Citizenship Education 8

Citizenship Education 8 Textbook







ISBN: 99948-1-745-0

TEXTBOOK

The State of Eritrea
Ministry of Education

Citizenship Education for Grade Eight

Textbook

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This book is written by the Ministry of Education, Department of General Education, Curriculum Planning and Development Division, in collaboration with the Research and Documentation Center (RDC).

The Ministry of Education gratefully acknowledges the assistance of the following, and any others who have helped in any way in the preparation of the book:

- Textbook Writers
- Textbook Review Workshop participants
- Editors
- Designers
- Illustrators
- DTP staff
- Quality Review Committee

First printed in 2015 by Sabur Printing Services, Asmara, Eritrea.

ISBN: 99948-1-745-0

Introduction

Dear learners welcome to Grade 8 Citizenship Education textbook. This learning area as a subject focuses on the knowledge, skills, attitudes and values which you need to develop in order to exercise your full potential. It intends to help you develop your critical thinking skills, consider a wide range of political, social, ethical and moral issues, and explore opinions and ideas other than your own. This textbook has been written in view of the new curriculum that promotes outcomes based learning and interactive pedagogy and also more attention is given to make the presentation descriptive and explanatory.

The concepts to be studied in this textbook are similar to grade 6 and 7 contents and organized to prepare you to become responsible citizens who will be willing and capable of contributing towards national development. The topics discussed in this textbook are as follows.

1. A Disciplined Young Person
2. Being a Good Student
3. Knowing our Culture and Society.
4. The Eritrean Revolution
5. The Birth of the Free State of Eritrea
6. We are Patriots
7. Symbols of National Identity
8. Our Acts and their Consequences: Right and Wrong
9. Being an Active Citizen

On the starting page of each unit, expected learning outcomes of the unit are outlined. The units are divided into subunits and sub-subunits. To enhance the teaching learning process focus questions,

exercises, activities, and assignments are included in each unit. The activities are designed to be more practical and ensure your maximum participation in the lessons. Small and large group discussion, individual and pair work, role plays, writing essays and interviewing people to find information are some of the practical activities used in the textbook. Stories, dialogues, dramas, illustrations, poems, proverbs and puzzles are also included. At the end of each unit, unit summaries, key terms and review questions are presented. The textbook is accompanied with a teacher's guide that helps the teacher how to present lessons.

After completing the lessons in this textbook, you will be able to:

1. build attitudes and values needed to be a responsible and hardworking citizen.
2. demonstrate an understanding of the ethnic, linguistic, religious and cultural diversity of the Eritrean society as well as the livelihood of the people in the different climatic conditions of the country
3. identify some of the major causes of revolutions in general and the Eritrean revolution in particular
4. understand about the formation of the State of Eritrea, and recognize your role in the reconstruction and development of the country.
5. acquire the desired characteristics of an Eritrean patriot.

Assessment is an integral part of the teaching learning process. It provides information about your progress. During the teaching learning process your teacher will gather valid information about your performance on an ongoing basis and provides appropriate feedback. Efforts are made to assess you through practical tasks. Therefore, you are expected

to participate actively and do your tasks regularly.

Parents and guardians are expected to help and encourage your children while using the textbook either for studying or doing the tasks.

At the end you are welcome to give any comments.

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Unit 1

A Disciplined Young Person

Expected Learning Outcomes

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

- define the meaning of self-control.
- exercise different ways of controlling your emotions, actions and feelings.

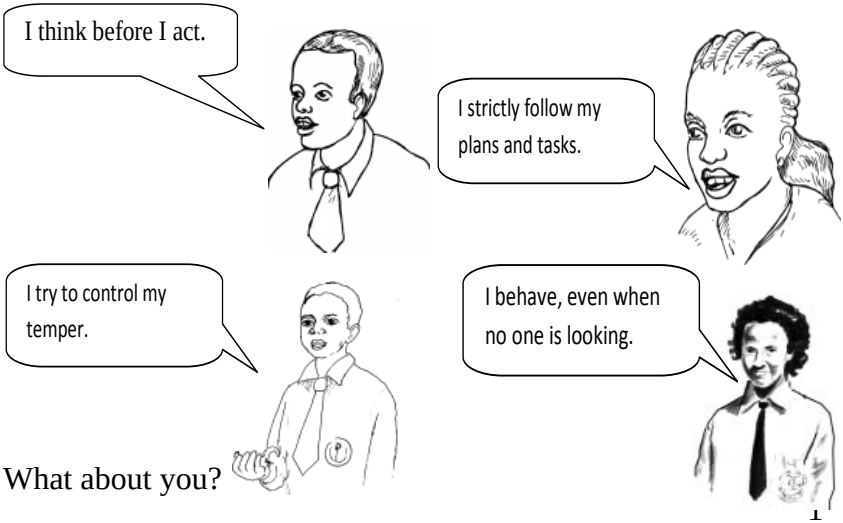
1.1. Self-Control

Focus Questions

1. What do we mean by self-control?
2. What do you do to control yourself from committing a mistake, behaving badly or saying rude words?

Self-control is the ability to control our emotions, words, actions, and desires. It is showing determination and commitment in achieving our goals. There can be many ways that we can do to control our actions, feelings and desires.

Let's read what the following students do to exercise self-control.



What about you?

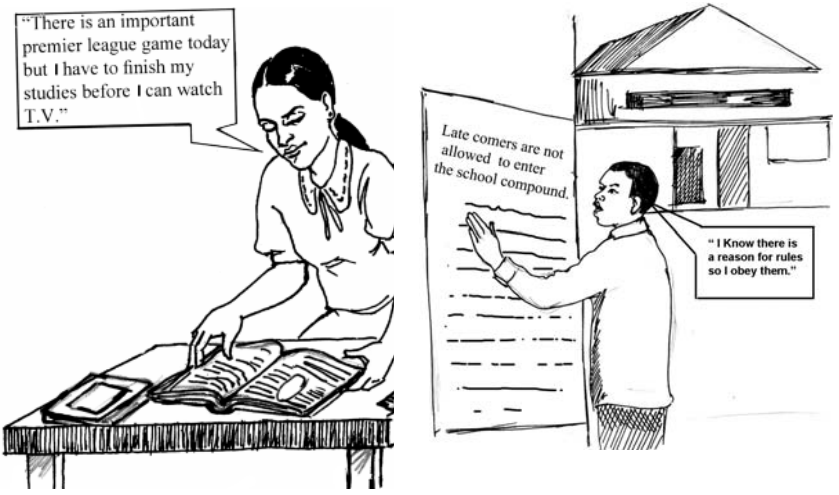
1.1.1. What does self-control mean?

All of us can face things that make us angry, or we can encounter things that are difficult to accept. For example when we confront with two choices we might be irritated because we are not sure which choice to pick. In such situations we need to control our emotions and think before we take any decision. Self-control is all about controlling your emotions, and avoiding quick actions. When we want to control our emotions it is good to say the things that we want to do using a soft and low voice.

Let's read what students say when they exercise self-control.







Exercise 1.1

Read the following incidents and discuss what you would do if you had to confront them. Explain the reasons for your answer.

1. Your friends offer you a cigarette to smoke. You know smoking is very dangerous to your health and can kill you. But they warn you that you either smoke the cigarette or stay away from them.
   a) I accept the cigarette and try a buff or two and then throw it away.
   b) I accept the cigarette and throw it away while they are not looking at me.
   c) I tell them "no" and warn them of the dangers as well.
   d) I say "no" and stay away from them.
2. Your teacher orders you to go back to class, even though you have a permission slip to go to the clinic. You try to explain, but he says, "No back-talk."
   a) I ignore him and go to the clinic.
   b) I say "okay" but try to run away behind his back.
   c) I tell him straight in his face "You can't stop me from going to the clinic. I have permission after all."

d) I say respectfully, “okay, teacher,” and follow his directions anyway.

3. Your father promised to take you to one of Eritrea’s historical places, but work kept interfering with the trip;
   a) I understand my father’s situation without getting upset.
   b) I would never trust him again.
   c) I would tell my mother to convince him regardless of his work.
   d) I get upset and tell my father not to promise again.
4. You were playing and accidentally broke your neighbor’s new *Jebena*. No one saw you broke it.
   a) I leave it there without telling anybody.
   b) I go and nag my mother/father to buy our neighbor a new *Jebena* before they knew I broke it.
   c) I go straight to our neighbor and calmly tell what happened and apologize.
   d) I pick the broken *Jebena* and throw it away before anyone could see it.
5. You really wanted a new pair of shoes for the holiday. Your mother could not afford the type of shoes you wanted. She did, however, buy you the best shoes that she could afford.
   a) I thank my mother for the shoes.
   b) I tell her to return the shoes and wait until she saves enough money to buy the pair I want.
   c) I receive the shoes and tell mom that I am not at all happy.
   d) I would not accept the shoes because they are not my choice.
6. You want to study for the examination but your friends want you to play with them, and participate in the ‘after school’ activities.
   a) I give half of my time to play with my friends and half of my time to study.
   b) I cut out playing time and ‘after school’ activities and concentrate only on my studies.
   c) I order my friends to go away, in order to get enough time to study.

Assignment

1. Remember a time when you felt very sad or angry. What made you sad or angry? How did you react? Write your feelings in 100 words.
2. Remember a time when you felt very happy. What made you very happy? What did you do? Write your feelings in 100 words.

Activity 1.1 (Group Work-Drama)

The following drama was made by students of Awet Junior School. After playing the drama, answer the questions that follow.

Library Incident

Setting:

In a school library two students, Rahel and Hagos, were talking loudly and disturbed the other students. Semira was one of the students sitting next to them. She was angry with Rahel and Hagos for disturbing her and the other students in the library. Let's read what happened next:

Semira (*crossed arms, fast breathing*): Hey, why don't you read quietly? You are disturbing all of us! We are supposed to read quietly in the library.

Rahel (*shows pride*): Mind your own reading. It's none of your business to talk to us like that. After all you are not the librarian. And we are discussing about what we have read.

Semira: This library is for all of us. We should not wait the librarian to tell us to keep quite. The library is the property of all of us, and we are all responsible to follow the rules. If you want to discuss about what you have read, you should go outside.

Rahel: You are a nagging person; it is useless to talk with you.

Semira (*stands up from where she sat and comes closer to Rahel with her eyes wide open*): Mind your lips.(*stands still over Rahel for a while*).

Rahel (*tries to stand up*.)

Hagos (*interferes calmly*): This is a library. Both of you are not supposed to fight here. We are all here to study and not fight. Semira is right; we have been disturbing all the students in the library. Rahel you shouldn't have responded like that. We were wrong to talk loudly like we did.

Semira too was wrong; you shouldn't have talked like that. You should have told us politely.



The librarian (*comes from behind with a rather surprised face*): What's the problem? You are not supposed to argue like that inside the library. Get out the three of you!

Semira: …but teacher… ammm…they were….

Librarian: (*cuts her short*.) Enough….. Get out first and we can talk outside the library…(*tells them to follow him*.)

Exercise 1.2

Based on the above drama, answer the following questions.

1. Who showed self-control in the drama? Explain your answers.
2. What should the librarian do? Explain your answers
   a. Dismiss all of them off the library?
   b. Dismiss out both Semira and Rahel only.
   c. Dismiss only Rahel.
   d. Let all of them back to the library.
3. What advice should the librarian give the students? Write a short paragraph (about 100 words) of advice the librarian could give the students.

Assignment

In groups write a short play similar to the above drama in which self-control is reflected. You can think of an incident where family members (mother, father, daughter and son) disagree on a certain issue. The father is angry with his son for not doing what he was supposed to do. The mother and daughter try to calm both of them. And finally the family is happy after the problem is solved.

1.2 Your Emotions Matter

Focus Questions

1. When you have comfortable/uncomfortable feelings, how do you show them to other people?

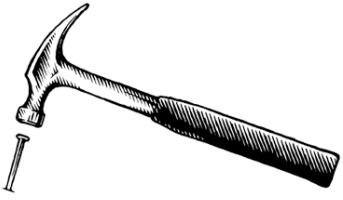
Now read the following story and discuss what you have learned from the story

A Hole in the Fence

Once there was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer two nails into the back of the fence. The first day the boy had driven 38 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered that it was easier to hold his temper than to drive those nails into the fence....

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence."

The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times



you say I'm sorry, the wound is still there. A verbal wound is as bad as a physical one.

Friends and loved ones are very rare jewels, indeed. They make you smile and encourage you to succeed. They lend an ear, they share a word of praise, and they always want to open their hearts to us. Water your relationships with kindness…and they will grow. So be careful of what you say…! Our words are like feathers. Once they are released, we can never get them back.

Activity 1.2

In groups of four discuss the following questions.

1. What did the father do to help the boy control his emotions?
2. How are driving a nail into the fence and the boys' temper related?
3. How many times did the boy lose his temper the first day his father gave him the advice?
4. Why did the number of nails driven daily by the boy start to decrease over the next few days?

Read the following lyric loudly and quickly (*pointing to the tongue/ears as you read it*).

Oh, be careful little tongue what you say.
Oh, be careful little tongue what you say.
Oh, be careful little tongue what you say.
For the Father up above is looking down in love.

Oh, be careful little ears what you hear.
Oh, be careful little ears what you hear.
Oh, be careful little ears what you hear.
For the Father up above is looking down in love.

Oh, be careful little hands what you touch.
Oh, be careful little hands what you touch.
Oh, be careful little hands what you touch.

For the Father up above is looking down in love.

Oh, be careful little eyes what you see.
Oh, be careful little eyes what you see.
Oh, be careful little eyes what you see.
For the Father up above is looking down in love.

1.3 The Benefits of Self-control

Focus Questions
What do you think of the result if we don't exercise self-control?

1.3.1. Wining the Trust and Respect of others

Self-control is not only about controlling your words and emotions. If you exercise self-control then you learn to become respectful, patient, honest, thankful, forgiving, and be wanted by your family, community and friends. A person who has high self-control skills also feels a sense of accomplishment.

Read the text about Jonas Salk and think of other people who have done good things for our world.

The Champion of Polio

Jonas Salk is the inventor of the polio vaccine that is widely used today across the whole world to prevent polio. Even in our country the vaccine is provided to children under the age of five every year. When Jonas Salk first invented the vaccine he first tested it by injecting himself, his wife and his three sons. Jonas Salk did not patent the vaccine because he wanted the whole world to benefit from it.

Jonas had the idea, from a time when he was quite young, that he wanted to do something that would make a difference to humanity. During those long years of research, it was extremely important to him to be patient and have control over his emotions, and that's exactly what he did.

WHO IS JONAS SALK?

Jonas Salk was born in New York City on October 28, 1914. His parents did not have formal education. However, they were determined to see their children succeed. Jonas Salk was the first member of his family to go to college. He wanted to study law, but he was also keenly interested in medical science. While attending medical school at New York University, he spent a year studying the flu virus. After finishing medical school, he continued his research on the flu virus. When World War II began in 1939, public health experts feared a repeat of the flu epidemic that had killed millions in the First World War (1914-1918). Salk believed that the same techniques used for the influenza vaccine would yield an effective polio virus vaccine.

In 1947, after eight long years of work, Salk developed a vaccine against polio, a virus that caused paralysis and in some cases, death. Finally, in 1955, Salk successfully tested the vaccine in humans. After the test succeeded, Salk was looked upon as a miracle worker. The vaccine saved thousands of lives and improved the quality of life for many, many others. Even today, the polio vaccines that are given regularly in our country are related to Salk's important discovery.

Salk refused to patent his vaccine. If he patented the vaccine it means he will have the sole right to use and sell it. Instead, Salk wished to see the vaccine provided to the largest number of people possible for free. He was not interested in making money from the discovery. Salk died on June 23, 1995. He spent his final years searching for a vaccine to fight AIDS.

Exercise 1.3

Give short answers to the following questions.

1. What makes Jonas Salk a great scientist?
2. What do you need to do in order to achieve the kind of success Salk has achieved?
3. Identify one success that you feel proud of.
   Explain the success and how you achieved it. Was the task demanding? Did it test your patience?

4. Do you enjoy the trust of your friends, teachers and your family? Give one example.
    a) I enjoy the trust of my math teacher, because when I came late yesterday he understood my problem immediately.
    b) I enjoy the trust of my parents, because_____
    c) I enjoy the trust of my friend because_____

Assignment

1. In groups write a story about one well known scientist or inventor and present it to the class. You can write a story about any person (including people in your surrounding) who has invented something good for the benefit of the people.
2. Write a short passage (of 100 words) or poem with the title 'If you get along, others will go along'.

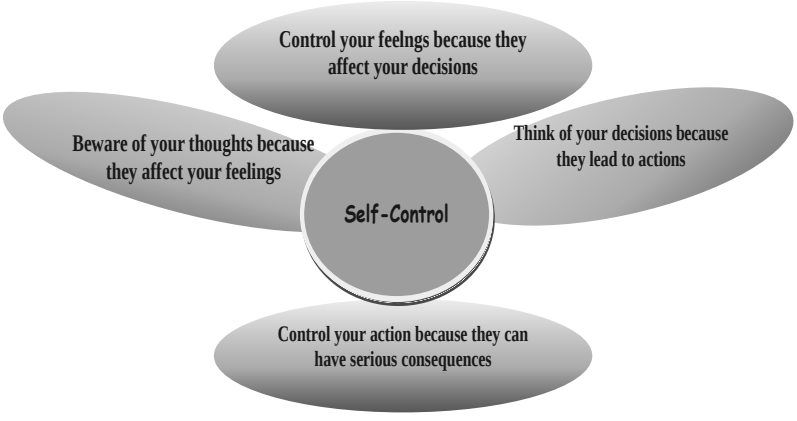
1.3.2. Becoming a person of high moral values

A person who has high self-control skills develops high moral values. Morals are rules that help us behave in ways that are appropriate, caring and thoughtful of others and ourselves. A person with moral values distinguishes between right and wrong and makes choices that will cause no harm to himself or others. Immoral values, on the other hand, lead to inappropriate behavior that is disrespectful, inconsiderate and even dangerous. One having immoral values tends to develop enemies, engage in crime and have smoking and drinking habits.

Can you recall your parents reminding you not to touch something because it was hot, not to run around the room because you could fall, and not to touch someone else's belonging because it wasn't yours? As a child, it was the job of your parents and teachers to help you to develop self-control by instructing and reminding you about appropriate behavior.

Now that you are growing up, it is up to you to take responsibility for keeping yourself in control. You can no longer expect your parents and teachers to always remind you of proper behavior. You should now be able to distinguish between right and wrong.

Remember to always practice self-control. For example, if you are honest one day, but dishonest the next, then you are not consistently practicing self-control to maintain honesty. If you are respectful to adults while in their presence, but disrespectful when they are not around, then you are not consistently practicing self-control to maintain respect. Consistency and self-control go hand-in-hand. Self-control is what you do when no one is watching.



Activity 1.3

1. As a child what instructions were given to you by your parents or teachers to help you develop positive character of self-control? List three instructions and exchange it with your classmate.
2. List three effects of a lack of self-control in your life.
3. Think about a time when your thoughts led to a certain feelings (e.g. anger). How did you react? Write a short description explaining what occurred.

1.4 Honesty is the Best Policy

Focus Questions
1. Have you ever lied to your friend? Did he or she know you lie?
2. What was said afterwards? Mention three consequences of lying.

Read the following story and answer the questions that follow:

The Boy who Cried 'Hyena'

Once there was a young shepherd who lived in a small village of Eritrea. One day, he felt bored and decided to play a trick on the villagers. He shouted, "Help! Hyena! Hyena!"

The villagers heard his cries and rushed out of the village to help the shepherd. When they reached him, they asked, "Where is the hyena?" The shepherd laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you." A few days later, the shepherd played his trick again. He cried, "Help! Help! Hyena! Hyena!" Again, the villagers rushed up the hill to help him and again they found that he had tricked them. They were very angry with him for being so naughty. But, one day, a hyena really did come. The hyena attacked one sheep, and then another and another. The shepherd ran towards the village shouting, "Help! Help! Hyena! Help! Somebody!"





The villagers heard his cries but they laughed because they thought it was another trick. The boy ran to the nearest

villager and said, “A hyena is attacking the sheep. I lied before, but this time it is true!” Finally, the villagers went to look. It was true. They could see the hyena running away and many dead sheep lying on the grass.

Exercise 1.4

1. Did the shepherd show respect to the villagers? Explain your answer.
2. What were the consequences of the shepherd’s lie? Explain your answer.
3. In a separate sheet of paper rewrite the story. Make the shepherd a responsible young person who respects his family and villagers. An example is provided below:

Once there was a shepherd who had to look after a flock of sheep. One day, he saw an old villager carrying a heavy load and looking after a flock of sheep.

A Student Wanted!!

Eritrea Profile wanted to identify a student who fulfills the qualities described in the following advertisement. Read it and decide how many of the qualities described in the advertisement you fulfill. A student who fulfills more qualities will receive a prize.

A Student Wanted!

- A student who listens carefully, asks questions when he does not understand, and does not ask questions about things that are none of his/her business;
- A student who moves quickly and makes as little noise as possible;
- A student who respects his/her family, helps the elderly and the disabled;
- A student who knows his nation's symbols (anthem, flag, currency…etc);
- A student who knows the cultures and traditions of his/her nation and his/her community;
- A student who is polite to every student and respectful to his/her teachers, elders and disabled students in his community;
- A student who does not smoke cigarettes;
- A student who is more eager to know how to speak different languages;
- A student who loves animals and plants;
- A student who keeps his/her environment clean by putting garbage and waste in their proper places;
- A student who, when he/she does not know a thing, says, "I don't know," and when he/she has made a mistake says, "I'm sorry," and when he/she is asked to do a task says, "I'll do it";
- A student who tells the truth every time;
- A student who is eager to read good books;
- A student who would rather play sports during his/her semester break than simply waste it;
- A student whom other students like;

Adapted from "Boy Wanted" by Frank Crane

Activity 1.4

Complete the following questions.

1. Ballot (voting secretly): First identify four students in your class who have most of the qualities described in the advertisement. Then write the names of these students in a piece of paper; fold it and submit it to your teacher.
2. Who wants such kind of student most in your community (family, school, students…etc)? Discuss in small groups and explain your answers.

Summary

- All of us can face things that make us angry, or we can face things that are difficult to accept. For example when we face two choices we might be irritated because we are not sure which choice to pick. In such situations we need to control our emotions and think before we take any decision. Our ability to control our emotions, words, actions, and desires is called 'Self Control'. Self-control can also mean our ability to show determination and commitment in achieving our goals.
- Self-control is the foundation of moral behavior. When you practice self-control you stop and carefully consider whether your thoughts and feelings will lead to actions that are morally correct and good for you. Developing self-control begins with controlling your thoughts and making choices that are positive and moral. A student who practices self-control has high moral values. A Student with high moral values distinguishes between right and wrong and makes choices that will cause no harm to himself or others. Immoral values, on the other hand, lead to inappropriate behavior that is disrespectful, inconsiderate and even dangerous.
- Immoral values reflected in your decision and interactions with others result in behavior that belittle and hurt others. The young shepherd that cried hyena for example showed little respect to his community by repeatedly and falsely crying that a hyena had attacked his sheep. He not only showed disrespect to his community he also hurt himself because he lost the trust of the entire villagers. Displaying a disrespectful attitude

towards others, like, the boy in the story “The Boy who Cried ‘Hyena” are sure signs of a lack of self-control.

Key Terms: self-control, emotion, moral, value, desire

Review Questions

Part I: Choose the correct answer.

1. Which of the following is true about self-control?
   A. Self-control means not to talk in class when the teacher is watching you.
   B. Self-Control means to take actions yourself without the instruction of your parents.
   C. Self-Control means showing determination and commitment in achieving our goals.
   D. When someone shows self-control he/she should not react when others try to bully him/her.
2. Which of the following is the result of self-control?
   A. Becoming rich through whatever means.
   B. Getting good grades through whatever means.
   C. Helping others by setting an example yourself first.
   D. All of the above.

3. Lack of self-control can lead to
   A. violence
   B. crime
   C. smoking
   D. alcohol abuse
   E. all of the above

Part II: Write Short Answers

1. What is self-control?
2. Mention three benefits of self-control.
3. In what ways are self-control and moral values related?

Unit 2

Being a Good Student

Expected Learning Outcomes
By the end of this unit, you will be able to:

- describe the benefits of education.
- identify the qualities of a good student at school, at home and in the community.
- acquire the skill of drawing a daily time table of activities.

2.1 The Power of Education

Focus Questions

1. What do you think is the benefit of education?
2. Why do people go to school?

Read the following story and in groups discuss the questions that follow.

A Cry for Help
Once upon a time, there was an island where many feelings lived: Happiness, Pride, Arrogance, Respect, Sadness, Love...

One day it was announced that the island would sink, so all the feelings repaired their boats and left. Respect was the only one who stayed. Respect wanted to stay on the island until the last possible moment.

When the island was almost sinking, Respect decided to ask for help.

Arrogance was passing by in a grand boat. Respect said, “Arrogance, can you take me with you?” Arrogance answered, “No I can’t. There is a lot of gold and silver in my boat. There is no place for you.”

Respect decided to ask Pride, who was also passing by in a beautiful boat. “Pride, please help me!” Pride answered, “I can’t help you Respect. You are all wet and might spoil my boat.”

Sadness was also at close range and Respect continued to ask for help. But Sadness replied, “Oh Respect, I am so sorry that I need to be by myself!”

Happiness passed by too, but she was so happy that she didn’t even hear when Respect called her!

Suddenly, there was a voice, “Come Respect, I will take you.” It was a voice of an elder. Respect was so happy that she even forgot to ask what the elder’s name was.

When they arrived at dry land, the elder went her own way. Respect, realizing how much she owed the elder, asked Knowledge, another elder, “Who was the one who helped me?”

“It was Education,” Knowledge answered.

“Education?” asked Respect. “But why did Education help me?

Knowledge smiled with deep wisdom and answered, “Because only Education is capable of understanding the greatness of Respect.”

Activity 2.1 (Group)

1. In pairs think of a word that has all the five vowels.
2. In groups discuss the meaning of the proverb ‘Education is light; illiteracy is darkness’ and list as many proverbs as you know about ‘education.’
3. In groups identify some of the jobs that are highly respected in your society. How can you get such jobs?

Exercise 2.1

1. Who helped respect to get out of the island? Why?
2. Who was the last elder that Respect spoke to?

3. Why did Pride, Arrogance, Sadness and Happiness refuse to help Respect?

A. Arrogance refused to help because: _____

B. Pride refused to help because: _____

C.Sadness refused to help because: _____

D. Happiness refused to help because: _____

4. What is the moral or lesson of the story?

2.2 I Am a Good Student

Focus Questions

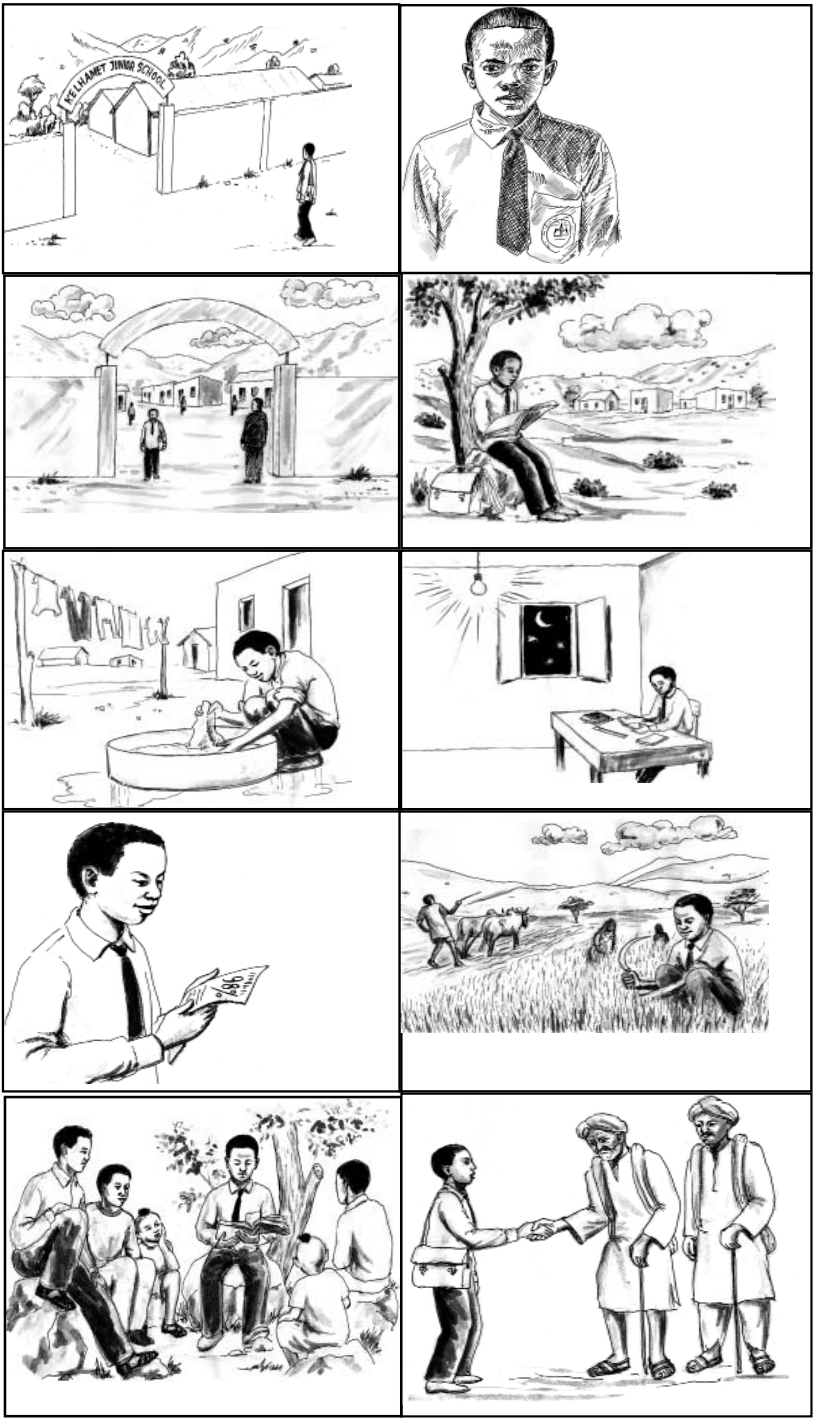
1. What are some of the things that good students do at school?
2. What about at home and in their community?

The following is a 'Story without Words.' By looking at the pictures discuss what makes Hassen a good student?

The key words/phrases that describe each of Hassen's activities best are provided below.

Kelhamet Junior School, ***clean and well combed***, ***punctual***, ***homework***, ***washes his clothes***, ***studies till late evening***, ***good grades***, ***help in the farm***, ***read stories***, ***respected by elders***.

By using these key words/phrases try to reconstruct the story of Hassen and explain what makes him a good student. For example the first picture shows that Hassen is a student at Kelhamet Junior School. The second picture shows that Hassen is clean and cuts his hair properly…etc. Therefore by following a similar sequence complete the story by looking at the pictures and using the key words/phrases.


YE'ELHAMET JUNIOR SCHOOL

Exercise 2.2

1. Based on the pictures above write a passage about the story of Hassan. You can use the following starter.

Hassen is a student in Kelhamet Junior School. He is very clean and a disciplined student. (Continue writing the story)

2. About me: based on Hassen's story, write a story about yourself. You can use the following starter.

I am a student at _____

Activity 2.2

1. Mention three things that good students do at school, at home and in their community.

   A. At School:
   B. At Home:
   C. In their community:

2. List five words that characterize a bad student. Using these five words write a paragraph and present it to the class.

3. Write the opposite of each of Hassen's activities and present it to the class.

2.3 Respect at School

Focus Questions

1. How do you show respect to your teachers and others?
2. Do you know the names of one guard and one cleaner in your school? Can you mention them?

Let’s read how the following students show respect to their teachers:



I show respect at school by being polite to all people in our school. Our director, our school guard, the elderly mothers that clean our classes are all our teachers. So, I politely greet them and offer my help whenever they are in need.



I show respect at school by being punctual, paying attention, listening with interest and by participating actively in class. And sometimes if I want to make my teachers smile, I write a note saying how much I enjoyed their teachings.



I show respect at school by raising my hand whenever I have a question or if I want to answer a question. In class, I talk with my classmates only when the teacher allows for a group discussion.



We show respect at school by participating in the school’s green club.



We show respect at school by loudly singing the national anthem during the hoisting of the flag.



I show respect at school by following the 30 Golden rules.

Read the stories in each of the following activities. After reading each story discuss the questions and present the answers to the class

Ashebir- The troublesome student

There is one boy in my class who wastes his time. His name is Ashebir. He doesn't pay attention in class and spends all day doing other things. Our citizenship education teacher always motivates us to pay attention in class and to study hard. Yesterday he called Ashebir and began to explain to him how important it is for him to pay attention in class and to study hard.

Instead of respecting our teacher's advice Ashebir gave our teacher a bad look. Everyone in the class noticed Ashebir's disrespect towards our teacher. I was shocked. How can someone look at our teacher like that?

So our teacher sent Ashebir out of the class and told him to bring his parents the next morning. This is the second time Ashebir is being asked to call his parents. It's his mother that always comes

whenever Ashebir is asked to call his parents. I pity her a lot. She is old, and Ashebir should have taken a pity on her as well.

The next morning, Ashebir came with his mother. This time, she looked sick and tired. When our teacher explained to her about Ashebir's behavior, I could see her almost weep. I heard her lament loud "what have I done to you Ashebir?", "What is to become of you in the end?", "Can't you respect your teachers?"… etc. In fact I also heard Ashebir screaming. I think she gave him a pinch. But then our teacher calmed her down. Ashebir apologized immediately and promised he won't do the same again. I hope he won't do it again! Otherwise, I think it will be his last chance.

Our teacher forgave him and explained to him about respect. Our teacher is very polite. He cares very much about us. Every one of us should be like him.

It is our culture to respect our elders, family, and teachers. We shouldn't behave badly towards them and must always speak to them politely. Our parents deserve our respect, and we must always obey them. We must never hurt their feelings or make them feel sad.

Like our parents, teachers have a special place in our lives. They give us a very special gift called knowledge. This gift makes us better people.

Exercise 2.3

1. Did Ashebir respect his teacher? Explain your answer.
2. Did Ashebir show respect to his mother? Explain your answer.
3. What consequences did Ashebir face for the actions he did in the class?
4. What could Ashebir have done to show respect?
5. What should the teacher do if Ashebir broke his promises for the third time?

Caught cheating

One evening four students were playing till late at night and didn't prepare for the test that was scheduled for the next day. In the

morning they thought of a plan. They made themselves look dirty with grease. They then went up to their teacher and said, “Teacher! yesterday we went for a wedding in the nearby village and on our return the tyre of the bus we were riding burst. We had to help the driver and push the bus all the way back. So we are not prepared for the test.” The teacher accepted their reasons and allowed them to take the test after three days. On the third day, when they came to take the test, the teacher told them to sit in separate classrooms. The test consisted of 3 questions with the total of 100 Marks.

Q.1. Your Name.....(2 MARKS)
Q.2. Which tyre burst or went flat?..... (68 MARKS)
a) Front Left
b) Front Right
c) Back Left
d) Back Right

Q.3. what was the color of the bus?.....(30 MARKS)

When they submitted their exam papers, the teacher could easily see that the four students gave different answers for question number two and three. He then understood that the students tried to cheat on him.

Exercise 2.4

1. Did the students show respect to their teacher? Explain your answer.
2. Did they show respect for themselves? Explain your answer.
3. What could the students have done to pass the exam?

A Trip to the National Museum

Himan’s class went on a special trip to the National Museum. The teacher had already told the class that all the things in the museum were old and fragile but very valuable. Because they could be easily broken and were irreplaceable, she warned the class to be very careful and not to touch anything. But Himan didn’t respect the rules and kept on touching things. She even tried to touch the mummified bodies. After repeated warnings, Himan was sent out of the Museum. She had to stay outside while her classmates had

fun observing all the museum's artifacts. When she was sent out of the museum by her teacher, she found out that not respecting rules have consequences.

Exercise 2.5

1. Did Himan respect the museum's property? Explain your answer.
2. Did Himan show respect to her teacher? Explain your answer.
3. What consequences did Himan face for the actions she took in the Museum?
4. What could Himan have done to show respect?

Defacing School Property

Aron and Beyan were sitting in the school compound. Using a stone, Beyan started carving his name on the school bench. Aron asked if he could have a turn because he thought it was fun.

Just then, the school guard came by and saw what Aron was doing. The guard explained to Aron and Beyan that they were defacing the school's property and that they would be responsible for the damages. After explaining their mistakes, the guard politely asked them for their classes. Aron got angry and gave the guard a mischievous look. Beyan told Aron that the guard was right and they were wrong, and asked Aron to be quiet, but Aron started yelling at Beyan, too. The guard was surprised by Aron's reactions. So he reported Aron to the director's office and applauded Beyan for acknowledging his mistakes. He told the school director exactly what has happened, and the Director also forgave Beyan but told Aron to call his parents the next day.

Exercise 2.6

1. Did Beyan and Aron respect the school property? Explain your answer.
2. Did Aron show respect to the school guard? Explain your answer.
3. Did Beyan show respect to the school guard? Explain your answer.
4. What could the boys have done to show respect?

2.4 Studying our Lessons

Focus questions

1. What is a time table or a study plan?
2. Do you have a time table at home?
3. What does a good time table include?

If we want to be good students we need to have a good study plan for our lessons. Good students know what they should do 'in the class', 'before they go to their class', and 'after their classes'. A good student should be good in all these three occasions, i.e., in the class, before he went to the class, and after the class. A student who is good in the class but doesn't work hard after the class is not a good student. On the other hand a student who works very hard in studying his lessons but who doesn't attentively listen or participate in the class is not a good student. Good student prepares well before the class, and reads the textbooks and prepares ahead of time for the next class.

Activity 2.3

Read the following three questions and check all the things you do 'in class', 'before class,' and 'after class.' After completing the activities exchange your answers with your group members and give reasons for your answers. Your group should then vote on the things you should do 'in class,' 'before class,' and 'after class' in order of their priority. You should give reasons for your choices.

1. What are some things you do in class? (Check all that apply):

a. ask questions by raising my hand	g. give my opinion during discussion
b. simply ask a question whenever I want	h. do homework for another class
c. do the reading from last week	i. give an answer without raising my hand
d. do the reading for next week	j. focus my attention on the teachers' explanations
e. take notes	k. listen when my peers ask questions
f. think about other things	

2. What are some things you do before class? (Check all that apply):

a. do all of the assignments b. read some books other than the textbook c. prepare discussion questions or points of clarification to ask d. meet with a fellow student to discuss ideas	e. Run. I'm usually late! f. Always read books other than the textbook g. Read the textbook

3. What are some things you do after class? (Check all that apply):

a. do my homework right away b. play the whole time c. go through my notes	d. write questions for next class e. go to my teacher's office with questions f. ask other students points I don't understand

Assignment

My Daily Timetable

1. Draw the following seven-day schedule in your exercise book. Color in the fixed periods you set aside daily for the activities listed below as follows:

Study (including homework and school projects): blue
Sport and other physical activities: red
Eating (breakfast, lunch, dinner): green
Playing outside: yellow
Relaxing (including sitting for rest or sleep): brown
School (classroom activities): orange
Other activities (social or cultural): white
Helping parents (chores at home, business, farming and others): black

My Daily Time Table							
Time	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
06:00-07:00							
07:00-08:00							
08:00-09:00							
09:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00-14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							
20:00-21-00							
21:00-22:00							
22:00-23:00							
23:00-24:00							

2.Evaluate your timetable by answering these questions. Discuss them in your group.

a) Do you think you spend enough time on: studying, relaxing and physical activities? Give reasons as why you spend more time in either of these activities.

b) How can you plan your schedule to have a more evenly spread of activities?

2.5 She or He who Reads Blossoms

Focus Questions

1. How many books have you read in your life?
2. What was the title of your favorite book? Can you mention some of the books you have read in the past years?

Reading textbooks alone is not enough. If you want to be a good student, you also need to read other books apart from your textbooks.

Alemseged Tesfai is a well-known writer in Eritrea. He has written many books. He believes that the secret to his writing skills was because he was a good reader. Let's read what Alemseged says about the importance of reading:

'A good book is as good a companion as your best friend'

Have you ever heard the saying, "Books are man's best friend"? It is true. They are also a woman's best friend.

Our seventh grade teacher used to tell us that people who love to read are never alone. "If all of your friends are away and you have no one to talk to, just pick up a good book", he used to say. A good book is as good a companion as your best friend.

We read for many reasons. We read to study or to prepare for an examination. We may also read because it is part of our job. In other words we often read because we have to; because it is an important part of our education or of our work and career.

However, the greatest pleasure and greatest benefit comes from other kinds of reading. These include fiction, poetry, travel and adventure stories, writings on philosophy, and scientific discoveries and descriptions about the culture of the peoples of the world. Such readings make us understand a lot more than we do in class or at work. Our knowledge expands so much that our lessons become easier. This in turn will definitely help us build up our careers.

The best time to develop a reading habit is when we are young. I know this because it is my personal experience.

When I was in grade six, my brother bought me a book called, "Kalulu the Hare." It was a story about the adventures of a hare

or a rabbit. Although it was not part of my lessons, I read it immediately. I liked it so much that I read it again. My brother saw this and bought me more books, which I also read. I have never stopped reading since then.
Today, it is my habit to read. After a hard day of reading and writing at the office, I often go home to relax with a good book. In fact, I rarely go to sleep without reading at least a few pages. I watch TV too, but reading gives me more pleasure and much more knowledge. Reading simplified my university studies and, more importantly for me, it has helped me become a writer.

I always thank my brother for having bought me that book, "Kalulu the Hare", a long, long time ago.

Exercise 2.7
Answer the following questions in groups of three or four. After completing the activities exchange your answers with your group and identify the book(s) that you didn't read but your group members have read.

1. List three things that you have learned from Alemseged's story on reading.
2. Why do we say "a good book is as good a companion as your best friend?"
3. Complete the following table by mentioning the books you have read in the past one year. An example is given to you in the first row.

Books I have read	Fiction/non-fiction (author if possible)	Language
1. *Timtim Ab Gejeret*	Fiction (Alemseged Tesfai)	Tigringa

Summary

Education helps us to understand and know our environment, society and the world in general. If we know our environment

and society better, then we are bound to be highly respected and successful. Although, education normally takes place in schools, we also learn from our families, friends, while traveling and in many other places. To be successful in life you have to be educated and need to expand your knowledge. Those people who have changed the way we live now and the world in general are educated.

Respect Your Parents!
Respect your parents by obeying them. They love you and they want to give what's best for you.

Respect Your School!
Respect your school by listening to your teachers and by preparing yourself to get the best education.

Respect Yourself!
Respect yourself by taking care of your:
Mind—Read books that build the mind.
Body—Eat healthy, make exercise, and avoid alcohol and cigarettes.
Emotions—Look on the bright things of life. Avoid being negative.

Key words
respect, education, knowledge, timetable, lesson, study plan, reading habit, wisdom, pride, arrogance

Review Questions

Part I: Choose the correct answer.

1. Which of the following statements is a quality of a good student?
   A. As long as I score good in the exam I don't care what others say about me.
   B. School is only for gifted students, so I better not waste my time attending class.
   C. It is the job of the school guards and teachers to look after school property, so I don't care if school property is destroyed.

D. Exam is approaching, so I must cut off some playing time and concentrate on my studies.

2. Which of the following is not true about an educated person?
   A. shows respect to his family, community and school.
   B. takes initiative to teach others.
   C. doesn't show any arrogance to others.
   D. none of the above

3. Based on the story "A good book is as good a companion as your best friend**"** the greatest pleasure and benefit of reading comes from:
   A. textbooks
   B. exercise book
   C. scientific discoveries
   D. newspaper
   E. All of the above

Part II: Write Short Answers.

1. Mention three benefits of education.
2. Mention three good qualities of a good student.
3. What did Alemseged Tesfai mean when he wrote "A good book is as good a companion as your best friend"?

Unit 3

Knowing Our Culture and Society

Expected Learning Outcomes

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

- describe briefly the essence of culture in general.
- recognize and appreciate the notable cultural aspects of our society.
- describe the contribution of culture in bringing unity in our society.

3.1 Cultural Unity

Focus questions

1. What cultural practice have you observed?
2. What is the role of culture in enhancing unity?



Activity 3.1

Read the following famous proverb. Discuss with your partner its meaning. The short poem below will help you with your discussion.

Proverb: ‘ ***United we stand, divided we fall.’***

‘United we stand, divided we fall!’
The union of lakes, the union of lands,
The union of hearts, the union of hands,
It made and preserves us as a nation!

1. Did you find the poem helpful?
2. What do you understand from the poem?
3. Why is unity important in one country?

Activity 3.2

Material needed: a piece of paper.

1. Can you think of any community/group that you belong to? Example: Family, school, neighborhood, classroom, circle of friends.
2. How many similarities and differences do you have with the people in that community/group?
3. Prepare a worksheet like the following and list the similarities and differences.



Selam: I have prepared the following worksheet showing similarities and differences between myself and my friends

Similarities	Differences
1. We all go to the same school.	1. We have different ethnic backgrounds.
2. We all love reading.	2. The books that we read are different.
3. We wear similar uniforms.	3. We have different favorite subjects.

Every community is diverse. Were you surprised to find out how many similarities and differences you have with your community? But aside from these differences you still call yourself a member of that community. And just like your community Eritrea's population is diverse, reflecting many languages, cultures, and religions. Despite the ethnic diversity, Eritreans remain united.

3.2 First Impressions

Focus questions

1. What do you think is stereotype?
2. What is prejudice?

Stereotype is an oversimplified statement based on a single characteristic. For example, the statement "All boys hate to cook" expresses a stereotype. Prejudice is to **pre**-judge or to form an opinion (usually negative) about someone or something before all the facts are known. The statement, "Suleman can't cook--he's a boy!" is an example of prejudice.

Activity 3.3

Discuss why stereotypes and prejudice are harmful. For example, they are often based on faulty information, they get in the way of knowing people as individuals, and they can lead to serious misunderstandings. Write the summary of your discussion and present it to the class.

Read the following story about what a smart young lady did.

Great land and Highland

"This is a story about Great land. Imagine that all people in Great land, from the beginning of time, today and forever, were born with two legs, two arms, two eyes, two ears, a nose, and a mouth. Everyone owns a pair of sunglasses with yellow lenses. No one has ever thought that it is strange that people wear eyeglasses all the time. It has always been like that and they are like a part

of the human body. Everyone wears them. Everything they see is yellow. The sky is yellow. The land is yellow. The trees are yellow.

Thousands of miles away, in another country called, Highland, there are people who, from the beginning of time, today and forever, were born with two legs, two arms, two eyes, two ears, a nose, a mouth. Everyone owns a pair of eyeglasses with blue lenses. No one has ever thought that it is strange that people wear eyeglasses all the time. It has always been like that and they are like a part of the human body. Everyone wears them. Everything the people in this country have seen, been taught and experienced has been filtered through the blue lenses.



Once there was a person traveling from Great land to Highland. She was smart and understood that if she wanted to learn about the other country and the other people she had to get a pair of blue eyeglasses to be able to "see". When she arrived in the other country she made sure she got a pair of blue eyeglasses.

Exercise 3.1

Discuss what this story is about and answer the following questions based on the story.

1. What did the visitor do in order to understand the culture of the other country?

2. What would have happened if she had used the yellow eyeglasses in the Highland?

3. What did you learn from the story?

Assignment

Think about the following questions at home and come up with the best answers. Put your answers up for discussion in class.

1. How does it feel when another person doesn't "see" something the same way you do?
2. What would happen if the people in this story were not wearing eyeglasses? Would they still have different ideas?
3. Does the story give you any idea about how problems or misunderstandings can be solved? What are some steps you can take to understand why another person doesn't see things the way you do?

3.3 Cuisine and Etiquette

Focus Questions

1. Do you have a "staple food" in your area? (Staple foods of other cultures include: potatoes for Ireland, rice for Japan, maize for Mexico, etc.)
2. Do you have table manners in your home? Who eats together in your family?
3. What do you do before eating?
4. Have you ever been in situations where the rules you are used to, don't seem to fit?

Read the following answers given by two students.

Naffiee:

In my community sharing is an important part of our life so visitors are always welcome to stay and eat. During meal times everyone washes their hands before they eat, and then they gather around in a circle and sit on large mats with a huge dish of food placed in the middle, and each person eats from the part of the big dish that is right in front of him or her. It is very bad manner to reach across the dish! And only the right hand is used for eating. When we are eating, we usually don't talk. Talking shows a lack of respect for the food. It is not allowed to lean on our left hand while we are eating.



Rora

In my family, everybody washes hands before eating according to their ages: father first, then mother and others follow. One of the younger children, boy or girl, passes a water dish around for others to wash their hands. In doing so earns blessings from each member. If a visitor happens to have a meal with the family, he/she is given the honor of washing first. Father always makes us say a prayer before eating and takes a piece of bread, blesses it, and offers a piece to each person. After eating, the family members wash their hands again in the same order. Mother and the young ones clean the table.

Activity 3.4

1. Compare the table manners and eating habits you have at your home with Naffee's and Rora.
2. Have you ever passed a water dish for washing or helped with serving the food? When you do such tasks what comments do you get from your family members?

Exercise 3.2

Match the following habits with the possible values

A. Habits	B. Values
1. A guest is invited to stay and eat.	A. guests are treated with honor
2. After eating we praise and thank the cook.	B. hospitability
3. Visitors are given the honor of washing first.	C. sharing chores in the house

4. Young boys pass a washing dish and young girls serve the food.	D. respect for hard work

Activity 3.5

Read the following recipes written by Munirah and answer the questions below.

'My favorite dish is Shiro.'

To make Shiro: two big onions, some garlic, a little red pepper, clarified butter or oil (depends on how much you like), four cups of water and one cup of *Shiro powder (*garbanzo bean flour and spices) are needed. We serve and eat this dish with *injera* (also called *taitah*), a bread made of millet or maize flour fermented in water.

1. Do you know the recipe of your favorite dish? Try to write the recipe of your dish .If you don't know it, you can ask for help from a family member. Then share it with the class.
2. How many of the mentioned recipes in class have you tasted before?

3.4 Eritrean Literature

3.4.1 Literature

Eritrean literature reflects the culture and outlook of the Eritreans.

Focus questions

1. What comes to your mind when you hear the word 'literature'?
2. What are folktales and fables?

The earlier works of literature that had been published include translations and collections of folklores, traditional poems, fables and proverbs.

Read the following text and answer the questions that follow.

Kebedom is an eighth grade student. He lives in Gashbarka with his family. One Saturday morning his friends asked him to tell them one of his grandfather's stories.

This is what Kebedom said: Every evening after a long day of work my family gathers around a small camp of fire. Then my grandfather would narrate a story. I love his stories very much. My grandfather said during the old days when there were no schools fables and folktales were used to transmit the history of the people and teach the youngsters the values and norms of the community. I can tell you a story that my grandfather loved to tell, it is in fact one of my favorites. But you will have to find out the lesson it teaches.

AN IMPORTANT LESSON

Long ago there lived a farmer named Afa. He lived with his six children in a village near Tesenai. Afa was unhappy because none of his children wanted to work. Every day he went out to his fields but his sons stayed at home. His sons did nothing besides sleeping and visiting old friends. But what bothered Afa the most was that his children were irresponsible who never understood the value of hard work.

Afa was an old man and one day he became ill. As he lay on his deathbed he thought of his farm. The fields were ready for ploughing. The rains were going to begin in a few weeks. Afa was too weak to plough the fields himself and his sons were too lazy to do the work. Afa knew that he was going to die soon. But before he died he wanted to teach his sons that hard work brings success. The next morning he called his sons. They stood around the bed and waited for their father to speak. "My sons" he said, "I am an old man. The doctor says that I am very ill. I know that I'm going to die soon". He stopped and looked at his sons one by one and continued, "when I die, you will find my wealth in the fields." he said to his sons. The eldest son asked his father, "In which field will we find the gold?" Afa said nothing and his sons left the room.

A few days later Afa died. The sons wanted to find their father's wealth. They decided to look for it in all the fields. They took all the tools they could find and began to dig in all the fields. After a few days they finished, but they didn't find the gold. They didn't know what to do.

As he looked at the land the elder brother saw that it was all ploughed. He said to his brothers, "The fields are ploughed. We have no gold, so let's plant taff." So they all went out to the field and planted taff in all the ploughed fields. A few months later the taff was ready to be harvested. The brothers harvested a lot of taff because they had ploughed the land well while looking for the gold. When they sold the taff they earned a lot of money. Then they understood their father's words. His wealth was found. The wealth in the fields was taff.

Exercise 3.3

1. What do you understand by the saying "Hard work brings success"?
2. What do you do if you want to be successful in your studies and get good grades?
3. What advice would you give someone acting like Afa's children?
4. What is the cultural value we learn from this story?

Focus Questions
Do you know a song that makes you feel happy, confident, strong, or proud?

3.4.2 Poems and Songs

Activity 3.6

Sit in pairs and work on the following questions.

1. Tell your partner a song.
2. Write a few lines from the songs on a piece of paper.

3. Exchange the papers with your partners. Does it make them feel the same way it makes you feel?

Activity 3.7

Look at the following poem written by a student from Segeneiti.

Hiyab: whenever our large family gathers my grandfather recites this poem. Whenever I hear the poem I feel proud and happy.

Our home, our jungle
A place of milk and honey
Our home, our succor
A place of milk and honey
Full of beans and barley
Our home our jungle
Of love and respect
Of honor and courage

Write a poem of your own on the theme of love, happiness or pride. You can write about the things that make you proud or happy.

You can start with the following beginning line.

When you look at me

.....

.....

Read the following poem written by a student, called Nejat.

Hello my name is Nejat and I have written about the things that I am most proud of.

When you look at me
you see an Eritrean girl
tall as arkobkobai
strong beyond all definitions
Who is artistic
reliable and energetic
impervious and indestructible
Look on me and see young Eritrea.

Summary

There is a conglomeration of the culture and the tradition in the Eritrean society in the very activities that are performed on the daily basis. The table manners in our homes, the cuisine and the etiquette and the literature we share seem to be the bond in highlighting Eritreans as Eritreans in the light of a commonly shared practice. It is therefore from this perspective that we draw the true identity of the Eritrean culture and tradition thereby forming the very core that denotes the name Eritrea.

Key terms.

culture, tradition, etiquette, recipe, stereotype, prejudice

Review Questions

Choose the right alternative.

1. Which of the following manners are probably not accepted during meal?
   a) dancing b) singing c) whistling d) all

2. Songs are sources of:
   a) moral lesson b) wisdom
   c) love d) culture e) all

3. Stereotype is:
   a) a right impression b) wrong conception
   c) right attitude d) better statement

4. Prejudice is:
   a) unjust hatred b) loving someone
   c) right attitude d) right statement

Fill in the blank spaces.

Use the following words: fables, drama, folktales, literature, poems, and stories

1. _____is the practice related to writing and art.
2. _____, _____ and _____ are part of literature.
3. _____are traditional stories with people as main characters that sometimes include feats of strength.
4. _____are stories with animals as characters and deliver moral lessons.

Write answers for the following questions.

1. What proper table manners can you identify?
2. How does culture develop unity?

Unit 4

The Eritrean Revolution

Expected Learning Outcomes
By the end of this unit, you will be able to:

- identify different types of oppressions.
- define revolution and explain the reasons why countries conduct a revolution.
- identify the main causes of the Eritrean revolution.
- appreciate the values and principles of the Eritrean revolution.
- appreciate the sacrifice made for Eritrea's independence.

4.1 Oppressions in the world

Oppression is the discrimination against a group of people. In the history of mankind there have been many kinds of such oppressions.

Oppression of women

For most of the history of mankind women had very few rights. This is because women were considered naturally weaker than men both physically and mentally. As a result they were discriminated and treated unfairly. Gender discrimination can occur in various situations such as in employment, education opportunities, in court, in politics, etc.

In our society women were not seen as equal to men. They were treated as second class members of society. For instance when girls grow up they were not given education opportunity. They were expected to remain at home hence they didn't have many opportunities.

Colonialism

Europe colonized Africa, Latin America and Asia for centuries. When Europeans became aware of the riches of Africa they started

to subdue the people and impose their rule on them. This is what we call colonialism. The only reason for colonialism in Africa was exploitation. The colonizers take the resources of Africa by force. They also sold the people as slaves to work in America and Europe for free.

Slavery

The first European traders found spices and gold when they first arrived in West Africa. Later on they discovered another valuable source of income, the selling of slaves. Between the 17th and 19th centuries about 20 million people were sold as slaves to colonists in the America continent. European colonists in the Caribbean and other regions needed large numbers of workers for their sugar and cotton plantations. African slaves were hard workers and did not have to be paid.

Exercise 4.1

1. In each case of oppression in the above reading which group of people are the victims?
2. How should we behave in the above circumstances? Which of the following approach would you take? Explain if each course of action is the right option or not.
    a. carryout life as if it is normal
    b. never try to get freedom peacefully
    c. face the situation and fight for your freedom
    d. keep things peaceful by letting the colonizers keep control of you
    e. ask others to help you
3. Mention the colonial powers that colonized Eritrea.

4.2 Revolutions around the World

Where there is oppression there is often struggle. Colonialism was met with various forms of resistance and struggle. Revolution was the most common form of struggle against colonialism. People revolt to get rid of such oppressions.

Revolutions have occurred throughout human history. There are different kinds of revolutions. Their results include major changes in power, culture, economy and institutions.

Here are some examples of the revolutions from around the world.

The Haiti Revolution



I like to read about the Haitian Revolution of 1791. This revolution was against slavery. It was led by the slaves against the French colonialists. By 1792, the slaves controlled a third of the island. This forced France to give civil and political rights to the Haitians. In 1804 Haiti became independent.

The Algerian Revolution



I find the Algerian Revolution very fascinating. Algeria was a colony of France and like all colonial governments, the French colonial government was violent. When the Algerians protested it suppressed them by force. The Algerian people therefore started a movement to fight for their independence. The main movement that led the struggle was the *National Liberation Front* (FLN). After eight years of struggle in which one million Algerians died, Algeria became independent on July 1962.

The French Revolution



The majority of the people in France were poor peasants or workers. Their life was miserable. Taxes were very high and the price of food was very expensive. People couldn't feed themselves and were unable to take care of their family. Hunger and malnutrition were everywhere. French society was divided in to the few rich and the many poor. Therefore, the people were very unhappy and

wanted change. The general discontent of the people was supported by educated members of the society. And in 1789 the people revolted and overthrew King Louis XVI. The French Revolution destroyed the monarchy and established a republic. Equality, Fraternity, and Liberty were the main objectives of the Revolution.

Activity 4.1

In small groups discuss the following questions and present your answers to the class.

a. Who revolted in each revolution mentioned above? What did most of the people who came together to revolt have in common?

b. Why did they revolt?
Why were people unhappy with the ruling government? Why did they believe that revolution was the only way to make the change that they wanted?

c. How did the oppressed people organize themselves? Was the revolution planned for a long time? How did people find out about the revolution? Were there leaders who did the organizing? How did the people try to change their situation?

d. What are the similarities and differences between and among these revolutions?

e. Draw a timeline for the above revolutions and arrange them from the earliest to the latest.

f. Which revolution resembles the Eritrean Revolution? Explain why.

4.3 The Eritrean Revolution

As we have seen above colonialism was one of the worst systems of oppression in history. Most of the countries in Africa, Latin America, and Asia were colonized by Europeans. Likewise Eritrea was also a victim of colonialism. Eritreans fought and triumphed over colonialism after thirty years of Armed Struggle.

Exercise 4.2

Match the following about the Eritrean Armed struggle.

A	**B**
1.Years of Struggle	a. Hamid Idris Awate
2. Number of Martyrs	b. 30 percent
3. Participation of women	c. 30
4. The first leader of the armed struggle	d. September 1, 1961
5. The place where the armed struggle started	e. Mount Adal
6. The first martyr	f. 65 thousand
7. The start of the armed struggle	g. Abdu Mohamed Faid

Resilience of the Eritrean Struggle

The Eritrean armed struggle was resilient. The Eritrean revolution came to victory after overcoming numerous challenges. That is what makes the Eritrean revolution unique.

The beginning is always difficult.

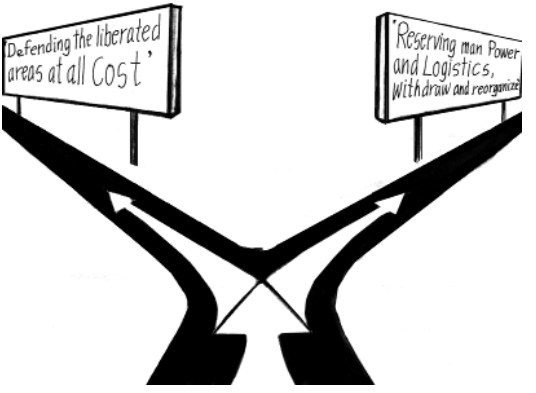




Assignment

1. Ask older people and list the numerous limitations of the first fighters of the armed struggle? What did they lack to fight the Ethiopian Army?
2. What were the advantages of the first fighters over the Ethiopian army?

One step backward, two steps forward.



By 1977 most of Eritrea was liberated. By then cities and towns like Qarora, Nakfa, Afabet, Dekemhare, Keren, Segeneyti, and part of Massawa were liberated by EPLF. The ELF also liberated places like Tessenei, Mendefera, Adi Quala, and Aqurdet. Asmara

was surrounded and independence was very close. However, massive military help by the Soviet Union to the Dergue regime in Ethiopia followed. After this shifting of balance of power the EPLF decided to leave these places which were under its control and return to Sahil. While withdrawing, however, the EPLF was fighting and weakening the enemy. It was also protecting civilians. Victories in places like Elabered and Maemide, for example, were registered during the withdrawal. This is known in the Eritrean history as the 'Strategic Withdrawal of 1978'.

Read the following conversations and answer the questions that follow.

Geled heard about the strategic withdrawal and couldn't understand why the EPLF decided to leave behind places that were already under its control. He thought it was a wrong decision and decided to ask his neighbor Yemane who was a fighter in the Armed Struggle.

Geled: Uncle Yemane, I have heard that in 1978 our fighters were very close to getting independence but decided to pull back to Sahil. What went wrong?

Yemane: Are you talking about the Strategic Withdrawal?

Geled: Yes. Why did you guys leave all the places you liberated? Wasn't that very discouraging?

Yemane: Well, let me try to explain to you in a simple way. You see that sack of wheat over there? How much do you think it weighs?

Geled: I don't know! May be 50 kilos.

Yemane: You are right it is 50 kilos. Can you bring the whole sack here?

Geled: How can I, uncle? It is very heavy. I can't carry that much.

Yemane: What do you think would happen if you tried?

Geled: I would surely hurt my back.

Yemane: That is correct. But if you had to bring it here, what would you do?

Geled: I suppose I can divide the load into five parts of 10 kilos each and bring it here in five rounds.

Yemane: This is a good idea Geled. And that is exactly what we did during the Strategic Withdrawal. You see the Dergue was getting Billions of Dollars worth of military support from the Soviet Union; there were also 1500 Russian military advisers. Besides, the Dergue mobilized 100,000 soldiers.

Geled: How about our fighters? Wasn't there anyone to help them?

Yemane: We were all by ourselves. Now, if we were to fight this force face to face, we would weaken ourselves and the future of our revolution would have been put in danger.

Geled: Just like what would happen to me if I tried to carry the 50 kilos.

Yemane: Exactly! You would hurt yourself and you wouldn't even be able to lift 10 kilos anymore. That is why we made a wise decision, that is to withdraw from the liberated areas and head back to Sahil.

Geled: I understand. But you know what uncle Yemane, you were so brave and confident to withdraw from these places and start again.

Yemane: That is why our revolution was resilient. And it is this resilience that led to victory in the end.

Exercise 4.3

1. Why did the fighters decide to withdraw from the liberated areas?
2. Mention some of the places that were liberated before the Strategic Withdrawal.
3. "One step backward, two steps forward" was a famous slogan during the Strategic Withdrawal. What do you think it means?

Bdho

The 6th Offensive which is also known as the "Red Star

Campaign" was the biggest and the most challenging Ethiopian offensive in the history of our armed struggle.
Do you know?

Before the 6th Offensive, five offensives were carried out in one year, between July 1978 and July 1979. But the Ethiopian army could not subdue the Eritrean fighters, so they prepared for a huge offensive for the 6th time. The 6th Offensive took two years of preparations.

The objective was to totally destroy the Eritrean revolution once and for all. So the offensive started on February 15, 1982 and went on for 95 days without stopping.

The Ethiopian army was 120,000 in number and was armed with modern weapons that it was 'the best army in Sub-Saharan Africa'. The Eritrean People's Liberation Army had only 13,000 fighters.

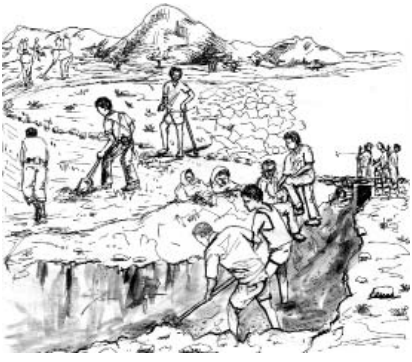
The Ethiopians had the full support of Soviet Union, and there were an alliance between Ethiopia, Libya and South Yemen.

The Ethiopians used the prohibited GA Nerve poison gas against the Eritrean fighters.

The Eritrean answer to all this Ethiopian preparation was "*Bdho*", meaning 'Challenge'. The people of Eritrea and the fighters made the necessary preparations. One of the most famous slogans of the time was "*Lomi zeyketete bdewu kem zmote*" ("Every one shall fight or fall where he stands").













The Economist May 15, 1982

Red Star Sets

An Ethiopian offensive aimed at ending the 21-year-old rebellion in Eritrea appears to have failed. Operation Red Star was launched with a fanfare in February. At the same time Colonel Mengistu offered an amnesty to the rebels and promised economic, political and social development of Eritrea. …….
The main aim – the capture of Nakfa – has not been accomplished. The Eritrea People's Liberation Front has not been crushed. ……

Activity 4.2
In small groups discuss the following questions and be ready to present your answers to the class.

1. Look at the above illustrations and write a comparison of the preparation of the Ethiopian army and the Eritrean fighters for the 6th Offensive.
2. What does it mean when the Economist says "Red Star Sets"?

Assignment

One of the most famous songs of the time was "*Bdho*" by Estifanos Abraham (Zemach.) Write the lyrics of the song and explain its content.

Tegadalai
At the core of this resilience lies the '*Tegadalai*'. All the challenges in the struggle were overcome by the moral, psychological, and physical strength and endurance of the *Tegadalai*. That was why the Eritrean Revolution was resilient.

A Letter of a Martyr

Martyr Haile Tewelde along with his two comrades was hanged on April the 3rd 1976 by the Dergue regime of Ethiopia in Asseb. This text was taken from the letter he wrote in the final hours of his life, which was published in Hadas Ertra.

Dear mother;
On this day and time I am going to leave you forever. But please, don't cry or feel sad for me. That is what our enemy wants. Tell my family to be strong. I don't regret anything that has happened to me because I am dying for my country and people. Even if I will not be here tomorrow Eritrea will never perish. She will live forever when our comrades finally become victorious. I am certain that we will have our independence that will bring peace, prosperity and dignity to our people.

My dear mother, never say I left you without any child to remember me by. I am leaving you with my country people who are all my brothers and sisters. Our death will be meaningful when they come with victory. Be well my dear mother.

Your son,

Haile Tewelde

Activity 4.3

In groups discuss the letter based on the following issues:

1. According to the letter, martyr Haile has many of the characters of a devoted fighter committed to the struggle. Explain how he shows:
    a. willingness to make sacrifice
    b. positive attitude
    c. motivation
    d. courage
    e. dedication
    f. determination
2. What other qualities do you admire or appreciate in martyr Haile?
3. Why do you think Haile took the risk of becoming a fighter?
4. Do you know of any hero/fighter who is committed to the Eritrean struggle? Explain what that person did.

Assignment

1. Do some research to find articles or stories of such person as Haile and share your findings with your classmates.
2. Write an essay about the Eritrean freedom fighters. You can give your own explanation about any attribute of the fighters.

Summary

- There are different types of oppressions in the world. Oppressions target a group of people like women, people of a particular caste, religion, tribe, clan, or nationality, slaves, colonized people.
- Colonialism is one type of oppression. People in Africa, Asia, and Latin America particularly were victims of colonialism. Eritrea too, were colonized by foreign powers namely Turkey, Egypt, Italy, Britain, and Ethiopia. The people of Eritrea had to wage a 30 years long armed struggle against the Ethiopian colonialism. The Eritrean struggle culminated in May 1991, when Eritrea finally became independent.
- The Eritrean struggle passed through a lot of very difficult situation. Some of the major challenges include the beginning of the struggle without adequate manpower and supplies, the Strategic Withdrawal, and the 6th Offensive. But it was able to withstand all these challenges because of the resilience of the struggle. The commitment of the fighters and the Eritrean people enabled the struggle to overcome the challenges and finally emerge victorious.

Key Terms

oppression	colonialism	slavery
revolution	strategic withdrawal	offensive
Red Star Operation	resilient	

Review Questions

I. True or false

1. The Eritrean liberation fighters were better equipped than the enemy.
2. The strategic withdrawal was a mistake.
3. Women's contribution in the Eritrean struggle was very important.

II. Choose the best answer

1. The Eritrean Revolution succeeded because of
    a. devotion of the Eritrean fighters
    b. participation of the people
    c. participation of women
    d. all of the above

2. One of the following is not true about the Eritrean revolution
    a. it had a just cause
    b. enjoyed the Eritrean people's support
    c. it was helped by great powers of the world
    d. it was successful

3. Which one is true about the Eritrean fighters?
    a. determined
    b. devoted
    c. courageous
    d. all

III. Answer the following questions.

1. Mention some of the oppressions in the world.
2. Why do people revolt?
3. Why did the Eritrean people revolt?
4. What were the challenges of the Eritrean revolution in the beginning?
5. What was the reason for the strategic withdrawal?
6. Why did the 6th Offensive fail?

Unit 5

The Birth of the Free State of Eritrea

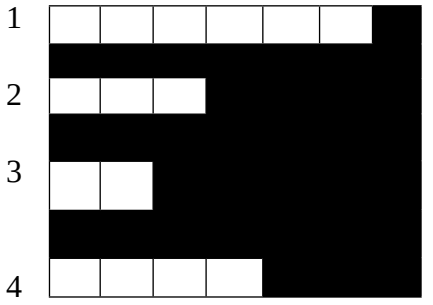
Expected Learning Outcomes
By the end of this unit, you will be able to:

- identify the works of the Provisional Government of Eritrea.
- describe the process and reasons of conducting referendum in 1993.
- identify the National Principles of the State of Eritrea
- talk about the structure of the Eritrean Government.
- describe the role of the citizens and government of Eritrea in defending the country.

5.1 The Provisional Government

Activity 5.1

Puzzle!



Use the answers to the following questions in order to complete the puzzle above.

1. What is the day after Thursday?
2. What is the month before June?
3. How many months are there within two years? (Answer in digits.)
4. 2000 – 9 = _____

Exercise 5.1
Write one sentence about Eritrea based on the answers for the questions above.

Focus Questions
1. Have you ever heard the term "provisional government?"
2. Did Eritrea ever have a provisional government? When was it established?

Read the following story and answer the questions below.

The Homecoming

Ibrahim is one of the Eritreans who had been living in refugee camps in the Sudan, and returned to their country in 1992 after the war was over and Eritrea became free. Ibrahim fled to Sudan 10 years before the Ethiopian soldiers stormed his village and began shooting people indiscriminately and burning houses. He missed his country very much and was eager to see his village. But he was shocked by what he saw on his return. His village and the surrounding countryside, the land that was once all green was completely bare. There were no trees, no grass, nothing green as far as the eyes could see. All he could see was dusty lifeless fields. The backyards of the houses in his village that used to be filled with livestock were empty and deserted. The damage on a town near his village was even worse. Most of the buildings in the town were crumbling and some were completely destroyed. The school which he attended as a child was destroyed too.



Fig. 5.1 The destruction of the thirty years of war in Eritrea.

Ibrahim visited a lot of places including Asmara on his way to Mai Habar to see his brother Mussa. Mussa is one of the disabled freedom fighters living in a camp at Mai Habar. On his visit Ibrahim observed that Eritrea's infrastructure was severely damaged. The asphalt roads were destroyed, bridges knocked down and water and electricity services had collapsed. Despite his happiness on his return to his free country, Ibrahim was worried about these things a lot. He discussed his worries with Mussa.

He said, "I am happy that our country is free brother, but the provisional government has huge tasks and countless challenges ahead."

"Yes, our country's infrastructure is almost completely destroyed. The countryside which was once green is now useless and hundreds of thousands of our people are scattered in countries all over the world", answered Mussa.

"Our people suffered a lot, there are so many who need help. People coming back into their country from camps in neighboring countries like you and so many poor farmers who couldn't cultivate their land because of the war and drought must get support urgently", Mussa added.

Don’t forget the tens of thousands of disabled freedom fighters and families of martyrs.” Ibrahim added, “So many people need immediate help.”

“Don’t worry brother, now we are free. That is all that matters. We have a country and a provisional government is already established,” replied Mussa. He added further, “Of course, supporting the people and establishing a new state is a huge responsibility to the provisional government, but we will solve our problems because now we are free and independent.”



Fig. 5.2: People who needed immediate help

Exercise 5.2

1. What did Ibrahim’s village look like before he left for Sudan?
2. How did Ibrahim find his village on his return?
3. What did Ibrahim observe on his way to Mai Habar?
4. What were the main challenges of ‘The Provisional Government’ according to Ibrahim?
5. Based on Ibrahim’s and Mussa’s discussion, list the people who needed help at that time.
6. Whose responsibility was to provide help for those people?

5.2 Referendum and Declaration of Eritrean Independence

Focus Questions

1. Have you ever heard the word referendum? What does it mean?
2. Did Eritreans ever have a referendum? When? And what was the purpose of that referendum?

Activity 5.2 A

Read the following lines translated from a Tigrigna '**ብደምና ብድምጽና**' (Bidemna Bidmtsina) song and answer the questions below.

With our blood and our vote
Freedom has been realized
Hail, hail, Eritrea your flag is hoisted
Our bloody enemy is defeated
And we, your owners, are on the throne
Rest in peace our martyrs
Rest in peace our martyrs

1. What does with our blood mean?
2. What does with our vote mean?
3. What does this segment of the lyric signify?

Activity 5.2 B

Your teacher will play the song for you and teach you the words. Memorize the song to sing it later in class.

Why Referendum?

Look at some of the comments given by government officials after the referendum.

"The referendum was held because international recognition can only be proved through democratic and legal conclusion to the conflict. For this reason the EPLF decided to show the free and fair choice of the Eritrean people through referendum."



President Issaias Afwerki

"This referendum was the last chapter of the struggle of the Eritrean people, the political chapter, where they exercised their right to self-determination that they have been denied for over 30 years."



Dr Amare Tekle, Commissioner of the Referendum Commission of Eritrea

Activity 5.3

Group Work: Discuss the following questions in your groups. Refer the speeches above in your discussions.

1. Do you think there was any doubt that Eritreans might vote against independence?
2. Why didn't the EPLF declare independence before the referendum?
3. What are the most important reasons mentioned in the speeches above for conducting the Eritrean Referendum?
4. What was the significance of the Eritrean Referendum?

Assignment
Find out who The Secretary General of The Provisional Government of Eritrea was during referendum.

The Referendum



Fig. 5.3: Eritreans voting

Activity 5.4
Look at the following pictures and discuss in groups to answer the questions below.



Mr. Samir Sanbar





Fig. 5.4: Representatives observing the Eritrean Referendum.

1. Who are those people in the pictures observing the process of the referendum?
2. Why did they observe the referendum?
3. Who invited them to observe?

On Tuesday 27th of April 1993, The Special Representative of the Secretary-General of the United Nations Mr. Samir Sanbar made an announcement.



"On the basis of the evaluation performed by UNOVER I have the honour in my capacity as Special Representative of Secretary-General, to certify that on the whole, the referendum in Eritrea can be considered to have been free and fair at every stage, and that it has been conducted to my satisfaction."

Fig. 5.5: Comment from the Special Representative of the Secretary-General of the United Nations after the referendum.

After the undoubted result of the referendum and the legal acceptance of the international community, Eritrea officially declared its independence on 24th of May, 1993.

Assignment

Discuss with your parents or someone older who voted in the referendum. Ask them about the days of the referendum in your village or town. Then, write a paragraph of 60 words that describes the days of the referendum in your town, district or village.

5.3 The Principles of the State of Eritrea

Focus Questions

In grade seven you discussed self-reliance and social justice.

1. What does social justice mean? Do you think there is social justice in Eritrea?
2. What does self-reliance mean? Do you think Eritrea is self-reliant? Explain your answers with examples.

5.3.1: Unity

Focus Questions
If your teacher gives you class work and the questions are very difficult, do you think it will be easier to answer the questions in groups or individually? Why?

Activity 5.5
Read the following poem and then answer the questions that follow.

Unity is Strength

There's a proverb
'United we stand divided we fall'
Ten sticks together unbreakable
Can be broken easily if given to all.
Wind easily blows the dust,
but cannot move the rock;
Birds trapped in net, united,
Along with net, flew the flock.
As well, if people are united
for valid and right cause,
there can't be any reason
Their efforts will pause.

By S.D. Tiwar

1. What does the proverb "United we stand divided we fall" in the poem mean?
2. Discuss the content of the poem in groups and present your points to the class.

Assignment
Memorize the poem and recite it in class.

Being one, having common understanding
and working together to a common goal is unity.

Activity 5.6

Group work: The unity of the Eritrean people has been demonstrated many times in history. List examples in which the unity of the Eritrean people has been demonstrated and present the explanations to the class.

Assignment

Write at least three proverbs, like the one in the poem, about the importance of unity. Then explain to the class what they mean and how they show the importance of unity.

5.3.2: Democracy: Basic Features

A. Cultural Rights

Activity 5.7 Group Work

Look at the following pictures and answer the questions that follow.



A Rashaida bride at her wedding



Kunama men and women at a Kundra festival

Fig. 5.6: Citizens practicing their right in cultural activities.

1. Describe how a bride is decorated in your area.
2. Have you ever seen a bride from other ethnic groups rather than yours? Describe what their dress and decorations look like.
3. Kundra is a festival of the Kunama held every 5 years. Are there any seasonal or religious festivals in your area? Describe them.

B. Political Rights

Activity 5.8 Group Work

Look at the following pictures and answer the questions that follow.



Elders of a village in a meeting



people voting to elect their representatives to The National Assembly

Fig. 5.7: Citizens practicing their rights in political activities.

1. Do elders gather in your area to discuss important issues?
2. What do they discuss when they are gathered?
3. Do you know the office of your area administration?
4. Do your parents participate in the meetings of your area administration? Why/not?

C. Social Rights

Activity 5.9 Group Work

Look at the following pictures and answer the questions that follow.



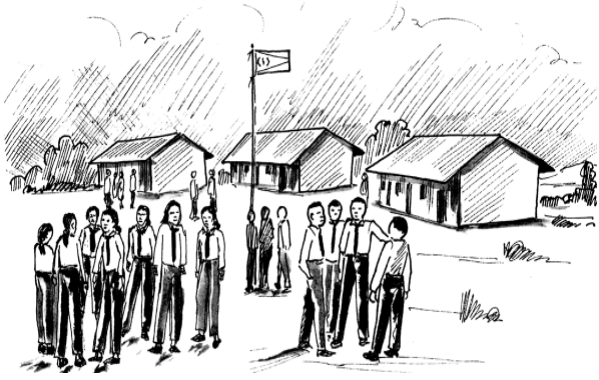
A football game



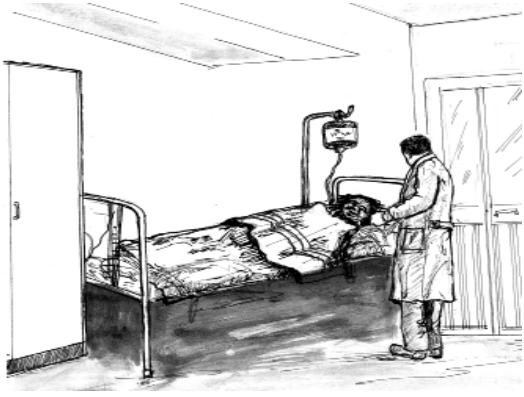
Young boys and girls of Tigre at a Raba't

Fig. 5.8: Citizens practicing their rights in social activities.

1. Do you like sports? Describe the sports played in your area.
2. List all traditional sports you know.
3. Raba't is a social gathering of the youth in the Tigre ethnic group. At the Raba't young boys and girls eat, drink, dance and discuss different issues in their area. Is there any social gathering of men or women or young boys and girls in your area? Describe it.



Students in their school yard at the break time



A doctor treating an elderly patient

Fig. 5.9: Citizens practicing their rights in social services

Activity 5.10 Group Work

1. Why do you go to school?
2. What are the disadvantages of being uneducated?

3. Where do people get treatment when they are sick?
4. Is there any clinic or hospital in your area? Have you ever gone there? Describe it.

D. Economic Rights

Activity 5.11 Group Work

Look at the following pictures and answer the questions that follow.



Father and son fishing around Dahlak



A market at Ela Ber'ed

Fig. 5.10: Citizens have the right to participate in various economic activities.

1. Fishing is the most important economic activity around Dahlak. What is the most important economic activity in your area?
2. What is the name of the market in your area? Have you ever gone there?
3. Where do the things sold there come from?

Democracy is a system of government where citizens actively participate in all political, economic, social and cultural life of the country.

Exercise 5.3

Match the following words in column "A" with their definitions in column "B".

A	B
1. Democracy	A. Narrowing the gap by giving citizens equal opportunity
2. Self reliance	B. Being one, having common understanding to a common goal
3. Social justice	C. Depending on one-self to secure one's own development
4. Unity	D. The active participation of citizens in all political, economic, social and cultural life of the country

Assignment

Discuss with someone who has been to Warsay Yike'alo Secondary School in Sawa. Ask him/her how life was in Sawa, how they faced the challenges of life far from home, how it was like to live under one roof with people who have come from different ethnic groups and backgrounds. Then, ask them the significance of unity in their lives in Sawa.

Then write a paragraph of about 120 words based on your discussion and present it in class.

Activity 5.12

Mussa, Lemlem, Andom and Mana are classmates. They are discussing how the dam that had been finished a year ago in their area is related to the national principles of the State of Eritrea.



Mussa: We are producing more food items using irrigation. We produce most of the crop we need ourselves. We will soon be self-reliant

Lemlem: Men, women, and children; everybody helped in the construction of the dam. People actively participated in the construction of the dam which will have a lot of economic advantages. I think this is an example for democracy.

Andom: The construction of the dam gives us opportunity to produce more and improve our life. This project is an example of social justice.

Mana: The people living in the four villages near the dam worked as one in the construction of the dam. This demonstrates unity.

Now think of an activity in your area that is done for the advantage of the people who live in that area. Then explain how that activity is related to any one of the four principles of the State of Eritrea.

Eritrea is independent and self-reliant. It is established on the principles of social justice, self-reliance, unity and democracy.

5.4 The Structure and Function of the Eritrean Government

5.4.1 The Structure of the Eritrean Government

Activity 5.13
Puzzle!!

Assign numbers from number 1-26 to the English letters; A is 1 B is 2 … and Z is 26.

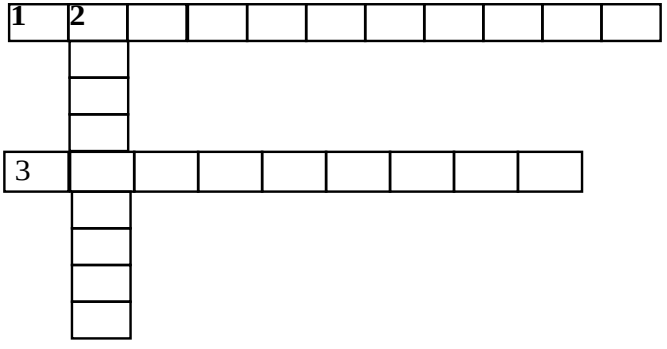
Based on the arrangement above, crack the code to find the key words on the table below.

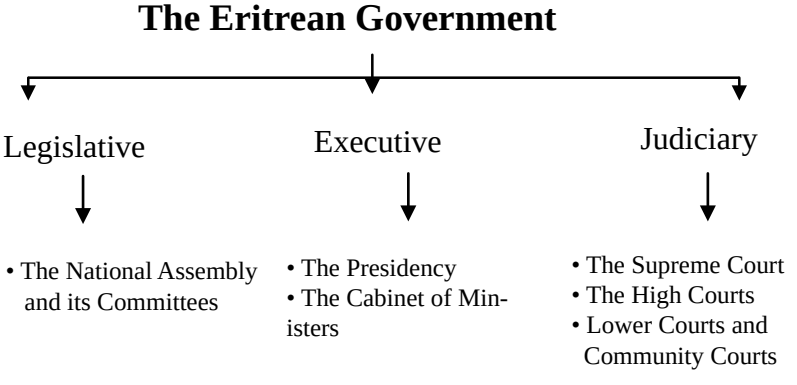
Across

1. 12, 5, 7, 9, 19, 12, 1, 20, 9, 22, 5
3. 10, 21, 4, 9, 3, 9, 1, 18, 25

Down 1.

2. 5, 24, 5, 3, 21, 20, 9, 22, 5



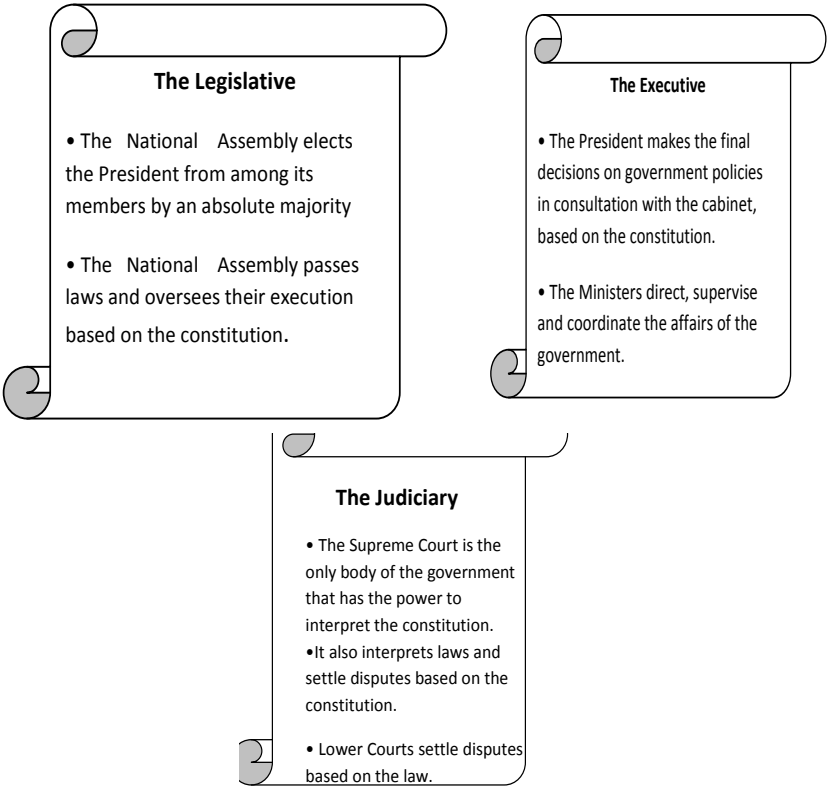


Activity 5.14

Group work: discuss the following questions in your groups.

1. What does the word 'assemble' mean?
2. Is there an assembly of any kind in your area?
3. Mention the names of the assemblies you know from your area or any other place.
4. List the ministries you know in Eritrea.
5. Mention some of the commissions and agencies you know in Eritrea.
6. Do you know why people go to courts?
7. Is there any court in your area?
8. Do you know the official title of the court in your area?

5.4.2 Some of the Basic Functions of the Three Branches of the Eritrean Government



Activity 5.15

Divide your class into three groups. The groups will be the legislative, the executive and the judiciary.

1. The legislative will be the assembly therefore it should have the largest number of students.
2. The executive branch will have a president and the president selects his/her ministers.
3. The judiciary will have three courts, the supreme, high and lower courts, each having three judges.

Then, raise an issue concerning the class, for example cleaning the class.

The Assembly: Form groups to clean the class and allocate the time when each group will clean the class. Draft rules of punishment to the group that failed to clean the class on the allocated time. Then take the draft to The President for final approval.

The Executive: The President gathers the cabinet of ministers to discuss the draft proposed by The Assembly. Then he or she signs it and the rule will be passed.

•Assume one group hasn't clean the class on time. That group will be taken to the court.

The Judiciary: The judges will give the punishment to the group according to the rules made by the Assembly and approved by the President.

5.5 Defending our Country

Focus Questions
What do soldiers do? What do they fight for? Whom do they fight with?

Look at the following pictures and answer the questions that follow.



Fig. 5.11: Eritrean soldiers

Activity 5.16
An enemy doesn't always come with guns and firearms; it can come in different forms. An enemy doesn't always come from another country, it can be found within a country.

Read the following poem and identify the enemy described there.

I don't attack with guns
But I'm an enemy
I exist among them
People don't notice me
I abuse my power
And pull back the nation
For others I don't care
Hurt the population
I bribe officials
And abuse public office
I do illegal favours
I spread like disease
And kill social justice
I am ……..?

Assignment
Memorise the poem and recite in class.

Activity 5.17
Anyone who is against the basic human and constitutional rights of the Eritrean people such as peace, security, justice, prosperity, democracy, unity etc. is an enemy of The State of Eritrea. This is because standing against these rights is standing against the basic principles of The State of Eritrea and the interests of its people.

Mention at least any three enemies of the State of Eritrea. Explain why you call them enemies.

Activity 5.18
Remember enemies of the State of Eritrea that you listed in activity 5.17

1. Whose duty is to defend Eritrea from those enemies?
2. What can the government do to fight those enemies?
3. What can a citizen do to fight those enemies?
4. What can you do to fight those enemies?

Activity 5.19
Write at least three slogans or proverbs expressing the duty of citizens in defending their country. The slogans can be even local ones and you can use your own local language.

Example: 1. **ኩሉ ድሕሪ ሃገር** (Kulu dhri hager). Everything comes after country.
2. **ንሃገረይ ኣለኩላ ባዕለይ** (N'hagerey alekula ba'eley). I'll be there for my country.

Summary

- The Provisional Government, which was established right after the independence of Eritrea, had various challenges.
- The independence of Eritrea was declared after its people demonstrated their will for the free and independent Eritrea through free and fair referendum witnessed and

verified by international observers.

- National principles of the State of Eritrea are unity, democracy, self-reliance and social justice.
- The Eritrean government has three branches, namely, the legislative, the executive and the judiciary.
- Defending Eritrea from domestic and foreign enemies is the duty of every citizen.

Key Terms

provisional	democracy	self-determination
self-reliance	referendum	government
vote	legislative	national principles
executive	social justice	judiciary
unity		

Review Questions

Part I. Relating Terms

Match the terms in column **A** with the terms or events they relate to in column **B**

A	**B**
_____ 1**.** Provisional Government	A**.** Fight national enemy
_____ 2**.** Soldiers	B**.** Self determination
_____ 3**.** Democracy	C**.** Establishing new state
_____ 4. Referendum	D**.** Branch of government
_____ 5**.** Executive	E. National principle

Part II. Giving Elaboration

Give elaborated answers for the questions below.

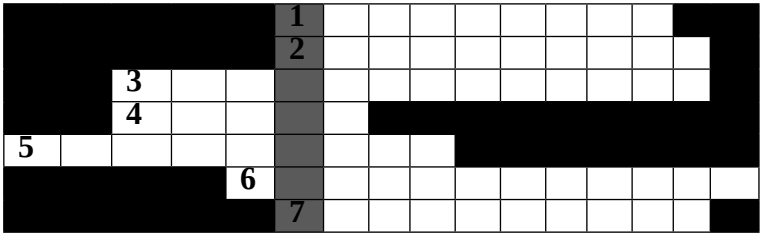
1. Explain the challenges that the Provisional Government faced right after independence.
2. Why did the Provisional Government decide to conduct the referendum?
3. Give short explanation on the National Principles of the State of Eritrea.
4. Explain the functions of the different branches of the Eritrean government?

Part III. Cross Word

Complete the following cross word based on the clues below. If you complete it correctly you find the key word in the shaded column (Down 1)

…….**Across**

1. A branch of government that puts the law, decisions and policies into effect.
2. The expression of the will of the people by their own vote.
3. Narrowing the gap by giving citizens of a country equal opportunity.
4. Being one, having common understanding and working together to a common goal.
5. A system of government where citizens actively participate in all political, economic, social and cultural life of the country.
6. Depending on oneself to secure one's own development and prosperity.
7. Who was the Commissioner of the Referendum Commission of Eritrea?



Part IV. Assignment

Find an activity in your village or town where people are actively participating together. Then write a paragraph that describes how it is related to the principles of the Eritrean State.

Unit 6

We are Patriots

Expected Learning Outcomes

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

- describe the essence of patriotism.
- identify the values in the armed struggle.
- express your feelings towards how a patriot should rightly act.

6.1 We are Patriots

Focus Questions

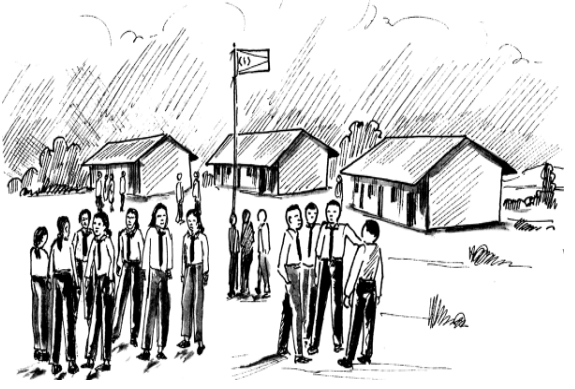
1. What is patriotism?
2. What do you think makes a student a patriot?

Patriotism is the love and devotion for one's country. People demonstrate their love for their country in different ways.





We are patriots we keep our land green



We are patriots we honor our flag



We are patriots we work hard to build our country

This is you.

I'm a patriot, I _____

Activity 6.1
Write activities that you would do as a patriot in the left column of the table, to match the patriotic deeds mentioned in the right side of the table.

No	Patriotic deeds	What I would do
1	Severing your people.	
2	Respect laws and maintain order.	
3	Feeling proud of your history and culture.	
4	Defending your country.	
5	Working hard for your county's development.	

6.2 The Boat, the Camel and the Shop

Ami Hamoda, yba Sfaf and yma Juket were members of the *Hafash wdubat.* They didn't know each other's real names. They only knew each other as *the Boat*, *the Camel* and *the Shop*. These were code names given to them by the EPLF *Jemahir* of zoba mbraq. Ami Hamoda was *the Boat*. He was a fisherman from Makaanile, a small seashore village. Yba Sfaf was a nomad from Gedem. He was known as *the camel*. And yma Juket was a shopkeeper in Shieb, thus called *the Shop*.

They were working as a chain in a supply route for fighters. *The Boat* used to bring food and other necessary items from Yemen and leaves whatever he brought camouflaged in the Shawra trees off the seashore. Then comes *the camel*, loads his camel and takes whatever *the Boat* has brought to *the shop* in Shieb. From Shieb it was easy for the fighters to transport things to their bases in Selemuna.

Life was risky for these three patriots. They had to be very careful and secretive in their work. *The Boat* had always to hide what he brings in the Shawra. He used to load and unload his Boat alone at night. He trusted nobody but *the shop* and *the camel*. He had to hide things even from his fellow fishermen. *The camel* also trusted only *the Boat.* He had to travel from Gedem to the sea coast of Zula – a small village near the site of ancient port of Adulis, and from there to Shieb. He makes this entire long journey pulling a camel at night to avoid enemy encounters.

The shop had to keep the arrivals and departures of *the camel* secret. If the enemy discovers the routine of *the camel* loading and unloading at the *shop* it would put the mission at risk. The main fear of *the boat, the camel and the shop* was not from the fact that they would be killed if exposed. Their utmost care and secrecy was not to endanger the supply route of the heroes and heroines in the battlefields. That is why these selfless patriots worked carefully with all the determination until the Independence Day.

Assignment Part I. Individual work.
Answer the following questions from the story above.

1. Why do you think ami Hamoda, yba Sfaf and yma Juket had to hide their real names?

2. Try to list the risks that the three patriots' might have encountered. Why do you think these people took those risks?

3. What does the word "*Jemahir"* mean and what does it stands for in the history of our struggle?

4. If you were to be one of the three patriots, whom would you like to be? Explain why?

Assignment Part II. Group work.

1. Draw the map of Eritrea and spot the places where *the Boat, the camel and the shop* lived. Show the place where *the Boat* was leaving what he brought. Locate Selemuna and Adulis.

2. Draw lines to connect the route of supplies that involved the three patriots.

3. Make research to estimate the distance that *the Boat, the Camel* and *the Shop* covered:

   a) The distance from Yemen to the village of Zula in Eritrea?

   b) The distance from Zula to Gedem?

   c) The distance between Zula and Shieb?

   d) The distance from Zula to Selemuna?

6.3 Our Models

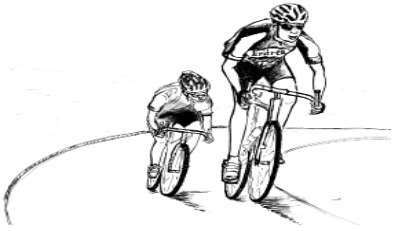
Read what the following students say about their models and think of your own.

Saliha. I love my mother very much. She is my idol not only because she is a caring mom who loves her children, but she is also a proud patriot who loves her country. As member of the First round of the Eritrean National Service program, she has served her country at times of war and peace. I always tell her that she is my inspiration. I'll love and serve my people just like my family.



Samira. I want to be a doctor. My models are the Eritrean doctors of the armed struggle period. I have always wanted to fulfill my patriotic duty by curing my people from diseases. I found my models after reading the book by Dr. Tekeste Fikadu '*The Journey from Nakfa to Nakfa*' on the role of the medical staff of the EPLF. The surgeons, nurses and barefoot doctors of the struggle period are my heroes.

Sirro. I know I'll one day make my country proud by becoming the world cycling champion.



Daniel Teklehaimanot who was honored as the best African sportsman in 2012 is my role model. He made us all proud by becoming champion of Africa for three consecutive years. But me! I'll be the world cycling Champion.

Assignment

1. What would you advice Saliha, Semira and Sirro to achieve what they want to be?

2. Write five lines about your patriotic models and how do you aspire to achieve their role.

Zemat wed Ekud

The people of Eritrea resisted colonialism and fought for their national independence. They resisted successive foreign rules that included the Turkish, the Egyptians, the Tigryan Chiefs, the Italians, the British and they finally defeated the Ethiopian colonial rule and won independence.

One of the heroes who bravely resisted the Italian colonial rule was Zemat wed Ekud. Zemat was the *Nebtab* –chief of the Tigre people in Barka- of the village of Ad-Ali Bekit in Barka-la'lay.



Zemat wed Ekud

Zemat was leading a small traditional army composed of members of the Reb'at. Reb'at is a social organization of youth of the Tigre people. Young people in Reb'at act as the defenders of the land and enforcers of the law in traditional Tigre society. Zemat wed Ekud as a patriot who loved his land led his Reb'at to defend his people from Mahdists aggression that originated in the Sudan and the invasions of the Tigryan chiefs.

When the Italians came to colonize our country, Zemat was one of the patriots who refused to accept foreign rule. He demonstrated his resistance by attacking Italian soldiers in Barka-la'lay. Since Zemat was a famous poet and orator he also expressed his resistance in poems.

መን ውላድ መንቶም ለምንቁርበ ትመጽኡነ?
እተ ምድር ኣብዕብነ ኣግብር ግብኡ ልብሉነ
ወምነ ማልʾላ ሐላልነ ጥልበት ድፍያ ልብሉነ
ውላድ ጋናቶም ሀቶም ኢወርሱነ
ጥልበት ሕነ ይእንደፍያም ሀቶም ምንዲ ኢደፍዑነ

Who are those strangers?
Who dare to come to our land and make us slaves?
They came from abroad and demand taxes
They are foreigners, they are strangers
It is not us but them who should pay the taxes.

The Italians couldn't tolerate the resistance of Zemat. So, he was taken to Nakura island prison and died there with his fellow patriots who refused to accept colonialism. Zemat was loved and respected by his people very much. The village of Ad-Ali Bekit is now called Ad-Zemat to his honor.

Exercise 6.1

I. Answer the following questions from the story above.

1. Who is Zemat wed Ekud?
2. Who else do you know from the patriots who resisted the Italian colonial rule?
3. Why do you think Zemat wed Ekud was loved and respected by the people?

II. Match the following.

A	B
1. Mahdists	A. The traditional chief of the Tigre people in Barka
2. Reb'at	B. Ad-Zemat
3. Nakura	C. An army that attacked our land from the Sudan
4. Nebtab	D. Social organization of the young people in the Tigre society
5. Ad-Ali Bekit	E. Eritrean Island in Red sea that was used as a prison during the Italian colonial rule.

6.4 Expressing your love to your country

We learned that patriotism is the love for one's country. We have also seen that citizens express their patriotism in different ways. One good way of expressing one's patriotism is art. Many Eritrean artists have demonstrated their patriotism in their paintings, writings, sculpture and other forms of art. Expressing patriotism in art is important because it also shows how proud the patriots are of their history and culture.

Let's see how the renowned Eritrean singers Atowebrhan Seghid and Kedija Adem express their love for Eritrea. Here are some verses taken from their respective songs *Adeyeadeye* (My Country) and *Embelweten* (Without a Country).

ዓደየ ዓደየ

My Country

ዓደየ… ዓደየ… ዓደየ… ዓደየ…
ዓደየ ዓደየ ናይ ዓለም ጸሓይየ

My country, my country, my land
My country the sun of my world

ሃገረይ ዝበለ ተዘኪሩ ይነብር
ሓወልቲ ገዲፉ ኣብ ገነት ይሰፍር

Say country first, to be remembered forever
Leave a legacy and rest in heaven

እኽሊ እንተበላዕኩ እንታይ ክዓብሰለይ
ጽቡቕ ተኽዲነ መዓስ ኣምሒሩለይ
እንተደቀስኩ'ውን መዓስ ክወግሓለይ
ንኤሪትርያ'ዩ ዝሓስብ ኣእምሮይ
ዓደይ ሸዊት ለምለም

I might be eating best delicacies
I might wear fashion and be stylish
I might go to sleep in search of peace
Eritrea occupies my thought, my country is what matters
My country, my country, my land

እምበል ወጠን

እምበል ወጠን እምበል ገቢል
ይእንነብር ሕነ ይእንነብር

Without a Country

Without our country without its people
We can't live we can not endure

ስምዐ እንሰሐኩም ሐውዬ ሸባብ
ኣብሑር ኢትትዐደው እበጅላብ
ምድርኩም ኣቕብሎ ሸቐው
ሰዋብ ….

Take my advice, dear brothers dear young
Don't cross oceans, don't leave your land
Come back and fulfill what it demands

Assignment

1. a. What do you think the verse *"without our country without its people we can't live we can't endure"* mean?

   b. Atoweberhan's song says eating delicacies and wearing fashionable dress do not really matter. Do you agree with his verse *"Eritrea occupies my thought, my country is what matters"* why?

2. a. Search for a patriotic song in your mother language. Summarize its content in English and present it in class.

   b. Write your own poem to express your love to your country.

Summary

We are all patriots as long as we defend our country; understand the dear price paid for the independence and security of our nation. We are patriots as long as we respect our flag and work hard for the prosperity of our country. We are patriots as long as we continue to understand the patriotic feelings our fathers and forefathers had. We should also feel proud of the history of our nation. Respecting the law and order is also a means with which we express our patriotism. There are always people who are our models in the way they served their nation. We should keep track of these people.

Key Terms

patriot patriotism devotion
respect model resistance
heroism

Review Questions

Part I. Choose the right answer

1. One of the following is **not** an act of patriotism.
   a) Respecting the law
   b) Helping elders
   c) Taking care of school property
   d) Not participating in communal work
2. Who can be your model from the following?
   a) A man who doesn't respect the law
   b) A woman who fight over a queue
   c) A woman who fulfilled her national duty
   d) A man with odd behavior

3. One of the following is not the means of expressing our patriotism.
    a) Rehearsing songs of patriotism
    b) Being part of community activities
    c) Reading books about our armed struggle
    d) Vandalizing properties

Part II. Fill in the blank space with appropriate term or terms

1. An army that attacked our land from the Sudan was called_____
2. _____ was Eritrean Island in Red sea that was used as a prison during the Italian colonial rule.
3. _____ is the love and devotion for one's country.
4. _____refers to revolutionaries who had closer attachment with the society in creating awareness about the struggle including by presenting cultural shows aiming at agitating the society.

Unit 7

Symbols of National Identity

Expected learning outcomes

By the end of this unit you will be able to:

- identify and describe the national symbols and holidays of Eritrea.
- recognize why the national flag evokes emotions and demonstrate your understanding of the ways of showing respect to the national flag.
- describe the significance of celebrating May 24 and June 20.

7.1 The National Flag of Eritrea

7.1.1 Our National Flag

Focus Questions

1. What does the national flag of Eritrea mean or symbolize to you?
2. Where do you see our national flag hoisted?
3. Which color of our national flag represents the bloodshed to attain independence?

The national flag is one of the symbols of national identity. It is a sign of independence and symbolizes patriotism and the nation's endowments.

Read the following text narrated by a mother about her feelings towards the Eritrean national flag and answer the questions that follow.

Beautiful Colors

It was exactly 6 P.M. when I reached the front of the Municipality of Asmara. That day I was walking with my children on Harnet Avenue. Many others were also walking up and down the street. That moment I heard a whistle. I stood straight at attention and gazed at the flag with delight and deep respect while those

beautiful colors waved in the evening sun. It reminded me of the *big price we paid* to see this flag fly. Those who were driving also stopped and got out of their cars. Then I noticed something that was heart breaking to see. Two young men were sitting at the bus station chatting. They didn't stand when the flag was being lowered. They didn't care to show respect to the rest of the crowd. They couldn't stop their conversation for awhile. The two of them also wore hats and failed to take them off. When I made a quick glance at my immediate right, I saw my daughter removing her hat and instructing her younger brother to do the same. I expect everyone to *show respect* to our flag.

Activity 7.1

In small groups discuss the following questions and present the group's response to the entire class.

1. What do you learn from the mother's narration? What made her sad?
2. What does it mean when the mother says:
   a) "*Beautiful colors*"
   b) "*Show respect*"
   c) "*Big price we paid*"
3. Why did the drivers stop their cars?
4. Draw the Eritrean national flag and write short sentences describing what the colors represent.
5. What are the messages of the following poem? Are the messages peculiar only to Eritrea?

I am recognized all over the world.
I am worshipped
I am saluted.
I am loved.
And I am respected.
In school you raise me up every morning,
Take me down every evening.
You don't let me touch the ground,
And you fold me with respect.

Who am I? _____

Showing Respect

A national flag is a flag that symbolizes a country. Our national flag is a symbol of our history and our future. The freedom fighters have accomplished their mission in the struggle for freedom, and now it is our turn to stand by our flag. We have to show respect to the nation's flag and express gratitude to all patriots who fought, and continue to fight for peace and development. The national flag must be treated with respect at all times.

Showing proper respect to the flag involves many things. It is the responsibility of every Eritrean to know about our flag and its history.

The basic design of the Eritrean national flag was adopted from the flag of the Eritrean People's Liberation Front. The flag comprises two triangles in green and blue with a red triangle pointing away from the hoist side. In the center of the red triangle are golden olive branches. The olive branches were taken from the 1952 Eritrean flag and it symbolizes peace.

We show respect to the flag by:

1. How we display the flag.
2. How we respond to the presence of the flag.
3. How we treat the flag.

Activity 7.2

In small groups talk about the different ways of respecting a national flag and categorize the statements given below under each column. Add one or two statements of your own to be categorized under each column. One of you will present the group's response to the class.

ways of displaying	ways of responding	ways of treating

1. The flag should usually be hoisted from sunrise to sunset.
2. Whenever a person sees a flag being raised or lowered, he or she should stand respectfully at attention for the duration of the ceremony.
3. A properly displayed flag tells the world that you are

showing the flag the respect it deserves.

4. The military salute is given during a flag ceremony by men and women in uniform.
5. Men who are wearing a hat should remove it during a flag ceremony.
6. The flag should never touch the ground.
7. The flag should never be waved upside down.

Look at the following illustration and answer the questions that follow.



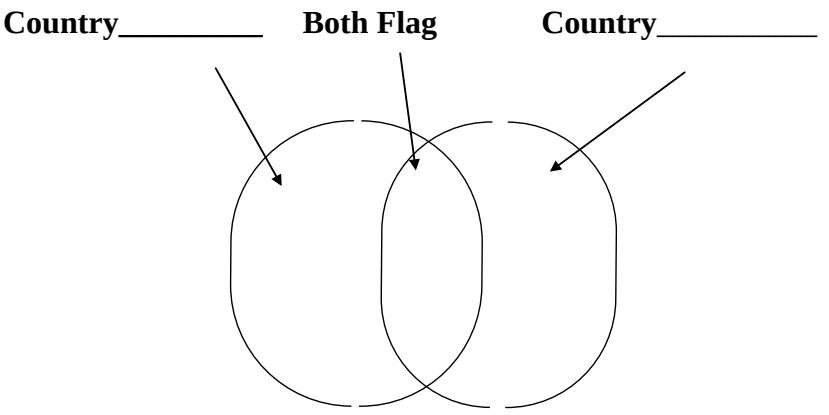
Activity 7.3

1. Sit in pairs and discuss the messages of the above illustration and write at least five sentences about the picture. Let one of you read it to the class.
2. Write as many different ways of showing respect to our flag as you can. Compare your list with other groups and agree on the correct ways of respecting our flag.

Library Assignment

1. Draw the flags of Eritrea and another country's of your choice. Use the right colors of the flags.
2. Compare and contrast the two flags. Record the similarities in the center of the overlapping circles of the following diagram and list the differences in the individual circles.

3. What do you understand and conclude from the comparison?



7.2 Our National Holidays

7.2.1 May 24 – What it means to me!

Read how the following people explained Independence Day – what it means to them!

I am now a grandmother. Two of my children were martyred during the liberation struggle. My grand daughter is now serving in the Eritrean Air Force. I am proud of her and the other young men and women who are contributing to Eritrea's development. Like their fathers and mothers all are paying a lot of sacrifice to defend our independence. Therefore, May 24 is my special day and reminds me to be a proud Eritrean.



Sara

I am a farmer. I strongly believe that Independence Day is a day that should be honored and celebrated every year as a respect to those who defended our freedom. All of us should be ready to take a moment on this special day and promise to contribute our share to the Eritrea's development.



Ali

I am a grade 12 student. May 24 reminds me of the difficult times the liberation fighters faced during the long struggle. Every year I am impressed with the creative works of art staged for Independence Day celebrations. The celebrations reflect nationalism, unity, comradeship, heroism, and more. Therefore May 24 to me is a special time for learning about the Eritrean revolution and the experience of our freedom fighters and to promise to contribute my share to the development of Eritrea.



Abrham

Independence Day is a special holiday to me and my family because it is a time to celebrate our freedom. My husband serves in the Eritrean Defense Forces, and I am very proud of him and our country. I want to thank all the men and women who are serving in the armed forces. In fact, we should be thankful every day, not only one day a year. I believe that we all should never forget how fortunate we are to live in a free Eritrea.

Zahra



I have always enjoyed the festivities that take place on this special day. I am also happy to come together with other Eritreans to celebrate our freedom with a spirit of thankfulness.



Bekit

I am serving in the Eritrean Defense Force. I am proud that I am serving my country. May 24 reminds me the huge responsibility that I have to defend our freedom. After we achieved our independence in 1991, we still had to fight another war to defend our freedom. We have paid the lives of about hundred thousand patriots for our freedom. It is a reminder that we never kneel down.



Nejat

Activity 7.4

In small groups discuss the following questions and be ready to present the group's response to the rest of the class.

1. What does it mean when Ali says: "Independence Day should be honored and celebrated every year?"
2. What does it mean when Nejat says: "We still had to fight another war to defend our freedom?"
3. What do you learn from the responses of all these people?
4. What similarities did you notice from the responses?

7.2.2 June 20 Martyrs' Day

Focus Questions

1. What comes to your mind when you hear the words: Martyr and Martyrs' Day?
2. What do you think people do during the Martyrs Day?
3. Have you ever participated in activities conducted during Martyrs' Day? What did you do?

This poem is written in memory of young Eritrean brothers and sisters who sacrificed for the country. Memorize and recite it in class.

Stand up for our martyrs

Light the candles
Everyone please stand up
Take off the hat and scarf
Bow your head for one minute
And remember all the young brothers and sisters
Who shed their blood for this peace

We mourn and pay tribute in recognition
Rest assured, we will continue the mission
We vow to double our efforts and contributions
We love you, we thank you
And we miss you
Rest in peace our martyrs

Activity 7.5

1. In small groups discuss the messages of the poem and choose a representative to present the group's response to the entire class.
2. Recite the poem in class.

The following story is narrated by an Eritrean youth who was born and grew up abroad. This is a summary of her discussion with her aunt. Read it and discuss the questions that follow.

The Shida

One day I went to visit my aunt who was living in a village. I saw a black plastic sandal hanging on the wall of her house. The shoe was old and badly damaged. I thought that it was a man's shoe, probably size forty-two. I don't know why, but it got my attention. So I asked my aunt about the shoe.

She stared at it and said, “This shoe has a long story.” She spoke almost for three hours telling me a lot of stories about the liberation struggle. She told me that the sandal is called Shida and it didn’t belong to her, but to a brave Eritrean fighter. She kept it in memory of all Eritrean fighters who lost their lives during the war for independence. Here is what she told me in brief.

Before independence my aunt used to travel from her village to Asmara on foot. One day while she was on her way, she suddenly heard an exchange of gunfire in the mountains. It was a battle between a few Eritrean fighters and many Ethiopian soldiers. Immediately she hid herself in a cave until the battle was over. She was very scared. When it became quiet, she wanted to continue her journey. At that moment she saw Ethiopian soldiers dragging a wounded Eritrean fighter. He was bleeding and one of his shoes slipped off his foot. My aunt felt terrible for not being able to help him, but she found the courage to save the fighter’s shoe. After some time, she went to the spot and picked up the shoe. Then she brought it to her home and hung it in memory of all fighters who were killed in the war.

My aunt does not know the name of the fighter, but she is attached to him emotionally. Sometimes, she feels that it is one of her sons’ shoes, because three of her sons were members of the Eritrean People’s Liberation Front. She didn’t see them after they joined the movement. All three sacrificed their lives during the long war of independence.

Activity 7.6

In small groups discuss the following questions and one of you will present the group’s response to the entire class.

1. Define the word martyr.
2. Why did the woman keep the shida in her house?
3. Where did the fighters get shida during the armed struggle?
4. Can shida be used as a symbol to remember our martyrs? Stat your reasons.
5. What do you learn from the above story?

In Eritrea, June 20 is celebrated as Martyrs Day. Every year, on the eve candle lighting and prayer services are carried out in honor of Eritrean martyrs. This day has been declared a national holiday for the purpose of paying tribute and showing respect to all those who died struggling for the nation's freedom. It is also a day in which we Eritreans renew our pledge and commitment to participate in the process of building our nation. During the 30-years war of liberation, over 65,000 mostly young men and women paid their lives for the dream of freedom that became a reality in 1991. Seven years later, an additional 20,000 Eritreans sacrificed themselves defending that freedom. In general over 85,000 martyrs in a small population, implies that every Eritrean family has lost at least a son or daughter or close relative for Eritrea's freedom. During this period, tens of thousands of Eritrean civilians were also killed by Ethiopian colonial government. The following is an example of one of the many massacres carried by the enemy.

She'eb Massacre

On a Thursday morning in the year 1988 a tragic incident happened in a village called She'eb. She'eb is located in the eastern lowlands of Eritrea. That day the inhabitants of She'eb heard the roaring sounds of tanks and vehicles coming to their village. It was a very fearful situation. The enemy had faced a great defeat at the Battle of Afabet. It could not accept its defeat. Therefore, the Ethiopian soldiers turned their guns on the defenseless civilians of She'eb. Over 400 innocent villagers including children were shot dead and wounded.



She’eb massacre

The soldiers also drove tanks and run over the bodies of crying and groaning infants and elders. Gunners were also assigned at each side of the town to shoot anyone who tried to escape the massacre. It is important to remember that sacrifices were made not only in the valleys and hills of Eritrea but also in our villages, towns and cities. Today in She’eb there is a Martyrs’ monument commemorating the massacre of May 12, 1988. The names of those killed are inscribed on marble on the monument.



She’eb monument

Our task is not only to remember our martyrs by lighting candles, planting trees and making pledges, but also above all to honor their trust by building a free and just society.

Activity 7.7

In small groups discuss the following questions and be ready to present the group's response to the entire class.

1. In which administrative region is She'eb located?
2. What do you understand about the slogan, "Eternal glory to our martyrs!"?
3. Who is the 'enemy' in the above paragraph? What happened at the Battle of Afabet?
4. What was the purpose of the enemy in massacring the inhabitants of She'eb?
5. What is the meaning of building Martyrs' monuments?
6. Do you think Ethiopian massacres frightened the people of Eritrea?

Assignment

Refer to books in the library or consult adults about the following:

1. List four Eritrean villages or towns where massacres were carried out by Ethiopian soldiers.
2. Include the dates and other relevant information about the massacres.

Summary

- National symbols of Eritrea represent the nation in the worldwide arenas.
- A national flag is a national symbol that each country has.
- Our independence required sacrifices not only in the battlefields but also in villages, towns and cities.
- National holidays are important ways to remember something special and usually something which happened on that very same day in history.

Key terms

flag	flag ceremony	symbol
martyr	monument	

Review Questions

Part I. Say TRUE or FALSE to the following statements.

1. The national flag of Eritrea comprises three triangles.
2. The green color in our national flag symbolizes the wealth in the Red Sea.
3. Ertireans paid a lot of sacrifices to bring independence of Eritrea.
4. 20 June is a day assigned for the national commemoration day of Eritrean martyrs.
5. She'eb Martyr's monument was erected in commemoration of She'eb massacre of May 12th 1988.

Part II Match the items in column A with the items in column B.

A	B
1. flag	A. a camel surrounded by a wreath
2.stand at attention	B. love for one's country
3. patriotism	C. stand still and remain silent
4. Eritrean coat of arms	D. banner that represents a country
5.the flag at half-mast	E. sign of mourning

Part III. Answer the following questions.

1. List and describe the national symbols and national holidays of Eritrea.
2. What are the ways of showing respect to our national flag?
3. Why do we Ertireans celebrate May 24 and June 20?

Unit 8
Our Acts and their Consequences
Right and wrong

Expected Learning Outcomes
By the end of this unit, you will be able to:

- differentiate between right and wrong acts
- recognize the moral and legal consequences of your action.
- realize the possible implication of deliberate wrong and careless acts.

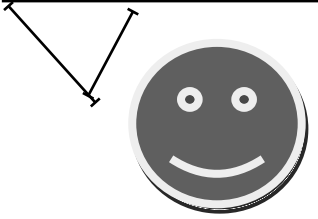
8.1 Doing the Right Thing

Focus Questions
Have you ever injured someone with your action? What were the consequences of your action on you and the person that you hurt?

Some decisions you make might not be equally serious. For example, you might choose to wear a blue trouser than a yellow one. In other cases making decisions may involve a choice between right and wrong, and sometimes it's not easy to know what to do. Whenever you are not sure what is the right thing to do, stop and think! Ask yourself these questions:

- Deep down in my heart how do I feel about it?
- Could it hurt anyone—including me?
- How would I feel if somebody did it to me?
- Is it fair? Why?
- Would it violate any rule?
- Have I ever been told that it is wrong?
- How will I feel later if I do it?
- What would adults I respect say about it?
- If you still can't decide, talk it over with someone you trust and respect.

Think about whether doing something is right or wrong before making a decision.



Let us read what the following students said about the ways of making the right decisions.

Rahwa Have you ever wanted to do something that you felt it wasn't right? What did you do about it?

Thomas In such a circumstance I will be engaged in a conflict with myself and to be honest, usually I prefer to decide (what I feel right) immediately, though later on I feel very sorry.

Merriam So Thomas you are telling us that you don't bother to think about your acts beforehand. I think it is wrong.Let me tell you what I do. In such circumstances I consult elders, usually my older brothers and sisters. Of course some issues are more serious and I discuss them with my parents.

Rahwa And why do you think people sometimes do the right thing even when it's not as easy or as comfortable as doing something else?

Merriam Because, doing only those things that are suitable to us without any concern of others' rights and benefits, might make us selfish or irresponsible. Hence, we should first think on the rightness and usefulness of doing things without thinking of ourselves alone. That is to say, we have to do the right and useful things that benefit us and the society as a whole even if doing such things might be hard.

Thomas But, how do we know that what we do is right or wrong?

Rahwa You can consult your family members and other adults. More importantly, observe adults carefully and you can learn a lot from their good behaviors. Reading also makes you rich in experiences and you can make the right choice when you face a problem. These are some of the ways you should follow when you think of doing something. Remember! You should not act in haste. Hasty decisions and acts are usually risky.

Merriam But how about in a situation which requires an immediate action?

Rahwa If you don't have enough time for consulting others you should at least ask yourself of the rightness, fairness and possible consequences of doing such a thing. And this will possibly help you to minimize the chances of doing wrongful acts.

Activity 8.1: Role Play

In pairs take one of the following situations to role play. In each role play one wants to do the wrong thing and the other wants to do the right thing. Each side has to give reasons. Finally present your ideas to the class.

Consider the following ***'Scenarios':***

1. You and your friend are passing by an empt y old house. In front of it there's a "Do not enter!" sign. But the front door is open. One of you really wants to go in and see what's there. No one is around. What do you do?
2. group of kids are insulting and making fun of another kid. They want you both to join them, and they say you're coward if you don't. You don't want to be left out, but you think insulting the other kid is unfair. What do you do?

3. You're walking home from school, and you're really hungry. You pass by a farm full of fruits, and the fruit looks so good you can almost taste it. "Taking a few fruits will do no harm" one of you thinks. And no one is looking. What do you do?
4. Your friend asks you to help him/her to cheat on a test. You have never done it before. What do you do?

Now prepare your own scenarios, and continue the role plays.

Exercise 8.1

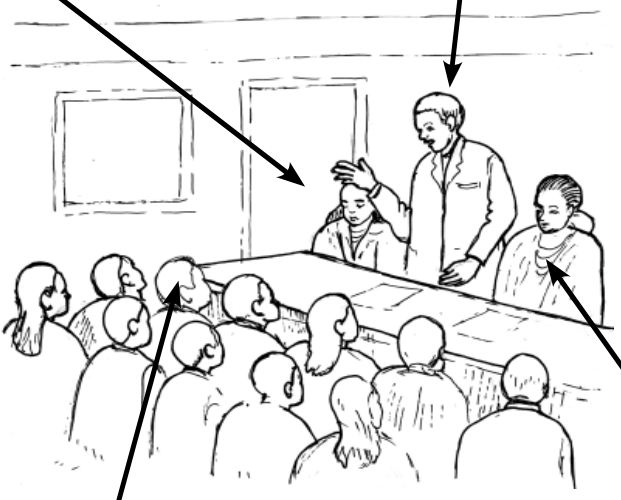
1. Write at least four reasons to support the following statement: "It's never okay to do the wrong thing."
2. Write about someone you admire for doing the right thing in a difficult situation. Describe what you admire about this person.
3. Write a short story about someone who did the right thing when friends wanted him or her to do the opposite.

"Golden advice"

The following are taken from speeches by a school director and parents' committee members presented during a meeting with the students.

Of course, knowing what is and is not acceptable is not always easy. You have to refer sources and examples of doing right things.

Are your actions right or wrong? How do you know? Who defines what you should do and should not do? You have to get answers for these questions before deciding to act.



… So … we have to think about our actions and how they affect the people around us.
i.e., we have to think twice before acting once.

Within society, laws provide a means of defining what acts are wrong and not acceptable. So, try your best to know those laws and rules then you are on the safe side.

Activity 8.2
In small groups discuss if the above advices are good and give reasons why.

8.2 Wrongful Acts ("wrongs")

A wrongful act is committed when someone deliberately or carelessly causes harm or loss to another person or property.

Zahra and Betiel are visiting a court for their assignment on the topic "wrongful acts and their consequences". According to their appointment, Ato Abraham, a court official is ready to answer their questions.

Zahra: Thank you for giving us your precious time to answer our questions. We first want you to tell us about the meaning of wrongful acts?

Ato Abraham: As you know laws should be followed and respected. Doing things according to the rules, laws, custom and moral is the right act, which is morally and legally acceptable. Doing things against the rules, custom, moral …, on the other hand, is not acceptable and makes the person responsible. Such an act is called a wrongful act or "wrong(s)" in short.

Zahra: Can you give us examples, please?

Betiel: And, how can a lawful act cause harm?

Ato Abraham: Acts such as theft, killing (murder) or insult are illegal acts by their nature. But sometimes acts that are allowed by the law may cause harms. For example, riding a bike or driving a car of course, having the proper skills and license are lawful acts. However, if one fails to do the necessary care for the people on the road that person may injure people or damage properties.

Zahra: So what could be the punishment for such wrongful acts?

Ato Abraham: It depends. When we come to legal punishments a lot of factors are to be considered. Generally speaking, the law says that if an individual harms another person

or property, that person should compensate for the victim who is harmed or for the thing damaged or lost.

Betiel: That may be fair with adults. However, what if, the person who did the wrong act is a young person or a child.

Ato Abraham: Again it depends on the case. If the person causing the harm is a child under the control of his parents usually the parents can be responsible for any legal case or the compensation to be paid. Therefore, we can't escape responsibilities claiming that we are children or under age. By acting wrongly and against the laws we are at least getting our parents in trouble. There are also situations where we, the young people ourselves, may face the punishment personally. Young people may not be punished in the way adults are punished.

Zahra: Sometimes when I read legal news and stories in the newspapers and books I usually get confused with the terms "plaintiff" and "defendant". Can you help me with that, please?

Ato Abraham: Of course. In any dispute or case the person who suffers any injury, or loss or damage of property as the result of wrongful conduct of another is known as the plaintiff, and the person who is responsible for the wrongful act, that is the wrongdoer, on the other hand is known as the defendant.

Zahra: So wrongs can be committed by doing unlawful acts and acts done without the proper care.

Ato Abraham: Exactly. Wrongs can be committed through either deliberately or careless acts. Therefore to be good citizens you have to avoid doing any wrongful act. In short, you need to take care and be diligent.

Zahra: Ok Mr. Abraham, we have learnt a lot and it was a nice discussion and we are very grateful for your warm hospitality. Thank you very much.

Activity 8.3
In small groups discuss the following questions and present your answers to class.
What did you learn from the above discussion? Can you identify whether an act is a wrongful act and whether it is deliberately or carelessly done? Explain.

Read the following dialogue and answer the questions.

The broken window

Salih: Tesfu! Why is Abraham absent today? Is he OK?

Tesfu: He has a problem. He and his parents are now in a meeting with the director.

Salih: A meeting with the director? Why? What is the problem?

Tesfu: Yesterday, Abraham and some other students were playing volleyball in the corridors and suddenly they broke a window. The director then ordered them to come with their parents and now he is having a meeting with them.

Salih: Poor boy! Who were the other boys with him? Do you know them?

Tesfu: Yes, one of them is Sirak, Abraham's friend.

Salih: Sirak! Oh, that boy is not a good student. Last year he was punished for injuring one student's leg with an iron chain. I think he deserves that punishment because he had done it deliberately. But, do you think it would be fair if the school punishes Abraham? After all he didn't break the window deliberately; it was an accident, as you told me.

Tesfu: I think you have forgotten our last week's lesson. The visiting police officer was saying that wrongs are not only those acts committed deliberately. A person can also be responsible for his careless act although he/she didn't aim or intend to cause harm.

Salih: Oh! You mean they should have been careful not to kick the ball toward the window.

Tesfu: Yes, but it is not only that! Playing in corridors, classrooms, and halls by it-self is wrong. We should only play on the playing grounds as the school regulation clearly orders us.

Salih: That is right. I agree with you. The school rules should be strictly followed as our teachers always tell us.

Tesfu: Of course! The police officer was telling us that it is not only a matter of how to play games but also where to play. And any act is wrong if it is either deliberately made to cause harm or doing things without the necessary care. And the laws don't allow us to cause harms in whatever means.

Salih: Thanks Tesfu, your explanation was great. As you said we should follow the rules whenever and wherever we want to play. After all it is for our safety.

Activity 8.4: Group discussion and presentation

1. What does it mean when Tesfu says: "they are responsible though they didn't intend to break the window"?
2. What do you understand when the visiting police officer says: "it is not only a matter of how to play games but also where to play"?

Exercise 8.2

In the following cases determine whether the act involved is deliberate or careless act and explain the reason for your answers.

1. Asmerom who was 12 years old had disagreements with Berhe, who was his classmate. One night when Berhe was going home, Asmerom stayed at a corner hiding in the dark and attacked him with a hard stick causing serious injuries to the head and knee. According to the police investigation that day while in class Asmerom had said to his friend, Biniam "I will punish Berhe tonight".

2. Sherif while driving his father's bike hit a child who was crossing the road. Sherif was driving very fast exceeding the speed limit. Although he knew that it was the time when the students of the school across the street were hurrying to class, he didn't try to keep the speed limit. He was always saying that since he is experienced he will not cause accidents.

Read the story below and discuss the questions in groups and present your conclusions to the class.

Aboy Abdela and his Garden

Aboy Abdela is now almost 70 years old. He lives in Keren in a neighborhood known as Geza Wereket. His house stands a few meters away from the main street. He has a garden inside his compound but since the perimeter has no wall or good fence, it is exposed to animals and people using it as a short cut to the market. The children in the area also cross through his garden riding their bikes. Upset, especially, by the children's act Aboy Abdela needed a way to stop the kids from entering his garden. As he was too old to catch them, he put a wire across the garden as an obstacle just to make them stop for a while so that he could talk to them and give them a warning. The wire was not visible enough from a distance and when Haben rode his bike through the garden, he hit the wire, and fell from his bike. Aboy Abdela came out to warn Haben and found him with blood flowing from his teeth. The front wheel of his bike was bent beyond repair. Aboy Abdela told Haben to take his bike and get out of there. Haben had lost two of his upper teeth and it would cost at least 300 Nakfa to replace the front wheel of the bike.

Exercise 8.3

1. Who do you think was responsible for Haben's broken bike and injury to his teeth?
2. Did Aboy Abdela commit any wrong here?

Assignment: Group work

Write your own short story or examples of wrongs, present it to your group for discussion and finally select the best stories or examples of your group for class presentation.

Activity 8.5

Form groups of six students. Each group should come up with a story of wrongful act against your school regulation and choose three students of the group to present the story as a drama to the whole class. The actors can take the role of a student (who commits wrong against the school regulation), a mother/a father, and the third as a school director. Finally, discuss as a class about the dramas analyzing the wrongs committed, the rules violated, and the punishment decided by the school director.

Activity 8.6

In small groups read and discuss the following case stories and answer the questions. Finally one of you will present your group's answers to the class

1. The Mischievous Child:

Hayelom, a 10-years-old child, was playing in the backyard when an elderly woman, Adey Zemzem, was coming to sit on her chair. Thinking it would be funny, Hayelom pulled the chair away just before Adey Zemzem sat down. As a result of Hayelom's act the woman fell to the ground and was seriously hurt.

a. Did Hayelom want to hurt Adey Zemzem?
b. Was he aware that if he pulled the chair away as the old woman was sitting down she would certainly land on the ground and be hurt?
c. Would it be fair to punish Hayelom's parents in this case? Why?

2. The party

Last year Thomas's eldest brother graduated. And so Thomas's family hosted a party at home. Thomas had invited his classmate and best friend, Samuel, to the party. Thomas and Samuel were eighth grade students and of the same age, 14. At the party Hana, Thomas's eldest sister was serving the drinks. When she tried to serve Samuel and Thomas with beers her mother reminded her that they were still children and that she should not give them beers. But, Hana said "yes, they are children but I am giving them

only two, it will not hurt them". Samuel was drinking beer for the first time. He was not feeling comfortable but was also shy to say no. He had to do whatever his friend had done. Finally, it was almost dark and he had to go home. Once outside, he felt that he couldn't ride his bike properly, but Thomas said "it is ok, just ride fast and you will soon get home". On his way home his vision was not clear enough to see the vehicles and people on the road. As a result he lost control of his bike and crashed with an old man riding a bike. Samuel was not hurt seriously. However, the old man was seriously injured and was taken to the nearby clinic. Finally, the old man was hospitalized for treatment of his broken leg, bruised neck, and face.

a. Describe the wrong acts committed by Thomas and Samuel, and Hana.
b. Can Hana be punished for her action? Explain.

3. The fire

Mahmud is a farmer. After harvest he made a haystack next to his kitchen where his family cooks its food. He was warned several times about the risk of fire associated with the haystack. Mahmud said that "it would be ok." One night the haystack caught fire, and the fire spread to the neighborhood, totally destroying five huts.

a. What was the mistake of Mahmud?
b. How do you think he could have prevented it?

4. The football accident

Bereket invited his friends and were playing football on a street against their parents and the community's warnings. An old woman who was walking on a street was suddenly struck by the ball. After she was taken to nearby clinic the doctors confirmed that the old lady is seriously injured that may cause permanent disability.

Who do you think is responsible for the accident?

a. Bereket, who invited the others?
b. The one, who kicked the ball that struck the lady?
c. Or the woman, who was walking on the street? Give your reasons.

Society requires that individuals act in certain ways and requires them to provide compensation if they injure someone because they failed to act in the required manner

Summary

- Our actions have consequences and we are responsible for those consequences. So we have to be careful about the choices we make and think about the result they may bring.
- Laws provide a means of defining what acts are wrong and not acceptable. A wrongful act is committed when someone deliberately or carelessly causes harm or loss to another person or property.

Key Terms

right	wrong/ wrongful	actconsequences
punishment	fair	responsibility
plaintiff	defendant	

Review Questions

Part I: Choose the best answer.

1. How can you decide whether some actions are right or wrong?
    a. ask if it could hurt anyone
    b. ask for advice
    c. refer books
    d. all of the above

2 One of the following is a benefit of doing the right thing.
    a. peace of mind
    b. satisfaction
    c. punishment
    d. a & b

3 Identify the possible consequence of wrongful acts.
    a. opportunity lose
    b. imprisonment
    c. the feeling of guilt
    d. all

Part II: Answer the following

1. Why do you think a person should be responsible to his or her action?
2. How can wrongful acts affect society?

Unit 9
Being an Active Citizen

Expected Learning Outcomes

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

- explain what it means to be a kind person.
- demonstrate your understanding on how to be a good and an active citizen.
- differentiate between an irresponsible citizen, a passive citizen and an active citizen.

9.1 Learning to be Kind



Read the following conversation between a mother and her son and answer the questions that follow.

Son: Today I lost the money you gave me for transport. I do not remember where I lost the money. But I noticed that the money was not in my pocket when I wanted to pay.

Mother: So what did you do then?

Son: I was worried. A woman observed my situation and asked me what had happened to me. I told her that I lost my money. Then she paid the transport fee for me. I was happy! She is a nice woman and I liked her very much for her kindness.

Mother: That is good. There are many kind people in our country. We are proud that we have a good culture of helping each other.

Son: But I am worried about one thing.

Mother: What about my dear?

Son: I want to do something good for her. But I did not ask her name and address; I do not know how to meet her.

Mother: It is good to do something good for somebody who has done something good for you. And I hope you thanked her for what she did for you.

Son: Yes, I said to her, "Thank you very much." The problem is I do not have her address and I may not meet her again.

Mother: You don't need to worry much about how to repay her kindness. It is more important if you show kindness to other people.

Son: If we borrow some money from somebody, we give it back to the person. Similarly, I have to do something good for the woman in return for what she did for me.

Mother: I agree. We need to do our best to do something good for those who help us. But it is more important if we learn kindness from kind acts. Kindness is not the same as money we borrow from others.

Son: So do you mean I have to learn from her to do something similar?

Mother: Exactly! If we all learn how to be kind, we can have a good society. By being kind, you teach others to be kind. In this way, kindness is multiplied. Kindness is learned from the kind acts of others.

Son: I understand. It is better if I try to multiply kindness than to repay it. In this case, the kind mother has taught me to be kind to other people.

Mother: Exactly. This is a good lesson for you. You have learned kindness from an act of kindness.

Son: Thank you for the lesson you taught me about kindness.
Mother: You are welcome my dear son.

Exercise 9.1
Answer the following questions based on the above dialogue.
1. When did the son know that he lost his money?
2. Who paid the transport fee for the son?
3. Why did the son want to know the address of the woman?
4. What do we learn from the above dialogue?
   A. Kindness is multiplied if we learn to be kind from the kindness of others
   B. Kindness is the same as the money we borrow from others
   C. By being kind, we teach others to be kind
   D. A & C are answers
5. How do we multiply kindness?
   A. We are able to multiply kindness if we are kind only to those who are kind to us
   B. We multiply kindness by being kind to other people; we learn to be kind from the kindness of other people
   C. We multiply kindness in the same way as we repay money that we borrow
   D. A & C are answers

Activity 9.1: Group work
Each member of the group should share a story about either:
1. anything he or she has done that makes him or her kind or
2. anything another person has done for him or her that shows how kind the person is and finally each group should develop/write one story or dialogue and present to the class.

9.2 Being Good and Active Citizens

As citizens we are able to solve the problems of our communities, if we are active citizens. Let us look at some stories and dialogues about active citizens. However, before you read the stories do the following activity.

Activity 9.2: Group Work

Each member of the group must independently complete the sentence given below following the example. At the end, the group will have a list of what makes a person a responsible and active citizen. A representative of the group is expected to share with the class their list of the things that make a citizen a good and active one.

1. I am a responsible and active citizen because I put any trash (garbage) in a garbage container; I do not throw garbage everywhere.
2. I am a responsible and active citizen because I……...

A Shopkeeper's Story



Semere is a very active citizen. He is active and responsible in his family. His parents love him because he helps them a lot. Semere's parents have a shop. Semere works there as a shopkeeper in his free time.

Semere always respects the law. He tries to advise people who break the law. In his citizenship education lessons, he learned that the Eritrean government provides services to the citizens with the help of tax collected from the people. A tax is money paid to the government from the income of citizens. The government provides services to the people using taxpayers' money. For example, public

hospitals treat people with tax money. Public schools in Eritrea also teach students free of charge using tax money. Otherwise, the government may face serious problems in financing its activities. So citizens should pay taxes from their income. Semere knows that this is a law all citizens must respect. What follows is what Semere said to his father when his father failed to give receipts to customers. Receipts are printed papers that indicate the amount of money paid to the seller.

Semere said to his father, "Daddy you always tell me it is good to be an honest person. You also tell me not to cheat in exams."
"Yes, I do" his father replied.
"So if cheating is bad, why do you cheat the government? If you cheat the government when you pay your tax, this is not different from cheating during an exam. If people like you fail to pay taxes, the government will not be able to cover its expenses. For example, our teachers are paid from the taxes collected from the people," the son challenged his father.

Semere argued that cheating the government has a negative effect on our lives. So he convinced his father not to be a bad citizen. The father was influenced by his son's arguments.

His father appreciated Semere very much. And he stopped what he was doing as he does not want to be a bad example to his son. Semere convinced his father to give receipts to customers. Semere is a good and an active citizen. He was able to correct his father. More importantly, he is able to apply what he learns in school.

Exercise 9.2

Answer the following questions based on the above story.

1. What makes Semere an active citizen?
   A. Semere is an active citizen because he is a good student
   B. Semere is an active citizen because he does his best to correct those who break the law
   C. Semere is an active citizen because he enjoys arguing with other people
   D. All are answers

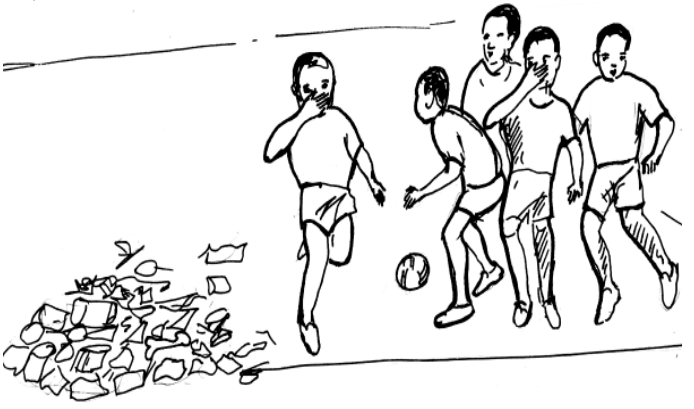
2. Why is Semere's father considered to be an irresponsible citizen?
   A. Because he forces Semere to spend much of his time in the shop
   B. Because he is not kind to Semere
   C. Because he does not treat customers properly
   D. Because he tried to cheat the government
3. How does the government cover the expenses for providing services to citizens?
   A. Mostly through aid given by charitable organizations
   B. A government mainly covers its expenses through money collected from taxes that citizens pay
   C. With the aid given to the government by other rich countries
   D. None of the above

Activity 9.3 Group Work

List and discuss the consequences that may happen if all citizens in a country fail to pay taxes.



There is an open field in our neighborhood. It is where we play football every Saturday. But recently some households started throwing garbage on the open field instead of putting the garbage in the garbage container. So the area started to smell bad. One day we organized a campaign to clean the area. But before we cleaned the area, we had informed the administrator in our community about





The administrator was happy with our initiative. He supported us in cleaning the field. He bought a nice ball for our team after we cleaned the area and he advised the residents to put any garbage in the garbage container. The residents of our neighborhood were also happy about what we did. They promised us that they will be responsible in keeping the environment clean in the future. After th it.



Exercise 9.3

Give short answers to the following questions based on the above story.

1. What did the young people plan?
2. What is the consequence of not putting garbage in a garbage container?
3. Why did the administrator buy a ball for the young people?

A Thief and the Police

Fars: What are the police looking for in our neighborhood?

Daniel: They are looking for a thief who has stolen some money from Mama Halima's house.

Senai: That is bad news! Do you know who the thief is?

Daniel: He lives in our neighborhood. His name is Aman.

Fars: I know him. We need to help the police so that they can arrest him. We need to provide them with information

about him.

Daniel: I think this will not be good. The police may take him to prison. He was a nice person. He started stealing just a few months ago.

Senai: So what is better, to support the police or the criminal? What would you feel if he has stolen something from your house?

Fars: What would you feel if the old woman was your own mother? In that case, would you help the thief or the police?

Daniel: Of course, I would not be happy when he steals something from my mother.

Senai: If we fail to give honest information to the police, the police will not control crime in society.

Fars: That is quite right! And if crime is common in society, life will not be good for every member of the community.

Senai: You know, today he has stolen a neighbor's property. If he doesn't learn from his mistake, tomorrow he will do the same by entering our houses.

Fars: So is this good? Do you feel sorry for the thief or for those whose property has been stolen?

Senai: You are saying it is not good to take him to prison. Indirectly, this means it is good to encourage him to steal other people's property.

Fars: Exactly! If he is not punished today for what he has done, he will be encouraged to steal more in the future.

Daniel: I can see what you are saying. I agree with you. I like what you said: what happens to your neighbor today may happen to you tomorrow**.** We should help the police for our own benefit. Now I can see the criminal will also benefit if he is taken to prison because he will learn there. The community will also benefit because when the criminal is corrected, crime may not happen again.

Senai: Exactly! So we need to consider what has happened to others as if it has happened to us.

Fars: Now we will inform the police so that the thief will be corrected.

Activity 9.4 Group Work

List and discuss with your partner the advantages of helping the police.

Daniel: Certainly!

Exercise 9.4

Answer the following questions based on the above dialogue.

1. Which of the following is correct?
   A. When a thief is arrested , he or she will learn a lesson not to steal again
   B. When a thief is corrected in a prison, crimes will be reduced in a society
   C. A prison is a place where people learn from their mistakes
   D. All are correct
2. Why did Senai and Fars believe that the thief must be arrested and they should help the police to have him arrested?
   A. Because they are not kind to other people
   B. Because if a criminal does not learn from his or her mistakes, crimes can be multiplied in a society
   C. Because assisting the police is one of the duties of a responsible citizen
   D. B & C are answers

9.3 Why Do we Need to be Active Citizens?

There are many problems in the world because there are irresponsible people who create problems. One should not create problems by becoming an irresponsible citizen. We should not be merely good citizens because being only a good citizen is not enough. We should be good and active citizens who work for the good of our communities.

If a person commits a crime or does anything negative in his community, that person is acting irresponsibly towards the community. But if a person commits no crime and has the qualities of a good citizen, he or she is a good citizen. However, being a

good citizen is not enough. A good citizen must participate in solving his or her community's problems. This means a good citizen must not be passive. To be a responsible and active citizen means to respect the law, to fight crime, to help others in need, and to take care of the environment, among other things. Therefore, in our communities we have three groups of citizens:

a. Irresponsible citizens
b. Passive citizens
c. Responsible and active citizens

Throwing garbage in the street or in public places or anywhere is one of the things that make you an irresponsible citizen. Not throwing garbage anywhere, on the other hand, is one of the things that make you a good citizen. But if you do not take an initiative to clean your environment, you are a passive citizen. Taking an initiative to clean the environment makes you a good and active citizen.

Breaking the law makes us irresponsible citizens. Following the law makes us good citizens. And there would be no crime if we all respect the law. But we are passive if we play no role in reducing crimes. We are considered better and active citizens when we play a role in reducing crimes and in serving our community.

So it is not good to be an irresponsible citizen. It is good to be a good citizen. Yet it is better to be an active citizen. Citizens should not be passive. Being an active citizen means solving problems and working for a better community and country. This means being a good citizen only is not enough. We need to be active citizens.

Summary

- We learn kindness from the kind acts of others. And we teach others to be kind by being kind.
- Paying tax is one of our important duties as citizens. A tax is money paid to the government from the income of citizens. The government provides services to the people using taxpayers' money.
- Keeping our environment clean is also one of our important obligations as citizens.
- Supporting the police is another important responsibility of a citizen. If crime is common in a community, life cannot be good for every member of the community. For this reason, citizens help the police for controlling crime. It is good to know that what happens to your neighbor today may happen to you tomorrow.
- Depending on how active they are or their roles in a society, there are three types of citizens:
  - irresponsible citizens
  - passive citizens
  - active citizens

There are many problems in the world because there are irresponsible people who create problems. One should not create problems by being an irresponsible individual. If a person does not cause any problem in his or her community, that person is considered a good citizen. However, good citizens do not have a role in solving the problems of their community if they are passive. Citizens are considered active when they do their best to solve the problems existing in their community.

This means being a good citizen only is not enough. We need to be active citizens and participate in solving the problems of our communities.

Key Terms

citizen	citizenship	community
country	customer	crime
environment	initiative	income

government	kindness	law
neighborhood	police	people
receipt	service	society
tax	taxpayer	

Review Questions

Part I: Multiple Choice Questions

Choose the correct answer from the given alternatives

1. Semira is a member of the blood donation group.

   A. Semira is a good and active citizen
   B. Semira is a passive citizen
   C. Semira is a patriot
   D. A & C

2. Laza is a member of an environmental club in her school. The club participates in planting trees.

   A. Laza is not a good student
   B. Laza studies hard
   C. Laza is a good but passive citizen
   D. Laza is a good and active citizen

3. Ahmed often throws stone at the windows of his school and in his neighborhood.

   A. Ahmed's performance in school is not good
   B. Ahmed is an active citizen
   C. Ahmed is an irresponsible citizen
   D. All are answers

4. Daniel cheats during an exam.

   A. Daniel is an irresponsible student
   B. Daniel's score is very good
   C. Daniel is an active citizen
   D. His classmates dislike Daniel very much

5. Awet respects the law. He also respects his parents.

   A. He is a good citizen
   B. He is an irresponsible citizen
   C. He is not an active citizen
   D. He is an irresponsible student

6. Selam is kind to other people and helps disabled people at her village.

   A. Selam is a passive citizen
   B. Selam is a good and active citizen
   C. Selam is not an active citizen
   D. Her friends love Selam very much

Part II.

Answer the following questions based on what you have learned about good and active citizens.

1. Is the shopkeeper's story about a good but passive citizen or about a good and active citizen?
2. In the above mentioned story who is an example of an irresponsible citizen and who is an example of a good and active citizen?
3. In the story about *the football field*, who is an example of an irresponsible citizen and who are/is an example of a good and active citizen?
4. Who are the active citizens and who are the irresponsible citizens in the dialogue about *a Thief and the Police?*
5. In the story mentioned in number 4, how do you see Daniel? Is he an example of:
   a. an irresponsible citizen
   b. a good but passive citizen or
   c. a good and active citizen
6. Identify the victims of the actions of the irresponsible citizen in the story about 'the thief and the police'?