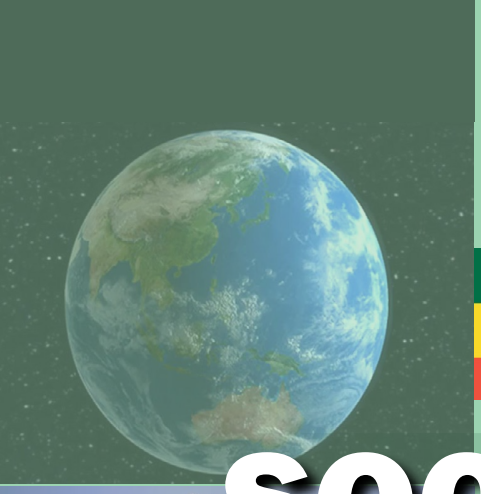










SOCIAL STUDIES

TEACHER'S GUIDE



For Grade 8

Addis Ababa City Administration Education Bureau

Addis Ababa / Ethiopia / 2015 E.C.

SOCIAL STUDIES
GRADE 8
TEACHER'S GUIDE

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UNIT 1

PHYSICAL CHARACTERISTICS OF THE EARTH

Number of Periods for this Unit: 14

Introduction

The physical environment of the earth is not in a static state. It is in continuous change. There are very many forces and agents that create such change.

Thus, this unit gives priority to the introduction of the basic concepts of **Forces shaping the Earth's surface**, **Composition and structures of the Earth's atmosphere** and **Elements and controls of weather and climate**. Each topic is presented by giving concise and clear explanations; illustrative diagrams and tables. To deal with the contents, we suggest you use group discussions, gaped lecture, explanations, demonstrations, field visits, practical activities, observation, questioning, and report writing as major techniques of presentation.

The start-up questions and activities are given in each sub-unit to encourage students. Summaries, glossaries, review questions and check lists are also designed to explore the key concepts in more details.

Learning Outcomes

At the end of this unit, learners will able to:

- Differentiate between internal and external forces shaping the surface of the earth
- Identify the types of land forms formed by the earth's internal and external forces
- Describe the different thermal and compositional layers of the Earth's atmosphere
- Distinguish the difference between weather and climate
- Identify elements and controls of weather and climate.

Unit Organization

1.1 Forces shaping the Earth's surface
1.1.1 Internal or tectonic forces and resultant land forms
1.1.2 External or gradational forces and resultant land forms

1.2 Composition and structures of the Earth's atmosphere
1.2.1 Composition of the Earth's Atmosphere
1.2.2 Structure of the Earth's Atmosphere
1.3 Elements and controls of weather and climate
1.3.1 Definition of weather and climate
1.3.2 Elements of weather and climate
1.3.3 Controls of weather and climate
1.3.4 Diurnal and seasonal variation of weather

1.1 Forces shaping the Earth's surface

Number of Periods this lesson: 5

Competencies

After studying this lesson, learners will be able to:

- Describe internal and external forces shaping the surface of the earth;
- Identify land forms created by external and internal forces;
- Explain how the earth's internal and external forces affect human life.

❖ Contents

1.1.1 Internal or tectonic forces and resultant land forms

- Folding
- Faulting
- Volcanism
- Earthquakes

External or gradational forces and resultant land forms

- Weathering
- Erosion

❖ Overview

Internal forces are forces that come from the inside of the earth. These forces form the ups and downs on the earth's crust. These forces include folding, faulting, volcanism and earthquake. Folding is the bending of rock layers due to earth movements from one or two sides. Faulting can be caused by either tensional or compressional forces. Major features formed by faulting include rift valleys and Block/ Horst/ mountains.

Volcanism is the process by which molten rock (magma) is forced out to the surface of the earth. Volcanic activities may result in different extrusive and intrusive landforms. Earthquakes are sudden movements in the earth's crust. Most of the earthquake occurs along the rim of the Pacific Ocean, called 'Ring of Fire'.

External forces are the forces that act upon the earth's surface from the outside. These forces level the ups and downs of the earth's surface. This process occurs in two ways: denudation and deposition.

Denudation is the lowering of the land by wearing away of the surface of the earth. It consists of weathering and erosion. Weathering refers to the breaking down of rocks into smaller particles. There are two types of weathering. They are physical (mechanical) and chemical weathering. Erosion is the movement of broken rock and soil particles from one place to another. Rivers are the most important of all natural agents which help in shaping the earth's surface. Wind is the strongest force of erosion in deserts.

❖ Teaching Learning Process

Suggested teaching aids

- YOUTUBE videos, and animated films that show the process of folding, faulting, volcanism, earthquake and the formation of rift valley and block mountains (https://www.youtube.com/watch?v=T0AEtX-uPLA)
- Pictures and photographs that show the formation of earthquakes
- Diagrams, colour pictures, photographs and animated films that show the formation of landforms in association with external forces

Suggested teaching methods

- Brain storming sessions
- Discussion
- Demonstration
- Gaped lecture
- Presentation

Pre-lesson preparation

- Get ready the materials suggested above
- Display the photographs and videos that you have collected and the diagrams that you have prepared on internal and external forces

❖ Presentation of the lesson

Introduction of the lesson

You can start the lesson by posing the following questions during the brainstorming session:

- What are the internal forces that shape the surface of the earth?
- What means by external forces?

Body of the lesson

Based on the descriptive and elaborative information given in the text book related to this lesson:

- Explain the forces that change the surface of the earth, the resultant landforms and their effects on human life.
- Using gaped lecture method guide students to describe types of earth shaping processes.
- Instruct the students to look at the figures in their textbooks.
- Demonstrate the YOUTUBE videos, photos, pictures, and diagrams that you prepared or collected for the lesson and explain to your students.
- In your presentation, be precise and specific to some most important points.
- Create situations in which your students could be participant by inviting them to explain, to give examples, to ask questions, or to discuss for few minutes.

Stabilization

Ask students to identify the key points of the lesson and then stabilize your lesson presentation by reviewing essential points. You may mention the following.

- Forces that drive energy from the interior part of the earth are internal forces. Forces inside the crust cause folding, faulting, volcanism and earthquake.
- External forces are the forces that act upon the earth's surface from the outside. These forces include denudation and deposition.

❖ Evaluation and follow-up

Evaluation

Ask students questions like the following:

- Describe the different internal or tectonic forces shaping the surface of the earth.
- Write at least five landforms which are the results of external and internal forces.
- Compare and contrast weathering and erosion.
- Do internal and external forces always have negative effect on human life? If your answer is no, then put your justifications.

Follow-up

At the end of the lesson, give different tasks to students that enable them to consolidate and broaden their understanding, share ideas, create awareness and do things. You can also:

1. give potential tasks such as modeling and drawing,

- Fold mountains
- Block mountains
- Rift valleys
- Volcanoes

2. guide students to draw sketch map showing features found in their nearby environment.

Possible Answers for Activity 1.1A

A. Questions based on facts

1. Define the following terms:
   a. **Folding** is the bending of rock layers due to earth movements from one or two sides.
   b. **Volcanism** is the process by which molten rock (magma) is forced out to the surface of the earth.
   c. **Earthquake** is a sudden movement in the earth's crust.
   d. **Syncline** is a type of fold in which layers of rock bend downward.
   e. **Epicenter** is the point on the earth's surface immediately above the focus of an earthquake.
2. Internal forces are forces that come from the inside of the earth.
3. **Anticline** occurs if the layers of rock bend upward, but **syncline** occurs if the layers of rock bend downward.
4. Rift valleys and block/Horst/ mountains
5. Active volcanoes, dormant volcanoes and extinct volcanoes. They are different in frequency of their eruption.
6. **Magma** is molten rock beneath the surface of the earth but **lava** is molten rock which has reached the surface.
7. Destruction of property and loss of life.

B. Group work

1. Please help and guide your students how to locate the Great East African Rift Valley on the map of Africa.

Possible answers for Activity 1.1B

A. Questions based on facts

1. **Define the following terms:**
   a. **Weathering** it refers to the breaking down of rocks into smaller particles.
   b. **Erosion** is the movement of broken rock and soil particles from one place to another.
   c. **Denudation** is the lowering of the land by wearing away of the surface of the earth.
   d. **Loess deposit** is a deposition of fertile soil in the desert by wind.
   e. **Screes** are piles of loose fragments at the bottom of the main rocks.
   f. **Barchan** is a sand hill that has a crescent-moon shape.

2. Running water, wind, moving ice and sea waves. Wind is the strongest force of erosion in deserts.
3. Sand dune, barchans and loess deposit.
4. **Physical weathering** is the process by which rocks are broken into smaller pieces, whereas **chemical weathering** is a process which causes complete change in the internal structure of rocks.
5. Temperature change, frost action and plant and animal action.

B. **Things to do:**

1. Please help and guide your students when they prepare diagrams representing major landforms of their nearby environment.

1.1 Composition and Structures of the Earth's Atmosphere

Number of Periods for this lesson: 3

Competencies

After studying this lesson, learners will be able to:

- Describe the different layers of the earth's atmosphere and their characteristics.

❖ Contents

1.1.1 **Composition of the earth's atmosphere**

1.1.2 **Structure of the earth's atmosphere**

- Thermal structure
- Compositional structure

❖ Overview

Earth's atmosphere is a mixture of gases, floating solids, and liquids that surrounds the planet. Dry air is consisted of 78% nitrogen, 21% oxygen, 0.93% argon, 0.039% carbon dioxide, and small amounts of other gases. Air also contains variable amount of water vapour on average around 1%.

The earth's atmosphere is divided into four layers based on temperature variation. They are troposphere, stratosphere, mesosphere and thermosphere.

Troposphere is the lower portion of the atmosphere. All kinds of weather changes take place only in this layer. It has uniform temperature decrease with an increase of altitude. Its top boundary is characterized by jet streams (high velocity winds). **Stratosphere** extends up next to troposphere. It has high concentration of ozone gases. **Mesosphere** extends up from the top boundary to about 80/85 km. It is the coldest part of the atmosphere. **Thermosphere** is the upper most layer of the atmosphere. This layer is of extremely low density. It is characterized by a direct relationship between temperature and altitude. It is the hottest layer of the atmosphere. Thermosphere can be further subdivided into

ionosphere and exosphere. **Ionosphere** is a layer of electrically charged particles. **Exosphere** is the outermost fringe of the atmosphere. It is characterized by increasing hydrogen and helium content.

❖ Teaching-learning process

Suggested teaching aids

- Pie-chart that shows the composition of the atmosphere
- Diagram showing the layers of the atmosphere

Suggested teaching methods

- Question and answer method
- Explanation
- Group discussion

Pre-lesson preparation

- Get the suggested teaching aids and materials ready
- Refer relevant materials about the earth's atmosphere
- Find relevant photographs and films showing the structure of the earth's atmosphere (https://www.youtube.com/watch?v=Y0AOg_fPkog)
- Arrange your materials in order of their necessity and importance

❖ Presentation of the lesson

Introduction of the lesson

You may begin your lesson by setting your students to discuss points, such as

- Earth's atmosphere
- Composition of atmosphere and layers of atmosphere

Body of the lesson

When you pass to this part of your lesson, expose your students to the general definition of atmosphere. You have to facilitate the teaching learning process by:

- Questioning and answering on the components of the atmosphere.
- Identifying the compositional and vertical structure of the atmosphere.
- Letting students discuss the major characteristics of the four layers of the atmosphere.

Stabilization

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

- The atmosphere is a mixture of gases, suspended dust particles and condensed moisture droplets. The four layers of the atmosphere are troposphere, stratosphere, mesosphere and thermosphere.

❖ **Evaluation and follow-up**

Evaluation

At this stage you can ask your students questions like:

1. Explain what the following terms mean:

- Atmosphere - Troposphere - Aerosols - Meteorite

2. Describe the composition of the atmosphere.

3. Explain the characteristics of the layers of the atmosphere.

Follow-up

At this stage you can:

- Ask students to prepare a diagram showing the different layers of the atmosphere.

Possible Answers for Activity 1.2

A. Questions based on facts

1. Gases, suspended dust particles and condensed moisture droplets
2. Nitrogen and oxygen
3. Stratosphere. Ozone absorbs ultraviolet radiation.
4. Mesosphere
5. Troposphere, Stratosphere, Mesosphere and Thermosphere
6. **Troposphere** is the lower portion of the atmosphere. All kinds of weather changes take place only in this layer. It has uniform temperature decrease with an increase of altitude. **Stratosphere** extends up next to troposphere. It has high concentration of ozone gas. **Mesosphere** is the coldest part of the atmosphere. It is the layer of strong winds. **Thermosphere** is the upper most layer of the atmosphere. It is of extremely low density. It is the hottest layer of the atmosphere.

1.3 Elements and controls of weather and climate

Number of Periods for this lesson: 4

Competencies

After studying this lesson, learners will be able to:

- Distinguish the difference between weather and climate.
- Outline climatic controls and climatic elements.

❖ **Contents**

1.3.1 Definition of weather and climate
1.3.2 Elements of weather and climate
1.3.3 Controls of weather and climate

❖ **Overview**

Weather is the condition of the atmosphere at any time, whereas climate is the average weather condition of the atmosphere in a particular area or a country in a long period of time. The major elements of weather and climate are temperature, precipitation, wind and air pressure. These are simply components of the air out of which a given climate is compounded. The elements of weather and climate vary from place to place and from time to time. The change is attributed to the collective function of different factors known as controls of climate. The controls of climate include altitude, latitude, ocean currents, distance from the sea, cloud cover, air pressure and winds.

❖ **Teaching-learning process**

Suggested teaching aids

- A world map that shows the direction of cold and warm ocean currents
- A diagram that shows the hydrological cycle
- Wind vane and anemometer to show the direction and speed of winds
- Barometer

Suggested teaching methods

- Brainstorming - Demonstration - Explanation

Pre-lesson preparation

- Get the suggested teaching aids and materials ready
- Collect enough information on the elements of weather and climate from different sources

❖ **Presentation of the lesson**

Introduction of the lesson

You may begin your lesson by setting your students to brainstorm the following points:

- Definition of weather and climate
- Elements of weather and climate and their characteristics
- Controls of weather and climate

Body of the lesson

When you pass to this part of your lesson, you are responsible to facilitate the teaching learning process by:

- Defining weather and climate
- Listing elements of weather and climate
- Explaining the transfer of energy in the atmosphere
- Demonstrating the process of hydrological cycle using diagram
- Explaining effects of latitude, altitude, distance from the sea, cloud cover and ocean current on weather and climate

❖ **Stabilization**

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

- Weather is the condition of the atmosphere over a short period of time.
- Climate is the average of all weather conditions of an area over a long period of time.
- The major elements of weather and climate are temperature, rainfall, winds, air pressure, clouds, etc.
- Factors affecting weather and climate are latitude, altitude, and distance from the sea, cloud cover, ocean current, winds and pressure.

❖ **Evaluation and follow-up**

Evaluation

At this stage you can ask your students questions like:

1. Explain what the following terms mean:

- Rainfall - Pressure - Water cycle - Ocean current

- Weather - Wind - Altitude - Climate - Latitude

2. Explain the difference between weather and climate.

3. What is temperature?

Follow-up

You can instruct students to:

- Make diagrams representing the hydrological cycle.
- Show major ocean currents on the world map.

1.3.4 Diurnal and Seasonal Variation of Weather

Number of Periods for this lesson: 2

Competencies

After studying this lesson, learners will be able to:

- Compare and contrast variations of rainfall and temperature between different locations such as highlands and lowlands agro-climatic zones of their locality;
- Collect, summarize and present diurnal and seasonal variation of weather data in their locality;
- Draw climatic graphs.

❖ **Contents**

- Variation of Temperature and Rainfall in Ethiopia
  - Diurnal and Seasonal Variation of Temperature
  - Seasonal Variation of Rainfall
  - Ethiopia's Agro-climatic Zones

❖ **Overview**

The variation of temperature is expressed by words like average and range. During the winter or 'Bega' season due to clear skies, days become hotter and nights colder. This, therefore, results in high diurnal range of temperature in Ethiopia. Since, there is a regular receipt of solar radiation throughout the year Ethiopia has low annual range of temperature.

Rainfall distribution varies from season to season in Ethiopia. During the summer or 'Kiremt' season, most highlands of Ethiopia receive rainfall. The western part of Ethiopia, experiences all year rainfall.

Agro-climatic zone refers to a land unit represented in terms of major climate and growing period, which is climatically suitable for certain range of crops. In Ethiopia there are five traditional agro-climatic zones. These include Bereha, Kola, woina Dega, Dega and Wurch.

❖ **Teaching-learning process**

Suggested teaching aids

- Climate map of Ethiopia showing seasonal variation of rainfall
- Graphs that show temperature and rainfall variations
- Climate map of Ethiopia showing the agro-climatic zones

Suggested teaching methods

- Group discussion - Explanation - Demonstration - Field visit

Pre-lesson preparation

- Arrange a field visit to a nearby meteorological station
- Get the suggested teaching aids and materials ready

❖ **Presentation of the lesson**

Introduction of the lesson

As usual, help your students to discuss for sometime on the topic guided by the following questions.

1. What is diurnal temperature variation?
2. Explain the seasonal distribution of rainfall in Ethiopia.
3. What means by agro-climatic zone?
4. What are the traditional agro-climatic zones in Ethiopia?

Body of the lesson

In this part of your lesson, you are expected to:

- demonstrate ways of calculating mean and range of temperature and then let students practice how to calculate mean and range of temperature.
- ask the students to discuss why places in their locality reflect variable weather condition.
- expose your students to the general definition of agro-climatic zone.
- explain the main characteristics of Ethiopia's agro-climatic zones.

Stabilization

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

- During the winter or 'Bega' season, there is high diurnal range of temperature in Ethiopia. But, there is low annual range of temperature.
- Most highlands of Ethiopia receive the summer or 'Kiremt' rains.
- Agro-climatic zones of Ethiopia are Bereha, Kola, Woina Dega, Dega and Wurch.

❖ **Evaluation and follow-up**

Evaluation

Ask questions like the following:

- What is daily range of temperature?
- What is mean annual temperature?
- What are the agro-climatic zones of Ethiopia?

Follow-up

1. Organize students into small groups to discuss the seasonal variation of temperature and rainfall in Ethiopia.
2. By sending students to nearby metrological station let them collect, summarize and develop climatic graphs, and then let them produce field repot.

Possible Answers for Activity 1.3

A. **Questions based on facts:**

1. Define the following terms:

a. **Weather** is the condition of the atmosphere over a short period of time.
b. **Climate** is the average of all weather conditions of an area over a long period of time.
c. **Sublimation** is the process in which ice changes directly into water vapour.
d. **Radiation** is the transfer of energy from one body to another by means of electromagnetic waves.
e. **Air pressure** is the weight exerted by air on a unit of area of the Earth's surface.

2. Temperature, rainfall, winds, air pressure, clouds, sunshine, humidity, etc.
3. Latitude, cloud cover, wind, altitude, ocean current and air pressure

B. **Individual work:**

1. Annual Range of temperature

C. **Things to do:**

1. Guide students when they draw the sketch map that shows the five agro-climatic zones of Ethiopia.

Answer Key for Unit 1 Review Questions

True or false

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

Matching

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

Multiple Choice

1. A 2. D 3. B 4. B 5. D 6. A 7. B 8. D 9. B 10. A

Fill in the blank

1. anticline, syncline 2. diurnal (daily) range

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UNIT 2

PEOPLE AND SOCIO-ECONOMIC ACTIVITIES

Number of Periods for this Unit: 15

Introduction

In this unit you are going to deal with concepts and facts about Cultural diversity and changes, Major economic activities, Trade and market as the current national and local concern and Government revenue and tax. Each topic is well structured and simplified.

The first sub-unit (Cultural diversity and changes) deals with the development of human culture, major cultural elements and globalization and dynamics of social and cultural values. The second sub-unit (Major Economic Activities) deals with the classification of economic activities. Similarly the third sub-unit (Trade and market as the current national and local concern) deals with concepts of trade and market. The fourth sub-unit (Government revenue and tax) deals with the meaning and basic concept, historical development and benefits of revenue and tax

The methodologies to be employed in teaching the contents in this unit are group discussion, explanation, gallery walk, lecture, question and answer, field observation, etc.

The startup questions and activities are given in each sub unit to encourage students. Finally, review exercises are given at the end of the unit. The questions are simply provided as examples and could be supplemented by other exercises which the teacher presumes to be appropriate.

Learning Outcomes

At the end of this unit, learners will able to:

- Explain how peoples' culture develop and change through time.
- Discuss the impacts of population movement on human settlement and economic activities.
- Explain the concept of trade and increasing global interdependence.
- Analyze the condition of consumers' right and supply problem using their local examples.
- Describe the benefits of government revenue and tax.

Unit organization

2.1 Cultural Diversity and Changes

2.1.1 The Development of Human Culture

2.1.2 Major Cultural Elements; Language, Religion and the Human Race

2.1.3 Globalization and Dynamics of Social and Cultural Values

2.2. Major Economic Activities

2.2.1 Primary Economic Activities

2.2.2 Secondary Economic Activities

2.2.3 Tertiary Economic Activities

2.2.4 The Effect of Different Economic Activities on Countries Economic Development

2.3 Trade and Market as the Current National and Local Concern

2.3.1 The Concept and Historical Development of Trade and Market

2.4 Government Revenue And Tax

2.1. Cultural Diversity and Changes

Number of periods for this lesson: 4

Competencies

After studying this lesson, learners will be able to:

- Explain the processes that lead to the development of culture
- Discusses language, religion and human race as a cultural elements
- Elaborate the cultural diversity of people in terms of language ,religion and human races
- Debate in the classroom on the effect of globalization as an agent cultural change.
- Respect humanity and indigenous knowledge.

Contents

- The development of human culture
- Major cultural elements language, religion and human race
- Globalization and dynamics of social and cultural values

Overview

Culture is defined as the symbols, language, religion, beliefs, norms, values, and artifacts that are part of any society. Cultural components can be classified as material and non-material culture.

Cultural diversity refers to a group of diverse individuals from different cultures or societies. Usually, cultural diversity can be expressed in terms of nationality, language, religion, race, health difference, sexual orientation, gender, age, disability and ethnicity. Ethiopia is the home of peoples that have

cultural diversities who are living together in the same community. Language is defined as a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or regions for the purpose of talking or writing. Religion is defined as a set of organized beliefs, practices, and systems that relates to the belief and worship of a controlling force to a personal God or another super-natural being. Human race is defined as a category of people that is socially constructed, shares certain distinctive physical characteristics such as skin color, facial features, and stature.

Teaching learning process

➢ Suggested teaching aids

- Videos like https://www.youtube.com/watch?v=iH4e3Zb7Elo

-Photographs that show the cultural diversity of people in Ethiopia.

➢ Suggested teaching methods

-Group discussion -Explanation -Question and answer

Pre-lesson preparation

- Ready the video and photographs forthis lesson.
- Prepare your daily lesson plan.

Presentation of the lesson

➢ Introducing the lesson

- Start the lesson by asking the following questions.
- What is culture?
- What are the processes that lead to the development of culture?
- What is cultural diversity?
- What are the effects of globalization on culture?

➢ Body of the lesson

-Define culture.

-Explain the processes that lead to the development of culture.

-explain the concept of cultural diversity

-Describe the cultural diversity of people in terms of language, religion and human race.

-Discuss on the effects of globalization on culture.

Stabilization

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

Culture is developed from changes in socially transmitted beliefs, knowledge, customs, skills, attitudes and languages. Cultural components can be classified as material and non-material culture. Language, religion and human race are the main elements of culture.

Evaluation and follow up

➢ Evaluation

In order to evaluate the understanding of students ask the following questions.

- What are the similarities and differences of culture among the Ethiopian people?
- What are the factors that cause cultural change in the contemporary world?

➢ Follow up

- Observe the group work, record the strength and limitations and provide constructive feedback, then check whether the students can explain and discuss the process of cultural development and basic elements of culture.

Possible Answers for Activity 2.1

1. A.**Culture** is defined as the symbols, language, religion, beliefs, norms, values, and artifacts that are part of any society.

   B.Language is defined as a system of communication which consists of a set of sounds and written symbols.

   C. The society's physical objects, such as its tools and technology, houses, factories, raw materials, clothing, eating utensils, and means of transportation.

D. Religion is defined as a set of organized beliefs, practices, and systems that relates to the belief and worship of a controlling force to a personal God or another super-natural being.

E.Non material culture includes the values, beliefs, symbols, and language that define a society. Example: - traditional dances, songs, rituals, folks, etc.

F.Race refers to physical differences that groups and cultures consider socially significant.

2. Cultural diversity refers to a group of diverse individuals from different cultures or societies.

3. Culture is developed from changes in socially transmitted beliefs, knowledge, customs, skills, attitudes and languages. Culture is affecting people's behavior that they acquire from other members of the society through teaching, imitation and other forms of social transmission.

B. For this activity, you are expected to guide the students while they discuss about how the youth mitigate the effect of globalization on culture and provide the necessary feedback for students.

2.2 Major Economic Activities

Number of Periods for this lesson: 5

Competencies

After studying this lesson, learners will be able to:

- Explain the different types of economic activities;
- Relate different economic activities with countries levels of development;
- Compare and contrast agriculture of the developed and developing countries;

❖ Contents

1.1.1 **Primary economic Activities**

- Agriculture
- Fishing
- Forestry
- Mining

Secondary economic Activities

1.1.2 **Tertiary economic activities**

- Transportation
- Communication
- Tourism

1.1.3 **The effect of different economic activities on countries economic development**

- Economic basis of developed and developing countries

❖ Overview

Primary economic activities focus directly on the extraction of resources from the environment. The main types of primary activities include agriculture, forestry, fishing and mining.

Agriculture is the science and art of cultivation of the soil and the rearing of livestock for either local consumption or commercial purposes.

Secondary economic activities include manufacturing, construction and power production. The mechanical or chemical process of turning raw materials into finished products is known as manufacturing, whereas the places where manufacturing activities are done known as industry.

Tertiary activities these activities, by themselves, do not produce goods, but they are an aid or a support for the production process. So they are also known as support services. They include transport, communication, trade, tourism, health, education, etc.

The developed countries have a large share of the manufacturing industries. In the industrialized countries, a large number of people are employed in secondary activities. On the other hand, in developing countries, the great majority of people still work in the agriculture sector. Developing economies are basically agrarian in their character.

Teaching-learning process

Suggested teaching aids

- Photographs of different sectors of economic activities
- A diagram that show the relationship among the three economic activities

Suggested teaching methods

- Question-answer - Gallery walk - Field observation - Group discussion

Pre-lesson preparation

- Collect photographs of different economic activities
- Prepare a diagram and show the relationship among the three economic activities
- Refer relevant materials about the major economic activities

❖ Presentation of the lesson

Introduction of the lesson

You may start the lesson by asking the following questions.

1. What is primary economic activity?
2. Can you give examples of secondary economic activities?
3. What is tertiary economic activity?

Body of the lesson

- Explain the major characteristics of primary, secondary and tertiary economic activities.
- Arrange a gallery walk and help students to distinguish the three major types of economic activities.
- Let students compare and contrast primary and secondary economic activities.
- Ask students to discuss, compare and contrast tertiary economic activities with primary and secondary economic activities.
- Guide students to discuss and explain the countries' economic development in relation to the different types of economic activities

Stabilization

Ask students to identify the key points of the lesson as you stabilize your lesson presentation by reviewing all essential points. You may mention the following:

- Primary and secondary economic activities produce tangible goods, but tertiary activities provide services.
- The developed countries are highly industrialized, but developing economies are basically agrarian.

❖ **Evaluation and follow-up**

Evaluation

Ask the following questions:

- Mention the different types of economic activities.
- What is primary economic activity?
- What is the meaning of manufacturing industry?
- What are the major characteristics of secondary economic activities?
- What are the major components of tertiary economic activities?
- Explain the economic basis of developed and developing countries.

Follow-up

Arrange a field observation and guide students classify the different activities of their surroundings into primary, secondary and tertiary.

Possible Answers for Activity 2.2

A. **Questions based on facts**

1. **Define the following terms:**

a. **Agriculture** is the science and art of cultivation of the soil and the rearing of livestock

b. **Forestry** is one of the primary economic activities, which involves the extraction of forest products for different purposes by people.

c. **Manufacturing** is the activity which turns raw materials into products by using labor, energy and equipment.

d. **Transportation** is the movement of goods or people from one location to another.

e. **Communication** is the sharing of information between different individuals.

f. **Tourism** is the movement of the people from their normal place of residence to another place for leisure, business and other purposes.

2. Agriculture, fishing, forestry, mining and fishery

3. Manufacturing is the mechanical or chemical process of turning raw materials into finished products, whereas industry is the place where manufacturing activities are done.

4. Developing countries are basically agrarian in their character. In developing countries, the number of people engaged in agricultural sector is many but the production is little. Since developed countries are practicing modern methods, they can produce large amount using few number of manpower. That means people engaged in agricultural sector are very few but production is in surplus.

5. Primary economic activities focus directly on the extraction of resources from the environment, whereas secondary economic activities focus on making articles. Tertiary economic activities are service giving activities.

B. **Group work**

For this activity, you are expected to guide the students to visit their locality and present their findings.

2.3 Trade and Market as the Current National and Local Concern

Number of Periods: 5

Competencies

After studying this lesson, learners will be able to:

- Describe the various flow patterns of goods, services and information;
- Analyze the contribution of trade to the Ethiopia economy;
- Explain the major types of trade;
- Evaluate the contribution of different economic sectors to Ethiopian export trade;

- Explain that the interaction of supply and demand determines price;
- Use graphs to show the market equilibrium point;
- Explain what conditions must exist for "perfect competition" to occur;
- Discuss the trade-off between consumer right and market supply;

❖ **Contents**

2.3.1 The Concept and Historical Development of Trade and Market

- The key benefits of trade
- Types of trade
- Market forces: supply and demand
- Major actors of the market
- The idea of competitive market
- Consumer right and supply problem

❖ **Overview**

Trade is the process of buying, selling, or exchanging of commodities. The earliest form of trade was bartering, which is the exchange of one article for another of equal value. Modern traders generally negotiate through a medium of exchange, such as money. Market is a place where buyers and sellers can gather to facilitate the exchange of goods and services.

Trade is critical to a nation's prosperity in providing bigger variety of cheaper products for the local population, high level of technological progress and efficiency, specialization and division of labor, etc.

Trade is broadly classified as Internal and External Trade. **Internal trade** is done within the same country. It is further classified into wholesale and retail trade. **External trade** occurs between two different countries. External trade is further classified into **Import trade, Export trade** and **Entrepot trade.** Ethiopia's export trade is dominated by agricultural products such as coffee.

A competitive market is a market in which there are so many buyers and so many sellers that each has a negligible impact on the market price. The major actors of the market are buyers (consumers) and sellers (producers). Price is dependent on the interaction between market demand and supply.

In Ethiopia, there are supply problems which are caused by deliberate malpractices by suppliers: like black marketing, hoarding, profiteering, unethical advertising, etc which create shortages in the market. In order to protect consumers from such exploitation, the Ethiopian Trade Practice and Consumers' Protection Authority enacted a proclamation which specifies the rights of consumers.

❖ **Teaching-learning process**

Suggested teaching aids

- Diagram showing the flow of goods and services between market actors
- Thematic map showing the pattern of world trade flow
- Graph showing market equilibrium

Suggested teaching methods

- Lecture
- Demonstration
- Group discussion
- Question-answer
- Assignment method

Pre-lesson preparation

- Get ready those teaching aids suggested above.
- Refer relevant materials about trade and market.

❖ **Presentation of the lesson**

Introduction of the lesson

To start the lesson you can ask the following questions:

- What is trade?
- What is market?
- Explain the historical development of trade and market.
- What are the contributions of trade?
- Who are the major actors of the market?

Body of the lesson

- Using the lecture method guide the students to describe the meaning and historical development of trade, and differentiate the flow patterns of goods and services
- Let students show the pattern of world trade flow on thematic map.
- Let students discuss and explain the interaction of market supply and demand, and using the supply and demand graph show the market equilibrium condition.
- Let students explain the market supply and consumer behaviors using the assignment method.

Stabilization

You may mention the following essential points as you stabilize your lesson presentation.

- Trade is the process of buying, selling, or exchanging of commodities. Market is a place where buyers and sellers of a commodity meet together. Trade is critical to a nation's prosperity. Trade is classified as internal and external trade. Ethiopia's export trade is dominated by agricultural products.
- A competitive market is a market in which there are so many buyers and sellers.

❖ **Evaluation and follow-up**

Evaluation

You can ask students questions of the following type:

1. Explain contribution of trade to the Ethiopian economy.
2. What are the major types of trade?
3. What are the major export products of Ethiopia?
4. What is market equilibrium?
5. What conditions must exist for "perfect competition" to occur?

Follow-up

You can give assignment for the students to:

- Write report on the trade-off between consumer right and market supply and present their findings to the class.

Possible Answers for Activity 2.3

A. Questions based on facts

1. Define the following terms

a. Consumers are people who buy products for their personal or family use.
b. **Demand** is the amount of a good t1hat buyers are willing and able to purchase.
c. **Export trade:** refers to the selling of domestic manufactured goods to another country.
d. **External trade**- is trade that occurs between two different countries.
e. **Market** is a place where buyers and sellers can gather to facilitate the exchange of goods and services.
f. **Producers** are suppliers of products that are demanded by consumers.
g. Trade is the process of buying, selling, or exchanging of commodities.

h. **Shortage** is a situation in which quantity demanded is greater than quantity supplied.
i. **Supply** is the amount of a good that sellers are willing and able to sell.

2. - Bigger variety of cheaper products for the local population
   - Higher level of competition with decreasing prices
   - High level of technological progress and efficiency
   - Specialization and division of labor, etc.
3. **Internal trade** is done within the same country, whereas external trade is done between two different countries.
4. Agricultural products such as coffee
5. - The goods being offered for sale are exactly the same
   - Buyers and sellers have knowledge of the market
   - Very large number of buyers and sellers, etc.
6. Consumers and producers
7. The right to:
   - get accurate information on the quality of goods they purchase.
   - selectively buy goods and services
   - be received humbly and respectfully by any business person, etc.

2.4 Government Revenue and Tax

Number of periods for this lesson: 1

Competencies

After studying this lesson, learners will be able to:

- Explain the meaning of government revenue and tax
- Discuss the historical development of revenue and tax in Ethiopia.
- List the main benefits of trade

Contents

- The meaning and basic concept of revenue and tax
- historical development of revenue and tax in Ethiopia
- the benefits of government revenue and tax

Overview

Government revenue refers to all the income of the government from taxes and non-tax sources. Tax is defined as a mandatory fee or financial charge levied by any government on an individual or an organization to collect revenue for public works providing the best facilities and infrastructure. Taxation is a system of raising money to finance government expenditure. In order to render various economic and social activities, government requires large amount of revenue. Government revenues have the following benefits, removal of inequalities in income and wealth, ensuring economic stability, reduction in regional imbalances, capital accumulation, creation of employment opportunities, beneficial diversion of resources and encouragement of export.The traditional taxation provides for taxes on crops, livestock and livestock products such as wool, butter and milk. The tax on wool was particularly levied on mountainous areas of the country. Hunting taxes were imposed on elephant hunters in the form of ivory taxes. In the Axumite kingdom there was a practice of traditional taxation.

Teaching learning process

➢ Suggested teaching aids

-Posters that promote revenue and tax

-statistical documents that present information on revenue and tax

➢ Suggested teaching methods

-Group discussion - Explanation

Pre-lesson preparation

- Ready the appropriate posters for the lesson.
- Prepare your daily lesson plan.

Presentation of the lesson

➢ Introduction of the lesson

- Define government revenue and tax
- What are the benefits of government revenue and tax?
- Elaborate the history of government revenue and tax.

➢ Body of the lesson

- Define the government revenue and tax.
- Discuss on the benefits of government revenue and tax. Explain the historical development of government revenue and tax in Ethiopia.
- In your discussion, bring the attention of students to the following points.

- Government revenues have the following benefits, removal of inequalities in income and wealth, ensuring economic stability, reduction in regional imbalances, capital accumulation, creation of employment opportunities, beneficial diversion of resources and encouragement of export.

Stabilization

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

- Government revenues and spending are an important part of fiscal policy of the government.
- Tax is defined as a mandatory fee or financial charge levied by government on an individual or organization.
- Taxation is a system of raising money to finance government expenditure.

Evaluation and Follow up

➢ Evaluation

In order to evaluate the understanding of the students and the expected competencies are achieved, ask students the following questions.

- What is government revenue?
- List the benefits of government revenue and tax.

Give the students appropriate feedback for their responses.

➢ Follow up

-Observe the discussion, check student's participation and provide feedback.

Possible Answers for Activity 2.4

1. a. Government revenue refers to all the income of the government from taxes and non-tax sources.

b. Tax is a mandatory fee or financial charge levied by a governmenton an individual or organization.

2. Benefits of the government revenue and tax

a. Removal of inequalities in income and wealth
b. Ensuring economic stability
c. Reduction in regional imbalances
d. Capital accumulation
e. Creation of employment opportunities
f. Beneficial diversion of resources
g. Encouragement of export

3. The traditional taxation provides for taxes on crops, livestock and livestock products such as wool, butter and milk. The tax on wool was particularly levied on mountainous areas of the country. Hunting taxes were imposed on elephant hunters in the form of ivory taxes. In the Axumite kingdom there was a practice of traditional taxation. In the reign of King Zerayacob (1434 -1468) the first tax system was introduced. The first important reform carried out by Emperor MenelikII towards the end of the 19th century resulted in the establishment of a fixed tithe rather than the undefined and essentially arbitrary system of agriculture taxes.

Answer Key for Unit 2 Review Questions

True or false

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

Matching

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

Multiple Choice

1. C 2. B 3. B 4. A 5. C 6.D 7. B 8. B

Short Answer

1. Material culture is a component of culture which includes all the society's physical objects.

2. a. Agriculture, fishing, forestry, mining and fishery

   b. Manufacturing, construction and power production

   c. Education, health, trade, transportation, tourism, communication, etc.

3. Hoarding, profiteering, inferior quality, wrong weight and measures, adulteration, etc.

4. Retail and wholesale trade

5. Semetic, Cushitic, Omotic and Nilo-Saharan

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UNIT 3

NATURAL RESOURCES AND SOCIO- ECONOMIC DEVELOPMENT

Number of periods for this Unit: 12

Unit Introduction

In this unit the students are going to learn about the natural resources and socio-economic development. The teachers are expected to guide the students to understand how the conservation and natural resources are important for sustainable development. Further, in this unit students are going to learn about the consequences of unwise utilization of natural resources .Finally the unit deals on the resource accessibility and resource based conflict.

Unit Outcomes

At the end of this unit, you will be able to:

- Describe the role of natural resources for socio- economic development;
- Explain the concept of sustainable resource utilization and development;
- Describe the way natural resources are utilized in your locality;
- Value indigenous resource based conflict resolution efforts in your locality;

Main contents

3.1 Conservation and utilization of natural resources for sustainable development

3.1.1. Resource utilization and economic benefits

3.1.2. Factors of natural resource utilization

3.1.3. The changing importance of resources over time

3.1.4. Resource conservation and sustainable utilization

a. Meaning of conservation
b. Meaning of sustainable use
c. Soil conservation and sustainable utilization
d. Water conservation and sustainable utilization

e. Forest conservation and sustainable utilization
f. Wildlife conservation and sustainable utilization

3.2. Consequences of unwise utilization of natural resources

3.3. Resource accessibility and resource based conflict:(Example: hydro politics of Abayriver)

3.1 Conservation and utilization of natural resources for sustainable development

Number of periods for this lesson: 2

Competency

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

- Analyze the use of natural resources for socio economic development.

Contents

- Resource utilization and economic benefits
- Classification of natural resources
- Natural resources and their conservation

Overviews

Natural resources are the resources which exist without any actions of human being. Natural resources are mainly classified into two categories. These are Renewable and Non-renewable natural resources. Natural resources are the resources that are naturally available on the Earth. However, many natural resources are destructing fast because of several reasons. The measures on conservation of natural resources include, use an alternative source of energy like solar and wind energy, plant more trees, treat and recycle the industrial sewage and waste, reduce emissions and practice the method of crop rotation. Human beings depend on natural resources in their daily lives. Natural resources contribute towards fiscal revenue, income; provide job opportunities and poverty reduction.

Teaching Learning Processes

➢ Suggested Teaching Aids

In order to make your lesson attractive and appropriate, use the following teaching aids:

- Videos like https://www.youtube.com/watch?v=we9Q165wo08

➢ Suggested teaching methods

- Brainstorming: let the students guess and forward their ideas and facts and share experiences in class on conservation and utilization of natural resources for sustainable development.

-Group discussion -explanation - assignment

Pre lesson preparation

- Download the videos for the lesson.
- Prepare daily lesson plan.

Presentation of the lesson

➢ Introducing the lesson

Start the lesson by asking questions like the following:

- Define natural resource.
- What do you mean by conservation of natural resource?
- What are the economic benefits of natural resources?

➢ Body of the Lesson

- Define natural resource.

Natural resources are the resources which exist without any actions of human being

- Explain the conservation of natural resources.
- Discuss on the economic benefits of natural resources. In the discussion, bring to the attention of students on the following points.

Conservation of natural resources is very important for sustainable development. The benefits of natural resources are fiscal revenue and income; provide job opportunities and finally it is important for poverty reduction.

- Give assignment and let students explain the importance of wise and sustainable utilization of natural resources including land, water and forest.

Stabilization

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

- Natural resources are the resources that are naturally available on the Earth.
- There are two groups of natural resources.
- Conservation of natural resources is important for the survival of human beings.
- Sustainable utilization of natural resources is the proper management of natural resources for the benefit of the people.

Evaluation and follow up

➢ Evaluation

In order to evaluate the level of understanding of the students, ask studentsthe following questions about the conservation of natural resources.

- ❖ List the two groups of natural resources and give examples for each.
- ❖ How natural resource conservation is important for sustainable development?
- ❖ Explain the importance of wise and sustainable utilization of natural resources.

Give the students appropriate feedback for their responses and activities.

➢ Follow up

- ➢ Observe the group discussion and record the performance and provide feedback.
- ➢ Check whether the students can explain the importance of natural resources.

Possible answers for Activity 3.1

1. The conservation and utilization of natural resources helps to develop the behavior of conservation of the available natural resources.

Natural resources improve, maintain and protect the natural environment and its resources for the benefit of the people. This is important for sustainable development.

2. To make food, fuel, revenue and income, raw materials for the production of goods and to generate electricity and it is important for poverty reduction

3. Renewable and non-renewable

Renewable resources are resources which can be renewed or replaced. Examples: soil, water, air, plants and wild animals. Non-renewable resources are resources that cannot be renewed or replaced. Examples: coal, petroleum, natural gas.

B. People need to conserve natural resources to stay alive. Natural resources make their lives better. We have to conserve our natural resources like soil, water and forest. The wise use of natural resources is very important because over exploitation of natural resources leads to destruction.

3.1.2 Factors of natural resource utilization

Number of periods for this lesson: 2

Competencies

After studying this lesson, learners will be able to:

- Describe factors influencing the utilization of natural resource.
- Explain how the consumption patterns of resources are changing through time.

Contents

- Factors of natural resource utilization
- Changing importance of resources over time.

Overview

Sustainable utilization of natural resources involves proper use of land, water, air, minerals, forests, fisheries, and wild flora and fauna resources. The rapid population growth and overuse of natural resources led to several socio-economic and environmental problems. This creates unbalanced demand between population and resource. The main factors that affect the utilization of natural resources are overpopulation, poor farming practices, overconsumption of natural resources, pollution, industrial and technological development.

Humans demand for consumption of natural resources is dramatically increasing. Humans need to interact with the environment to obtain food, water, fuel, medicine, soil, building materials and many other things. The impact of humans on the environment depends on the consumption level of resources such as land, food, water, air, fossil fuels and minerals. The consumption patterns of resources cause air and water pollution, waste, and global warming. Changing consumption patterns combined with population increase and food insecurity concerns could lead to challenges in terms of sustainability for the environment.

Teaching leaning processes

- Suggested teaching aids

  -Forest map of Ethiopia -Soil map of Ethiopia

  -videos like https://www.youtube.com/watch?v=jmUYH_v7sNQ or

  -https://www.youtube.com/watch?v=9e7wgqRdOig&t=993s

- **Suggested teaching methods**

  -Group Discus- -Explanation
  sion

Pre lesson preparation

- Download video and prepare maps in the classroom.
- Prepare daily lesson plan.

Presentation of the lesson

Introduction of the lesson

Start the lesson by asking the following questions.

- What are the major factors influencing the utilization of natural resources?
- How the consumption pattern of resources are changing through time.
- What are the major environmental effects of high level of consumption?

Body of the lesson

- Explain the major factors influencing the utilization of natural resources.
- Discuss on the changing importance of resources over time.
- Mention the environmental effects of high level of consumption.

Stabilization

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

There are several factors that affect the utilization of natural resources. The main factors that affect the utilization of natural resources include over population, poor farming practices, over consumption of natural resources, pollution, industrial and technological development etc. Changing consumption patterns combined with population increase and food insecurity concerns could lead to challenges in terms of sustainability for the environment.

Evaluation and follow up

➢ Evaluation

In order to evaluate the understanding of the students and whether the expected competencies are achieved, ask the students the following questions.

-List the factors influencing the utilization of natural resources.

-Explain the changing importance of resources over time.

➢ Follow- up

- Observe the group discussion and check whether the students can explain the factors influencing the utilization of natural resources.

Possible answers for Activity 3.2

1. Overpopulation, poor farming practices, over consumption of natural resources, pollution and industrial and technological development.

2. Humans demand for consumption of natural resources is dramatically increasing. Humans need to interact with the environment to obtain food, water, fuel, medicine, soil, building materials and many other things. Changing consumption patterns combined with population increase and food insecurity concerns could lead to challenges in terms of sustainability for the environment.

3. Soil degradation, water shortages, biodiversity loss, damage to ecosystem functions and global warming.

3.2 Resource Conservation and Sustainable Utilization

Number of periods for this lesson: 4

Competency

After studying this lesson, learners will be able to:

- Explain the ideas of Resource Conservation and sustainable utilization.

Contents

1. Meanings of conservation
2. Meanings of sustainable use
3. Soil conservation and sustainable utilization
4. Water conservation and sustainable utilization
5. Forest conservation and sustainable utilization
6. wildlife conservation and sustainable utilization

Overview

Conservation is a careful, efficient, wise use and sustainable use of natural resources. Sustainable use of resource means the use of the environment and its resources at a rate that does not exceed its capacity for replacement of the resource. Soil conservation is the set of techniques and practices which involves the protection of soil from erosion, soil degradation, so as to maintain soil fertility and productivity. The soil conservation measures include terracing, afforestation, crop rotation, reforestation, shelter belt, check dams and strip cropping.

Water conservation refers to the wise use, control and development of water bodies and prevention of pollution. Forest conservation is the practice of planting and maintaining forest areas for the benefit and sustainability of forest resources for the people. Wildlife conservation is the practice of protecting plant and animal species and their habitats. Wildlife is important to balance in ecosystem, provides food, source of medicine, recreational purposes and for the development of the economy.

Teaching and learning processes

➢ Suggested teaching materials/aids

- posters that show terracing, posters of afforestation
- Photographs of shelter belt and check dams.
- Videos of terracing like https://www.youtube.com/watch?v=TFE8pEI5QiE or https://www.youtube.com/watch?v=Iatpqn_pV1k

➢ Suggested teaching methods

-Group Discussion -Explanation-Demonstration

Pre lesson preparation

- Download the videos and prepare posters and photographs.

Presentation of the lesson

➢ Introducing the lesson

Start the lesson by asking the following questions.

- Define conservation?
- What are the methods of soil conservation?
- Define water conservation.
- What is forest conservation?
- Explain wildlife conservation and sustainable utilization.

➢ Body of the lesson

- Define conservation and sustainable use.
- Identify the methods of soil conservation like terracing, afforestation, crop rotation, reforestation, shelter belt and check dam. Discuss on water conservation and the benefits of water conservation. Then forest conservation and importance of forests .finally explain on meaning of wildlife conservation and importance of wildlife.
- Give assignment for students to sketch the physical map of Ethiopia.
- Considering the experience of the Konso people, let the students write a case study report on the relevance of indigenous knowledge in resource conservation.

Stabilization

❖ You may stabilize the lesson by reviewing the key ideas and concepts of the lesson.
Soil, water, forest and wildlife are important natural resources. So we have to conserve these natural resources.

Evaluation and follow up

➢ 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.
  - ❖ Explain the meaning of conservation and sustainable use of resource.
  - ❖ Describe the methods of soil conservation.
  - ❖ Explain forest conservation and the importance of forests.
  - ❖ Explain wild life and the measures taken to conserve wildlife resources
- Give the students appropriate feedback for their responses and activities.

➢ Follow up

-Observe the group discussion and check whether the students can explain soil conservation, water conservation, forest conservation and wildlife conservation.

Possible answers for Activity 3.3

1. A. Conservation is a careful, efficient, wise use and sustainable use of natural resources.
   B. Sustainable use of resource means the use of the environment and its resources at a rate that does not exceed its capacity for replacement of the resource.
2. Terracing, afforestation, crop rotation, reforestation, shelter belt, check dams and strip cropping
3. Forest conservation is important for increasing productivity of soil, controlling erosion, food and shelter for wildlife, climate control, wildlife conservation, oxygen production, CO_2 sink and water recycling.
4. The proper use of water is important to minimize drought and water shortage, reduce political conflict, preservation of environment, recreation purpose and creating safe and beautiful environment.
   - Soil conservation helps to increase productivity of soil, mitigate erosion, give food and shelter for wildlife and promote purification of water.
5. The factors that affect wild life resources include deforestation, illegal hunting, overgrazing, burning of forest, pollution and climate change.
6. Wild life resources are important for wild life tourism, job opportunities, source of income and maintain balance of nature.

B. let students to investigate water and soil conservation of their locality and give time to present the measures taken to conserve water and soil to the class.

C. 1.Let students to investigate the natural resources of their locality, give time to present sustainable utilization of natural resources to the class.

2. Let students to sketch the physical map of Ethiopia and show the location of river basin and forest distribution and share their findings to the class.

3.3. Resource Accessibility and Resource based conflicts

Number of periods for this lesson: 4

Competencies

After studying this lesson, learners will be able to:

- Describe the consequences of unwise utilization of natural resource
- Evaluate how your society uses resources and how dispute over resources.
- Take part in events that promote resource conservation practices in your community.
- Discuss on indigenous know ledges related to resource conservation.

Contents

- Consequences of unwise utilization of natural resource
- Resource accessibility and resource based conflict(example hydro politics of Abay river)

Overview

Throughout the world, more and more forest is cut, soils are ploughed, waters put in to use. This happens because of a continuous improvement in the life style of people. Sometimes, resources are also misused and as a result they become smaller and smaller. Natural resource exploitation, exploration, mining and processing have caused different types of environmental damages. The consequences include water shortages, loss of forest cover, and depletion of minerals and extinction of Species.

Water conflict arises from various kinds of claims over water access or rights. The Nile River is one of the most politically significant rivers in Africa. The Nile basin countries have significant interest over its water. The countries that are found in the Nile basin are Ethiopia, Egypt, Kenya, Sudan, Uganda, Rwanda, Burundi, democratic republic of Congo, Eritrea, Tanzania, and south Sudan. The hydro-politics of the Nile is therefore related with the degree to which the Nile River is utilized in its upper and lower courses. This unbalanced and unfair utilization of the river between the upper and lower course countries has been a great area of interest. The countries of the basin are now coming in a situation where they have about equitable utilization of the river.

Teaching –Learning Processes

➢ Suggested teaching aids

Photographs of water shortage areas in Ethiopia

- Map of Africa that show river basin
- Photographs of deforestation areas in Ethiopia.
- Videos like https://www.youtube.com/watch?v=ioQoI76f804/https://www.youtube.com/watch?v=7_yN-45b7zg

➢ Suggested teaching methods

-Group Discussion -Explanation -Assignment

Presentation of the lesson

➢ Introducing the lesson

You may begin this lesson with the following questions.

- What are the consequences of unwise utilization of natural resources?

- Elaborate the resource accessibility and resource based conflict.
- Define hydro-politics.
- Mention the countries located in the Nile basin.

➢ Body of the lesson

-Explain the consequences of unwise utilization of natural resources

-Define water conflict and hydro politics.

-Discuss on the resource accessibility and resource based conflict.

Ask the students to list the countries that are located in the Nile basin.

Discuss on resource utilization of Abay river.

- In your discussion, focus on the interest of Nile basin countries.

The Nile river is one of the most politically significant rivers in Africa .In its basin countries have significant interest over its water. The countries that are found in the Nile basin are Ethiopia, Egypt, Kenya, Sudan, Uganda, Rwanda, Burundi, democratic republic of Congo, Eritrea, Tanzania, and south Sudan.

-give time for students to write a short essay on the hydro politics of Abay river.

Stabilization

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

Hydro politics is the study of inter-state politics regarding the management of shared water resources. The hydro-politics of the Nile is therefore related with the degree to which the Nile River is utilized in its upper and lower courses.

Evaluation and follow up

➢ Evaluation

In order to evaluate the level of understanding of the students and whether the expected competencies are achieved, ask the students the following questions.

- What is water conflict?
- What is hydro politics?
- Elaborate resource accessibility and resource based conflict example hydro politics of Abay River.

➢ Follow up

-Observe the group discussion and check the students can explain the impact of unwise resource utilization in their locality

Possible answers for Activity 3.4

1. Pollution of water and air, desertification, global warming, extinction of animal species, ozone depletion, drought and climate change.
2. Water conflict means a conflict between countries, states, or groups over the rights to access water resources.
3. Hydro politics is the study of inter-state politics regarding the management of shared water resources.

B.1. Regarding the resource accessibility and resource based conflict, let students to write a short essay on the hydro politics of Abay river and present to the class.

Answer Key for Unit 3 Review Questions

I. True/false item

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

II. Matching item

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

III. Multiple Choice item

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

IV. Fill in the blank

1. Conservation

2. Deforestation

V. Short answer item

1. Sustainable use of resource means the use of resources that does not lead to the long term degradation of the resource.

2. Forest conservation is very important because; forests provide oxygen, prevents soil erosion, provide medicine, serve as raw material for industries, reduce climate change and support biodiversity.

3. The consequences of unwise utilization of natural resources include water shortage, loss of forest cover, depletion of minerals, extinction of species, pollution, degradation of ecosystem, desertification and global warming.

4. The countries that are located in the Nile basin are Ethiopia, Egypt, Kenya, Sudan, Uganda, Rwanda, Burundi, democratic republic of Congo, Eritrea, Tanzania, and south Sudan.

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