



SOCIAL STUDIES

Grade 5

Student Textbook

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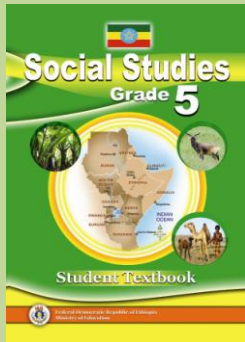
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UNIT

1

THE PEOPLE, LOCATION AND SETTLEMENT OF ETHIOPIA AND THE HORN OF AFRICA

Unit Outcomes

After studying this unit, you will be able to:

- Describe the relative location and name countries of the Horn;
- Name and locate early states in Ethiopia and the Horn and appreciate the main historical and political achievements of the Ethiopian states;
- List the ancient states in Ethiopia and their achievements;
- Appreciate the main achievements of modernization;
- Identify the main factors for the variation of settlement, culture and livelihood between highland and lowland areas of Ethiopia.

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

- Describe the location of the Horn of Africa.
- Use cardinal points that help explain location and write them correctly.
- Name the countries of the Horn of Africa.
- Demonstrate the location of Ethiopia in relation to its neighbours using the map of Africa.
- Describe the location of cities correctly using cardinal points.

Key Terms

- ↔ Relative location
- ↔ Horn of Africa

As you remember you have learnt about peoples of Ethiopia in grade four. Now you are going to learn about the people, location and settlement of Ethiopia in particular and the Horn of Africa in general.

◆ Relative Location of the Horn of Africa

Relative location is locating places and things in reference to other things such as mountains and rivers. In towns, you can use big buildings. In this manner, you can tell the location of a place or village.



Relative location represents the location of a country, region or continent in relation to land masses and water bodies or neighbouring countries. It is explained in terms of cardinal points such as North, East, South and West and/or their subdivisions. Reference point is very important to identify relative location. Reference point is a known thing such as land mass and/or water body.

- Where is the Horn of Africa located?
- Name the neighbouring countries of Ethiopia.
- List the neighbouring countries of the Horn of Africa.
- Where do you live in Africa?

The Horn of Africa got its name because of its shape. The shape of the region looks like a horn. That is why it is called the Horn of Africa (See Fig.1.1).

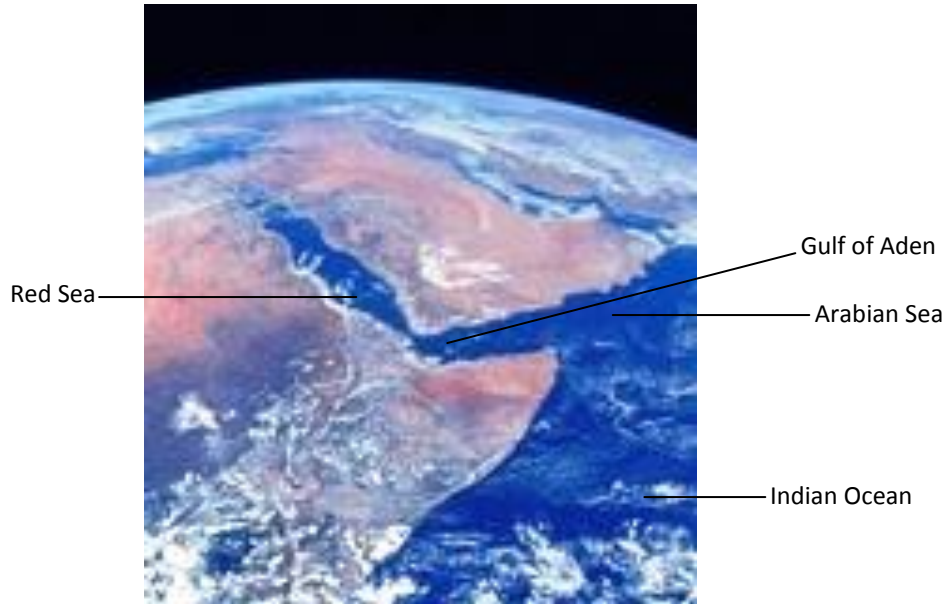


Fig.1.1 Satellite image of part of the Horn of Africa that is adjacent to the Indian Ocean

Where is the Horn located in Africa? The Horn of Africa is located in Eastern Africa. It is the Eastern most part of the continent. The Horn of Africa projects into the Arabian Sea (See Fig.1.1). It is bounded by the Gulf of Aden and the Red Sea on the northeast and the Indian Ocean on the southeast.



Countries of the Horn of Africa are interconnected. The part where Somalia is located sticks out to the Indian Ocean. This part of Somalia separates the Gulf of Aden and the Red Sea from the rest of the Indian Ocean. The protruding part is shaped like a horn (See Fig.1.1). Therefore, the name the Horn of Africa is derived from this shape.

◆ Countries of the Horn of Africa

- Mention the countries of the Horn of Africa?
- Study the following map carefully.

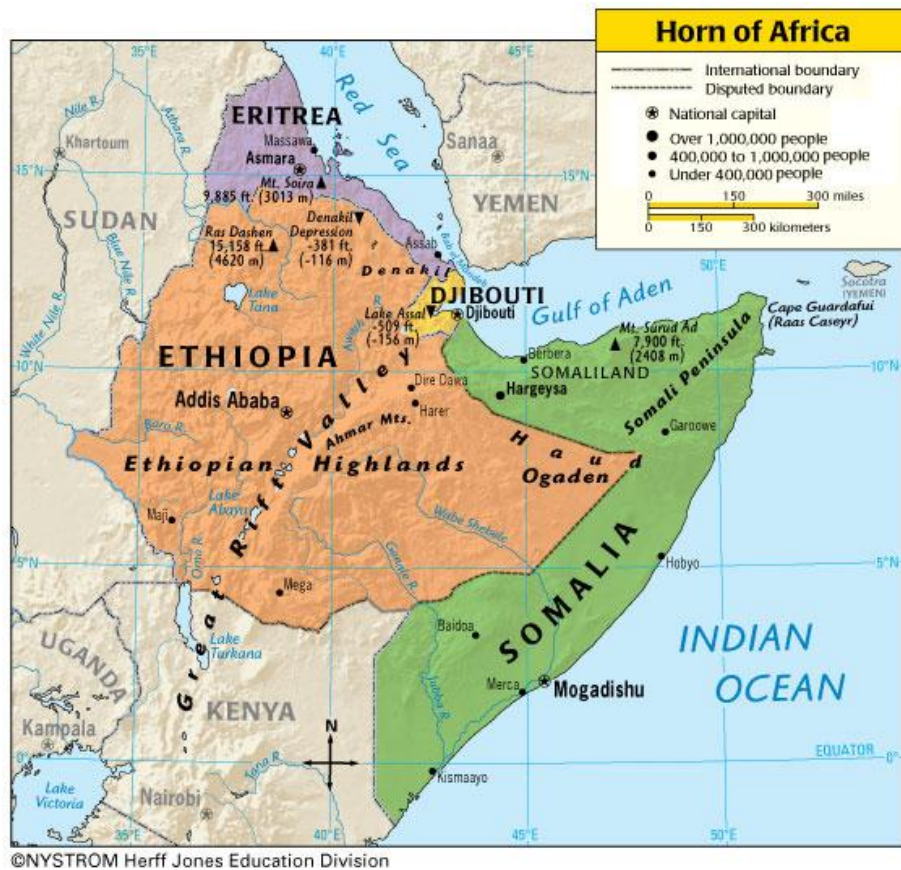


Fig. 1.2 Countries of the Horn with their capital cities

The Horn of Africa is made up of four countries. One of them is Ethiopia. The other three are Djibouti, Eritrea and Somalia. Ethiopia is the largest country in the Horn followed by Somalia. There are two smaller countries in this sub-region, the smallest being Djibouti.

- **What countries bound the Horn of Africa?**

There are two countries that share boundaries with the Horn of Africa. They are Sudan and Kenya. Sudan bounds the Horn on the west, while Kenya bounds it on the south.

◆ Relative Location of Ethiopia

- **Look at Fig 1.2 and state the location of Ethiopia in relation to its neighbours.**

Ethiopia is found to the south of Eritrea, to the north of Kenya, to the north west of Somalia, to the south west of the Red Sea, to the west of Djibouti and to the east of Sudan.



Cardinal points are points that show direction in general. They include North, East, South and West. These points have sub-divisions that include NE, SE, NW and SW.

As fig.1.2 shows capital cities of countries of the Horn of Africa are named as Asmara (Eritrea), Addis Ababa (Ethiopia), Djibouti (the republic of Djibouti), Mogadishu (Somalia).

Cardinal points help explain the location of capital cities of the countries of the Horn.

Example: Addis Ababa is found to the south of Asmara, to the west of Djibouti, and to the north west of Mogadishu.

Lesson

1.1

Review

Activity

A. Questions based on facts:

- What does relative location mean?
- What are the factors that determine relative location?
- What is the importance of knowing relative location?

B. Things to do:

- Draw a sketch map of Africa.
- Show the Horn of Africa on your map.
- Add the following on your sketch map:
 - Red Sea
 - Arabian Sea
 - Gulf of Aden
 - Indian Ocean

Rank the countries of the Horn of Africa on the basis of their size:

1st _____.

2nd _____.

3rd _____.

4th _____.

- Fill in the blank spaces with correct information:

Countries of the Horn	Capital Cities
	Asmara
Djibouti	
	Addis Ababa
Somalia	

- State the location of Asmara, Djibouti and Mogadishu in reference to Addis Ababa using cardinal points.



The History of the People and Settlement of Ethiopia and the Horn of Africa

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

- Identify the archeological sites in Ethiopia and the Horn.
- Explain the chronology and significance of the archeological findings.
- Discuss the introduction of major religions in Ethiopia and the Horn of Africa.
- Appreciate that the need for religious tolerance is not new.
- Express recognition that Ethiopia is a multi-faith country.

Key Terms

- ↪ Fossil
- ↪ Archeological site

◆ The Cradle of Human Beings: Archeological Sites of Ethiopia

The Emergence of Early Humans

Ethiopia is the home of early humans. This is known from many evidences. You are going to learn about these evidences gradually.



Fig. 1.3 Early humans

Look at Fig 1.3 and answer the questions given below:

- What does the early person in Fig 1.3 hold in his hand?
- What is the tool used for?

Case Study

Who are archeologists? Archeologists are persons who study the human society through recovering materials such as tools, animal and plant remains (fossils) and cultural landscape.

Dr. Yohannis Zersenay is an Ethiopian archeologist. He became famous because of the fossil finding he came across at the archeological site called Dikika. The fossil finding of Dr. Yohannis was named Selam



Fig. 1.4 Dr. Yohannis Zersenay

A. Archeological Sites

- What are archeological sites?
- What is done in archeological sites?

Archeological sites are places where fossils of early humans are dug out. Ardi, Lucy and Selam are fossils of early humans. All fossils have been dug out of archeological sites.



Fig. 1.5 Archeological site

B. Location of Archeological Sites in Ethiopia

- Where were Lucy and Selam found?

There are many archeological sites in Ethiopia. They are located in different parts of the country. The most important are found in eastern Ethiopia. They are located in Afar Regional State. Ardi, Lucy and Selam were all dug out from different sites in Afar. The ages of the fossils are also different. The sites and the ages of the fossils are given in table 1.1. Study it carefully.

Table 1.1 Archeological sites and the age of fossils

Name of the fossil	Archeological site	Age(years)
Ardi	Aramis	4,400,000
Idaltu	Herto	160,000
Lucy	Hadar	3,180,000
Selam	Dikika	3,300,000

All sites indicated in table 1.1 are located in Afar. There are also archeological sites in other parts of Ethiopia. In central Ethiopia, there is an archeological site called Melka Kunture. This site is found in the Oromiya Regional State. It is located 50 kilometers south of Addis Ababa. Other sites also exist in Southern Peoples Regional State. One of the sites is called Omo-Gardula. To the south of this area there are other archeological sites on the border with Kenya.

Archeological sites in the Horn of Africa are found in Ethiopia. This makes Ethiopia unique in the region. Early humans emerged only in Ethiopia. They lived in Ethiopia before they were dispersed to different parts of Africa. If archeological sites exist in a nearby village of yours, it is necessary that you try to visit and protect them.

◆ The Introduction of Christianity and Islam into the Horn

A. Christianity

- How was Christianity introduced to the Horn of Africa?
- Who were the agents for the introduction of Christianity?

The peoples of Ethiopia and the Horn are followers of two major religions. They are Christianity and Islam.

Christianity became state religion around 330 A.D. Fermentius(Fremnators) a religious person from Syria introduced the religion in Aksum. Ezana was the first king of Aksum who accepted Christianity. Later on, Fermentius became the first bishop in Ethiopia. He was named Abuna Selama. After this, in due course of time, Christianity spread to different parts of Ethiopia.



- The followers of Christianity are called Christians.

B. Islam

- Where was the birth place of Islam?
- Who founded Islam?
- How was Islam introduced to the Horn of Africa?

Islam was founded in South Arabia. Prophet Mohammed was its founder. The Prophet took the holy message into the town of Mecca in the beginning of the seventh century A.D. But the rulers of Mecca opposed the religion. They treated the first Muslims cruelly. The Prophet sent some of the Muslims to Aksum. The Aksumite king gave them shelter and food. The rulers of Mecca tried to take back the

Muslims and punish them. They sent their messengers with a load of gold as a present to the Aksumite king. But, the Aksumite king did not accept the present nor did hand over the Muslims to the rulers of Mecca. The Muslims felt very happy with the decision of the king. They lived in happiness with Christians of Ethiopia until they returned to Mecca. From this time onwards, the religion of Islam spread in Ethiopia.

Ethiopia is one of the countries where Muslims and Christians co-exist peacefully. This tradition has existed since the time of the introduction of Islam. The followers of the two religions respect each other. During religious holidays, Christians and Muslims invite one another. They share foods and exchange well-wishes. This is a good part of the customs of our people. You have to respect such customs and further strengthen them.



- **The followers of Islam are known as Muslims.**

Lesson

1.2

Review



Activity

A. Questions based on facts:

- What was the important result of the peaceful and friendly relationship between Christians and Muslims living together in Ethiopia?
- What is the importance of religious tolerance?
- What is your contribution to strengthen religious tolerance in Ethiopia?
- What are fossils?
- Discuss, in groups, about archeological findings in Ethiopia.

B. Things to do:

- Arrange the fossils in table 1.1 from the oldest to the youngest.
- Which of the fossils is closer to modern humans according to age?

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

- Show appreciation for the early states of Ethiopia and the Horn.

Key Terms

- ↔ Obelisk
- ↔ State
- ↔ Castle

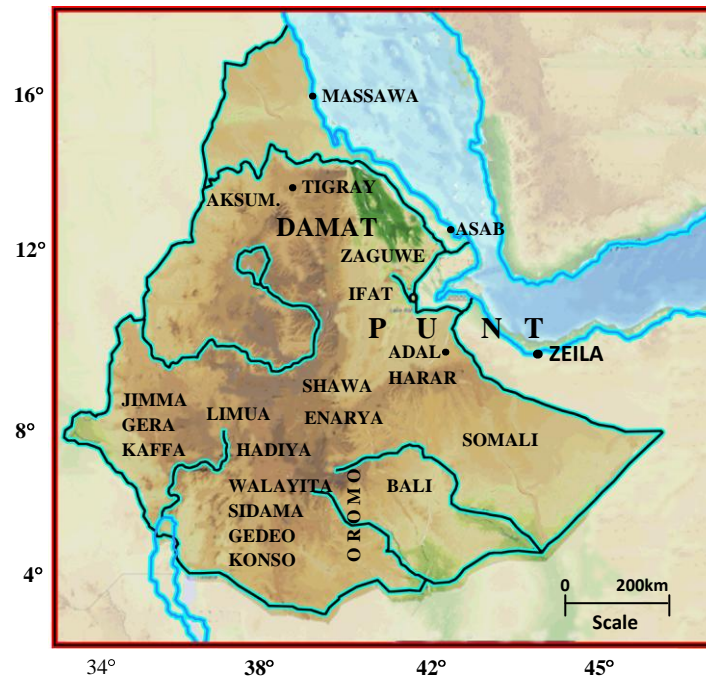


Fig. 1.6 Ancient states in Ethiopia

◆ Early States in Ethiopia

Ethiopia is one of the few places in Africa where state formation took place very early. In ancient times, there were several states in Ethiopia.

Punt

- What was the oldest state in Ethiopia and the Horn?

Punt was the oldest state in Ethiopia and the Horn. It existed in the region four thousands years ago. The territory of the Punt includes almost all countries of the Horn of Africa.

Punt had trade relations with Ancient Egyptians. Merchant ships from Ancient Egypt visited the Land of Punt repeatedly. They bought incense and myrrh from Punt. Ancient Egyptians used these goods for religious purpose. They smoked them in their temples.

Damat

- What do you know about Damat?
- Where was this state located?
- What makes this state different from Punt?

Two thousand and five hundred years ago Damat existed as a state in northern part of Ethiopia. The center of Damat was located south of the present city of Aksum.

Damat had strong relations with South Arabians. The Damat kings used the title called **Mukarib**. It was a religious and political title. The rulers of South Arabia also used this title. This indicates that there was a strong relationship between the two regions two thousand and five hundred years ago.

Aksum

- Where is the town of Aksum located?
- What do you know about Aksum?



Fig 1.7 Aksumite obelisk

Aksum is one of the towns in the present Tigray Regional State. It was once the capital city of ancient Ethiopia and the Horn. Both the state and its capital city were called Aksum. The obelisk symbolizes the civilization of the Aksumite period. There are many obelisks of this type near the town of Aksum. But their sizes are different.

One of the Aksumite obelisks was recently brought and erected in its original place. Try to answer the following questions:

- From where was the obelisk brought ?
- Who took the obelisk to that country?
- Why was the obelisk taken away from its original place?
- Finally, how was the obelisk returned?

Aksum as a state emerged around 150 B.C. At one time its territory included the regional states of Tigray, Amhara, Afar, Benishangul Gumuz and Southern Eritrea. Aksum also ruled over Yemen and South Arabia beyond the Red Sea.

Aksumite economy was based on agriculture. But later on, trade became the main source of income for the Aksumite rulers. The port of Adulis on the Red Sea was the main center of Aksumite trade.

The Aksumite society included peasants, landlords, merchants and slaves. They had high level of technology. They built ships. They also built palaces, temples and obelisks. Aksumite monuments were cut out of one solid big rock. Many of them are still standing. One of the obelisks was taken from Ethiopia by the Italians during their occupation of the country. But, through long period of negotiations it has been brought back to its homeland. Today these obelisks are important tourist attractions in Ethiopia.

In due course of time, the Aksumite state declined beginning from the eighth century A.D. It declined because of several reasons. One was the rise of the Muslim Arabs and their competition over the Red Sea trade. During the period of competition, the Muslim Arabs destroyed Adulis. This reduced the Askumite wealth and weakened their power. The other reason is that internally the Beja pastoralists invaded the Aksumite state. All these led to the decline of Aksum. But, the weak state continued until 1150 A.D. This was the time when the last Aksumite king Dil Naod was overthrown and the new dynasty came in to being.

Zagwe

- Where is the town of Lalibela located?
- What makes this town famous in Ethiopia?

The ruling class which overthrew the last Aksumite king belonged to the Agaw people. The new rulers set up a new state called Zagwe. The capital city of Zagwe was located at a place called Adefa which is found in Bugna district in northern Wollo. Near Adefa was found a village called Roha. It was the center of rock-hewn churches. Roha later became known as Lalibela. It took its name from the famous Zagwe king.



Fig. 1.8 Rock-Hewn Church of Lalibela

The Zagwe economy depended on agriculture. The society of Agaw mostly included landlords and peasants. In terms of religion there were Christians, Muslims and followers of Judaism and traditional religions.

The Zagwe rulers had friendly relations with both Christian and Muslim states of the world. But the Zagwe period was the time when Muslims and Christians were at war. However, the Zagwe rulers did not take part in the war. They had good relations with both sides. At that time a Muslim ruler at

- What do you know about the photograph on the left?
- Is there any similarity between this building and the Aksumite obelisk?

Jerusalem gave a piece of land to the Ethiopian Christians so that they could build a Church. This is another indication that Muslims and Christians in Ethiopia co-existed in peace at that time.

The Zagwe rulers gave more time to religious services. They built wonderful churches which are still standing in Lalibela. Like the Aksumite obelisks, the Zagwe churches were also carved from a single solid rock. That is why people call them rock-hewn churches (See Fig. 1.8). Today, they are one of the most important tourist attractions in Ethiopia.

The Zagwe kings lost their power in 1270A.D. At the time power passed over to the Amhara ruling class. This ruling class belonged to the Semitic peoples of Ethiopia. The new rulers called their dynasty Solomonic dynasty. The state was commonly known as the Christian Kingdom. At first the center of the new state was located in Southern Wollo. But later on the center was shifted to Shewa which is located in central Ethiopia.

In medieval Ethiopia, there was long years of war between the Christian Kingdom and Muslim states. The causes of the conflict were competition over control of trade and political power in Ethiopia.

Consequently, the Christian Kingdom became very weak. It changed its center to north of the Abbay River. Then Gondar became the capital city. The Christian Kingdom itself became known as the Gonderine state. Many of the Gonderine kings built castles. Today, the castles of Gondar are the most important attractions of tourists in Ethiopia (See Fig. 1.9).



Fig 1.9 The Castle of Gondar

- Where does this building stand today?
- Who built it?

Muslim Sultanates

- Where do we find the Jegol Ghinb?

You remember that you have learnt how Islam was introduced to Ethiopia. Before the 8th century, Islam was introduced in Ethiopia through the port of Adulis. But later on, Zeila became the main gate. This port still exists on the Gulf of Aden (See Fig 1.6). However, once upon a time it was the chief center of trade for Ethiopia. On top of that, it facilitated the spread of Islam in Ethiopia.

Since the tenth century A.D., Muslim states emerged in Ethiopia along the trade routes to the interior of the country. Rulers of these states were called Sultan. Hence, the newly formed states were called

Muslim Sultanates. Between the 9th and 16th centuries, there were many Muslim Sultanates in Ethiopia. The most important were Hadya, Ifat, Bali, Dewaro, Dera, Adal and Shewa. Among them, Ifat was the most powerful. The founder of this Muslim state was Umar Walasma. He established the Walasma dynasty. After the fourteenth century, the Walasma rulers changed their center to eastern Ethiopia. In the new area, they became rulers of the famous Sultanate of Adal. Harar which is located in the Eastern part of Ethiopia became the center of Walasma rulers of Adal (See Fig 1.6).

In the beginning of the sixteenth century, Imam Ahmed Ibn Ibrahim Al Ghazi (Giragn Mohammed) took power in Adal. He made Harar his center. Between 1529 and 1543, Imam Ahmed became the ruler of Ethiopia and the Horn. During his reign Harar became a famous center of Islam in Ethiopia. In the 1560s, a stone wall was built around Harar. It was built by Emir Nur Mujahid to defend the city from enemies. Still the wall is found around the old city. It is called the Jegol Ghinb.

In the seventeenth century, a new state emerged in the town of Harar. It was called the Emirate of Harar. Emir Ali Ibn Dawud was its founder. He belonged to the ruling class of the Harari people, who are now one of the Semitic peoples of Ethiopia. The last ruler of Harar was Emir Abdullahi. In 1887 the Emirate of Harar became part of modern Ethiopia.



Fig.1.10 Emir Abdullahi

Lesson

1.3

Review



Activity A

A. Questions based on facts:

- Identify similarities and differences between Aksumite obelisks and Zagwe churches.
- List all benefits which Ethiopians get from the Aksumite obelisks, the Jegol Ghinb and the Zagwe churches at present.
- Who built the Jegol Ghinb?
- Why was the Jegol Ghinb built?
- Discuss the factors that led to the decline of the Aksumite state.
- Why are the Muslim states in Ethiopia called sultanates?

B. Things to do:

- Draw sketch map of Ethiopia and show the following ancient states.

- Punt	- Aksum
- Damat	- Zagwe

Damot State

- Do you know where Damot was located in Ethiopia?
- Can you mention some areas which bear the name Damot at present?

Damot was one of the oldest states in Ethiopia. It existed since the time of the Aksumite state. Damot was located south of the Abay River. In the thirteenth century, Motalami was a famous ruler of Damot. Today, in Walayita zone there is a district called Damot Dale. In the same area, there is also a small mountain known as Damot. This area was part of the ancient territory of Damot. In the 14th century, ancient Damot declined by the conquest and occupation of the Christian Kingdom.

Walayita State

- Who was Tona?
- Where do the Walayita people live today?

Walayita state emerged after ancient Damot. Motalami was the leader of Damot and the founder of the Walayita state. The rulers of Walayita belonged to two dynasties. The first was called Walayita Malla. In the fifteenth century, a new dynasty called Tigre took over. The founders of this dynasty were settlers from northern Ethiopia. The rulers of Walayita had a prestigious title called Kawo. It meant king.

The economy of the Walayita state was based on agriculture. The most important crops raised were enset, maize, wheat, barley, coffee, tobacco and cotton. Walayita also had trade relations with the neighbouring states and peoples. In 1894, the Walayita state was conquered and made part of modern Ethiopia. The last ruler of Walayita was Kawo Tona.



Fig. 1.11 Kawo Tona

Enarya State

- What do you know about Limu?
- Have you ever heard of Enarya or Limu Enarya?

Enarya was one of the states in medieval Ethiopia. This state was located in the northeast of Gojeb River. Enarya was the famous center of gold trade in medieval Ethiopia. In the eighteenth century, the Oromo clan called Limu occupied Enarya. This clan established the Oromo state known as Limu Enarya. Its capital was Seqa. In the nineteenth century, Seqa became the center of long distance trade in Ethiopia. Still, Limu Seqa is one of the towns in Oromiya Regional State.

Kaffa State

- Do you know where coffee was first found?
- What is the importance of coffee for Ethiopia's economy?
- Where was the Kaffa state located?

Kaffa was one of the medieval states in Ethiopia. It was located south of the Gojeb River. The people of this state were the present Kafitcho people. They used to live in southwestern Ethiopia. The Kafitcho belong to the Omotic speaking peoples of Ethiopia.

The economy of Kaffa was based on agriculture. It was also the source of most of the goods for long distance trade of medieval Ethiopia. The trade goods included gold, coffee and civet.

Moreover, Kaffa was a powerful medieval state in Ethiopia. It was famous for its military defense. The rulers of Kaffa used the title Tato. Tato Gaki Shrecho was the last ruler of Kaffa to have this title. In 1897, Kaffa was subjugated and became part of modern Ethiopia.



Fig 1.12 Tato Gaki Shrecho

Lesson

1.3

Review



Activity B

A. Questions based on facts:

- What is the crop named after Kaffa?
- Where was Enarya Located?
- Why was Enarya called Lemu Enarya?
- Tell the names of the last rulers of Kaffa, Walayita and the Emirate of Harar.
- Discuss the dominant economic activities in medieval states of Kaffa and Walayita.

B. Things to do:

- Draw a sketch map of Ethiopia and show the following states.
 - Enarya
 - Damot
 - Walayita
 - Kaffa
 - Emirate of Harar

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

- Distinguish the main historical and political achievements of early states of Ethiopia.

Key Terms

- ↪ Achievement
- ↪ Castle
- ↪ Palace
- ↪ Temple
- ↪ Territory

You remember that in the preceding lessons you have learnt about early states in Ethiopia and the Horn. Each of them had achieved important things. In this lesson, you are going to learn the historical and political achievements of ancient peoples and states in Ethiopia.

In the above discussion, you have already identified some of the achievements of ancient peoples and states in Ethiopia. In addition, the following were important achievements of ancient peoples and states in Ethiopia.

Aksumites

- Had powerful kings. For example, in the fourth century, the Aksumite king called Ezana destroyed a strong neighbouring state called Meroe;
- Accepted Christianity;
- Had relations with ancient Greeks and Romans;
- Produced coins of gold, silver and bronze;
- Built palaces, temples and obelisks; and
- Expanded their territory up to the present Sudan and also ruled over South Arabia.



Fig 1.13 Ruins of Aksumite Civilization

Zagwe

- Had peaceful relations with Christian and Muslim states of the time; and
- Constructed rock hewn churches.

Gonderine state

- Built castles; and
- Established a fixed capital at Gonder.

Harari

- Constructed a stone wall around the city of Harar; and
- Famous center for Muslim culture in medieval Ethiopia.

Oromo and Sidama

- Developed administration based on Gada and Luwa system respectively.

Konso

- Used terracing technique in agriculture. This technique was introduced in order to check soil erosion.

Lesson

1.4

Review



Activity

A. Questions based on facts:

- What are the surviving heritages of the following four states of Ethiopia?
 - Aksum
 - Gonderine State
 - Zagwe
 - Emirate of Harar
- Describe the present conditions of the given heritages.
 - Are they registered as world heritages? If so, what does this mean?

B. Things to do:

- Collect post cards or pictures showing the heritages of Ethiopia.
- Set up a mini-exhibition in a corner of your classroom.
- Present a report to your classmates on the following:
 - The importance of the heritages of Ethiopia.
 - The role of young people in keeping the safety of heritages.
- Report, to your class, important achievements of peoples, such as Konso, Sidama and Oromo.

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

- Explain the significance of unity for the victory of Adwa.
- Discuss the impact of introducing modernization in Ethiopia

Key Terms

↔ Victory

↔ Modernization

↔ Foreign

↔ Unity

↔ Institution

◆ The Significance of Unity for the Victory of Adwa

- Discuss the contribution of Ethiopian peoples unity for the victory of Adwa.
- What was the importance of Ethiopia's unity for its Sovereignty?

The nineteenth and twentieth centuries had important contributions to the history of the peoples of Ethiopia. During these times, three main events took place in Ethiopia. Study the information below.

A. Unification of Ethiopia: This was achieved in the nineteenth century. The different peoples and states of Ethiopia were united under one central government. This unity helped the Ethiopians to achieve victory over foreign invaders.

B. Victory over Foreign Invasion: This was the time when the peoples of Africa fell under European colonial rule. However, Ethiopians were the only people to keep their independence. This happened because of the victory of Adwa over the Italian colonizers. The fighting between Ethiopia and Italy took place on March 1, 1896 near the town of Adwa. Peoples from different parts of Ethiopia took part in the fighting against the Italian invaders.

The unity of Ethiopians against the invaders was one of the reasons for the victory of Adwa. The victory of Adwa was the first success of the black over the white people. It had increased the prestige of Ethiopia in the eyes of the black peoples. Therefore, many Africans saw Ethiopia as a symbol of their independence. This is the reason why the offices of African Union and other organizations were placed in Ethiopia.

As an Ethiopian in particular and African in general you have to be proud of the achievements of your ancestors. Moreover, you have to prepare yourself to defend your country from foreign aggressors and their supporters.

◆ The Introduction of Modernization

- What is modernization?
- What kind of modern institution exists in your village?

In the late nineteenth and twentieth centuries, many modern institutions were introduced into Ethiopia. These institutions led to modernization.

Modernization of Ethiopia was a long process. It began in the late nineteenth century and continued through out the twentieth century.

Modernization means changes in a society. Such changes occurred in different ways due to the introduction of modern institutions. The institutions were mostly introduced to the capital city. There were strong oppositions to such changes. But, gradually the Ethiopian society began to adopt them. Some of the changes were:

- Growth of towns and cities;
- Expansion of education and schooling;
- Expansion of communication and transportation services;
- Expansion of hygiene and health care;



Some of the modern institutions introduced into Ethiopia included:

National currency and banking

Currency is money used as a medium of exchange. It is the base for business activities and payments. Currency is also a symbol of sovereignty. Menelik II issued the first national currency of Ethiopia in 1894. The national currency introduced was similar to Maria Theresa i.e. silver dollar. It was first minted in Italy. But, during the conflict with Italy it shifted to Paris.



(a) *Bank of Abyssinia*



(b) *Maria Theresa*

Fig.1.14 Earliest Bank and Currency

The circulation of money as well as the running of business activities required modern banking system. In order to facilitate these activities, a banking institution was first introduced in Ethiopia in 1905. The

first bank of Ethiopia, known as the Bank of Abyssinia, was established. Later on, this bank began to issue Ethiopia's currency including paper money. The first paper money was introduced around 1914 and 1915.

Railway

Railway is a modern means of transportation. It was first introduced in Ethiopia in 1894. A contract was signed with a French company to connect Addis Ababa with Djibouti. Then, the construction of the railway began in 1897. But it reached Addis Ababa in 1917.



Fig 1.15 Railway Line

Telephone and Telegraph

The introduction of telephone and telegraph in Ethiopia was the result of the construction of the railway line between Addis Ababa and Djibouti. Both telephone and telegraph lines were installed by technicians working in the railway line.

Postal service

In 1894, Menelik ordered the printing of postage stamps. They were printed in Paris. Then, Ethiopia was allowed to join the International Postal Union in 1908. This was the real beginning of modern postal services in Ethiopia.

Modern School

Menelik II School was the first modern school in Ethiopia. At present, it is located at Arat Kilo, i.e. in Addis Ababa. Menelik II School was established in 1908.



Fig 1.16 Menelik II School

Hospital

Menelik II Hospital was the first hospital. It was located in Addis Ababa and established in 1910.



Fig 1.17 Menelik II Hospital

Printing Press

The first printing press is Birhanena Selam printing press and it was established in 1911. It used to print the first news paper called Aemiro. The printing of newspaper was another element of modernization.

Hotel

In 1907, Empress Taytu established the first hotel in Ethiopia. It was called Itege Hotel which is located near Piazza. Nowadays, it is called Itege Taytu Hotel.



Fig 1.18 Itege Taytu Hotel

Water Pipe

Urban centers require permanent clean and fresh water supply. Such water supply used to run from Entoto mountains to Menelik's palace at Arat Kilo.

Use of Time

In the 1905, a large clock was erected on one of the palace buildings located around Arat Kilo. The clock was visible from far away places. It was expected that citizens could conduct their works based on time. This was another element of modernization.

Electricity

The first electrical service in Ethiopia began in 1930. First the palace was electrified during the coronation ceremony of Emperor Haile Selassie I.

Modern Military

Modern military was established during Emperor Haile Selassie. In 1930, army training began by foreigners. They first started training with palace bodyguards. In 1934, a modern military training school was established at Holeta.

The previous pages show the first modern institutions introduced in Ethiopia during the late nineteenth and early twentieth centuries. However, this process continued throughout the twentieth century.

Lesson

1.5

Review



Activity

A. Questions based on facts:

- Why is Adwa's victory celebrated in Ethiopia every year?
- Why did Italy invade Ethiopia?
- What helped the Ethiopians to achieve victory over the Italian aggression?
- What was the significance of the victory of Adwa for Ethiopia in particular and Africa in general?

B. Things to do:

- Collect information to verify when modern institutions such as School, Hospital or Health Care, Water Pipe, Hotel, Printing Press, Banking, Telephone, and Post-office were introduced to your village or town or rural area. Present your findings for classroom discussion.
- Collect proverbs told in your village about the importance of unity and present them for class discussion.

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

- Identify key factors responsible for the variation in settlement.
- Relate settlement factors to livelihood within Ethiopia and the Horn.
- Compare and contrast the livelihood and culture of highlanders and lowlanders, urban and rural dwellers in Ethiopia.

Key Terms

- ↔ Variation
- ↔ Settlement
- ↔ Culture

◆ Variation of Settlement

- What is settlement?
- List factors for the variation in settlement.

As you well know from observation, settlement of people differs from place to place. In some areas, you find large number of people settled. In some other areas, you find a small number of people settled. As indicated above, there are many detailed factors that determine variation in settlement. The following are key factors that determine variation in settlement.

- Climate
- Availability of resources
- Water Supply
- Defense possibilities



Settlement: refers to the pattern of human occupation of land. Settlement varies from place to place. The variation is caused by the type of economic activity prevalent in that part of the earth. Thus, in areas where the economy is largely agricultural, the settlement type is known as rural. On the other hand, in areas where the economy is non-agricultural, the settlement type is called urban.

Climate

Climate is one of the factors that bring about differences in variation of settlement. People are found well settled in areas where there are mild temperatures, and dependable rainfall. For example in Ethiopia

and the Horn plateau lands satisfy such requirements. Thus, you find a large number of people settled on plateau lands. On the other hand, where temperatures are high and rainfall is scanty, you find a small number of people settled. Places that have extreme hot or extreme cold temperatures are not preferable for settlement.

Water Supply

Water supply is the second factor that determines the variation in settlement. Usually in areas where there is clean water for drinking and home consumption, people are found settled. For example, when we study early human settlements, we realize that availability of water had a leading role for a place to be settled. Even today newly settled areas are highly connected with the availability of either surface water or ground water or both.

Availability of Resources

People usually settle in areas where resources are available. Such resources include fertile soils, tillable land, building materials, vegetation cover, etc.

Defense Possibilities

In former times security from attack by hostile neighbours, robbers who invaded settled areas and pirates was often a very necessary condition with regard to selecting a site. Thus, human population preferred defensible sites such as hilltops, river loops, peninsulas, rocky out crop, islands, plateau lands, mountain fooms, etc. For example Dessie, Yirgalem, Entoto, Goba, Ghinir etc. in Ethiopia are typical cities built on up lands for the purpose of defense.

◆ Settlement

Types of settlement

- What types of settlement are there in your area?
- Relate the largely common economic activity, in your area, to the type of human settlement?

The types of settlement are determined according to function or the type of economic activity commonly observed in a given area. Generally, there are two types of settlements. They are rural and urban settlements.

Rural settlements: are mainly occupied by people who follow agricultural life style. Thus, people are largely engaged in crop production and animal rearing.

Urban settlements: are largely occupied by people who pursue non-agricultural style of life. Here people are mainly engaged in industry, commerce and various administrative functions.



Rural: is a type of settlement where small number of buildings, agricultural activities, low population density (number of people per unit area) and small number of services prevail.

Urban: is another type of settlement where continuous built up area, non-agricultural activities, high population density and a variety of services predominate.

Settlement types in Ethiopia and the Horn

- Mention the two types of settlements you studied earlier.
- What is the difference between rural and urban settlements?

There are two types of settlement in Ethiopia and the Horn. They are rural and urban settlements.

Rural settlement

In the rural areas of Ethiopia and the Horn, several villages are observed. These villages are composed of congested farm steads or isolated tukuls with grass thatched roofs (See Fig. 1.19)



Fig.1.19 Typical Ethiopian rural settlement

There are two types of rural settlements in Ethiopia. They are temporary and permanent settlements. Temporary settlement is well observed in areas where pastoralism is common. In such areas, pastoralists stay quite for a while and move to another area. The movements are usually caused by harsh climate, the search for pasture and water for their livestock. Permanent settlement is well observed in areas where the climate is mild, the soil is fertile, water is dependably available and other resources are yielding. In such a settlement mixed farming is predominant. Thus, people are well settled.

Urban Settlement

This type of settlement is observed in Ethiopia and other countries of the Horn where non-agricultural activities prevail. These activities include commerce, administrative functions and informal job opportunities which are exemplified by street side transaction, barbering, hair dressing, shoe shining etc. In urban areas, institutions like schools, police stations, hospitals and courts are well observed.



Fig. 1.20 Typical Urban Settlement in Addis Ababa

Case Study

Addis Ababa

Addis Ababa is the biggest city in Ethiopia. It is the seat of the government and international organizations. It is also known as a city administration. Its area is 530.14 square kilometers. It is built at an altitude ranging between 2000 and 3000 meters. Thus, Addis enjoys a mild climate with an average temperature of 16°C. The hottest and driest months are usually April and May. According to 2007 population census, Addis has a population of 3,384,569. Its economy is based on non-agricultural activities. These activities include industrial, commercial and service rendering ways of life. The city is characterized by closely built up houses and buildings of multipurpose. Its transport facilities are better than other cities of the country.

Lesson

1.6

Review

**Activity A****A. Questions based on facts:**

- How does climate determine variation in settlement?
- Why does settlement vary from place to place?
- Compare and contrast rural and urban settlements.

B. Things to do:**Group work:**

- Enumerate the factors that determine the variation in settlement and then, discuss their effects.

Livelihood and culture in urban and rural areas of Ethiopia

Urban and rural areas are differentiated because of their functions. The livelihood of people in the urban areas depends on non-agricultural activities. These non-agricultural activities show various functions, such as manufacturing, commerce, service giving, construction, etc. Thus, the livelihood of people in the urban areas depends on different types of activities which develop into urban culture.



Culture: refers to the ways of life learned and shared by people in a social group.

The livelihood of people in the rural areas depends on land tillage and animal rearing. Thus, the life style of people in the rural area is entirely different from that of the urban areas. Their culture is, thus, varied from urban dwellers and could be more socialized than urban areas.

Urban dwellers live in closely built up houses while people in the rural areas live in dispersed or clustered houses on various plots of land.

Livelihood and culture in the highlands and lowlands of Ethiopia

As the highlanders and lowlanders inhabit different landscapes, their lifestyles are a bit different. Highlanders depend on land cultivation and animal rearing. Most of the time they lead settled way of life.

The lowlanders are much concerned with rearing animals. Their life style is closely attached to their animals. They may not be permanently settled. Thus, they move from place to place in search of forage and water for their cattle. This is well observed in arid and semi arid areas.

Though both share rural culture, their life styles are a bit different because of their focused activities and the way they dress themselves, the types of clothes used, the staple food items they consume and the types of houses they live in.

From the explanation given up to now, we can conclude that the types of settlement in other countries of the Horn of Africa are the same. There are people who live in the rural and urban areas. Thus, the settlement types in the Horn could be generalized as rural and urban.

Lesson

1.6

Review

**Activity B****A. Questions based on facts:**

- Mention the main reasons why the life styles of lowlanders and highlanders vary from one another.
- Compare and contrast the variation in livelihood and culture between rural and urban dwellers in Ethiopia.
- Mention the most important activities in Ethiopia and the Horn.
- Where do merchants mostly live? Why?
- Why do settlements and livelihood vary within a region?
- Why do cultures vary from place to place?

B. Things to do:

- Select any one of the following settlement areas and make a group discussion on the basis of the instruction given below:
 - Highland Rural - Highland Urban
 - Lowland Rural - Lowland Urban

Instructions:

- Collect information on the following issues:
 - Main crops grown in the area.
 - Main animals reared in the area.
 - Most important industrial, agricultural and livestock products traded.
 - Materials used for the construction of houses.
- Finally write a report based on the information gathered and present it for class discussion.

Summary

- The Horn of Africa is located in Eastern Africa. It is bounded by the Gulf of Aden and the Red Sea on the north east and the Indian Ocean on the south east.
- There are four countries in the Horn of Africa. They are Ethiopia, Djibouti, Eritrea and Somalia.
- Horn of Africa is the cradle of human beings. There are archeological sites in Ethiopia that prove the emergence of early humans in the Horn.
- Early history of the Horn indicates that Christianity and Islam were introduced to the region one after the other.
- There were early states in northern, southern, eastern and western Ethiopia and in the other countries of the Horn. These early states included Punt, Damat, Aksum, Zagwe, Muslim Sultanates, Damot, Walayita, Enarya and Kaffa.
- Ancient peoples and states in Ethiopia had historical and political achievements. Many of them had trade relations with other lands of the world. They had their own leaders known as kings. Some of the kings had their own titles. For example, Damat kings used to be called Mukarib. The early states had built palaces, temples, obelisks, castles, churches, stone walls and introduced terracing technique in agriculture.
- Ethiopia, as part of the Horn of Africa, had achieved unity and modernization in the nineteenth century. The different peoples and states of Ethiopia were united under one central government. Though the peoples of other countries of Africa were under colonial rule, Ethiopia remained an independent state because of the victory she gained over the Italian colonizers in the nineteenth century.
- In Ethiopia, modern institutions were introduced in the nineteenth century. Modern institutions had many functions which included telephone and telegraph, postal service, banking, modern school, hospital, printing press, electricity, water pipe, etc.
- Variation in settlement is usually caused by certain factors, like climate, water supply, availability of resources, and defence possibilities.
- The settlement patterns in Ethiopia and the Horn are rural and urban settlements. Rural settlements may be permanent and temporary.
- Livelihood and culture are different in the rural and urban areas of Ethiopia.
- Livelihood and culture also differ in settled highlands and lowlands of Ethiopia.

Glossary

- **Achievement:** a thing done successfully.
- **Archeological site:** is a place where heritages are found.
- **Castle:** a large strong building built in the past by kings or queens.
- **Culture:** is ways of life learned and shared by people in a social group.
- **Foreign:** of or from a country or an area other than one's own.
- **Fossil:** the remains of an animal or plant.
- **Horn of Africa:** part of Africa in the east which has protruded to the Indian Ocean. It looks like a horn.
- **Institution:** an organization established for social, educational, religious, etc purposes.
- **Modernization:** is the process of change of style of life.
- **Palace:** the official home of a ruler.
- **Relative location:** Position determined in relation to other things.
- **Settlement:** is a process by which people come to a place to live.
- **State:** a country controlled by one government, it may also mean the power of the rulers over the ruled.
- **Territory:** an area of land under the control of a country or ruler.
- **Unity:** means oneness.
- **Variation:** difference.
- **Victory:** success in a war, contest, game, etc.

UNIT

1

Review Questions

I. True-False Item

Write true for correct statements or write false for incorrect statements.

- _____ 1. Kenya is located south of the Horn of Africa.
 _____ 2. Aksum is the oldest state in Ethiopia and the Horn.
 _____ 3. Zagwe state was well known for the rock hewn churches.
 _____ 4. Kaffa was the successor state of ancient Damot.

II. Matching Item

Match the expressions under 'B' with the corresponding terms under 'A'.

Item A	Item B
_____ 5. Town	A. Rural
_____ 6. Cause of settlement variation	B. Climate
_____ 7. Agricultural settlement	C. Urban
_____ 8. Title used by rulers of Walayita	D. Itege Taytu
_____ 9. Developed the Gada System	E. Tato
_____ 10. The first modern hotel in Ethiopia	F. Sultanates
_____ 11. A common name for Muslim states of medieval Ethiopia	G. Kawo
_____ 12. The title used by rulers of Kaffa	H. Oromo
	I. Mukarib
	J. Walayita
	K. King
	L. Sheraton Addis
	M. Kaffa

III. Choose the correct Answer Item

Choose the correct answer and write the letter of your choice on the space provided:

- _____ 13. The smallest country in the Horn is:
 a) Somalia b) Eritrea c) Ethiopia d) Djibouti
- _____ 14. The youngest fossil remains of early humans is:
 a) Selam b) Idaltu c) Ardi d) Lucy
- _____ 15. The powerful Muslim sultanate in Ethiopia was:
 a) Ifat b) Dewaro c) Bali d) Dera
- _____ 16. Which state included the territories of all countries of the Horn?
 a) Damot b) Damat c) Punt d) Zagwe

- _____ 17. The main gate for the spread of Islam in Ethiopia after the eighth century A.D. was:
 a) Zeila b) Berbera c) Adulis d) Dahlak
- _____ 18. The title Tato was used by the rulers of:
 a) Walayita b) Konso c) Kaffa d) Jimma
- _____ 19. Jegol is a stone wall built around the city of:
 a) Gondar b) Aksum c) Seqa d) Harar
- _____ 20. In the eighteenth century, the Limu Oromo occupied the medieval state known as:
 a) Damot b) Enarya c) Bali d) Adal
- _____ 21. Which state had a ruling dynasty called Tigre?
 a) Walayita b) Kaffa c) Gera d) Goma
- _____ 22. Which people practiced terracing in agriculture?
 a) Burji b) Konso c) Gedeo d) Sidama

IV. Fill in the Blank Item

Fill in the blank spaces with appropriate words or phrases.

23. Variation in settlement is caused by _____, _____ and _____.
24. The settlement in Ethiopia and the Horn could be categorized into _____ and _____ settlements.
25. Urban settlements are the results of _____ economic activities.

V. Short Answer Item

Give short answers to the following questions:

1. What is Mukarib?
2. What is modernization?
3. Identify the following personalities:
 - Emir Abdullahi
 - Emir Nur Majahid
 - Imam Ahmed Ibn Ibrahim Al Ghazi
 - Umar Walasma
 - Tona
 - Gaki Shrecho
4. Explain how Islam was first introduced into Ethiopia?
5. What are archeological sites?
6. How could heritages of Ethiopia be preserved?

Check List

Put a tick (✓) mark in each of the boxes for activities you can perform

I can:

1. Describe the location of the Horn of Africa.
2. Use cardinal points to determine location and write the points correctly.
3. Name the countries of the Horn of Africa.
4. Demonstrate the location of Ethiopia in relation to its neighbours using the map of Africa.
5. Describe the location of cities correctly using cardinal Points.
6. Identify the archeological sites in Ethiopia and the Horn.
7. Explain the chronology and significance of archeological findings.
8. Discuss the introduction of major religions in Ethiopia and the Horn of Africa at large.
9. Appreciate that the need for religious tolerance is not new.
10. Express recognition that Ethiopia is a multi-faith country.
11. Show appreciation for the early states of Ethiopia and the Horn.
12. Distinguish the main historical and political achievements of early states of Ethiopia.
13. Explain the significance of unity for the victory of Adwa.
14. Discuss the impact of introducing modernization in Ethiopia.
15. Identify key factors responsible for the variation in settlement.
16. Relate settlement factors to the livelihood within Ethiopia and the Horn.
17. Compare and contrast the livelihood and culture of highlanders and lowlanders, urban and rural dwellers in Ethiopia.

UNIT 2

THE EARTH AND ITS SURROUNDINGS

Unit Outcomes

After studying this unit, you will be able to:

- Draw a sketch map step by step to identify your school and its surrounding area;
- Explain the effects of the earth's movement;
- Identify permanent and seasonal water resources in Ethiopia.

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

- Explain the use of map.
- Explain how to draw a sketch map.
- Prepare a sketch map which shows the location of your school.

Key Terms

↔ Map

↔ Scale


↔ Sketch map

↔ Direction

◆ Use of Sketch Map to Show Direction and Location

- What is location?
- Can you explain the location of your village, town or sub city?
- Tell the location of your school in reference to prominent points.
- How do you show location with the help of a map?
- What makes a sketch map different from a map?

As you remember, in unit one you knew some important points about location. You identified the relative location of the Horn of Africa. Thus, generally, location may mean the position of an object or a person in relation to other things. It may also mean a place an object occupies.



What is a map? A map is the pictorial representation of features on the ground as transferred on to a plane sheet of paper with the help of a scale. Maps are usually made by trained persons with advanced instruments. Maps are used to show location and direction.

Location could be shown on the ground or on a map or on a sketch map. In order to show location on a map or a sketch map, you need to identify the direction of the object or objects you have planned to show on a map or sketch map. When you show an object on a map or sketch map, you should reduce the size of the object to a manageable size with the help of a scale. Thus, scale is the ratio between map distance and ground distance obtained through measurement. Look at the example below:



Scale: 1cm to 1km- this reads one centimeter to one kilometer. What does it mean? It means one centimeter distance on the map represents one kilometer distance on the ground.

Direction may mean the course taken by a moving person or thing. Or it may mean point towards which a person or thing looks or faces (See Fig.2.1). On a map or sketch map, direction is shown with north indicating arrow as shown in Fig. 2.1.

- Observe Fig. 2.1 and tell the direction of the man and the car.
- Where does the arrow point to?

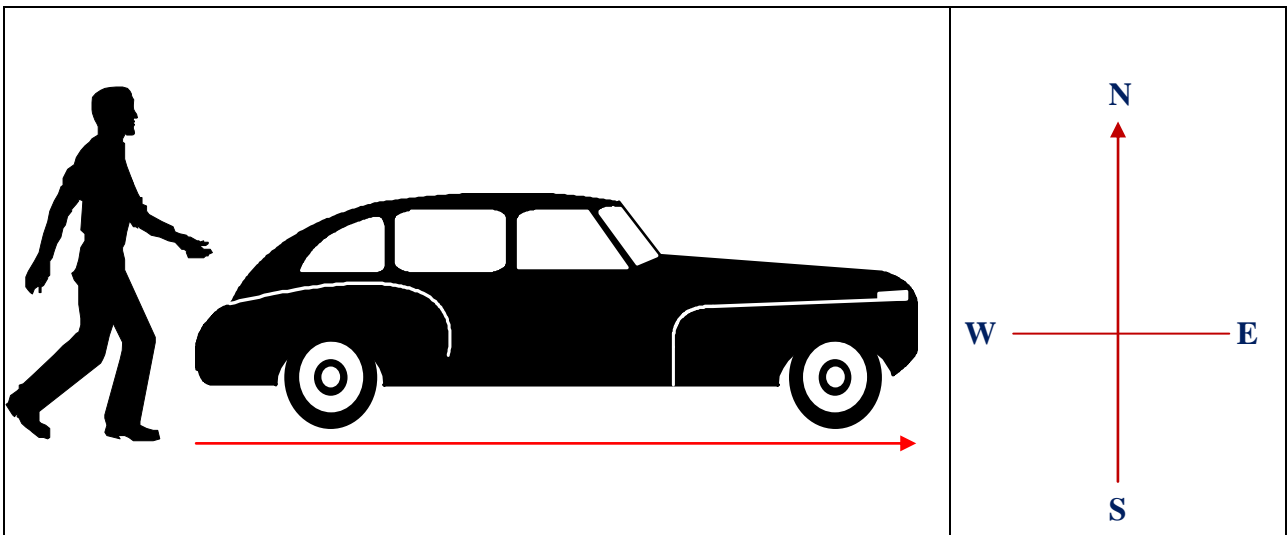


Fig. 2.1. Direction in reference to moving person and object

◆ Making a Simple Sketch Map

What is a sketch map?

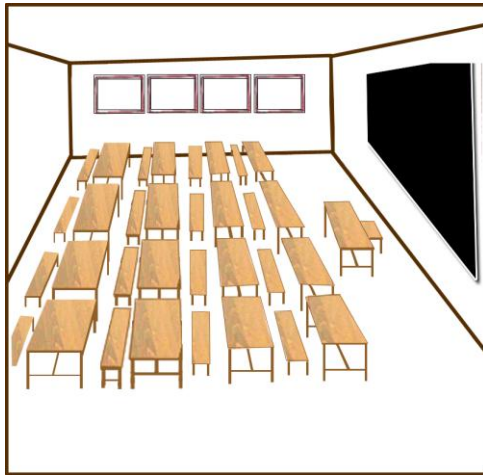
Sketch map is a plan of a definite area drawn in free hand. It is better than a photocopied map because it allows you to include only the detail you need. Sketch map should be drawn in pencil and labelled neatly in pen. The sketch map should be given a suitable title and surrounded with a border. Colour and key can be added if needed.

When you make a sketch map, you need to use instruments which include ruler, pencil, eraser, pen, tape-measure, piece of paper or any of the pages of your exercise book.

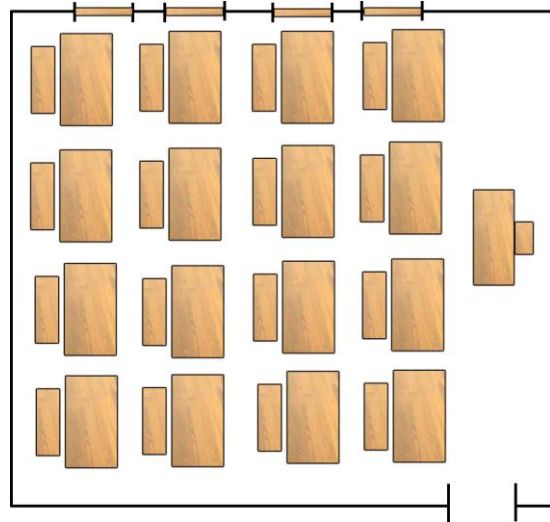
Before you start drawing your sketch map, you should measure the bases of the front and side walls with a tape measure. Next you should identify the size of your paper. Then, you make margins that determine the size of your plan paper on all sides.

Once the size of your plan paper is determined, it is simple to fix the length and breadth of your sketch map. Why should you determine the size of your paper? This is simply to make your sketch map simple,

readable and usable and dimension bound as well. The sketch map of your classroom may show the door way and the windows with the help of gaps left between two points in each case. Look at the sketch map at **Fig. 2.2(b)**. It is clearly put with definite dimensions in the middle of your plan paper.



a) Diagram of a classroom



b) Sketch map of a classroom

Fig. 2.2 Representation of a classroom

Lesson

2.1

Review

Activity

A. Questions based on facts:

Look at Fig.2.2 and answer the following questions:

- What are the features included in the sketch map?
- Can you mention the size of the plan paper on which the sketch map is drawn?
- How are the length and breadth of the sketch map determined?

B. Things to do:

I. Group work:

- Measure the back, the side and the front walls of your classroom and draw the room to scale.
- Put the door and the windows in their right places.
- Put the desks in your classroom in their right places.
- Draw an arrow indicating the north direction.

II. Individual work:

- Gather information about your village.
- Draw the sketch map of your village.
- On your sketch map, include important features, such as roads, rivers and important buildings.

The Earth's Shape, Movement and its Effect

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

- Identify the shape and movements of the earth.
- Explain the effects of the earth's movements.

Key Terms

- | | |
|--------------|--------------|
| ↔ Shape | ↔ Season |
| ↔ Orbit | ↔ Current |
| ↔ Rotation | ↔ Deflection |
| ↔ Revolution | |

◆ Shape of the Earth

- What is shape?
- What does the shape of the earth look like?
- Can you mention any model that portrays the shape of the earth?

The shape of the earth had remained questionable throughout history. The general acceptance of the fact that the earth is round came about in the first century A.D. The earth on which we live is one of the planets in the universe. The earth is round. However, it is not a perfect circle. It has almost a spherical shape. The globe is the best model of the earth (See Fig. 2.3).



Fig. 2.3. The Globe

Look at the globe.

1. What shape does it have?
2. Have you ever seen an object with such a shape?
3. What do you observe on the globe?

As the globe in Fig.2.3 portrays, the earth is spherical in shape. It is slightly flattened at the poles. This indicates that the equatorial and the polar diameters are slightly different. Thus, the diameter from pole to pole is shorter than the diameter at the equator. In fact, the difference is small. The equatorial diameter is about 12,700 kilometers while the pole to pole diameter is only about 40 km shorter. The polar diameter is, thus, 12,660 kilometers.

Lesson

2.2

Review

**Activity A****A. Questions based on facts:**

- What is the difference between the earth's shape and the globe?
- What significant importance does the globe have in terms of understanding the shape of the earth?

B. Things to do :

Can you make a globe? Go to your school's pedagogical center and get advice from the person in charge of the center and try to make a globe of your own.

◆ Earth's Movement and Its Effect

- What does movement mean?
- How does the earth move?
- What are the results of the earth's movement?



Movement is the act of shifting position along a definite line. It appears to be horizontal, vertical or ecliptic along a given direction following a definite line, in course of time. Everything has its own axis of movement (See Fig. 2.4).

Axis of the Earth

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. As you see Fig. 2.4, 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 $23^{\circ}30'$ ($23\frac{1}{2}^{\circ}$). Later on you will learn how this affects the length of day and night and other climatic phenomena.



Fig. 2.4. Tilted axis of the earth

- What is axis?
- Have you ever caused a coin to rotate rapidly on a table? If yes, what did you observe in the center of the rotating coin?

Everything in the universe moves. There is nothing that does not move. So is our earth which has several movements.

The earth is one of the planets in the universe. The most noticeable movements of the earth are that it rotates on its axis, and revolves round the sun. It also moves with the sun in the middle and numerous other stars in space. In this unit, you will learn only about the earth's rotation and revolution. These two movements, which take place at the same time, are important because, they result in phenomena that affect your life on earth.

Like all other planets, the earth moves round the sun along a definite direction and line without stopping for a while. The imaginary line or path along which the earth revolves is called **orbit**. This orbit is not a perfect circle, but elliptical in shape. Because of the elliptical shape of the earth's orbit, the distance between the earth and the sun changes as the earth revolves round the sun. In general, the earth makes two movements. These movements are known as **rotation** and **revolution**. Every 24 hours, 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 (See Fig.2.6).

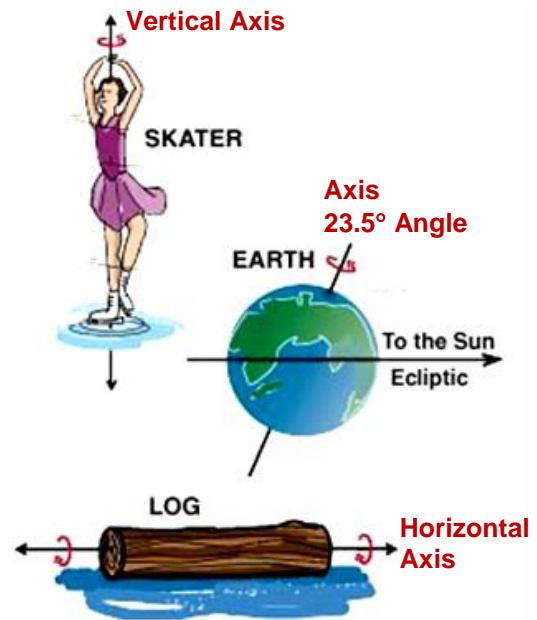


Fig.2.5 Various movements and their axes

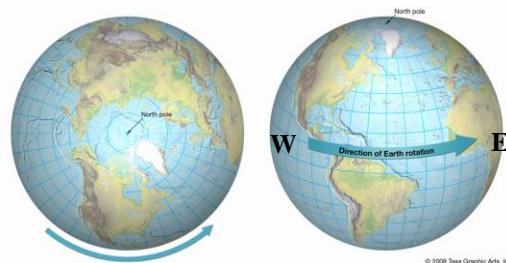


Fig. 2.6 Direction of Movement of the Earth

◆ Effects of Rotation

- Take a spherical object and place it in front of a burning bulb. Move the spherical object from west to east in front of the burning bulb.
 - From your observation, what proportion of the spherical object gets light cast by the burning bulb?
 - What conclusion can you give with regard to receiving light on a still or moving spherical object?
- What causes day and night?

The rotation of the earth on its axis causes the following major phenomena. These are changing day and night, and apparent movement of the sun. The noticeable effect of rotation is the manifestation of day and night. Moreover, rotation of the earth causes deflection of the wind and ocean currents.

◆ Day and Night

As indicated earlier, the earth has a spherical shape. Because of this shape, only one half of the earth gets the sun's light at any rotational movement. The part of the earth on which the sun is shining has day and the other part which is hidden from the shining of the sun experiences night. As the earth turns from west to east, the part of the earth which was facing the sun will turn away from the sun and the part of the earth which was away from the sun will face the sun. This is how day and night succeed one another.

The difference between day time and night time is that in day time the sun is above the horizon while during night time it is below the horizon.

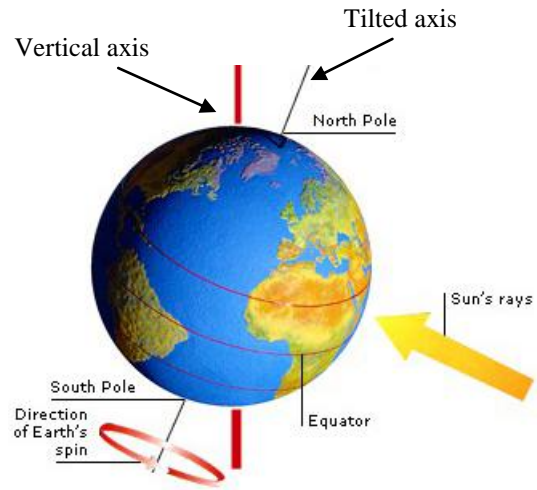


Fig. 2.7 Vertical Axis of the earth

◆ Apparent Movement of the Sun



Apparent movement means seemingly true movement, but in actual sense it is not true.

The rotation of the earth makes the sun as if it were moving across the sky from east to west. But this apparent movement of the sun is caused by earth's actual rotation from west to east.

◆ Effects of Revolution

- **What effect does the revolution of the earth have?**

The revolution of the earth round the sun results in:

- Difference in the length of day and night
- Manifestations of seasons

Difference in the length of day and night

Day and night are not of equal length at all places. This is because of the inclination of the earth's axis. As indicated earlier, the inclination of the axis is $23\frac{1}{2}^{\circ}$ from its vertical position. This inclination of the earth's axis makes the sun to seem "moving" north and south of the equator. Variation in length of day is observed due to incoming and outgoing seasons. Length of day time and night time varies from season to season and from place to place. This is mainly due to the tilting of the earth's axis. If the earth's axis were not tilted, each night and day every where on earth would always be 12 hours long and there would be no seasons.

2.2

Lesson

Review

**Activity B****A. Questions based on facts**

Individual work:

- Describe axis of the earth.
- Mention the two movements of the earth.
- Explain how each movement of the earth differs from the other.
- List manifestations of each movement of the earth.

Pair work:

- Explain the characteristic features of rotation and revolution.
- Compare and contrast rotation and revolution.

B. Things to do:

- Make a model of the earth and show the vertical and the tilted axes.

Seasons

Season is one of the four divisions of the year, defined by the position of earth along its orbit round the sun. The seasons—winter, spring, summer, and autumn or fall—are characterized by differences in average temperature and in the amount of time that the sun is in the sky each day (See Fig.2.8).

The Earth is inclined $23\frac{1}{2}^{\circ}$

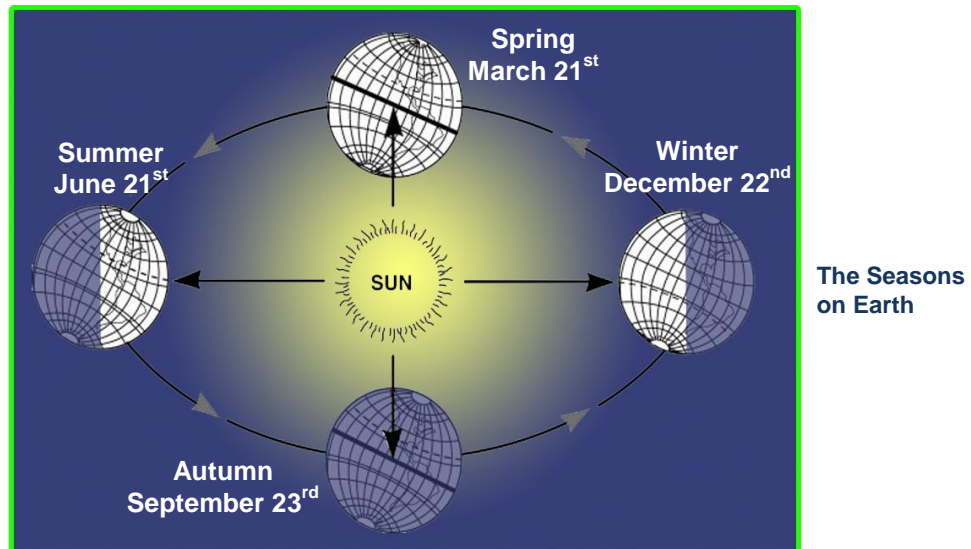


Fig. 2.8 Revolution of the earth around the sun

The seasons are divisions of the year caused by the earth's revolution. As the earth revolves round the sun, changes like temperature conditions are experienced on the earth. You have learned that the length of day and night changes throughout the world as a result of revolution. These changes of the length of day and night are followed by changes in the seasons. For example, summer depends on the angle of the sun's rays and the length of day time. Look at **Fig. 2.8**. How many seasons do you observe? You observe four seasons; they are summer, autumn, winter and spring. Each season has its own characteristics.

Lesson

2.2

Review

**Activity C****A. Questions based on facts:**

- What is the difference between summer and winter?
- What is the month that marks summer in the northern hemisphere?
- What effects do the seasons cause on economic activities of farmers and pastoralists?
- Discuss in groups the characteristics of the four seasons in Ethiopia.

B. Things to do:

- Make models of the earth and the sun using locally available materials. Color the model of the earth brown and that of the sun red. Then show the position of the earth in relation to the sun and its tilt to cause the variations in seasons.
- On a big drawing paper, show the revolution of the earth round the sun with varied seasons.

◆ The Earth's Tilt and the Seasons

The seasons occur because the axis on which the earth turns is tilted with respect to the plane of the earth's orbit round the sun. Earth's tilt causes the north pole to be tilted toward the sun for half of the year, and the south pole to be tilted toward the sun for the other half of the year. The hemisphere that is tilted toward the sun has a longer day, and receives the sun's rays more directly than the hemisphere tilted away from the sun (See Fig.2.9). The northern hemisphere experiences the summer season when the North Pole is tilted toward the sun. On the other hand the southern hemisphere experiences winter as the South Pole is tilted away from the sun. However, the four seasons are more clearly noticed and experienced outside the tropical areas.



Look at the proportion of the surface of the earth facing the sun. What can you conclude?

Fig. 2.9 Surface of the earth facing the sun



Hemisphere is half of a sphere and usually refers to half of the Earth. The Northern Hemisphere and Southern Hemisphere are divided by the equator. The Eastern Hemisphere and Western Hemisphere are divided by the Prime Meridian.

The Effect of Seasons on Farming and Pastoralists

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

- Relate the effects of seasons on economic activities of farmers and pastoralists.

Key Terms

- ↔ Farming
- ↔ Pastoral activities
- ↔ Transhumance
- ↔ Season

◆ Seasons in Ethiopia

- How many seasons are there in Ethiopia?
- What are the equivalent names given to them in Amharic or any other local language?
- What causes the seasons to vary in Ethiopia?
- Do the seasons influence human ways of life in Ethiopia?
- When do farmers, in your surroundings, cultivate the land?
- When do you usually observe shortage of water in your locality?
- What do you think causes the shortage of water?

In the tropical areas, temperature is high. There are two well known seasons in these areas. They are the dry and the wet seasons. There is no rain in the dry season while there is rainfall in the wet season. The two seasons are distinct because of variation in temperature and rainfall. This is also true in Ethiopia where the temperature does not change much between summer and winter. But traditionally the year is divided into four seasons.

Tropical area: It is the portion of the earth where temperature is high. On a world map or globe, you observe it between $23\frac{1}{2}^{\circ}$ N and $23\frac{1}{2}^{\circ}$ S of the equator.



Table 2.1 Seasons of the earth as shown by month and hemisphere

Northern Hemisphere		Southern Hemisphere	
June	Summer – Kiremt	June	Winter
July		July	
August		August	
September	Autumn – Meher / Metsew	September	Spring
October		October	
November		November	
December	Winter – Bega /Hagay	December	Summer
January		January	
February		February	
March	Spring - Belg/ Tsedey	March	Autumn
April		April	
May		May	

In the Ethiopian case, Kiremt and Bega are reversed. In Ethiopia, Kiremt is the rainy season and relatively a cold season and Bega is a dry season.

◆ The Effect of Seasons on Farming

- Which rainy seasons are the most valuable for cultivation of land in your locality?
- Compare and contrast the Meher and the Belg seasons in Ethiopia.
- When is farming usually conducted in Ethiopia?
- When does rain fed agriculture become dangerous?

The traditional division of seasons in Ethiopia is four. Out of the four seasons, three are wet. The wettest season for most parts of Ethiopia, especially, the highlands, is the summer season. For the lowland areas and the eastern parts of the escarpments of the north-south highlands, autumn and spring are the wet seasons.

Most farmers in the highland and plateau lands depend on the Kiremt rains. The Kiremt rains are heavier than those of the other wet seasons. Farmers produce a large amount of crops during the Kiremt season which is the summer season of the northern hemisphere. Though their occurring time is different, even comparatively, the little rains that are experienced during autumn and spring are of paramount importance in the areas where they prevail. In the Ethiopian context, autumn and spring are known as Meher and Belg, in Amharic, respectively. As compared to Meher, Belg covers large areas of the highlands and lowlands. Thus, it is the second important rainy season for the farmers. Its absence may affect the income of the farmers and the livelihood of their cattle.

These days, the wet seasons suffer from irregularities of rainfall. The irregularities may be attributed to global warming, in general, and degradation of the local environment in particular.

◆ The Effect of Seasons on Pastoral Activities

- What does pastoral activity or pastoralism mean?
- What is the basic economic activity of pastoralists?
- Why do pastoralists follow this type of economic activity?
- Where are pastoral activities carried out?

Pastoralism is a term used to describe an economy based predominantly on the herding of animals, such as cattle, goats, sheep, and camels (see Fig. 2.10). Pastoral societies are most common in Eastern Africa. Among the best-known pastoral societies are the Masai of East Africa.

Pastoralism is particularly well suited to life in harsh environments, such as arid grasslands and semi deserts. In these areas poor soil does not sustain an agricultural economy, but the vegetation can be used for animal husbandry.



Fig. 2.10 Pastoralist with his camel

The herds produce dairy foods, blood, meat, wool, hides, and dung. The dung is used for fuel. Pastoralists' movements are governed to a great extent by the needs of their animals. Many pastoralists migrate seasonally in search of pasture and water for their herds. This seasonal migration of pastoralists is known as *transhumance*.

In Ethiopia, pastoralists inhabit, mainly, the southern, south eastern and north eastern parts of the country. Their modes of livelihood are based largely on pastoral activities, such as animal husbandry. As the areas they inhabit are rainfall shortage areas, it is likely that they move from one place to another in search of food and water for their cattle.

In areas where the soil is productive, there are semi pastoralists. The livelihood of these pastoralists is based on both animal herding and farming. Such pastoralists stay relatively permanently in their areas till any change arises in the climatic condition. In general, pastoralists and/or semi pastoralists are affected by shortage of rain in a given wet seasons of the regions.

Lesson

2.3

Review

**Activity***A. Questions based on Facts:*

- How do the seasons of the year occur?
- What will happen to the southern hemisphere when it is summer in the northern hemisphere?
- What does hemisphere mean?
- Explain the effects of season on farming and pastoral activities.
- What does pastoralism mean?
- Discuss in groups the effects of dry season on pasture lands.
- Debate on the advantages and disadvantages of pastoralism over sedentary farming in semi desert areas of Ethiopia.

B. Things to do:

Pair work:

- Construct a sketch map of Ethiopia that shows pastoral areas in reference to the political map of Ethiopia.

Group work:

- Collect information about pastoralism and write a report and present it to the class at a time.

Summary

- Map is the pictorial representation of features on the ground as reduced to scale on a plane sheet of paper.
- Location could be shown on the ground, or on map or on sketch map.
- Scale is the ratio between map distance and ground distance.
- Direction may be the course taken by a moving person or object.
- Sketch map is a plan of a definite area drawn in free hand.
- The shape of the earth is spherical.
- Axis of the earth is tilted by $23\frac{1}{2}^{\circ}$ from the vertical position.
- The noticeable movements of the earth are rotation and revolution.
- The path the earth follows when it revolves round the sun is called orbit. It is elliptical in shape.
- Effects of rotation include changing day and night and apparent movement of the sun as well as deflection of the wind and ocean currents.
- Effects of revolution consist of difference in the length of day and night and manifestations of seasons as well.
- Seasons are divisions of the year caused by the earth's revolution.
- Traditionally, the year is divided into four seasons in Ethiopia.
- Seasons have effects on farming and pastoral activities.

Glossary

- **Current:** movement of the surface water of the ocean.
- **Deflection:** the action of changing or causing wind to change direction.
- **Direction:** is a point towards which an object looks or faces.
- **Farming:** activity of cultivating the land.
- **Map:** is the pictorial representation of features on the ground as reduced to scale on a plane sheet of paper.
- **Orbit:** the line along which the earth goes when it travels round the sun.
- **Pastoral activities:** activities concerned with rearing animals for different purposes.
- **Revolution:** the movement of the earth round the sun in the time span of $365\frac{1}{4}$ days.
- **Rotation:** the movement of the earth on its axis every 24 hours.
- **Scale:** is the ratio between map distance and ground distance obtained through measurement.
- **Season (s):** traditional division of the year based on well known weather conditions.
- **Shape:** original form of something.
- **Sketch map:** is a plan of definite area drawn in free hand.
- **Transhumance:** the practice among pastoral farmers who move their herds and flocks between two regions of different climates.

Check List

Put a tick (✓) mark in each of the boxes for activities you can perform

I can:

1. Explain the use of map.
2. Explain how to draw a sketch map.
3. Prepare a sketch map which shows the location of my school.
4. Identify the shape and movements of the earth.
5. Explain the effects of earth's movements.
6. Relate the effects of seasons on economic activities of farmers and pastoralists.

UNIT

3

OUR ENVIRONMENT

Unit Outcomes

After studying this unit, you will be able to:

- Understand the major types of vegetation and wild animals with major ways of conservation.
- Recognize the effect of rapid population growth on vegetation and wild animals.

Major Types and Importance of Natural Vegetation and Wild Animals

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

- Identify the major types of natural vegetation in Ethiopia and the Horn.
- List the major types of wild animals in Ethiopia and the Horn.
- Distinguish between common and endemic animals of Ethiopia and the Horn.

Key Terms

↔ Natural vegetation

↔ Community

↔ Wild animals

↔ Precipitation

Main Types of Natural Vegetation and Wild Animals



Natural vegetation is a plant community that has grown up in a particular area as a result of the natural conditions of the environment.

◆ Forest, Grassland and Desert

Forest, grassland and desert vegetation vary in plant type. We can have a short account of each natural region as follows:

Forest

- What is forest?
- What types of forest are there?
- What is the difference between forest and grassland vegetation?



Forest is a plant community, predominantly of trees or other woody vegetation. It occupies an extensive area of land. In its natural state, a forest remains in a relatively fixed, self-regulated condition over a long period of time.

Grassland

- What kind of natural area is a grassland?
- What types of plants grow on grasslands?



Grassland is a natural region where grass grows largely.

Desert

- What is desert?
- What kinds of plants grow in desert area?



Desert is an almost a barren tract in which the precipitation is so scanty that it does not adequately support vegetation growth.

Next in this lesson, you are going to learn about Ethiopia's vegetation. There are different types of forest in Ethiopia and the Horn. These forests are found at different localities with varied altitude and climate.

◆ Vegetation in Ethiopia and the Horn

Vegetation in Ethiopia

- What are the major vegetation types of Ethiopia?
- What makes the vegetation type vary from one area to another?
- Discuss the advantage of vegetation in given geographical environment.

High Mountain Vegetation

- Where do you find high mountain vegetation in Ethiopia?
- What sorts of plant is high mountain vegetation composed of?

High mountain vegetation in Ethiopia is confined to very high altitude of 3000m and above, or alpine (wirch) climate zone. High mountain vegetation covers the north-central and southeastern highlands of the country, for instance, Ras Dejen, Guna, Chilalo and Bale mountains.

◆ Forests

- What are the dominant tree compositions of forests in your locality?
- How do you conserve forests?

In Ethiopia, forests are found in areas of different altitudes (450-3500m) and varying annual rainfall amounts (200-2200mm.). In general, there are two types of forests in Ethiopia, namely highland and lowland forests.

Highland Forests

- Discuss why highland forests are confined in highland areas of Ethiopia.
- What tree composition do highland forests have?

There are different types of highland forests. The difference can be seen on tree types. These forests include Juniperous forests (Tid), Arundinaria forests (Kerkeha), Podocarpus aningeria forests (Zigba), Oleo forests (Weira) and Hagenia forests (Kosso).



Fig. 3.1. Highland Forest

Lowland Forests

- What tree composition do lowland forests have?
- Where are lowland forests commonly found in Ethiopia?

Lowland forests include mixed deciduous wood lands and gallery (riverine) forests. Gallery forests are found along the river banks of Awash, Wabeshebelle, Genale, etc. The dominant tree species include “Shola” and “Warka”.



Fig. 3.2. Lowland Forest

Scrub lands consist of typical woodlands and thorn bushes. Such vegetation flourishes in areas where the rainfall is as high as 1000m.m.Acacia (Girar) forests predominate on the scrublands.



Fig. 3.3. Acacia (Girar)



Scrubland: is a land where scrub is predominant. Scrub is a type of vegetation consisting of low – growing shrubs/ bushes and very short trees.

Based on the predominant plant composition, Ethiopian forests can be grouped into broadleaf and coniferous forests.

Broad-leaved Rain Forests

- **Why are these forests known as broad-leaved rain forests?**
- **Where do we find broad-leaved rain forests in Ethiopia?**

Broad leaved rain forests are equatorial forests. They consist of large diverse hardwoods. These forests cover most of the Ethiopian highlands. They are confined in the rainiest parts of the south west highlands of the country. These types of forests include the forests of Wellega, Kaffa, Illuababor and Gamogofa. These types of forests grow in highland areas where the elevation ranges between 1500m and 1800m above sea level (See Fig.3.4). In these areas coffee grows as part of the natural forests. The most common trees of these forests include Woirra, Kerero, Wanza, Tikurinchet, Bisana, Birbira, Wild Coffee Shrubs, Creepers.

a) **Broadleaved Trees**b) **Coffee Shrub****Fig.3.4 Broadleaved Rainforest**

Coniferous Forests

- Why are the forests called coniferous forests?
- Discuss where coniferous forests are found in Ethiopia.
- Are there coniferous forest type trees in your area? If yes, can you tell their names?

Coniferous forests are temperate evergreen forests that consist of soft woods. The most common coniferous trees are “Tid” and “Zigba”. Tid (juniper) forests are found in isolated parts of the Shewan plateau and Arsi-Bale highlands-above 2000meters elevation. Similarly, Zigba (Podocarpus) forests grow in a few parts of Hararghe, Arsi-Bale and Wellega highlands. In these forests, Zigba and Tid are the main species. They grow at elevations above 1500meters (See Fig.3.5). Here the temperature is relatively low.



Conifer is a common name for a group of plants that are characterized by seed-bearing cones. Cones are specialized seed-bearing structures unique to coniferous trees.

**Fig. 3.5 Coniferous Trees (Tid)**

◆ Woodland Savanna

- Where is woodland savanna found?
- What type of vegetation is found in the woodland savanna?

The woodland savannas are found both on highland and lowland areas with altitudes ranging between 250 and 2300m. These areas have mean rainfall that varies between 200 and 1400mm. Woodland savannas consist of open mountain grasslands, grasses mixed with scattered trees (woodland), shrubs and bush lands.



Fig. 3.6 Wood land Savanna

Steppe and Semi Desert Vegetation

- What is steppe vegetation?
- Have you ever seen or heard of semi desert vegetation? If yes, can you give some examples of semi desert vegetation?
- Discuss the difference between steppe and semi desert vegetation.

This vegetation region consists of mainly xerophytes. Here tufts of grasses, scrublands, thorny bushes, and a variety of short acacia trees, palms and cactus are found. Xerophytes grow in areas which have harsher climatic conditions.

Steppe and semi desert vegetation types cover considerable parts of arid and semi arid lowlands of Ethiopia mainly in the north west, north east (Afar Depression), south east, (Ogaden) and south border areas.

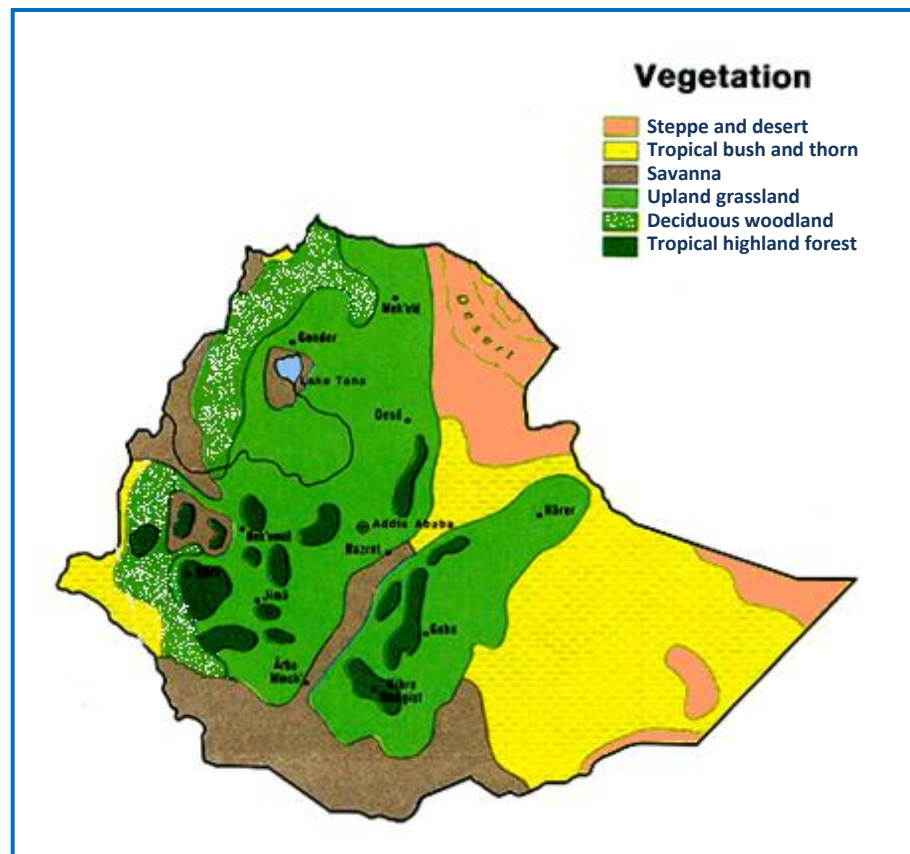


Fig. 3.7 Vegetation Map of Ethiopia

◆ Vegetation in the Horn of Africa

The vegetation in the Horn of Africa is composed of semi desert, highland and lowland vegetation as could be indicated in the various countries of the sub region.

Lesson

3.1

Review



Activity A

A. Questions based on facts:

Individual work:

- Give short account of lowland forests in Ethiopia.
- Compare and contrast woodland savanna, steppe and desert vegetation in Ethiopia.
- Explain types of vegetation in the Horn of Africa.

Group work:

- Discuss, the difference between broad-leaved forests and coniferous forests in Ethiopia.

B. Things to do:

- Draw the sketch map of Ethiopia and roughly show the areas of:
 - Highland forests
 - Lowland forests
 - Broad-leaved rain forests
 - Coniferous forests

NB. Refer to the vegetation map of Ethiopia.

Types of Wild Animals

- What are wild animals?
- What sorts of habitat do they have?
- Give some examples of wild animals.
- Discuss the economic importance of wild animals.

Wild animals are naturally obtainable animals in a given natural environment. They are free of human intervention as per their nature and living areas. Wild animals could include reptiles, fish, birds, amphibians and mammals. These animals have got their own habitat. They live interdependently in given natural environment. Every region or country has its own wild life. The wild life varies in accordance with the climate region and geographical landscape it occupies. Thus, you can study the different wild life available in Ethiopia which will be exemplary for the Horn in general.

Ethiopian wild animals

- What sorts of wild animals are available in Ethiopia?
- Discuss the specific location of these animals.
- Why do wild animals of different food habits live together in given natural environment?
- Mention some of the endangered wild animals of Ethiopia.
- Discuss the advantages of wild animals to Ethiopia.

The different climatic-vegetation regions of Ethiopia host a wide variety and large number of wild animals. Ethiopia has a very rich wild life resource. There are a variety of wild animals that include large species of mammals, birds, reptiles and amphibians. Seven species of mammals and 25 species of birds are endemic to Ethiopia. This may mean that they are not found anywhere in the world except in Ethiopia.

Generally, a variety of wild animals occur in almost all climatic–vegetation region of the country. However, they concentrate largely on the western and southern parts of the country. For example, the Omo and Mago parks and Gambela region are very rich in their wild animals. The Simien Mountains, the Arsi-Bale and Hararghe highland regions support a variety of wild animals.

Different environments, in Ethiopia, provide a good natural habitat for numerous wild animals. The wild animals of Ethiopia can be grouped into the following broad categories.

Common wild animals

- What do you think are common wild animals of Ethiopia? Name one.
- Mention names of wild animals commonly seen or heard of making some sounds at night in your locality or nearby areas.

Hyena and jackal are the common wild animals of Ethiopia (See Fig.3.8). They are said to be common because they are found everywhere, in all climatic zones.



Hyena



Jackal

Fig.3.8 Common wild animals of Ethiopia

A. Lowland wild animals that inhabit the grasslands

Herbivorous wild Animals

- List some herbivores.
- What is the difference between wild ass and zebra?
- Cite endemic herbivores of Ethiopia.

Many herbivores inhabit the grasslands in the lowland areas. For example, giraffes, wild asses, zebras, elephants, gazelles, oryx, rhinoceroses (See Fig.3.9) are some of them.

Here the herbivores and carnivores live together. In this environment there is interdependence between plants, grass eating (herbivores) and flesh eating (carnivores) animals. The grass eating animals depend on the grass; the flesh eating animals depend on the grass eating animals. This cyclic life style maintains the environment for sustainable use. But illegal human intervention disturbs the environment.



Giraffe



Wild Ass



Zebra



Elephant



Gazelle



Hartebeest



Rhinoceros

Fig. 3.9 Herbivores

Carnivorous Wild Animals

- Name some wild animals that live on flesh (meat).
 - What do hyenas and Jackals eat?
 - Where do they get flesh from?
- Flesh eating wild animals are known as carnivores. Lions, leopards, cheetahs etc. are some of the wild animals well known as carnivores (See Fig.3.10).



Lion



Leopard



Cheetah

Fig. 3.10 Carnivores

B. Arboreals

- What are arboreals?
- Have you ever seen monkeys in the forests of your local areas?
- Discuss how monkeys and other monkey like animals live in the forests?

Arboreals are tree climbing animals. Their life is attached to trees; therefore, they are known as tree animals. They are found in forested areas of Ethiopia

- **Example:** Monkeys, colobus monkeys, and chelada (Gelada) baboons (See Fig.3.11)



Monkey



Colobus Monkey

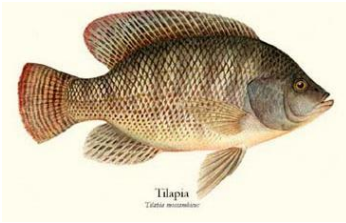


Gelada Baboon

Fig. 3.11 Arboreals

C. Aquatic Animals

- Where do aquatic animals live?
 - What makes their habitat different from the others?
 - Discuss big animals that inhabit water bodies.
- These include all animals that inhabit the water bodies of Ethiopia. They are commonly found in lakes and rivers all over the country. Example: fish, crocodiles and hippopotamuses (See Fig.3.12).



Fishes



Crocodiles



Hippopotamus

Fig. 3.12 Aquatic Animals

D. Bird life:

- What are birds?
 - Where do they live?
 - Discuss the habitats and life styles of birds.
- Ethiopia has a great variety of indigenous and migratory birds as well. These birds are colourful. Some of the important bird species include white pelicans, flamingoes, geese and Abyssinian Ground Hornbills (See Fig.3.13).
- Most of Ethiopian birds are found in the rift valley sanctuaries and forest lands. The rift valley lakes provide ideal wintering places for many species of European and Asiatic birds.



White Pelican



Flamingo



Goose



Abyssinian Ground Hornbills

Fig. 3.13 Beautiful Birds of Ethiopia

Endemic mammals of Ethiopia and their location

- What does endemic mean?
- Mention some endemic mammals of Ethiopia?
- Discuss what should be done to maintain endemic mammals of Ethiopia.
- Exchange views on the economic advantages that endemic animals provide for Ethiopia.



Endemic means a species of organism that is confined to a particular geographic region.

Endemic mammals are found in small numbers. Thus, they are known as rare animals. Today these wild animals exist in very small numbers on Ethiopian highlands.

- **Walia Ibex:** is found on the Semien Mountains (See Fig.3.14).

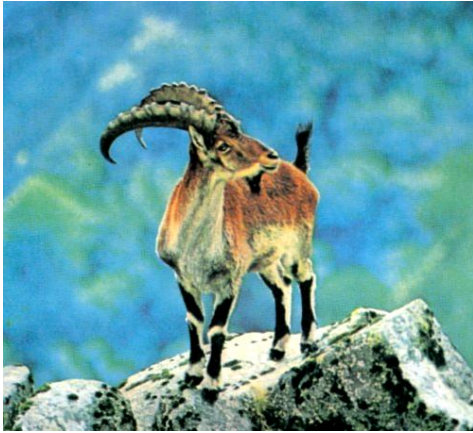


Fig. 3.14 Walia Ibex

Mountain Nyala: exists on the Bale Mountains-in heather and woodland areas (See Fig.3.15).



Fig.3.15 Mountain Nyala

- **Gelada Baboon:** inhabits the Semien Mountains (See Fig.3.16).



Fig.3.16 Gelada (Chelada) Baboon

- **Menelik's Bush Buck:** is found on the central massifs and Bale Highlands (See Fig.3.17).



Fig. 3.17 Menelik's Bushbuck

- **Swayne's Hartebeest:** exists in Netchsar National park and Sankale sanctuary (See Fig.3.18).



Fig.3.18 Swayne's Hartebeest

- **Semien fox:** is found on the Semien massifs and Bale highlands (See Fig.3.19).



Fig.3.19 Semien fox

- **Wild Ass:** is found in Afar and south east highlands (See Fig.3.20).



Fig.3.20 Wild Ass

Endangered animals

- List endangered animals of Ethiopia.
- What are the main reasons for the decreasing number of endemic wild animals in Ethiopia?
- Discuss what should be done to solve these problems.

Ethiopia's wild animal resource is declining in number and variety at an alarming rate. Some are actually on the verge of extinction. For example, many of the endemic animals like Walia Ibex and the Ethiopian wolf (*Canis Simensis*) have become the most endangered species. The main reasons for the declining in number of such wild animals in Ethiopia include:

- a) the destruction of their habitats (deforestation) due to the increasing demand for farmlands, high rate of urbanization and industrialization;
- b) the wide practices of illegal hunting by the local people looking for meat, skin, fur, horn and ivory;
- c) the shrinking of their habitat for grazing purposes;
- d) the frequent wild fires;
- e) shortage of food and water because of recurring droughts.

Lesson

3.1

Review

**Activity B****A. Questions based on facts:**

- Where do you find wild animals in Ethiopia?
- What is the difference between carnivores and herbivores?
- What makes arboreals different from other wild animals?
- Discuss why some wild animals of Ethiopia are endangered.
- Discuss what will happen to endangered animals if they are left as they were.

B. Things to do:

Look for the physical map of Ethiopia and show the following on the map:

- Approximate location of Mountain Nyala, Walia Ibex, Semien Fox.
- Visit the nearby national park or sanctuary and conduct an interview with the people who are in charge of the national park or sanctuary and present your interview to the class.
- Refer to source materials and write a paragraph about one of the endemic animals of Ethiopia and present it to the class one by one.

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

- Justify the importance of natural vegetation and wild animals in Ethiopia and the Horn.
- Discuss the importance of protecting the habitat and wild animals.
- Explain to others why it is important to protect the vegetation and wild animals.

Key Terms

- ↔ Farmer
- ↔ Tourism
- ↔ Community

A. Keeping natural balance between wild animals and vegetation

- What is the interconnection and interdependence between wild animals and vegetation?
- How is the natural balance kept between wild animals and vegetation?

In any given environment the living and the nonliving coexist. The living includes the plants, animals and human beings who inhabit given natural and cultural landscapes in given surroundings. The non-living comprises all the inanimate objects in that given environment.

As indicated earlier, natural vegetation refers to plants that are naturally available in given surroundings. The vegetation in a given area could be forest, grassland or scrub.

Forests are important places for tree climbing light animals. They provide the animals with food and shelter.

Grasslands are habitats for a variety of wild animals. These wild animals consist of bigger and smaller animals. Smaller animals include rabbits, mice, snakes and a variety of birds. Bigger animals consist of gazelles, giraffes, zebras, rhinoceroses, lions, wolves, leopards, foxes, etc.

Compared to plants, animals make up only a small part of the total mass of living matter on earth. Despite this, they play an important part in shaping and maintaining natural environments.

Importance of Natural Vegetation and Wild Animals

Natural vegetation and wild animals are inseparably linked. That is the existence of natural vegetation determines the wellbeing of wild animals. Wild animals also contribute to the flourishing of the natural vegetation.

- What importance do both have in a given region?

Natural Vegetation

- It is composed of different types of plants. These plants have the ability to:
 - keep soil fertility.
 - keep the soil moist.
 - help the soil stay in place.
 - keep the underground water close to the earth's surface.
 - regulate moisture in the atmosphere.
 - balance the amount of carbon dioxide in the atmosphere.
 - beautify the surroundings.
 - become habitat for wild animals and birds.
 - be source of fire wood and construction material.
 - be dependable area of research for plant science.
 - be source of plants with medicinal values.
 - attract visitors.

Wild animals

- Wild animals are different in size, colour and food habit. Some live in forests; others live in grasslands. In general wild animals are important to:
 - maintain soil fertility with their wastes and remains and this in turn helps plants to flourish.
 - be source of attraction for tourism.
 - keep the natural balance in a given environment.
 - have medicinal values.
 - be center of research for animal science.

Lesson

3.2

Review

**Activity A****A. Questions based on facts:**

- Explain the advantages of trees in a given locality in terms of:
 - habitat
 - erosion control and
 - maintaining moisture in the soil
- Explain how plants regulate the climate of a given area.
- Discuss other advantages of forests in your locality.

B. Things to do:

- Group Work:
 - Visit the forests in your area and list the types of trees and their uses.

B. How farmers and wild animals can live in harmony

- Discuss the areas farmers occupy and the resources attached to the areas.
- Discuss the harmonious life farmers have with wild animals.
- Discuss the problem created by uncontrolled human intervention.

The wellbeing of the farmers depends on the wise use of the natural environment. The natural environment is composed of the living and the nonliving. The living comprises vegetation, wild animals, human beings and their stock. The nonliving consists of the resources on which the living things originate.

Farmers believe that wild animals are important for their localities as they attract onlookers. On lookers or visitors bring about money to their area in reward to the services they get there. Furthermore, farmers understand that their environment is replenished due to the remains of the animals. They also know that the animals are sources of food for the community. Thus, farmers look after the animals and the animals live peacefully in the undisturbed environment. This implies that farmers and wild animals live in harmony as there is interdependence among the wild animals, the farmers and the environment at large.

C. Tourism and its benefits for the community, animals and farmers

- Discuss the contribution of natural vegetation and wild animals as tourist attraction in Ethiopia and the Horn.
- Discuss in groups as to how tourism can benefit Ethiopia.
- Discuss how to keep the balance between human needs and wild animals so that they can live peacefully together.

In Ethiopia there are numerous protected natural environments. These protected natural environments are known as National Parks, Sanctuaries and game reserves. In these protected areas, a great variety of wild animals exist. Thus, tourism is well enhanced in Ethiopia because of the National Parks,

Sanctuaries and Game Reserves. These conservationist activities help benefit the surrounding community including the farmers. The animals in the environment are beneficiaries because their habitat is well preserved with highly minimized disturbances. Tourism brings about money to the area in return to the services rendered by the community. The money so obtained helps farmers to get better infrastructure like road, railway, and electricity, water supply, school, etc.

Case Study

Nech Sar national park is found in Southern Nations, Nationalities and Peoples Regional State. It is located 500 km south west of Addis Ababa specifically in Gamo Gofa near Arba Minch. The area of the park covers 514 km². The park was founded in 1967. The most important animals in the park are Swayne's hartebeest and Burchell's Zebra. Some 38 species of mammals and 190 species of birds exist in the park.



Fig.3.21 Part of the landscape of Nech Sar National Park

Lesson

3.2

Review

Activity B

A. Questions based on facts:

- Explain how plants and wild animals co-exist to maintain natural balance.
- Explain the mutual interdependence of flesh eating and grass eating animals on a given grass land area.
- Discuss the contribution of natural vegetation and wild animals as tourist attractions in Ethiopia.
- Explain how Ethiopia becomes beneficiary of tourism.
- Why is the Nech Sar National Park often visited by tourists?

B. Things to do:

- Look for references and write a short account of the interdependence between vegetation and wild animals.

The Effect of Rapid Population Growth on Natural Vegetation and Wild Animals

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

- Analyze the effects of rapid population growth on vegetation and wild life.

Key Terms

↔ Migration

↔ Carrying Capacity

↔ Depletion

A. Loss of Vegetation

- How is vegetation lost?
- What are the consequences of vegetation loss?
- Suggest what should be done to control loss of vegetation, to check animal migration and prevent forest resource depletion.

In developing countries including Ethiopia, underdevelopment and high rate of population growth are the sources of environmental problems.

There is substantial evidence that growing population has already exceeded the capacity of local natural resources in developing countries like Ethiopia.

Generally, with rapid rate of population growth in Ethiopia, the carrying capacity of the environment has declined. Obviously a high growth rate of population creates demand for more resources. It also influences the rate at which resources are exploited. In a situation where technology lags behind, the demand for resources, primitive methods of exploiting land and other resources continues to operate in order to meet basic needs. These traditional means of exploiting natural resources have been proved to be environmentally harmful and economically unproductive. Therefore, vegetation loss is the result of ruthlessly felling trees for need of farmland, fire wood and construction.

B. Animal Migration

- What does animal migration mean?
- Discuss what will happen if wild animals cannot find food due to the destruction of their habitat.
- Discuss the importance of protecting wild animals as part of your country's heritage?
- What will happen to the area which has lost its animals?
- What do you suggest for wise use of natural resources in your area?

Wild animals persist in a given environment when there is less or highly minimized disturbance. If their natural habitat is destroyed, wild animals are forced to abandon their permanent areas and flee to other lands. Natural habitats could be destroyed due to natural and human made problems. The animals would abandon their habitat and migrate to other lands where they could find their lost needs safely and regularly. Thus, in order to keep animals in their original places, the habitat should be protected consistently.

C. Forest Resource Depletion

- **How are forest resources used in your area?**
- **Are the forests affected due to misuse?**
- **Explain any mechanism used to reforest the deforested areas.**
- **Why is it necessary to use natural resources wisely?**

The land covered with forest has been devastated at alarming rate. This is mainly because forests are cleared to get additional farmland and to make room for constructing houses that serve new settlements. Thus, trees are cut for house construction, for fuel wood, for making furniture, for other infrastructure etc.

Forests could also be affected by wild fire. During dry season, due to increased heat, fire may arise caused by friction. This minimizes the extent of forests or damages the forest as a whole unless checked by humans. Long term drought could also affect the forest cover in a given natural environment as the moisture in the soil and nearby rivers or streams is finished or depleted. Unless forest resource management is practiced, it is likely that forest cover dwindles from time to time due to human intervention. Trees may be felled illegally or on purpose to meet certain interests. If this uncontrolled activity goes on unchecked, the forest cover shrinks. To overcome forest cover shrinking that would, in fact, lead to forest depletion in the long run, people should be taught that they should replace trees cut by seedlings so as to attain sustainable forest cover in that given area of theirs.

Forest depletion incurs loss of natural balance. When the natural balance is disturbed, animals lose their habitat. Humans who live within the reach of the forest and those who live in a near by field are to suffer the consequence. This is because the usual climate changes, underground water level decreases and soil moisture highly reduces and soil erosion sets in. When soil erosion intensifies, the forest floor suffers from loss of fertile soil. This in turn impedes forest resources to replenish and flourish for future use and this is dangerous in fact.



Fig.3.22 Land area with removed forest cover

Lesson

3.3

Review



Activity

A. Questions based on facts:

- How does rapid population growth affect natural vegetation and wild animals?
- Show the relationship between the decline in natural vegetation and the loss of wild animals.
- How can you control loss of vegetation?
- Discuss why wild animals migrate from their origin to other lands.
- What causes forest resource depletion?

B. Things to do:

Look for references and write a short account on:

- Loss of Vegetation
- Animal migration
- Forest Depletion

Write a short essay as to how to check and control:

- Vegetation loss
- Animal migration
- Forest depletion

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

- State how you can participate in conservation activities.
- Describe the major methods of conserving natural vegetation and wild animals.
- Relate these activities to local or familiar environments and involve in conservation.
- Show appreciation to the importance of the endemic animals of Ethiopia and the Horn.

Key Terms

↔ Conservation

↔ Reforestation

↔ Afforestation

↔ Illegal hunting

A. Conservation

- What is conservation?
- What are the possible methods of conservation?
- What are the benefits of conservation?



Conservation is a sustainable use and protection of natural resources including plants, animals, mineral deposits, soils, clean water, clean air, and fossil fuels such as coal, petroleum, and natural gas.

The following conservation methods, capacity building and institutional development are suggested to resolve the problems related to growing deforestation in the country.

◆ Conservation Measures

Afforestation

- What is afforestation?
- Where do you practice afforestation?
- What is the advantage of afforestation?
- Are there afforestation schemes in your area?
- Who is responsible for the afforestation?

Afforestation is a process of transforming an area into forest. It is practiced in areas where trees have not been grown previously. This is done to maintain the natural balance in given areas. Thus, this activity helps to increase forest cover in a given environment. When forest cover improves, it is likely that migratory animals regain habitat. Birds secure shelter. Different species of trees are introduced so that their economic use becomes effective and demand oriented. Possibly, the amount of moisture added to the atmosphere increases and this regulates the local climate of the area. Moreover, it adds beauty to the surrounding landscape.

Reforestation

- What is reforestation?
- What is the advantage of reforestation?
- Why should you reforest?

Reforestation is a process by which once lost forests are regained. This is done by planting seedlings in the place where there was forest cover in the past. Usually deforested areas are once again covered with plants through reforestation. Reforestation is advantageous in regaining habitat for wild animals, withstanding soil erosion, regulating the local climate and bringing back the lost beauty of the landscape due to forest depletion.

Controlling wild fires

- What are wild fires?
- What causes wild fires?
- How are wild fires controlled?

Wild fire is a rapidly spreading fire. Wildfires are fires set on vegetation or forest without the knowledge of humans. During the dry seasons, wild fires may rise from friction in forests. They may also be caused by persons who drop cigarette tips with fire unintentionally. Wild fires are devastating unless controlled by combined efforts of fire brigade and the local people (See Fig.3.23).



Fig. 3.23 Wild fire devastating a forested area

B. Avoiding Illegal Hunting

- What does illegal hunting mean?
- How is illegal hunting controlled or avoided?
- If there is a hunting ground in your area, explain on what basis people hunt wild animals?
- What can you suggest to avoid illegal hunting?
- Discuss the advantage of avoiding illegal hunting.

Illegal hunting is a practice of killing animals without having any license. Illegal hunting is practiced in areas where wild animals are available. Illegal hunting arises from lack of getting proper training in maintaining the natural environment. It also arises from selfish motive. Thus, to avoid illegal hunting the provision of environmental education is vital. Through environmental education, it is possible to raise public awareness on the use and management of components of the natural environment. People should be friendly to their natural environment so that they use the resources wisely.

C. The National Parks of Ethiopia and Conservation Organizations

- What are national parks?
- Discuss the need for establishing national parks.
- Why should national parks be established when nature is capable of replenishing itself?
- Debate in groups for and against establishing national parks.

National parks are unique public lands or bodies of water within a country. They are set aside by governments to protect natural environments which include plant and animal species, beautiful landscapes, geologic formation, historical or archeological sites.

National parks are managed for public recreation, providing exceptional locations where visitors can view wild life and enjoy the outdoors. Public lands are protected against hunting, livestock grazing, logging, mining and other activities.

In Ethiopia, there are many national parks. They are dependable tourist attractions. Along with national parks, there are sanctuaries where animals and birds are highly protected. Thus, killing wild animals is prohibited. In general, parks and sanctuaries are the most important reserves for conserving vegetation and wild animals. There are also game reserves where animals and birds are protected. Here killing animals and birds is allowed for persons with license.



Fig.3.24 National parks, Sanctuaries and game reserves

- ✓ **In national parks killing animals and birds is restricted.**
- ✓ **In sanctuaries killing is prohibited.**
- ✓ **In game reserves killing animals and birds is allowed with license.**

The following conservation actions are recommended to protect and achieve sustainable use of national parks.

- Establishing of national parks, sanctuaries and game reserves.
- Wild animals' protection through national legislation.
- Establishing strong laws that prohibit illegal hunting.
- Protection of the natural habitats of wild animals.
- Educating the public for environmental protection at local levels.
- Monitoring and administering the existing conservation areas properly.

There are many organizations that protect the environment and animals in Ethiopia. There is also an international organization which is concerned with the protection of the environment. This organization is known as UNEP. It means United Nations Environment Program. Its headquarters is found in Nairobi-Kenya.

One of the local organizations actively functioning in Ethiopia is EWNHS (Ethiopian Wildlife and Natural History Society). The Ethiopian Wildlife and Natural History society is an independent membership based society. It was legally established in Ethiopia in September 1966. EWNHS, as NGO, is one of the most prominent organizations in Ethiopia advocating for wise use and conservation of natural resources and the environment. As the oldest non-governmental environmental conservation organization in Ethiopia, it has played a decisive role in the appreciation and conservation of the natural heritage of the country for almost five decades.

Lesson

3.4

Review

**Activity****A. Questions based on facts:**

- Explain the distinction between afforestation and reforestation.
- Why should illegal hunting be avoided?
- Compare and contrast national parks and sanctuaries.
- List some of the endemic animals and birds of Ethiopia.
- Mention organizations which protect the environment and wild animals, such as Ethiopian Wild life Society.

B. Things to do:

- Draw a sketch map and show the major National Parks and Sanctuaries of Ethiopia
- Group work:
 - Debate on the advantages and disadvantages of hunting wild animals.
 - Design posters against illegal hunting and the destruction of forests to put up in your local area.

Role Play

Abebe and Tesfaye live in a village near the Semen Mountains National Park. They both feel that they are as capable hunters as their fathers. Their friends, Hailu and Alemu, equally appreciate their feeling.

The four friends have often visited the park. The first time they went to visit the park, the person in charge had told them that there were various types of animals, birds and plants. He also informed them about the spectacular chains of mountains in the park. He further explained to them that there were endangered wild animals in the park. For instance, he said, “Walia and Semien Fox are very small in number. Though Walia is a kind of wild goat, no hunter is ever allowed to kill one.”

One day Abebe and Tesfaye conspired to kill a Walia as there was desperate meat shortage in their area. They vowed to each other not to confide the secret to anyone.

As usual the four friends met one day. They started discussing about the visit of the park they have had. Alemu said, “I was fascinated by the look of that graceful Walia.” His friends appreciated his view. Tesfaye, with a slip of the tongue, unsparingly confided to his friends what himself and Abebe planned to do. All of a sudden, Hailu stood against the idea. He went on explaining, “Walia Ibex is a rare animal to Ethiopia and the world at large. It is an endangered animal as we were told during our visit. Do you know what endangered animal means? It means nearing depletion.” Alemu also staunchly supported Hailu’s idea. But Abebe and Tesfaye resisted their friends’ idea. However, Alemu and Hailu stood firmly against killing Walia. Finally, Abebe and Tesfaye were convinced to stop their conspired hunting. Consequently, they all agreed and bade farewell.

Summary

- **Vegetation in the Horn includes bushland, succulent shrubland, dry ever green forests, woodlands, rock vegetation, and semi desert vegetation.**
- **Vegetation, in Ethiopia, consists of high mountain vegetation, forests, woodland savanna, and steppe and semi desert vegetation.**
- **Ethiopia has many wild animals which include both common and endemic animals.**
- **Ethiopia has also numerous birds of different species. Some birds are endemic to Ethiopia.**
- **Natural vegetation and wild animals keep the natural balance of every ecosystem in Ethiopia.**
- **Rapid population growth affects natural vegetation and wild animals.**
- **Natural vegetation and wild animals should be conserved for sustainable use.**
- **Conservation measures include afforestation, reforestation, controlling wild fire, avoiding illegal hunting and establishing national parks and sanctuaries.**

Glossary

- **Afforestation:** planting trees where there have not been trees.
- **Carrying capacity:** the ability of the land area to feed people who reside on it. E.g. suppose one hectare of land supports a family with four members. If the number in the family increases by one or two, the carrying capacity of the land decreases. In other words, the share per hectare decreases when the denominator increases.
- **Community:** a group of people with a common background or with shared interests within society.
- **Conservation:** the wise use of resources.
- **Depletion:** the state of being emptied or finished because of unreserved usage.
- **Endemic animals:** animals regularly found in a particular country or area.
- **Farmer:** person who leads his/her life on cultivating land.
- **Illegal hunting:** killing wild animals without having any permission.
- **Migration:** movement from one place to another due to pull or push factors.
- **Natural balance:** The harmonious condition among all things of nature.
- **Natural vegetation:** plants found in nature on land.
- **Precipitation:** Deposits of water in either liquid or solid form which reach the earth from the atmosphere.
- **Reforestation:** planting trees in areas where forests have been destroyed.
- **Tourism:** the activity of traveling for pleasure or study.
- **Wild animals:** animals that live in forests and grasslands.

- _____ 12. One of the following best explains endangered animals:
- a) They are less understood in their indigenous areas.
 - b) They are exposed to the verge of extinction.
 - c) They have stopped reproduction.
 - d) They are naturally limited by number.
- _____ 13. Which one is the well known habitat for arboreals?
- a) Savanna grassland
 - b) Forest
 - c) Scrub
 - d) Shrub

IV. Fill in the Blank Item

Fill in the blank spaces with appropriate words or phrases.

14. Low land forests include _____ and _____
15. Common name for a group of plants characterized by seed bearing cones is called _____ forest.
16. Arboreals are _____ animals.
17. The vegetation that covers the north-central and south eastern highlands of Ethiopia is known as _____.

V. Give Short Answer Item

Give short answers to the following questions:

- 1. List conservation methods of natural vegetation?
- 2. Explain why rapid population growth endangers a given natural environment.

Check List

Put a tick (✓) mark in each of the boxes for activities you can perform

I can:

1. Identify the major types of natural vegetation in Ethiopia and the Horn.
2. List the major types of wild animals in Ethiopia and the Horn.
3. Distinguish between common and endemic animals of Ethiopia and the Horn.
4. Justify the importance of natural vegetation and wild animals in Ethiopia and the Horn.
5. Discuss the importance of protecting the habitat and wild animals.
6. Explain to others why it is important to protect the vegetation and wild animals.
7. Analyze the effects of rapid population growth on vegetation and wild life.
8. State how I can participate in conservation activities.
9. Describe the major methods of conserving natural vegetation and wild animals.
10. Relate these activities to local or familiar environments and become involved in conservation.
11. Show appreciation to the importance of the endemic animals of Ethiopia and the Horn.

UNIT

4

PUBLIC AGENDA

Unit Outcomes

After studying this unit, you will be able to:

- Explain the harmful traditional practices that expose people to HIV/AIDS and its impact in Ethiopia;
- Analyze the impact of rapid population growth;
- Describe the features of good governance and child rights;
- Relate accidents to their safety mechanisms.

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

- Explain harmful traditional practices which expose people to HIV/AIDS.
- Analyze the effects of traditional practices such as abduction, female genital mutilation and tattooing.
- Discuss why orphanage and street life are effects of HIV/AIDS.

Key Terms

- Harmful traditional practices
- Orphan
- Virus
- Epidemic

◆ HIV/AIDS and Harmful Traditional Practice

Do you know what HIV/AIDS is? Yes, in grade 4 you have learnt some ideas about HIV/AIDS. It is a fast spreading epidemic disease in the Horn of Africa. HIV/AIDS ranks among the diseases causing high deaths in the region.

Do you know what makes HIV/AIDS more dangerous? Yes, it is lack of vaccine or medical treatment for the epidemic. HIV/AIDS is not curable like cancer and diabetes. But it has a vaccine that prevents the prevalence of the virus in the blood. Like the aforementioned diseases, a person infected with HIV virus can prolong his/her life by using the ART vaccine.

The words HIV and AIDS are short names for a virus and a disease. HIV is the name of a virus that causes a disease called AIDS. An infected person can live for long period of time with the virus showing no outwardly visible symptom. But when symptoms begin to show up it is the stage of AIDS. That means the infected person is an AIDS patient.

- **Do you know what harmful traditional practices are?**

One thing has to be clear before asking whether traditional practices are harmful or not. That is you have to know first about traditional practices themselves. Traditional practices are part of the culture of a given society. They refer to ways of doing certain things of life which are common among the society for long period of time. For example, a traditional practice can be related to child rearing. It can be the way in which a sick child is treated or marriages are conducted.

As already stated, traditional practices are part of the culture of a given society. But some practices are harmful both to the individuals who practice them and to the society at large. They may affect the health of the individuals, causing permanent pain or death. This kind of result may create economic or social burden to the community at large.

Harmful traditional practices are mostly based on wrong beliefs. Do you know that there are numerous harmful traditional practices in Ethiopia and the Horn? The following table gives some of the practices which are common in the region.

S. No	Harmful Traditional Practice	How the practice is performed
1	Abduction	Forceful taking of young girls for marriage by groups of young men. Abduction is carried out without the will of girls or their parents.
2	Cutting or Scraping Epiglottis	Epiglottis is part of our body which is found just below the tongue. This organ has important function. It is lowered when swallowing to prevent food and liquid materials from entering the wind pipe. But this organ is cut or scraped as a result of wrong belief.
3	Early or unmatchable marriage	Both male or female may be bound to marriage ties before reaching a mature age. Most of the time males may be adults. In both cases the victim is the female.
4	Female Genital Mutilation	This refers to cutting part of the female genital organ. This is female circumcision. The practice is based on wrong belief that claims to correct girl's behavior.
5	Milk Teeth Extraction	Cutting or pricking the gums of an infant baby. This is again practiced on the basis of wrong belief that considers it as a source of illness.
6	Tattooing	Cutting skin on the face, at the back and other parts of human body to leave permanent scars.



Fig 4.1. Harmful traditional practices in Ethiopia and the Horn

Transmission of HIV/AIDS Related to Harmful Traditional Practices

- In what ways is HIV/AIDS transmitted from one person to another?
- How do you protect yourself from HIV/AIDS?

- HIV/AIDS is transmitted from one person to another in four main ways; namely:
 - Unprotected sexual intercourse.
 - Blood transfusion. This means taking or giving blood for medical treatment.
 - From mother who lives with HIV/AIDS to her child before or after birth.
 - Sharing skin piercing tools like needle.
- There are practices which are common in social life. However, these practices do not expose people to HIV/AIDS. One cannot be infected by living or sitting together or shaking hands with persons affected by the virus. Sharing toilets and vessels, and mosquito bites do not transmit HIV/AIDS. So, it is necessary not to stigmatize or discriminate persons affected by the virus.

◆ How do Harmful Traditional Practices Expose People to HIV/AIDS?

At present most marriages are conducted only after medical examinations. This is to make sure that the couples are free from the virus. This procedure is absent in abduction. The same is true with early marriage. One cannot expect a community that practices early marriage to accept the procedure of medical examination. So in both abduction and early marriage, there is high risk of exposure to HIV/AIDS.

The remaining harmful traditional practices share one common feature. They involve cutting or piercing human skin. Their operation is also conducted under poor sanitary conditions. This includes using a single tool to operate different persons. In this condition, there is a risk of HIV infection. So fighting against harmful traditional practices is fighting against HIV/AIDS.

◆ Impact of HIV/AIDS Resulting in Orphanage and Street Life

It is not correct to consider HIV/AIDS as a health problem only. It is more than that. As already stated, the epidemic is among the diseases causing high deaths. Who are the victims? They are mostly young people with education and skills. Loss of such people affects economic growth of a country. Persons affected by the virus need medicine which is very expensive. The death of parents is a source of different social problems. It leaves many children orphaned or with a single parent. The orphans also need a community support. This may be additional economic burden to the community. In the absence of community support, the children may turn to street life. In short, HIV/AIDS is the source of complex problems which affect the economic and social development in the Horn.

Lesson

4.1

Review

Activity

A. Questions based on facts:

- What are traditional practices?
- What makes traditional practices harmful?
- Identify harmful traditional practices in Ethiopia and the Horn.
- What is the difference between HIV and AIDS?
- How is HIV/AIDS transmitted from one person to another?
- How does HIV/AIDS become a source of economic and social problems?
- What solutions do you suggest to end harmful traditional practices?
- Why is a fight against harmful traditional practices is part of a fight against HIV/AIDS?

B. Things to do:

Group harmful traditional practices under the headings shown in the table below:

Harmful traditional practices related to	
Marriage	Child rearing



Impact of Rapid Population Growth

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

- Describe the scarcity of social services and shortage of farmlands as impacts of rapid population growth in Ethiopia.

Key Terms

- ↔ Social service
- ↔ Scarcity
- ↔ Population

◆ What is population growth?

Population growth refers to increase in the number of peoples living in a specific place or country. There was rapid population growth in Ethiopia during the last three decades. This was known from censuses conducted three times during those decades. The first was in 1984. In that year the total population was 42, 184,952. The second was made in 1994. At the time Ethiopian population grew to 53,764,421. The last census was in 2007. This time the Ethiopian population rose to 73,918,508. It is understandable from the three censuses that Ethiopia's population has the fastest rates of increase. This is what we call rapid population growth.

Lesson

4.2

Review

Activity A

Compare the present population of your school community with the one that existed ten years before or when the school started to function.

- Collect information from the school administration to complete the blank space in the table below.
- Based on the result of your information, discuss the effect of continuous increase in the number of students.

Population type	Total Number		Increase in percentage
	5 years ago	Current academic year	
Total number of students			
Total number of teachers			
Total number of classrooms			



◆ How does Population Growth Cause Scarcity of Social Services?

Population means all people living in a country at a given time. For example, in 1984, Ethiopia's population was 42,184,952. This figure rose, in 2010, to 88,013,491. That means in a matter of 26 years, Ethiopia's population has more than doubled. But there was no similar growth in Ethiopia's economy. In that case the country's economy has no capacity to support additional people. The result is shortage of social services. Why does this happen?

◆ Scarcity of Social Services

- What are social services?

Those services which government provides to all members of its community are called social services. There are different kinds of social services. One is health service. Providing health service requires building hospitals, health centers and clinics and training persons who provide the service. Education is another social service. This service requires building schools, training teachers and preparing text books as well as related materials. Other social services include housing, and the provision of pure water and electricity.

The cost of providing social services is very expensive. Let us take education and health services, for example. Health service requires building hospitals, training physicians and supplying medicine. The same is true for education. The cost of providing these services is very expensive. This problem becomes worse when there is rapid population growth. The amount of social services that was supplied for the population of 1984 cannot be sufficient for the population of 2010. As the population doubled, the services must also be doubled. But the country's economy did not grow in the same rate as population. Therefore, it is difficult for the country to provide sufficient social services. As a result, there will be scarcity of social services.

◆ Shortage of Farmland

- Why does population growth cause shortage of farmland?

To make this point clear, let us begin with what is already stated. Ethiopia's population increased from 40 million to 80 million. But the size of our country cannot change. That means there are 40 million additional people to the country. But the carrying capacity of the country is the same as it was twenty-four years ago. Population growth raises many demands. One is land. People need land on which to live and work. In our case, the work is of two kinds, farming and livestock breeding. But population growth results in shortage of land for farming and grazing.

Shortage of land causes various other problems. One is decrease in agricultural crops. This causes shortage of food. Shortage of land also causes environmental degradation. How does this happen? In

search of land, people ruthlessly cut down trees and forests. This causes soil erosion and drought which leads to famine. Thus, we can conclude that population growth raises complex problems that affect every sector of life. In the case of Ethiopia, the impact of population growth is visible in two major ways. That is scarcity of social services and shortage of farmland.

Case Study

Kambata and Tembaro

Kambata and Tembaro is one of the nine administrative zones in Southern Nations, Nationalities and Peoples regional state of Ethiopia. This zone is located 280 km south of Addis Ababa. Its total surface area is 2,434 km². Its population is close to one million. More than half of the total area is classified as hilly and mountainous. Kambata's economy is based on enset. Enset covers about one third of the total area of land in Kambata and Tembaro. Kambata is one of the most densely populated areas of the country. A recent base line research (survey) has revealed an average crude density of 277 persons per km². However, the agricultural densities exceed 400 persons per km².

The agricultural densities indicate that man-land ratio is the highest in the Kambata zone. This results in environmental degradation of natural resources which brings about imbalance between population and land resource. Evidences show that every corner of the land is inhabited, tilled for generation and hence severely degraded. No public land is left for preservation. Grazing and forest lands have vanished. Even the hillsides and mountain tops are intensively farmed and badly degraded. Thus, there is acute shortage of farm land which becomes a push factor for the population of the zone.



Fig 4.2. Enset plant

Lesson

4.2

Review

**Activity B***A. Questions based on facts:*

- What is population?
- What is social service?
- Identify most important social services.
- How does population growth lead to scarcity of social services?
- Explain how the shortage of land leads to famine.

B. Things to do:

Present to your classroom half a page report on the nature of environmental and natural resources in Kambata and Tambaro zone.

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

- Recognize that laws and school rules are there for a serious purpose.
- Explain the features of good governance.
- Define the meaning of accountability, responsibility, transparency and avoidance of corruption.
- Explain that children's rights are protected by the international rights of the child (UNESCO).
- Name your basic rights.
- Identify potential risks of accident in your surroundings.
- Express and write safety rules.
- Advise others about how to protect themselves.

Key Terms

↔ Governance

↔ Accountability

↔ Accident

↔ Transparency

↔ Corruption

↔ Safety

↔ Rule of law

↔ Responsibility

↔ Bully

4.3.1 Good Governance

Attempt the following:

- Identify the duties of each of the following persons in your school:
 - Director
 - Deputy director
 - Unit leader
 - Homeroom teacher
- Using student's regulations of your school, answer the following questions:
 - List the rights of students on one side of your exercise book.
 - List the responsibilities of students on the other side of your exercise book.
 - Are the regulations fair?
 - What is the purpose of rules and regulations?
- What institutions exist in your village?

There are different institutions in your village. The most common are school, woreda administration and police station. These institutions provide various services for the people of your village. Educational

service is obtained from school. The woreda administration provides such services as housing and land to build houses or for cultivation. The police station keeps peace and security of your village. How do these institutions function? School is nearer to you than the other institutions. So let us see the function of your school.

Your school is a social institution. It is set up to provide education for young people of your village. The most important function of your school is conducting teaching learning process. This function is based on rules and regulations. School functions are performed by unit leaders, homeroom teachers, and subject teachers. There are also people in the administrative services. These include director/directress, deputy director/directress, cashier, record officer and guards. At the other end are students who obtain educational services from their school. There are rules and regulations that guide students' behavior in the school premises. The rules and regulations ensure peace and security of each student. They protect students from rough and unruly classmates of theirs. Thus, school rules and regulations help create suitable environment for conducting the teaching-learning process in the school.

- **What is good governance?**

- This question is related to the manner in which school functions are performed. To answer this question, it is necessary to raise further questions.
 - **How are decisions passed?**
 - **How does school community be informed about decisions and actions?**
 - **How do teachers conduct the teaching learning process?**
 - **How are services rendered to students?**
 - **How are school resources managed and utilized?**
- These questions are important to explain the meaning of good governance. But good governance has certain basic features. The presence or absence of good governance in any institution, including schools, is evaluated against those basic features. The following are the most important basic features of good governance. Explanation is based on school functions.

Accountability

Director/directress, deputy directors/directress, unit leaders, homeroom teachers, subject teachers and members of school administration are responsible to low or higher authority for their decisions or actions. In case their decisions or actions are against law or rules and regulations, they are liable for punishment. The practice of accountability is one feature of good governance.

Transparency

Every decision and action of directors/directress and other persons in school leadership have to be clearly known to members of school community or to the higher authority. This is another feature of good governance.

Rule of law

Every decision and action are checked and controlled by the law, rules and regulations. So in conducting school functions, rules and regulations have to be respected. All persons are to abide by the law. The practice of rule of law is an important feature of good governance.

Avoiding corruption

Corruption is a harmful practice. It affects the country, the community and every individual. Corruption means misuse of authority or decision making position for personal benefit. Corruption has different forms. Bribery is the most important form of corruption. Doing favor to ones relative or intimate friend is another form. It also includes unfair practice of giving or taking services as well as employing ones relative by denying the opportunity to others who are even more capable or fit.

When these basic features are clearly visible in the conduct of school functions, then one can say there is good governance.

Case Study

Hailu Belay is a grade 5 student at Karalo Elementary School in Addis Ababa. He shared a desk with another student called Mebratu Wolde who is tougher and stronger than him. But Hailu is one of the fast learners and good scorers of the class. Mebratu often forced Hailu to do his homeworks. He also threatened him to show him answers at times of tests. One day Hailu appealed to the school. On the same day, Mebratu was called to the office. The school director asked him about his dealings with Hailu. Mebratu was told that what he did to Hailu violates the school's rule. He was advised not to do again such deeds. Mebratu agreed and signed a format that was attached to his file. Since then, Hailu faced no more bullying. So, school rules protect weak students from being bullied by stronger ones.

Section

4.3

Review

Activity A

Write in the blank spaces the correct features of good governance to which the following statements refer.

- Posting the decisions of staff meetings on notice board to inform every member of school community _____ .
- School director demanded explanation from a teacher who wasted one of his weekly periods _____ .
- All students come to school wearing their uniforms _____ .
- Everybody in our school opposes the practice of bribing to obtain unfair service _____ .

Activity B

Discuss the following questions with your classmates.

- What does governance mean?
- What are the main features of good governance?
- What do we mean by rule of law?
- Explain transparency.



4.3.2 Children's Rights

- **What do you want to be in the future?**

Children like you at lower grade levels are often asked this question. In fact, the question reflects the desire of a society. Every community wants to have better society in the future. It is today's children including you who fulfill that desire. But you have to be prepared for the responsibility you shoulder tomorrow. The most important task in preparing you is protecting your basic rights.

- **What rights do you have?**

You are citizens of your country. Thus, you share all rights respected to citizens of your country. In addition, you have special rights. The following are your basic rights.

- You have the right to get name and nationality from the time of birth.
- You have the right to receive free and compulsory elementary education.
- Children of your age who are physically, mentally and socially handicapped have to receive special treatment, education and care.
- You have to get opportunities and facilities that enable you to develop physically, mentally and socially.
- You are protected against all forms of neglect, cruelty and exploitation. You have the right to be free from corporal or physical punishment. You are not admitted to employment before reaching a mature age.

- **Who protects your rights?**

There are different institutions which are concerned with the protection of your rights. International organizations known as UNESCO and UNICEF are institutions that work for the protection of your rights. But more than these institutions, it is your own government that protects your rights. In Ethiopia your rights are protected by law. All basic rights listed above are declared in article 36 of the 1995 Federal Constitution of Ethiopia. The Ministry of Children's, Women's and Youth Affairs makes sure that your rights are respected.

4.3.3 Accident and Safety

Attempt the following:

Debate on the following issues in your classroom

- **Accident is met only outside home areas.**
- **Accidents are preventable.**

Wherever human activities take place, there is potential risk of accident. One can meet accident in home areas, in school grounds, in the street or on the high ways. The sources of accidents are also many and diverse. In our country the following are the most important sources of accidents in both urban and rural areas.

- | | |
|-----------|-------------------|
| - Vehicle | - Floods |
| - Fire | - Hostile animals |

Each year thousands of people are killed and wounded in automobile accidents. Parts of the victims are pedestrians or persons walking in streets. Accidents are not beyond human control. They are preventable. Accidents occur because of ignorance and lack of concern for others' wellbeing.

- How do you protect yourself from accident?
- There is a popular slogan which can be taken as a safety rule where one lives. Here it is:

Watch your step, be careful, think, then do!

This slogan can be applied to different situations. For example, when walking along streets or on high ways, the following traffic rules must be respected.

- Always use the pavements or sideways assigned for pedestrians. In their absence, take the extreme left side of the road. Walking in that position enables you to follow the movement of automobiles coming towards you.
- When crossing streets, first see carefully both the right and left sides of the road.
- Never cross streets behind or in front of a standing vehicle. In either direction you cannot see in distance automobiles moving towards you. Always cross along the narrowest street. It is also important to use zebra crossings when these are available.
- Respect traffic lights for people. The red says stop and the green says go.
- Do not play along the road.
- Do not cross the road in risky places.

Fire is another source of accident which causes much destruction in life and material. The accident may occur in home areas and outside home areas. Again, ignorance and lack of concern initiate most fire accidents. In home, fire is caused by mishandling of easily flammable materials. For example, petroleum products and dry woods are easily flammable materials. They must be kept away from where fire is used for domestic purpose. Carelessly tossed match sticks, large fire made outdoors and hot charcoals may ignite fire outside home areas. The risk of fire accidents can be reduced by careful handling of flammable materials. Young children, like you, must always be careful about fire starting materials. When fire starts, number one rule is getting out of its reach very quickly. Do not be nervous and do not try to save assets and belongings. If your cloth catch on fire never run. Running will worsen the fire. Therefore, don't be nervous. Rather, drop to the floor and roll back and forth and cover your face with your hands. This will help you to cease the fire. Then, cool the burn and call for help. Making calls to fire fighting brigade is another urgent measure. It is necessary to have telephone addresses of such institutions.



Fig 4.3. Materials that can cause fire accident

- **What other sources of accident are available?**

Floods are a potential source of accident. In rainy seasons streams become full of floods. Gullies and low grounds can also be flooded. One has to be careful about such accidents. Floods are mostly temporary incidents. But they cause much destruction. So it is necessary to know risk situations that cause such accidents. When you see flood you have to take the following actions.

- first run away from the river side.
- never play near flood areas.
- never try to swim in flood water, do not cross the river before the flood goes down.

Animals such as dogs are also dangerous. If they are infected with rabies, their bite may cause infectious disease called rabies. In case such an accident occurs, one has to quickly get medical treatment.

Wild animals can also be a source of fatal danger. In rural areas and in small rural towns, wild animals can be met moving at night. Even in the day time leopards, foxes, hyenas and monkeys can be met in forest and grassland areas. So, you have to keep away yourself from dangerous animals. One way of doing this is asking adults of your village to tell you as to how to keep yourself away from the dangers caused by wild animals. In general, wherever human activities take place, there is potential risk of accident. You can escape most accidents if you apply the safety measures. That is do not forget the famous slogan wherever you are: Watch your step, be careful, think, then do!

Lesson

4.3

Review

**Activity B****A. Questions based on facts:**

- Tell, at least, three basic children's rights.
- What are sources of fire accident in home areas?
- What safety measures reduce the risk of fire accident in both home and outside home areas?
- What advice would you give to your classmate who always comes to school by crossing streets?
- On the basis of your local situations, how do you protect yourself from floods and wild animals.

B. Things to do:

- Identify potential accidents in home areas, school grounds, on street and highways.
- Develop a chart describing safety measures for each of the accidents you identified.

Summary

- HIV/AIDS is the epidemic disease causing high deaths in the Horn of Africa. It is the source of complex social and economic problems in the region. One of the factors that are causing rapid spread of the epidemic is the prevalence of harmful traditional practices in the region. So the fight against HIV/AIDS must include strategies to eliminate harmful traditional practices.
- Rapid population growth is another source of problem in the Horn of Africa. The countries of the Horn are unable to cope with this problem. This is because their economies are not growing in the same rate as their populations. As a result, they could not provide sufficient social services to their people. Because of this, there is always acute shortage of social services. Another pressure of population growth is shortage of farmlands and grazing lands in the Horn.
- Good governance refers to manners in which institutional or governmental functions are performed. There are four basic features of good governance. They include accountability, transparency, rule of law and avoiding corruption.
- Children are builders of tomorrow's society. This is why every society gives special attention to the growth and education of its children. This attention is mostly expressed in two ways. One is protecting children's rights. The other is equipping them with the necessary life skills. One such life skill is how to protect themselves from various accidents. As part of their education, children have to be acquainted with potential risks of accidents in their surroundings. They also need to know safety rules against accidents. It is through such tasks that today's children are prepared for the responsibilities they shoulder in the future.

Glossary

- **Accident:** unexpected event that results in damage, injury or upset of something.
- **Accountability:** the state of being responsible.
- **Bully:** person who uses his strength or power to frighten or hurt those who are weaker.
- **Corruption:** dishonesty or illegal behavior mainly of people in authority.
- **Epidemic:** fast spreading disease.
- **Governance:** the activity or manner of governing; government.
- **Harmful traditional practices:** common practices in social life which are considered dangerous to the well being of a given society.
- **Orphan:** a child who has lost his/her parents or animal kids whose parents are not with them.
- **Population:** people living in given areas.
- **Responsibility:** the state of being answerable to somebody.
- **Rule of law:** law by which every decision and action are checked and controlled.
- **Safety:** freedom from danger.
- **Scarcity:** shortage
- **Social Service:** Service for welfare of community
- **Transparency:** the state or quality of being transparent (clear); openness
- **Virus:** is a microscopic parasitic particle which causes disease

- _____ 14. Which of the following is one form of corruption?
- a) Rule of law
 - b) Bribery
 - c) Accountability
 - d) Transparency
- _____ 15. What do we call all people living in a country at a given time?
- a) Society
 - b) Citizens
 - c) Community
 - d) Population

IV. Short Answer Item

Give short answers to the following questions:

16. Describe two practices which do not expose you to HIV/AIDS.
17. Identify the most important ways in which HIV/AIDS is transmitted from one person to another.
18. List your basic rights.
19. What are the main features of good governance?
20. What are social services?
21. Explain how HIV/AIDS becomes the source of economic problem in the Horn of Africa.
22. How does population growth result in environmental degradation?
23. How does population growth cause shortage of social services?

V. Things to do

1. Write down the possible ways of providing the following social services to the community of your village:
 - a) Health service
 - b) Education
 - c) Electricity
 - d) Pure water
2. List safety rules to reduce potential accidents caused by the following:
 - a) Automobile
 - b) Fire
 - c) Floods
 - d) Dogs

Check List

Put a tick (✓) mark in each of the boxes for activities you can perform

I can:

1. Explain harmful traditional practices which expose people to HIV/AIDS.
2. Analyze the effects of traditional practices such as abduction, female genital mutilation and tattooing
3. Describe why orphanage and street life are effects of HIV/AIDS.
4. Describe the scarcity of social services and shortage of farmlands as impacts of rapid population growth in Ethiopia.
5. Recognize that laws and schools rules are there for a serious purpose
6. Explain the features of good governance.
7. Define the meaning of accountability, responsibility, transparency and avoid corruption.
8. Explain children's rights are protected by the international rights of the child (UNESCO).
9. Name my basic rights.
10. Identify potential risks of accident in my surroundings.
11. Express safety rules
12. Advise others about how to protect themselves.