due course, the disc split into rings and kept on spinning. The spinning ring at the center formed the sun while the outer rings resulted in the formation of the sun's family. Our solar system consists of our star, the Sun, and everything bound to it by gravity - the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune, dwarf planets such as Pluto, dozens of moons and millions of asteroids, comets and meteoroids.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map that shows the sun and the sun's family with their elliptical path
- Video (optional - tap this link <https://www.youtube.com/watch?v=gxKCDjnWabk>)— which shows the origin of the earth and the solar system.

4.2 Suggested Teaching Methods

The new curriculum requires teachers to apply a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, think about the active learning methods you want to use and make a decision when you will use each during the lesson. We recommend the following methods for this lesson:

-
- **Brainstorming** – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
 - **Explanation** – Introduce the lesson.
 - **Discussion** – Help students to actively participate and share ideas and experiences on the formation of the earth and the solar system.
 - **Demonstration**
 - Show a picture/diagram which consists of the sun and the sun's family with their elliptical path.
 - Show a video that shows the formation of the earth and the solar system
 - **Questions and answers:** You are supposed to ask questions stated in the evaluation part of the lesson presentation or any question you developed based on the content. Finally, students will give answers. You are also supposed to facilitate students to raise questions on the topic they have learnt and you need to respond rightly.

4.3 Pre-lesson Preparation

- Plan the most appropriate teaching method for the lesson.
- Get ready in advance with the suggested teaching aids.
 - Pictures/diagram that shows the sun and the sun's family with their elliptical path.
 - Video (optional), which shows the origin of the earth and the solar system
- Prepare notes, activities and exercises.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (the origin of the earth and the solar system)
 - Be sure that the students are clear about the competencies of the lesson.
 - To start the lesson brainstorm them about the origin of the earth and the solar system and employ explanation to handle the lesson
 - Ask students the following questions: Where did Earth come from, and how it is formed?
-

B. Body of the lesson

- Tell them the origin of the earth is intimately related to the formation of the solar system. Explain the solar system was formed when diffused dusts and gases came together. The whole dust cloud moved so rapidly in space that the particles were pulled together because of gravity, forming a big disc of dense and heavier matter. It finally divided into ringed parts. The center of which formed the sun and the outer rings which evolved into planets. In the process, emphasize that the earth formed in the same process in which the solar system was formed some 4.6 billion years ago.
- In your discussion, bring to the attention of students the following points:
 - Our solar system is made up of a star, eight planets and countless smaller bodies such as dwarf planets, asteroids and meteoroids.
 - The sun is the center of the solar system.
 - In order of their distance from the sun, planets are classified in to two; inner planets and outer planets.

C. Stabilization

You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:

- The earth's origin is related to the process of formation of the solar system.
- The birth of our solar system began as dust and gases (nebula). Repeated collision caused the dust particles to change into planets.
- The earth is one of the planets that, along with the others, revolve around the sun.
- Geologists estimate that the earth formed 4.6 billion years ago.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

You can ask the students' questions like the following:

- How old is the Earth? How the earth and other members of the solar system were formed?
- What is planet? List them in order of their distance from the sun.
- What are asteroids? Where they are positioned in the solar system?

B. Follow up

-
- To help your students get more knowledge on the lesson you have taught, you can give them the activity (activity 1.1) in the text book with your supervision and assistance.
 - Give the students appropriate feedback for their responses and activities.

4.6 Expected Answers for Activity

Activity 1.1

A. Individual work

1. Solar system is the collection of eight planets and their moons in orbit round the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets.
2. There are **eight (8)** planets in our solar system. In order of their distance from the sun they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune
3. Mercury

B. Group discussion

1. The origin of the earth is related to the formation of the solar system. The sun and the sun's family (planets, asteroids, meteoroids etc) were formed from a large filament of hot whirling gases. Finally, as a result of long time processes the sun and the planets were formed.

1.2. Shape and movements of the earth

Periods Allotted for the lesson: 2

1. Competencies

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

- ✓ Explain the shape of the earth;
- ✓ Describe the movement of the earth;
- ✓ Distinguish the effects of the earth's rotation from its revolution

2. Contents

1.2. Shape and movements of the earth

- 1.2.1. Shape of the earth
- 1.2.2. Movements of the earth
- 1.2.3. Effects of rotation and revolution

3. Overview

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

As a matter of fact, the earth is round in shape. However, the shape of the earth is not a perfect circle. The earth has rather almost a spherical shape. The earth makes several kinds of movements. But two of the movements are the most noticeable. They are called rotation and revolution. The two movements cause different phenomena on the earth. While rotation causes the shift of day and night, revolution causes manifestation of seasons and differences in the length of day and night.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- The globe
- Photographs and illustrations

4.2 Suggested Teaching Methods

The new curriculum requires teachers to apply a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, think about the active learning methods you want to use and make a decision when you will use each during the lesson. We recommend the following methods for this lesson:

- **Brainstorming** – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
- **Explanation** – Introduce the lesson.
- **Discussion** – Help students to actively participate and share ideas and experiences on the formation of the earth and the solar system.
- **Demonstration**
 - Show a picture/diagram which consists of the sun and the sun's family with their elliptical path.
 - Show a video that shows the formation of the earth and the solar system
- **Questions and answers:** You are supposed to ask questions stated in the evaluation part of the lesson presentation or any question you developed based on the content. Finally,

students will give answers. You are also supposed to facilitate students to raise questions on the topic they have learnt and you need to respond rightly.

4.3. Pre-lesson Preparation

- Plan the most appropriate teaching method for the lesson.
- Get ready in advance with the suggested teaching aids.
- Prepare notes, activities and exercises.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (the shape, movements of the earth and its effects)
- Be sure that the students are clear about the competencies of the lesson.
- To start the lesson brainstorm them about the shape, movements of the earth and its effects.
- Ask students the following questions:
 - why do we experience day and night?
 - What does the shape of the earth look like?
 - Can you tell any model that portrays the shape of the earth?

B. Body of the lesson

Using globe, explain the following themes:

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

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

C. Stabilization

You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:

- The shape of the earth.
- The movements of the earth and its effects.
- There are two types of the movements of the earth. They are rotation and revolution.
- The causes of rotation the shift of day and night, the causes of revolution manifestation of seasons and differences in the length of day and night.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

You can ask the students' questions like the following:

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

B. Follow up

You may tell the students to do the following:

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

4.6 Expected Answers for Activity

Activity 1.2

A. Individual work

1. Axis of the earth is an imaginary line that passes through the center of the earth from north to south. The earth rotates on this axis. the earth's axis is not situated in a vertical position. It is tilted from the vertical position. The angle of tilt is measured to be $23^{\circ}30'$ ($23\frac{1}{2}^{\circ}$).
2. The earth makes one complete movement on its axis. This movement is known as rotation. The earth makes one complete movement round the sun in

a year i.e. in $365\frac{1}{4}$ days. This movement is known as revolution. The two movements go hand in hand. The rotation of the earth on its axis is effected from west to east. This may mean, once every 24 hours, the earth makes a complete west to east turn on its axis.

1.3. External components and internal structure of the earth

Periods Allotted for the lesson: 6

1. Competencies

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

- ✓ State the four components (sub-systems) of the earth and their constant interaction;
- ✓ Distinguish the difference and similarities between direct and indirect sources information about the internal parts of the earth

2. Contents

1.3.1. External Components of the earth (lithosphere, biosphere, hydrosphere and atmosphere)

1.3.2. Internal structure and sources information about the internal parts of the earth

1.3.2.1. Sources of information about the internal parts of the earth;

1.3.2.2. Internal structure (Crust, mantle and core) of the earth

3. Overview

Everything in earth's system can be placed into one of the four major subsystems: land, water, living things, or air. These four subsystems are called "spheres". They are the lithosphere, hydrosphere, biosphere, and the atmosphere. The earth's system is an integrated system. The interaction of these systems influences every environment on Earth.

The knowledge about the internal parts of the earth is obtained from direct sources and indirect sources. The structure of the earth's interior is fundamentally divided into three layers. These are crust, mantle and core.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

Use the following aids when you conduct the lesson topic

- A figure that shows the external components (sub systems) of the earth
- A figures that shows the internal structure of the earth

-
- Video (optional - tap the following links)
 - o https://www.youtube.com/watch?v=9JFr8_BDsiU - shows the external components of the earth (four spheres of the earth).
 - o <https://www.youtube.com/watch?v=VNGUdObDoLk> - shows the different methods of acquiring information about the interior of the earth.
 - o <https://www.youtube.com/watch?v=eXiVGEEPQ6c> shows the internal structure of the earth.

4.2 Suggested Teaching Methods

The following active learning methods can be used at different points during the lessons presentation:

- **Brainstorming** – to assess students’ abilities and their prior knowledge about the topic, you are advised to ask questions then, let the students guess and forward their ideas/facts and share experiences in class. In doing so, list what they guess on the black board and add your own points while clarifying concepts.
- **Explanation** – Introduce the lesson.
- **Discussion** – Help students to actively participate and share ideas and experiences on the external components and internal structure of the earth.
- **Demonstration**
 - Show a picture/diagram on external components of the earth and its internal structure.
 - Show a video on the different methods of acquiring information about the interior of the earth and the internal structure of the earth.
- **Questions and answers:** You are supposed to ask questions stated in the evaluation part of lesson presentation or any question you developed based on the content. Finally, students will give answers. You are also supposed to facilitate students to raise questions on the topic they have learnt and you need to respond rightly.

4.3 Pre-lesson Preparation

- Design the most appropriate teaching method for the lesson.
- Get ready in advance with the suggested teaching aids.
 - o Pictures/maps that shows the external components of the earth (four spheres) of the earth and their interaction.

-
- Get diagrams representing the lithosphere, biosphere, hydrosphere and atmosphere.
 - Video (optional), which shows the external components of the earth.
 - Prepare notes, activities and exercises.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn.
- Be sure that the students are clear about the competencies of the lesson.
- To start the lesson brainstorm students about the topic by asking questions:
 - Do you know what each of these spheres represents - lithosphere, hydrosphere, biosphere and atmosphere? Are these external components or sub systems interacted?
 - List out the various sources of information about the interior of the earth?
 - How do you describe the structure of the earth? How many layers are there?

B. Body of the lesson

Organize the classroom in to small groups and let the students discuss on the topic. Then let the students present their group works through their representatives. Finally, tell them the external components of the earth are grouped as the lithosphere (land), biosphere (living things), hydrosphere (water) and atmosphere (air). Explain the internal structure and sources information about the internal parts of the earth.

In your discussion, bring to the attention of students the following points.

- These four subsystems of the earth are the lithosphere, hydrosphere, biosphere, and the atmosphere and the earth's system is an integrated system.
- The knowledge about the internal parts of the earth is obtained from direct and indirect sources.
- The structure of the earth's interior is fundamentally divided into three layers. These are crust, mantle and core.

C. Stabilization

Complete your lesson presentation with a review of key ideas and concepts such as:

- ✓ The physical environment of the earth can be divided into four components or sub systems. They are the lithosphere, hydrosphere, biosphere and the atmosphere.

- ✓ The knowledge about the internal parts of the earth's are obtained from direct and indirect sources.
- ✓ The structure of the earth's interior is fundamentally divided into three layers. These are crust, mantle and core.

4.5 Evaluation and Follow up

A. Evaluation

Ask students the following questions.

- ✓ State the four components of the earth?
- ✓ Distinguish the direct and indirect sources of information about the interior of the earth

B. Follow up

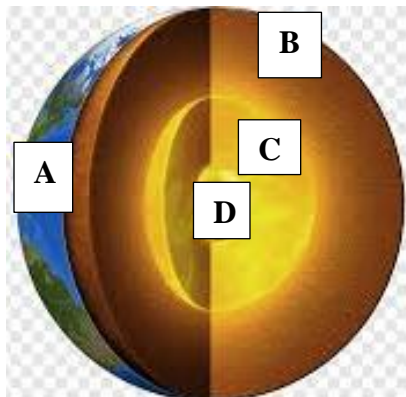
- Form groups of five or more students. Let them discuss the activities with your supervision and assistance. Give them a chance to present their main points to the class.
- Motivate students to perform independent activities as stated in Activity 1.1 (A)

4.6 Expected Answers for Activity

Activity 1.3

A. Individual work

1. Crust, Mantle and core
2. Crust
3. **Direct sources:** Mining, volcanic eruption and deep ocean drilling projects etc.
Indirect sources: Earth quake and by studying the Meteors that fall to the earth
4. Core
- 5.



A = Crust

B = Mantle

C = Outer core

D = Inner core

B. Group discussion

1. Lithosphere, hydrosphere, biosphere and atmosphere
2. In the inner core the force of gravity is so intense that the molten metal (Fe and Ni) is compressed in to a solid material.

1.4 Materials forming the crust of the Earth

Periods Allotted for the lesson: 2

1. Competencies:

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

- ✓ Analyze how and why different earth's materials are differentiated into different layers;
- ✓ Identify major elements, minerals and rocks forming the crust of the earth;

2. Contents

- 1.4.1. Major elements
- 1.4.2. Major Minerals
- 1.4.3. Major rocks forming the crust

3. Overview

Earth's crust is made up of several elements and minerals. There are more than 90 naturally occurring elements on earth but only eight elements make over 98% of the minerals on the Earth's crust. They are, in decreasing quantity, oxygen, silicon, aluminum, iron, calcium, sodium, potassium, magnesium. These elements are in a solid form in the outer layer of the earth and in hot and molten form in the interior.

Minerals, the building blocks of rocks, are inorganic solids with a specific internal structure and a definite chemical composition. Major rock forming minerals includes Silicates, Oxides, Carbonates, Sulfides, Sulfates, and Chlorides. On the basis of their mode of formation (origin), rocks of the Earth's crust are classified into three. These are igneous, sedimentary and metamorphic rocks.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

- A diagram/table that shows the most abundant elements of the earth's crust.
- A diagram/table that shows the most abundant minerals of the earth's crust.

-
- Samples rocks

4.2 Suggested Teaching Methods

You are asked to conduct your class by using the suggested teaching methods.

- **Brainstorming** – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
- **Explanation** – Introduce the lesson.
- **Discussion** – Divide your students in to three groups and give reading assignment to the three groups on major elements, minerals and rocks. Let one of the group work on elements and the others two work on minerals and rocks. Finally let them present their findings to the class through their leaders.
- **Demonstration:** Bring sample rocks and show the different types of rocks.
- **Questions and answers:** You are supposed to ask questions stated in the evaluation part of lesson presentation or any question you developed based on the content. Finally, students will give answers. You are also supposed to facilitate students to raise questions on the topic they have learnt and you need to respond rightly.
- **Field visit-** Organize a small group for field visit. In their group, let them walk around their school compound and its surroundings. You can order them to collect samples of several types of rocks and bring them back to the classroom. Finally, let them to report to the class about the uses of rocks they have collected in their locality.

4.3 Pre-lesson Preparation

- Plan the most appropriate teaching method for the lesson.
- Get ready in advance with the suggested teaching aids.
- Refer the materials that are relevant to the topic you are teaching.
- Prepare notes, activities and exercises.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn.
- Be sure that the students are clear about the competencies of the lesson.

-
- To start the lesson brainstorm students about the topic by asking questions that are listed in the text books or any other questions you developed.

B. Body of the lesson

Tell them the major elements, minerals and major rocks forming the crust of the earth.

In your discussion, bring to the attention of students the following points.

- Earth's crust is made up of several elements and minerals.
- On the basis of their mode of formation (origin), rocks of the Earth's crust are classified into three. These are igneous, sedimentary and metamorphic rocks

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson.

4.5 Evaluation and Follow up

A. Evaluation

Ask the following questions

- List the different rock forming elements and minerals?
- How do you think each type of rocks has been formed?
- What are some of the economic importance of rocks?

B. Follow up

- Let the students work on the following activities (**Activity 1.4**) with your supervision and assistance.
- Divide your students in to three groups and give reading assignment to the three groups on the major elements, minerals and rocks. Let one of the group work on elements and the others two work on minerals and rocks. Finally, let them present their findings to the class through their representatives. The lesson should be wrapped by teachers' summary.

4.6 Expected Answers for Activity

Activity 1.4

A. Individual work

1. Rocks vary on the basis of their formation. For Example, Igneous rocks are formed when molten rock (magma) cools and solidifies either on the surface or beneath the surface while sedimentary rocks are formed when sediments come to settle in a certain area after they have been transported in to those areas by various erosion agents. In

addition, metamorphic rocks are produced from pre-existing igneous, sedimentary, and even other metamorphic rocks through heat and pressure inside the earth's crust. Sometimes they are called changed rocks.

2. Intrusive igneous rocks (plutonic rock) and extrusive igneous rocks (volcanic rocks).
3. The most abundant element in the Earth's crust are oxygen, silicon, aluminum, iron, calcium, sodium, potassium, and magnesium.
4. Major rock forming minerals are those minerals which are found in abundance in the rocks of the earth's crust including Silicates Oxides Carbonates Sulfides Sulfates Chlorides
5. Heat and pressure are the most important agents of change of igneous and sedimentary rocks into metamorphic rocks.

B. Group discussion

1. Extrusive igneous rocks are formed as a result of the cooling and solidification of lava on the surface of the earth. Intrusive igneous rocks are formed when magma cools and crystallizes within the interior of earth.
2. Almost all (98.5%) of earth's crust is made up of only eight elements – oxygen, silicon, aluminum, iron, calcium, sodium, potassium, and magnesium – and these are the elements that make up most minerals. The major rocks forming the crust are classified into three: igneous, sedimentary and metamorphic.

1.5 The distribution and economic value of the different rock types in Ethiopia

Periods Allotted for the lesson: 2

1. Competencies:

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

- 1.5. Describe the distribution and economic value of the different rock type in Ethiopia.

2. Contents

- The distribution and economic value of the different rock types in Ethiopia

3. Overview

The major rocks in Ethiopia include igneous, sedimentary and metamorphic rocks. These rocks are exposed to the surface in different parts of the country. Igneous rocks cover large areas in the

central part of the country. Eastern Ethiopia is mainly covered with sedimentary rocks. Metamorphic rocks are found in the northern, western and southern edges of the country. Rocks have a broad range of uses that makes them significantly important to human life. These include: Source of fuel, construction purpose, source of food nutrient, formation of soil etc.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- Sample rocks
- A map that shows distribution of the different rock types in Ethiopia
- A photograph that shows the economic value of the different rock types.

4.2 Suggested Teaching Methods

- **Brainstorming** – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
- **Explanation** – Introduce the lesson.
- **Discussion** – Help students to actively participate and share ideas and experiences on the distribution and economic value of the different rock types in Ethiopia
- **Demonstration**
 - Bring a map and show the distribution and economic value of the different rock types in Ethiopia
 - Bring sample rocks and teach them its economic importance.
- **Questions and answers:** You are supposed to ask questions stated in the evaluation part of lesson presentation or any question you developed based on the content. Finally, students will give answers. You are also supposed to facilitate students to raise questions on the topic they have learnt and you need to respond rightly.
- **Field visit-** Organize a small group for field visit. In their group, let them walk around their school compound and its surroundings. You can order them to collect samples of several types of rocks and bring them back to the classroom. Finally, let them to report to the class about the uses of rocks they have collected in their locality.

4.3 Pre-lesson Preparation

- Plan the most appropriate teaching method for the lesson.
- Get ready in advance with the suggested teaching aids.
- Organize a field trip in the school compound and its vicinity to collect sample rocks.
- Prepare notes, activities and exercises.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn
- Be sure that the students are clear about the objectives of the lesson.
- To start the lesson brainstorm them about the distribution and economic value of the different rock types in Ethiopia.

B. Body of the lesson

Try to explain the distribution and economic value of the different rock types in Ethiopia. In doing so, bring to the attention of students the following points.

- The major rocks: igneous, sedimentary and metamorphic rocks are found in different parts of the country.
- Rocks have a broad range of uses that makes them significantly important to human life.

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson.

4.5 Evaluation and Follow up

A. Evaluation

Ask the following questions

- Which type of rock cover more areas in Ethiopia? List the different economic importance of rocks?

B. Follow up

- Let the students work on the following activities (**Activity 1.5**) with your supervision and assistance.
- Help the students to perform field visit and report to the class.

4.6 Expected Answers for Activity

Activity 1.4

A. Individual work

1. Igneous rocks cover large areas in the central part of the Ethiopia including Addis Ababa.
2. Rocks are used as:
 - Source of energy
 - Building and construction
 - Formation of soil
 - Source of food nutrient

B. Group discussion

1. Yes. It is possible to learn of past conditions of the earth by studying sedimentary rocks because sedimentary rocks contain fossils which indicate evidences of past events.
2. Wrap up their group work by providing constructive feed backs and summary of what they have been performing.

Answer key for Unit 1 Review Question

I. True or False Items

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

II. Matching Items

1. E 2. A 3. D 4. C 5. F 6. B

III. Multiple-choice Items

1. C 2. B 3. B 4. C 5. A 6. B 7. A

IV. Fill in the Blank Items

1. Sun 2. Orbit, Elliptical 3. Mineral

V. Short Answer Items

1. The sun and the sun's family (planets, asteroids, meteoroids etc.) were formed from a large filament of hot whirling gases. Finally, as a result of long time processes the sun and the planets were formed.
2. There are **eight (8)** planets in our solar system. These are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune
3. **Direct Sources:** Mining, volcanic eruption, deep ocean drilling projects
Indirect Sources: Earth quake wave and the study of Meteors that fall to the earth
4. The shape of the earth is almost spherical and its movements are rotation and revolution.
5. The manifestations of the earth's rotation are day and night, deflection of wind and ocean currents and apparent movement of the earth while the manifestation of the earth's revolution is variation in seasons.

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Unit Two

Human Evolution and World Population

Total periods allotted for the unit: 20

1. Unit Introduction

In this unit the students are supposed to learn about human evolution and world population. The teachers are expected to guide the students to understand about the origin of human being, and the world's population growth, distribution. Further, in the unit students are going to learn about the component and characteristics of population. In the process, the unit deals with the historical development and role of different modes of transport, and road safety, road traffic accidents and its socio-economic implication.

2. Unit learning outcomes

After completing this unit, students will be able to:

- appreciate the origin of human beings;
- Show archeological sites on sketch map;
- Point out the archeological sites that show the origin of earlier human beings;
- Analyze world population growth distribution;
- Calculate different demographic rates;
- Evaluate the role of different mode of transportation;
- Identify and show significant road signs

3. Main Contents

2.1 Human Evolution

2.2 Trend of World Population

2.3 People and the Development of Transportation

2.1 Human Evolution

Periods allotted for the lesson: 4

1. Competencies:

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

- ✓ Point out archeological sites that show the origin of earlier human beings;
- ✓ Examine the historical routes humankind has passed through over time;

2. Contents

2.1.1. Archeology and archeological works

2.1.2. Origin of the first human beings

2.1.3. Historical paths human kind pass over time

3. Overview

Archaeology is the science in which archaeologists dig out material objects and fossils of the past. It helps us in the study of pre-history. With regard to the origin of human beings, there are two theories suggested. These are: Creationist theory Scientific (Evolution) theory.

4. Teaching –learning Process

4.1 Suggested teaching aid

- Figures to show fossil and artifacts and human evolution
- Use map of Africa to show sites where fossils are discovered

4.2 Suggested teaching method

- **Brainstorm** students on the origin of human beings.
- **Discussion** on definition of archeology and list the sites where the fossils of homo erectus were discovered in Ethiopia
- Using brief **explanation**, the teacher will briefly explain about human evolution.

4.3 Pre lesson Preparation

Before starting the discussion, you have to make necessary preparations such as identifying the main issues included in the lesson and display in the class the suggested teaching aids, figures and maps to show fossil and artifacts in human evolution.

4.4 Presentation of the lesson

A. Introducing the lesson

To start the lesson, it is important to invite students to share their prior knowledge by asking them the following questions:

- What is fossil?
- Define prehistory

B. Body of the lesson

Let the students discuss in group, based on the following questions:

- What is archeology?
- List the sites where the fossils of Homo erectus were discovered in Ethiopia.

C. Stabilization

Archeology is the science in which archeologists dig out material objects and fossils of the past. With regard to the origin of human beings, there are two theories suggested. These are: creationist theory, and scientific (evolution) theory. There are three stages through which the Homo species passed before the emergence of modern humans. These are: -homo habilis-i.e. able to make tools, homo erectus-i.e. able to erect upright and walk, homo sapiens-i.e. knowledge is the distinctive feature of modern human.

4.5 Evaluation and follow up

A. Evaluation

Ask oral questions to discuss like

- What is Archeology?
- Distinguish the difference between the Creationist theory and the scientific theory?

B. Follow up

- Motivate students to discuss in group in activity 2.1, facilitate and coordinate the discussion finally Provide constructive feedback

4.6 Expected answers for activities

Activity 2.1

A. Individual work

1. Archeology is the science in which archeologists dugout material object and fossils of the past.

-
2. Fossils are remaining of dead plants, human beings and animals.
 3. Hominids is a member of the scientific family made up of a human being and a human being and prehistoric humanlike creatures.
 4. Creationist theory believed that human being were created by “God”.
 5. Evolutionary theory explains that human being developed from lower being though a gradual change.

B. Group discussion

- 1, Omo basin, Melka-kunture, Konso-gardula, and Middle Awash.
- 2, Olduvai Gorge in Tanzania, lake Turkana in Kenya, and Omo valley in Ethiopia.

2.2 Trends of world population

Period allotted for the lesson:8

1. Competencies:

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

- ✓ Predict future world population growth pattern on the basis of present and past population growth rate
- ✓ Calculate different demographic rates such as growth, mortality, fertility, net-migration and etc.;

2. Contents

- 2.2.1. Components of population dynamics
- 2.2.2. Population Characteristics

3. Overview

Human population is the number of people living in a definite area. The numbers of human population were growing gradually in history world population. There are different factors that influence the trend of world population. For instance, high rate of infant and childhood death and short life spans are main factors to limit population growth in the past. But today, improvements in nutrition, water, medical care and other technological advancements have contributed to a sharp decline in deaths, while births continue to increase, resulting in population growth.

A change in the overall size of a population is the result of the collective effects of changes in fertility, mortality and migration. The numbers of births, deaths, immigrants, and emigrants over specified time intervals determine the change in population size, and they are collectively known

as dynamics, or determinants, or components of population change. Both fertility (birth) and mortality (death) are biological factors, while migration is purely non-biological in nature

The population pyramid is useful to show the proportion of different age-groups which are dependent (i.e., the old and young ones) and economically active adult age group. Its shape is varying between developing and developed countries.

4. Teaching –learning Process

4.1 Suggested teaching aids

- Map of the world to show population distribution
- Diagrams and tables to show trend of world population
- Figure and photographs that shows components of population change

4.2 Pre lesson Preparation

Before starting the discussion, to teach about trend of world population, teachers may bring to the class a figure showing the trend of world population growth and you have to make necessary preparations such as identifying the main points included in the lesson.

4.3. Suggested teaching methods

- **Brainstorming** let the students guess and forward their ideas and facts and share experiences in class about human population.
- **Discussion** on table 2.1 and 2.2 in the text
- **Explanation** Give a brief explanation on concept of human population

4.4. Presentation of the lesson

A. Introducing the lesson

To start the lesson, it is important to invite students to share their prior knowledge by asking them the following questions:

- What is human population?
- Why was the growth of world population very slow in the early periods?
- What were the main causes of population change?

Motivate the students to review what they learnt previously and then ask the following questions as a brainstorming activity to introduce the new lesson:

- What are the three age groups of a population?
- Which age group is the dominant one in your locality? Why?

-
- What is a population pyramid?

B. Body of the lesson

Now give the students a chance to critically observe table 2.1 and 2.2, on text book and to ask them the following questions:

- What did you understand from table 2.1 and 2.2?
- What factors contributed to the growth of world population from the 17th century onwards?
- What are the three components that affect the of population change?
- How should fertility, mortality and migration of a human population be measured?

Give a brief explanation on population characteristics and how to calculate fertility, mortality, migration and growth rates in the class.

Let the students see figure 2.3 and discuss in pairs or in small groups and forward their views, based on the following questions.

- In economic terms, how many age groups did you observe?
- Describe their names as age groups.

C. Stabilization

After discussions, draw the attention of students to the following main points:

- Since 5000 B.C. the growth of world population was not changed, but was marked by great fluctuations dictated by climate, food supply, diseases and war.
- From the 17th century onwards, due to advancements in science and technology (especially after the industrial revolution), world population started to grow rapidly.
- The main components of population changes are fertility, mortality, and migration.
- Population structure is the distribution of males and females within different age groups.
- A population pyramid shows the distribution of various age groups to different sex in a human population.
- The population pyramid of developing countries is wider at the base and narrow at the apex.
- Sex ratio is the number of males per females (or vice versa). It is expressed in percentage or ratio form.

4.5. Evaluation and follow up

A. Evaluation

Ask the following question

- What are the factors that contribute rapid population growth in the world?
- What are the components or determinants of population changes?

B. Follow up

- Motivate students to discuss in group in activities (2.2 and 2.3) in text book.
- Facilitate and coordinate the discussion.
- Observe and assess the contribution of each members of the group.

4.6. Expected answers for activity

Activity 2.2

1. Africa and Europe

2. Environmental degradations, resource depletions, housing problems, accelerated soil erosion, etc.

The corrective measures may include:

- Applications of family planning
- Empowering of women
- Awareness creation (education)
- Wise use of resources, etc.

3. The distribution of Ethiopia's population generally is related to altitude, climate, and soil. These physical factors explain the concentration of population in the highlands, which are endowed with moderate temperatures, rich soil, and adequate rainfall.

Activity 2.3

A. individual work

1. Factors affecting fertility in developing and developed countries

Developed countries

- Late marriage
- High status of women
- Strong financial capacities

Developing countries

- early marriage
- low status of women
- weak financial capacity

2. Major factors that attributed for high death rate are the following:

- Low standard of living
- Civil war and political instability
- Low access to health facilities
- High incidence of disease and infections

- Poor nutrition and sanitation practice.

B. Group work

1. $BR = \frac{B}{P} \times K = \frac{2400}{160,000} 1000 = 15$
2. $DR = \frac{D}{P} \times K = \frac{219,300}{19,297,000} 1000 = 11.3$
3. $NMR = \frac{\text{Immigrant} - \text{Emigrant}}{\text{total population}} \times K = \frac{150,000 - 30,000}{100,000,000} 1000 = 1.2$

Activity 2.4

1. Sex Ratio = $\frac{\text{Male}}{\text{Female}} \times 100 = \frac{1350}{1650} \times 100 = 81.8$
2. ADR = $\frac{\text{Young Age} + \text{Old Age}}{\text{Adult Population}} \times 100 = \frac{12,191,000 + 5,127,000}{29,120,000} 100 = 59.47$

2.2.3 Population distribution

1. Competencies:

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

- ✓ Identify types and causes population movement;
- ✓ Locate densely and sparsely populated regions on world population map;

2. Contents

2.2.3. Population distribution

- ➡ Factors of population distribution
- ➡ Spatial distribution of world population

2.2.4. Population movement (national and intra-national)

2.2.5. Population settlement (rural and urban)

3. Overview

- Population distribution describes the way in which people are spread out across the earth's surface.
- Due to positive and negative factors, human populations are not equally distributed throughout the world. Such uneven distributions of population can be measured by using crude and agricultural densities.
- Human migrations (both internal and external) are induced by push and pull factors which create the re-distribution of population in different areas.

-
- Another important issue that we have to give due attention is settlement. A settlement is a process of inhabiting a place. Human settlements are classified as rural or urban depending on the density of human-created structure and resident people in a particular area.

4. Teaching learning process

4.1 Suggested teaching aids

- Map of the world to show population distribution (densely and sparsely populated areas)
- Map that shows major urban centres of the world.
- A diagram that shows the hierarchy of settlement.

4.2 Suggested teaching methods

- **Brainstorming** – let the students guess and forward their ideas in class on the factors that affect population distribution.
- **Discussion** in small groups let students discuss the importance of knowing the number and distribution pattern of the world population.
- **Explanation** teacher briefly explain about the distribution pattern of the world population.

4.3 Pre lesson Preparation

Before starting the discussion, teachers may bring to the class a map of the world to show population distribution (densely and sparsely populated areas) and you have to make necessary preparations such as identifying the main points included in the lesson

4.4 Presentation of the lesson

A. Introducing the lesson

Ask your students to discuss in groups the importance of knowing the number and distribution pattern of the world population, and ask these questions by way of starting the lesson

- Why some places in their kebele/wereda are densely populated, while others are sparsely populated
- How do environmental factors influence the distribution of world population?
- What are the main causes of migration?

B. Body of the lesson

Let the students refer to figure 2.4 and seek to answer the following questions:

- Which regions or areas of the world are densely or sparsely populated?

-
- What are the push and pull factors of migration?
 - How do they affect the densities of population at the areas of origin and at destination?

C. Stabilization

Summarize the main ideas and concepts of the lesson.

- Population distribution of the world is uneven due to physical (ecological), socio-economic, political and demographic factors.
- Both the push (forcing out) and pull (attracting) factors affect internal as well as external migrations.
- The density populated areas of the world include the Asiatic population belt, Europe and American cluster.
- The sparsely populated areas include tundra, hot dry, hot-wet lands, high relief and areas with poor soils.
- Migration is a process of movements in which population are involving in permanent change of their original residential areas. It can take place in the form of internal or external (international) migrations, where both push and pull factors have played an important role.
- Settlements may broadly be divided into rural and urban, based on the density of man-made structures, population concentration and dominant economic activity.

4.5 . Evaluation and follow up

A. Evaluation

Ask the following questions

- What are the main factors that affect population distribution?
- Locate and identify densely and sparsely populated areas of the world based on figure 2.4 on text book

B. Follow up

To help your students give more knowledge on the lesson you have taught, give them the activity (activity 2.5) in the text book.

4.6 Expected answers for

Activity 2.5

-
1. Some part of the world which are endowed in natural resource and have suitable climate, they are densely populated. But areas with scarce resource availability and harsh climatic condition will be sparsely populated.
 2. Population distribution refers to the way people inhabit and occupy the earth's surface.
 3. Natural factor includes, favourable climate, fertile soil, nature of topography and social factor includes, job opportunity, security, peace and level of technology

Activity 2.6

1. No, because Migration is the physical movement of people from one place to another; it may be over long distances, such as moving from one country to another, and can occur as individuals, family units, or large groups, while movement is relocation of goods or encompasses a hierarchy of displacements, ranging from a few meters to thousands of kilo meters.
2. Migration can have both positive and negative impacts on countries of origin as well as those of destination. For instance, in destination: cheap labour, skilled labour with minimum wages, cultural diversity, and negatively resource degradation.

Activity 2.7

1. **Urban.** style of buildings infrastructures and buildings are made in plan

B. density of population is low

C. dominant economic activity is non-agricultural activity.

Rural A. style of buildings and infrastructures are made without plan

B. density of population is high

C. dominant economic activity is agricultural activity **“teachers add more explanation based on the fact and observation of the students”.**

2. Peoples live in city can prefer because of

More job opportunity, better infrastructure and education, more overall facilities in service, and good connectivity and public transport.

2.3 People and the Development of Transportation

Periods allotted for the lesson: 8

1. Competencies:

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

- ✓ Explain basic terms and concepts related to transport activities;
- ✓ Describe the historical development of means of transportation;
- ✓ Evaluate the role of transportation by using the different modes of transport system;
- ✓ Compare the different modes of transportation on the basis their use;

2. Contents

- 2.3.1. The concept and historical development of transport
- 2.3.2. The role of transport for socio economic Development
- 2.3.3. Modes of transport
 - Land transport
 - Air transport
 - Water transport

3. Overview

Transportation refers to the movement of passengers, animals and goods from one place to another place. In the earlier time there was no means of transportation other than walking, but gradually the development began to uses animals to travel and transport things on land, and invented wooden cart with four legs as means of land transport.

Transportation plays a vital role in the activity of a community. There are three modes of transport, these are land, water and air transport.

4. Teaching –learning Process

4.1 Suggested teaching aids

- Different figures and diagrams to show historical development of transport
- Show diagrams of different modes of transport

4.2 Suggested teaching methods

- **Brainstorming** let the students guess and forward their ideas and facts and share experiences in class.

-
-
- **Group discussion** discuss in group, in historical development of transportation and share ideas.
 - **lecture** Give a brief lecture on historical development of transport, role of transport for socio economic development and modes of transport

4.3 Pre lesson Preparation

Before starting the discussion, teachers may bring to the class figures and diagrams to show historical development of transport and you have to make necessary preparations such as identifying the main points included in the lesson.

4.4 Presentation of the lesson

A. Introducing the lesson

You may begin the lesson by the following brainstorm questions:

- Can you name traditional and modern means of transport?
- Did you know the mode of transport used in previous and now in Ethiopia?
- What are the roles of transport in your locality?

Through such introductory questions, students can be motivated to know more about the main concepts of transportation

B. Body of the lesson

Let the students discuss in group, based on the following questions:

- List means of transport available in your locality?
- What are modes of transport?

Give a brief lecture on historical development of transport, role of transport for socio economic development and modes of transport.

C. Stabilization

After discussions, summarize the following main points:

There are different means of transportation system that are available in different area like human powered and pack animal transports.

Nowadays transportation enables people to travel longer distances in shorter times than the previous.

Good transportation systems are needed to move goods within a country and abroad. They are also essential to spreading the benefits of health care and education.

The modes of transport can be classified into three major groups. These are Land (road, railway) transport, Water transport and Air transport

4.5 Evaluation and follow up

A. Evaluation

Ask the following questions

What do you mean by transportation and what are the three modes of transport?

Write down some role of transportation?

B. Follow up

- Motivate students to discuss activity 2.8 in group
- Facilitate and coordinate the discussion

2.3.4 Road safety, road traffic accidents and its socio economic implication

1. Competencies:

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

- ✓ Identify significant road signs in class room;
- ✓ Explain basic road safety rules.

2. Contents

2.3.4. Road safety, road traffic accidents and its socio economic implication

3. Overview

Road traffic safety refers to the method and measures used to prevent road users from being killed and injured. More than half of all road traffic deaths and injuries involve vulnerable road users. Road traffic injuries cause different economic losses to individuals and their families and countries all over the world. These losses may be associated with cost of treatment, loss of productivity and valuable working time for victims and relatives, loss of skilled labor force, and loss of school hours.

4. Teaching –learning Process

4.1 Suggested teaching aids

- Different figures and diagrams to show road traffic collision

-
-
- Use different figures to show road safety signs and symbols

4.2 Suggested teaching methods

- **Discussion** discuss in group on causes of road traffic accident
- **Explanation** teachers give brief explanation on the lesson (Road safety, road traffic accidents and its socio economic implication)

4.3 Pre lesson Preparation

Before starting the discussion, teachers may bring to the class figures and diagrams to show road traffic collision, and different figures to show road safety signs and symbols and you have to make necessary preparations such as identifying the main points included in the lesson

4.4 Presentation of the lesson

A. Introducing the lesson

To start the lesson, you may ask students

- What are the issues raised in the previous lesson? And

Give discussion on the lesson;

- What is the effect of road traffic accident on economic growth in Ethiopia?

The above questions, which can be used as a brainstorming activity, enable you to identify the prior knowledge of the students on the issues and to guide the discussion accordingly.

B. Body of the lesson

- Who are vulnerable by road accidents?
- Did you know road safety rules and sign and symbols?

Give a brief explanation on road traffic accident and its socio-economic implication.

C. Stabilization

After discussions, summarize the following main points:

Road traffic accidents are a serious problem worldwide. Road accident is most unwanted thing which happens to road user. Road accident causes loss of lives, increase of dependency, and destruction of property, increase of poverty, injuries and permanent disability.

4.5 Evaluation and follow up

A. Evaluation

Ask students to do the questions

- Why is road safety importance?
- What are the most important road safety rules?

B. Follow up

- Encourage students to participate in group discussion to do activity 2.8 and review questions.
- Coordinate the discussions and encourage the students to be an active participant.

4.6 Expected answers for activity

Activity 2.8

A. Individual work

1. List means of transports used in different locality then compare by

Uses. E.g. in Addis Ababa road transport is more useful

Accessibility road transport is more accessible

Compatibility Addis Ababa light train is more compatible “please add more based on the students finding”.

2.

Modes of transport	Advantage	Disadvantage
Land	Door-door service	High price in construction
Water	Less maintenance cost	Low speed
Air	Fast and suitable	High Cost

B. Group work

1. Socio-economic impact includes like loss of lives, increase of dependency, destruction of property, increase of poverty, injuries and permanent disabilities.
2. The most important road safety rules for pedestrians
 - Know your safety signal
 - Take extra care in crossing curve road.
 - Be careful while crossing the road
 - Always use sidewalks
 - Never jump over the divider railings

Answer key for Unit 2 Review Question

I. True or False Items

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

II. Multiple-choice Items

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

III. Fill in the Blank Items

1. Fossils 3. Homo sapiens 5. Land transport
2. Fertility 4. An emigrant

IV. Short Answer Items

1. The three main factors that control change in population size are
A. Fertility B. Mortality and C. Migration
2. Factors affecting fertility distribution are:
 - Less access to contraceptives;
 - Backwardness and poverty;
 - Low status of women
 - Need of child labor
 - Low educational background
 - Religious taught.
3. The two important statistical tools to understanding age structure are;
 - Age groups includes age structures, Young age, (0-14), Working age, (15-64) Old age, 65+.
 - Population pyramids is the graphic representation of the age distribution of a given population by sex.
4. Rural settlements are peoples live in places far from urban centers and engaged in agricultural activities. While urban settlements are peoples live in city and town and engaged in non-agricultural activities.
5. The socio-economic implication of road traffic accident includes, loss of lives, increase of dependency, and destruction of property, increase of poverty, injuries and permanent disability. Road traffic injuries caused significant economic losses to individuals and their family and countries all over the world.

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Unit Three

Human and Natural Resources

Total periods allotted for the unit: 14

1. Unit Introduction

In this unit the students are supposed to learn about the human and natural resources.

You are expected to guide the students to understand the reciprocal relationship existing between humans and the environment. This unit also addresses the Population- resource relationship focusing on (over population, optimal population and under population). Further, in the unit students are going to learn about the types of natural resources and the factors affecting natural resources in Ethiopia.

2. Unit learning outcomes

After completing this unit, students will be able to:

- ✓ Describe the reciprocal relationships between humans and nature;
- ✓ Categorize natural resources on the basis of their degree of permanency;
- ✓ List factors affecting the utilization of natural resources;
- ✓ Predict the consequences of the destruction of non-renewable resources;
- ✓ Evaluate the relationship between population density and natural resource;
- ✓ Describe what is meant by over population, optimal population and under population

3. Main Contents

- 3.1 Human-Environment relationships (reciprocal relationship)
- 3.2 Population- resource relationship (over population, optimal population and under population)
- 3.3 Types of Natural Resources
- 3.4 Factors affecting natural resources in Ethiopia

3.1 Human-Environment relationships (reciprocal relationship)

Periods Allotted: 3

1. Competencies:

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

- ✓ Examine the reciprocal relationships between human and the environment;

2. Contents

- Human – environment relationship

3. Overview

Every single living thing on the earth is dependent on the environment it lives in. Environment can simply have defined as all of the external factors affecting an organism. These factors may be other living organism (biotic factors) and non-living variables (abiotic factors). Humans' biological and cultural evolution is closely tied to the interaction between humans and their environment. The natural environment is humans' sole material base for the creation of material wealth. The relationship between humans and the environment is highly reciprocal (both affect each other).

4. Teaching-learning Process

4.1 Suggested Teaching Aids

You are expected to use different pictures and photographs that may show the influence of the environment on humans and the way humans modify (influence) their environment using their knowledge, skill, and technology.

4.2 Suggested Teaching Methods

You must use the active-learning methods of various techniques to achieve the sub unit's competencies. The following methods are suggested:

- **Brainstorming** – to assess students' abilities and their prior knowledge about the topic, you are advised to ask questions then, let the students guess and forward their ideas/facts and share experiences in class. In doing so, list what they guess on the black board and add your own points while clarifying concepts.
- **Explanation** – Introduce the lesson.

- **Discussion** – Help students to actively participate and share ideas and experiences on the human and environment relationships.
- **Questions and answers:** You are supposed to ask questions stated in the evaluation part of lesson presentation or any question you developed based on the content. Finally, students will give answers. You are also supposed to facilitate students to raise questions on the topic they have learnt and you need to respond rightly.

4.3 Pre-lesson Preparation

- Plan the most appropriate teaching method for the lesson.
- Get ready in advance with the teaching aids that shows the human environment relationship.
- Refer the materials that are relevant to the topic you are teaching.
- Prepare notes, activities and exercises.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn
- To start the lesson brainstorm them by asking questions.
- Be sure that the students are clear about the competencies of the lesson.

B. Body of the lesson

Define the meaning of human population and the environment. Explain the reciprocal relationship existing between humans and the environment. Encourage student discussion by asking them open-ended questions at different points during your explanation. For example, you can have them conduct discussions in pairs or groups. You can use the following points as discussions points.

- Do you think the elements of the physical environment such as climate, relief, soil and the like influences people's mode of life?
- How can peoples modify (influence) their environment?

Give the students sufficient time to prepare and organize their notes (documentation). Finally, harmonize the lesson by reviewing key ideas and concepts

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The influence of environment on humans' activity is unavoidable.

-
- Humans can also modify (influence) their environment with the help of their skill, knowledge and experience.
 - The relationship existing between humans and the environment is highly reciprocal (both affect each other).

4.5 Evaluation and Follow up

A. Evaluation

In your evaluation for this lesson, check your students' understanding of the subject matter by asking oral questions and giving class work.

B. Follow up

Let the students work on the activities (**Activity 3.1**) with your supervision and assistance.

4.6 Expected Answers for Activities

Activity 3.1

A. Group discussion

1. A. Traditional methods:

- **Drying** or “dehydrating” food is a method of food preservation that removes enough moisture from the food so bacteria and yeasts cannot grow.
- **Salting** was the most common way to preserve any type of meat or fish, as it drew out the moisture and killed the bacteria.

B. Modern methods:

- Freezing in refrigerator,
 - Canning, and
 - The addition of chemicals etc.
2. The climatic conditions of the environment may be forced people to use different food preservation methods. For example, areas with high temperature results food items to be easily spoiled. The primary objective of food preservation is to prevent food spoilage until it can be consumed. So, the highest temperature of the environment influences humans to practice different traditional and modern methods of food preservation.
 3. Wrap up their group work by providing constructive feed backs and summary of what they have been performing.
 4. The elements of the physical environment such as climate, relief, soil and the like influences people's mode of life. The influence of environment on humans' activity is

unavoidable. But peoples can modify (influence) their environment with the help of their skill, knowledge and experience. The advancement of technology enables human beings to create conducive environments so that they can exploit natural resource in a way they seek. The relationship existing between humans and the environment is reciprocal (both affect each other).

3.2 Population- resource relationship (over population, optimal population and under population)

Periods Allotted for the lesson: 3

1. Competencies:

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

- Describe over, optimal, and under population with respect to natural resources;

2. Contents

- ✓ Population- resource relationship (over population, optimal population and under population)

3. Overview

Human population and resources have a strong relationship with one another. The growth and decline of population affects the availability of natural resources. At the same time, the availability of natural resources affects the trends of population. Overpopulation is characterized by low per capita income, high unemployment and under employment, malnutrition and famine, low standards of living, and outward migration. Under population is characterized by high per capita income, low unemployment and inward migration. Optimum population is a term which denotes balanced population resource relationship in an area.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

Use the following as a main teaching aid material:

- A picture that shows the relationship between population and resources

4.2 Suggested Teaching Methods

You are required to implement the following teaching methods;

-
- **Brainstorming** – Ask students to guess and forward their ideas on the relationship between population and resources. List what they guess on the black board and add your own points while clarifying concepts.
 - What is meant by overpopulation, optimal population and under population?
 - **Explanation** – Introduce the lesson.
 - **Discussion** – Help students to actively participate and share ideas and experiences on the relationship between population and resources.
 - **Demonstration**
 - Show a picture/diagram on the relationship between population and resources in the text book or any other diagram showing this relationship.
 - **Questions and answers:** You are supposed to ask questions stated in the evaluation part of lesson presentation or any question you developed based on the content. Finally, students will give answers. You are also supposed to facilitate students to raise questions on the topic they have learnt and you need to respond rightly.

4.3 Pre-lesson Preparation

- Plan the most appropriate teaching method for the lesson.
- Get ready in advance with the suggested teaching aids.
 - Pictures/maps that shows the human – resource relationship.
- Refer the materials that are relevant to the topic you are teaching.
- Prepare notes, activities and exercises.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn
- To start the lesson brainstorm them by asking questions.
- Be sure that the students are clear about the competencies of the lesson.

B. Body of the lesson

Let the students refer to (figure 22) and seek to answer the following questions:

- What type of relationship exists between population and resources?

After discussing the relationship existing between population and resources, motivate the students to identify the concepts of overpopulation, optimum population and under population.

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - Population and resources have a strong relationship with one another. The growth and decline of population affects the availability of natural resources. At the same time, the availability of natural resources affects the trends of population.
 - Overpopulation refers to an excess of population in an area in relation to the available resources.
 - Optimum population is a term which denotes balanced population resource relationship in an area.
 - Under population occurs when the population of an area is too small for full utilization of its resources.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - What is population?
 - What is resource?
 - How do you explain the relationship between population and resources?
 - What is meant by overpopulation, optimum population and under population
- Give the students appropriate feedback for their responses and activities.

B. Follow up

Let the students work on the following activities (Activity 3.2) with your supervision and assistance.

4.6 Expected Answers for Activities

Activity 3.2

A. Individual work

1. A. Over population refers to an excess of population in an area in relation to the available resources.

B. Under population occurs when the population of an area is too small for full utilization of its resources.

C. Optimum population is a term which denotes balanced population resource relationship in an area.

B. Group discussion

- 1) Pro natalist and anti natalist are the population policies adopted by several countries aimed at managing or balancing the relationship between the level of population and resources.

Anti natalist population policy is a policy which aims to reduce birth rate and slow population growth while Pro natalist population policy is a policy which aims to increase birth rate and rate of population growth.

- 2) Wrap up their group discussion by providing constructive feed backs and summary of what they have been performing.

3.3. Types of Natural Resources

Periods allotted for the lesson: 2

1. Competency:

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

- ✓ Distinguish between renewable and non-renewable natural resources;

2. Contents

- i. Renewable resources
- ii. Non-renewable resources

3. Overview

There are two major natural resources that can be classified based on renewability. These are renewable and non-renewable natural resources.

4. Teaching –learning Process

4.1 Suggested teaching aid

- Photographs that show different types of natural resources.
- Video (optional - tap this link <https://www.youtube.com/watch?v=PLBK1ux5b7U>) that shows the difference between renewable and non-renewable natural resources.

4.2 Suggested teaching method

- Brainstorming by asking different question like write at list three renewable and non-renewable resources that you ever know?
- Discussion students discuss in group about types of natural resources
- Presentation introduce the lesson and explain main points on natural resources

4.3 Pre lesson Preparation

Before starting the discussion, teachers may bring to the class photographs that show different types of natural resources and you have to make necessary preparations such as identifying the main points included in the lesson

4.4 Presentation of the lesson

A. Introducing the lesson

Start the lesson with brainstorming questions.

- What are natural resources?
- What are the two types of natural resources?
- What do we mean when we say renewable and non- renewable naturalresources?

B. Body of the lesson

Let students be arranged into groups and discuss the concept of natural resources and classify natural resources into renewable and non-renewable resources then present to the whole class.

C. Stabilization

Stabilize the lesson with a review of key ideas and concepts such as:

Considering renewability, natural resources can be categorized renewable and non-renewable resources.

- Renewable resources are ones that can be replenished or reproduced easily, like sunlight, air, wind, etc.
- Non-renewable resources are that cannot be replenished after used, like fossil fuels, natural gas, and petroleum oil.

4.5 Evaluation and follow up

A. Evaluation

Ask students questions like the following:

- What is a natural resource?
- List renewable natural resources.
- List non-renewable natural resources.

B. Follow up

- Organize students into small groups and ask question, observe their participation and give feedback.

4.6 Expected answers for Activity 3.3

A. Individual work

1. Natural resources are resources that are occupy in nature.
2. Natural resources are used to make food, fuel and raw materials for the production of goods. All of the food that people eat comes from plants or animals. Natural resources such as coal, natural gas and oil provide heat, light and power.

B. Group discussion

1. List the resources and
2. categorized those resources into renewable and non-renewable resources
3. Peoples can conserve and manage these resources with different methods like

3.4 Factors affecting natural resource in Ethiopia

Period allotted for the lesson 6

1. Competencies:

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

- ✓ State major human activities affecting the natural resources in Ethiopia;
- ✓ Develop sketch map to locate natural resources in their locality.

2. Contents

3.4 Factors affecting natural resources in Ethiopia

- Population pressure

- Agricultural expansion
- Rapid urbanization
- Resettlement

3. Overview

The resources of Ethiopia are not properly identified, well managed, and fully exploited, and these natural resources are under the influence of various interconnected factors. These are; population pressure, agricultural expansion, rapid urbanization, and resettlement.

4. Teaching –learning Process

4.1 Suggested teaching aid

- Figures and photographs to show resettlement and deforestation, agricultural expansion.

4.2 Suggested teaching method

- Brainstorming by asking different question on the lesson
- Discussion students discuss in group on factors affecting natural resources in Ethiopia.
- Presentation introduce the lesson and explain main points on the lesson.

4.3 Pre lesson Preparation

Before starting the discussion, teachers may bring to the class figures and photographs to show resettlement and deforestation, agricultural expansion and you have to make necessary preparations such as identifying the main points included in the lesson

4.4 Presentation of the lesson

A. Introducing the lesson

Start the lesson with brainstorming questions. The following questions might serve this purpose:

- What are the factors that affect natural resources in Ethiopia?
- How rapid urbanization affects forest resource?

B. Body of the lesson

Let students be arranged into groups and discuss the factors that affect natural resources in Ethiopia, (Population pressure, rapid urbanization, resettlement, and agricultural expansion)?

C. Stabilization

After discussions, summarize the following main points:

The major factors that affect natural resources in Ethiopia includes population pressure, agricultural expansion, rapid urbanization, and resettlement.

Rising number of population in Ethiopia leads to enormous production of wastes, increased pressure on arable lands, losses of biodiversity, pollution of air and water.

Today in Ethiopia agricultural sector is to be a major cause of environmental pollution and affects natural resource. Rapid urbanization in Ethiopia has always been related to remarkable environmental problems such as, degradation of land, forest, large scale quarrying and excavation of sand, gravel, and other building materials.

4.5 Evaluation and follow up

A. Evaluation

Ask questions

- Write factors affecting natural resources in Ethiopia?
- How agricultural expansion and population pressure can causes deforestation?
- What is resettlement?

B. Follow up

- Motivate the students to share their knowledge and experiences through group work and activity 3.4 then observe their participation and give feedback.

4.6. Expected answers for Activity 3.4

1, Natural resources destruction caused different types of environmental damages which include ecological disturbances, destruction of natural flora and fauna, pollution of air, water and land, instability of soil and rock masses, landscape degradation, desertification and global warming.

2, Overpopulation resulted in land resource scarcity, fragmentation of farm plots, and ecological degradation such as increasing emissions, soil erosion, deforestation, and the overuse of natural resources.

3, Resettlement is the transportation of a group of people to a new settlement

Resettlement is a tool to provide international protection and meet the specific needs of refugees

Answer key for Unit 3 Review Question

I. True or False Items

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

II. Matching Items

- i. D 2. C 3. E 4. A 5. B

III. Multiple-choice Items

1. D 2. D 3. A 4. A

IV. Fill in the Blank Items

1. Agricultural expansion 3. Non renewable
2. Resettlement 4. Carrying capacity

V. Short Answer Items

1. Agro forestry, social forestry and Apply upward growing of urban centers.
2. The elements of the physical environment such as climate, relief, soil and the like influences people's mode of life. The influence of environment on humans' activity is unavoidable. But peoples can modify (influence) their environment with the help of their skill, knowledge and experience. The advancement of technology enables human beings to create conducive environments so that they can exploit natural resource in a way they seek. The relationship existing between humans and the environment is reciprocal (both affect each other).
3. The human population grows, our consumption of natural resources increases. Therefore, population pressure results in, loss of soil fertility, low vegetative cover, unsustainable farming practice, overgrazing, and migration of wildlife.
4. Renewable resources can be replenishing itself after use easily, and they are unlimited in supply.
e.g. Sun light, forest wind energy etc.
Non-renewable resources cannot replenish after use, and they are limited in supply.
E.g. fossil fuel, natural gas, opal, and petroleum oil etc.
5. Non-renewable sources can be used for all kinds of things. Over 70% of the energy used in industrial processes comes from non-renewable sources, while fossil fuels are also used for many household purposes. Renewable resources also produce clean energy, less pollution and greenhouse gas emissions, which contribute to climate change.

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Unit Four

Ancient Civilizations and Medieval History of the World

Total periods allotted for the unit: 18

1. Unit Introduction

The major themes dealt with in this unit are the Ancient Civilization; Medieval History of the World and the rise and expansion of Christianity and Islam. The teacher is expected to guide the students to understand how the ancient civilizations of the world were originated and still influenced our daily life. In the process, the unit briefly looks at major political, economic, social and cultural achievements of ancient world civilizations that arose in Asia and Europe. This unit also covers the medieval history of the world with particular reference to Byzantine Empire and the rise and expansions of Islam. The development within each of the periods shaped the history of future generations in Europe, Asia and the world at large.

2. Unit learning outcomes

After completing this unit, students will be able to:

- Locate the major river valley civilizations of the world
- Compare and contrast the rise and expansion of Christianity and Islam;
- Analyze major historical developments of the world during the medieval period.

3. Main Contents

4.1 Ancient world civilizations

4.2 Medieval history of the world

4.1 Ancient World Civilization

Periods allotted for the lesson: 10

1. Competency:

- **At the end of this lesson, students will be able to:**
 - Point out common elements of the ancient river valley civilizations.

2. Contents

- 4.1.1. Mesopotamia
- 4.1.2. India and China
- 4.1.3. The Greco-Roman World
- 4.1.4. Rise and expansion of Christianity

3. Overview

The origin of civilization was closely linked with the beginning of cultivation of crops and domestication of animals which led to permanent settlement. In turn, permanent settlement led to the beginning of urban centers and writing. This sort of civilization had emerged in Mesopotamia, India, China, Greece and Rome. This unit also deals with the rise and expansion of Christianity.

- The name Mesopotamia comes from Greek word meaning “between rivers.” Sumer was a region where this civilization flourished. The civilization was also referred to as Sumerian civilization. Ancient Mesopotamia civilization lies mostly in modern day Iraq and parts of what is today Syria, Turkey, and Iran. The Sumerians invented the writing system known as cuneiform. They also developed agriculture.
- Ancient Greek civilization developed in city-states called polis. Two important city-states were Athens and Sparta. But Athens was the largest city-states. Ancient Greek was well known for their origin and intellectual achievements in drama, pottery, sculpture and artistic achievements. The Greeks established a proper way of writing. They also founded modern medicine. Ideas and words such as philosophy, Democracy, Olympic, and Marathon originated from Greek.
- Ancient Rome was founded by Latin people. Rome formed the first Republic. The Consuls were the two elected highest officials of the Republic. The Roman society was divided into three classes called: the patricians, Equities and Plebeians. Besides that, there were also slaves. The Roman Republic was ended around 27 B.C. The Republic was replaced

by the Roman Empire. They Romans excelled in engineering. Roads, bridges, and harbors were built by Roman engineers.

- The Indus valley civilization was developed in what is now Pakistan and western India. Harappa and Mohenjo-Daro were important centers of Indus valley civilization. Buddhism and Hinduism were developed in India. The Indus Valley civilization disappeared suddenly.
- The Shang and Chou were the earliest Chinese dynasty. They developed a system of writing called Logographic. The Chinese philosopher developed Confucianism. It was basically a philosophy not a religion. They also constructed Great wall. They were known in their silk, bronze vessels and war chariots.
- One of the world's leading religions today is Christianity. Christianity emerged in Palestine in the 1st century A.D and spread all throughout the world to become a major universal faith.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of ancient civilization.
- Video or Photographs – that shows the ancient civilization and medieval history of the world.
- Pictures- on the ancient Mesopotamian writing system

4.2 Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. The new curriculum requires that teachers use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We recommend the following methods for this lesson:

- ✓ **Brainstorming** –based on the major historical events of each of the ancient civilization, let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts. For Example, this is important, when you are teaching topics like the ancient world civilization.
- ✓ **Group discussion-** on the major historical events of each of the ancient civilization

-
- ✓ Use the pyramid instructional method (rise and expansion of Christianity)
 - ✓ Explanation-on the major historical events of the ancient civilization
 - ✓ Presentation-using the map let students show the location of Mesopotamia, Ancient China, India and the Greco-Roman world

4.3 Pre-Lesson Preparation

- Give reading assignment to the student on the Mesopotamia and Greco-Roman World with guiding questions
- Display teaching aids suggested in the class room (Use a map of Ancient world)
- Choose topics for class discussion: Was the ancient Chinese civilization exceed the Indians? Why?
- Pictures- Mesopotamian writing system, Greek Philosophers, symbol of Buddhism
- Prepare time chart for the chronology of ancient civilization.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (the ancient civilization.)
- Be sure that the students are clear about the competency of the lesson.
- To start the lesson brainstorm them starting with simple question going on to more complex about ancient civilization of the world.
- Ask students questions like the following to begin the lesson:
 - What is civilization?
 - Who were the Sumerians?
 - Who was the Athens?
 - Who founded the Roman civilization?
 - Why did the Chinese constrict the Great Wall?
 - Which civilization came earlier? Greek civilization or Roman Civilization?

B. Body of the lesson

- Tell them the origin of the ancient civilization is intimately related to river valley. Explain the ancient civilization was formed with the beginning of cultivation of crops and domestication of animals which led to permanent settlement. Permanent settlement in turn led to the emergence of urban centers and the beginning of writing systems. The

first civilization was formed on the banks of rivers. Rivers were attractive locations for the first civilization because they provided a steady supply of water and made the land fertile for growing crops and facilitated transportation and communications. Discuss that in ancient time agriculture was well under way in several regions including ancient India (around the Indus Valley), Mesopotamia (between Tigris and Euphrates River), and China (along the Yellow or Huang Ho river.) This sort of civilization had emerged on Mesopotamia, India, China, Greece and Rome. In the process, emphasize that almost all of them developed on the base of well-organized states, religious belief, towns, and government and writing systems.

- In your discussion, bring to the attention of students based on the following points:
 - Using a world map, help the students to locate the civilization of ancient Mesopotamia, India, China, Greece and Rome and help the students to learn more about the significance of the given civilization by listing their major achievement.
 - Compare and contrast the major relics and achievements of ancient civilization.
 - Discuss the rise and spread of Christianity.
 - Divide the students into five groups and let them discuss and present the major historical events on Mesopotamia, China, India, Greece and Rome.
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The origin and achievements of the Mesopotamian civilization.
 - The origin and achievements of the Indian and Chinese civilization.
 - The origin and contribution of Greek and Roman civilization.
 - The rise and spread of Christianity and Islam
- Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competency is achieved, ask the students questions about the topic you taught.

-
- You can ask the students questions like the following:
 - Who invented Cuneiform writing system?
 - What is river valley civilization?
 - What is Oligarchy and democracy?
 - Ask the students to draw sketch map and show the location of ancient civilization.
 - Inform the students to do the review questions and an activity which is found at the end of lesson section.
 - Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 4.1) with your supervision and assistance.
- Observe learners while they are doing their group and individual work.
- Record students' performance
- Give constructive feedback based on their performance.

4.6 Expected Answer for Activities

Activity 4.1

A. 1. The Tigris and Euphrates

2. Modern Iraq, Parts of Syria, Turkey and Iran

B. 1.

- ✓ writing system(cuneiform)
- ✓ boat moved by wind
- ✓ plough(agriculture)
- ✓ monuments of mud
- ✓ science, astronomy, medicine, mathematic, metal work,
- ✓ invented 60 minutes in hour
- ✓ 360⁰ in a circle

2.

- Cuneiform: was one of the oldest writing systems formed by Sumerians
- Lugals: were the absolute rulers of Sumerian city-states

-
- Sumerians: were the people of Sumer who was said to be formed the Mesopotamian civilization

Activity 4.2

1.

- ✓ Arabic numerals
- ✓ Surgery
- ✓ Decimal system
- ✓ Symbol zero
- ✓ Different tools and ornaments
- ✓ Urban planning

2. Pakistan and Western India

3. The Shang dynasty was ended by the invasion of the Chou dynasty

Activity 4.3

2.

- Republic: was a form of government that led by elected officials
- Empire: a group of nations or peoples ruled by an emperor, empress or other
- Democracy: is a form of government in which people choose leaders by voting
- Oligarchy: was a type of government in which power is in the hands of small wealth elite
- Polis: was the Greek city-states which consisted of city or town and surrounding villages and farm lands
- Consuls: were the two elected officials who head the government of the Roman Republic
- Puritans: were the richest land holding nobles
- Plebeians: were ordinary people who had the legal rights but little influence

Activity 4.4

B. 1. Emperor Constantine

2. Emperor Theodosius

4.2. Medieval History of the World

Periods allotted for the lesson: 8

1. Competencies:

- **At the end of this lesson, students will be able to:**
 - Analyze the main features of the Byzantine empire
 - Compare and contrast the rise and expansion of Christianity and Islam

2. Contents

- 4.2.1. Byzantine Empire
- 4.2.2. The Rise and Expansion of Islam

3. Overview

This section of the sub unit deals with the Byzantine Empire and the rise and expansion of Islam.

- The Byzantine Empire was also known as the Eastern Roman Empire. Its capital was called Constantinople. The Byzantine comes from Byzantium. The Byzantine Empire reached its greatest size under Emperor Justinian I. The Byzantine Empire ended when Ottoman Turks controlled the city of Constantinople in 1453.
- The early Arabs were polytheists. Islam is the name given to the religion preached by Prophet Mohammed in the 7th century A.D. Prophet Mohammed was persecuted by Quarryash tribe. The flight of Prophet Mohammed from Mecca to Medina was called Hejira. Islam in the Arabic word means submission to the will of God. Those who believe in one God and accept Mohammed as His messenger are called Muslims. Like Christianity, Islam is a monotheistic, based on belief in one God. The Arabic name for God is Allah. The Muslim holy book is known as the Quran. Islam is one of the largest religions in the world.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of Byzantine Empire and Middle East.
- Video or Photographs – that shows medieval history of the world.

4.2 Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. The new curriculum requires that teachers use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, think about the

active learning methods you want to use and decide when you will use each during the lesson. We recommend the following methods for this lesson:

- ✓ **Brainstorming** – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.

When you are teaching topics like the Byzantine Empire and the Rise and Expansion of Islam you can use the following alternatives as one of teaching mechanism:

- ✓ Question and answer
- ✓ Group Discussion-Give reading assignment on the history of the Byzantine Empire
- ✓ Use the pyramid instruction method on the discussion of the rise and expansion of Christianity and Islam
- ✓ Explanation- about the origin and expansion of Islam
- ✓ Presentation-let students to present important points from their group discussion on the rise and expansion of Christianity and Islam.

4.3. Pre-Lesson Preparation

- ✓ Give reading assignment to the student on the Byzantine empire and rise and expansion of Islam
- ✓ Display teaching aids suggested in the class Room-World Map and the Middle East
- ✓ Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (medieval history of the world.)
- Be sure that the students are clear about the competences of the lesson.
- To start the lesson brainstorm them about *medieval* history of the world with particular emphasis to Byzantine Empire and the Rise and Expansion of Islam
- Ask students the following questions.
 - Where was the Byzantine Empire found?
 - What do you understand by the word Islam and Muslim?
 - What was the political Centre of Byzantine Empire?
 - Who are the Arabs?

-
- Why the Byzantine Empire was called a center of civilization in Europe during the medieval period?
 - Where is the birth place of Islam?
 - How did Islam spread to different parts of the world?

B. Body of the lesson

- Tell them that the Byzantine was also called the Eastern Roman Empire and center of a civilization in Europe during the medieval period. Explain when civilization declined in Western Europe, the Byzantine Empire in the east remained a center of Greco-Roman and Christian civilization. Discuss how the Byzantine Empire defends repeated foreign attacks and survived for more years than Western Roman Empire until it fails under the Control of Ottomans. Remind them that Western European sent military assistance in the form of Crusades to defend the holy land from Muslims. Tell them that the Arabs are Semitic-speaking peoples who led a nomadic life and practice traditional religion in the Arabian Peninsula. Tell them the rise of Islam in the early seventh century A.D completely changed the political, religious and social structures of the Middle East countries. Discuss that a new force, the Arabs, arose in the Arabian Peninsula and spread their religion and influenced the Middle East and other parts of the world. Tell them that when Prophet Mohammed started preaching the new religion he was faced great persecution from the Quraysh tribe.
- In your discussion, bring to the attention of students considering the following points:
 - Using world map, help the students to locate the Byzantine Empire and help the students to learn more about the significance of the Byzantine Empire in keeping civilization in Europe during the medieval period;
- Using pyramid instructional method, let students to make discussion on the rise and expansion of Islam and Christianity.
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The location of the Byzantine Empire.

-
- The contribution of Byzantine in keeping the Greco-Roman and Christian culture.
 - The social, political, economic and religious conditions of the Arabs before the rise of Islam.
 - The rise and expansion of Islam
 - Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - What was crusade?
 - What was the old name of Constantinople?
 - What is Islam?
 - What is Muslim?
 - Who was the founding prophet of Islam?
 - Invite students to show the location of Byzantine and Middle East.
 - Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 4.2) with your supervision and assistance. It may be homework or class work.
- Observe learners while they are doing their group and individual work.
- Give constructive feedback based on their performance.
- Record student's performance.

4.6 Expected Answers for Activity

Activity 4.5

1. The Byzantine Empire was called center of civilization in Europe because after the decline of civilization in Western Europe, the Byzantine Empire remained a center of Greco-Roman civilization.
2. Byzantine Empire reached the height of its power during Emperor Justinian

Activity 4.6

A.1. the Quarryash were the powerful merchant tribe that inhabited and controlled Mecca and its Kaaba

2.
 - Hejira was the flight of prophet Mohammed from Mecca to Medina
 - Quran is the Muslim holy book
 - Jihad was raid against one's enemies or unbelievers by Muslim Arabs.
 - Polytheist was a traditional belief of worshipping many different gods.

Answer key for Unit 4 Review Question

I. True or False Items

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

II. Matching Items

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

III. Multiple Choice Items

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

IV. Fill in blank

1. Hellas
2. Augustus
3. Oligarchy
4. Bethlehem
5. Semitic

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Unit Five

Ancient History of Africa

Total periods allotted for the unit: 15

1. Unit Introduction

The major themes dealt with in this unit are the Ancient Kingdom of Egypt; the Kingdom of Nubia and the Kingdom of Meroe. The teacher is expected to guide the students to understand how the ancient civilization in Africa was originated. In the process, the unit briefly looks at major political, economic, social and cultural achievements of ancient civilization of Egypt, Nubia and Meroe.

2. Unit learning outcomes

After completing this unit, students will be able to:

- Explain the major contributions of the ancient Egyptian Civilization;
- Identify the typical features of the kingdom of Nubia;
- Discuss the main historical events of the kingdom of Meroe
- Appreciate that Africa is a continent with ancient history and civilization.

3. Main Contents

5.1 Ancient kingdom of Egypt

5.2 The kingdom of Nubia

5.3 The kingdom of Meroe

5.1 Ancient kingdom of Egypt

Periods allotted for the lesson: 7

1. Competency:

- **At the end of this lesson, students will be able to:**
 - Outline the major contributions of the ancient Egyptian civilization;

2. Contents

5.1. Ancient Kingdom of Egypt

3. Overview

The origin of civilization was closely linked with the beginning of cultivation of crops and domestication of animals which led to permanent settlement. In turn, permanent settlement led to the beginning of urban centers and writing. This sort of civilization had emerged in ancient Egypt.

- The ancient Egyptian civilization began at about 3000B.C in the Nile valley. Egypt was located in Northeast parts of Africa. The majority of ancient Egyptians were peasants (poor farmers). The history of ancient Egypt was divided into three periods. There were also three social classes in ancient Egypt. The rulers of ancient Egypt were known as Pharaohs. During this time, irrigation was widely used by the farmers of Egypt. The Egyptians were also involved in the construction of palaces, temples and tombs. The large royal tombs built for the Pharaohs were called Pyramids. They believed in life after death. The process of preserving the dead body is called mummification. They developed the writing system known as hieroglyphics. It was a pictorial form of writing used for inscriptions carved or painted on temples pillars and walls and tombs. Later, however, they introduced sheets of papyrus, a paper like substance. The ancient Egyptians had also contributed for development of medicine, mathematics and architecture. The great pyramids at Giza are great achievements of ancient Egypt. More to the point, ancient Egyptians had cultural and trade relations with the other parts of the World and Horn of Africa.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of ancient Egypt, Nubia and Meroe.
- Video-Photographs- about pyramids

4.2 Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. To encourage students' involvement in the teaching-learning process the new curriculum requires that teachers use a variety of active-learning methods. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We suggest the following methods for this lesson:

- ✓ **Brainstorming** –based on the features of ancient Egypt, Nubia and Meroe let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
- ✓ Give brief introduction- give brief introduction to the students about each ancient states based on the lesson.
- ✓ Group discussion- divide the classroom students into three groups and let them to discuss and present on the main features of the kingdoms of ancient Egypt, Nubia and Meroe
- ✓ Explanation-give detail information on the main features of the kingdom of ancient Egypt, Nubia and Meroe

4.3. Pre-Lesson Preparation:

- ✓ Give reading assignment-on the Egyptian civilization
- ✓ Display teaching aids suggested in the class Room-Map of Africa that show the ancient civilization in Africa.
- ✓ Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to Learn-Ancient History of Africa
- Be sure that the students are clear about the competences of the lesson.
- To start the lesson brainstorm, starting with simpler issues and going on to more complex, them about ancient civilization of Egyptian, Nubia and Meroe.
- Ask students questions like the following to start the lesson:
 - Where and when was ancient civilization of Egypt evolved?
 - What was hieroglyphics?
 - Who were the Pharaohs?
 - What were the Pyramids in Egypt used for?

-
- Where was the Nubia kingdom located?
 - Why the period Meroe was served as capital marked the glorious period of civilization of Kush?

B. Body of the lesson

- Tell them that the origin of the ancient Egyptian civilization is related to river valley. Explain the ancient civilization of Egypt was formed with the beginning of cultivation of crops and domestication of animals which led to permanent settlement. Permanent settlement in turn led to the emergence of urban centers and the beginning of writing systems. The Egyptian civilization was formed on the banks of Nile River because the Nile provided a steady supply of water and made the land fertile for growing crops and facilitated transportation and communications. In ancient time agriculture was well under way in ancient Egypt (around the Nile River). The vast majority of the societies were the peasant whose livelihood depended on farming. In the process the ancient Egyptian civilization was developed on the base of well-organized states, religious belief, towns, and government and writing systems.
- In your discussion, bring to the attention of students based on the following points:
 - Using the map of Africa, help the students to locate the ancient Egypt and facilitate the students to learn more about the achievements of the given civilization;
 - Discuss the importance of mummification for the advancement of the modern medical science;
 - Discuss the relationship between the kingdom of Nubia and Meroe;
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The beginning and achievements of the Egyptian civilization.
 - The government and beliefs.
 - The kingdoms and society.
 - Compare and contrast the main features of pre-colonial African states.

-
- The formation of Meroe as political center of Nubia and emergency of glorious period of Merotic civilization.
 - Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competency is achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - Who was said that Egypt was the “gift of the Nile?”
 - What is river valley civilization?
 - How the Merotic civilization came to end?
 - Ask the students to draw sketch map and show the location of the kingdom of Egypt, Nubia and Meroe.
 - Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate and constructive feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 5.1) with your supervision and assistance.
- Take note of the degree of involvement of learners in the task given
- Observe learners while they are doing their group and individual work.
- Give constructive feedback based on their performance.

4.6 Expected Answers for Activities

Activity 5.1

- A.1. Pyramid was a large royal tombs built by ancient Egyptians in honor of Pharaohs.
2. Mummification was a process of keeping dead body intact in ancient Egyptians.
3. Nomarch was appointed officials to administer nomes or provinces.
4. Hieroglyphics was a pictorial form of writing system introduced by the Egyptians.
5. Vizier was chief officials (prime minister) appointed by Pharaohs to run government.
6. Papyrus was a paper like material that introduced by Egyptians for writing.

B. 1. Nile means everything for Egyptians:

- ✓ Source of water for irrigation
- ✓ Means of transportation and communication

5.2. The Kingdom Nubia

Periods allotted for the lesson: 4

1. Competency:

- **At the end of this lesson, students will be able to**
 - Point out the main features of ancient Nubia and Meroe;

2. Contents

5.2. kingdom of Nubia

3. Overview

This content deals with the ancient history of the Kingdom of Nubia and the Kingdom.

- Nubia was also known as Kush. The kingdom was located in the present day Sudan, south of Egypt. Its history and culture was closely linked with Egypt. Egypt controlled Nubia in 1500s B.C. Nubians adopted elements of Egyptian art, architecture, language and religion. In turn Nubia ruled Egypt since 750B.C until they drove out by Assyrian in around 670B.C. Nubians used Napata and Meroe as their political center.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of kingdom of Nubia.

4.2. Suggested Teaching Methods

To encourage students' involvement in the teaching-learning process the new curriculum requires that teachers use a variety of active-learning methods. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We suggest the following methods for this lesson:

- ✓ **Brainstorming** – based on the kingdom of Nubia let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
- ✓ Give brief introduction-about the beginning of the kingdom of Nubia;
- ✓ Group discussion- about the historical relation between the kingdom of Egypt and Nubia.

-
-
- ✓ Explanation-give detail information on the main features of kingdom of Nubia.

4.3. Pre-lesson Preparation:

- ✓ Choose topics for class discussion-impact of Egyptian influence on the life of Nubians.
- ✓ Display teaching aids suggested in the class Room-Map of Africa
- ✓ Prepare daily lesson plans.

4.4. Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn –the kingdom of Nubia.
- Be sure that the students are clear about the competency of the lesson.
- To start the lesson brainstorm starting from simpler question and going on to more complex about ancient civilization relating with the Kingdom of Nubia.
- Ask students questions like the following to start the lesson:
 - Where was the Nubia kingdom located?
 - How did the Nubian rule end in Egypt?
 - What was the connection between Nubia and Egypt?
 - Who forced Nubians to left Egypt?

B. Body of the lesson

- Tell them the origin of the ancient Kingdom of Nubian civilization is related to river valley. Nubia and Egypt had cultural and historical connection. Once up on a time they shared similar political center.
- In your discussion, bring to the attention of students considering the following points:
 - Using the map of Africa, help the students to locate the ancient the Kingdom of Nubia and facilitate the students to learn more about the achievements of Nubians;
 - Compare and contrast the major relics and achievements of ancient Egypt and Nubia;
 - Let the students locate Nubia on the Map of Africa;
 - Explain how the Nubian kingdom was ended;
 - Discuss the historical and cultural connection of Nubia and Egypt;
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

-
- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The location of Nubia.
 - The decline of Nubian Kingdom.
 - The beginning and achievements of the Nubian civilization.
 - The historical and cultural relation between Nubians and Egyptian.
 - Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competency is achieved, ask the students questions about the topic you taught.

- You can ask the students questions like the following:
 - Where did ancient Nubia locate in the present day?
 - Ask students to locate the sites of the kingdom of Nubia from the Map of Africa.
 - Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate and constructive feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 5.2) with your supervision and assistance.
- Take note of the degree of involvement of learners in the task given
- Observe learners while they are doing their group and individual work.
- Give constructive feedback based on their performance.

4.6 Expected Answers for Activities

Activity 5.2

A. 1. Napata 2. Napata 3. Assyrians

B. 1. Invasion by Assyrians

5.3. The kingdom of Meroe

Periods allotted for the lesson: 4

1. Competencies:

- **At the end of this lesson, students will be able to:**
- Point out the main features of ancient Nubia and Meroe;
 - Compare and contrast the main features of pre-colonial African states

2. Contents

5.3. The Kingdom of Meroe

3 Overview

The origin of civilization of the kingdom of Meroe was closely linked with the fall of Napata as the political centre of the Nubian Kingdom. When the Assyrians destroyed Napata, the capital of Kush, in 670BC, the rulers of Kush fled to south and began to expand its territory in the Southern direction. Meroe supplanted Napata as the political, religious and economic capital of Kush.

The Merotic civilization began at about 6th B.C in the present day the Sudan. Meroe became political center of Kingdom of Nubia after when Napata was destroyed by Assyrians. The period which Meroe served as the capital of Nubian is referred to as the Merotic civilization because the Nubian kingdom reached its peak of Civilization. Meroe monopolized the trade of the Horn of Africa. The kingdom of Meroe developed new style in art and architecture. They used their own language, invented system of writing and worshipped their own gods. They were known in iron work.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of ancient Meroe.
- Video and Photographs-iron making technology of ancient Meroe

4.2 Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. To encourage students' involvement in the teaching-learning process the new curriculum requires that teachers use a variety of active-learning methods. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We suggest the following methods for this lesson:

-
- ✓ **Brainstorming** –based on the kingdom of Meroe let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
 - ✓ Give brief introduction-on the origin of the kingdom of Meroe.
 - ✓ Group discussion-compare and contrast the main achievements of the kingdom of Nubia and Meroe
 - ✓ Presentation-let students to present their comparative analyze on the main features of the Kingdom of Nubia and Meroe.
 - ✓ Explanation-give detail information the main features of the Merotic civilization and its end.

4.3. Pre-lesson Preparation:

- ✓ Give reading assignment- on the Merotic civilization.
- ✓ Display teaching aids suggested in the class Room-Map of Africa that show the ancient History of Africa
- ✓ Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Introduction of the Lesson

- Introduce students to what they are going to learn.
- Be sure that the students are clear about the competency of the lesson.
- To start the lesson brainstorm them starting with simpler question and going on to more complex about ancient civilization relating with Meroe.
- Ask students questions like the following to start the lesson:
 - Where was ancient civilization of Meroe evolved?
 - What was the connection between Nubia and Meroe?
 - Who ended the Merotic civilization?

B. Body of the lesson

- Tell them the origin of the Kingdom of Merotic civilization. Nubia and Egypt had cultural and historical connection. Once up on a time they shared similar political center. During the time when Meroe served as political center, Nubian civilization was reached its peak.
- In your discussion, bring to the attention of students based on the following points:

- Using the map of Africa, help the students to locate the kingdom of Meroe.
- Compare and contrast the major relics and achievements of ancient Egypt and Nubia;
- Let the students locate Nubia and Meroe;
- Compare the civilization of Egypt, Nubia and Meroe;
- Discuss the decline of the Merotic civilization;
- Discuss the rivalry between Meroe and Aksum.
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The origin and achievements of the Merotic civilization.
- Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - Where did ancient Meroe locate in the present day?
 - Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate and constructive feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 5.1) with your supervision and assistance.
- Take note of the degree of involvement of learners in the task given
- Observe learners while they are doing their group and individual work.
- Give constructive feedback based on their performance.

4.6 Expected Answers for Activity 5.3

Activity 5.3

A.1. around 350 AD

2. King Ezana (Aksumites)

3. Khartoum

B.1. around 6th B.C Kush expanded its territory in the southern directions. This made Meroe the centre of the new Nubian Kingdom.

Answer key for Unit 5 Review Question

I. True or False Items

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

II. Matching Items

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

III. Multiple Choice Items

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

IV. Fill in blank

1. Memphis
2. Upper class, Middle class and Lower class
3. Old Kingdom, Middle Kingdom and New Kingdom
4. Queen Hatshepsut
5. Pyramids

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Unit Six

States and Peoples of Ancient and Medieval Ethiopia

Total periods allotted for the unit: 18

1. Unit Introduction

The major themes dealt with in this unit are the States and Peoples of Ancient and Medieval Ethiopia. The teacher is expected to guide the students to understand how the ancient civilization in Ethiopia was originated. In the process, the unit briefly looks at major political, economic, social and cultural achievements of states and peoples of ancient and medieval Ethiopia. The extension of agriculture and the growth of trade facilitated the formation of states. In this respect the Aksumite state is a good example. The unit deals with the rise and fall of both the Aksum and Zagwe rule.

The unit also introduces you to the Gondarian period and the Zemene Mesafint. It came across several sections and sub sections dealing with political and socio-economic developments that took place in Ethiopia between 1632 and 1855. It also looks the formation of Muslim sultanates, the population movement and the economic bases of states and peoples of the ancient and medieval Ethiopia. The section introduces you to the Oromo Population movement and its results. It will also help you to familiarize with the socio-economic organization of the Oromo society.

2. Unit learning outcomes

After completing this unit, students will be able to:

- Describe the main features of the Aksumite Kingdom;
- Discuss major historical events of Ethiopia during the Zagwe dynasty;
- Explain the main features of the Gondarian period;
- describe the main features of the major Muslim Sultanates in Ethiopia;
- Analyze the practice of agriculture, trade, and taxation during ancient and medieval Ethiopia.
- Appreciate the Ancient and Medieval civilizations of Ethiopia

3. Main Contents

6.1. Aksum, Lalibela and Gondar

6.2. Islamic Sultanates

6.3. Population movements, interaction and integration (Gada and other Indigenous organizations)

6.4. Economic base of states: agriculture, trade and trade routes, taxation

6.1. Aksum, Lalibela and Gondar

Periods allotted for the lesson: 4

1. Competency:

- **At the end of this lesson, students will be able to:**
 - Describe the ancient history and civilization of Ethiopia

2. Contents

6.1 Aksum, Lalibela and Gondar

3. Overview

The extension of agriculture and the growth of trade facilitated the formation states. The origin of civilization was closely linked with agriculture and permanent settlement. In turn, permanent settlement led to the beginning of urban centers. This sort of civilization had emerged in Ethiopia.

- Aksumite state was one of the earliest states in Ethiopia and the Horn. The Aksumite culture emerged from local tradition, including partly the pre-Aksumite one. Aksumites strategic location and involvement in the maritime trade with the advanced civilization of the Mediterranean world, the Red sea and the Arabian Peninsula helped it in strengthening of its power even beyond the sea. Aksum was an Empire with wide geographical extent. They controlled South Arabia (what is now Yemen). Agriculture constituted the base of Aksumite economy. The power and wealth of the Aksumite began to decline in the 7th century with the dramatic rise and rapid expansion of the Muslim Arabs.
- It was in the middle of the 12th century that Zagwe dynasty appeared in history. The Zagwe dynasty scored a number of achievements. There was revival of external relation, particular with Egypt and Holy places in Palestine. There was also development in architecture, literature and trade.
- In 1636, Fasiledes made Gondar his permanent capital. The period between 1636 and 1706 can be regarded as the Golden Age of Gondar. Gradually, the central power was undermined which led to political disorder. It led the period called the Zemene Mesafint. The kings at Gondar became nominal in the hands of powerful Ras Bitweded.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the sites of ancient civilization (Aksum, Lalibela and Gondar.
- Video or Photographs – that shows the ancient civilization and medieval history of the Ethiopia (Aksum, Lalibela and Gondar.)
- Pictures- coins, tools
- Figures-Obelisks, castles, churches....
- National Atlas of Ethiopia, 3rd ed.
- Video (optional - tap the following links)
 - <https://www.youtube.com/watch?v=R2JOI6i042w> - shows the Axumite empire.
 - <https://www.youtube.com/watch?v=excYNB26fhs> - shows the Lalibela Rock Hewn Church.
 - <https://www.youtube.com/watch?v=c6nyhFeAgNM> - shows the palace and Castles of Gondar (Fassil Ghibbi)

4.2. Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. The new curriculum requires that teachers use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We suggest the following methods for this lesson:

- ✓ **Brainstorming** – based on the daily lesson let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts. For Example, this is important, when you are teaching topics like the Aksum, Lalibela and Gondar.
- ✓ Question and answer- how was the Aksumite civilization started?
- ✓ Debate (Group discussion)-on the civilization of Ethiopia during the Aksumite, Zagwe and Gondarian period.
- ✓ Explanation-give detail information on the major historical events of each of the ancient civilization in Ethiopia the period under discussion.

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- ✓ Project work- Organize the class into three groups and let them to collect pictures showing the legacies of Aksumite, Zagwe and Gondarian civilization and present their finding in the class.
 - ✓ Give reading assignment- on the economic and cultural importance of the Lalibela church, obelisks of Aksum and castles of Gondar and Zemene Mesafint.
 - ✓ Field trip- major historical sites like Aksum, Lalibela, Gondar and visiting the national museum of Ethiopia.

4.3 Pre-Lesson preparation:

- ✓ Display teaching aids suggested in the class room (Use a map of Ethiopia that shows sites of ancient civilization)
- ✓ Choose topics for class discussion-
 - Was the Aksumite civilization a copy or the result of indigenous development? Why?
 - Was Aksum in Ethiopia the first state or not? Why?
 - Was there a continuation of Aksumites architectural style during Zagwe periods? How?
- ✓ Divide the class into three groups and let them debate on the civilization of Ethiopia during Aksumite, Zagwe and Gondarian periods.
- ✓ Prepare time chart for chronology of Ancient civilization in Ethiopia.
- ✓ Prepare daily lesson plans.

4.4. Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (Aksum, Lalibela and Gondar.)
- Be sure that the students are clear about the competency of the lesson.
- To start the lesson brainstorm them starting with simpler question and going onto more difficult one.
- Ask students the following questions.
 - What are obelisks?
 - What is rock-hewn church?
 - What is castle?
 - Was Aksumite civilization copy or result of indigenous development? Why?

-
- What was Zemene Mesafint?
 - Was Zemene Mesafint one of the causes for backwardness of the country? How?

B. Body of the lesson

- Explain that the Aksumite civilization was not the first civilization in Ethiopia. Discuss the continuation of Aksumite cultures during the time of Zagwe period. Compare and contrast the relics of Aksum, Zagwe and Gondar. Explain how the decline of royal power in Gondarian period led the beginning of Zemene Mesafint.
- In your discussion, bring to the attention of students considering the following points:
 - Using Ethiopian map, help the students to locate the sites of Aksum, Lalibela and Gondar and facilitate the students to learn more about the significance of the given civilization to the present Ethiopia.
 - How to preserve historical heritage;
 - What are the responsibilities of the present generation in keeping historical heritages?
 - Compare and contrast the major relics and achievements of Aksum, Lalibela and Gondar civilization;
 - Give students reading assignments on the period of Zemene Mesafint.
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The origin of the Aksum, Lalibela and Gondar civilization.
 - The achievements of the Aksum, Lalibela and Gondar civilization.
 - The contribution of Aksum, Lalibela and Gondar in the development of the country's image.
 - The decline of royal power and the beginning of the Zemene Mesafint.
- Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competency is achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - Why the Aksumites built the magnificent obelisks?
 - Why the Zagwe rulers built many rock-hewn churches?
 - When was the glorious period of the Gondarian period?
 - How the royal power was declined and led to the period of Zemene Mesafint?
 - Have you ever seen the picture of the Aksumite obelisks, Rock-hewn churches of Zagwe and the castles of Gondar? Draw it on your exercise book.
 - Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 6.1) with your supervision and assistance.
- Observe learners while they are doing their group and individual work.
- Record students' performance
- Give constructive feedback based on their performance.

4.6 Answer key for Activities in unit six

Activity 6.1

A. Q.1. Factor for the downfall of Aksumite state:

External factor: the expansion of Muslim Arabs to the Red Sea led trade conflict between the Muslim Arabs and Aksum over the control of Red Sea trade. Aksumite lost their control of maritime trade. The economic decline results in the collapse of the defense system of the state.

Internal factors: the loss of income from the international trade weakened the economic power as a result the Aksumite rulers failed to establish strong control over the internal rebellion

Factor for the dawn fall of the Zagwe Dynasty:

1. Internal factors: there is no peaceful political succession with the death of the reigning king.
2. External factor: The Semitic-speaking peoples of Tigre and Amhara were organized strong political reaction. They claimed the Zagwe as usurpers (illegitimate rulers.) The resistance to the Zagwe was rooted in the legend of the supposed queen of Sheba. The Zagwe kings were hated not because of religion. All of them were very conservative Christians. They were rather disliked

because of the belief that they were not the members of the ‘Solomonic dynasty’, a dynasty that claims its descent from king Solomon of Israel

Q 2.

Aksum		Zagwe	
Export	Import	Export	Import
Ivory	Textile	Slaves	Cotton
Tortoise-shell	Glassware	ivory	Silver
Slaves	Jewelers	Rare spices	Copper vessels
Gold	Copper sheets		Minted coins
Live animals	Drinking vessels		Linen
Frankincense myrrh, spices	Garments, olive oil		

6.2 Islamic Sultanates

Periods allotted for the lesson: 3

1. Competency:

- **At the end of this lesson, students will be able to:**
 - Describe the political, social and economic structures of ancient and medieval Islamic states in Ethiopia

2. Contents

6.1 Islamic Sultanates

3. Overview

This content introduces you to the Muslim sultanates and helps you to closely examine their relationship with the Christian kingdom. The Expansion of Islam to eastern and southern Ethiopia had resulted in the emergence of several Muslim states since the ninth century AD. Dahlak, Shewa, Ifat, Adal, Fatagar, Dawaro, Dara, Arbabini, Sharka and Hadya were some of these Muslim Sultanates.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of the major Muslim Sultanates in Ethiopia.
- Pictures-Mosques

4.2. Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. The new curriculum requires that teachers use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We recommended the following methods for this lesson:

- ✓ **Brainstorming** – based on the Muslim sultanate let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
- ✓ Question and answer-which Muslim Sultanates was the oldest?
- ✓ Group discussion-on the introduction and expansion of Muslim sultanates.
- ✓ Presentation-presenting project work on the Sultanates of Shewa, Dahlak, Ifat and Adal
- ✓ Explanation-giving detail explanation on introduction, formation and expansion of the Muslim sultanates in Ethiopia.

4.3 Pre-Lesson Preparation:

- ✓ Give reading assignment- on the Muslim sultanates of the Arababini, Fatagar, Dawaro, Sharka, Dara, Bali and Hadya from other references materials.
- ✓ Divide the class into four groups and give each groups project work to write and present an essay on one of the following topics: sultanates of Shewa, Dahlak, Ifat and Adal
- ✓ Display teaching aids suggested in the class room (Use a map of Ethiopia that shows the sites of the Muslim Sultanates)
- ✓ Prepare time chart for the chronology of Muslim Sultanates
- ✓ Choose the topic for class Discussion-How the Muslims dominated the trade of Ethiopia during the period under discussion. What causes the conflict between Muslim states and Christian highland kingdom?
- ✓ Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (Islamic Sultanates.)
- Be sure that the students are clear about the competencies of the lesson.
- To start the lesson brainstorm them about origin of Islam.
- Ask students the following questions.
 - What is Sultanate?
 - What is Sultan?
 - Who was the agent of Islam in Ethiopian region?
 - Where were the main gateways of Islam to Ethiopian region?
 - Which Islamic Sultanate came earlier? Dahlak or Shewa?

B. Body of the lesson

- Tell them that Islam introduced into Ethiopia through two main gateways: Dahlak Islands and Zeila. The later was the main gate way for the penetration of Islam to the interior parts of eastern and southern Ethiopia. Along the trade routes from Zeila, market centers were emerged and gradually, the centers become centers of Muslim sultanates. Explain that the oldest Muslim sultanate in Ethiopia was the Sultanate of Shewa. The strongest was Ifat. Ask students to mention some of Muslim sultanates.
- In your discussion, bring to the attention of students considering the following points.
 - Using the map of Ethiopia and National Atlas of Ethiopia (3rd, ed.), help the students to locate the major Muslim sultanates and facilitate the students to learn more about the significance of the accepting Muslim refugees in Ethiopia.
 - Help the students to learn more about the common features of Islamic states in Ethiopia.
 - Compare and contrast the extent of the penetration of Islam into Ethiopia through the Dahlak and Zeila routes.
 - Help the students to describe the political, social and economic structures of Islamic states in Ethiopia.
 - Give students a reading assignments
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The origin of Muslim Sultanates in Ethiopia region.
 - The common features of the Islamic states.
 - The major gateways of Islam.
 - The agents of Islam in Ethiopia.
 - The economic bases of the Muslim sultanate.
 - The cause of the conflict between the Christian states and the Muslim sultanates.
- Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competency is achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - Who were the agents of Islam in Ethiopia region?
 - What were the major factors for the conflict between Muslim states and the Christian states in Ethiopia?
 - Ask the students to draw sketch map and show the location of Muslim Sultanates in Ethiopian region
 - Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 6.2) with your supervision and assistance.
- Observe learners while they are doing their group and individual work.
- Record students' performance
- Give constructive feedback based on their performance.

4.6 Expected Answers key for Activity

Activity 6.2

A. Q 1.

- The sultanate of Shewa

It was the oldest Muslim Sultanate founded by the Makhzumit dynasty around 897AD. The rulers used a Muslim title called Sultan. It had a relationship with the kingdom of Damot. Its worst enemy was the sultanate of Ifat. Around 1280, the sultanate of Shewa was defeated and ended by the Ifat sultanate.

- The Sultanate of Dahlak

By the 10th century A.D, the Sultanate of Dahlak was emerged with when the Arabs established their settlement on the Dahlak Island after they destroyed Adulis in 702 AD. Its economy was based on trade.

- The Sultanate of Ifat

It was located around north eastern foothills of the Shewan plateau extending to the Awash valley. It was founded by a local Muslim ruling family called Walasma and Umer Walasma was the first sultan. It was emerged in the mid of 13th century AD. Towards the end of 13th century and the first half of the 14th century, it was strongest Muslim Sultanate in the region. It monopolized the Zeila trade and trade route that connects the port of Zeila with the interior. In 1332 king Amda Seyon made Ifat a tributary state.

- The Sultanate of Adal

Adal emerged towards the end of 14th century. Adal and Ifat shared common history both ruled by the same dynasty called Walasma. Adal was the most powerful during the time of Ahmed Ibn Ibrahim, traditionally known as Ahmen Gragn in the 16th century. They strongly challenged the Christian highland kingdom.

Q. 2. The two main gateways of Islam to Ethiopian region were the Dahlak and Zeila trade routes.

Q.3. Major Muslim sultanates in Ethiopia region includes: Dahlak, Shewa, Ifat, Adal, Fatagar, Arbabini, Dawaro, Dara, Sharka, Bali and Hadiya.

6.3. Population Movement, Interaction and Integration (Gada and other indigenous organizations)

Periods allotted for the lesson: 7

1. Competency:

- **At the end of this lesson, students will be able to:**
 - Deduce that there has been integration and interaction among the Ethiopian people since long time

2. Contents

6.3 Population movements, interaction and integration (Gada and other Indigenous organizations)

3. Overview

The human, natural and demographic factors caused the population movement in the Ethiopian and the Horn of Africa. In this respect the population movement of Afar, Somali and Oromo is a good example. The beginning of the movement was almost on some historical event. However, the population movement of Afar and Somali started earlier than that of the Oromo. The population movement of the period facilitated the integration and interaction in the country.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of the place of Origin of home of Oromo people before the movement.
- Chart-that show major tribal groups of Oromo.

4.2 Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. The new curriculum requires that teachers use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We recommended the following methods for this lesson:

-
- ✓ **Brainstorming** – based on the population movement let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts.
 - ✓ **Group discussion-** Organize class into three groups and let students discuss on causes, consequence and factors for the success of the Oromo population movement
 - ✓ **Explanation-**give intensive discussion that there has been integration and interaction among people of Ethiopia since long time.
 - ✓ **Presentation-** on causes, consequence and factors for the success of the Oromo population movement

4.3. Pre-lesson Preparation:

- ✓ Give reading assignment on causes and effects of Oromo population movement.
- ✓ Choose topics for class discussion-how Oromo population movement materialize the south-north social and cultural interaction.
- ✓ Display teaching aids suggested in the class room (Use a map of Ethiopia)
- ✓ Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Introduction of the lesson

-Introduce students to what they are going to learn (Population movements: interaction and integration)

- Be sure that the students are clear about the competencies of the lesson.
- To start the lesson brainstorm them starting with simpler question.
- Ask students the following questions.
 - What is population movement?
 - What is Gada System?
 - What is the effect of the Oromo population movement?
 - What is the role of population movement in the interaction and integration of the Ethiopian society?

B. Body of the lesson

- Tell them that the Oromo place of origin is believed to be the south eastern highlands. The Oromo society grouped into two major tribes namely the Borana and the Barentu. The term “Gada” refers to a period of rule. Discuss that the Oromo population

movement was caused by Demographic factors. Due to population pressure, there were a need move and settle in different parts of the country. Explain that several factors facilitated the Oromo movement. As a result of the movement the Oromo came into contacts with other ethnic groups which resulted in integration and interaction.

- In your discussion, bring to the attention of students considering the following points:
 - Using the map of Ethiopian and National Atlas of Ethiopia, help the students to locate the directions of population movement in the 16th century;
 - Help students to identify causes and effect of the Oromo population movement;
 - Help the students how the population movement effected interaction and integration;
 - Divide the classroom students into 5 groups and give each group project work to write and present an essay on one of the following points: Gade system, Original homeland of Oromo, Causes of the movement, Effect of the movement and Directions of the movement.
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The places of the origin of the Oromo before their movement.
 - The two major tribe groups of the Oromo.
 - The causes and effects of the Oromo population movement.
 - Deduce that there has been integration and interaction among the Ethiopian people since long time.
- Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competency is achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following
 - What is population movement?
 - What causes a population movement of Afar and Somali?

- Where is the original homeland of Oromo?
- How demographic factor caused the Oromo population movement?
- Invite the students to show the location of place of the Origin of Oromo.
- Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 6.3) with your supervision and assistance.
- Observe learners while they are doing their group and individual work.
- Record students' performance
- Give constructive feedback based on their performance.

4.5. Answers key for Activity

Activity 6.3

A. 1. Gada system-was the socio-political structure by which the Oromo public life was administered

2. The two major confederacies of the Oromo are Borana and Barentu

3. Chaffee-the general assembly of Abba Gada

B. Q.2.

- Borana: Mecha, Tulama, Southern Borana and Guji
- Barentu: Karayu, Marawa, Ittu, Humbana, Akachu, Wollo and Arsi

6.4 Economic base of States: agriculture, trade and trade routes, taxation

Periods allotted for the lesson: 4

1. Competency:

- **At the end of this lesson, students will be able to:**
 - Explain the role that agriculture, trade and taxation play for national development.

2. Contents

6.4 Economic base of states: agriculture, trade and trade routes, taxation

3. Overview

The extension of agriculture and the growth of trade facilitated the formation states. In this respect the Aksumite state is a good example. On the other hand, trade served as one major sources of taxation to rulers. As trade routes led their ways a cross different areas keeping security of merchants and collecting taxes becomes very important. With the incomes from trade in order to strengthen their economic and political power, rulers imported firearms

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- A map and sketch maps that shows the location of major market and trade routes.
- Pictures– that show Amole and Maria Theresa.

4.2 Suggested Teaching Methods

Her different teaching strategies are recommended which will best facilitate your student's learning. The new curriculum requires that teachers use a variety of active-learning methods to encourage student's involvement in the teaching-learning process. Therefore, think about the active learning methods you want to use and decide when you will use each during the lesson. We recommend the following methods for this lesson:

- ✓ **Brainstorming** – based on the economic bases of states let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts. For Example, this is important, when you are teaching topics like importance of trade and its effect.
- ✓ **Group discussion**- Let the students to visit a nearby market
- ✓ **Presentation**- after visiting a nearby market write a short report of their finding on the nature of the market in relation to its merchants, major items of trade, taxation and its contribution the nation and present it in the class.
- ✓ **Explanation**-give intensive explanation on the role that agriculture, trade and taxation play for the national development.
- ✓ **Reading Assignment**-on effect of trade.

4.3 Pre-lesson Preparation:

- ✓ Give project work on agriculture, trade and trade route and taxation.

-
- ✓ Display teaching aids suggested in the class room (Use a map of Ethiopia)
 - ✓ Chart-that shows major trade routes
 - ✓ Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (Economic base of states: agriculture, trade and trade routes, taxation.)
- Be sure that the students are clear about the competencies of the lesson.
- To start the lesson brainstorm them starting from simple questions.
- Ask students the following questions.
 - What is trade?
 - Is it possible for people to live without trade interaction? Why?
 - Who were the two dominate merchants in Ethiopian in the 19th century?

B. Body of the lesson

Tell them trade is a basic economic activity involving the buying and selling of goods and services. Explain that trade can be divided into two: Local and Long distance trade. Local trade was a type of exchange of goods among peoples of some region. It was conducted at open market held once in a week at a fixed day. Long distance trade was a type of trade carried between different regions, markets, peoples and goods. It combines both import and export trade. Discuss that trade played important role in the interaction and integration of Ethiopians. Trade and trade routes used as a major means of economic relations among different peoples of Ethiopia. It was the major factor for peaceful interactions and integration. In addition of exchange of goods, people also interchange views, values, cultures, customs and ideas. Trade used as a means of economic ties and interdependence among these states and peoples. Explain the role that trade and taxation play great role for national development.

- In your discussion, bring to the attention of students based on the following points.
 - Using the map of Ethiopian, help the students to locate the major market places and trade routes and facilitate the students to learn more about the significance of trade for national development.
 - Compare and contrast the major import and export items.
 - Give students a project work on trade and taxation.

-
- Give the students sufficient time to prepare and organize their notes (documentation).

C. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - The local and long distance trade;
 - The major markets and trade lines;
 - The major export and import items;
 - The dominant merchants of the long distance trade;
 - The role of trade and taxation for national development
- Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competency is achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - What is trade?
 - What is local and long distance trade?
 - What are trade routes?
 - Invite the students to show the location of major markets and trade routes from the map of Ethiopia.
 - Ask the students to draw sketch map and show the location of the two major trade route and the major markets along it.
 - Inform the students to do the review questions and an activity which is found at the end of lesson section
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 6.4) with your supervision and assistance.
- Observe learners while they are doing their group and individual work.
- Record students' performance.

-
- Give constructive feedback based on their performance.

Expected Answer key for the Activities

Activity 6.4

A. Individual Work

1. Definition

- Trade is a basic economic activity involving the buying and selling of goods and services.
- Local trade was a type of trade conducted among peoples of the same region.
- Major market was markets where import and export trade items were available.
- Local markets were markets where people used to visit to buy subsistence goods for their day to day consumptions
- Trade route is line of trade that linked the major markets.

Answer key for Unit 6 Review Question

I. True or False Items

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

II. Matching Items

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

III. Multiple Choice Items

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

IV. Fill in blank

1. Itege Mentewab
2. Nine Saints
3. Gold, silver, bronze
4. Zemene Mesafint
5. Walasma Dynasty
6. Merera (Mera TeklaHaymanot)

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Unit Seven

Contemporary Global Issues

Total periods allotted for this unit: 15

1. Unit Introduction

- In this unit the students are supposed to learn about the contemporary global issues. The teacher is expected to guide the students to understand the environment, explain the impacts of peoples' activities on their surrounding and identify major global and local environmental problems. Furthermore, in this unit students are going to learn about the importance of community participation in solving environmental problems. In the process, the unit also deals with the impact of uncontrolled population on the natural environment, the impacts of terrorism and the causes and consequences of illegal human trafficking.

2. Unit learning outcomes

After completing this unit, students will be able to:

- Describe the idea of environment;
- Explain the impacts of people on their surrounding;
- Identify major global and local environmental problems;
- Reflect their roles as citizens in solving local environmental problems;
- Analyze the socio-economic and psychological effects of terrorism;
- Explain the causes and effects of human trafficking.

3. Contents

- 7.1 Environmental Issues
- 7.2 Demographic 'overload'
- 7.3 Terrorism
- 7.4 Human Trafficking

7.1 Environmental Issues

Periods allotted for the lesson: 6

1. Competency:

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

- Examine human activities impact on their surrounding environment

2. Contents

7.1.1. Understanding the environment

7.1.2. Environmental problems

3. Overview

- Environment: is the real world that has living as well as nonliving things of surrounding on the earth. It also refers to a particular geographical area. The plants, air, soil, water, animals, human beings and other living things exist in the environment.
- Environment plays an important role in healthy living and the existence life on the earth. Earth is a home for different living species and we all are dependent on the environment for food, air, water and other needs. Therefore, it is important for every individual to save it by tackling the different environmental problems.
- Major environmental problems include Pollution, global warming, ozone layer depletion, waste disposal, and loss of biodiversity. Governments and environmentalists address these issues through advocacy, education and activism.

4. Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching aids:

- videos that show the different types of environmental problems. <https://www.youtube.com/watch?v=QQYgCxu988s>

4.2 Suggested Teaching Methods

- ✓ **Brainstorming** – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts. For Example, this is important, when you are teaching topics like the impacts of human activities on the surrounding environment and environmental problems.
- ✓ **Questioning**: ask students about the causes environmental problems in their locality.
- ✓ **Group discussion**: let students to discuss in group about the impacts of human activities on environment
- ✓ **Explanation**: briefly explain about the impacts of human activities on the environment.
- ✓ **Case study**: let students to read the case study and ask to reflect their ideas

4.3 Pre-lesson Preparation

- Collect suggested teaching aids
- Prepare daily lesson plan
- Read material related to local and global environmental problems

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (the environment and environmental problems)
- Be sure that the students are clear about the objective of the lesson.
- To start the lesson brainstorm them about *the environment and environmental problems*. Ask students the following questions. What are the different types of environmental problems? Explain the impacts of human activities on the surrounding environment?

B. Body of the lesson

- Based on the information and the figures given in the text book discuss the definition of environment, describe the different types of environmental problems, impacts of human activities on the surrounding environment.
- Encourage students to identify the causes and consequences of major environmental problems

B. Stabilization

- You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as:
 - Environment: is the real world that has living as well as nonliving things of surrounding on the earth. It also refers to a particular geographical area
 - Major environmental problems include Pollution, global warming, ozone layer depletion, waste disposal, and loss of biodiversity. Governments and environmentalists address these issues through advocacy, education and activism.
- Finally, harmonize the lesson by reviewing key ideas and concepts related to the topic

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - What are the different human activities which affect the surrounding environment?
 - List and describe the major global and local environmental problems?
 - Mention the causes and consequences of environmental problems in you
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 7.1 A) with your supervision and assistance.

4.6 Expected Answers for Activity

Activity 7.1 A

A.

1. Environment is the real world that has living as well as nonliving things of surrounding on the earth.
2. Pollution is the introduction of harmful materials into the environment.
3. Global warming is the long-term heating of earth's climate system observed, due to human activities, primarily fossil fuel burning, which increases heat-trapping greenhouse gas levels in earth's
4. waste disposal is the collection, processing, and recycling or deposition of the waste materials of human society
5. Biodiversity is a term that describe the varieties of life on the Earth. It refers to wide varieties of the ecosystems and living organisms Answer the following questions

B.

1. Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. Changes like these have triggered climate change, soil erosion, poor air quality, and undrinkable water.

7.1.3 Protecting the Environment

1.Competencies:

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

- Explain the importance of community participation in solving environmental problems;
- Reflect their roles and identities as environmental actors in their localities

2. Contents

- Protecting the environment

3. Overview

- Environmental protection is the practice of conserving the natural environment. Now a day, individuals, organizations and governments are engaged on environmental protection.
- Environmental protection has invaluable benefits on conserving existing natural environment repairing the damage and reversing trends. Governments, organizations and individuals are making various efforts and contributing a lot in protecting the environment.

4.Teaching-learning Process

4.1 Suggested Teaching Aids

To make your lesson lively and appropriate, use the following teaching

- Videos which afforestation activities <https://www.youtube.com/watch?v=3mQW-9D8L0k>

4.2 Suggested Teaching Methods

Brainstorming – let the students guess and forward their ideas and facts and share experiences in class. For Example, this is important, when you are teaching topics like environmental protection.

- ✓ Questioning: ask students question to check their background knowledge about the topic
- ✓ Group discussion: let students to discuss in group after they watch the videos
- ✓ Explanation: explain the topics of the lesson

4.3 Pre-lesson Preparation

- ✓ - Collect and arrange suggested teaching aids
- ✓ - Prepare daily lesson plan
- ✓ - Read relevant materials to the topic

4.4 Presentation of the Lesson

A. Introduction of the lesson

- Introduce students to what they are going to learn (protecting the environment)
- Be sure that the students are clear about the objective of the lesson.
- To start the lesson brainstorm with them about protecting the environment. Ask students the following question.
 - What are your roles as environmental actor in your locality?

B. Body of the lesson

Based on the information and the figures given in the text book

- Discuss the different ways of protecting the environment from damage/pollution.
- Motivate students to identify the importance of community participation in protecting the environment
- Encourage students to reflect their role as environmental actor in their surroundings.

C. Stabilization

- Environmental protection is the practice of conserving the natural environment.
- Environmental protection has invaluable benefits on conserving existing natural environment repairing the damage and reversing trends
- Some of the community participations which are essential for the protection of the environments are afforestation, reforestation, educating the people and reducing, reusing and recycling materials

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - What is the importance of community participation in solving environmental problems?
 - Explain your roles as environmental actor in your locality.
 - what is the difference between afforestation and reforestation?
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 7.1.B) with your supervision and assistance.

4.6 Expected Answer for Activity

Activity 7.1 B

A.

1. Afforestation is the establishment of a forest or stand of trees (forestation) in an area where there was no previous tree cover.
2. Reforestation is the process of regenerating or replanting forest areas that have been destroyed or damaged for the benefits of mankind.

B.

1. It helps to produce more accurate results that better suit the needs of the community and economy, and that better manage the environment and natural resources.

7.2 Demographic Overload

Periods allotted for the lesson: 4

1.Competency

After studying this lesson, students will be able to:

- Discuss the impacts of uncontrolled population growth on natural environment

2.Content

- Demographic overload

3. Overview

- Uncontrolled population is the area where the proportion of urban population has increased faster than the nation's average rate of population growth. When population grows rapidly trees are cut in great quantity. Since the majority of Ethiopian population depends on wood for fuel, construction of houses, and various tools and equipment.
- This rapid population growth contributes to the destruction of forests. demographic load therefore, causes deforestation. The Earth's natural resources can be depleted and destroyed if there is no population control mechanism. Population overload is a challenge that causes

environmental problems like deforestation and desertification, the decrease of farmland, water pollution, the depletion of ozone layer, and the greenhouse effect

4. Teaching-Learning Process

4.1 Suggested – Teaching Aids

To make your lesson lively and appropriate, use the following teaching

- Videos which shows desertification caused by uncontrolled population <https://www.youtube.com/watch?v=ZxYvyEmvz9s>

4.2 Suggested- Teaching Methods

Brainstorming – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts. For Example, this is important, when you are teaching topics like uncontrolled population and its effect on the natural environment

- ✓ Questioning: ask students about uncontrolled population and its impact
- ✓ Group discussion: let students to discuss in group after watching videos
- ✓ Explanation: explain the daily lesson briefly

4.3 Pre-Lesson Preparation

- Collect videos which are suggested as a teaching aids
- Prepare daily lesson plan

4.4 Presentation of the Lesson

A. Introduction of the Lesson

- Introduce students to what they are going to learn about demographic overload (uncontrolled population and its impacts on the natural environment)
- Be sure that the students are clear about the objectives of the lesson.
- To start the lesson brainstorm them about protecting uncontrolled population. Ask students the following questions. Discuss the impacts of uncontrolled population on the natural environment in your locality.

B. Body of the lesson

Based on the information and the figures given in the text book

- Discuss demographic overload

-
- Motivate students to explain the impacts of uncontrolled population on the natural environment

C. Stabilization

- Rapid population growth contributes to the destruction of forests.
- Demographic load therefore, causes deforestation.
- The Earth's natural resources can be depleted and destroyed if there is no population control mechanism.
- Population overload is a challenge that causes environmental problems like deforestation and desertification

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - What is demographic overload?
 - Explain the impacts of uncontrolled population on the natural environment
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 7.2) with your supervision and assistance

4.6 Expected Answer for Activities

Activity 7.2

A.

1. Demography is the composition of human population
2. It is the area where the proportion of urban population has increased faster than the nation's average rate of population growth.
3. All living and non-living things that occur naturally on a particular region.

B.

1. when there is uncontrolled population growth in a given country, the demand for resources will be so great. This causes improper resources utilization. This is a threat to the environment

7. 3. Terrorism

Periods allotted for the lesson: 2

1. Competency

After studying this lesson, students will be able to:

- Describe the meaning and impacts of terrorism on socio-economic development and human life.

2. Content

- Terrorism

3. Overview

- Terrorism is commonly understood to refer to acts of violence that target civilians in the pursuit of political or ideological aims. It is the deliberate act of endangering the lives or properties of people, denying the freedom of a person or a group of person.
- Terrorism touches every aspects of economic, social, cultural, and political lives of the people. Terrorism brings every types of violence to the society, loss of lives, social disruption, environmental loss, destructions of properties, damage to the infrastructure, loss of confidence, fear anxiety, depression and so on

4. Teaching-Learning Process

4.1. Suggested – Teaching Aids

- Videos which show the consequences of terrorism on socio-economic development <https://www.youtube.com/watch?v=qzXid491uMk>

4.2 Suggested- Teaching Methods

Brainstorming – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts. For Example, this is important, when you are teaching topics Terrorism and its impacts on socio-economic development and human life.

- ✓ Questioning: ask students about terrorism to check their background knowledge
- ✓ Group discussion: let students to discuss and share their ideas
- ✓ Explanation: briefly explain about the impacts of terrorism

4.3 Pre-Lesson Preparation

- ✓ - Prepare daily lesson plan
- ✓ - collect and display suggested teaching aids
- ✓ - Read relevant materials to the topic

4.4 Presentation of the Lesson

A. Introduction of the Lesson

- Introduce students to what they are going to learn about terrorism and its consequence on socio-economic development and human life.
- Be sure that the students are clear about the objective of the lesson.
- To start the lesson brainstorm them about terrorism Ask students the following question. What are the consequences of terrorism?

B. Body of the lesson

- Based on the information and the figures given in the text book
- Discuss the meaning of terrorism
- Encourage students to describe the consequences of terrorism on socio-economic development and human life.

C. Stabilization

- Terrorism is the deliberate act of endangering the lives or properties of people.
- Terrorism includes criminal acts intended or calculated to provoke a state of terror in the general public, a group of persons or particular persons for political purposes
- Terrorism touches every aspects of economic, social, cultural, and political lives of the people.
- Terrorism brings every types of violence to the society, loss of lives, social disruption, environmental loss, destructions of properties, damage to the infrastructure.

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

You can ask the students' questions like the following:

- What is terrorism?
- Explain the consequences of terrorism on socio-economic development and human life

Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 7.3) with your supervision and assistance.

4.6 Expected Answer for Activity

Activity 7.3

A. 1. Terrorism is the act of endangering the lives and properties of people

B.

Terrorism touches every aspects of economic, social, cultural, and political lives of the people. Terrorism brings every types of violence to the society, loss of lives, social disruption, environmental loss, destructions of properties, damage to the infrastructure, loss of confidence, fear anxiety, depression and so on.

7.4 Human Trafficking

Periods allotted for this lesson 3

1. Competency

After studying this lesson, students will be able to:

- Explain causes and consequences of illegal human trafficking

2. Content

- Human trafficking

3. Overview

- Human Trafficking is the transportation, recruitment or harboring of people through force, threat or coercion for the purpose of exploitation. It is currently catching the attentions of most governments and international organizations because of its severe health consequences and subsequent social crisis.
- Trafficking victims may suffer physically and psychologically like inhumane living condition, poor sanitation, inadequate nutrition, poor personal hygiene, physical and emotional attacks by the hands of their traffickers, dangerous work place condition and occupational hazards.

-
- In Ethiopia trafficking has impacts internally and externally in the form of adult and child labor and sex trafficking due to pull factors

4. Teaching-Learning Process

4.1 Suggested Teaching -Aids

- Videos which show the effect of human

trafficking<https://www.youtube.com/watch?v=Q9LGadge6bw>

4.2 Suggested Teaching-Methods

- ✓ Brainstorming – let the students guess and forward their ideas and facts and share experiences in class. List what they guess on the black board and add your own points while clarifying concepts. For Example, this is important, when you are teaching topics like human trafficking
- ✓ Discussion: let student to discuss about human trafficking after they watch the videos
- ✓ Explanation: explain the topic briefly
- ✓ Question and answer: ask students question and answer question forwarded by them

4.3 Pre-Lesson Preparation

- ✓ Read relevant materials related to the topic
- ✓ Prepare daily lesson plan
- ✓ Collect and display the above suggested teaching aids

4.4 Presentation of the Lesson

A. Introduction of the Lesson

- Introduce students to what they are going to learn about human trafficking.
 - Be sure that the students are clear about the objectives of the lesson.
- To start the lesson brainstorms them about human, child trafficking and its effects

B. Body of the Lesson

- Based on the information and the figures given in the text book
- Discuss the meaning of human and child trafficking
- Encourage students to describe the causes and consequences of human trafficking.

C. Stabilization

- Human Trafficking is the transportation, recruitment or harboring of people through for the purpose of exploitation.

-
- Some of the causes of human trafficking are: poverty, war, natural disaster and search for a better life, and so on.
 - Child Trafficking can be defined as any person under 18 years' old who is illegally recruited or transported.
 - Trafficking victims may suffer physically and psychologically

4.5 Evaluation and Follow up

A. Evaluation

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught.

- You can ask the students' questions like the following:
 - What are the causes of human trafficking?
 - Describe the impacts of human trafficking
 - What is child trafficking?
- Give the students appropriate feedback for their responses and activities.

B. Follow up

- To help your students get more knowledge on the lesson you have taught, you can give them the activity. Let the students work on the activity (activity 7.4) with your supervision and assistance.

4.6 Expected Answers for Activity

Activity 7.4

A.

1. Human Trafficking is the transportation, recruitment or harboring of people through force, threat or coercion for the purpose of exploitation
2. Child Trafficking can be defined as any person under 18 years' old who is illegally recruited, transported, harbored, or received by threats, or force for the purpose of exploitation.

B.

1. Some of the causes of human trafficking are: poverty, war, natural disaster and search for a better life, demand for cheap labor, human trafficking generates a huge profit (for the trafficker) and cases of human trafficking's are difficult to identify. The consequences are; - victims may suffer physically and psychologically like inhumane living condition, poor sanitation, inadequate

nutrition, poor personal hygiene, physical and emotional attacks by the hands of their traffickers, dangerous work place condition and occupational hazards

Answer key for Unit 7 Review Question

I. True/False Item

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

II. Matching Item

- | | | | | |
|------|------|----|------|------|
| 1. E | 2. A | 3. | 4. B | 5. C |
|------|------|----|------|------|

III. Multiple Choice Item

- | | | | | |
|-----|------|------|------|------|
| 1.C | 2. D | 3. B | 4. A | 5. B |
|-----|------|------|------|------|

IV. Fill in the blank Item

1. Ozone
2. Atmosphere

Part V. Short answer Item

1. Skin cancer, breathing problem, losing acquired immunity of a person, and increasing in air temperature
2. Terrorism, “unlawfully and intentionally” causing, attempting or threatening to cause: death or serious bodily injury to any person; serious damage to public or private property, including a place of public use, a State or government facility, a public transportation system, an infrastructure facility or the environment; damage to property, places, facilities, or systems.

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SOCIAL STUDIES

TEACHER'S GUIDE

GRADE 7