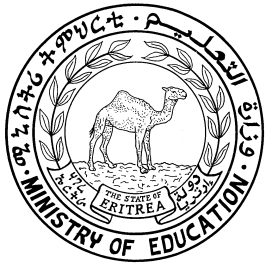
SOCIAL STUDIES 6 Textbook

Social Studies 6



Textbook

ISBN : 99948-1-453-2



Ministry of Education
The State of Eritrea

Social Studies
for
Grade 6

Pupils' book

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Preface

Social Studies for Grade 6 is a Student Text prepared in the line with the national policy of transformation of the Eritrean School System.

The text is an attempt to integrate major areas of the Social Sciences i.e. History, Geography, Civics etc. so as to enable the acquisition of knowledge and understanding necessary for effective citizenship.

It is hoped that Social Studies as an integrated subject will offer richer learning experiences than those provided through the separate subject approach.

Social Studies for Grade 6 is organized in 13 units with their respective topics. The content is drawn from strands which consist of:

History	Geography
Culture	Economics
Civics	Social Studies skills
Health Education	

The lessons are inquiry - oriented and participatory. The Focus Questions and activities are intended to serve this purpose.

Focus Questions

These appear at the start of each lesson and have a dual role:

1. They have a motivational purpose
2. They are intended to promote inquiry and discovery. It is hoped that the Focus Question will guide and encourage the student towards independent work.

Activities

They are intended to promote active learning and enable the acquisition of Social Studies skills such as

- expressing, discussing
- graphic skill
- reach capability
- cooperative learning
- social skills

It is expected, ultimately, that the teacher will provide the necessary guidance so as to ensure a successful outcome of the lesson.

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Introduction to Social Studies

1. What is Social Studies?

Social Studies is the study of people and their relationship with their social and physical environment. social Studies is made up of different subjects. These subjects help to understand the physical and social environment and enable people to deal effectively with it. The subjects which make up Social Studies include,

- Geography
- History
- Civics
- Economics
- Anthropology
- Sociology
- Health Education

2. Aims of Social Studies

The aims of Social Studies instruction are to,

- enable the learner to understand his physical surroundings and his society
- enable the learner to have good relations with fellow citizens and other people
- develop necessary skills needed in everyday life
- develop reasoning capabilities
- promote understanding of values and attitudes

3. Role of the learner in instruction

To benefit from Social Studies instruction the learner is required to

- participate in group activities and class discussion
- work independently and develop inquiry
- appreciate learning experiences which help develop skills, attitudes and understand values

The learner should be an active participant in instruction

Unit 1

Sources

1.1 What is history?

Focus questions

1. Think of something that happened in **history.** Are you sure it happened? Why are you sure?
2. Mention a **folk tale** which may not be true. Why do you think it is not true?

The following lesson explains the difference between the **facts** of history and the stories of a **legend**. It also explains how **sources** can **prove** that history is true.

You hear and read lots of stories. People tell stories about places, animals, or other people. Many of these stories are not true. They are legends or **fairy tales**.

However, there are also stories or **accounts** that are true. History is a true story. It is about what actually happened.

Activity 1: Fact or legend

Think about these statements:

1. Everything we hear about the past is true.
2. A **diary** written in the past must be true.
3. We know that something is true if we have a source to prove it.

Which comments do you think are true or false?

Every day, things happen all around us. If you keep a **record** of important things that happen, in the future other people can read your account**.**

History is the record of what happened in the past. Through these records we learn about how people lived, what religion they

followed, the type of government they had etc. We also learn about ***what*** has changed, ***when*** it changed, and ***how*** and ***why.***
We say that history began when people first started writing, 5000 years ago. The time before the beginning of history and writing is called **pre-history.**

Period before writing started	Period since the start of writing:
beyond 5000 years	since 5000 years
PRE-HISTORY	**HISTORY**

1.2 Sources

History is based on **facts**. How do we know what is a fact? We need to find sources, such as **documents** from the past or people who saw an event. Sources are very important to history**.**

Activity 2 : Collecting information / sources
Work in your assigned group on the following:

1. Write about your school (6 lines). Include the following:
   - When was it built?
   - Who built it?
   - Why was it built in this place?
   - How many buildings and classrooms does it have?
2. Explain how you got the information (sources)?

There are several types of sources:

1. Oral tradition: You and your brothers and sisters are a **generation**. Your parents are another generation**,** and your grandparents are a different generation. Oral tradition means stories that one generation tells to the next generation. Do your grandparents know any stories about what happened in the past?

2. Archaeological remains: These include materials found under the ground at historical places such as coins, tools, weapons, buildings etc.

3. Written documents: These include letters, diaries, books, **inscriptions.**

4. Picture sources: These include paintings, posters, photos, videos, films from the actual time in history.

All these sources give us **evidence** (or proof) of what actually happened.



Fig. 1.1 Archaeological remains



Fig. 1.2 Ancient books



Fig. 1.2a Ancient books



Fig. 1.3 Pre-historic wall paintings

1.3 Classification of sources

Some sources are definitely true. Others may be less true. Can we rely on the sources to tell us correctly what, how, or why something happened? Sources must be **reliable**. For example, written stories are usually more reliable than oral stories. The reason is that written stories do not change as time passes. However, oral stories or accounts may change with time. So archaeological remains may be reliable, because they can tell us about a situation during the time that it was happening. However, sometimes we do not know exactly the date of the remains.

Sources can be divided into *primary* and *secondary* sources.

Primary sources

Imagine that you saw an accident happen. You can explain how and why the accident happened. Since you are an **eye-witness**, your account is probably correct. In the same way, a person who took part in a battle can describe the battle**.** Eye-witness accounts, oral interviews and diaries are all examples of primary sources.

Secondary sources

Now imagine that the person who saw an event (such as a battle) tells other people about it. If the story passes orally from generation to generation, it is possible that after a long time the account will change. So, stories which are told orally are secondary sources. History textbooks are also secondary sources. If you did not actually see something happen but found it out from another source, you are a secondary source.

Activity 3: Analysis / sources

Read the following and answer the questions below:
Yohannes keeps a diary. He records daily events in it. Last Sunday he went to Asmara Stadium and wrote the following about the match:
"On Sunday I went to Asmara Stadium to watch the match between Asmara Birra and Keih Bahrii. A lot of people came to see the match. Although it rained during the match, play continued. The match

was interesting. Keih Bahri played better. They beat Asmara Birra 2-1."

1. Is this story a written source or an oral source?
2. Is the story (the diary) a primary source or a secondary source?

Activity 4: Interpreting / Analysis



Fig. 1.4 The liberation of Asmara

1. Describe the scenes in Asmara on the day of liberation.
2. Do you think the pictures give us correct information of what happened? Explain your reasons.

Summary

History is the record or study of the past. True history is based on facts. Facts come from sources, which tell us exactly what happened in the past.

Sources can be oral tradition, archaeological remains, written documents or picture sources. They can be primary or secondary sources.

Review Questions

1. Answer the following questions

a. What is history?

b. What is pre-history?

2. Match the following by putting letters along numbers

1.Diary	A. Story or description given by someone who has seen an event
2. Archaeology	B. A story passed from generation to generation through speech
3. Oral Tradition	C. A book in which daily events are recorded
4. Eye-witness account	D. The study of ancient remains found by digging

3.Write Primary Source or Secondary Source in the blanks

a. Ancient coins, buildings, weapons etc. found by digging _____

b. An eye-witness account _____

c. A letter written when an event happened _____

d. A book written long after an event happened_____

Assignment

What is the oldest thing in your home? Can you find out how old it is? What sources do you have?

Keywords

Fact : Something known to be true or accepted as true

Document : Something written to be used as a record

Legend	:	Old story handed down from the past, especially one of doubtful truth
Source	:	Original document
Record	:	Written account of facts , events
Diary	:	Book for daily record of events
Account	:	Report, descrption
Evidence	:	Proof
Reliable	:	That can be depended upon
Prove	:	Show to be true
Eye-witness:		Person who can provide proof from what he has himself seen
Folk tale	:	A popular story passed on orally for a long time
Inscription :		Something engraved or written on the surface of a stone

Unit 2

Measuring time

2.1 Dates and duration

Focus questions

1. When was your birthday? How many months, weeks and days ago?

2. When did Eritrea become an Italian colony? How many years have passed since then?

You can see that we need **units of time** to describe ***when*** things happened. To do this we use hours, days, years or longer units of time.

Activity 1 : Comprehension

What units of time do these things measure?

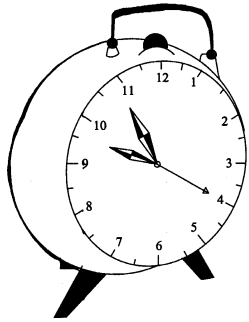


Fig. 2.1 Clock

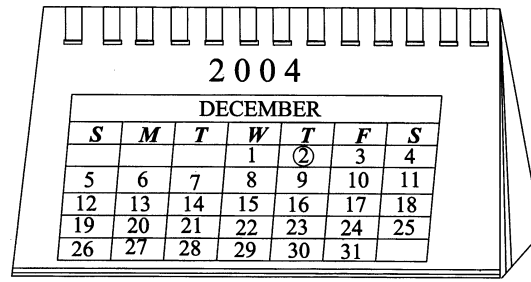


Fig. 2.2 Calendar

We talk about time in three ways : some things took place in the **past** ; some things are happening in the **present**; and some things will take place in the **future**. All history happened in the **past**.

We describe an event by the date when it happens - in the past, present or future. For example, Eritrea was liberated on 24 May 1991.

Dates can also describe the period of time that something lasted. For example, Eritreans fought for liberation from 1961 to 1991, a period of 30 years. This is called the **duration** of time: events may last a short time or a long time.

2.2 Decades, centuries and millennia

Time may be measured in seconds, minutes, hours, weeks, months, years or even more. We measure longer periods of time in **decades**, **centuries**, and **millennia** (millennia is the plural of **millennium**).

A **decade** is a period of 10 years, example 1981-1990.
A **century** is a period of 100 years, example, 1901-2000.
A **millennium** is a period of 1000 years, example 2001-3000.

Questions

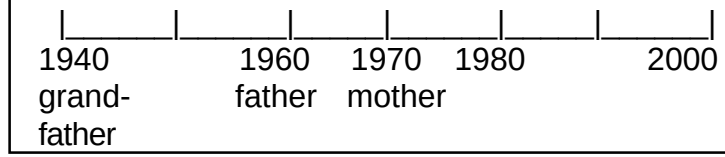
1. Name a **decade** in history, and write one thing that happened then.
2. Name a **century** in history, and write one thing that happened then.

Time-lines

We draw a line to show a duration of time, and mark the **decades, centuries** and **millennia**. You can write the dates either below or above the line.

Activity 2 : Chart skills (Time-lines)

The following time-line shows the birthdays in a family. It shows when two **generations** of the family were born. Read the time-line and answer the questions below:



1. (a) When was the grandfather born?
   (b) When was the mother born?

2. (a) If a son is born in 1990 where would you place the year on the time-line?
   (b) How many decades since his mother was born?

3. Now draw a time-line of your family: when you were born, and when your parents and grandparents were born.

Activity 3: Chart skills (Drawing time-lines)
Draw a time-line from 1900 to 2010. Mark the decades.
Now mark the dates of the following events:

- The date of your birth
- The date your school was built
- The Eritrean Armed Struggle: 1961-1991

Summary

Time tells us when something took place, or how long it lasted. Things can have a short duration or a long duration. To measure long units of time we use decades, centuries and millennia.

Review Questions

1. What is a
   - decade?
   - century?
   - millennium?

2. How many centuries are there in a millennium?

Assignment

Find out when your house was built. How many years ago? How many decades ago? What sources did you use?

2.3 Calendars

Focus questions

1. What is the date today?
2. What millennium is it?
3. What century is it?

In the first question above, which year did you write down? This year shows the number of years since Jesus Christ was born. This way of counting is based on the **Gregorian Calendar.** The Gregorian Calendar was established in 1582 by Pope Gregory 12th. A calendar is a system or printed table that lists the days, weeks, months of the year.

There are other ways of counting the years. 622 is considered as the beginning of Hejiria calendar known in English as Anno Hejira.

The Gregorian calendar has 12 months in the year, but the Coptic Calendar(i.e Egyptian Calendar) which the Orthodox Church in Eritrea follows has 13 months. Anno Hejira has 12 months, but the months are shorter than the months of the Gregorian calendar. Months in Anno Hejira follows the moon - a new moon means a new month.

In both calendars, the study of time is called **chronology**.

Activity 1 : Comprehension
Different churches count the months differently.
Ask people from different churches about their calendars.
What are the differences?

Before Common Era (B.C.E.) and Common Era (C.E.)

Many people count the years from the birth of Christ. According to this calendar, events are dated before or after the birth of Christ. A.D. means **Anno Domini**, which is Latin for 'in the year of the Lord', meaning that Jesus was born in A.D. 1. The years before his birth are called B.C., which means **Before Christ**. We usually write A.D. before the date and B.C. after the date. Now a days we also use the terms C.E and B.C.E. CE is used instead of A.D,

B.C.E is used instead of B.C. C.E means **Common Era** and B.C.E means **Before Common Era**.

3 2 1 0 1 2 3 4 5 6

B.C.E. C.E.

Research

Find out more about the Hejiria calendar.
What year is it now on the Hejiria calendar?

Activity 2: Chart skills (Interpreting time-lines)

Look at the following time-line and answer the questions below:

3 2 1 0 1 2 3 4 5 6

B.C.E C.E.

1. Which comes first, B.C.E or C.E.?
2. Are the years 4, 5, 6 above counted as B.C.E or C.E?
3. How many years from C.E 2 to C.E 5?
4. How many years from 3 B.C.E to 1 B.C.E?

Summary

There are different systems for counting the years. Different Christian churches have different calendars. Hejiria Calendar is based on the moon. The Gregorian Calendar is divided into B.C. (before Christ) and A.D. (Anno Domini, or Year of our Lord). Now a days we use C.E (for A.D) and B.C.E for B.C.

Assignment

Draw a time-line for the following dates: 8 B.C.E to C.E 8.

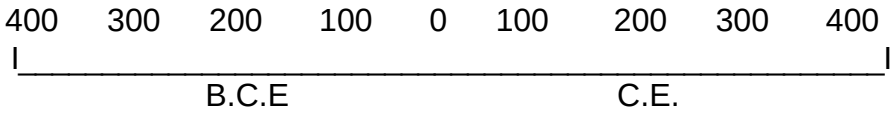
2.4 Counting the centuries

Focus question

Eritrea was colonized by Italy in 1890. It was **liberated** from Ethiopia in 1991.
For how long was Eritrea colonized?

Earlier we learned that some events last a long time, for example the time during which Eritrea was colonized, i.e. 1890-1991. This event lasted 100 years, and a period of 100 years is called a **century**.

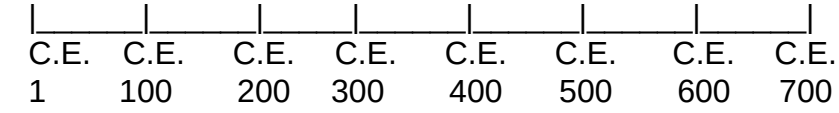
This first time-line shows centuries B.C.E and C.E. :



Questions

1. How many centuries are there
   - from 300 B.C.E to 100 B.C.E?
   - from 100 B.C.E to C.E. 100?
   - from 200 B.C.E to C.E. 300?

Next look at this second time-line:



All the years from C.E. 1 to C.E. 100 are part of the 1st century C.E. All the years from C.E. 101 to C.E. 200 are part of the 2nd century C.E. All the years from C.E. 1901 to the year 2000 are in the 20th century C.E.

Summary

A period of 100 years is a century.
All the years from C.E. 1 to C.E. 100 are part of the 1st century C.E.

Review Questions

1.The 9th century C.E. is from _____ to _____
2.The 7th century C.E. is from _____ to _____
3.The 12th century C.E. is from _____ to _____
4.The 20th century C.E. is from _____ to _____
5.The 21st century C.E. is from _____ to _____

Assignment

Draw a time-line showing the

- 3rd century C.E.
- 4th century C.E.
- 5th century C.E.

Keywords

Unit of time	:	A quantity used as a standard of measurement of time such as seconds, hours, days etc.
Duration	:	The time in which something exists or lasts
Liberate	:	Set free from control
Time line	:	Line diagram showing chronology of events
Chronology	:	Measuring time and giving dates to events

Unit 3

Distance and scale

Let's find out:
A. what a scale is
B. types of scales
C. conversion of scales
D. calculation of distances between places on maps

3.1 Introduction

Focus Questions:
1. What is a map?
2. What do you use a map for?
3. What basic information is given in all maps?

A map is a flat picture of the earth's surface or part of the earth. It represents an area. It can represent a region, a country or the whole world. It shows the top view of various landforms of the earth.

You can use a map to help you find where a place is. Other maps give you information about what you can find in a place. We often use maps in order to find out the distance between two places.

Maps do not show every thing. They give you selected information. The information they show you reflect the title of the maps.

A map is much smaller than the actual area it represents. A short distance on a map represents a much longer distance between the actual places.

All maps have basic information, such as a title, a key, compass Ross, and a scale.

Activity 1:
Look at a map:
1. Does it have a title, key, Compass Ross? What do they tell you?
2. Has it a scale ? What is the purpose of the scale?

3.2 What is a scale?

The scale of the map is the ratio between the distance on the map and the actual distance on the ground. It tells you how far apart places really are. It is also defined as a relationship between the map distance and the ground distance.

$$\text{Scale of a map} = \frac{\text{distance shown on a map}}{\text{actual distance on the ground}}$$

Example:

Suppose the actual distance between Town A and Town B is 500 km. On the map the distance between the two towns is 5 cm. So:
5 cm on the map = 500 km on the ground

This means : 1 cm on the map = 1/5 x 500km = 100km
So 1 cm on the map represents 100km on the ground.
Therefore, the scale of the map is 1cm to 100km.

3.3 kinds of scales

We can show scales on maps in three different ways:
a) scale statement
b) representative fraction
c) graphic scale

Scale statement

Scale statement is when the relationship between the map distance and the ground distance is expressed in words. For example: 1 cm to 1 km. This means 1 cm on the map represents 1 km on the ground.

Representative fraction

Representative fraction is when the relationship between the map distance and ground distance is expressed in the same units. We

write this type of scale as a ratio or fraction. For example: 1: 100,000 or 1/100,000. This means 1 unit on map represents 100,000 same units on the ground. 1cm represents 100,000cm.

In this example 1 represents distance on the map and 100,000 represents distance on the ground. This method is useful because it does not matter whether the country uses miles (astronomical system) or kilometres (metric system).

Graphic scale

In this type of a scale, we show the ratio as a short graph. This is the easiest scale to use. If you want to find the actual distance between two places, you just use a piece of paper to measure the distance between two points.

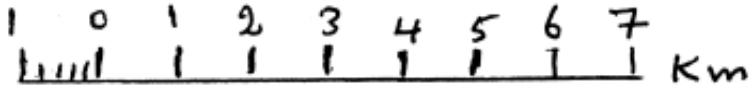


Fig. 3.1 Graphic scale

The graphic scale is usually placed at the bottom of the map. Let us take an example:

Put the edge of a piece of paper between A and B. Make dots on the paper where it touches A and B. Now put the edge of the paper on the graphic scale, with one of the dots at 0 (zero). What is the distance? It should be about 50 km.

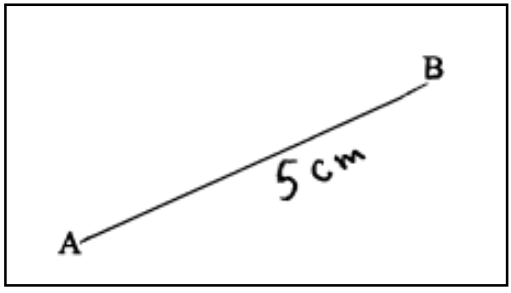


Fig. 3.2 Measuring A to B with graphic scale

It is simple to draw a graphic scale, if you have a scale statement or a representative fraction. Take a piece of paper. Draw a line and divide this line into equal parts depending on the scale. The left-hand division (see Fig. 3.1 above) is subdivided into fractions. so that you can read fractions of a kilometre.

Activity 2
Draw a graphic scales for the scales given below.
1. 1cm to 1 km
2. 1cm to 5km

3.4 How to convert scales

It is possible to convert one type of scale to another scale. But in order to change one scale to another, we must remember the following facts:

1. 1 km = 1000 metres
2. 1 km = 100,000 cm
3. 1 metre = 100 cm
4. 12 inches = 1 foot
5. 1760 yards = 1 mile
6. 1 mile = 63360inches

Example 1
Change this representative fraction to a scale statement:
1: 1,000,000
This can be read as:
1 cm on the map = 1,000,000 cm on the ground.
Change 1,000,000 cm into kilometres
100,000 cm =1 km
1,000,000 = ?

$$1 \text{ x } \frac{1{,}000{,}000}{100{,}000} = 10 \text{ km}$$

The scale statement is 1 cm=10km

Example 2
Change the scale statement 1cm to 4km into a representative fraction.

First change 4 km into centimetres:
1km = 100,000 cm,
So $\frac{4km \times 100,000}{1}$ = 400,000 cm

So the representative fraction is 1 : 400,000 or 1/400,000

Class exercise

1. Change these scale statements to representative fractions:
   a) 1 cm to 7 metres
   b) 1 cm to 7 km

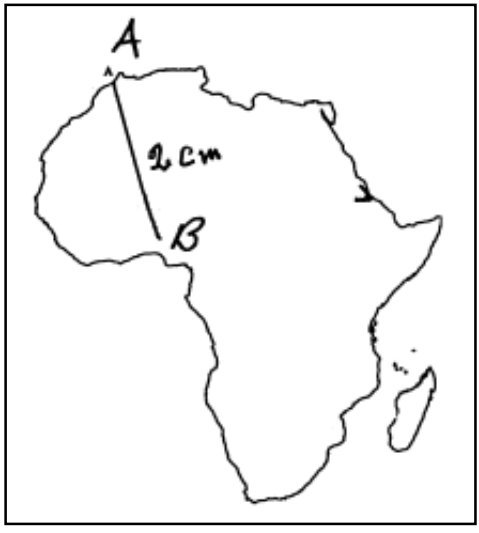
2. Change these representative fractions to scale statements:
   a) 1 : 7,500,000
   b) 1 : 24,000,000
   c) 1 : 9,000,000

3.5 Measuring a distance

If you have the scale of a map, it is simple to measure a distance along a straight line.

Example 1

What is the ground distance (real distance) from A to B on the map Fig. 3.2 ?



1 cm to 900 km

Fig. 3.2 Measuring A to B on a map

1. Place your ruler on the map, with a straight line between A and B.
2. Measure the distance between A and B on the map.
3. Use the scale of the map to convert the map distance to a ground distance.

The scale of the map is 1 cm to 900 km.
For example, if your measurement is 2 cm, then the actual distance is 1800 kms.

Activity 3
Find a map of Eritrea. What is the scale? Use the scale to find the longest distance you can travel inside Eritrea, i.e. if you go in a straight line.

Class exercise :

1. The map distance between Place A and Place B is 5 cm. The scale of the map is 1 cm to 90 km. What is the ground distance between the two places?

2. The map distance between Town A and Town B is 3 cm. The scale of the map is 1 to 7,000,000. What is the ground distance between the two towns?

3. The scale of the map is 1cm to 7 km. The map distance between Town X and Town Y is 7 cm. What is the ground distance between the two towns?

Activity 4
Assignment: Draw a map of the football ground of your school. Use your own scale to draw the map

Summary
A map is a flat picture of a part of the real earth. It can be a flat picture of either a region like the Horn of Africa, or a continent, or the whole earth. A map must have basic information such as a scale. A scale is the relationship between two points on the ground and the same distance between two points on the map. There are

three kinds of scales: scale statements, representative fractions and graphic scales. We write a scale statement in units, but we write a representative fraction without units, as a ratio. We show a graphic scale as a short graph. We can convert one scale into another type of scale.

Review questions:

A. Answer the following questions carefully:

1. What is a map?
2. What is a scale?
3. What basic information do maps give?
4. Name the three kinds of scales and explain their differences.
5. Why do you think the representative fraction is called the universal scale?
6. Why is the graphic scale the easiest scale to use?

B. Calculate the following:

1.Convert the following into representative fractions:

a)1 cm to 8km
b)1cm to 10km

2.Convert the following into scale statements:

a) 1:1760
b) 1:500,000
c) 1:700,000

3.The scale of a map is 1cm to 4km. The map distance between Town A and Town B is 5 cm. What is the ground distance?

Key words

Scale statement : type of a scale which expresses the relationship between the distance on the map and the ground in words.

Representative fraction	:	type of a scale expressed as a ratio or fraction without using any particular units.
Graphic scale	:	type of a scale where the relationship between the distance on the map and the distance on the ground is drawn as a short graph.

Unit 4

The Location and Size of Eritrea

Let's Find out about:
I) The position of Eritrea in the world.
II) The size of Eritrea in comparison to other countries.

4.1 Introduction

There are seven continents in the world. These are Asia, Africa, North America, Antarctica, South America, Europe, and Australia. Each continent is divided into many countries. But Australia is one country. Antarctica does not have even a single country. People do not live in Antarctica. There are 53 independent countries in Africa. For example, Eritrea, Sudan, Algeria, Egypt, South Africa, Nigeria, Benin, Tanzania. etc.

4.2 The location of Eritrea

Focus Question

1. In which part of Africa is Eritrea located?
2. How could you describe the position of Eritrea to someone from another country?
3. Name the neighbouring countries of Eritrea.

Eritrea is found north of the Equator (Northern Hemisphere). It is located in the Horn of Africa (North East Africa). Eritrea is found on the western shore of the Red Sea. Eritrea is bordered by Djibouti in the south-east, the Sudan in the north and west, Ethiopia in the south, and Yemen and Saudi Arabia in the east. The latitudinal location of Eritrea is approximately between 12^0 North and 18^0 North. Its longitudinal location is between 36^0 East and 43^0East.

Activity - 1
Draw the map of the world and show the location of Eritrea.

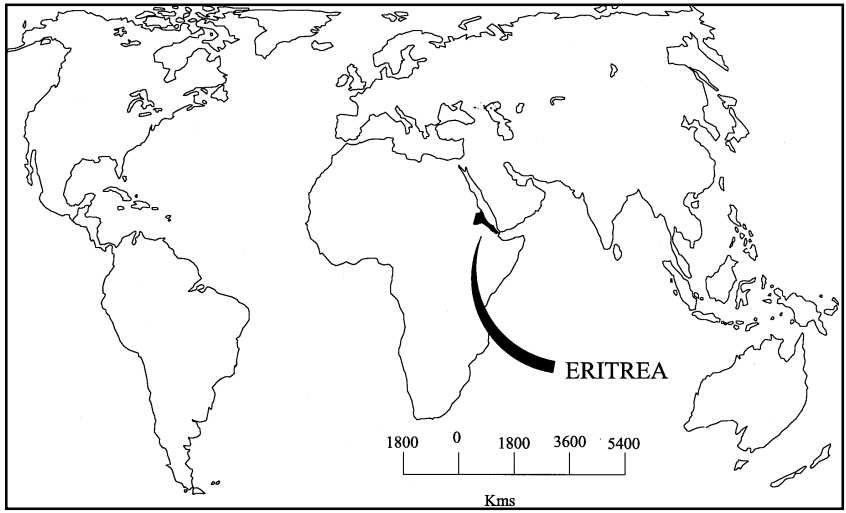


Fig. 4.1 The location of Eritrea in the world

Focus question

1. Now look at a map of the world. Which other countries in the world are found on the same latitude or longitude with Eritrea?
2. Look at a map of Africa, which countries in Africa are found on the same latitude or longitude with Eritrea?

Activity -2

1. Go to the library and use the world atlas to do the following.
2. Copy a map of the world and show the location?
   a) Eritrea b) Africa

4.3 The Size of Eritrea

The area of Eritrea is 124,330 square kilometres. There are countries bigger than Eritrea. There are also countries smaller than Eritrea. Eritrea has borders with the largest country, the Sudan. It also borders with one of the smallest countries in Africa, Djibouti.

Out of the 193 countries in the world Eritrea ranks 96th. this means it is larger than 97 countries in the world.
The table below shows you the countries in Africa that are bigger and smaller than Eritrea .

Order	Country	Area in square kilometres
1	Sudan	2,505,810
2	Algeria	2,381,740
3	Eritrea	124,330
4	Malawi	118,480
5	Benin	112,620
6	Liberia	111,370
7	Sierra Leone	71,740
8	Togo	56,790
9	Guinea Bissau	36,110
10	Lesotho	30,350

Table 4.1 Area of selected countries in Africa

Eritrea has over 360 islands. The total area of the islands is about 1335 square kilometre. The largest island in Eritrea is Dahlak Kebir. It has a total area of 643 square kilometre, the Dahlak kebir is much larger than many countries, for example Seychelles. Nora is the second largest island in Eritrea.

Activity Two
Assignment:
go to the library and refer to the world atlas and then

1. Which African country has an area most similar to that of Eritrea?
2. List countries which are smaller in size than Eritrea in:
   a) Africa other than the countries mentioned above.
   b) Asia c)North America d)South America
   e) Europe

Summary

Eritrea is located in the northern hemisphere. It is found in the Horn of Africa, on the western shore of the Red Sea. It is bordered by Sudan, Djibouti, and Ethiopia. Eritrea has several big and small islands..

Review questions

1.Choose the correct answer from the four alternatives and underline it.

I) Eritrea is found in
a) in the Horn of Africa b) West Africa
c) North Africa d) south of the equator

II) The largest country in Africa is:
a) Algeria b) Nigeria c) Ethiopia d) Sudan

III) One of the following countries is smaller than Eritrea.
a) Sudan b) Ethiopia c) Togo d) Algeria

IV) The largest island in Eritrea is :
a) Norah b) Diessei c) Dahlak Kebir
d) Massawa

2. Give short answers to the following questions.
a) What is the area of Eritrea?
b) What is the area of the Sudan ?
c) Which countries have borders with Eritrea?
d) Name any three countries that are smaller than Eritrea.
e) Name the second largest island in Eritrea.

Key words

Location	:	the position of a place.
Equator	:	an imaginary line that divides the earth into equal parts, that is into northern and southern hemisphere.
Hemisphere	:	half of the earth
Border	:	the line dividing two countries.

Latitude	:	a distance of a place north or south of the equator.
Longitude	:	a distance of a place east or west from the Prime Meridian

Unit 5

Migration

5.1 Introduction

Focus questions

- What is migration?
- Why do people migrate?

In any country new people arrive from time to time. They come from other countries. They come for different reasons. Sometimes they come in large numbers. People who move to live in another place are called **migrants**. They migrate from one place to the other place.

The earliest **inhabitants** of Eritrea were the pygmoid type of people.The pygmoid people were dark-skinned, stocky and of short height.The Nilotes migrated from the upper Nile and mixed with the pygmoids.

In the period around 2000 B.C.E. the Kushites migrated from north Africa. They mixed with the earlier inhabitants.They were pastoralists who went around with their herds. Cows, oxen,and goats were some of the earliest animals they raised.

Around 1000 B.C.E. the Semites came from the Arabian Peninsula and settled in the highlands where the Kushites had come earlier.These newcomers brought the use of the camel, the horse, sheep,new plants and new cultivation methods. This led to the appearance of settled communities,and government.
Semitic speaking groups in Eritrea include the Rashaida, Tigre and Tigrigna.

These were the first migrants to Eritrea



Fig 5.1 Map of early migrations

Later on there were other migrations to Eritrea from all directions. The population of Eritrea today is the result of all these migrations. For example:

- In the 7th-8th century C.E., the Beja migrated to Eritrea from the north. The Bejas were also Kushites. Their population grew in the north, so they moved south to Eritrea.

- The Belau were **descendants** of the Beja. Many of them settled in Hirghigo, and in the areas formerly known as Hamasien, Akkele Guzai, and Serae. The Bani Amir, another Beja group, settled in Gash Barka.

- In the 7th century, the first Moslems came to Eritrea from the Arabian Peninsula. In the 8th century the Moslem Arabs invaded and settled in the Dahlak Islands and the coast. This helped to spread Islam along the coast and into the interior of Eritrea.

During the 16th century, many Turks and Arabs settled on the coast.

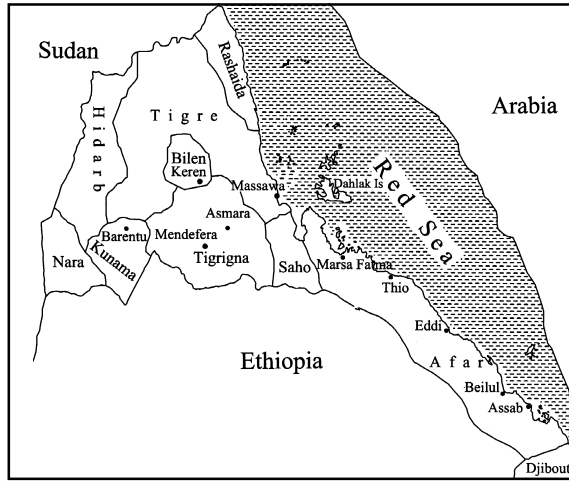


Fig.5.2 Eritrean ethnic groups

- Before the 16th century Afar people called Adaimara had lived on the southern Red Sea coast of Eritrea.In the 16th and 17th centuries another Afar people called Assaimara migrated to the area from the south-east.The new comers merged with the earlier Afar people to produce present day Afar society.

- You may remember that long ago different migrations took place in Eritrea. The Kushites were followed by Semitic migrant. As a result Semitic speakers had come to inhabit the highlands of Sahil. Beja people also settled in this area.

Later on other migrants came from the highlands to the south. The origin of this later migration goes back to the Tseneadegle clan who long ago left their former area of Akkele Guzai (now part of Zoba Debub) and settled in Carneshim (found in 'Hamasien'). It is said that Asghede, a member of this clan moved further to Adi Nefas. From there he and his followers migrated to the hills of Sahil. Gradually, the early settlers of Sahil mixed with the new migrants. These spoke the Tigre language.

Activity 1 : Chart skills (constructings time lines)
Draw a time-line. Place the periods of migration on the time-line.Approximate dates for the migrations are provided:

Coming of Kushites to Eritrea -2000 B.C.E.
Migration of Semites to Eritrea -1000 B.C. E.
First Beja migrations(Zenafij) -C.E 600
Conquest of Dahlak Islands by the Arabs-C.E 750

5.2 Causes of migration

Focus questions

- Why do some farmers move from their native villages to farm elsewhere?
- Why do rural people in Eritrea migrate to towns?

Do you know anyone who migrated from Eritrea to another country?

People migrate for different reasons. Here are some of the reasons:

A. To look for land

Some farmers cannot cultivate in their own village or country. There may be a shortage of land, or their land may not be fertile. They migrate to other villages or countries, where there is fertile land.

B. To look for work

People who have no work in their own town may migrate to another town in their own country to find work. They may also migrate to other countries to find work or to earn higher wages. Many Eritreans have gone to Europe or North America for these reasons.

C. Political or religious freedom

People may migrate because they want to escape from the government of their own country.

Activity 2 : Comprehension / Cause and Effect
Look again at the reasons for migration. Which types of people choose to migrate? Which people have no choice

5.3 How does migration affect the natural environment?

Migration can lead to environmental problems. Farmers cut down trees to prepare the land for crops. This causes deforestation. Deforestation leads to:

- erosion
- a reduction of ground water
- the extinction of wild animals
- drought

Focus question

- Why is the population of Asmara growing?

More people are coming to Asmara from abroad and from rural areas. Asmara is the centre and capital city of Eritrea, and almost all industries are located in Asmara. It is also centre for education, transport and financial activities. There are all sorts of services: schools, hospitals, communication, restaurants and shops of all sorts. There are jobs and labour opportunities. In addition, all the educated and uneducated who were repatriated from Ethiopia have settled in Asmara.

The growth of Asmara causes problems:

- More industries cause more smoke in the atmosphere, and air pollution.
- Industries can also pollute the land.
- The city centre is crowded and traffic is heavy.
- There is a shortage of water and housing.

Summary

Migration means movement or change of home. The cause of migration may be a shortage of land. People may also migrate to have a better life, for religious freedom, or for political reasons. They may have a choice or they may be forced to migrate. Migration affects the environment.

Review Questions

1. What is migration?
2. What is the cause of migration?
3. List the early settlers in Eritrea and the other emigrants to Eritrea.

4. Why do some people in Eritrea:
    - migrate to urban areas?
    - migrate to the Sudan?
    - migrate to other continents?
5. Give examples of voluntary and forced migrations in Eritrea.
6. What is the influence of migration on the natural environment?
7. How many ethnic groups live in Eritrea? Name them.

Assignment

1. Draw a map of Eritrea showing the area of settlement of the Eritrean ethnic groups.

2. Contact elderly people or ask your parents to answer the following

Why do people migrate from your village ? Do they come back or remain away permanently ?
Write a report on your findings.

Keywords

Migrant	:	A person who moves from one country to another
Descendant	:	One who has someone (person, people) as ancestor
Inhabitant	:	A person who lives in a particular place regularly
Clan	:	A group of families all originally descended from one family or a common ancestor

Unit 6

Settlement

Let's find out:

1. What settlement is,
2. What factors determine the location of a settlement,
3. What the types of settlement are,
4. The shape or pattern of settlement look like,
5. The difference between urban and rural settlement,

6.1 Introduction

Focus questions

Why do people build houses?

To **settle** means to stay or to live in place. A **settlement** means a place where people live. It may be permanent or temporary. A settlement may be made up of a single house or a group of buildings. A large settlement is made up of a group of houses. The buildings include homes, schools, shops, offices, factories, churches, mosques etc.

After food, a house (a settlement) is the most important need of humans. People build houses in order to:

1. protect themselves against bad weather (very hot or very cold);
2. protect themselves against wild animals;
3. protect themselves against enemies;
4. enjoy comfortable life.

Therefore, settlement can mean also the grouping of people or houses into hamlets, villages, towns, and cities. Settlements can be rural or urban.

6.2 Factors that determine the location of settlement

Focus questions

1. What determines the location of a settlement?

2. Why is your village / town located where it is?
3. What is the function of your settlement?

The location of a settlement is the place where it is built. Our ancestors decided to build their settlements for different reasons, for example:

1. to defend the settlement from enemies.
2. Where there is a source of water.
3. Where it is easy to get to other places.
4. Where the land is safe from flood.
5. Where the land is fertile and convenient for farming?
6. Where there is fuel wood and timber and other building materials.

Nowadays the factors that determine the location of settlement are:

Fertile soil

In some farming areas there is a high population. This leads to a shortage of land for crops. Other areas have no settlement but have good (fertile) soil. So farmers from areas of shortage of farm land , migrate to regions of fertile land. There they build houses and start a new settlement.

Forests

Some places are rich in forest resources. In such places lumbering is an important economic activity. Lumbering means cutting trees for timber. The timber can be used to make furniture. The timber can also be used to build houses. So a furniture or construction industry can develop in the settlement. These industries need buildings. The work-force needs homes. So a settlement grows.

Minerals

There are many places without settlement, for example in hot tropical deserts. But sometimes minerals are found in desert areas.

For example, there is oil and gas in the Arabian Peninsula. Therefore the discovery of minerals can lead to settlement.

Fish resources:
Some coastal areas are rich in different kinds of fish. The availability of fish attracts people to settle. For example, Southern Red Sea Zone is hot and dry. In the interior part the population is low and the size of settlement is very small. But on the coastal area there is relatively large population because of the availability of abundant fish and the size of settlement is large, for example Thio, Ingel, Eddi etc.

Activity 1:
Inquiry method:
a) What is the main occupation of your village/town?
b) Are there other activities?
c) What is the occupation of your parents?

6.3 Type of settlement?

Focus questions

1. Why do some people prefer to live in houses isolated from others?
2. Why do other people prefer to live close together?
3. What are the differences between urban and rural settlements?

Settlement can be classified into:

1. Dispersed or scattered settlement
2. Nucleated or clustered settlement
3. Shapes of settlement,
4. Rural or urban settlements

A. Dispersed settlement

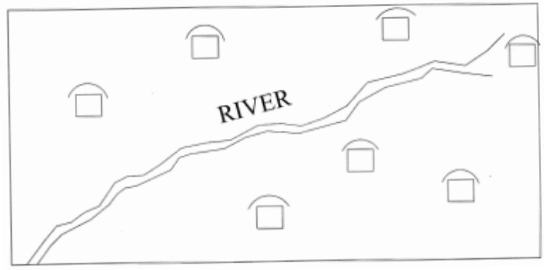


Fig. 6.1 Dispersed settlement

Many areas of the earth's surface are sparsely populated. Some of the reasons for dispersed settlements are:

Cold and dry areas:
In very cold areas, temperature is less than 6^0C. In such cases plants do not grow and so there is no cultivation of crops. In dry areas, rainfall is insufficient for cultivation. The main occupation of the inhabitants is grazing animals. Therefore, the settlement is scattered. This means the houses are separated by a long distance.

Rocky and hilly areas:
In rocky and hilly areas farming is difficult. So settlement is dispersed.

Insufficient natural resources:
Some areas have shortage of water and poor soil for cultivation. Such areas cannot support many people. Therefore, people are forced to live separately to get enough resources.

Activity 2
Prepare a report on the following questions:
a) List places in your sub-zone with sparse population by asking your parents or other resource people.
b) Give reasons for the sparse population.
c) What is the main occupation of the people in the sparsely populated areas?

B. Nucleated settlement
Focus question
What makes some villages large?

Nucleated (clustered) settlement is common all over the world. In this type of settlement, large numbers of houses are grouped together. The main reasons for nucleated settlement are:

a) the presence of adequate natural resources to support the population, e.g. adequate water supply, fertile soil.

b) For defence : people prefer to live together for defence against an enemy.

c) Many nucleated settlements are located where several roads converge.

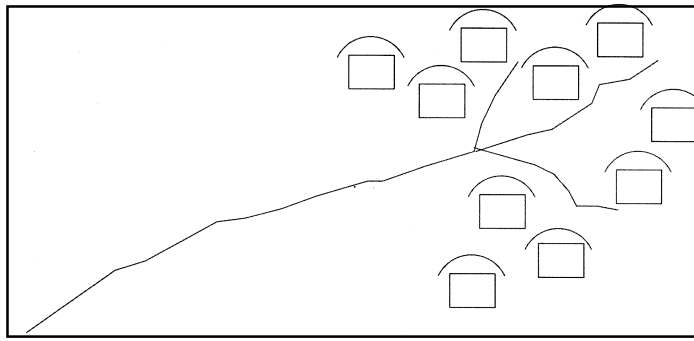


Fig. 6.2 Nucleated settlement

6.4 Shape of settlement

Settlements differ in shape. The most common shapes are:

i) **Square or compact shape:** In many places people prefer to live together and then houses are built close together to form a compact settlement. The houses are almost equally spread in all directions.

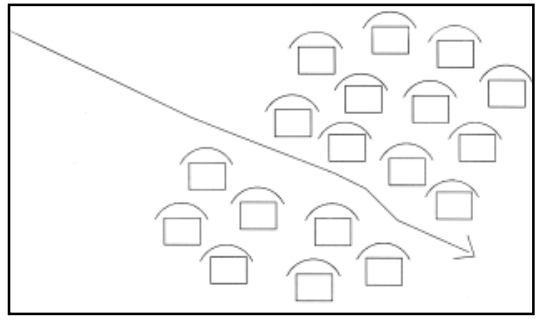


Fig. 6.3 Square or compact settlement

ii) Star-shaped settlements: In this type of settlement, houses are built out in several directions, usually following the course of a river or road direction.

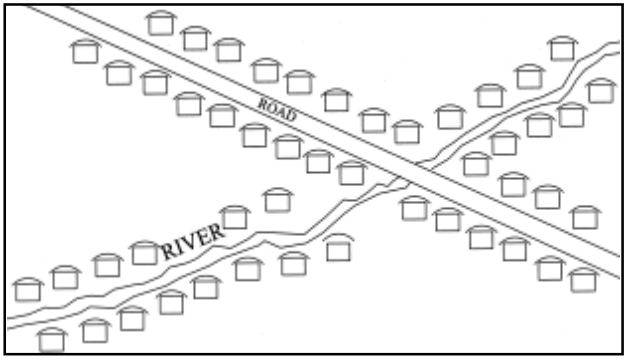


Fig. 6.4 Star-shaped *settlement*

iii) Linear settlements: In this type of settlement, houses are arranged along the sides of roads or rivers, or coastlines.

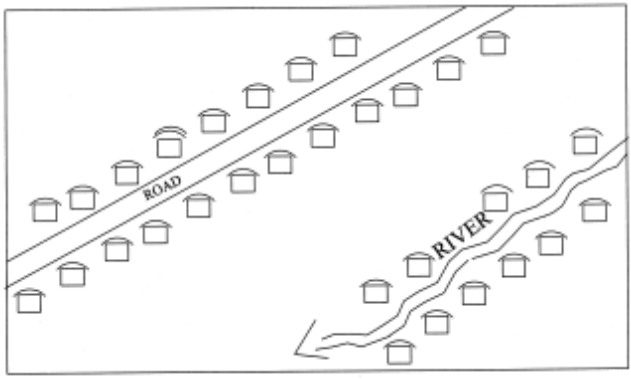


Fig. 6.5 Linear settlement

Activity-3

Conduct a trip to villges or towns out of your settlement and identify their shape and write a report.

1. Ary they linear settlement? Star-shaped or compact settlement?
2. Are there scattered settlement? Where?
3. Are there hamlets? If yes how many house are there? What is their economic activities.
4. What type of settlement is your village / town?

6.5 Differences between rural and urban settlements

Focus question

What makes villages different from urban areas?

The difference between rural and urban settlement can be summarised as follows:

Occupation

In rural settlements, most of the workforce is involved in farming, although some of the people are also engaged in fishing, hunting, lumbering or mining. In urban areas, most of the workforce is employed in trade, or factories, hospitals, schools, administration, banks etc.

Services

In rural areas, service provision of schools, hospitals, public transport and banks is usually absent or it is in limited supply.

Land use

In rural areas, settlements (houses) are widely spaced with open land between different houses. Within each village there may be individual farms as well as residential areas and small scale industries. In urban areas, houses are crowded together, and within towns, there is a great mixture of land use for residential, industrial services and open public places.

Summary

To settle means to stay in one place. People build houses for different reasons. It can be:

a) To protect themselves against bad weather or against wild animals.
b) To protect themselves against enemies or to enjoy their life.

The natural environment, and economic activity, affect the type of settlement:

In dry areas, cultivation is difficult. The main economic activity is grazing animals. So, such people build isolated houses in order to have enough land for their animals.

In coastal areas, there are fishing settlements, gathered along the coast. Other nucleated settlements develop in areas with fertile soil, forests, and places with mineral resources.

In Cold areas, hot areas, infertile areas, and rocky mountains there are scattered settlements.
Rural and urban settlements have different kinds of economic activities, which produce different concentrations of settlement.

Review questions

1.Fill in the blank spaces with the appropriate answers.

a) If houses are built close together the type of settlement is _____.

b) If buildings of settlement are close together and spread equally in all directions, the type of the settlement is _____.

c) If settlement follows the direction of road, the type of the settlement is called_____.

d) The grouping of people and houses is_____.

e) After food _____is important for people.

2.Match the following: Choose the correct answer from column B and put them in space provided in column A.

Column A	**Column B**
1) settlement	a) farming workforce is dominant
2) Dispersed settlement	b)urban
3) nucleated settlement	c)a place where people live
4) star-shaped settlement	d) scattered settlement
5)rural	e)clustered settlement
	f) houses are built out in several directions
	g) equally spaced houses

Keywords

Settlement: a place where people live.

Rural	:	country side or places outside of towns like villages and hamlets in which most of the working inhabitants are engaged in agriculture.
Urban	:	a settlement in which most of the working inhabitants are engaged in non-agricultural occupations
Lumbering	:	felling and sawing of timber and removing it from the area or it can mean the cutting of trees.
Factory	:	a building or group of buildings where goods are made in great quantity by machine.
Mining	:	the digging of the earth's surface to collect minerals. It cab also be define as the extracting of minerals from the earth.
Quarrying	:	quarry is a place from which stones, sand etc are dug out. Quarrying is to dig out the ground and collect sand and stones for building or road making
Industry	:	the production of goods in factories fore sale

Unit 7

Culture and beliefs

7.1 The different ethnic groups

Focus question

1. Mention a type of food , clothing/dress, or feast etc of your ethnic group which is different from that of other .ethnic groups.
2. Name the ethnic groups in Eritrea

The nine ethnic groups mix with each other throughout Eritrea. Most of them, however, live in their **traditional** areas.

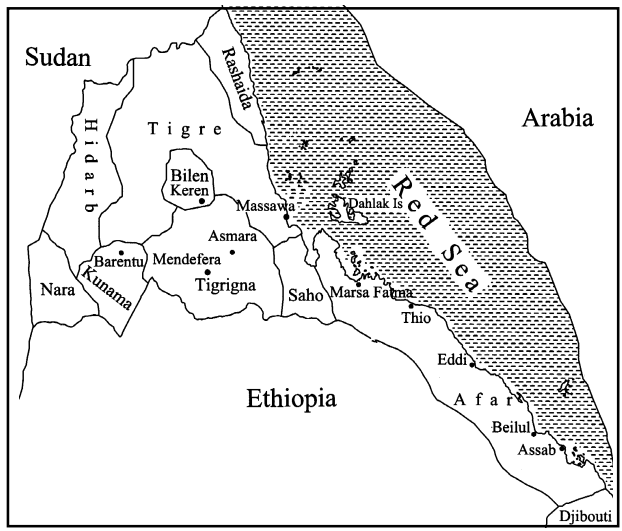


Fig. 7.1 Eritrean ethnic groups

Afars

They live mainly along the south-east of the Eritrean sea-coast (Southern Red Sea) and on the islands near the coast. Most Afars are **herders**. Some of them also trade goods, others are fishermen. Milk, fish and meat are common food. Nomadic Afar families live in large tents with shapes of half circles made of **hides** and **mats**. These nomadic Afars can pack up their homes and

carry them on camels. There are a few **oases** in the Afar area, where the people cultivate maize and tobacco. The Afar people are Muslims and speak the Afar language.

Bilen

The Bilen live in and around the city of Keren (Anseba). There are Christian and Muslim Bilen. Many Bilen cultivate crops, others are herders. They speak the Bilen language. In the countryside huts are a common type of house.



Fig. 7.2 Bilen woman

Bidhaawyeet

The Bidhaawyeet live in a curved area between western Barka and the Sahel region. They are descended from the Bejas.

Most Bidhaawyeet are semi -nomadic **herders**. Many of them travel long distances to look for **pastures** for their camels, goats and sheep.

The common Bidhaawyeet food is flat flour-bread and boiled or **roasted** cereals. They eat **grilled** meat (mada), especially during religious feasts. During feasts, young girls eat with their mother, but young boys eat alone. Older boys eat with their father.



Fig.7.3 Bidhaawyeet man



Fig. 7.4 Preparing mada

The Bidhaawyeet live in houses called himar (agnet). These are actually tents and can easily be moved. The Bidhaawyeet are Muslim and speak the Bidhaawyeet language.

Kunama

The Kunama live in south-western Eritrea (Gash Barka) around the town of Barentu. Some Kunama are Christian, some follow Islam and there are few who believe in the 'creator' Anna and worship their **ancestors**.



Fig. 7.5 Kunama village

Most Kunama cultivate crops, but they also raise cattle, goats and sheep. A common Kunama food is tukusa. This is a thick **porridge** made from sorghum or millet. It is eaten with **sauce**. The people speak the Kunama language.



Fig. 7.6 Kunama woman



Fig. 7.7 Carrying water

Nara

The Nara live on the western slopes and the Barka plains. They are mainly farmers. Like the Kunama they mainly cultivate crops. They also raise cattle, goats and sheep.



Fig. 7.8 Nara man

Vegetables and traditional bread are common foods. The Nara live in huts in villages. They speak the Nara language.

Rashaida

The Rashaida are people of Arab origin. They migrated from the Hijaz(Arabia) to north-east Africa in the 19th century. They are nomads and live in tents. They raise goats and camels. They also trade goods. The Rashaida live along the coast of Semhar(Northern Red Sea) and Sahel. They are Muslim and speak Arabic.



Fig. 7.9 Rashaida man

Saho

The Saho live on the coast and in the interior, south of Asmara (Maekel) and Massawa (Northern Red Sea), as well as in the highlands as far as the Hazomo Valley. There are also Saho people in other parts of Debub such as Qinafina, Ubel, and parts of Gash Barka. Most Saho are Muslim.



Fig. 7.10 Saho woman

Some Saho are seasonal farmers and herders but today many are settled farmers. Some Saho keep bees, while a few trade goods. The Saho usually live in groups with a common ancestry. They speak Saho.

Tigre

The Tigre inhabit the lowlands, from the border of Sudan to the coastal plains (Northern Red Sea, Anseba and Gash-Barka).



Fig. 7.11 Tigre girl



Fig. 7.12 Tigre woman

Most Tigre are seasonal farmers and herders. At the end of the rainy season they move with their herds and families to the lowlands of Samhar, Sahil and northern Barka.



Fig. 7.13 Nomads

In the highlands Tigre farmers grow different crops and vegetables. In the eastern and western lowlands of Anseba, they grow crops, fruits,and vegetables. **Cereals** are a common food. This can be eaten as flat-bread or can be boiled or **roasted.** Hard porridge (Akalet) is a common food. The Tigre are mostly Muslims ; some are Christian.They speak Tigre.

Some Tigre are fishermen or craftsmen. The Tigre people live in a variety of houses, depending on their way of life and climate**.** These include the hidmo (nihis) and huts. Nomads use tents (ablo or agnet).



Fig. 7.14 Tent

Tigrigna

Most Tigrigna speakers are settled farmers living in the **densely** populated central highlands of Maekel and Debub. Most Tigrigna are orthodox Christians, although some are Catholic or Protestant. There are a few Muslims, known as Jeberti.



Fig. 7.15 Tigrigna man

Farmers in the highlands grow crops such as barley, wheat, taff, dagusha, flax, potatoes, peas, beans.



Fig. 7.16 Hut (Agudo)



Fig. 7.17 Village

Activity 1: Chart skills(organising information)
Copy and fill in the chart below with information from the text.

	Ethnic group	Location / Area	Occupation / economic activity	Religion	Type of shelter / house	Language
1						
2						
3						
4						
5						
6						
7						
8						
9						

Summary

Eritrean society is made up of nine ethnic groups that mix with each other. However, the ethnic groups have their traditional areas. The people in the highlands are essentially settled farmers, while in the lowlands they engage in herding. Some (e.g. the Saho) combine farming and **pastoralism**, depending on the season. The ethnic groups have their own distinct **characteristics**.But they also have many things in common.

Review Questions

1. Name the areas inhabited by the Tigre ethnic group.
2. What do Tigrigna farmers grow?
3. What is the main economic activity of the Rashaida?
4. Which area do the Afar inhabit?

Assignment

Find out the following about the ethnic groups in your Mimihidar:
(a) The type of food they eat.
(b) The religion they follow.

7.2 Eritrean music, art and crafts

Focus questions

1. Mention a poem you know.
2. Mention a song you know.

Music, dance, literature

Every nationality in Eritrea has its own type of music and dances.People make their own musical instruments, such as **kirar**, **wata**, **shambuko** and **kebero** as they are known in Tigrigna (see glossary). Other ethnic groups also have these instruments (except wata). For example the kirar is played by the Kunama who call it kira-abangala. The Nara call it masanko and the Bidhawyeet call it massankoob. Usually these are played during **ceremonies.**



Fig. 7.18 Imbilta

Many of these ceremonies take place during births or marriages or to **celebrate** religious or community feasts.



Fig.7.19 Bidhawyeet marriage



Fig. 7.20 Tigre marriage



Fig. 7.21 Bilen marriage

All the ethnic groups have oral **traditions** of poetry, proverbs, songs, **chants**, folk tales, legends, and histories.

Activity 1 : Application (Relating)
Work in your assigned group on one of the following:
1. Identify instruments which are used in your ethnic group's song and dances.
2. Name specific ceremonies practised in your ethnic group in which music and dance is performed.
3. Ask your parents to tell you a proverb or story from the tradition of your ethnic group. Read the proverb or story to the class.

Plays, paintings

Traditional drama is mostly in the form of music, dancing, and acting. These shows usually celebrate religious events. But during the liberation struggle people wrote new plays. These were about historical events or about social and political matters.

Many traditional paintings were done on skin or **canvas**. Most church walls have colourful paintings.

Activity 2 : Comprehension (expressing)
Work on one of the following:
1. Name a play you have seen on television or heard on the radio. Explain what it is about.
2. Find a church painting. Explain what it is about.

Crafts

Making pots has been known in Eritrea since ancient times. Types of pottery include the coffee-pot and cups,clay pots,water pots, incense holders.



Fig.7.22 Coffee-pot and cups



Fig. 7.23 Clay pots



Fig. 7.24 Making pots

All the ethnic groups have their particular type of **jewellery**. Men usually give gold and silver earrings, **necklaces** and rings to women on their wedding day.



Fig. 7.25 Bridal ornaments

Leather work and **basketry** are common everywhere. Traditional leather crafts are often decorated with **beads** and **shells.**



Fig. 7.26 Necklaces



Fig. 7.27 Head ornaments



Fig. 7.28 Basketry

Many Eritrean wood-carvings are made from olive wood.

Activity 3 : Application (Relating)

1. Identify ornaments and jewellery worn by your ethnic group. Find out by whom and on what occasions they are worn.
2 . Identify the pottery in your house. Of what material is it made ?

7.3 Holidays and celebrations

Major national holidays include New Year's Day (1 January), Id Al Fitir, Id Al Adha, Independence Day (24 May), Martyrs' Day (20 June), Armed Struggle Day (1 September), Timqet, Christmas, Easter, Meskel.

On religious holidays (e.g. Christmas, Easter, Id Al Fitir etc.) prayers and religious feasts are held. Religious **festivals** may have their particular way of celebrating. Christians, for example, celebrate the finding of the True Cross (Meskel) with the lighting of the bonfire (Damera).



Fig. 7.29 Damera

On the other hand on Independence Day, military **parades**, song and dance shows are common. On Martyrs' Day, candle-light marches are held.

During the Annual Eritrea Festival, songs, dances, plays from all the ethnic groups are presented. Traditional types of houses (e.g. hidmo, agnet), food, crops , musical instruments and crafts are shown.

Summary

The main forms of Eritrean culture are music and dance, literature (oral tradition), painting, theatre (drama), and crafts. Religious festivals and holidays reflect Eritrean culture and beliefs. Moreover in the Annual Eritrea Festival the Eritrean traditional way of life (housing, clothing, production), music and dance, literature, crafts, drama are shown

Questions

1. Name any four locally made musical instruments.
2. Give three examples of oral culture.
3. Write a poem or a proverb from your own culture (in your own language).

Assignment

Work in your assigned group on one of the following:

(a) Make a carving (of a place, figure or event).

(b) Draw a painting (of Eritrea) on a topic of your choice (e.g. a place, people or event).

Keywords

Culture	:	The customs, beliefs, art, music, and all the other products of human thought made by a particular group of people at a particular time
Belief	:	Religion
Traditional	:	Customary, established
Herder	:	One who keeps or raises animals for their meat, milk etc.
Hide	:	An animal's skin when removed to be used for leather
Kirar	:	Traditional guitar
Shambuko	:	Flute
Chira-wata	:	Also known as wata; traditional violin
Kebero	:	Drum
Mat	:	Rough strong material for covering part of a floor

Oasis	:	A place with water and trees in a desert
Cereal	:	A plant grown to produce grain for food, such as wheat, rice etc.
Characteristics	:	Special mark or quality
Pasture	:	A piece of grassy land where farm animals feed
Roast	:	To cook by dry heat
Grill	:	To cook under or over direct heat
Worship	:	Religious service
Sauce	:	Thick cooked liquid put on or eaten with food
Dense	:	Thick
Semi-nomadic	:	Half- nomadic
Literature	:	Written work
Canvas	:	Strong rough cloth used for painting
Ceremony	:	A special , formal act marking an event
Celebrate	:	Mark an event by enjoying oneself
Tradition	:	Custom
Chant	:	A regularly repeated tune used in religious services
Carving	:	Making shapes, figures on hard material

Ornament	:	Decoration
Festival	:	Social, cultural celebration
Parade	:	A ceremonial march (usually of soldiers)
Ancestor	:	Forefather
Porridge	:	Soft food made by boiling cereal
Pastoralism	:	Raising and looking after catthe, sheep, goats

UNIT 8

Eritrea 900 B.C.E- 1300 C.E

8.1: Eritrean Society in Ancient Times

Focus activity

1. Work in your assigned group on one of the following,
   (a) What are the things which make up **society** ?
   (b) List the types of work which people do in society

2. Next, read your answer to the class

Economic, social, political conditions

Agriculture and crafts

Since early times farming was an important **occupation** of the people . So was the raising of farming animals. By the first century C.E people also **engaged** in different crafts such as metalwork, pottery, carving and construction

Commerce

Starting from ancient times coastal Eritrea was an important area of trade because it was **located** along the Red Sea . The Red Red Sea was an important **route** for goods from Europe, Asia and Africa. Merchants from Egypt, Greece, and surrounding areas came to the Eritrean coast.

In early times the southern coastal areas of the Red Sea were known as the Land of Punt. Coastal Eritrea was part of this. It is known that in 1500 B.C Queen Hatshepsut of Egypt sent ships to the Land of Punt to obtain goods.

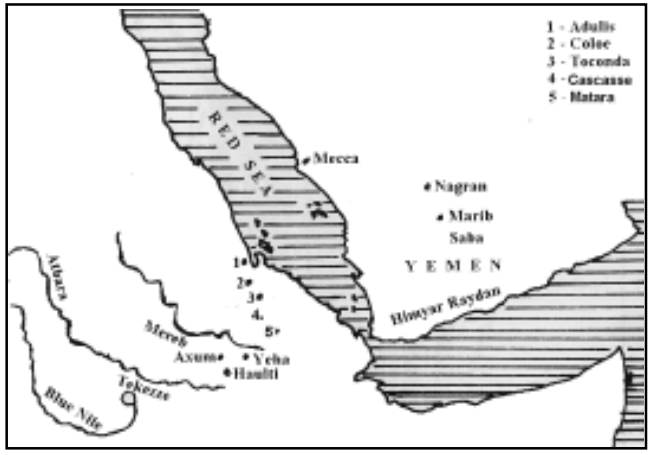


Fig. 8.1 Ancient Eritrean communities

As a result of the Red Sea trade, important trading communities appeared in Eritrea. They **stretched** from the coast to the **interior**. These included Adulis , Kohaito, Keskesse, Matara, Toconda, Arato.

Activity 1 : Map skills
Draw a map of Eritrea showing the early Eritrean trading centers i.e. Adulis, Coloe, Toconda, Caskasse, Matara

Goods coming from outside came to Adulis and were taken to the markets of towns such as Kohaito, Metara. Toconda, etc.before reaching the interior. Goods going out went through the same route.

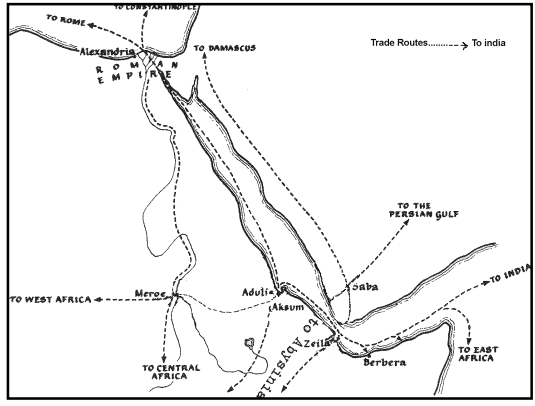


Fig. 8.2 Red Sea Trade in Ancient Times

Government

Adulis, Kohaito, Matara , Toconda, Kascasse were like **city-states**. They were communities with their own government.

Religion

You may remember that in early times there was belief in many gods in Eritrea. Following the coming of the Semitic groups, South Arabian gods (sun , moon , venus, earth etc.) were added. Later (from 3rd century) Greek gods such as Zeus (father of gods) Ares (god of war), Poseidon (god of the sea) were introduced.

In the middle of the 4th century Christianity was introduced in Eritrea. Christianity was introduced by Frumentius and Aedesius, two Syrian monks.

Language and writing

One of the influences of the Semitic migrants was the use of the Sabean alphabet.

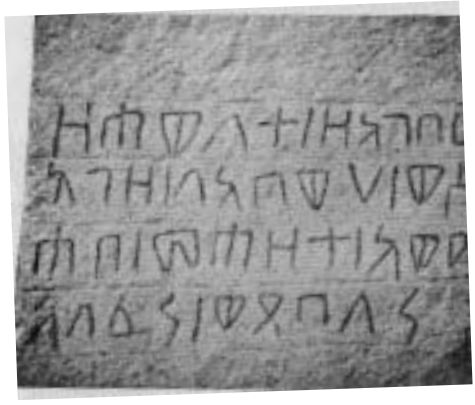


Fig. 8.3 Sabean inscription at Matara

Greek was used in a very limited way (by leaders and in administration)).Moreover, it seems that in the beginning Greek was also used in the Church By the 4th century , however, the use of Greek had declined.

In the 5th century the Bible was translated into Geez .Geez replaced Greek as an **official language**.

Activity 2 : Comprehension

The following statement comes from the ' Periplus of the Eritrean Sea ', a book written in the 1st century C.E. The book describes trade in the Red Sea and the Horn of Africa at the time. The writer visited the region in the 1st century C.E. He describes the things he saw in the book

" Coloe was the main market for ivory. Adulis exported ivory, tortoise shell, rhinoceros horn, imports coming through Adulis included linen, and other cloths, glass, metals and wine from the Roman Empire, and steel and iron, cotton and skins from India…"

Read the statement above and answer the following questions

1. From where was the above information about the trade in Coloe and Adulis obtained ?
2. Do you think the story describes the conditions at the time correctly? Why ?
3. List the goods which,
    - were sent outside
    - which were brought from outside

Summary

Agriculture was an important **occupation** in ancient Eritrean society. By the 1st century trade was also becoming more and more important. As result, a number of communities (towns) appeared in Eritrea. These communities had government, religion, writing. They also produced different crafts. By the 5th century Geez became an important language in government and in the Church.

Assignment

List types of crafts which were produced in Eritrea

8.2 The Bejas and Islam

Focus activity

1. Work in your assigned group on the following question :
   'List possible results or effects of invasions'

2. Next, read your answer to the class

1. The Beja Kingdoms

The Bejas originally lived between the Aswan and the area to the north of Eritrea. Because of the poverty of their area the Bejas frequently moved to richer lands.

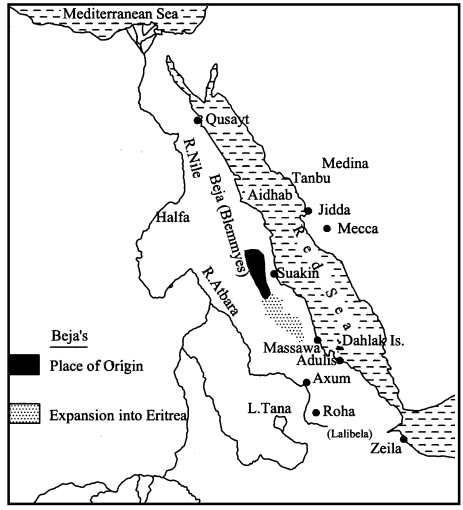


Fig. 8.4 Origin and spread of the Bejas

At the end of the 7th century the Zenafij , a powerful Beja group came to the Eritrean plateau through the Barka Valley. The Zenafij themselves were pushed there by another Beja people , the Bidhawyeet, and by Arab settlers to the north of them.

Following this, a number of Beja states appeared between the Nile and the Red Sea. These were Naqis, Baqlin, Bazin, Jarin, and Qata. They were in existence between the 8th and the 13th centuries.

Naqis : This kingdom was located between the Nile (near Aswan) and the Lower Barka. According to oral accounts, the area had gold mines. Other precious stones were also mined in the area. The accounts indicate that Islam came early to the area.

Baqlin :This covered the Sahil, the Rora region and the lower part of the Barka river. The people looked after cattle and grew crops.

Bazin :It was in the region between the Christian kingdom of Alwa and Baqlin.Most of the Bejas in this area raised cattle.

Jarin:This kingdom had a powerful king whose rule extended from the coastal town they called Badi ('Batsi'**)** as far as the Barka and from the Kingdom of Baqlin to a place called Hall Ad-Dujaj

Qata: It extended from the border of Badi to a place called Faykum.The people were skilled fighters.
The Beja Kingdoms declined in the 13th century(1200- 1300 C.E).

2.The Arab State of Dahlak

The rise of Islam led to Islamic conquest of Arabia Next the Moslem Arabs **invaded** the Dahlak Islands and the coast. They set up the Moslem State of Dahlak.

As a result Islam spread to the coast as well as to the interior of Eritrea.

Activity 1 : Cause and Effect

Indicate whether the following pairs of statements are causes or effects.

Example

A. John does not have any money EFFECT
B. John does not like to work CAUSE

1 a. The Bejas moved to richer lands _____
b. The surroundings of the Bejas were poor_____

2 a. Red Sea trade was important in ancient time _____

b. Important trading communities appeared in Eritrea_____

3 a. Spreading of Islam to the Eritrean coast and in the interior_____

b. Moslem conquest of the Dahlak Islands_____

Summary

The poverty of their area led to Beja expansion starting from the 7th century. This led to the establishment of the Beja Kingdoms. Islamic expansion led to the occupation of the Dahlak Islands and the coast. As a result, Islam spread in Eritrea.

Review Questions

I . Match the following

1. Land of Punt	A. Greek god of the sea.
2. Poseidon	B. Southern coastal areas of the Red Sea in ancient times
3. Hatshepsut	C. Ancient Eritrean town
4. Matara	D. Queen of ancient Egypt

II. Fill the blanks

a. Christianity was introduced in Eritrea in the ____ century C.E
b. In the 5th century the Bible was translated from Greek to ____
c. In ancient Greek religion, Zeus was _____

III. Answer briefly

1. Name the Beja kingdoms
2. What was the result of the Islamic invasion of the Dahlak Islands and the coast ?

Assignment

Draw a map of Eritrea.

1. Show the direction of the Arab invasion
2. Indicate where Islam spread

Keywords

Engage	:	Have as main activity ; be involved in
Location	:	Geographical position
Society	:	People who live in the same area who have the same aims , interests and follow the same rules and laws
Invade	:	To attack in order to have control of an area
City-state	:	City with its own government
Emerge	:	Appear
Establish	:	To be set up
Government	:	Body or group of people who rule a country
Migrant	:	A person who moves from one country to another
Occupation	:	Work
Route	:	Way
Stretch	:	Spread
Interior	:	Inland
Official language	:	language accepted or common use or use in administration

UNIT 9

The Period of the Bahri Negestat

9.1 Rise of the Bahri Negestat

Focus questions

Work in your assigned group on one of the following

1. What is the purpose of administration?
2. Find out what the **administration** in your school or community do?
3. Do people (countries) always have their own administration (government) ?

Tell the class your answer

In the next lesson you will learn about the rise of the Bahri Negestat and developments during the period.

In the 15th century a new kind of **ruler** appeared in the highlands of Midri Bahri. Midri Bahri means 'Land by the Sea'. The ruler was called the Bahri Negassi, which means 'Lord of the Sea'.

The early Eritrean communities had local rule but they were separate units. The rule of the Bahri Negastat, on the other hand , covered larger areas. As a matter of fact at the height of their power the Bahri Negastat ruled over most of the highlands. Their rule, in the early period also extended to the coast.

Rulers with the **title** of Bahri Negassi had appeared as early as 1300s. By 1400s the Bahri Negastat were quite **powerful.** The Bahri Negastat were locally accepted rulers, but Abyssinian kings tried to control them. During the 15th to 18th centuries there were many Bahri Negastat. They were not from one family. The Bahri Negassi was usually a very powerful local ruler with **authority** over local chiefs.

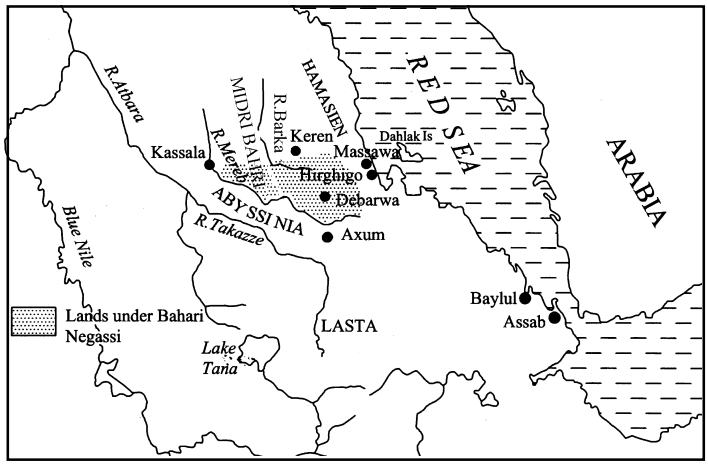


Fig. 9.1 Map of the lands of the Bahri Negastat

The **capital** of the Bahri Negastat was at Debarwa.



Fig. 9.2 Debarwa today

Look at the map in Fig. 9.1. It shows you the areas that were under the control of the Bahri Negastat. The map in Fig.9.3 shows the main trade routes during the 14th and 15th centuries. Why do you think that Debarwa was chosen as the capital?

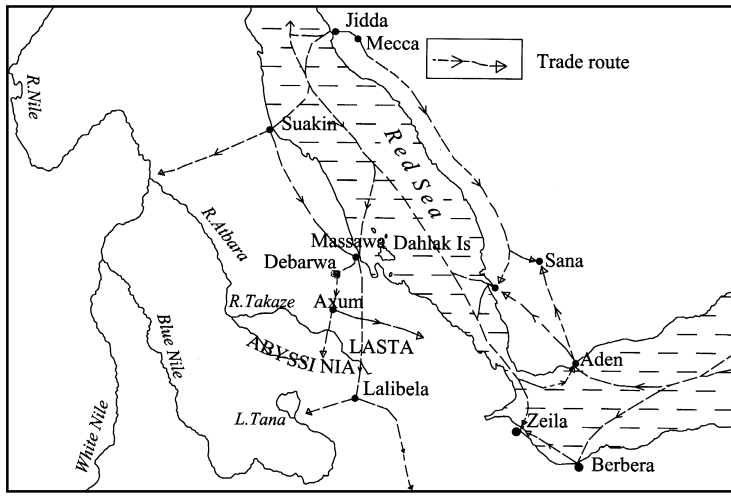


Fig. 9.3 Map of trade routes in north-east Africa in the 14th century

Summary

Rulers known as Bahri Negestat appeared in the 14th century.The Bahri Negestat were able to have power over local chiefs. Their power was approved by people of influence (Council of Elders). By the 15th century the Bahri Negastat had become powerful rulers mainly in the highlands. From the 16th century however, the Turks who had occupied the coast were a threat to their power.

Assignment

Draw a map of Eritrea. Study the map in Fig.9.3 and draw the trade route which passed through Debarwa in the 14th century.

9.2 Turkish Expansion

Focus activity

Work in your assigned group on one of the following

1. Mention reasons for expansion
2. List consequences of expansion

Read your answer to the class

In the following lesson you will learn about Turkish expansion in Eritrea, the nature of their rule and their relations with the Bahri Negestat

The arrival of the Turks was a **threat** to the power of the Bahri Negassi. In the early 16th century the Turkish Empire (called the Ottoman Empire) occupied Egypt, Sudan and most of the Arabian Peninsula. Now Turkish ships came to the coast of Eritrea.

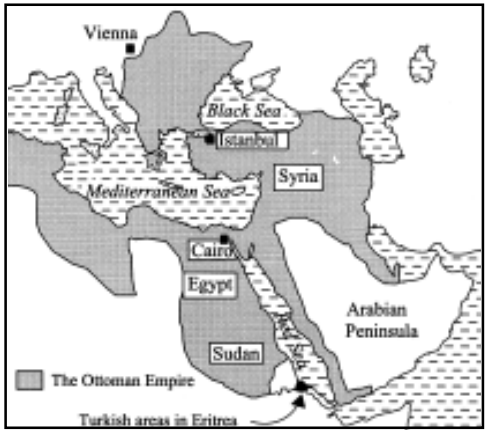


Fig. 9.4 Map of the Ottoman Empire

The Turks first landed on the Eritrean coast in 1517. During the 16th century, they tried to control more of the coast. By 1557 the Turks controlled Massawa and Hirghigo.

At this time, Massawa was a large and important town. It was also a big port. Ships brought goods to Massawa from many other countries, and took goods from the highlands. Anyone who wanted to trade with Massawa or use the port had to pay a tax to the Turks. The Turks were not able to control the highland areas.

The Turks ruled the coast through the Naib. The Naib was the head of the local Belau family. The Belau were one of the important families in Massawa. The Naib was also the title given to the deputy or representative of the Turks.

The Turkish rulers in Istanbul told the Naibs to have friendly **relations** with the Bahri Negastat. When the Naibs collected taxes from the ports, they gave the Bahri Negastat and the Turks their shares.

The Naibs had a lot of power over Samhar. When there were **disputes** between the Samhar people, the Naibs acted as judges. The Naibs also decided who owned the grazing lands.

Activity 1: Map skills
Look at the maps in Fig.9.4 and Fig. 9.5 and answer the following:
1. Which areas did the Bahri Negastat control?
2. Which areas did the Turks control from the early 16th century?

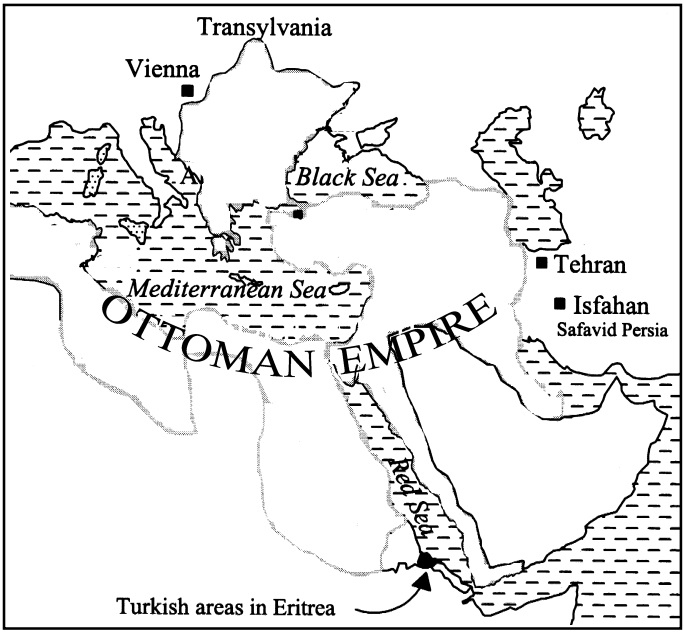


Fig. 9.5 Map of Turkish controlled areas

Summary

By the 16th century the Turks had occupied most areas around the Red Sea. In 1517 the Turks first landed on the Eritrean coast. By 1557 they occupied Massawa and Hirghigo. Turkish expansion was a danger to the authority of the Bahri Negastat. The Turks ruled through the Naib who represented them.

Assignement

Describe the work of the Naib

9.3 Portuguese-Turkish Rivalry and the Gragn wars

Focus activity

Which areas in Eritrea did the Turks control in the early 16th century ?

In the following lesson you will study about Turkish expansion into the interior of Eritrea and the reasons for their struggle with the Portuguese.

In the 16th century many priests and traders from Portugal passed by the land of the Bahri Negastat. Portugal is of course a long way from Eritrea, but the Portuguese had a reason to be in the land of the Bahri Negastat. They wanted to trade goods with India.

In order to control the trade routes to the markets of the east, the Portuguese had to control the lands of the Bahri Negastat, and win the friendship of the king of Abyssinia. In this way they thought they could defeat the Turks.

Moreover, in the 16th century, Gragn, who was a Muslim leader in Abyssinia, was fighting against the Abyssinian king. Gragn was helped by the Turks. So the Abyssinian king asked the Portuguese to help him. He also sent Bahri Negassi Yeshaq to attack the Turks.

In the end Gragn was defeated. Yeshaq was able to take Massawa from the Turks. However, the Turks returned to Massawa in 1560 with a stronger army. They took Massawa again. After these wars the Bahri Negastat were not always in agreement with the Abyssinian kings. So, there was much fighting between them.

Summary

Both the Turks and the Portuguese were expanding their power in the 15th and 16th century. They were interested in the trade with the east. Both wanted to control the region of the Horn to help them control the route to the east. As a result the Turks tried to conquer Eritrea.

On the other hand, the Portuguese tried to win the friendship of the Abyssinian king in order to fight the Turks.

Assignment

Draw a map of the Turkish (Ottoman) Empire

9.4 The Decline of the Bahri Negastat

Focus activity

On which side did the Turks and the Portuguese fight during the Gragn Wars? Explain.

In the following lesson you will study about conditions which led to the decline of the Bahri Negastat

The **enda** system was the traditional form of **organization** of society in the highlands.

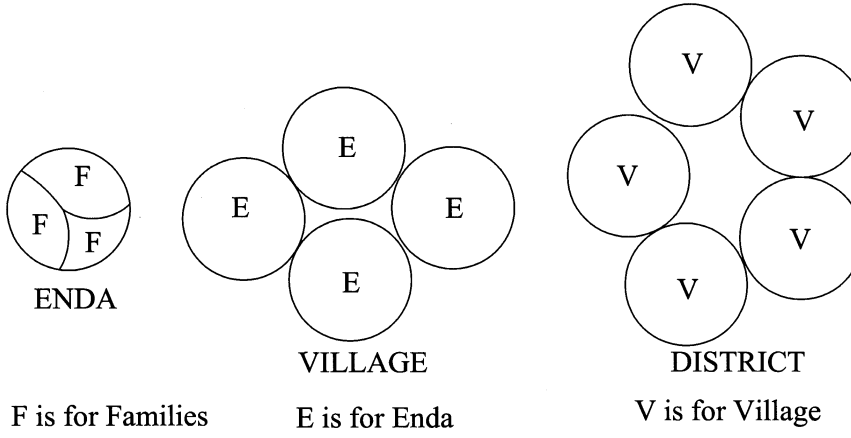


Fig. 9.6 Enda to district

The enda was a unit of related families with a common ancestor. Members of the unit had a right to the land (**risti**).They also appointed their leaders.The leaders formed the administration Later on, as a result of migrations, the endas became larger, leading to the formation of villages. This system had its local leaders or traditional chiefs.

The Bahri Negestat appeared in these conditions. His position was **confirmed** by a Council of Elders. He had power over the local chiefs. Although the Bahri Negassi had a local base, the Abyssinian rulers claimed authority over him.

Gradually **districts** were formed. These were formed by a groups of villages. Consequently, district administration appeared.

The conflicts among the local chiefs contributed to the decline of the Bahri Negassi.

Activity 1: Chronology skills
Study the following dates (chronology) of invasions of Eritrea. Copy the time-line below.
Then put these events on the time-line:
Coming of the first Muslim refugees to Eritrea- C.E 615
Arab occupation of Dahlak -C.E 850
First Turkish landings at Massawa and Hirghigo C.E.- 1517
Turkish capture of Massawa -C.E. 1557

|_____|_____|_____|_____|_____|_____|_____|
600 800 1000 1200 1400 1600 1800

Summary
The Bahri Negassi emerged as the strongest chief among local rulers in the enda.. His authority was based on traditional system of approval by elders. Gradually districts developed. The fighting among Eritrean chiefs also made them weak.

Review Questions

I. Fill the blanks:

1. Bahri Negassi means_____
2. The enda was_____
3. The capital of the the Bahri Negastat was at _____
4. The rule of the Bahri Negastat was approved by_____

II. Answer briefly:

1. When did the Turks first come to Massawa ?
2. Who was the Naib ?
3. Who was Gragn ?
4. Why were the Turks interested in Eritrea ?
5. How were villages formed
6. Of what was the district made up?

Assignment

Draw a chart showing endas, villages and districts.

Keywords

Administration	:	Body or group of people who rule a country
Decline	:	Become weak
Abyssinia	:	Another name for Ethiopia
District	:	A fixed division of a country
Authority	:	Power to control or command
Powerful	:	Strong
Title	:	Rank
Capital	:	A town which is the centre of government of a country
Threat	:	Possible danger

Confirm	:	Approve
Ruler	:	Person in control or in charge of a country
Relations	:	Way of treating
Conflict	:	Struggle
Dispute	:	Quarrel
Risti	:	Hereditary land claimed by right of ancestry
Organization	:	Arrangement
Rivalry	:	Competition in order to get something

Unit 10

Natural Resources and Conservation

Let's find out:

1. What resources are?
2. What different forms of resources are?
3. What renewable and non-renewable resources are?
4. What the aims of conservation are?
5. How can we conserve natural resources ?

10.1 Resources

Focus questions

1. What did you have for breakfast? Where did it come from?
2. What are you wearing? What is it made up from?
3. What are resources? Which are natural and not natural resources?

You may see rocks, plants, animals, soil, water, pieces of chalk, cars etc. All these things are very useful to us. They are all resources. A resource is anything that is useful to people. There are two kinds of resources. They are artificial and natural resources. Natural resources are like air, soil, plants, minerals, animals etc other resources like cloth, cars, tables, and paper are human-made. They are called artificial resources. Can you think of other resources made by humans?

10.2 How do we use natural resources?

Things which exist naturally are called **natural resources**. Natural resources come directly from nature. Natural resources are used by humans for making useful materials. The following natural resources can give you an idea of their importance.



Fig. 10.1 Soil

Soil

Plants need soil to grow. Trees, barley, wheat, and sorghum grow in soil. The soil provides water and minerals for plants. We eat the fruits and crops that grow in the soil..

Plants give out oxygen. We breathe in oxygen. We die if we do not eat and breathe. So there is no life without soil. Therefore, soil is a natural resource. We must protect it.

Activity 1
Assignment

1. Ask your parents or other resource people in the family to tell you the importance of soil.
2. Then, list ten items in your house which are made from soil.



Fig. 10.2 Grass

Grass

This goat is eating grass. Grass grows in soil. Sheep and cattle also feed on grass. We get milk, butter, cheese, skin and wool from sheep, goats and cattle. So grass is a natural resource. We should protect it.

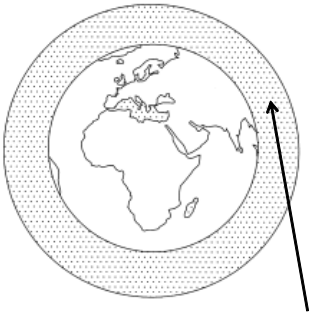


Fig. 10.3 The atmosphere

The atmosphere

The atmosphere is the air around the earth. It is made up of different gases and water vapour. Oxygen is one of these gases. We need oxygen to breathe. Our bodies use oxygen to change food into energy. The energy helps us to move and work.

Rain comes from clouds. Clouds are made from the water vapour in the atmosphere. The rainfall allows crops to grow. The atmosphere is also a blanket for life on earth. It stops many harmful rays in the upper atmosphere. The rays come from the sun. These harmful rays cause skin cancer and they may also kill us. Therefore, the atmosphere is a natural resource.

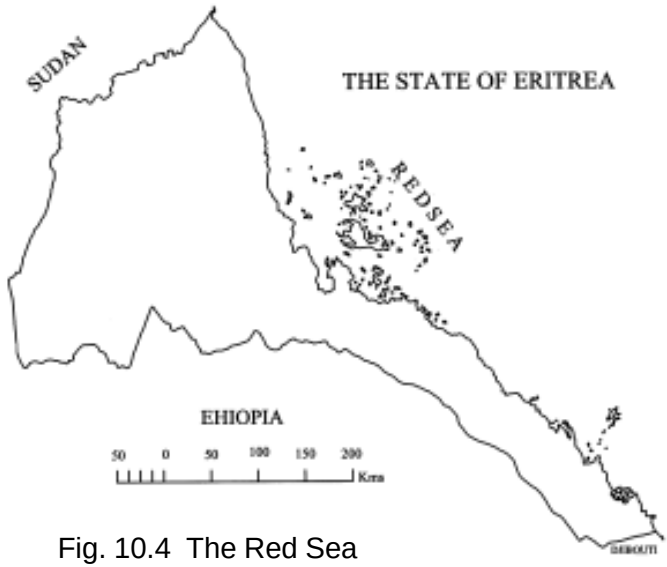


Fig. 10.4 The Red Sea

The Red Sea

This is a map of Eritrea and the Red Sea. The Red Sea is rich in fish, salt and other minerals. Fish and salt are important sources of food. So the Red Sea is a natural resource.

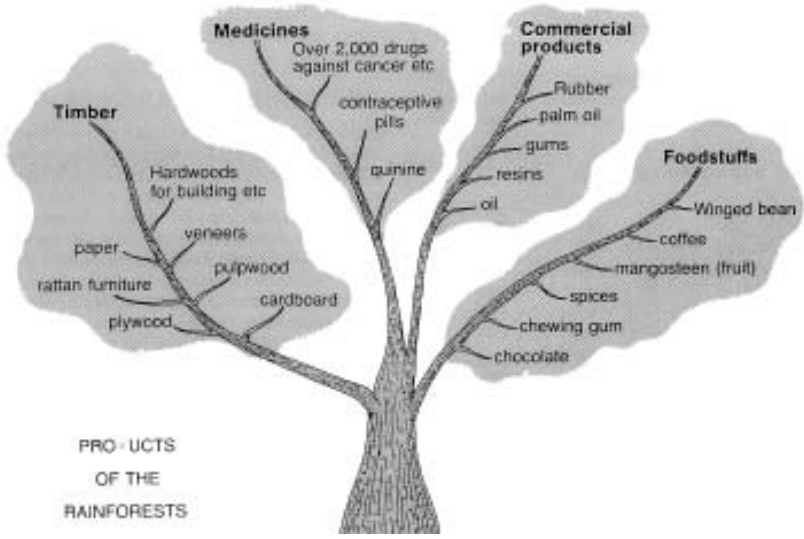


Fig. 10.5 Products from trees

Trees

We get timber and medicine from trees. We also get crops, rubber, palm oil, etc . We also get food sources like coffee, spices, and chewing gum from trees. Therefore trees are important natural resources, so we have to protect them.

Activity 2
Assignment:
Ask your parents and other resource people in your community about the importance of trees and then:
1. List ten items about the importance of trees in your community.
2. Read your findings to the class.



Fig. 10.6 Stone

A stone

Stone is used for building houses. Stone is therefore an important natural resource.

Focus questions

What other importance do stones have in your community?

10.3 Types of natural resources

We can classify natural resources into two groups:
A. Renewable natural resources
B. Non-renewable natural resources

A. Renewable natural resources

Focus questions

1. What resources are your clothes made of?
2. Are there enough of those resources?
3. Is there a danger that the resources may disappear?

Activity 3
Assignment
List the natural resources in your community and report to class.

Water, oxygen, soil, plants, animals, fish, people, winds, wave, and tides are all renewable natural resources. If we use them carefully, nature can **renew** them easily. Renewable natural resources can be used again and again. Plants and animals reproduce, so they replace themselves.

Plants and animals reproduce naturally. Plants take in carbon dioxide and give out oxygen during the day. At night, plants take in oxygen and give out carbon dioxide. But animals always breathe in oxygen and give out carbon dioxide. Therefore, the amounts of oxygen and carbon dioxide in the atmosphere is balanced.

Some renewable natural resources can provide energy for heating and power. For example, the sun can provide solar power

We can convert the sun's rays into power that we can store in a battery. We can also get power from water. However, nature cannot renew natural resources if we use them wrongly.

Do you know any examples of natural resources whose energy can be stored?

Focus question

- Can you think of a natural resource that could disappear if we do not use it well?

We cut down trees for fuel, to build houses and to increase farming areas. If we cut down trees, we should replace them. If we do not replace them, we will lose our natural resource. We will also have soil erosion and drought.

When we farm the land we should add manure. This makes the soil fertile. Crops take important minerals from the soil. The manure replaces them.. Also, farmers should not grow the same crop every year. This also takes all the minerals. It is better to rotate the crops. In this way, the farmer grows one crop in the first year, a different crop in the second year. He may grow the first crop again in the third year.

Focus Question

a) Can you give more examples of renewable natural resources that will finish if we use them badly and too fast?

b) What about fishermen? Do they need to be careful? Why?

B. Non-renewable natural resources

Focus Questions

List some non-renewable natural resources in your community.

Non-renewable natural resources are found in fixed amounts. They cannot replace themselves. For example, there is a fixed amount of iron in the earth's crust. If we use all this iron, it will never appear again. If we use all the earth's oil and

If we use all the earth's oil and gas, it will not appear again. All minerals such as iron, silver, aluminium, coal, natural gas, gold, copper, sulphur, potash and salt etc. are non-renewable natural resources.

The earth's population is growing fast. More people need more cars, houses and factories. They all use minerals. But minerals are found in limited amounts and cannot replace themselves. Therefore, we have to use minerals carefully.

9.4 How do we conserve natural resources?

Focus question

How do people in your area conserve and protect their soil, forests and water resources?

If the population of your village increases, it needs more land for cultivation and grazing animals. It also needs more wood for building and fuel. This means the people will finish the natural resources. They also finish other **renewable** natural resources if they are not careful. For example, the fertility of soil can be reduced if the fertility of the soil is not maintained by crop rotation, green manuring and mulching. They should also leave the field fallow from time to time. This means, in one year they do not grow any crop in the field. Manure is also important to keep the soil fertile. It is also important to plant trees in order to prevent soil erosion. This is why we need to conserve our natural resources.

Conservation is the careful use and protection of natural resources. We should all take steps to stop the wastage of natural resources:

1. We should use natural resources carefully.
2. We should avoid wasting natural resources, like water.
3. We should re-use or re-cycle resources. For example, we can re-cycle metal containers, cars, tyres, bottles, newspaper etc. Can you think of examples of this kind of re-cycling?

A. Soil conservation

Activity 4

Farmers in your Ask some area and then write a report on your findings:

1. How do they conserve their soil?
2. How do they maintain the soil fertility?
3. Do people in your area farm on steep slopes? Why? What happens to the soil?
4. Is soil erosion a problem in your community? Why?

Soil is essential for the growth of plants. Soil consists of minerals and organic matter. These minerals and organic matter are important for the growth of plants. Soils take thousands of years to form. But in many places careless human activities have destroyed the soil in a few years. Rain water and winds can erode the top part of the soil. People have made the problem worse – they have removed the trees and bushes. Plants protect the soil from the rain and wind.

We can conserve soils in different ways:

1. Plant trees and leave areas of natural vegetation between fields.

2. Conduct contour ploughing on slopes. Farmers should plough their land horizontally across a slope in sloping areas. This is practical on sloping areas. Here the farmers plough their land across the slope horizontally instead of up and down. The ploughed soil forms ridges. Whenever it rains the water is contained in the furrows. The ridges stop the water flowing away, and reduce erosion. It also increases the ground water.

3. Terracing: This is the making of step-like ground on the slopes of a hill. These terraced slopes look like stairs. They are steep-sided on one slope. The flat ground reduces the speed of erosion. The rain water is made to seep.

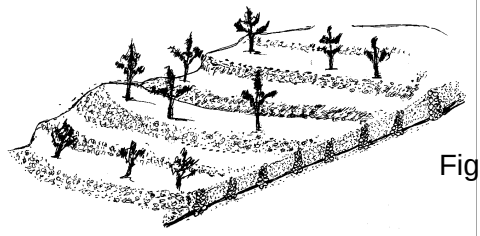


Fig. 10.7 Terracing

4. Mulching: This means the covering of soil with old vegetation, grass, corn stalks and leaves. This is in order to keep the moisture in the soil and keep down weeds, as well as to increase organic matter in the soil.

Activity 5

1. If your school is in rural area, conduct terracing along sloping marginal areas.

B. Water conservation

Activity 6

Assignment :

Ask the following questions to some people in your community and report your findings to class:

1. Do they conserve water? How?
2. What are the sources of water in your community?
3. How does your village/town keep the water sources clean?

We all need clean, fresh drinking water. We also use water for washing ourselves, cooking and cleaning. Farmers need water for their crops. Industries use water during processing materials. The earth as a whole has a huge water supply but some parts of the world have very little rainfall. Some parts of the world do not get rainfall at all. Many areas receive more rainfall than they need. Therefore the regions that get small have to conserve their available water and keep it clean.

We can conserve our water sources in different ways:

1. We can construct dams in dry areas. The dam will store the rainwater. This will provide water throughout the year. We can even harvest fish in the stored water.



Fig.10.8 Dam

2. We can plant trees to allow the rainwater to soak into the ground.

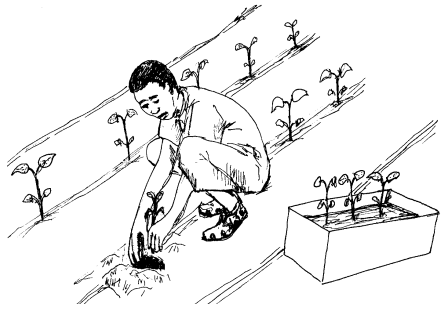


Fig. 10.9 Planting Trees

3. We can protect water sources from pollution in many ways:

a) Protecting water from human waste.
b) Building latrines away from water sources.
c) Keep livestock away from water sources.
d) Build a fence around the water sources.



Fig. 10.10 Fencing well

e) Animals should have their own watering places.
f) Protect wells and springs. Keep them clean. Remove rubbish, dead leaves and sticks from the water.
g) Don't put harmful chemicals in the water. Use clean containers. Don't use containers that were used for chemicals.

Activity 7

1. Put fences around the water sources in your community.
2. Clean the area around the water sources in your community.

C. Forest conservation

Focus Questions:

a. Do forests exist in your area?
b. List the important trees in your area.
c. If you find people cutting down trees, what would you do?
d. Are forests in your area protected? How? by whom?
e. What happens to people found cutting down tree?
f. Do the local authorities have any role in protecting forests? How?

Forests provide timber, firewood, food, and medicine. Forests also serve as a wildlife habitat. They also conserve water and soil. We have to protect and conserve forests.

The best ways to protect forests are:

1. Keep grazing land separate from crop land.
2. Use grazing grounds in rotation.
3. Don't put too many cattle, goats or sheep on an area of grazing ground.
4. Protect natural vegetation from fire.
5. Protect forests for wildlife to breed.
6. Reafforest land where forests were cut down.
7. Introduce an afforestation programme. This means planting new trees in areas where there were no forests before.

Activity 8

Plant trees

1. In school compound.
2. In marginal land in your community.
3. Along paths and road sides.
4. Along mosques and churches etc.

D. Conserving grazing lands

Activity 9

Ask some herders in your area and write a report on your findings:

1. Is there any rotational grazing area in your community?
2. Are there areas devoted to grazing animals only?
3. How can we avoid overgrazing?
4. How can we improve grazing land in your area?

Grazing lands are dry lands that are not good for forests or cultivation. They are covered with grass and so they are good for grazing. You can find a lot of wildlife in grazing lands.

Overgrazing is a serious problem. The grass disappears. Weeds grow instead of grass. Weeds do not provide good food for animals. Farmers should prevent over-grazing:

1. They should not put too many animals on the grazing land.
2. They should do rotational grazing. This allows grass to re-grow.

E. Wildlife conservation

Focus questions

1. What are the common wild animals in your area?
2. Is hunting forbidden in your place ? If not, why?
3. Are there animals in extinction? If yes, list them.
4. Do you think wild animals should be protected? Why?

Human activities lead to the extinction of wildlife through hunting. The destruction of wildlife habitats (forests) for homes, farms, industries and transportation is another cause of the extinction of wildlife. The increase in human settlements destroys the wildlife habitats. The best ways to conserve wildlife are:

1. The government can forbid hunting by law.
2. It can make national parks, with separate forest areas for wildlife to breed.

F. Conserving mineral resources

All minerals are non-renewable natural resources. They cannot be replaced. Once they are used they never reappear. It is possible to conserve mineral resources in the following ways:

1. Reduce the wastage of minerals resources during processing in industries.
2. Re-use of metals. Many metals can be processed and re-used. For example old cars, tanks, cans and broken glass can be reprocessed in industries.

Substitution of minerals is essential. If metals are not available, other metals must be used as substitute, For example, plastic containers, cups, dishes can replace metal containers. The fossil fuel of oil, natural gas and coal can be replaced by other sources of energy such as geothermal energy, solar energy and wind energy.

Summary

Resources are all the things that are important to people. Some are natural resources. These include soil, climate, water, plants, fish, minerals, and animals. These are resources that exist in their natural state. Soils are natural resources. There are no grass, plants and crops without soil. There are no animals and crops without grass.

Some resources are made or processed by humans. These include shoes, clothes, cars, tables etc. We all use resources for living and making economic wealth.

There are two kinds of natural resources. These are renewable natural resources (such as soil, oxygen and plants) and non-renewable natural resources such as minerals. Renewable natural resources can reproduce themselves. Non-renewable resources are found in a fixed amount and can be finished. Therefore we have to conserve them.

Review questions

1. Define the following geographical terms. Resources, natural resources, renewable resources, conservation

2. Matching: choose the correct answer from column B and fill the blank spaces in

Column A	**Column B**
1) Renewable natural resource _____	a) the making of step-like ground along a slope
2) Resource _____	b) careful use of natural resources
3) Terracing_____	c) found in fixed amount
4) Conservation_____	d) consumption of resources
5) Oxygen_____	e) the covering of soils with leaves and corn stacks.
6) Malching_____	f) resources which renew themselves
	g) the gas we breathe in
	h) things which are useful to people

3. Say true and false and put the correct answer on the space provided.

a) There is no life without soil_____
b) minerals can reproduce themselves naturally_____
c) plants can not renew themselves if we use them improperly_____
d) soil fertility can be maintained by crop rotation_____
e) terracing encourages erosion_____
f) the aim of malching is to reduce erosion_____

Key words

Conservation	:	the careful use and protection of natural resources.
Renewable	:	natural resources that renew themselves such as plants and animals.
Wildlife	:	untamed animals that live in forests and grassland.
Habitat	:	the natural home of wild animals.
Weeds	:	an unwanted wild plant which prevents crops, flowers etc from growing properly
Furrows	:	a narrow trench made in the farm field by a plough into, which seed is sown

Unit 11

Economic activities

Let's find out:
1.The factors for the location of economic activities
2.Category of economic activities.

11.1 Factors for the location of economic activities:
Many economic activities are a direct response to the natural and cultural environment.

Focus Questions
Why do different crops grow in different parts of Eritrea?

a) The physical environment

Focus Questions
1. How does the physical environment affect the kinds of crops that farmers grow?
2. Why are poor soil areas sparsely populated?
3. What is the common economic activity in Northern and Southern Red Sea Zones?
4. Why is south-west Eritrea rich in cattle?

The physical environment means the soil, climate, natural vegetation, water, landforms, and other natural resources. Farmers grow crops according to the climate and the soil.

- Climate has a great influence on the distribution of crops on the earth's surface. Crops such as cotton, palm oil, cocoa, groundnuts, coffee and bananas need high temperature. They grow in tropical zones because there is high temperature.

- Wheat and barley need low temperature. So, they grow in

tropical highlands like in Eritrea . They also grow in temperate zones.. Sorghum and sesame need high temperature. They grow in the lowland areas of Eritrea.

- Soils also have an influence on the distribution of crops. Different crops need different minerals. Wheat and maize need nitrates, and so they grow in soils rich in nitrates. Potatoes need more potash and grow in regions rich in potash.
- Soils poor in mineral nutrients are left for grazing animals.
- Some regions are rich in valuable forests. Here, lumbering is the main economic activity.
- Some coastal areas are rich in fish resources, and fishing is the main economic activity, for example the costal area of Eritrea.
- There is variation of climate between the Equator and the Poles. Therefore, different crops and trees grow in different latitudes.

b) Cultural food preference?

Focus questions

1. What is the preferred food or crop in your area?
2. Do you know any areas of Eritrea where there is a different preferred food?

In different parts of the world, people eat different foods. Usually, the preferred food is the food that grows in the local area:

- Maize is the preferred food crop in most countries of Africa and America.
- People in the lowlands of Eritrea prefer sorghum. In the highlands they prefer barley, wheat, maize and taff.
- In the highlands of Eritrea people prefer **taita**, while in the lowlands they prefer porridge.
- In North America, Australia, Argentina, Russia and Ukraine they

prefer wheat. This can be as bread or as pasta (e.g. macaroni). They also prefer potatoes.

- In most countries of Asia and the Middle East people prefer to eat rice.

11.2 The categories of economic activities

The main types of economic activities are three. They are:
a) Primary economic activities
b) Secondary economic activities
c) Tertiary economic activities

A. Primary activities

Focus questions

1. What is your family's occupation?
2. Are they farmers, fishermen, miners, etc?
3. Do they get what they need directly from the soil, the sea, the ground, animals or cattle herders forest?

Early humans depended on their physical environment. Their economic activities included hunting, fruit gathering, and fishing. Later on, farming, animal grazing, forestry, mining and quarrying developed. This economic activity is called primary economic activity or primary industry. In primary industry, you do not need to do much to the resources. You can use them as they are. They come directly from the natural environment.

Examples

- A farmer ploughs his land and sows his crops. When the crops are ripen, he harvests them. He gets the crops directly from the soil. This is a primary activity.



Fig. 11.1 Harvesting crops

- Someone gets salt directly from sea-water. This is a primary activity.

- A Fisherman catches fish directly from the sea. This is a primary activity.

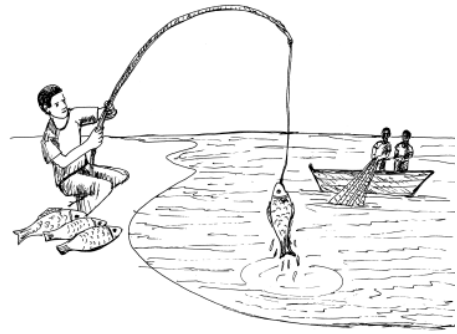


Fig. 11.2 . Catching fish from the sea

- Someone grazes animals. He gets milk directly from the cow. This is a primary activity.



Fig. 11.3 Milking a cow

- Someone hunts animals and gets meat. He gets the meat directly from the animals. This is a primary activity.

- Someone gathers fruits from wild trees. He gets fruits directly from the trees. This is a primary activity.

- People mine minerals from the earth's surface or from under the earth. They get minerals directly from the ground. This is a primary activity.

B. Secondary activities

Focus Questions

1. What is industry?
2. Are there industries in your community like bakery?
3. What type of industry is bakery?

Secondary economic activities change the products of primary activity into other useful. These are:

Handcrafts:

These include pottery, weaving, matting, woodwork, metal work, woodwork. These industries make pots, oven, clothes, sickles, axes, plate, saddle, bags, carpets, mats, knives, ploughs, baskets etc. The handicraft industry was the main type of industry in Eritrea before modern industry developed during the Italian administration.

Modern Industry:

Modern industries include industries like construction, steel-making, ship-building, and making furniture, cars, railways, vehicles, textiles, and chemicals.Modern industry started in Eritrea during the Italian administration.

- Secondary economic activities **process** the products of the primary activity.

Activity:

Research

Do a research project in your local area. Then report what your findings in a written form..

1. List the types of handicraft industries in your locality.
2. What raw materials do they use?
3. Where do the raw materials come from?
4. What are the products? Where are they sold?

C. Tertiary activities

Focus Questions

1. Do people produce all things they need?
2. How do people get things they do not produce?

Look at these examples:

- Merchants or traders buy crops, fruit, timber, fish, and salt from primary activity producers and sell them in the towns. They also buy industrial products from factories and sell them to farmers and fishermen. So they are selling the product of primary and secondary activities.

- People travel from place to place. They pay money for the transport. So people with buses are selling a service. This is tertiary activity.

- Hotels and restaurants provide rooms, food and drinks in return for payment. So the hotels and restaurants are selling a service. This is tertiary activity.

Tertiary activities are businesses. They provide services to the primary and secondary activities, and to communities and individuals.

Summary

The physical environment affects the economic activities of an area. We say there are three main types of economic activity:

1. Primary activities, which get natural resources directly from the earth.
2. Secondary activities which process the raw materials, as industries.
3. Tertiary activities: these are trading activities such as pharmacies, shops, banks etc.

Review questions

1. Write true or false on the space provided in each sentences.

a) many economic activities are direct reflect of natural environment._____
b) soil and climate are parts of cultural environment_____
c) wheat and barley are dominant in hot climate_____
d) handcraft is a good example of tertiary economic activity____

e) Food habits of humans can influence the distribution of crops_____
f) Soils do not have influence on crop distribution_____

2. Matching
select the appropriate answer from column B and put it on the space provided in

Column A	**Column B**
1) Primary economic activity	a) road
2) Tertiary economic activity	b) service and business
3) Secondary economic activity	c) climate
4) Lumbering	d) farming
5) Physical environment	e)change of primary products to other items
6) Cultural environment	f) cutting of trees

1. Give short answers
a) Define the following activities: primary activity, secondary activity, tertiary activity. Give an example for each.
b) What affects the location of economic activities?
c) Why do different crops grow in different areas?

Key words

Climate	:	the average condition of the air for long period of time.
Primary activity	:	this is the extraction of raw materials directly from the ground or natural environment
Tertiary activity	:	are services and business conduct by people.
Secondary activity	:	types of economic activities that change products of primary activities into other forms of items.

Unit 12

Disaster

Let's Find Out:

1. What disasters are,
2. What causes of disasters such as floods, droughts, and lightning etc,
3. What the consequences of floods, droughts and lightning are,
4. What solutions for droughts, floods and lightning are.

12.1 Introduction

Focus Question

- Can you mention an event that has caused damage to plants, animals or humans in your community?

- What will happen if there no rainfall in your area for many years?

If something causes a lot of damage to the environment and puts people in danger, we call it a disaster. If the event is caused by nature, we call it a natural disaster. There are many types of disasters. Earthquakes, volcanic eruption, lightning, storms, tides and flood are natural disasters. Human-made disasters include floods, drought, deforestation, erosion, and pollution of water air and land.

Sometimes weather can change suddenly. Such changes cause disasters in Africa, for example floods. Droughts and floods destroy our food supplies and result in famine. Other kinds of disasters like lightning, earthquakes, and volcanism bring disasters.

Activity 1

Ask your parents or other resource people and collect information on the following questions and report to class.

1. Has our community experienced any natural disasters?
2. What was the disaster?

3. What was its cause?
4. What was the consequence of the disaster?

12.2 Floods

Focus Questions

1. When do we say that a flood is a disaster?
2. Does flooding occur in your community?

Flooding happens if the amount of water flowing in a river is too great to be contained by the channel of the river. So the water overflows on both sides of the bank. The flood destroys farmlands and houses. It kills animals and people.

A. Causes of flooding

Focus Questions

1. What are the causes of floods?
2. Are all floods natural?
3. How do human activities cause floods?

There are many causes for floods. Some are natural. Some are the result of human activities.

Natural causes

If heavy rain falls for several hours or days, it causes flooding. This usually happens in lowlands. If the ground becomes saturated (soaked), it cannot absorb rain water any more. Then the rain water flows down along the surface of the earth forming flooding

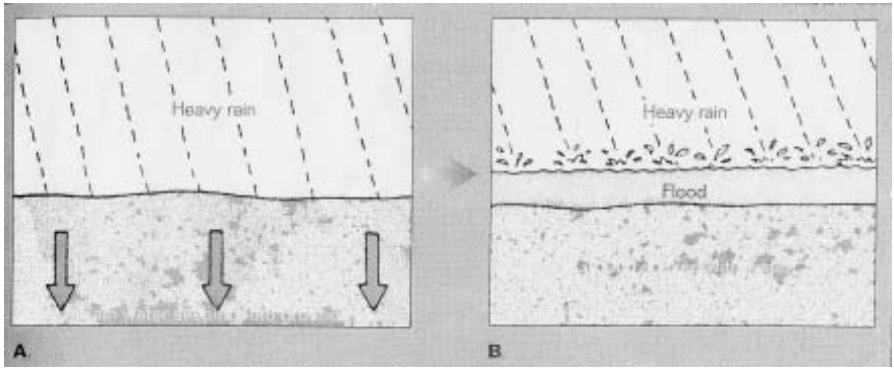


Fig. 12.1 How heavy rain can cause flooding

Human causes

I) Deforestation

Focus Questions

1. What is the cause of deforestation in your community?
2. Why do people cut down trees in your area?
3. What is the result of deforestation in your area?
4. What is the main reason why there is shortage of fuel wood and timber in Eritrea?

Deforestation is the removal of forests. Deforestation is one cause of flooding. Trees hold soil in its place by their roots. If people cut down trees, the rain washes away some of the soil.

The eroded soil from the mountainous areas goes into the rivers. These eroded materials are deposited in the lowland plains and this makes the beds of the rivers rise. The rivers therefore become shallower. If heavy rain falls, the shallow rivers cannot hold all the flood water. Then the river overflows and destroys the lowland areas around the river. For example crops can be destroyed.

Focus Question

- What are the other consequences of deforestation?

II) Urbanisation

Towns and cities in low-lying areas cover the ground with buildings and roads. The roads in towns and cities are covered with tar. The residential compounds are also cemented. The tarred surfaces and cemented residential compounds, and the land occupied by buildings cannot absorb rain water. The water runs off into rivers. If the rivers cannot hold all the water, then flooding may happen.

B. How to control flooding

Focus Question

- How do the people in your community control flooding?

Floods are dangerous to people and the environment, so it is important to control flooding. Here are some possible ways of controlling floods:

a) Reafforestation

In deforested areas we can plant trees. This is called **reafforestation.** Rain that falls on trees hits the ground with less force. Also, the roots of the trees hold the soil together, so the rain cannot wash away the soil. The presence of natural vegetation also reduces run-off. It makes the rain water seep down ward. This increases ground water.

b) Afforestation

Afforestation is the planting of trees in areas where there was no forest. This reduces **the** removal of top soil by running water.

c) Building dams

We can build dams at the upper course of the major rivers. The dams hold the extra water. This controls the amount of water that flows to the areas further down the river. The eroded materials are deposited in the reservoir. Therefore, the amount of materials deposited in the lower course of the rivers is reduced to a considerable degree.

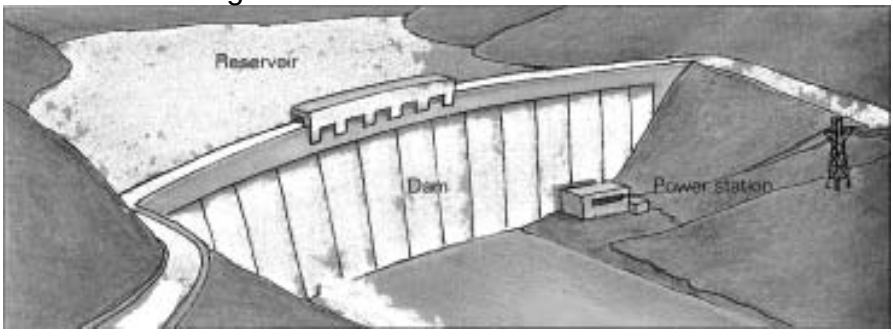


Fig. 12.2 Dam

d) Contour ploughing

Many farmers plant crops in rows that run up and down a slope. However, farmers could plough their land horizontally along the slope and plant crops. This is called **contour ploughing.** This type of ploughing land allows water to seep downwards to the ground.

This means the amount of run-off of the rain water is reduced. It also reduces soil erosion.

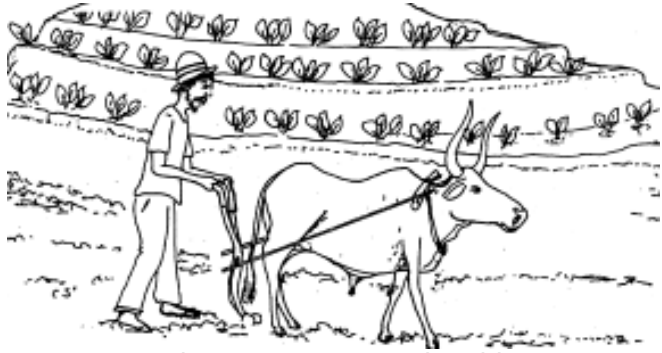


Fig. 12.3 Contour ploughing

e) Planting Trees

Plant trees to reduce the amount of run-off. The type of trees that can be planted are:

1. drought-resistant trees
2. fast-growing trees like neem
3. termite-resistant trees
4. fire-resistant trees

For such type of trees, information can be obtained from the Ministry of Agriculture.

Activity 3

Inquiry method: Contac your parents or resource people and conduct a study on the following questions and then report to class.

1. Was there flooding in your community during your span of life?
2. What was the consequence of the flooding on crops, human and animal life?

f) Terracing

Terracing is the making of step-like ground on the slopes around a hill. These terraced slopes look like stairs. They are steep-sided on one side. When the flat ground is ploughed it forms ridges and furrow. The rain water is contained in the furrow and the ridges prevent the water from flowing down the slope. This reduces

erosion. It also allows rain water to seep down ward to form ground water.

12.3 Drought

Focus Questions

1. Has your community experienced shortage of rainfall?
2. What was the consequence of the shortage of rainfall?

Drought refers to long and dry period with little or no rainfall or when the rainfall is below the average rainfall of the locality. Droughts are common in the Sahelian countries of Africa like Eritrea, northern Sudan, Chad, Niger, and Mali.

During drought years, the land becomes very dry . The wind can blow away the soil very easily. Human activities can make the effects of the drought worse, for example by deforestation.

Drought is the most common disaster in many parts of Africa. Drought causes crops to fail. This leads to famine, because crops and animals die from the lack of water and food. Drought is a disaster for people in farming areas because they depend on growing crops and grazing animals.



Fig. 12.4 Dead elephant due to drought

A. Causes of drought

Focus Question

- What do you think why drought occurs in your community?

The causes of drought are many. Some of them are as follows:
1. The clearance of vegetation for cultivation (deforestation): If there are forests there is transpiration. Transpiration increases the water vapour in the atmosphere. If the water vapour in the atmosphere is cooled, it forms clouds. Then the clouds give rainfall. If there is no vegetation cover, this leads to drought.

2. Over-grazing: This means the removal of grass cover by animals. If too many animals are grazed on land, the grass cover is not enough, and even the roots may be uprooted. This leads to bare soil. Then if there is no vegetation cover, there is no transpiration, no rain, and therefore drought occurs.

B. How to cope with drought
1. We can plant trees: Trees help to increase the moisture in the atmosphere. This moisture then falls as rain.

2. Conserve water by building ponds and dams: This saves water. The water can be used for drinking and irrigation.

3. Construct cisterns: These help to collect water from roofs.

4. Reduce the number of animals that graze: This allows grass to grow. The plants can also keep moisture in the soil.

5. Plant trees and grass on terraces: This allows water to soak into the ground and increases the amount of ground water.

6. Grow more food crops instead of cash crops: Cash crops are grown mainly for sale. For example, coffee and cotton are grown in Eritrea mainly for sale.

7. Store surplus food to last for one year: If the farmer grows more food than he needs, he can store the surplus.

8. Grow drought-resistant crops: Sorghum and millet are safer to grow in dry soil. These plants then cover the soil. The transpiration from such crop plants can increase the moisture in the atmosphere.

Activity 4

Contact parents or resource people in your community and ask them the following questions and report your finding to the class.

1. Was there drought in your community during your span of life?
2. What was the consequence of the drought on the plant life, animal life, human life etc?

12.4 Lightning



Fig. 12.5 Lightning

Focus Questions

What is the cause of lightning?

1. Based on your experience, what damage does lightning bring?
2. How do people protect themselves from lightning?

Lightning is a flash of electricity that passes from cloud to cloud or from clouds to the ground. Lightning can kill people and animals. Lightning can cause more serious damage when it strikes trees and causes a bush fire.

Therefore:

1. Do not plant trees close to your houses.
2. Cut off the branches of trees that are near houses.
3. Do not use the telephone during lightning.

Summary

A disaster is something that causes serious damage to people, plants and the natural environment. Disasters can be natural or man-made. Natural disasters include floods, droughts, lightning, earthquakes, and volcanic eruptions.

Human activities can make disasters worse - for example deforestation, soil erosion and overgrazing. We can do things to make floods and droughts less serious. We can plant trees, build dams, plant crops in terraces on the slopes of hills.

Review questions

1. Define the following terms: floods, drought, lightning, reafforestation.
2. Match the following:

Coloum A	Coloum B
a) disaster	1) removal of natural vegetation
b) deforestation	2) a flash of electricity from cloud to cloud
c) reafforestation	3) planting trees
d) contour ploughing	4) drawn lines
e) drought	5) long period of dryness
f) lighting	6) horizontal ploughing of land across a slope
	7) planting of trees in deforested areas.
	8) something that brings damage to the environment

3. Answer the following questions:

a) What is flooding?
- What causes flooding?
- What is the solution for flooding?

b) What is drought?
- What causes drought?
- How can we cope with drought?

c) What is deforestation?
- What causes deforestation?
- What is the solution to deforestation?

d) How can we protect ourselves from lightning?

Key words

Disaster : something that causes damage to the environment and put people in danger.

Flooding : flooding is when the amount of water flowing in a river channel is too large to be contained by the river channel, so the water overflows on both sides of the banks.

Deforestation : the removal of the natural vegetation from the surface of the earth.

Reafforestation : when trees are re-planted in areas where deforestation has taken place.

Urbanisation : this is when more people live in large settlement such as towns and cities.

Afforestation : this refers to the planting of trees in areas where no forests existed before.

Contour Ploughing : Horizontal ploughing across a slope instead of up and down. This controls erosion and allows water to seep downwards.

Drought : this refers to long, continuous dry period with little or no rainfall, or when the rainfall is far below the average.

Over-grazing : when too much animals are grazed beyond the capacity of the land.

Conservation	:	the careful use and protection of natural resources.
Lightning	:	a flash of electricity that passes from cloud to cloud or from the clouds to the ground.
Tar	:	a black substance, thick and sticky when hot and hard when cold. It is used for making road surface.
Tarred surface	:	surface covered with tar.
Transpiration	:	the loss of water from plants through the tiny holes of their leaves
Atmosphere	:	the air around the earth.
Water vapour	:	the moisture in the atmosphere.
Bush	:	a low woody plant.
Thunder-storms	:	a loud explosive that follows a flash of lightning, noise

Unit 13

Caring for younger children

13.1 A Family

Focus Questions

1. Do you have brothers and sisters?
2. What do you do with your brothers and sisters?

Activity-1

Work in pairs

1. Write about your family members; include how many children are there in your family. Include everyone who lives in your family.
2. Compare with your partners. Do you think you have big families?

Grand parents Parents Uncle Aunt



Children

Fig 13.1 Extended Family

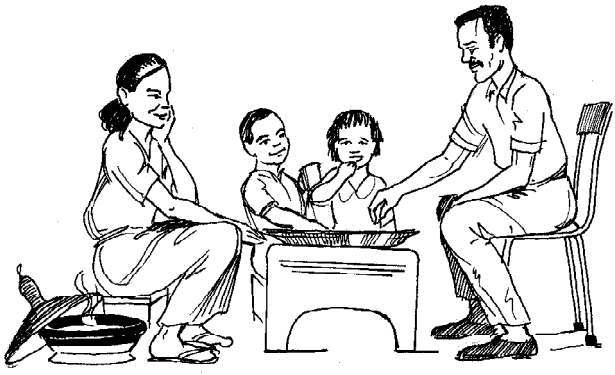


Fig 13.2 Nuclear Family



Fig 13.3 Single Parent Family

In some families there are parents, grandparents, uncles, aunts, brothers and sisters. In a few families there are step-parents and half brothers and sisters. They live together and depend upon each other in their daily activities.

Case story



Fig 13.4 Amal serving tea

Amal is studying in grade six. Amal's mother became very ill and died, when Amal was two years old. Her father Mr. Jemal got married to Miss Meriem when Amal was three years old. Amal now has a new mother, Mrs. Meriem. Mrs.Meriem became a step-mother to Amal. After a year Mrs. Meriem gave birth to a baby boy named Abdu. Abdu is Amal's half-brother. Now Amal helps her mother to look after her brother Abdu. She prepares tea for her father after he returns from the office. Amal is happy with her family.

Answer the following questions orally.

1. Do Amal and Meriem have good relationship?
2. In what other ways Amal can help her family?
3. Is Amal happy with her family?

Younger children often spend more time with their older brothers and sisters than with adults. They admire their older brothers and sisters. They copy them and do what they say. They become good companions.

13.2 Companions

Focus Questions

1. Who is your closest companion in your family?
2. Does the age matter for being companions?
3. Why is companionship necessary in a family?

Your younger brothers or sisters are always with you. They try to help you in many ways, and they cooperate and share things with you.

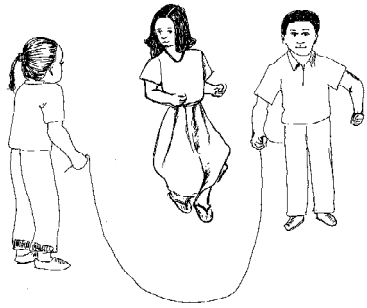


Fig 13.5 Playing



Fig 13.6 Eating

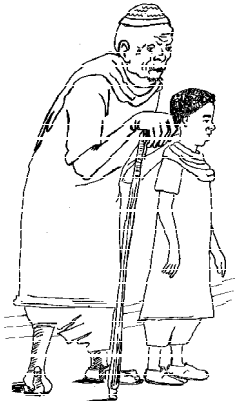


Fig 13.7 Helping

Activity-2

1. Do you do these things with your brothers or sisters?

A. Work in groups. Which do you think are the most important?

A. Going to school.
B. Sharing things like pencils, a ruler, football, etc
C. Going to visit friends
D. Helping in studies
E. Playing together
F. Going to the cinema
G. Eating together
H. Teaching good behaviours

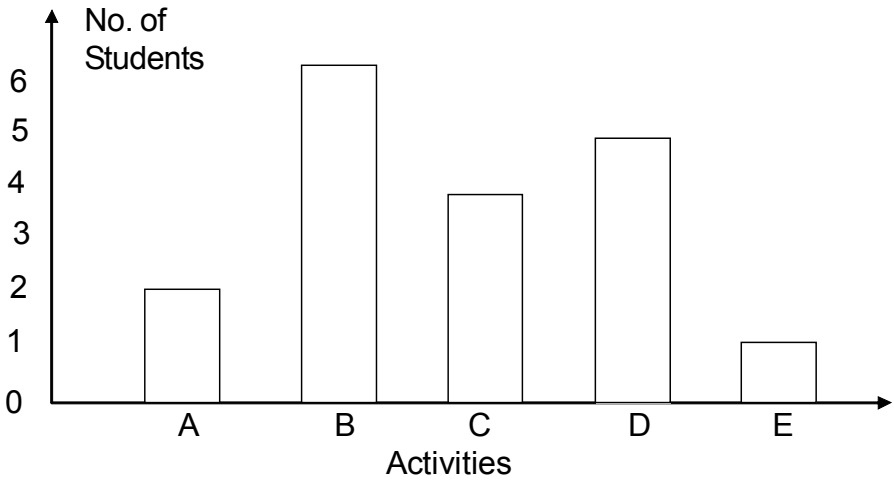
B. Choose three most important activities each. Make a table like this and put a tick under the activities you choose.

	A	B	C	D	E	F	G	H
Student1								
Student2								
Student3								
Student4								
Student5								
Student6								

C. After making your choice, illustrate the answers in a bar graph. The bar graph should show how many students chose each activity in every group.

For example:

	A	B	C	D	E	F	G	H
Student1	√	√		√				
Student2		√	√	√				
Student3	√	√	√					
Student4		√	√	√				
Student5		√	√	√				
Student6		√		√	√			



13.3 Looking after younger children

Focus questions

1. Do you help your parents to look after younger children at home? If so, what kind of help?
2. When do you call for an adult when you are looking after young children at home?

Activity -3
Work in pairs
Why do you help your younger brothers and sisters?
Compare with your partner whether the reasons are same or different.

Older children feel fraternal love for their younger sisters and brothers. They give advice and show examples of good behaviour. If a new child is born the older brother or sister should not feel unhappy or jealous. The older brother or sister is not losing anything; they are gaining a new friend in their family.

Assignment

Answer the following questions.
Assume that a new baby arrived in your family.

a. How did you feel before the baby arrived?
b. How did you feel after the baby arrived?

13.4 Safety at home

Focus questions

1. At what age does a baby start to move around the house?
2. What are the dangers faced by a baby that moves around the house?

Activity - 4
Work in groups
How can you prevent accidents in the situations shown in the pictures given below?

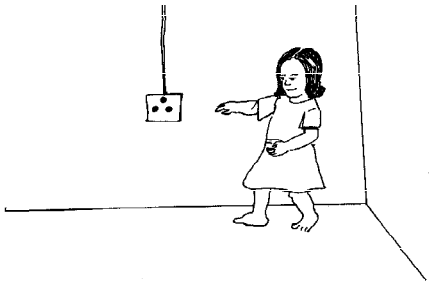


Fig 13.8



Fig 13.9



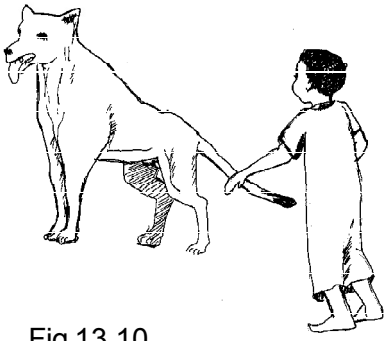


Fig 13.10

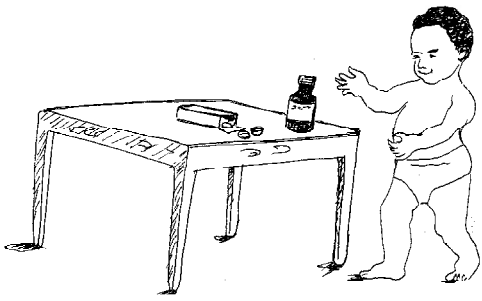


Fig 13.11

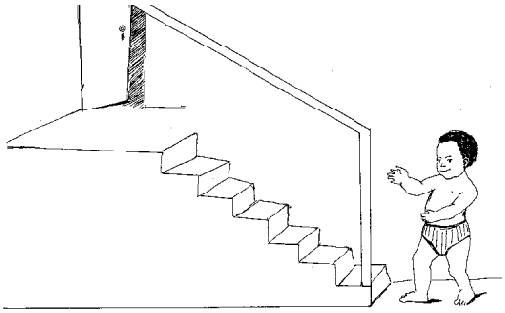


Fig 13.12

Case Story

Do you remember Amal's family?

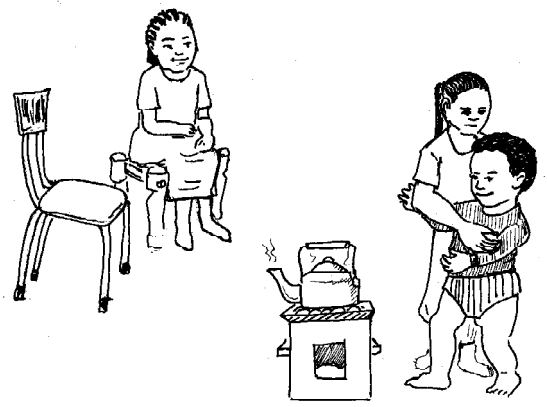


Fig 13.13 Amal pulled Abdu

Amal's mother Meriem goes to market every Saturday to buy vegetables and other things for the family. Amal takes care of Abdu. One day Amal's friend Zaid came to visit her. They were talking. Amal put the kettle with water on the stove to prepare tea for her friend. She made a good fire to boil the water. Abdu went near the stove. Suddenly Amal saw Abdu. He was touching the kettle. She rushed to Abdu and pulled him away from the burning stove. She checked his hands but there were no burns. In this way she prevented a serious accident. When Meriem returned from the market Amal told her what happened. Meriem thanked Amal for looking after Abdu.

Answer the following questions orally

1. What possible accidents could happen to Abdu?
2. How could Amal avoid the accident before it happened?
3. What should Amal do if Abdu had burns?

Summary

Older and younger children share many activities.

Younger children feel secure with older children. Very young children can get into dangerous situations. The older children should look after them and help to keep them safe and healthy.

Review questions

I. Answer the following questions.

1. Write any five things that are dangerous at home.
2. Write any five things that are dangerous outside your home.
3. What help do you do to your family?

II. State true or false

1. If a new baby is born in your family you should feel jealous.
2. Family members depend upon each other in their daily activities.
3. If you are careful, you can always prevent accidents.
4. Only sisters should help parents in doing household work.

III. Write whether the following phrases are good or bad behaviour.

1. Teasing friends
2. helping older people
3. listening to parents
4. stealing things
5. telling lies
6. respect elders

Keywords

Family : a group consisting of one or two parents and their children.

Nuclear family : the family considered as mother, father and children only, and not including any less close relations.

Extended family : the family in which uncles, aunts and cousins are regarded as close relatives and everyone has an obligation to help and support each other.

Adults : a person grown, mentally and emotionally matured.

Companions : a person spends much time with another.

Cooperate : to work or act together with others.

Share : a part or portion of a larger amount which is divided between people.

Behaviour : the way a person behaves towards another person.

Accident : an unpleasant event that happens unexpectedly and causes damage or injury.