UNIT 1

THE WORLD WE LIVE IN

Unit Outcomes

After studying this unit, you will be able to:

- Describe the location and major features of continents, and the major languages of the world.
- Appreciate some ancient world civilizations;
- Distinguish densely and sparsely populated areas and identify factors responsible for the variation;
- Describe the impact of industrial revolution;
- Recognize the history of African people's struggle against colonialism;
- Describe how new ideas emerged and explain what they were.

1.1 Lesson

Continents

Competencies: After studying this lesson, you will be able to:

- Copy the map of the seven continents
- Describe the relative location of the continents
- Compare and contrast the size of the continents of the world
- Differentiate the highest peaks and the lowest elevations of the world
- Identify the major lakes and rivers of the world.

Key terms

- Continent
- Isthmus
- Peninsula
- Relative location

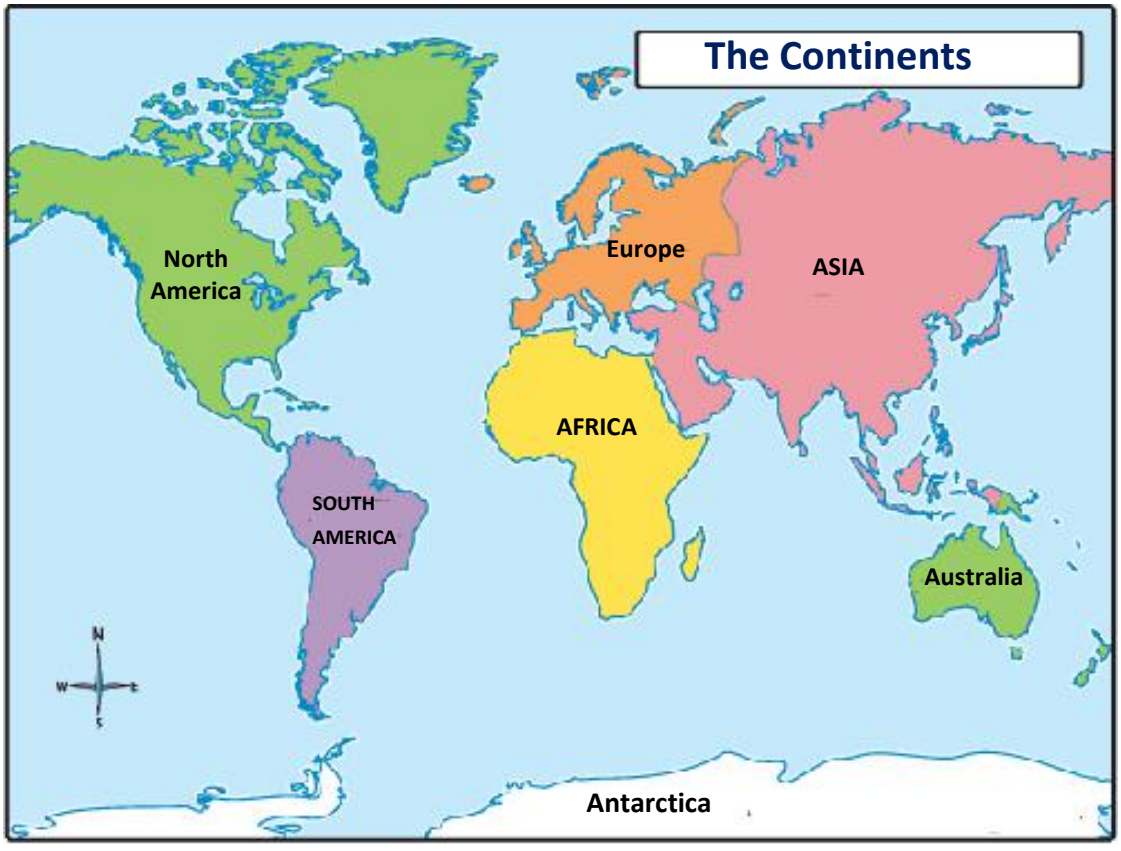


Fig 1.1 The continents

A. Relative location and size of the continents

- **What is the difference between a relative location and an absolute location?**

Continents and Islands make up 29 % of the surface area of the earth. Whereas oceans and smaller water bodies cover about 71% of the earth's surface.

Continents are the largest landmasses on Earth's surface. There are seven continents. They are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia. As you can observe in Fig.1.1. continents vary considerably in size. Asia is the largest continent in the world. It is bigger than Antarctica, Europe, and Australia combined together. Asia is six times larger than Antarctica.

Out of the seven continents five are interconnected. On the otherhand, Antarctica and Australia are surrounded by water. North America and South America are connected by a narrow strip of land called the Isthmus of Panama. Africa is also connected to Asia at the Isthmus of the Suez.



Isthmus: It is a narrow strip of land that connects two large landmasses.
Peninsula: It is the land area that projects into a body of water.

The following description will help you identify the relative location of the continents:

- **Asia:** is located to the east of Europe, west of the Pacific Ocean, north of the Indian Ocean and south of the Arctic Ocean.
- **Africa:** is a continent found to the south of Europe, south west of Asia, west of the India ocean, east of the Atlantic ocean and north of Antarctica.
- **North America:** is located to the south of the Arctic ocean, west of the Atlantic ocean, east of the Pacific ocean and north of South America.
- **South America:** is found to the south of North America, north of Antarctica, west of the Atlantic ocean and east of the pacific ocean.
- **Antarctica:** is situated south of Africa and South America.
- **Australia:** is located to the south east of Asia, west of the pacific ocean, east of the Indian ocean and north of Antarctica.
- **Europe:** is located to the north of Africa (north of the Mediterranean sea), west of Asia, south of the Arctic Ocean, and east of the Atlantic ocean.

B. Major features of the continents

Table 1.1 Major features of the continents

Continent	Total Area km²	% of Total Land Surface	Highest Mountains Meter	Largest Lake km²	Longest River km
Asia	44,810,880	29.9	Mt. Everest 8850	Caspian Sea 371,088	Chang –Jiang (Yangtze) 2461
Africa	30,331,606	20.2	Mt. Kilimanjaro 5896	Victoria 66,400/ 96,500	Nile 6695
North America	24,367,875	16.3	Mt. McKinley 6195	Superior 82,435	Mississippi 2303
South America	17,831,606	11.9	Mt. Cerro Aconcagua 6977	Titicaca 8303	Amazon 2483
Antarctica	14,002,590	9.4	Mt. Vinson Massif 5141	-	-
Europe	9,935,233	6.6	Mt. Elbrus 5643	Ladoga 1873	Volga 1361
Australia	8,289,000	5.7	Mt. Kosciusko 2228	Taupo 606	Darling 1055
World	149,568,790	100.0	Mt. Everest 8850	Caspian Sea 371,088	Nile 6695

- *The world's lowest elevation – dead sea.*

Source: **Paul Ward English, ''Geography – people and place in a changing world'', NTC publishing groups, Illinois U.S.A 1995**

Study Table 1.1 and attempt the questions that follow:

- **What is the largest lake in the world? Where do you find it?**

Case study

A family who lives near Mt. Everest

Mt Everest had long been considered unclimbable by some and the ultimate climbing challenge by others. The height of the mountain is about 8,850m and is found in the Himalayas, along the border of Nepal and Tibet, China.

Climbing Mt. Everest is extremely dangerous. Climbers of Mt. Everest suffer the effects of the extreme high altitude, offen called "mountain sickness".

In addition to humans, not many creatures or plants can live in such high altitudes. As a result, food sources for climbers of Mt. Everest are relatively nonexistent. So in preparation for their climb, climbers and their teams must plan, purchase and then carry all of their food and supplies with them up the mountain. Most teams hire sherpas to help carry their supplies up the mountain. Sherpas are a previously nomadic people who live near Mt. Everest. The sherpas are ethnic groups from

the most mountainous region of Nepal, high in the Himalayas. Sherpas migrated from the kham region in eastern Tibet within the past 300 – 400 years.

The term sherpa literally means "people from the cast" and not a peson who carries your luggage for you as many people think.

The term Sherpa is also used to refer to local people, typically men, who are employed as guides for mountaineering expeditions in the Himalayas, particularly Mt. Everst. They are highly regarded as cliff mountaineers and experts in their local terrain. Sherpas are Buddhists and their language belongs to the south branch of the Tibetan language family.

Case study

Tourism at the Dead Sea

The Dead sea which is 400m below sea level lies along the floor of the world rift valley (Jordan and Israel) . It is the lowest point of all places in the world.

The Dead sea region is well known in tourism activities because of its many beaches, National parks, Nature reserves, etc.

The following are some examples:

- Kalia beach: Is a water amusement park. It includes swimming pools, water slides and aquatic sports.
- Qumran National Park: Is a site of ancient Essence settlement. Nearby in the Qumran canyon are the caves where the Dead Sea scrolls were discovered. There are restaurants and souvenir shops.
- Masada National Park: Is the major historical /archaeological/ site in the area. Herod's mountain for trees. Ascent and descent by cable car. Restaurant and Souvenir shops.
- Mineral beach: Natural sulfur water pool, sweet water pool, mud packs, cafeteria.
- Ahava visitors center: A cosmetic and health products plant using the natural resources of the Dead Sea, show rooms, information center, tourist shop.
- Einut Zukim (Ein Fesh'ha): Nature reserve, water pools and streams, bathing beach, excursions.

Lesson 1.1 Review

Activity 1.1



A. Questions based on facts:

- What percentage of the earth's surface is covered by continents and Islands?
- Where do you find the world's lowest point?
- What is its name? Can you mention its elevation?
- How many continents are found in the world?
- Which continent is the largest?

B. Group discussion:

- Based on the text given above continents and Islands make up 29 percent of the surface area of the earth, and oceans and smaller water bodies cover the rest 71% of the earth's surface. What will happen if the reverse is true, Interms of population distribution and resource availability? Discuss the issue in groups.
- Five of the seven continents are connected to other continents. What are the merits and demerits of this connection? Discuss the point in pairs.

C. Individual work:

- Describe the relative location of the continents.
- Compare and contrast the size of the continents of the world.
- Differentiate the highest peaks and the lowest elevations of the world.
- Identify the major lakes and rivers of the world.

D. Things to do:

- Draw the map of the world on apiece of paper and show the relative location and size of the continents.

1.2 Lesson

The People of the World

Competencies: After studying this lesson, you will be able to:

- Identify the major languages spoken in the world.
- Indicate, using map, where the major languages spoken in the world are found.
- Describe the major achievements of ancient civilizations.
- Appreciate the contributions of ancient civilizations to the present world.

Key terms

- Latin
- Linguist
- Mandarin

◈ Major World Languages

- **Which language of the world has largest number of speakers?**

Language is human speech, either spoken or written. It is the most important means of communication among human beings. It enables people to talk to each other as well as to write their thoughts and ideas.

The word language is derived from Latin term ‘’Lingua’’ meaning tongue. Still language is often called tongue.

According to linguists, there are about 6000 languages spoken in the world. Many of the languages are spoken only by small groups of people. However, there are more than 200 languages spoken by a million or more people. About 23 languages have about 50 million or more speakers. Some of the major languages used in the world include Mandarin, English, French, Spanish, Russian and Arabic.



Mandarin: **Is an official language of China. This language is spoken by about 600 million people.**

◈ English

It is the most widely spoken language in the world. In many countries, English is used as either a mother tongue or second language. Today, about 400 million people speak English as their first language. Most

English speakers live in Australia, Canada, Great Britain, Ireland, New Zeeland, South Africa and the Untied States of America.

At the beginning of the 17th century, English language spread throughout the world as the English people explored and colonized Africa, Australia, India and North America.

Nowadays, English is used as an international language in science and technology. It is also used in business and diplomacy all over the world.

◈ French

French is the official language in France. It serves as an official language in Belgium, Canada, Haiti, Luxemburg and Switzerland. It is one of the six languages used in the United Nations. Over 90 million people use French as a mother tongue. Other millions use it as a second language.

◈ Spanish

Spanish is the official language of Spain. It is also used as an official language in most Latin-American countries. Throughout the world about 297 million people speak Spanish.

◈ Russian

Russian is an official language of Russia. Native speakers of the language account for about 153 million. Russian is the third widely spoken language in Europe. It is also among the six official languages used by the United Nations. The six languages used in the UN include: Arabic, Chinese (Mandarin), English, French, Russian and Spanish.

◈ Arabic

Arabic is one of the most widely spoken languages in the world. It is an official language of many Arab countries in the Middle East and North Africa such as Egypt, Iraq, Jordan, Lebanon, Saudi Arabia and Syria.

Case study

Odinga is a Kikuyu boy who lives with his parents in Mombasa. At home Odinga speaks in his native language, Kikuyu. When he goes to the market to buy some food stuff he speaks in Kiswahili. At school he learns in English. He has some friends in school who came from Uganda, Tanzania, Rwanda and Democratic Republic of Congo. All of them speak Kiswahili.

Lesson 1.2 Review



Activity 1.2A

A. Answer the following questions:

- Which language of the world has the largest speakers?
- How many languages in the world have a million or more speakers?
- List countries that use French as an official language.
- Which language is the official language of Latin American countries?
- Name the six languages used by the United Nations.
- List the Arab nations, in the Middle East, which use Arabic as an official language.

B. Things to do:

- Using reference materials, write very short notes on each of the following languages:
  - Japanese
  - Hindi
  - Korean
  - Irish
  - Turkish

◈ Ancient World Civilization

- What are the world's ancient civilizations?
- What are the major achievements of some of the ancient civilizations of the world?

◈ Ancient Greece

- Who were the first European people to become civilized?

Ancient Greece was the birth place of western civilization. It began about 2500 years ago.

The Greek civilization developed mainly in city-states.



A city–state consisted of a city or town and the surrounding villages and farm lands. The Greek city-states were called Polis.

City-states were governed by an **oligarchy.** It is a form of government ruled by a few powerful people. But, during the sixth century B.C, some city - states adopted democracy. All citizens, except women and slaves, had the right to vote and hold political office as well as serve as judges. **Athens** and **Sparta** were well known city-states.

Athens was the largest of the Greek city-states in size and population. In Ancient Greece, Athens was the most successful center of democracy. The democracy practiced by Athenians was direct democracy but not a democracy elected by representatives. All Athenian citizens meet together in one place to elect their leaders. Such a meeting was called **Assembly**.

Athens was the center of Greek culture. For example, philosophy originated in ancient Greece. Some of the Greek philosophers include Socrates, Plato and Aristotle. While Herodotus was known as the **"Father of history ",** Hippocrates was known as the **"Father of Medicine".**

Ancient Greeks made great achievements in architecture, pottery and sculpture. They also developed drama and literature. They made great contributions to the modern world in physics, biology and mathematics.



Fig 1.2 Ancient Greek architecture

◈ Ancient Rome

- **Who were the first people, in the world, to establish a republic?**

The first people of Rome were called Latins. About 500 BC, the people of Rome established the Roman Republic. The leaders of the Republic were called **Consuls.** They get their position by election.

The people of Rome were divided into three classes known as:

- Patricians
- Equites
- Plebeians

- **The patricians were the richest nobles.**
- **The equites were rich but they were not nobles.**
- **The plebeians were farmers, craftsmen, shopkeepers and laborers. There were also a large number of slaves.**

By 270 B.C, Rome expanded slowly and controlled most of Italy. It was the most militaristic state of the ancient world. Julius Caesar was a famous military leader of Ancient Rome.

Around 27 B.C. the Republic of Rome was changed into the Roman Empire. Augustus Caesar became the first Emperor of the Roman Empire.

The Romans had contributed a lot to modern world civilization. In Western Europe and Latin America, Roman laws are adopted as a base to the new laws.

Architecture, road construction, Latin alphabet and the Latin languages are some of the heritages of the ancient Roman Empire.



Fig 1.3 Statue of Ancient Roman

Ancient China

- **Why did the ancient Chinese construct the Great Wall across northern China?**

The first civilization in China got its birth along the Yellow River. The earliest dynasty or ruling family was called the Shang dynasty. The Shang kings began to rule China since 1700 BC.

During the Shang dynasty, the Chinese prepared a calendar and also developed advanced skills in bronze making. The early Chinese used pictorial writings called **Logographic**. Chinese craftsmen produced weapons such as spears and daggers from bronze.

The Chou people of Western China, overthrew the Shang and established their own dynasty. Under the Chou dynasty, a feudal system of government emerged. The Chou period was well known for economic growth. Trade expanded and cities grew. With the help of metal coins, trade grew even faster.



Fig 1.4 The Great Wall of China

During the period of the Chou dynasty, the Chinese philosophy had emerged. The greatest of the Chinese philosophers was Confucius. His ideas were called Confucianism. It was basically a philosophy not a religion.

The use of coal was first started by the Chinese. The wheel barrow, silk, printing and the gun powder were also invented in China. Moreover, the Chinese built the famous Great Wall across northern China to keep out invaders from central Asia.

Chinese commerce had great importance for the Empire. The Chinese traders maintained trading contacts with the Middle East, the Red Sea coast and the East African coast. Wherever they went they took their silk and pottery. The discovery of Chinese pottery on the East African coast indicates that trade relations flourished between China and East Africa.

◈ Persia

- **Which present day countries were included in ancient Persia?**

Ancient Persia was a land that included parts of present-day Iran and Afghanistan. The Persians called their country land of the Aryans from which the name Iran is derived.

The Persian Empire was established by Cyrus the Great in the 6th century B.C. The king was an absolute ruler. He was also assumed to be the representative of the Persians god called **Ahura Mazda.**

Early Persians were farmers. With the help of irrigation they grew wheat, barley, oats and vegetables. Persian merchants also carried goods from many parts of the world to the regions around the Mediterranean sea. In the Persian Empire, a gold money called **Darics** was used.

The Persian religion was called Zoroastrianism. It was introduced by Zoroaster.



Fig. 1.5 Persian Empire

◈ The Inca Empire

- **Where was the center of Inca Empire located?**

The Inca were South American Indians. They ruled one of the largest and richest empires in the Americas.

The Inca Empire began to expand about 1438 AD. It occupied a very large region that centered on the capital, Cusco, in Southern Peru. The Empire included parts of present day Colombia, Ecuador, Peru, Bolivia, Chile and Argentina. The Inca empire was conquered by the Spanish forces in 1532.

The Inca were skilled in engineering and in crafts. They built a network of roads. The architecture of the Inca is known for its great size. They also created fine articles from gold, silver and other materials. Fine cotton and wollen clothes are also produced by Inca. The main crops grown by the Inca were corn, cotton, potatoes etc.

Priests played a central role in the Inca society. They used to treat the sick by using herbs and other plants as medicine.

The Inca had no system of money. They often used cloth as a medium of exchange and also as gifts.

Lesson 1.2 Review

Activity 1.2 B

A. Questions based on facts:

1. Identify the following:

- Socrates
- Plato
- Aristotle
- Herodotus
- Hippocrates
- Latin
- Julius Caesar
- Cyrus the great
- Ahura Mazda
- Shang dynasty
- Chou dynasty
- Confucius
- American Indian
- Augusts Caesar

2. Define the following:

- Polis
- Oligarchy
- Consuls
- Zoroastrianism
- Plebeians
- Patricians
- Equites
- Direct democracy
- Confucianism
- Darics
- Republic

3. Answer the following questions:

- Who were the Inca?
- Why don't modern states practice direct democracy like the Greeks?
- List three achievements of Ancient Chinese.
- Describe the main achievements of the Inca.
- What were the democratic features of Athenian government?
- Why was Herodotus called the "Father of history "?
- Compare and contrast types of government developed by the Greeks:
  - Oligarchy
  - Democracy
- Name two ancient Greek city-states?
- What contributions did the Romans make to modern world?
- From what was the name Iran derived?

B. Things to do:

- On a world map locate the following:
  - Greece
  - Athens
  - Sparta
  - Rome
  - China
  - Iran
  - Afghanistan
  - Peru

1.3 Lesson

Population Distribution and Livelihood

Competencies: After studying this lesson, you will be able to:

- Identify some of the most densely and sparsely populated areas of the world.
- Generalize the factors for the variation of population distribution in the world.
- Locate the regions with the largest number of followers of the major religion.
- Describe the different types of livelihood in the world
- Explain where and how the major religion of the world originated.

Key term

- Extreme climate

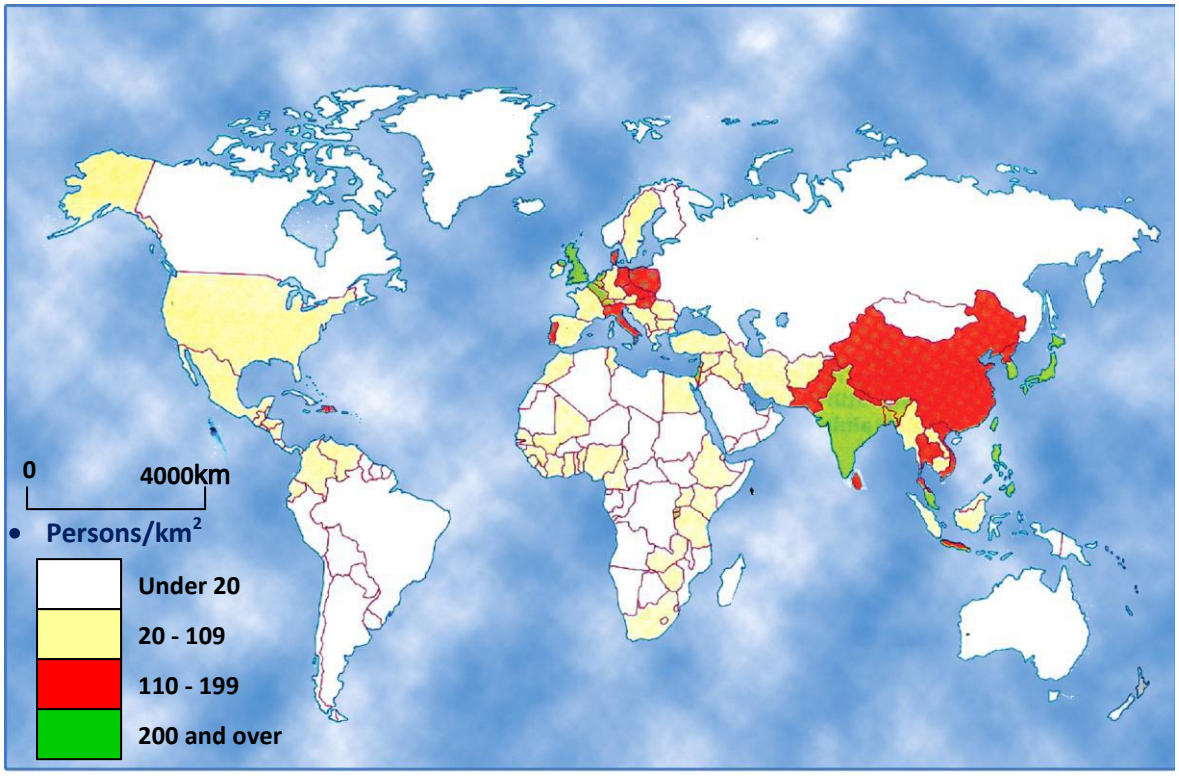


Fig. 1.6 Map Showing world population distribution

1.3.1 Sparsely Populated Areas Compared with Major Population Centers in India, China and Africa

- **Explain the difference between sparsely and densely populated areas and give two examples for each area. 0**
- **Mention the names of the hot deserts.**
- **Where do we find the cold deserts?**
- **What are the factors that contributed to sparse population distribution?**

◈ The Sparsely Populated Areas

The cold as well as hot lands of the world have scanty population. These areas include: tundra and hot and dry lands.

◈ Tundra

The Tundra is a lowland area bordering the Arctic ocean in North America and Eurasia.

Tundra is continuously cold, damp, treeless plain of Arctic region.

◈ Hot and Dry Lands

The hot and dry lands include many of the tropical desert areas such as the Sahara, Kalahari, Thar, the Atacama, the Great Australian and Arabian deserts.



Fig 1.7 Desert area

◈ Densely Populated Areas

Areas of high population concentration include: River basins of Monsoon Asia and the Nile Valley of Africa.

River Basins of Monsoon Asia: It accounts for more than half of the world's total population. In these areas, people practice intensive rice cultivation being supported by irrigation. In this population cluster, we find the following sub-regions:

- East Asia- includes Japan and China.
- South Asia- includes India, Pakistan and Bangladesh.

The Nile Valley of Africa: It has abundant alluvial soil deposits. People in these areas are well known for both traditional and modern irrigation systems. They are used to growing varied types of crops. Because of the favorable condition along the Nile valley, large number of people are found.

Case study

An Inuit (Eskimo) Family in Cold Deserts

The climate of the Tundra helps us to understand why people do not live in the same numbers all over the earth. The Tundra is a region with a very small population because of its harsh climate. It is, however, interesting to study their way of life.

These people are the Eskimos in Canada and Alaska and the Tungus, Chukchi and other peoples of the Tundra in Siberia. They hunt and fish. They sell animal skins to traders and buy modern tools and hunting weapons from the traders.





Eskimo **Igloo**

Fig. 1.8 Eskimos and their igloo

Eskimos live in the Tundra along the Arctic shores of Canada. They live on hunting and fishing. The climate is too cold for crops. They live in scattered settlements along the edge of the Arctic ocean. The Eskimos live in snow houses called Igloos. In summer, they live in tents made from the skins of seals or caribou (The north American wild reindeer) or in Canvas tents that they have bought from traders.

The cold waters of the Arctic provide the Eskimos with a great deal of food. They live on seal (the single most important part of their diet); During the winter they hunt polar bears, foxes, and hares. Their favorite foods are seal and caribou meat, walrus liver, and the skin of whales.

The Eskimos use for their clothing the skin of caribou and the furs of bear and Arctic fox.



Fig. 1.9 Polar bear

Eskimos' life is much different now. Most of the people live in towns or small settlements. They wear modern clothing, live in modern houses, and eat food purchased from stores.

Case study

Family Living Near Mumbai, India

According to 2001 census of India, Mumbai is a place where more than half of its inhabitants (54.5%) live in slum areas. Mumbai was known as Bombay. Mumbai slum dwellers form the largest group of people among the metropolitan areas of India (54.06%). Environmental conditions reflecting housing and sanitation are very poor.

The Tundra region is a region with a very small population, because of its harsh climate (very cold). Here agriculture is not possible. The people are living by hunting and fishing. On the other hand Mumbai in India is the most populated and is inhabited by the highest percentage of slum dwellers among the metropolitan cities of the country. Compared to tundra region, climatic conditions in Mumbai, are much better in allowing people to involve in different types of human activities.

Lesson 1.3 Review

Activity 1.3A

A. Questions based on facts:

- What is meant by the following terms?
  - Population distribution
  - Population density
  - Sparse population
  - Dense population
- According to the definitions given above, which parts of the world are sparsely populated, and which other parts of the world are densely populated?

B. Group discussion:

- Many environments on our planet are thinly populated- deserts, mountains, tropical rain forests, polar regions. This has not changed in spite of population increase. What does this imply for the future? Discuss the Issue in groups.

C. Individual work:

- Make a short study on the population distribution of Ethiopia. Identify areas of high population concentration. Present your findings to your class mates and invite them to discuss the major factors for the high concentration of people in those areas.

D. Things to do:

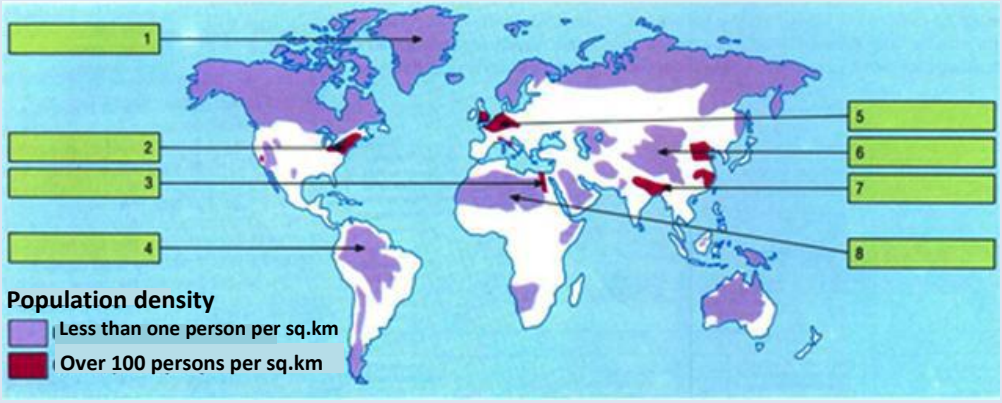


Fig.1.10 An outline map of the world

a) Make the copy of the table below.
b) Match the numbers on the map with the places named in the following table.
c) Give reasons for the population density of each place.

Population density	Place	Number on map	Reasons
Densely populated	Eastern U.S.A		
	Ganges valley in India		
	N.W. Europe		
	Nile valley (Egypt)		
Sparsely populated	Himalayas (Nepal, Tibet, China)		
	Sahara desert		
	Amazonia in South America		
	Green land		

1.3.2 Causes of the Variation of Population Distribution

- How do you define the term population distribution?
- Do you think people are equally distributed all over the world?
- What are the factors for the uneven distribution of population on the surface of the earth?

◈ Factors Affecting Population Distribution

Population distribution in the world is extremely uneven. The major factors affecting population distribution include the following:

Physical Factors

Climate, natural vegetations, relief, soil and water supply are major factors affecting population distribution. These factors are called physical factors.

Climate

Some climatic elements such as moderate temperature and high and reliable rainfall are favorable for large population concentration. On the other hand, extreme cases such as too cold climates or too dry climates are unfavorable for high population concentration.

Relief

Landforms or relief also encourages or discourages large population distribution. Plains are much attractive for large population concentration than rugged areas.

The Availability of Fertile Soil and Adequate Vegetation Cover

Fertility of soil and vegetation cover play a big role for the concentration of large number of people in an area. But areas with infertile soil and without vegetation cover are less attractive for settlement.

Social Factors

Stage of economic development, technological equipment, socio-political organization are results of cultural variations. War and civil unrest also affect the distribution of population. Somalia and Afganistan can be good examples for this. Regions that have well developed transport system such as river valleys, mountain passes and coastal areas can be settled by many people. The availability of mineral resources is also another major factor for the settlement of large number of people in a given place.



Lesson 1.3 Review

Activity 1.3 B

A. Question based on facts:

- **What are the major physical and social (cultural) factors that determine the distribution of population?**
- **Explain the reason why it is difficult to assess the relative importance of a single factor (physical or cultural) for population distribution.**

B. Group discussion:

- **It has been estimated that nearly half the world's people are contained within about 5 percent of the earth's land area, while 57 percent of the land area contains less than 5 percent of the population. Discuss what this means.**

C. Individual work:

- **Visit your locality. Is it an urban center or a rural area? Examine the population distribution of your locality? Report your findings to your classmates and invite them for further discussion on your report.**

D. Things to do:

- **Draw a sketch map of Ethiopia and show (locate) areas of high and low population densities.**

1.3.3 Livelihood In Different Parts of the World

- **What are the different forms of livelihood in the different parts of the world?**

The livelihood in the different parts of the world includes the following:

◈ Agriculture

- **What is agriculture**
- **Is there any relationship between agriculture and manufacturing?**

Agriculture is the most ancient form of livelihood of human kind. For nearly the whole of human history almost the entire human race has made its living agriculture. Only since the Industrial Revolution with its fast growth of urban population, has there been a significant decrease in the proportion of earth's population directly dependent in an economic sense on domesticated plants and animals.

But in the broadest sense, agriculture is still the most basic of the world's principal forms of production, and it certainly is by far the most wide spread. It comes closer to being global activity than any other enterprise. Agricultural land is likewise the most fundamental of the world's resources. It is from the land that human being is fed and clothed since the manufacturer who processes food and clothing is dependent upon the farmer for the larger part of his/her raw materials.

Between half and two-thirds of the earth's population continue to be tillers and herders. This agricultural population may be divided into two groups of unequal size. The larger group lives in the developing parts of the world which, as yet has not been greatly affected by the Industrial Revolution. Such a population of the developing world is composed of chiefly subsistence farmers who produce food largely for their own families. By contrast, the smaller group lives in regions which have been profoundly influenced by the Industrial Revolution. This smaller group comprises farmers who are engaged mainly in commercial agriculture. They produce for a market and they exchange farm products for industrial goods and services. Industry can not exist without commercial agriculture.

◈ Manufacturing

The processing of raw materials and the assembling of the components of more complex products are both termed manufacturing, which is an important aspect of modern civilization. In the more highly developed areas of the world, greater proportions of the population earn their living from manufacturing. In developing areas, nevertheless, manufacturing is an essential activity in most inhabited places.

The processing of raw materials has been carried out for thousands of years, and during most of that time it has taken place in the home on what can be called subsistence level. Gradually, specialization evolved and family units began to process more than they need so they could sell their surplus or trade it for the surpluses of others. Very large scale specialization of commercial activity is a relatively recent phenomenon, and since the industrial revolution it has become a major part of economic life in developed areas. Manufacturing industries of all kinds probably occupy about a fifth of the world's labor force and consume nearly half of the available inanimate energy.

◈ Transportation and Trade

- **Transportation:** Transportation involves the movement of people or goods from one place to another . The several types of transportation systems (rail, highway, ship, aircraft, pipeline) plus the media of mass communication (telephone, telegraph, radio, television, e-mail, internet, postal system, publications) together provide the circulation which is so essential to modern society. It

has been said that the dominant economic fact of our modern industrial and scientific age is the development of cheap, fast, and efficient transportation and communication.

As we have seen above transportation and communication sector is very wide. As a result very large number of people are making their livelihood by engaging themselves in one of these sectors all over the world.

- **Trade:** Trade or commerce exists because of the desire of individuals and countries having different goods for exchange. In modern societies, organized as they are around regional specialization, exchange is an absolute necessity. At the present time at least, contrasts in the kinds and stage of economic development of nations and regions seem to be the single most important basis of trade. There are two forms of trade. Trade that crosses international boundary (foreign trade) and trade which takes place within countries (domestic trade).

  Once again many people in the world are making their living by involving themselves either in domestic trade or foreign trade or both.



Lesson 1.3 Review

Activity 1.3 C

A. Questions based on facts:

- **Which economic system or form of livelihood is practiced in most countries of the world?**
- **Which economic activity is more strongly associated with the middle east countries?**
- **Where do we find the major industrial regions of the world?**

B. Group discussion:

- **Visit your locality and identify the human activities that the people are engaged in. Finally present your findings to the class and invite the class for further discussion.**

C. Individual work:

- **Where are you living? In a city or a rural center? What is the major human activity in your locality? Explain the causes for this fact.**

D. Things to do:

- **Classify the forms of livelihood in your locality into three major types, then describe one in detail.**
- **Draw the maps of North America and Europe and show areas of industrial concentration.**

1.3.4 Major Religions in the World

The following are major religions of the world: Judaism, Hinduism, Buddhism, Shintoism, Islam and Christianity.

◈ Judaism

- **Which people are the followers of Judaism?**

Judaism is the religion of the Jews or Israelites. It is the oldest religion in the world. Judaism teaches the belief in one God. The teachings of Judaism is based on the first five books of the Bible known as **Torah.**

◈ Hinduism

- **Where did Hinduism originate?**

Hinduism is the major religion of India. It is one of the oldest living religions in the world. Hinduism has no single book of doctrine. It teaches that the soul never dies. When the body dies, the soul is reborn. This continuous process of rebirth is called **reincarnation**.

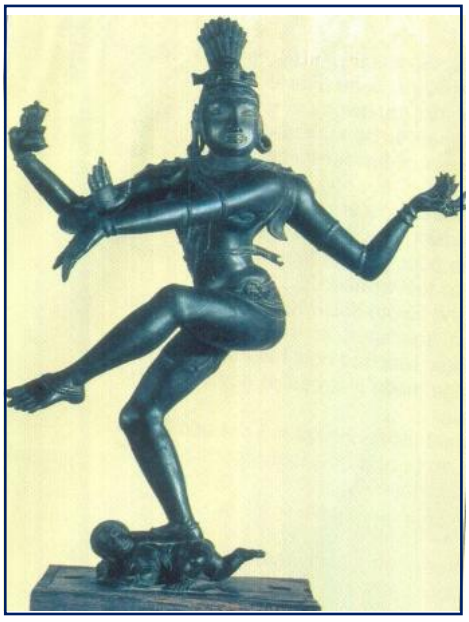


Fig. 1.11 The Hindu god of dancing called Siva.

◈ Buddhism

- **Who was Buddha?**

Buddhism was founded in India by Siddhartha Gautama in about 500 BC. His followers called him Buddha, which means Enlightened One. According to Buddha, life was a continuing process of death and rebirth. He opposed the Hindu worship of many gods. Buddhism spread to China, Japan, Korea, Cambodia, Laos, Myanmar, Thailand and Vietnam. Buddhism has large number of followers in Tibet, Nepal, Sri-Lanka and Mongolia.



Fig. 1.12 Symbol of Buddhism

Shintoism

- **Who were the followers of Shintoism?**

Shintoism is the oldest living religion of Japan. The word Shinto in Japanese means ‘’the way of the gods’’. This religion promotes worship of many gods. It does not believe in life after death. According to Shintoism, the sun goddess was the ancestor of Japan's royal family.

Islam

- **Where is the birth place of Islam?**

Islam is the religion based on the teachings of the Prophet Mohammad. Mohammed was born in Mecca in about 570 AD. At the age of forty, Mohammad began preaching the worship in only one God or Allah.

A tribe called Quraysh controlled Mecca and opposed Mohammed. When the Quraysh tried to kill Mohammad, he escaped to the town of Medina in 622 A.D. Mohammad’s journey from Mecca to Medina is called Hejira.



The Islamic calendar starts from the date of Hegira which took place in 622 A.D.

Mohammad died in 632 AD. After his death, Islamic religion spread into the Middle East, Northern Africa and Spain.

Islam is the 2nd largest religion in the world. Nowadays, Muslims live in every country in the world. More than half of the world's Muslims live in South and South-East Asia. Indonesia, India, Bangladesh and Pakistan have the largest Muslim population. The Muslims living in the Middle East account for one-fourth of the total followers of Islam.

Christianity

- **What is Christianity?**

Christianity is the religion based on the life and teachings of Jesus Christ who was born in Bethlehem, Palestine, in the first century A.D. Palestine was then ruled by the Romans.

Christians believe in one God and that He created the universe. According to Christians God sent Jesus into the world as a Savior. But, the Roman Emperors opposed Jesus and then they persecuted the Christians for about 300 years.

Nowadays, Christians are the largest religious group in the world. Christianity is the major religion in Europe, the Americas, and Australia. Large number of Christians also live in Africa and Asia.

Lesson 1.3 Review

Activity 1.3 D



A. Questions based on facts:

- Locate the following places on a world map:
  - Israel
  - Japan
  - Palestine
  - India
  - Mecca
  - Medina
- Who are the following?
  - Jesus Christ
  - Prophet Mohammed
  - Siddhartha Gautama
  - Quraysh
- Describe the following terms.
  - Torah
  - Reincarnation
  - Buddhism
  - Hejira
  - avior
- Answer the following questions.
  - Which major world religion is followed by only one group of people?
  - Which religion believes in "reincarnation"?
  - Describe the word "Shinto"

1.4 Lesson

The Industrial Revolution and its Effects

Competencies: After studying this lesson, you will be able to:

- Appreciate that nationalism and colonialism are impacts of the industrial revolution.
- Identify where the industrial revolution began.
- Realize African resistance to colonialism.
- Exemplify successful African resistance against colonialism
- Recognize the outcomes of the two World Wars.

Key terms

- Liberalism
- Nationalism
- Pluralism
- Steam power

◈ The Beginning of the Industrial Revolution

- **What does the term Industrial Revolution mean?**

The industrial revolution was a change made in the process of production. It was a change from production by hand to production by machine. It was also a change from working at home to working in a factory.

The industrial revolution began in England in the middle of the 18th century. It started in England because it had a large amount of coal and iron resources.

◈ Stages of Industrial Revolution

The industrial revolution had two stages:

◈ First Stage

- **What was the major source of power at the beginning of the Industrial Revolution?**

During the first stage of the industrial revolution, manual work was replaced by machines. In this stage the major source of power was steam power which was obtained by boiling water with the help of coal.

The invention of new machines also improved the production of goods. In 1764, James Hargreaves invented the spinning jenny which speeded the weaving process of textile.

In 1769, James Watt invented an improved steam engine. The first steam engine was designed to drain water out of coal mines. Coal was used as a source of power to drive steam engine as well as for making iron. Iron was used for the production of machines and tools as well as material for building bridges and ships.

The introduction of steam locomotives and steam boats improved transportation systems. The first railway was opened in England in 1825 between Stockton and Darlington.

◈ Second Stage

In the second stage of the industrial revolution, the source of power was changed to electricity, petroleum and atomic energy. During this time, Michael Faraday invented the dynamo. His work led to the construction of electric generators and replaced steam engine.

There was a simultaneous improvement in communication systems. For example, in1876, Alexander Graham Bell invented the telephone. In 1896, Guglielmo Marconi invented the radio.

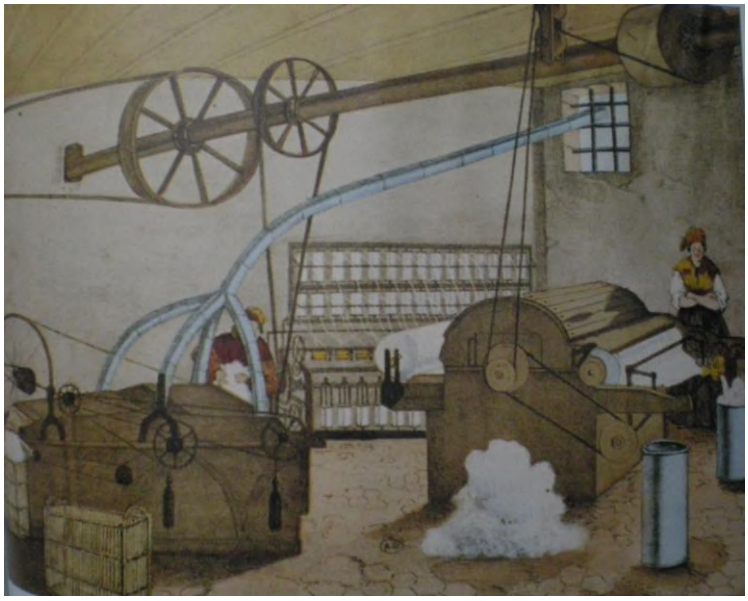


Fig. 1.13 Raw cotton being spun into thread that will be woven into cloth.

◈ Effects of the Industrial Revolution

The industrial revolution had two major effects. First it changed the way of life of society. It brought about economic, social and political changes.

Economic: New kinds of machines were invented and replaced human labour. Goods were produced in greater amount more easily and cheaply. Industries became the main centers of production. As a result, transportation and communication systems developed. This, in turn, led to the development of investment and profit maximization.

Socially: Cities and towns grew as a result of the growth of manufacturing. People left the countryside to work in the city factories and shops. Gradually the number of people living in the cities and towns increased. Two basic social classes emerged in the cities and towns. These were:

- the **capitalist class;** and
- the **working class**

The capitalists were the owners of factories and the rich merchants. The working class consisted of factory workers. To get more profit the capitalists employed women and children with little payment. The bad working and living conditions, poor payments and longer working hours forced workers to struggle for their rights. They formed associations which gradually developed into labour unions.

Politically: The capitalist class began to play key role in the political spheres of life. Gradually, it controlled political power.

The second major effect of the industrial revolution was the colonization of less developed countries by the industrialized states of Europe in the second half of the 19th century.

The industrial states of Europe needed colonies to get raw materials, use them as markets for their manufactured goods and get place of settlement for their growing population. By 1914, seven European countries had colonized 115 less developed countries.

◈ Emergence of New Ideas

In the 19th century industrial capitalism strengthened the development of **nationalism.** Nationalism advocates common national interests, unity and independence from foreign rule. It is a pride in one's own country. Nationalism is patriotic feeling, love and loyalty for one's own country.

In the industrialized countries ideas such as liberalism, democracy and pluralism became popular.

Liberalism: Is the belief in free speech, criticism, freedom of worship and people's control over the state. This idea was explained by Jhon Stuart Mill (1806-1873).

Democracy: Means government of the people. It began in ancient Greece. According to the Greek language "Demos" means people and "Kratia" means government. Abraham Lincon, who was the president of the USA from 1860 to 1865, explained democracy as "government of the people, by the people and for the people".

Pluralism: Is the existence of a number of groups that belong to different political outlooks, religious belief or different races in a specific society. Pluralism in politics means the existence of multi-party political system.

Lesson 1.4 Review



Activity 1.4 A

A. Questions based on facts:

1. *Answer the following questions:*
   - Why did the industrial revolution begin in England?
   - What was the major source of power in the first stage of the industrial revolution?
   - Why were the steam engine and the spinning jenny became so important to the industrial revolution?
   - How did transportation and communication systems improve during the industrial revolution?
   - Name two important inventions that greatly changed the communication systems during the industrial revolution
   - How were labor unions formed?

2. Define the following:

   - Steam power - capitalist class - Labour union
   - spinning jenny - steam engine - working class

- Describe how the industrial revolution affected social structures such as:
  - Population
  - Cites, and
  - Working conditions of people

B. Things to do:

- By using reference materials write short notes on each of the following persons.
  - Michael Faraday - Alexander Graham Bell
  - James Hargreaves - Guglielmo Marconi
  - James Watt

◈ World Wars I and II

The First World War (1914 - 1918)

Basic Causes of the First World War

➢ Rivalry Among Imperialist Powers

One of the basic causes of the First World war was the economic and political rivalries among the industrialized countries of Europe. These countries competed for raw materials, markets and place of settlement for their growing population. Finally, such competitions led them to conflicts of interest.

➢ Militarism

At the beginning of the 20th century, the European powers began a fierce competition in building military power. They increased the size of armies and improved war materials. In 1906, Britain built the most powerful battleships. After three years, Germany also built similar battleships.

➢ Military Alliances

In 1879, Austria-Hungary and Germany signed a treaty of friendship known as the ‘’Dual Alliance’’. Three years later, Italy joined the Dual Alliance to form a strong military bloc called **‘’Triple Alliance’’.** Later, it was named **Central Powers.**

In 1907, Britain, France and Russia formed the **Triple Entente**. Thus, Europe was divided into two military camps. In 1915, Italy left the Triple Alliance and joined the Triple Entente. The Triple Entente was renamed the Entente (Allied) powers.

➢ Nationalism

Nationalism also created tensions between France and Germany. France wanted to regain its lost provinces during the Franco-Prussian (Germany) War of 1870 - 71. Another source of tension was the nationalist movement of the Balkan region (Southeastern Europe). These people struggled for independence from the Ottoman Turks.

Case study

Outbreak of the War

The immediate cause for the outbreak of the First World War was the assassination of the Austrian Crown Prince, Archduke Franz Ferdinand and his wife on June 28, 1914, at Sarajevo, the capital of Bosnia. The killer was called Gavrilo Princip, a nationalist from Serbia. Austria-Hungary held the Serbian government responsible. Then, it declared war on Serbia. At this time, Russia came on the side of Serbia. In support of Austria-Hungary, Germany declared war on Russia and France. Finally, Britain came and declared war on Germany. This marked the official beginning of the First World War.

➢ The Course of the War

- **How was the First World War fought?**

The First World War was fought in different parts of the world. In Europe, the war was fought on two fronts. They were:

- Western Front; and
- Eastern Front.

The Central Powers were situated in between the British and French forces in the West and Russia in the East. According to their plan, the Germans would first attack France and then Russia.

But their plan did not work. Because the Germans reduced their troops in the Western Front to attack the Russians in the Eastern Front. So the German force was divided for the two fronts and their war plan failed.

In 1917, the USA joined the Allied powers, i.e. Britain, France and Russia; and this changed the military balance. Finally, in November 1918, the Central Powers were defeated.

➢ Consequences of the First World War

The First World War came to an end but millions of people i.e. soldiers and civilians, were killed and dislocated. The war cost about 337 billion dollars. Besides this, industries, bridges, etc. were completely wiped out. Politically, the USA and the Soviet Union became the leading powers of the world.



Fig. 1.14 Trenches dug in World War I

Lesson 1.4 Review

Activity 1.4 B

A. Questions based on facts:

- **What was the major causes for the economic and political rivalries among the industrialized countries of Europe?**
- **Discuss the difference between the Triple Alliance and the Triple Entente.**
- **Explain the immediate cause for the outbreak of World War I.**
- **Describe the event that changed the military balance that led to the defeat of the Central Powers.**
- **The First World War was fought mainly in Europe. Why was it called a world war?**

The Second World War (1939 - 1945)

- **How did the Second World War begin?**

The Second World War was fought between two major military blocs. They were called **Allied Powers** and **Axis Powers**.

The Allied Powers consisted of France, Britain, Russia and the USA. The Axis Powers consisted of Germany, Japan and Italy.

➢ Causes of the War

The rise of Nazi and Fascist forces was the major cause of the war. This refers to Germany, Italy and Japan. Since 1933, Germany was under the Nazi party (National Socialist German Workers Party). Its leader was called **Adolf Hitler.**

The Nazis believed that the Germans were a superior race. Therefore, they wanted to rule the world. Germany's invasion caused the Second World War in Europe.

Italy was also under the Fascist Party whose leader was Benito Mussolini. The Italians believed that they had to build a great Italian Empire in Africa.

Japan also planned to expand the Japanese Empire in Asia. Colonial rivalries in Africa and Asia were other causes for conflicts.

Case study

The outbreak of World War II

In 1931, Japan invaded Manchuria, a northern province of China. Italy also invaded Ethiopia in 1935. On 1 September 1939, Germany invaded Poland. On 3 September 1939, Britain and France declared war on Germany. Thus, the Second World War began in Europe. Germany's invasion of Poland was the immediate cause of World War II.

➢ The Course of the War

- **How was the Second World War fought and won?**

In the west, the German invasion went on rapidly. In 1940, Germany invaded France. France was unable to withstand German attacks and surrendered.

Encouraged by the victory in France, Hitler began aerial attacks on Britain. However, the Battle of Britain was not as such easy. Britain emerged victorious and German invasion was avoided.

In December 1941, Japan attacked the US naval base at **Pearl Harbor** i.e located on the Pacific island of Hawaii. Then, the US declared war on Japan.



Fig. 1. 15 Adolf Hitler on right and Benito Mussolini on left side

Between 1943 and 1945 the balance of power was changed in favour of the Allied powers. Both in Asia and Europe, they led a successful air and sea attacks against the Axis powers. Adolf Hitler was the leader of Germany during World War II. Benito Mussolini was the leader of Italy. They joined together to take over Europe.

After the overthrow of Mussolini in 1944, the Allied powers occupied much of Italy. In the same year France became free. On the other side, Russia also entered Berlin. On April 30, 1945, Adolf Hitler killed himself. A few days later, Germany surrendered and the Second World War came to an end in Europe. This was followed by Japanese defeat in the Far East.

On August 6 and 9, 1945, the USA dropped atomic bombs on the two Japanese cities of Hiroshima and Nagasaki respectively. This marked the end of the Second World War in Asia.

➢ Consequences of the Second World War

- **What are the major consequences of the Second World War?**

The Allied powers became victorious while the Axis powers surrendered one after another. The Second World War caused great destruction both in material property and human lives. About 50 million soldiers became victims of the war. Cities, towns, industries, roads, railways, and bridges were also destroyed. The total destruction cost was 2000 billion dollars.

Consequently, the USA and the Soviet Union became the Super Powers. After World War II, by 1945, the United Nations Organization was established.

Lesson 1.4 Review

Activity 1.4 C

A. Questions based on facts:

1. Define the following:

- Imperialist powers
- Militarism
- Military Alliance
- Dual Alliance
- Triple Alliance
- Central powers
- Triple Entente
- Allied Powers
- Nazi party
- Fascist party

2. Answer the following questions:

- Why did the USA join the Second World War in 1941?
- Describe the consequences of the Second World War in terms of human life and material property.
- Why did the Second World War start?
- Explain the course of the Second World War.
- Explain factors that changed the balance of power in favour of the Allied Powers in World War II?
- Name, the three militaristic nations that were responsible for the beginning of World War II.

B. Things to do:

- Locate the following places on the map of Europe:
  - Austria-Hungary
  - Balkan region
  - Sarajevo
  - Bosnia
  - Serbia
  - Poland
  - Berlin
- Describe the following:
  - Franz Ferdinand
  - Gavrilo Princip
  - Axis Powers
  - Adolf Hitler
  - Benito Mussolini

◈ African Peoples Resistance Against Colonial Expansion

- **How did African peoples resist against colonial expansion?**

Students, so far you have discussed the effects of the industrial revolution such as the colonization of less developed countries. Now you will learn how the peoples of Africa resisted the colonial expansion in the second half of the 19th century. Such resistance took place in different parts of the African continent and ended in 1914.

The Ashanti Empire

- **Which West African country was formerly called Gold Coast?**

In the 19th century, the Ashanti built a large Empire in Ghana. The rulers used the title **Ashantehene**. In 1874, the British occupied a strip of land along the West African coast and named it **British Gold Coast**. In the same year, they expanded their conquest into the Ashanti Empire. The Ashanti tried to defend their empire from the British. However, in 1896, the British defeated the Ashanti. The Ashanti fought the British bravely once more, but they were again defeated. Finally, by 1900, all the areas of the present day Ghana became a British colony under the name of Gold Coast.

Samori Toure

- **Which colonial power defeated Samori Toure?**

In the 1870's, Samori Toure built an Empire in West Africa. His Empire included Senegal, south-eastern Mali and Guinea. During this time, the French had begun colonial expansion in West Africa. But, from 1886 - 87 Samori Toure signed an agreement with the French. When the French broke the agreement and tried to seize control of his land, Toure fought them back.

He obtained arms through trade with the coastal towns. With this, he continued fighting the French for seven years. Finally, in 1898, the French captured Toure and imprisoned him in Gabon, and two years later he died at the age of seventy.

The Maji Maji Rebellion

- **What does the term "Maji Maji" mean?**

The Maji Maji rebellion broke out in the German colony of Tanganyika in 1905. The rebellion began when the colonial government forced the local people to work on cotton plantation. This widespread, peasant rebellion was called the Maji Maji revolt. The word Maji means **water** in Swahili language. The leaders of the movement claimed that German bullets could be made ineffective if the warriors sprinkle their bodies with Maji water. Then, people believed them.

The Maji Maji revolt continued until 1907. Finally, the revolt was completely suppressed and the Germans continued with their harsh colonial rule.

The Battle of Adwa

- **Why was the Wuchale Treaty a cause for the conflict between Ethiopia and Italy?**

On May 2, 1889, the Treaty of Wuchale was signed between Italy and Emperor Menelik II of Ethiopia. The treaty had twenty articles but Article 3 and Article 17 are more significant.

According to Article III, the boundary between the Italian occupied region of Mereb Melash (Eritrea) and the rest of Ethiopia was delimited. But, the Italians were not satisfied. So additional convention was signed between Italy and Ras Mekonnen, i.e. the representative of Emperor Menelik. The agreement allowed the Italians to advance further south as far as Mereb river. Then, on January 1, 1890, Italy declared that all the areas north of Mereb river was part of Eritrea.

On the other hand, Article XVII had two different versions. The Amharic version reads that Ethiopia can use the help of Italy in her foreign relations with Europe. But, the Italian version states that Menelik should make all his foreign contacts through the agency of Italy. This version reduced Ethiopia to the level of an Italian protectorate. Then, Italy notified the European powers that Ethiopia had become her protectorate.

In 1893, Emperor Menelik cancelled the Treaty of Wuchale. He notified his decision to major European powers. The Emperor preferred war to surrender the independence of his country.

Then, Menelik marched northwards to fight the Italians at the command of 100,000 soldiers.

On December 7, 1895, Menelik's advancing troops crushed an Italian army at the battle of Amblage in southern Tigrai. On March 1, 1896, the decisive battle was fought at Adwa. The battle of Adwa lasted for a day. Ethiopian troops fought the Italians with courage and unity. It was an extremely bloody battle. However, the Italians lost one third of the total number of their 20,000 troops. About 2000 troops became war prisoners and about 1500 were wounded. On the other hand, Ethiopia lost about 7000 soldiers dead out of the total 100,000 troops. The war was concluded with complete Ethiopian victory. The Italians were cleared out of all Tigrai and confined themselves to their colony of Eritrea. Thus, Italy's plan of colonizing the rest of Ethiopia failed.

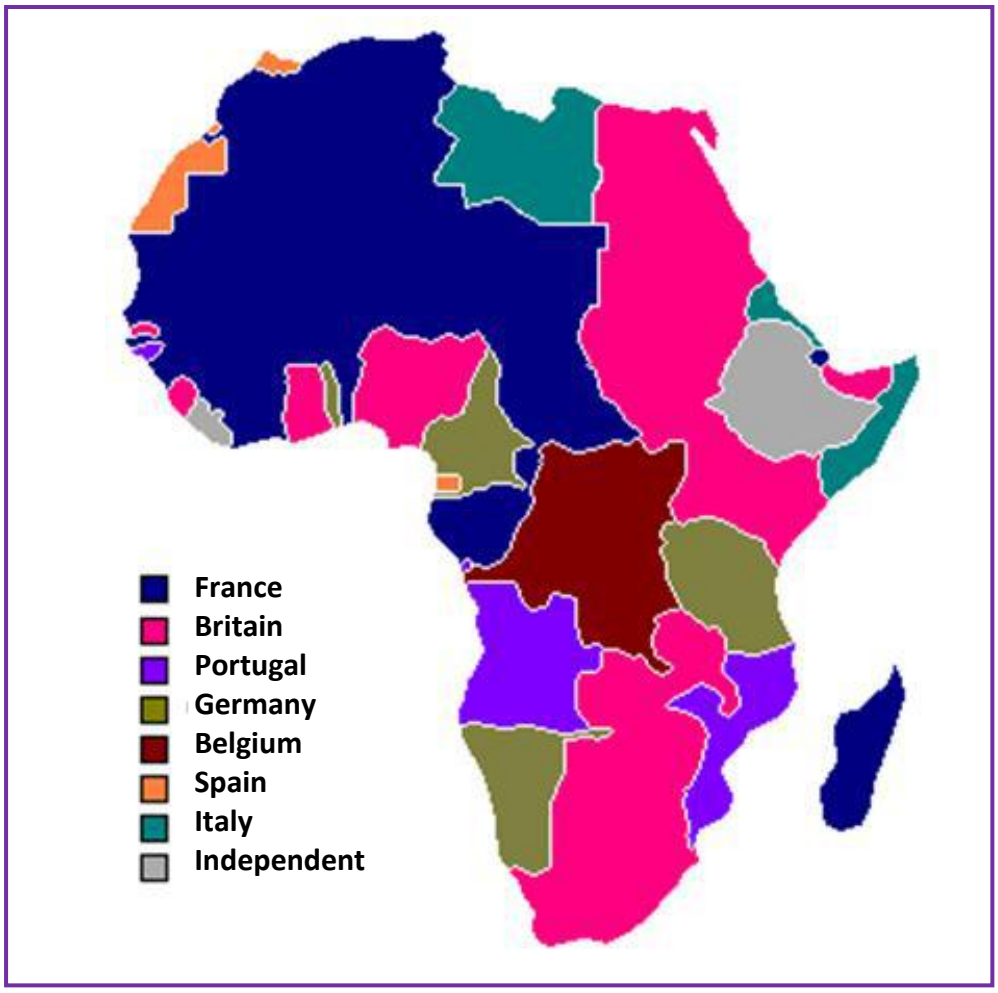


Fig. 1.16 European Colonial powers and their colonies

◈ African Struggle Against Colonial Rule

- **What is the difference between resistance against colonial expansion and struggle against colonial rule?**

After the First World War, Africans used new forms of struggle against colonialism. There were, self-help or welfare associations such as the Young Kikuyu Association in Kenya, the Wafdist party in Egypt, the Neo-Datsur party in Tunisia and the African National Congress (ANC) in South Africa.

◈ The Young Kikuyu Association in Kenya

- **Who are the Kikuyu people?**

One of the largest communities of Kenya are known as the Kikuyu. The Young Kikuyu Association was organized by African workers living in cities and farm lands of the White. During the colonial period, British settlers had taken by force the Kenyan fertile highland areas belonging to the Kikuyu people. This made the Kikuyu bitter enemies of the British colonial rule.

In 1921, the British farmers reduced the payments of African workers by one third. This became the immediate cause for the formation of the Young Kikuyu Association.

The leader of the association was a young telephone worker named Harry Thuku. The association was aimed at protecting the rights of the Africans and also, to struggle against the British colonial rule. They demanded the return of lands forcefully taken by the British colonial masters. In return, the British colonial masters took repressive measures and imprisoned Harry Thuku in 1922.

◈ The African National Congress (ANC)

- **Who was the leader of the ANC that was kept in prison for almost 30 years?**

The capitalist economic sector developed earlier in South Africa than in the rest of the continent. Therefore, this created a fertile ground for the formation of political parties to lead and coordinate the anti-colonial struggle against white minority rule.



The major problem in South Africa was racial discrimination, minority rule and economic exploitation of the black people by the white settlers.

In 1912, the African National Congress (ANC) was established. It was the first political party formed in Africa. Members of the ANC came from different sectors of South African societies and workers from Lesotho and Swaziland. On returning home, the workers from the neighbouring countries spread the ideas of organized struggle for democratic rights and independence from colonial rule.

◈ The Wafd Party

After the First World War, the Egyptians raised a strong anti-colonial opposition against the British. This led to the emergence of an Egyptian nationalist party known as the Wafd. The word Wafd means delegation. This party struggled for the independence of Egypt from the British colonial rule. Zaglul Pasha was the leader of Wafd. He led a delegation to the Versailles Peace Conference and demanded the independence of Egypt. The British sent Zaghlul Pasha to their island colony of Malta in the Mediterranean sea.

But, in 1922 Egypt became nominal by independence. However, the British troops stayed in Egypt until 1956. In 1923, the Wafd party was formally established and continued its struggle for the total independence of Egypt.

◈ The Neo – Datsur Party

In 1934, the Neo-Datsur party was founded under the leadership of Habib Bourgiba. Datsur Party means party of the Constitution. The Neo-Datsur party was formed to struggle for the independence of Tunisia from the French colonial rule. In 1956, Tunisia became independent. Then, Habib Bourgiba became the first president of Tunisia.

Lesson 1.4 Review

Activity 1.4D

A. Questions based on facts:

1. Describe the following:
   - Ashanti
   - Gold coast
   - Asantehene
   - Samori Toure
   - Maji Maji
   - Zaghlul Pasha
   - Habib Borgiba
   - Kikuyu
   - Menelik II
   - Battle of Adwa
   - ANC
   - First World War
   - Wafd
   - Additional convention
   - Mereb Melash
   - Ras Mekonnen
   - Harry Thuku
   - Swahili
   - Wuchale Treaty
   - Article III
   - Article XVII
   - Neo Datsur
2. Define the following:
   - colony
   - protectorate
   - minority rule
3. Explain briefly the anti colonial struggle waged by:
   - The Ashanti
   - Samori Toure
   - Harry Thuku
4. Answer the following questions:
   - Whom did the Ashanti fought bravely?
   - What factors enabled Samori Toure to resist the French colonial army for seven years?
   - Describe the cause for the outbreak of the MaJi MaJi revolt.
   - Describe the main articles and outcomes of Wuchale treaty.
   - Explain the importance of the victory of Adwa.
   - Describe the forms of struggle waged against colonialism in Africa between the two world wars
   - What was the major demand of the Young Kikuyu Association in Kenya?

B. Things to do:

- Locate the following on the map of Africa
  - Ghana
  - Senegal
  - Mali
  - Guinea
  - Gabon
  - Tanzania
  - Wuchale
  - Adwa
  - Eritrea
  - Mereb river
  - Ambalage
  - Kenya
  - Tunisia
  - South Africa
  - Swaziland
  - Egypt
  - Lesotho

Summary

- There are seven continents. Among them, Asia is the first in size. Then, comes Africa. The smallest continent is Australia. It is an extension of Asia. Continents are made up of mountains, valleys, rivers and lakes. These are main features of the continents. But, Antarctica is covered by thick glacier. Therefore, major features such as mountains, valleys, rivers, and lakes are unknown over this continent.
- There are vast numbers of languages spoken in the world. Among them, the most important are Mandarin, English, French, Russian, Arabic and Spanish. These languages are spoken by millions of people. Some of them like English and French are used as international media of communication. Spanish is mostly spoken in South America outside of its place of origin.
- Among ancient civilizations Greece, Rome, China, Persia and Inca had magnificent achievements. Today, the world is indebted to some of their contributions.
- In the world, different religions are practiced. The prominent ones include Christianity, Islam, Judaism, Buddhism, Hinduism, and Shintoism.
- In the world, there is uneven distribution of population. There are areas with dense population such as India, China and the Nile valley of Egypt. On the other hand, the cold and hot deserts of the world have low population densities. There are factors that control population distribution. They are known as physical and social factors. People in different environments also practice different ways of life. Some depend on agriculture and others live on fishery, etc.
- The Industrial Revolution began in the middle of the 18th century. During this time, manual labour such as spinning, weaving and iron work were replaced by machines. In addition, the industrial revolution improved the system of communication and transportation. Though, the industrial revolution had several positive consequences, it had also flared colonialism and followed by World War I and II. During this period, most of Africa was under colonial rule. But, later on, Africans struggled against colonial rule. Some of the strongest political parties included ANC, Wafd and Neo-Datsur.

Glossary

- ***Continent:*** **one of the very large areas of land on the earth, usually divided into several countries**
- ***Extreme climate:*** **a climate which is much more severe or serious than the normal climate, it may be too hot or too cold**
- ***Isthmus:*** **a narrow piece of land that joins two large areas and has water on both sides.**
- ***Latin:*** **language of ancient Rome**
- ***Liberalism:*** **the belief in free speech, criticism, etc.**
- ***Linguist:*** **person skilled in foreign languages**
- ***Mandarin:*** **Chinese language**
- ***Nationalism:*** **strong devotion to ones own nation**
- ***Peninsula:*** **a large piece of land that is mostly surrounded by water, but joined at one end to a large area of land**
- ***Pluralism:*** **the existence of different political parties, religions, races, etc.**
- ***Relative location:*** **the location of country or continent in reference to physical features**
- ***Revolution:*** **complete change**
- ***Steam power:*** **power produced by boiling water**

UNIT 1 Review Questions

I. True or false Item

Instruction: Write True if the statement is correct or write False if the statement is wrong.

_____ 1. Africa is joined to Asia at the strait of Babel-Mandeb

_____ 2. Isthmus is a narrow piece of land that joins two large areas and has water on both sides.

_____ 3. Tundra region is one of the densely populated areas of the world.

_____ 4. During the 6th century BC, all Greek city states adopted democracy.

_____ 5. Shintoism is the oldest living religion of Japan.

II. Matching Item

Instruction: - Match items in column **"B" with items in column "A"**

A	B
_____ 1. Menelik II	a) Led resistance against Germany
_____ 2. Samoure Toure	b) Led resistance against British
_____ 3. Habib Borgiba	c) Led resistance against Italy
_____ 4. Zaghlul Pasha	d) Led resistance against French
_____ 5. Harry Thuku	e) Leader of Nazi force
	f) Leader of Fascist force
	g) Leader of Tunisians resistance
	h) Leader of Egyptians resistance
	i) Led resistance against Spain

II. Multiple choice Item

Instruction: ***Choose the right answer and write the letter of your choice on the space provided.***

_____ 1. The lowest point on earth is found at:

a) The Afar depression of Ethiopia
b) The dead sea of the Middle east
c) The Ganges and Indus valley of India
d) The Sahara desert region of Africa.

_____ 2. One of the following is sparsely populated area:

a) The Nile valley
b) Japan and India
c) Tropical desert lands
d) China and Bangladesh

_____ 3. Which one of the following livelihoods is dominant in the developing countries of Africa?

a) Manufacturing
b) Agriculture
c) Tourism
d) Trade

_____ 4. Which of the following is not a social factor affecting population distribution?

a) political organization
b) economic development
c) technological equipment
d) climate

_____ 5. In which one of the African countries was the first political party formed?

a) Ghana
b) South Africa
c) Nigeria
d) Egypt

IV. Fill in the blank Item

Fill in the blank spaces with suitable words.

1. The region with sparse population in North America and Eurasia is known as _____ region.
2. Trade, transportation and tourism are highly developed in the examples of _____ countries of the world.
3. The continent with the largest hot desert is _____ .
4. The leader of the Nazi party in Germany was called _____.
5. The rebellion that broke out in the German colony of Tanganyika in 1905 was known as _____.

V. Short Answer Item

Give short answer to each of the following questions.

1. What are continents?
2. Give the name of the largest and the smallest continents of the world.
3. Explain the economic effect of Industrial Revolution.
4. Describe the two versions of Article XVII in the Wuchale Treaty.

Check List

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

I can

1. Copy the map of the seven continents ☐
2. Describe the relative location of continents. ☐
3. Compare and contrast the size of continents. ☐
4. Differentiate the highest peaks and the lowest elevations of the world. ☐
5. Identify the major lakes and rivers of the world. ☐
6. Identify some of the most densely and sparsely populated areas of the world. ☐
7. Identify the major languages spoken in the world. ☐
8. Describe major achievements of ancient civilizations. ☐
9. Appreciate the contribution of ancient civilizations to the present world ☐
10. Generalize the factors for the variation of population distribution in the world. ☐
11. Locate the major religions with the largest number of followers. ☐
12. Realize nationalism and colonialism as impacts of industrial revolution. ☐
13. Identify the place where the industrial revolution began. ☐
14. Appreciate the African response to resist colonialism ☐
15. Exemplify successful African resistance against colonialism. ☐
16. Recognize the outcomes of the two world wars. ☐
17. Relate the emergence of new ideas with industrial revolution. ☐

UNIT 2

THE FORCES THAT CHANGE THE SURFACE OF THE EARTH

Unit Outcomes

After studying this unit you will be able to:

- Explain the forces that change the surface of the earth and their effects;
- Measure distance and area on a map.

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2.1 Lesson

External Forces and their Effect on Human Life

Competencies: After studying this lesson, you will be able to:

- Describe the external forces that change the surface of the Earth.
- Discuss the effects of erosion and deposition on land surfaces.

Key terms

- Erosion
- Deposition
- Glaciers
- Loess

External forces

- What do you mean by external forces?
- What are external forces?
- What is the relationship between denudation, erosion and deposition?

External forces are the forces that act upon the earth's surface from outside. These include erosion transportation and deposition. These forces level the ups and downs of the earth's surface. External forces involve erosion and deposition.

Erosion

- Define the term erosion.
- Discuss the different forms of erosion.
- Describe any erosion which you have seen in your school compound or home area.
- Describe the cause and consequences of erosion?

Erosion is the movement of broken rock and soil particles from one place to another by running water, wind, ice or sea waves. **Running water** cuts valley channels into a level surface. Over time down cutting action of water creates a network of streams and rivers that drain water from the land. **Wind blown sand and silt** or **loess**, is another form of erosion. Loess materials are believed to be carried long distance, usually by wind, and laid down as new soil or sand dunes in far away places.

In North America and Eurasia thousands of years ago, moving **sheets of ice** called **Glaciers** plowed and scraped the landscapes of Canada, Western Europe, and Russia like huge earth moving machines.

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Case study

Erosion by Run-Off

Running water is perhaps the most important force of erosion. When water falls as rain and hits the ground, it breaks the soil up into small pieces. A great many drops collect into little streams which begin to dig into the land. At first, only scratches appear. But these scratches soon become gullies. The gullies become deeper and deeper. When there is heavy rain, the good top soil is washed away more quickly; it flows as mud towards the gullies. This happens for many years until only the rocks that were under the soil appear on the surface of the land.

We find the deepest gullies in regions where long droughts are followed by very heavy rainfall. We can see gullies in many parts of Ethiopia where there is no thick vegetation to keep the soil in place. This harmful erosion is caused sometimes by the raindrops hitting the soil and sometimes by sheets of water. This surface run off can cause more or less harm according to the amount and the speed of the water.

Case study

Silt Deposition by a River

Rivers erode more quickly and strongly than rain fall. So the water erodes more, and also transports the eroded material. A slow stream can carry clay. When it goes twice as quickly, it can carry sand. When the current reaches a speed of two kilometers an hour, it can carry pebbles. These materials or “loads” are deposited at the banks of the rivers, flood plains (land likely to be flooded) and deltas. The thin layer of silt deposited over the flood plain often increases the fertility of the land (e.g. the Huang He in China). Successive flooding means that flood plain builds up in height as in the lower Nile valley.

Finally, to have more understanding about erosion look at Fig. 2.1, 2.2 and 2.3.



Fig 2.1 Erosion by sheet flow

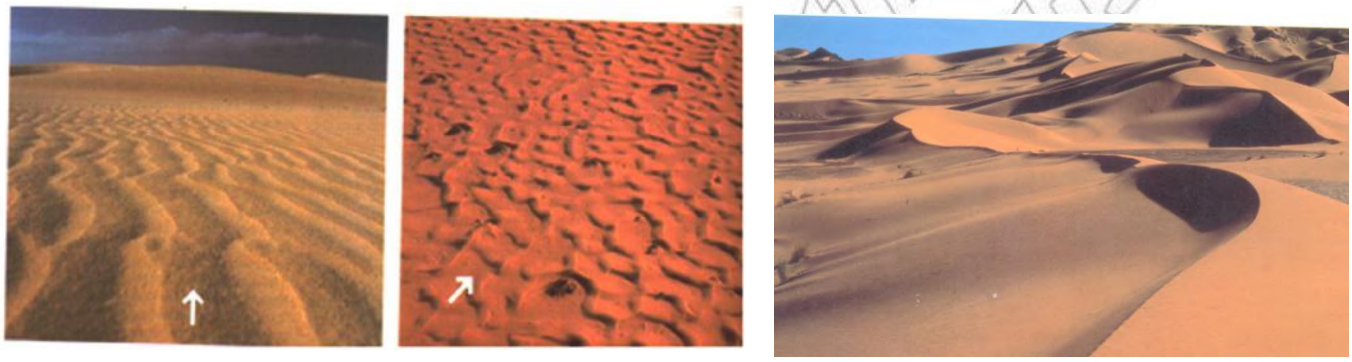


Fig.2.2. Wind Erosion

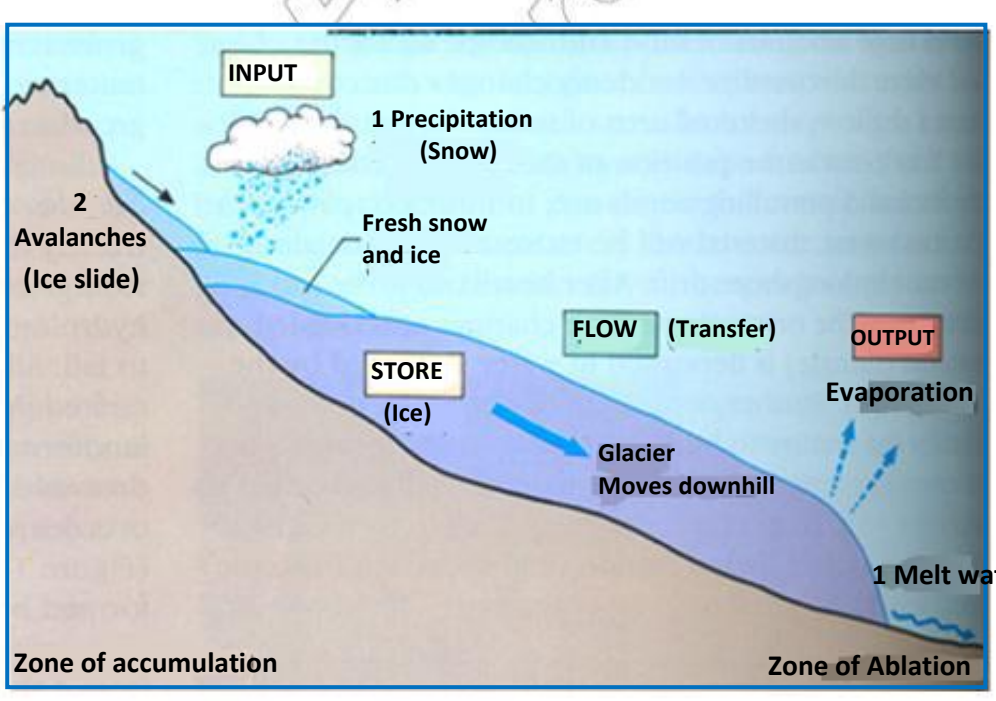


Fig. 2.3 Glacier system

Do the following:

- **Collect pictures and photographs showing different forms of erosion.**
- **Bring them to class and ask your teacher to help you identify and categorize them into their proper class or type.**

◈ Deposition

- **What is deposition?**
- **What do we call the deposition created due to: water erosion, wind erosion and ice erosion.**

Deposition is the final result of erosion. Rocks, sands and silt picked by water, wind and ice are deposited in a number of ways. Stream and rivers carry sand and silt down stream from uplands to lowlands, as shown in (Fig 2.4). They drop these materials wherever the volume or the speed of the flow of water lessens, and the eroded material can no longer be carried.

The newly deposited soils form **alluvial plains** along stream beds, in the foothills, or **pedmont**, at the base of mountain, and on coastal plains. Where powerful rivers, such as Mississippi, Nile or Amazon rivers, enter ocean, large **delta** or **flat lowlands** made up of these deposits, may extend far out to sea.

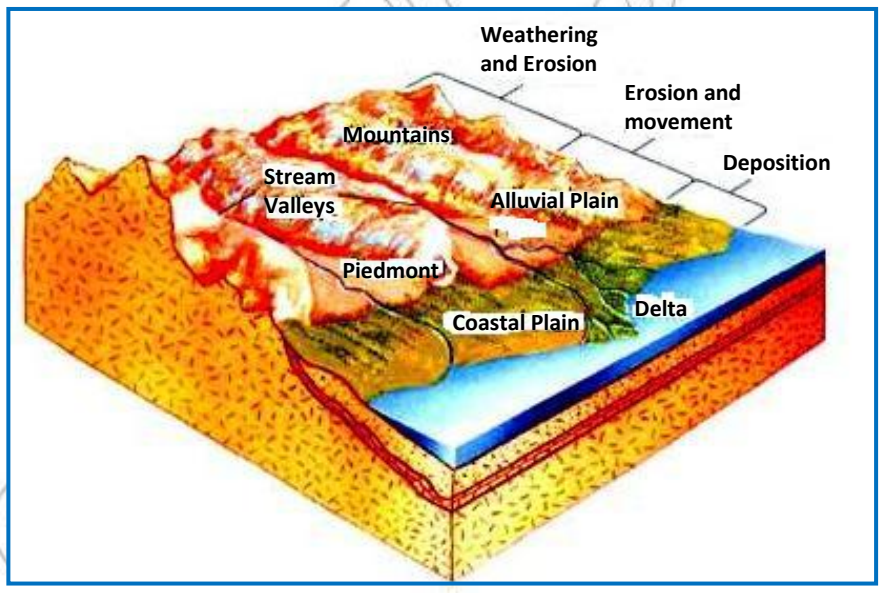


Fig. 2.4 Erosion and deposition reshape the earth

◈ Effects of erosion and deposition on human life

- **What effect can erosion and deposition have on human life?**

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◈ Effects of Erosion

Twenty nine percent of the earth's surface is land, and only 11 percent is classified as prime agricultural land. It can take one to four centuries to produce 1 cm of soil, and between 30 and 120 years to produce enough soil for farming. Yet as Fig. 2.5 shows, human development is ruining this essential ingredient. It is estimated that by 2000 A.D one-third of the area that was ploughed in 1980 will have been reduced to dust. By the year 2020 another 30 percent could be lost. Erosion is most rapid in areas where land is mismanaged and where climatic conditions are extreme, especially in places where the rainfall is seasonal and unreliable. Where the vegetation cover is removed there will be no replacement of humus, no interception by plants, no roots to bind the soil together, and the surface will be left exposed to winds that are strong and will pick up the finer material. If rainfall occurs as heavy thunderstorms and in areas of steep slopes, the soil will be washed downwards. In both cases, the land will be reduced to bare rock or left with deep unusable gulleys. This reduces cultivable land and hinders agricultural production. Finally, it leads to famine and drought.

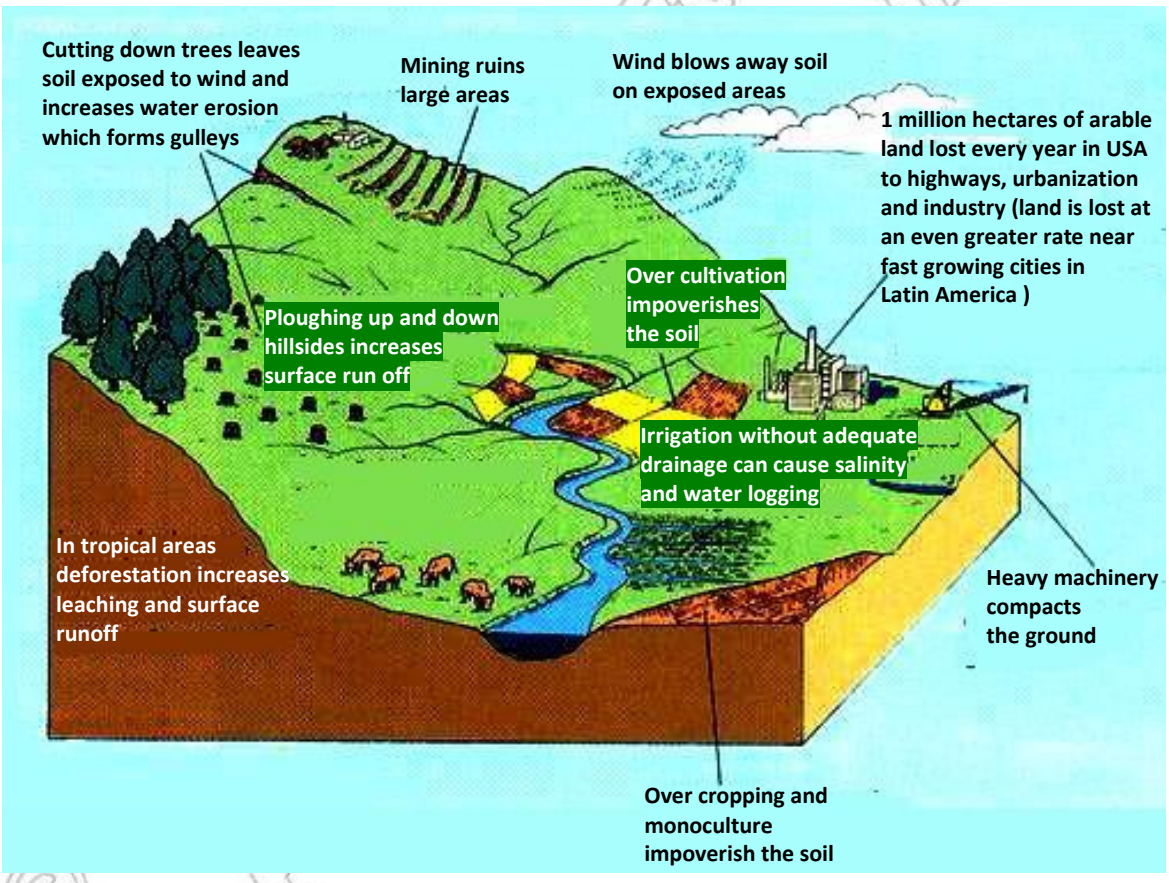


Fig 2.5 some causes and effects of soil erosion

What is then the end result of all these? Of course, the major outcome is desertification. There are several definitions of the term desertification. Taken literally it means turning the land into desert. It is a process of land degradation, mainly in semi-arid lands where rainfall is unreliable, caused by human mismanagement of a fragile environment.

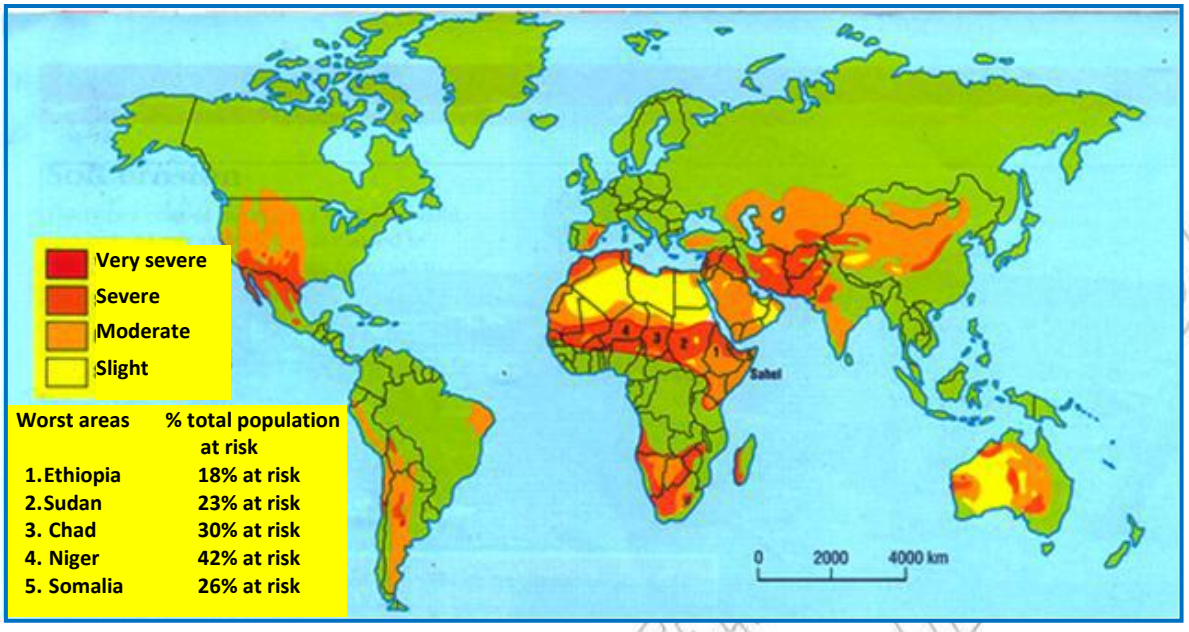


Fig 2.6 Areas at risk from desertification

Desertification will lead to displacement of people, famine and hunger and of course, finally mass death of people and animals.



Fig 2.7 Desertification in Niger

Case study

Erosion in Ethiopia

Early in the twentieth century, 40 percent of Ethiopia was covered with forest. Today the figure is not much more than 2 percent. Somewhere in 1901 Ethiopia had been most fertile and in the heights of commercial prosperity. The whole of the valleys and lower parts (slopes) of the mountains have vast grain fields. The neighboring mountains, were well wooded. The numerous springs and small rivers gave ample water for domestic and irrigation purposes and the water meadows produce an inexhaustible supply of good grass for the whole year.

Around 1985 the same area was turned out to be vast barren plain with circular moving dust that was once top soil. The mountains were bare of vegetation and river courses dry. Life becomes hard and people start to be displaced. Drought and hunger have become common features in many parts of the country.

It is very important to remember the 1983 drought. It made thousands of people of northern Ethiopia to leave their homes to find food. Each day up to 3000 people set off on a walk of up to six weeks over mountains, through deserts with temperatures over 45^0c, and without food and water, to reach refugee camps in the Sudan. Many died on the way (around 200,000) through hunger, exhaustion, etc. a fifth of those who stayed behind died so because they were too weak to move.

◈ Effects of Deposition

So far you have been discussing about the effects of erosion on human life. Another thing that you need to see is the effects of deposition on human life.

- **What do you think will the effects of deposition be on human life?**

In places like Sudan and Egypt, fertile soils carried by the Blue Nile and white Nile from Ethiopia and some East African highland countries respectively are deposited at the banks and delta of the Nile river. This made life comfortable for large number of people in the middle of the desert.

On the other hand, in some countries of south east Asia, like Bangladesh, are found on the deltas of several Himalayan rivers including Ganges and Brashmaputra. As increasing amount of silt is transported from the deforested highlands, the tributaries of these rivers are blocked as their beds are raised adding to the risk of flooding from the sea.

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Lesson 2.1 Review



Activity 2.1

A. Questions based on facts:

- What are the two categories of forces that change the surface of the earth?
- What do you understand by the term external force?
  - Can you explain some example of external forces?
  - Explain what erosion and deposition are and their effects on human life.

B. Group discussion:

- Discuss the outstanding erosional problems in your locality.
- Try to identify causes of erosion in your locality.
- Enumerate the possible measures that can be taken to solve the problems.

C. Individual work:

- Visit your locality and write a short note on what you have observed during your visit on matters related to erosion.
- Report your findings to your classmates and invite them for further discussion on the Issue.

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2.2 Lesson

Internal Forces and their Effects on Human Life

Competencies: After studying this lesson, you will be able to:

- Describe the internal forces that change the surface of the Earth.
- Express the effect of the internal forces of the Earth on land surfaces and human life.

Key terms

- Lava
- Magma
- Folding
- Faulting

Internal Forces

- What do you know about the internal forces that shape the surface of the earth?
- Can you mention the names of these forces?

Internal forces are sometimes called endogenic forces. They drive energy from the interior part of the earth. They form the ups and downs on the earth's crust. These ups and downs are the results of folding, faulting, earthquake and volcanism.

A. Folding

- Define the term folding.
- What are the causes for folding?

Folding occurs when rock layers are pushed by the earth movement from one or two sides. A fold is a bend in rock. The process of folding is the result of compressional force.

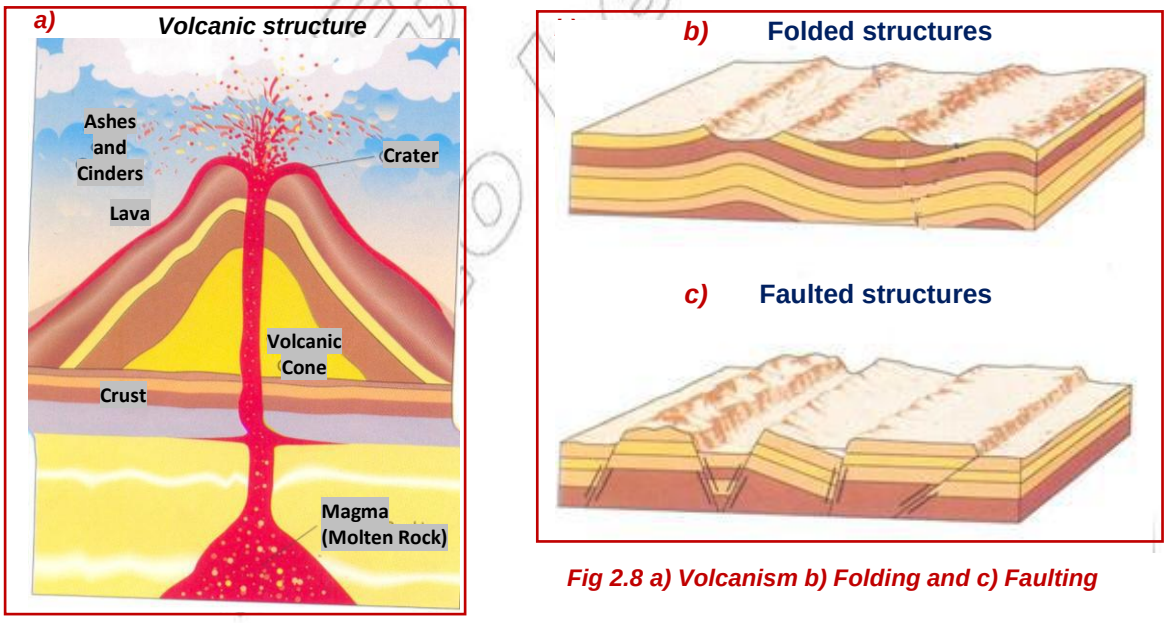


Fig 2.8 a) Volcanism b) Folding and c) Faulting

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B. Faulting

- **What do we mean by the term faulting?**
- **What are the causes for faulting?**
- **Can you mention some examples of landforms created due to faulting.**

Faulting takes place when tectonic pressure causes rock masses to push together or pull apart.

Blocks of the crust bounded by roughly parallel faults may be raised, or lowered, or tilted. The basins occupied by the Red sea, and the great "rift valleys" of East Africa are the results of faulting.

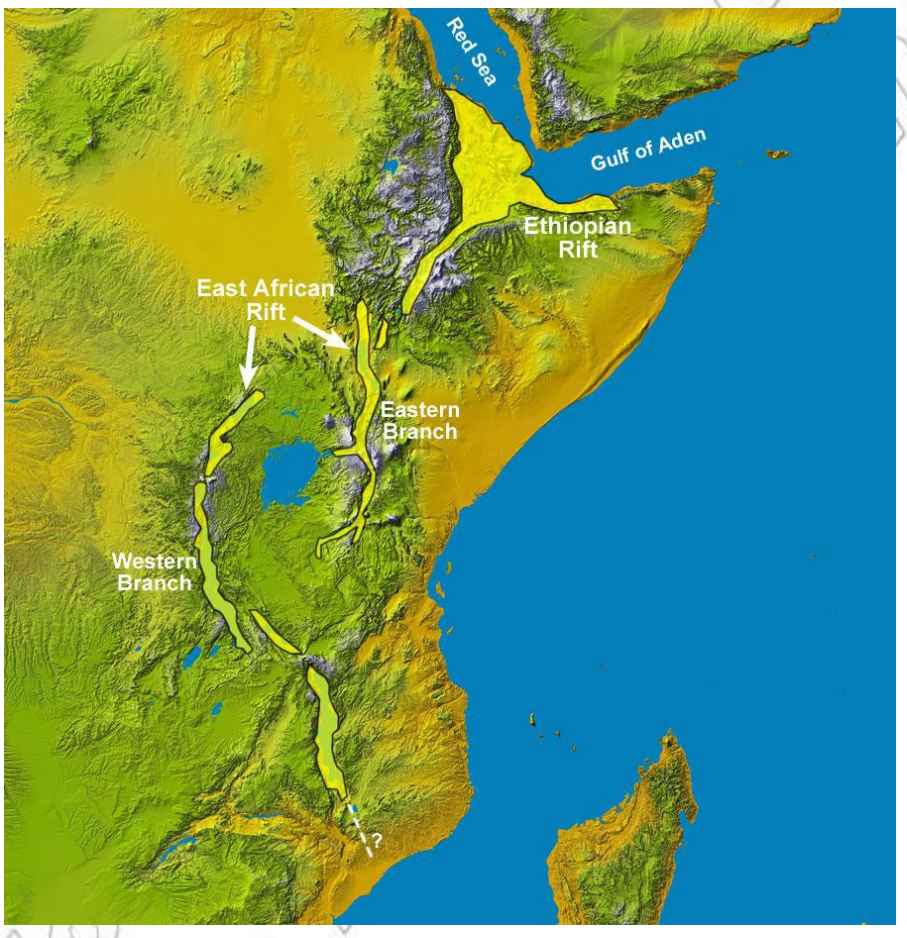


Fig 2.9 Rift valleys of Africa

C. Volcanism

- **Explain the process of volcanism.**
- **Do you know some volcanic areas in Ethiopia? Can you mention the names of the lakes found there?**

Volcanism is the process by which molten rock (magma) is forced out to the surface of the earth.
Heat from the upper levels of the mantle forces its way to the surface at weak places in the earth's crust leading to volcanism. The out pouring of this liquid (molten) rock onto the surface is called **lava**. **Magma** is the molten rock when it is underground.

Case study

Volcanic in Vesuvius and Pompeii

Violent eruptions have been the cause of several appalling catastrophes. Examples often cited are the eruptions of Vesuvius (Italy) 79 A.D, which buried the city of Pompeii and many of the inhabitants beneath layers of ash, that of krakato near Java in 1883, one of the most violent explosions ever witnessed by man.

- **Discuss the advantage and disadvantages of volcano.**

Case study

Erta Ale

The active volcano Erta Ale is the world's only below sea level volcano and the world's only permanent lava lake. Erta Ale is a techno colored landscape, incredible mineral deposits, sulfur lakes and bubbling sulfur springs, are fascinating sight.

Erta Ale means "the mountain that smokes" in the Afar language. Visiting Erta Ale is one of the breath taking events in the middle of the desert, the best time to visit the Erta Ale is at dawn. Upon arrival the edge of the crater opens an exciting spectacle. Several craters emit fumes sign of a massive volcanic activity.



Fig 2.10 Erta Ale

D. Earthquake

- **What is an earthquake?**
- **How does it develop?**
- **Discuss what effect it has on people who live near a live volcano.**

An earthquake is an unpredictable event in which masses of rock shift below the earth's surface, releasing enormous energies. An earthquake is the result of the sudden release of stored energy in the Earth's crust that creates seismic waves. Earthquakes are accordingly measured with a seismometer, commonly known as a seismograph. Scientists assign a magnitude rating to earthquakes based on the strength and duration of their seismic waves. A quake measuring to 5 would be considered minor or light; 5 to 7 is moderate to strong; 7 to 8 is major and 8 or more is great.

At the Earth's surface, earthquakes may manifest themselves by a shaking or displacement of the earth's crust. Sometimes, they may lead to loss of life and destruction of property. An earthquake is caused by tectonic plates getting stuck and putting a strain on the ground. The strain becomes so great that rocks give way by breaking and sliding along fault planes. Some 80 percent of all the planet's earthquakes occur along the rim of the Pacific Ocean, called the "Ring of Fire" because of the preponderance of volcanic activity there as well. Most earthquakes occur at fault zones, where tectonic plates; giant rock slabs that make up the Earth's upper layer; collide or slide against each other. These impacts are usually gradual and unnoticeable on the surface. However, immense stress can build up between plates. When this stress is released quickly, it sends massive vibrations, called seismic waves, often hundreds of miles through the rock and up to the surface. Other quakes can occur far from faults' zones when plates are stretched or squeezed.

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Lesson 2.2 Review

Activity 2.2



A. Questions based on facts:

- Give example of land forms which are results of folding and faulting in Ethiopia?
- What are the effects of internal forces (volcanism, and earthquakes) on human life?
- Describe and explain the cause of volcanic actions
- What is the difference between Magma and Lava?

B. Group discussion:

- Let us say our country Ethiopia faced an earthquake problem similar to the earthquake problem that Haiti or Japan faced in 2010 and 2011 respectively.
  - What would be your role as a citizen?
  - What would be the role of the society?
  - and what must be the role of the international community at large in tackling the problem? Make a serious discussion and exchange ideas with your classmates.

C. Individual work:

- Describe any erosion which you have seen recently in your locality, try to give the causes of the erosion and hint as to where the eroded material went.

Finally report your findings to your class mates and invite them for further discussion on the topic.

- Compare and contrast the damages that may be caused by an earthquake and volcanic incident.

D. Things to do:

- Draw a diagram of volcano showing the core, Magma and lava pouring in to the top.
- Identify volcanoes of East Africa.

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2.3 Lesson

Measuring Distance and Area on Map

Competencies: After studying this lesson, you will be able to:

- Define a scale
- Name the different methods (ways) of expressing linear scale.
- Compute scale conversion
- Calculate ground distance and area of regular shaped figures from a map.

Key terms

- Horizontal distance
- Imperial unit
- Metric unit

A. Meaning of scale

- **What is scale?**

The scale gives the relationship which exists between the distance of two points on the map and the distance between the same two points on the ground. For example, if the distance between two points is 120 meters on the ground say from your classroom in a straight line to the school's flag pole. This distance on the map is shown as 2 centimeters. Then 1 cm on the map is representing 60 meters on the ground. The scale of the map is written as 1 cm to 60 m.

$$\text{Linear Scale} = \frac{\text{Distance on Map}}{\text{Distance on Ground}} \qquad \text{Areal Scale} = \frac{\text{Area on Map}}{\text{Area on Ground}}$$

◈ Ways of Expressing Linear Scale

Linear scale can be expressed or represented in three ways on a map:

◈ Scale statement

A simple statement of fact giving in words the relationship between the map and the ground that the map represents. For example, "one centimeter to one kilometer" means that one centimeter on the map represents one kilometer on the ground.

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◈ Graphic scale

A diagram is usually found at the bottom of a map. The diagram is given to facilitate the reading of distance when using the map. This diagram is called graphic scale. In graphic scale, a line is drawn and is then divided into appropriate units depending on the scale statement. The left hand division is sub-divided into fraction so that distances taken from the map are more easily converted into the distances they represent on the ground. For instance, if the scale statement is "1 cm to 1 km," a line three or four cms long will be drawn and divided into units of one cm, as this map measurement represents one kilometer on the ground.

Example: The graphic scale for 1cm to 2km can be drawn as follows:

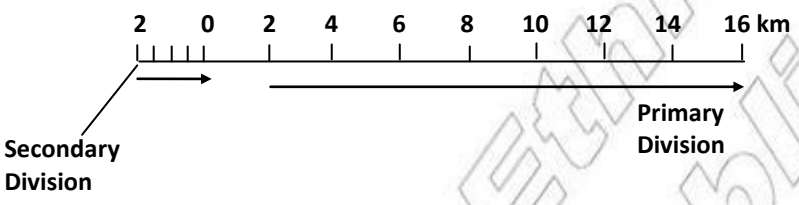


Fig 2.11 Graphic scale

◈ The Representative Fraction Scale (R.F)

The representative fraction gives the numerical proportion of distance on the map to distance on the ground. For example, if the scale statement is one centimeter to a kilometer, the distance on the map is one centimeter and the distance on the ground is one km. The representative fraction is, therefore, expressed as 1:100,000. The distance on the map is always expressed as 1, and it is always the numerator of the fraction. The denominator states how many times the distance on the map must be multiplied to give the distance on the ground.

Example: Given that the scale statement is 1 centimeter to 1 kilometer; find the representative fraction of the map.

- Change the ground measurement to the same unit as the map measurements; that is 1 kilometer to centimeters, which is 100, 000 centimeters.
- Express the map measurement as 1.
- Therefore, the representative fraction is 1: 100, 000 or $\frac{1}{100,000}$ the denominator of the fraction being the ground measurement shown in the same unit as the map measurement, in this case centimeters.

◈ Scale Conversion

Before we go directly into the discussion of conversion of scale it will be very important to have some idea about measurement units. There are two units of measurement or two major systems of measurement. They are metric units and imperial units.

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- **Metric units:** 1km=1000m=10,000 dm =100,000 cm= 1,000,000mm;
  It is used in many parts of the world. Scientists use this system of units.
- **Imperial units:** 1 mile = 63, 360 inches



1 inch = 2.5 cm ⇒12 inches = 30 cm	1 m= 100 cm
1 foot = 0.3 m	1 km= 1000 m
1 mile = 1.6 km ⇒ 5 miles = 8 km	1 km = 100, 000 cm
1 km = 0.4 mile	1 mile = 63, 360 inches
1 km^2 = 2.5 Gasha = 100 hectar	

Conversion of scale:

Conversion of scale refers to changing one form of scale into another. It is possible to convert a scale given in one way into another form by following the rules set out below.

Exercises

Try to convert the following scales from one form to another.

a) **From scale statement to representative fraction:**
   Given: 1cm to 5km
   1cm to 10km

b) **From representative fraction to Scale statement**
   Given: 1:300,000
   1: 250,000

c) **Construct a graphic scale**
   Given: 1:5,000,000 **1cm to 10 km**
   1: 20,000,000

Have you tried to work out the above given exercises? How are they? Have you found them difficult? If so study the following examples carefully, and then go back and attempt to work out the exercises once again.

i) From R.F to scale statement:

To change R.F into scale statement, divide the denominator by 100,000 cm and multiply by 1km (for metric units) and 63, 360 inch multiply by 1 mile (for Imperial units).

Example 1: 1: 100,000(metric)

= 1 cm to $\frac{100,000cm}{100,000cm} \times 1km$

= 1 cm to 1 km

Example 2: 1: 250, 000

= 1 cm to $\frac{250,000cm}{100,000cm} \times 1km$

= 1 cm to 2.5 km

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Example 3: 1: 316, 800 (Imperial)

$= 1 \text{ in} = \frac{316,800 \text{inches}}{63,360 \text{ inches}} \times 1 \text{ mile}$

= 1 inch to 5 mile

ii) Scale statement into R.F

To change the scale statement, multiply the second number by 100,000cm (for metric units) and 63, 360 inches (for imperial units) and omit the units.

Example 1: 1 cm to 2 km

= 1 cm to 2 ×100,000 cm

= 1 cm to 200,000 cm

= 1: 200,000

Example 2: $2\frac{1}{2}$ cm to 2 km

= 2.5 cm to 2 km×100,000 cm

= 2.5 cm to 200, 000 cm

= 1: 80, 000

iii) R.F and scale statement to Graphic scale

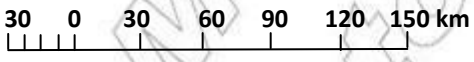
Graphic scale: This method of showing a scale uses the drawing of a line at the bottom of the map which is divided in a unit length like centimeters or inches. Each length represents a certain distance on the ground. In the example below the line is divided into an interval of 1 cm. Each interval represents about 100 km on the ground. The graphic scale does not start from zero (0). One unit length to the left of zero is divided into four or quarters. This gives you the chance to read a fraction of a unit length. In the example below a quarter or one fourth of the unit length means about 25 kms.

Example 1: Given: 1:3,000,000

Change the given R.F to scale statement

$\frac{3,000,000}{100,000} = 30\text{km}$, which is 1cm to 30km

Example 2: Change the given graphic scale into R.F.



- **Try to convert the following linear scales into areal scales**

  Given: 1:500,000 R.F

  1cm to 8km scale statement

◈ Areal scale

Just as distances on a map are in some scale related to ground distances they represent, so likewise are the areas on a map and on a ground. The relation between map area and ground area is simple: The areal scale will be in the ratio of 1 to the square of the denominator of the R.F: For example if a map had a

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linear scale of 1:1000 then 1 square unit on the map would represent 1,000,000 square units on the Earth. This relation is usually assumed, not stated. It has this important consequence. Given the same size map sheet, the earth areas covered by maps of different scales vary as the square of the ratio of their linear scales. For example, Map "A" which is 2ft by 2ft. with an R.F of 1: 25, 000, covers only one fourth the earth area that is covered by map "B", which is 2ft by 2ft, but has an R.F of 1: 50,000. (study Fig. 2.12).

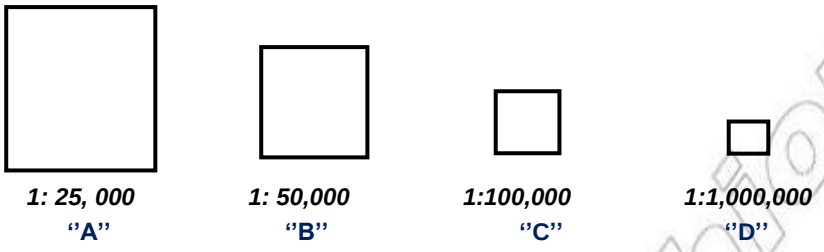


Fig. 2.12 The size of maps of the same Earth area (or the Earth area covered by maps of the same sheet size)vary as the square of the ratio of their linear scales.

Example

Linear scale

- **Given: 1:5,000**

  Change the linear scale into Area scale

Areal scale will be the ratio of 1 to the square of the denominator of the R.F

Therefore, the linear scale 1:5,000 will be $\frac{1}{(5000)^2}$ in areal scale

Areal Scale = 1 square unit on the map would be 25,000,000 square units on the earth

◈ Finding Ground Distance from a Map

- **Find the ground distance between place "A" and place "B" from a map in which the map distance between the two places is 6 cms and the scale of the map is 1:200,000.**

A map distance is a distance obtained between two or more points through measurement on a map and expressed either in centimeters or millimeters. A map distance calculated in relation to the scale given is called **horizontal distance or horizontal equivalent** and is expressed in meters or kilometers. Therefore, horizontal distance could be realized interms of distance along a straight line and distance along an irregular line.

◈ Distance Along a Straight Line

Such a distance may be observable between two towns or farm estates etc. These built up areas may be shown on a map with dots put apart (Fig 2.13).

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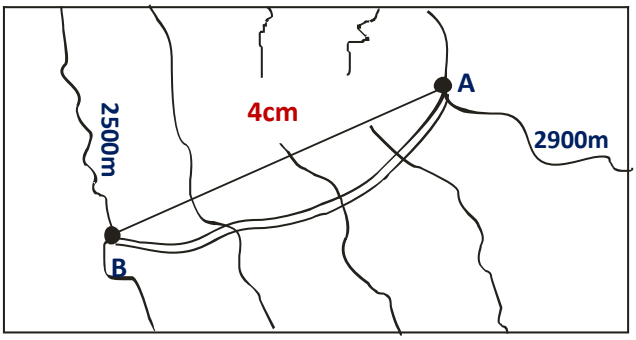


Fig 2.13 Distance along a straight line

Procedure:

- Join points "A" and "B" with a pencil line
- Measure the line with a ruler
- Relate the measured distance to the scale given
- Finally, calculate the horizontal distance (HD) either in kilometers or meters.

Scale (given): 1: 100,000

Measured distance (A to B)= 4 cm

1 km = 100,000 cm (known)

1 cm = 100, 000 cm (scale given)

4 cm = ?

$$\frac{4cm \times 100{,}000cm}{1cm} = 400{,}000cm$$

Divide $\frac{400{,}000}{100{,}000}$ to change it into km

∴ HD= 4 km

◈ Distance Along Bending or a Curved Line

This includes the distance along a road, railway, river etc. Such distances are measured with the help of a piece of thread or pair of dividers, or the edge of paper. Then, with the help of a ruler and the scale given, you can calculate the ground distance.

Example: What is the total ground distance shown on the Fig 2.14, between place ''A'' and place ''B''?

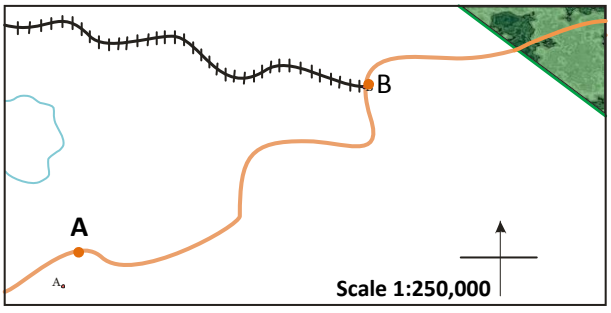


Fig 2.14 A map for measuring curved line distance

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Step 1: Divide the road (from "A" to "B" by pencil marks into portions that are nearly straight)

Step 2: Carefully, measure each of these sections with a pair of dividers and ruler, record each distance, or transfer the section directly onto the edge of a piece of paper.

Step 3: Using a ruler find the total distance of the road on the map. Let us assume the distance measured is 14 cms. Therefore, the total length of the road on the ground is:

$$= 14 \times \frac{250{,}000}{100{,}000}$$

$$= 35\text{km}$$

◈ Area of Regular shape

Area refers to the total occupancy of portion of land on a given map. With the help of the given scale, it is possible to measure the area of a piece of land.

On a map, areas can be understood in terms of areas with regular and irregular shapes.

◈ Areas with regular shape

The following formulae are used to calculate areas of some regular shaped figures as you have learnt in mathematics and physics.

Regular Shape	Area Formula
Square	S^2
Rectangle	$L \times W$
Triangle	$\frac{1}{2}bh$
Circle	πr^2

◈ Square Shaped Piece of Land

$A = S^2$ (change the sides to km by using the scale of the map for all figures)

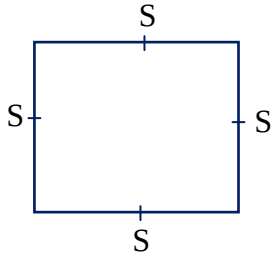


Fig 2.15 Square shape figure

◈ Area of Triangular Piece of Land

$A = \frac{1}{2} \times b \times h$ (base and height are changed to km by using the scale)

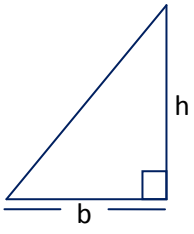


Fig 2.16 A right-angled triangle.

(One angle measured 90°)

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◈ Rectangular Piece of Land

A = Length × Width

A = L× W

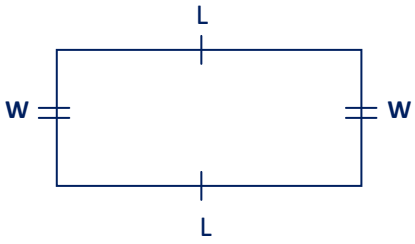
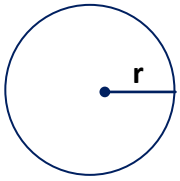


Fig 2.17 A Rectangular shape

◈ Area of Circular Piece of Land



Area = πr^2

Fig 2.18 Circular shape

Exercises

- A certain school's football field has a length of 10cm and a width of 5cm on a map. The scale given on the map is 1:2,000,000. Find out the area of the football field.
- An orchard has a length of 5cm in all its four sides on a map. The scale of the map is 1:100,000. Calculate the area of the farm?
- Nearby the city of Addis Ababa there is a circular lake with a radius of about 10cm on a map. The scale given on the map is 1:50,000. Find out the area of the lake?
- A parking lot has the shape of a right angle triangle where by the base is 6cm and the height is about 10cm on a map. The scale of the map is 1:25,000. What is the area of the parking lot?

N.B In your attempt to find out the areas of regular-shaped figures you have to give due attention to the following three things:

1. **The formulae given above for each of the regular shaped figures.**
2. **Changing the sides to km by using the given scale.**
3. **Studying the examples.**

Please study the following examples:

Example 1: Area of a rectangle

Given: Scale = 1:50,000

Length = 3cm

Width = 1cm

$L = \frac{3 \times 50{,}000}{100{,}000} = 1.5\text{km}$

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$W = \frac{1 \times 50,000}{100,000} = 0.5km$

$A = L \times W$

$A = 1.5km \times 0.5km$

$= 0.75\ km^2$

Example 2: Area of a Square

Given: $S = 5cm$

$Area = S^2$

Scale = 1 : 250,000

= 1 cm = 250, 000

5 cm = ?

$= \frac{5 \times 250,000}{1 \times 100,000} = 12.5km$

$S = 12.5km$

$S^2 = 12.5 \times 12.5\ km^2$

$A = 156.25\ km^2$

Example 3: Area of a Triangle

Given: Area = ½ bh

Scale = 1:300,000

Base = 3cm

Height = 4 cm

$Area = \frac{1}{2} bh$

$Base = \frac{3 \times 300,000}{100,000} = 9km$

$Height = \frac{4 \times 300,000}{100,000} = 12km$

$Area = \frac{1}{2} bh$

$A = \frac{1}{2} \times 9km \times 12km$

$= \frac{108}{2}$

$A = 54\ km^2$

Example 4: Area of a circle

$A = \pi r^2$

Given: r = 8cm

Scale: 1 :125,000

r = 1cm = 125,000

8 cm = ?

$= \frac{8 \times 125,000}{1 \times 100,000}$

= r = 10 km

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$$A = \frac{22}{7} \times (10)^2$$
$$= \frac{2200}{7} km^2$$
$$= 314.2\ km^2$$

◈ Comparison of Scales

Large scale and small scale maps

Maps are often described as being large, medium or small scale, although there is no precise division among them. Their distinction is important. **Large scale** refers to those maps in which the RF is large in the sense that the fraction (RF) $\frac{1}{25,000}$ is larger than the fraction $^1/_{500,000}$. Most detailed topographic survey maps of rural and urban areas are made at scales considerably larger than 1:125,000, and these maps would be classed as large scaled.

- **Large scale > 1: 50,000**
- **Medium scale 1: 50,000 – 250,000**
- **Small scale < 1:250,000**

The differences among small- scale; medium, and large-scale maps are not only from the difference in the amount of information they can show but also from the greater degree of generalization that must be employed in small-scale maps.

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Lesson 2.3 Review

Activity 2.3

A. Questions based on facts:

- What is the purpose of a linear and an areal scale?
- Explain the three ways of expressing scale by giving appropriate examples.
- How many units of measurement (systems of measurement) do we have? Can you mention their names?
- What type of map portrays the surface factures of relatively small areas?
- What are the important factors in calculating the areas of regular shaped figures from maps?
- Decide what type of scale to use in your attempt to show the foot ball field of your school on a map. Explain why you have decided to use this type of scale.
  - Change the following R.F scales into statement scale?
    a) 1:250,000
    b) 1:500,000
  - Change the following statement scales into R.F?
    a) 1cm to 25km
    b) 1cm to 125km
  - Draw the graphic scale for the following R.F?
    a) 1:750,000
    b) 1:800,000
  - Find the straight line distance from a map between place "A" and Place "B" when the distance between the two places is 12cm and the scale of the map is 1:500,000?

B. Group Discussion:

- It is necessary to use different scales to depict different feature on maps. Discuss why it is necessary.
- Let us say you have three different maps at hand i.e. world, Africa and Ethiopia. Which map do you think is drawn in small scale? Why?

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Summary

- External forces are the forces that act on the surface of the earth from outside. The agents of external forces include running water, wind, moving ice, Sea waves, etc.
- Erosion is the movement of broken rock from one place to another by running water, wind, ice, or ocean currents. Windblown sand and silt or loess is another form of erosion. Of course moving sheets of Ice (glaciers) are other agents of erosion.
- Deposition is the final result of erosion. Rocks, sands and silt are picked up by water, wind, ice, and sea waves are deposited at a lower and level destinations.
- Internal forces drive energy from the interior part of the earth. They form the ups and downs on the crust. They include folding, faulting, earthquakes, and volcanism.
- Folding and faulting are processes that create land forms when a force inside the earth causes rock in the crust to bend (folding) and break (faulting).
- Heat from the upper levels of the mantle forces its way to the surface at weak places in the earth's crust leading to volcanism.
- Earthquakes occur where two areas of the earth's crust try to move in different directions. If friction prevents movement between these two areas then pressure will buildup. When pressure is eventually released by a sudden earth movement, the result is an earthquake.
- The scale of a map gives the relationship which exists between the distance of two points in a map and the distance between the same two points on the ground.
- There are two forms of scale. i.e linear (map scale) –example 1:1000. The areal scale will be in the ratio of 1 to the square of the denominator of the linear scale. For example if a map has a linear scale of 1:1000 then 1 square unit on the map would represent 1:1,000,000 units on the earth.
- Linear scales are expressed in three ways on a map. i.e. As R.F (representative fraction, scale statement and graphic scale. It is possible to change one form of scale into another.
- Map distance (HD) could be realized in terms of distance along a straight line and distance along an irregular or curved line.

Glossary

- ***Delta:*** **an area where a river divides into several smaller rivers that flow into the sea.**
- ***Deposition:*** **a process in which layers of a substance form gradually over a period of time.**
- ***Erosion:*** **the process by which the surface of land or rock is gradually damaged by water, wind etc and begins to disappear.**
- ***Faulting:*** **a fault is a crack on the earth's crust formed due to tensional or compressional forces.**
- ***Folding:*** **occurs when rock layers are pushed by earth movement from one or two sides. It is the result of compressional force.**
- ***Glacier:*** **a very large mass of ice that moves very slowly.**
- ***Horizontal distance:*** **is the distance or position that is straight and parallel to the ground.**
- ***Imperial unit:*** **relating to a system of measurement in which mass is measured in pounds, length is measured in feet.**
- ***Loess:*** **strong, out blowing winds pick up large amounts of debris and redeposit it in areas far beyond its sources.**
- ***Lava:*** **liquid molten rock pouring on to the surface of the earth**
- ***Magma:*** **hot liquid rock inside the earth.**
- ***Metric unit:*** **relating to a system of measurement in which mass is measured in kilograms, length is measured in meter.**

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UNIT 2

Review Questions

I, True or false Item

Instruction: Write True if the statement is correct or write False if the statement is wrong.

_____ 1. Water is the most active erosional agent in desert regions.

_____ 2. Ertale is an alluvial plain area in Afar administrative region.

_____ 3. 1km^2 is the same as 2.5 Gasha or 100 hectares.

_____ 4. Desertification cannot displace people.

_____ 5. An earthquake is an unpredictable event.

II. Matching Item

Instruction: Match the correct terms under column "B" with the definitions under "A"

"A"	"B"
_____ 1. Underground molten rock	a) Faulting
_____ 2. Takes place as the collision and dismantle of rock masses	b) Folding
_____3. Occurs when rock layers are pushed by earth movement from one or two sides.	c) Glacier
_____ 4. Cooled and hardened molten rocks.	d) Lava
_____ 5. Wind deposited fertile soil	e) Loess
	f) Magma
	g) Alluvial
	h) Volcano
	i) Erosion

III. Multiple choice Item

Instruction: ***Choose the right answer and write the letter of your choice on the space provided.***

_____1. Which one of the following is not caused by the clearance of trees and bushes?

a) less rainfall intercepted
b) surface run- off increased
c) less water for soil, animals and plants
d) creating fertile soil for farming

_____2. Which one of the following is not an effect of erosion?

a) drought and hunger
b) formation of vast barren plain with eddies and spiraling dust.
c) no grazing land for animals
d) formation of permanent settlement

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_____3. Which one of the following is not the effect of deposition?

a) alluvial plain along stream beds
b) piedmonts at the base of mountains
c) delta or flat flow lands at the mouth of a river
d) land slide and mass movement

_____4. Which one of the following is a large scaled map?

a) <1:250,000
b) > 1:50,000
c) 1:500,000 – 250,000
d) 1:250,000

_____5. What do we call the process by which molten rock is forced out to the surface of the earth

a) Lava
b) Magma
c) Volcanism
d) Faulting

IV. Fill in the blank Item

Fill in each of the blank spaces with appropriate words.

1. The compression of rock into a series of folds by the movement of crystal plates is called _____.
2. Sheet of moving ice is called _____.
3. The physical effect of wind and water on the earth's surface creating changes in the landscape is called _____.

V. Short answer questions

Give short answer to each of the following questions:

1. What are the forces that act on the surface of the Earth from outside? Can you mention them?
2. What kind of erosion is responsible for the formation of dunes made of sand and cause the formation of loess?
3. What do we call to the process by which molten rock spills over the earth's surface?
4. Identify Ertale of Ethiopia, whether it is the result of volcanism or an earth quake.

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Check List

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

I can

1. Describe the external forces that change the surface of the earth. ☐
2. Realize the effects of erosion and deposition on land surface. ☐
3. Describe the internal forces that change the surface of the earth. ☐
4. Express the effects of the internal forces of the earth on land surface and human life. ☐
5. Define a scale. ☐
6. Name the different ways /methods/ of expressing linear scale. ☐
7. Compute scale conversion. ☐
8. Calculate ground distance and area of regular shaped figures from maps. ☐

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UNIT 3

HUMAN INTERVENTION IN THE ECO-SYSTEM

Unit Outcomes

After studying this unit, you will be able to:

- Describe the causes and consequences of damage to resources.
- Identify major pollutants and preventive action.
- Realize the causes and effects of global warming.

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3.1 Lesson

Human Interaction with Natural Resources

Competencies: After studying this lesson, you will be able to:

- Analyze the effects of damage to natural resources on the ecosystem.
- Take part in activities to conserve resources in your local area.
- Name the major pollutant of water and air.

Key terms

- Deforestation
- Degradation
- Desertification
- Ecosystem
- Renewable resource
- Non-renewable resource

A. The destruction of natural resources and the effects on the ecosystem

- How do you define an Ecosystem?
- What is the difference between the terms ecosystem and environment?
- What are the damages of an ecosystem as the result of destruction of natural resources?
- Is there interdependence between the different elements of an ecosystem? Can you give some examples.

An ecosystem is a natural unit in which the life cycle of plants, animals and other organisms are linked to each other and to the non – living constituents of the environment to form a natural system. Thus, ecosystem means a community of plants, and animals together with their immediate environments, including the inanimate part of the environment.

◈ Elements of the Ecosystem and their Interdependence

- What are the elements of the natural environment?
- How do we explain that there is interdependence between the different elements of the natural environment?

Elements of the natural environment are interdependent. The living things depend on the non-living things. For example, plants grow on the soil. In turn plants contribute to the fertility of the soil when they die or their parts come off and fall to the ground and decay and decompose due to microorganisms available in the soil. Animals living on the plant and their remains contribute to the sustenance of soil. In

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the final analysis, the existence of soil determines the presence of other elements in a given ecosystem. The carnivores live on the herbivores, the herbivores live on plants and plants depend on soil. The omnivores live on both animals and plants. By doing so, the omnivores may keep the well being of the environment or they may disturb it. Thus, in the ecosystem, there is interdependence, interconnectedness and interrelationship among the elements.

◈ What are the Natural Resources Found in an Ecosystem?

- **What are the natural resources?**
- **How many groups of natural resources do we have? Can you mention their names?**

Natural resources refer to the whole elements of the environment. Some resources are directly available for use, for example, air water, soil and plants. But resources, such as minerals and underground water are not directly available. They become useful when only we use our knowledge and skill to make use of them. Natural resources can be grouped into two: namely renewable and non – renewable resources.

Renewable resources: they are resources, which can last indefinitely without reducing the available supply. These resources can be replaced more rapidly through natural processes. Plants, wild animals, water, air and soil are good examples of renewable resources.

Non-renewable resources: are resources, which exist in a fixed amount. They can be finished and not easily replaced. These resources are also called exhaustible or finite resources. Coal, petroleum, gold, copper, etc. are some good examples of the non renewable resource.

◈ Destruction (degradation) of Natural resources

Throughout the world, more and more forest is cut, minerals are mined, soils are ploughed, waters put into use. This happens because of a continuous improvement in the life style of people. However, sometimes, resources are also misused and as a result they become smaller and smaller. This process is called degradation or destruction of resources. To overcome this problem, renewable and non renewable resources should be wisely or sustainably used.

Sustainable use of a resource: is an activity, which does not deplete or damage natural resources irreparably and which leaves the environment in good order for future generation.

- **What are then the effects of the destruction of natural resources (unsustainable use of natural resources) on the ecosystem?**

The destruction of one type of natural resource means the destruction of the others. Because, as we have seen at the introduction part of this section, elements of the natural environment are interdependent. For example, when forest cover is decreasing at the fastest rate because of deforestation the land will be exposed to all sorts of agents of erosion. This would result in several impacts, such as soil degradation, shortage of food crops, lack of potable water, lowering of the underground water level, disappearance of wild animals.

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Case study

Amazonia

The clearance of the rain forest of the Amazon means a loss of habitat to many Indian tribes, birds, insects, reptiles and animals. Over half of our drugs, come from this region. Perhaps we are clearing away the cure for AIDS and other yet incurable diseases. Without tree cover, the fragile soils are rapidly leached of their minerals making them useless for crops and vulnerable to erosion. Half of the world's oxygen is supplied from trees in the Amazon. The process of burning these trees reduces the amount of oxygen and increases the amount of carbon dioxide which traps heat (the green house effect) and changes the world's climate.

◈ Pollution of Water and air and Possible Solutions

- **What were the main cause of water and air pollution?**

Pollution of water and air

In their attempt to industrialize, many countries of the world initially paid little attention to the negative effects that air and water pollution would have upon their environments. Water resources and the atmosphere, in particular, became severely polluted. This led to serious human health problems and adversely affected the habitats of plants and wildlife.

◈ Farming

Fertilizer and pesticides on farm lands are washed through the soil by heavy rainfall, and make their way into farm fields, rivers, lakes and eventually, the sea. Phosphates and nitrates encourage the growth of algae and other water plants which use up oxygen and may leave insufficient oxygen for fish to survive.

Case study

Instructions on fertilizer bags

Plants rely on a safe, healthy supply of food and nutrients like nitrogen, phosphorus and potassium for proper growth and development.

The following are some of the important instructions written on fertilizer bags:

- **Each fertilizer bag has three or more numbers written on it to indicate the amount of each nutrient it contains.**
  - **The first number indicates the Nitrogen content measured as %N.**
  - **The second number indicates the Phosphorus content measured as % $P_2 O_5$**
  - **The third number indicates the Potassium content measured as % K_2O**

- **Use about 4 pounds of nitrogen per 1000 square feet each growing season on most bluegrass lawns.**
  - **It is best to add not more than 0.4536kg per 0.3048 meter square at a time.**
- **Do not add above the specified amount of fertilizer into the soil.**
  - **Farmers need to wash chemicals off their skin and wash vegetables before use if they can see chemical residues.**

The information presented above gives us an insight as to the dangers of agro chemicals as pollutants. Over use does not benefit the plants and they are toxic to human and animals and gets into the water table.

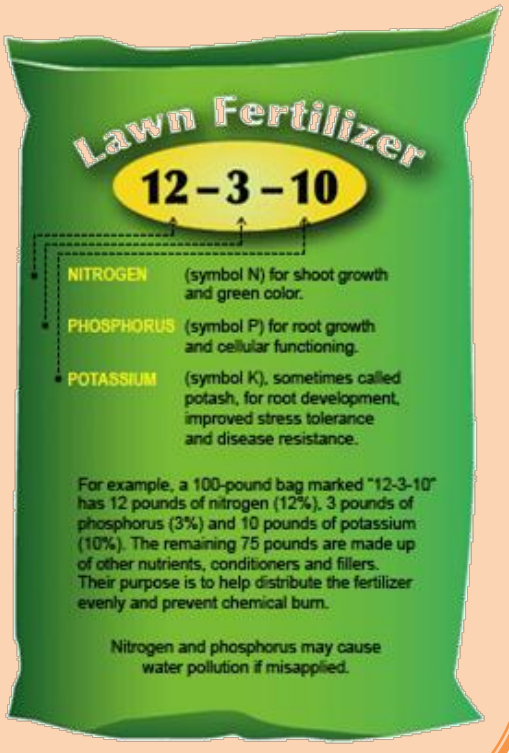


Fig 3.1. Fertilizer bag

◈ Domestic Sewage and Rubbish

- **How do you define the term sewage?**
- **Do you think untreated sewage and disposal of domestic rubbish are equally a problem both in the rural and urban centers?**

Many rural areas do not have main sewage, which urban areas are growing rapidly for authorities of countries to keep pace with demand for extra drains. Untreated sewage in rural areas escapes into water intended for either drinking purposes or for the farm fields. Untreated sewage from urban areas, is often allowed to escape into the sea. The worst affected areas are inland sea and big urban centers. For example increases in ammonia and nitrates in water reduce oxygen and animal life. The disposal of domestic rubbish is a major problem. Some urban centers burn rubbish but this only adds to air pollution and causes smoke.

◈ Industry

Industry also dumps its waste into water bodies or releases it into the air. Water bodies in this case become dull, lifeless and unsuitable for domestic consumption and plant and animal life. Large

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industries which produce steel, cars, leather and chemicals (in many countries) are located on the coast where they could discharge their liquid waste directly into the sea. One of the consequences is the rapid decline in the number of fish caught.



Fig 3.2 Pollution in Japan from industries

◈ Power stations

Thermal power station ejects hot water into rivers and seas, raises the temperature beyond that usually tolerated by plants and fish, and reduces the oxygen content.

◈ Transport

As road traffic increases, eventually increases the emissions of exhaust fumes and the volume of noise.

◈ Possible solutions

- Governments should produce standards for the quality of their environment. These standards are to control the levels of water, air and soil pollution.
- Governments have to take steps to reduce chemical emissions to bodies of water and to surrounding air.
- Government should adopt a policy to recycle waste materials.

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Lesson 3.1 Review



Activity 3.1

A. Questions based on facts:

- How many groups of natural resources do we have? Name them.
- Explain the interdependence existing between the elements of the ecosystem.
- What do we mean by the natural resource degradation?
- What are the effects of the destruction of natural resources?
- What are the main causes of air and water pollution?

B. Things to do:

- Discuss in groups the statement. "Elements of the natural environment are interdependent."
- Discuss in pairs the difference between renewable and non renewable resources.

C. Individual work:

- Visit your locality and identify the major air and water pollutants. Finally present your findings to your classmates and invite them for further discussion on the issue.

D. Things to do:

- List the components of physical (non-living or air) and living elements of an environment.

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3.2 Lesson

Causes and Effects of Global Warming

Competencies: After studying this lesson, you will be able to:

- Realize the causes of global warming.
- Evaluate the effects of global warming on people, natural vegetation and wild life.

Key terms

- Global warming
- Acid rain
- Chlorofluoro carbon
- Ozone

Causes and effects of global warming

- What is global warming?
- What are its causes and effects?
- Do you think that Ethiopian people are aware of the problem? How did you know?
- What do you think the solutions to this problem are?
- What do you know about the green house effect?

◈ The Green House Effect

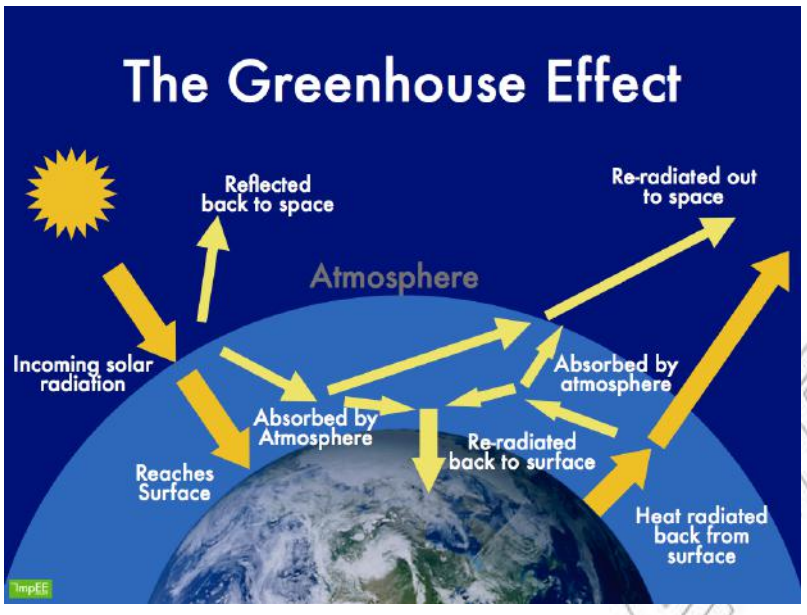
The earth is warmed during the day by incoming radiation from the sun. The earth loses its heat at night through outgoing infra-red radiation. Over a long period of time, because there is a balance between incoming and outgoing radiation, the earth's temperatures remain constant.

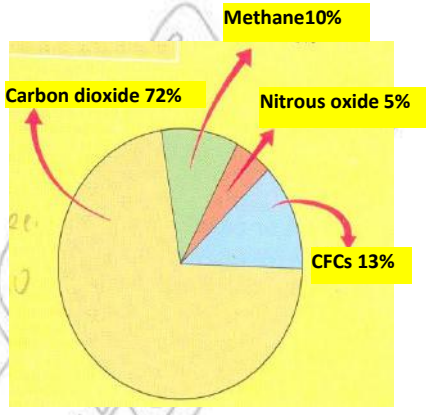
On cloudy nights, temperatures do not drop as on clear nights. This is because the clouds act as a blanket and trap some of the heat emitted from the earth.

The gases in the atmosphere also act as a blanket for the earth as they prevent the escape of infra – red radiation. Certain gases in the atmosphere are called green house gases. Without these green house gases, which include: carbon dioxide, the earths average temperature would be 33°C colder than it is today. During the ice age temperatures were only 4°C colder than the present. Recent human activity has led to a significant increase in the amount, and type of green house gases in the atmosphere. The green house gases are preventing heat from escaping into space, and is believed to be responsible for a rise in

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world temperatures (see Fig 3.3). World temperature has risen by 0.5°C this century. This effect is called Green house effect. Fig 3.3 illustrates the green house effect. Can you explain it from the figure?





Percentage of green house gases in the atmosphere.

Fig 3.3 The green house effect

A. Causes of global warming

- **What are the major causes of global warming?**
- **What is the relationship between greenhouse effect and global warming?**
- **Do you accept that there is the problem of global warming in our world today? How do you explain it?**

The major contributors to global warming are the surplus availability of certain gases in the atmosphere. These gases are:

Carbondioxide: is the most important single factor in global warming. It is produced by road vehicles by burning fossil fuels in power stations, in factories and homes. Since the economically more developed countries consume three quarters of the world's energy, they are responsible for producing this gas. A secondary source of carbondioxide is deforestation and the burning of the tropical rain forest.

CFCs (chlorofluorocarbon): is used in the manufacturing of refrigerators. It is released from refrigerators and is the most damaging of the greenhouse gases.

Methane: is released from decaying organic matter such as waste dumps, animal dung and farms. For example rice fields in south east Asia are the major source of methane.

B. Effects of global warming

- **How serious is the problem of global warming?**
- **What are the predictions and warnings of scientists concerning the effects of global warming?**
- **Do you think leaders of the world are aware of the problem and are ready to find solutions?**

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The major consequences of global warming are the predicted world changes in climate and sea-levels. Scientists are suggesting that as air temperatures increase sea temperatures will also rise. As the sea gets warmer it will expand causing its level to rise between 0.25 and 1.5 meters. Ice caps and glaciers especially in polar areas will melt. The release of water at present held in storage as ice and snow in the hydrological cycle could raise the world's sea-level by another 5 meters. Even a rise of one meter could flood 25 percent of Bangladesh, 30 percent of Egypt's arable land and totally submerges several low-lying Islands in the Indian and pacific Oceans (Example: Maldives).

The distribution of precipitation

- **Do you think there will be climate change in the world due to increased global warming in the future?**
- **What would be the results of the climate change?**
- **Which regions of the world would be highly affected?**

Many areas of the world at present, which have adequate water supplies may find themselves short of water and the rate of **desertification** is predicted to increase. Scientists' predictions suggest that areas around 40^{o}N will become drier (Fig 3.4) and as these latitudes contain many important cereal growing regions there could be a world **food shortage**. There could also be a northward migration of climate belts in the northern hemisphere while **the Sahel countries** (Africa) would receive more rainfall. The Mediterranean and the Russian virgin lands might turn into deserts.

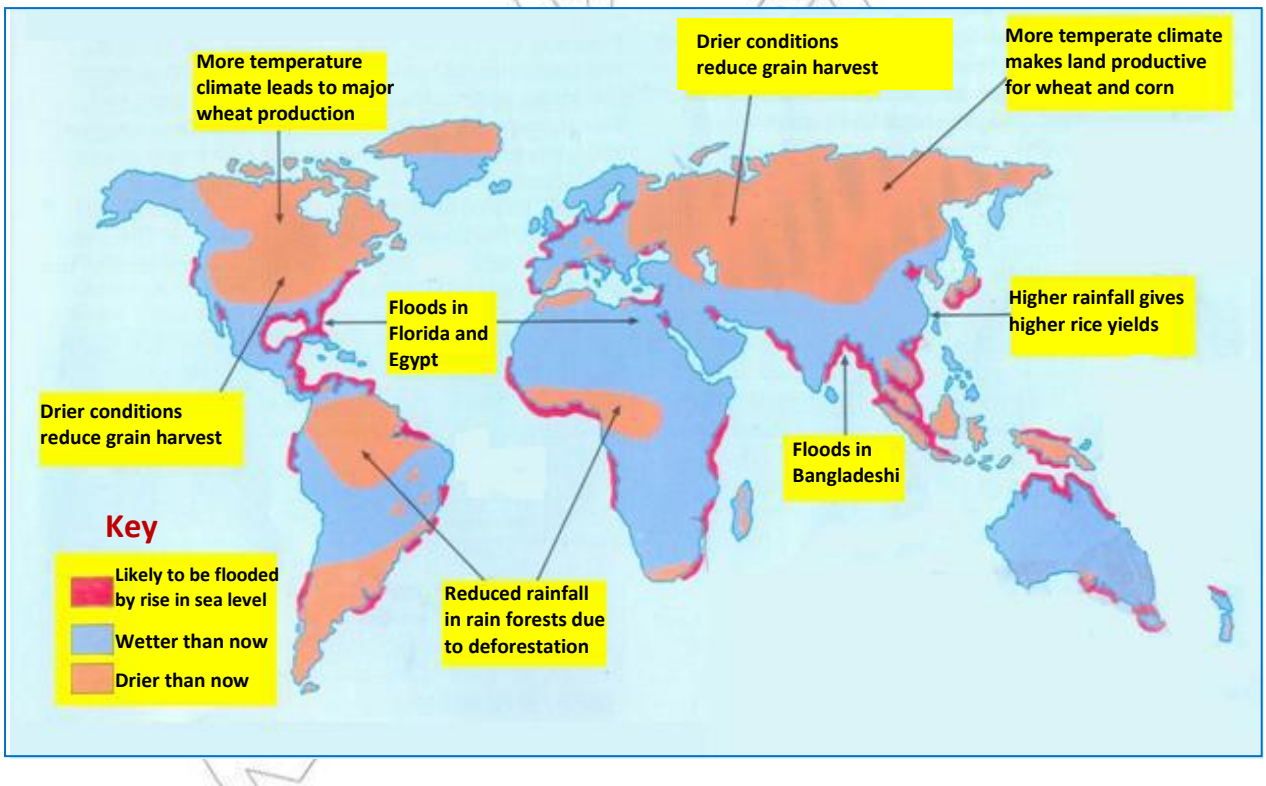


Fig 3.4 Predicted effects of global warming on the world

◈ Unpredictability of Climate and Increasing Bad Weather

Case study

The great storm in South East England, 16 October 1987

This storm, the worst to affect South Eastern England, developed so rapidly that its severity was not predicted in advance weather forecasts.

The storm began as a small wave on a cold front in the Bay of Biscay, where the few weather ships give only limited information, caused by contact between very warm air from Africa and cold air from the North Atlantic.

Although the storm passed within a few hours, and luckily during the night when most people were asleep, it left a trail of death and destruction. There were 16 deaths, several houses collapsed and many others lost walls, windows and roofs, thousands of trees were blown over, blocking railway lines and roads, one-third of the trees in few gardens were destroyed, power lines were cut and in some remote areas, not restored for several days.

◈ Depletion of Ozone Layer

- What do you mean by an Ozone layer?
- What is it's main advantage?

Ozone is one form of oxygen gas. The major concentration of Ozone is in the stratosphere 25-30km above sea level. It acts as a shield, protecting the earth from the damaging effects of ultra-violet radiation from the sun. However, there is a serious concern because this shield seems to be breaking down. Each spring a hole the size of USA appears in the Ozone layer over Antarctica. In 1989 a similar hole was found to have appeared over the Arctic. It is feared that if more ultra-violet radiation reaches the earth it will increase the incidence of skin cancer and inhibit the growing of crops. The damage is believed to be caused by humans releasing into the atmosphere a family of chemical containing chlorine, which are known as Chlorofloro Carbons (CFCs). Chlorine reacts with Ozone and breaks down the Ozone layer. Scientists claim that a 1 percent depletion in Ozone causes 5 percent increase in skin cancer cases and this depletion has been 3 percent since 1970.

◈ Acid Rain

- What is an acid rain?
- What are the causes for the development of acid rain?
- Can you mention some of the effects of acid rain?

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Acid rain was first noticed in Scandinavia in the 1950s when large numbers of freshwater fish died. Research showed that the water in which these fish had lived contained more than average amounts of acid. Later, it was discovered that this extra acid had been carried by rain, hence the term acid rain was introduced. The acid is formed in the air from **sulphur dioxide** and **nitrogen oxide** which are emitted by thermal power stations, industry and motor vehicles (Fig 3.5). These gases are either carried by prevailing winds across seas and national frontiers to be deposited directly on to the earth's surface (dry deposition). Or are converted into acids (sulphuric and nitric acid) which then fall to the ground in the rain form of (wet deposition).

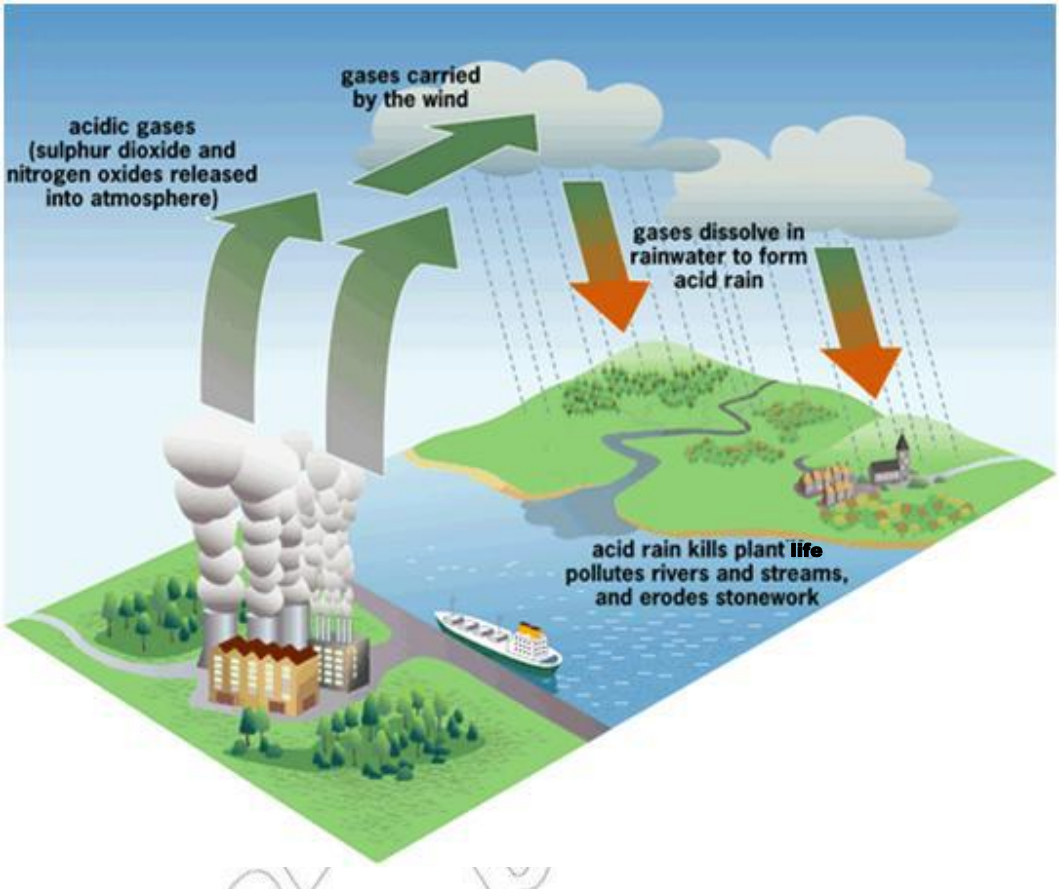


Fig 3.5 Cause and effect of acid rain

The effects of acid rain

- The acidity of lakes increases. Large concentrations kill fish and plant life.
- An increase in the acidity of soils reduces the number of crops that can be grown.
- Forests are being destroyed as important nutrients (Calcium and Potassium) are washed away.
- Water supplies are more acidic and this could become a future health hazard.
- Buildings are being eroded by chemical action caused by acid rain. The Acropolis in Athens and Taj Mahal in India have both deteriorated rapidly in recent years (Fig 3.6 (b)).

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a) The effect of acid rain on forest *b) The effect of acid rain on architecture*

Fig 3.6 The effect of acid rain

◈ Melting of Ice

- How do you define the term glacier?
- What are the causes and dangers of the melting polar ice caps.
- Which countries of the world are likely to be highly affected due to the melting ice.

Glaciers give solid evidence of global warming during the last century. Many experts expect that warming will be greatest at the poles, melting the ice caps and raising sea levels. A ten-feet rise in mean sea level would flood most of the world's coastal cities, as well as low-lying, densely populated areas like the Netherlands in Europe. A three feet rise in mean sea level would also affect many large nations like 72 million people in China, 11 million in Bangladesh, and 8 million in Egypt.

◈ Melting of Ice Cap

Case study

Rising sea level and Plight of polar bears

Although Bangladesh's contribution to global warming is minimal, the effects of this process upon the country are expected to be considerable. As global temperatures increase and Ice caps melt, the predicted rise in the world's sea – level will result in many parts of Bangladesh, including the whole delta region, being totally submerged. For every few centimeters that sea level rises, the more frequent and serious will flooding be along the coast of Bangladesh.

The polar bear is one of the animals to be found in the Tundra region of the northern hemisphere. This animal is adapted to the severity of the climate by having either thick furs or productive layers of fat. It is a carnivorous animal that lives on seal and foxes. At present, its existence is highly at risk, because of the melting of ice in polar region.

Flooding

- **Why are coastal areas prone to flooding?**

Flood is a body of water which rises to over flow land. The major causes of flood include:

- The rise of the sea level which results from ice melting.
- Excessive amount of rainwater flooding the river banks
- Coastal flooding caused by waves and tropical storms

Case study

Bangladesh is trapped between two sets of floods: one caused by tidal surges and rising sea level, and the other by rivers.

- **By rivers**
  Silt deposited at the mouth of the Ganges and the other rivers, has formed a large delta. The silt created many flat Islands which divided the several rivers into numerous distributaries. As the marshy islands are ideal for rice growing, they have attracted large numbers of farmers. Further, deposition of silt blocks the main channels and increases the flood risk by raising the beds of the rivers. Flooding is most likely to occur in late summer following the heavy, seasonal monsoon rains and snow melt in the Himalayas. Deforestation in the Himalayas may be a contributory factor for flooding.
- **By tidal (storm) surge**
  As tropical cyclones moves up the Bay of Bengal, the force of the wind increases and water is pushed northwards, towards Bangladesh, causing coastal flooding.

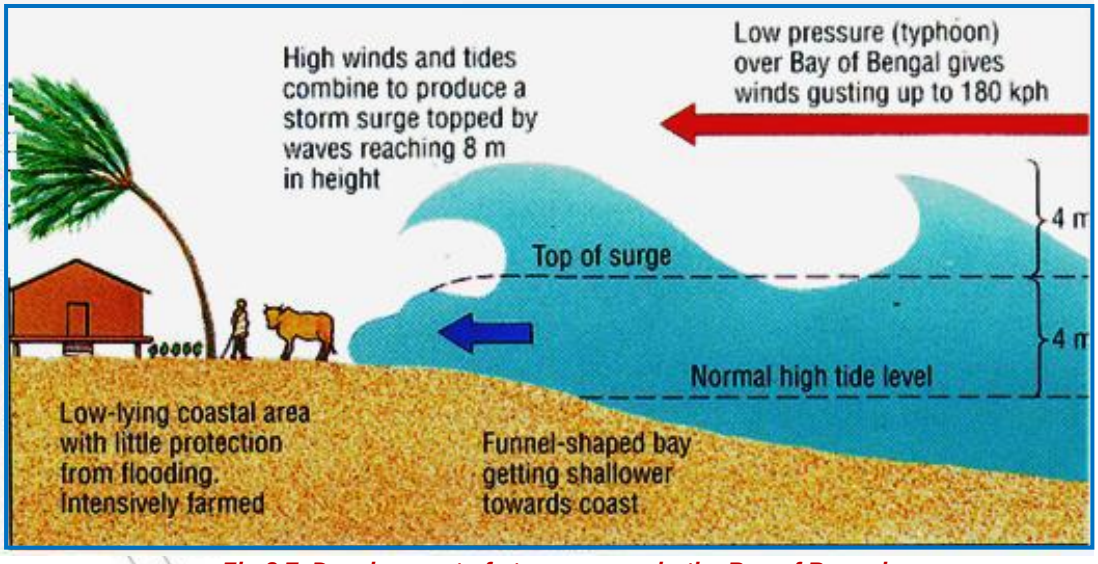


Fig 3.7 Development of storm surges in the Bay of Bengal.



Fig 3.8 Flood distress in Bangladesh

What can be done to reduce the flood risk?

- Levees (flood banks) building
- Construction of large dykes
- Introduction of Early warning systems

Lesson 3.2 Review

Activity 3.2

A. Questions based on facts:

- Explain the concept of greenhouse effect.
- What *is an acid rain? How does it develop?*

B. Group discussion:

- What factors are causing damage to the earth environment? What do you believe should be done about it? Are any clubs or groups at your school working to reduce environmental damage? Discuss the Issue mentioned above in groups.
- Just as a class discuss the following question. Do you believe that recent conferences on the environment will have positive effects on changing attitudes and practices that damage the environment? Why or why not?

C. Individual work:

- Visit your locality and try to record factors that you think will contribute to the development of global warming. Report your findings to your classmates so that there can be further discussion.

D. Things to do:

- List the greenhouse gases and the gases responsible for the formation of acid rain.

Summary

- Ecosystem means a community of plants and animals together with their immediate environments, including the inanimate part of the environment.
- Elements of the natural environment are interdependent.
- Natural resources refer to the whole elements of the environment. They are grouped into two i.e. Renewable and Non renewable.
- Renewable resources are resources which can last indefinitely without reducing the available supply.
- Non renewable resources are resources which exist in a fixed amount. They are exhaustible or finite resources.
- Resources may be misused and as a result they become smaller and smaller. This process is called degradation or destruction of resources.
- The destruction of one type of resource means the destruction of another.
- The causes for air and water pollution are all the results of human activities.
- Possible solutions are: government issuing policies, fitting cars with catalytic converters and using unlead petrol, reduction of sulphur emissions, reduction of the amount of domestic waste and recycling them, etc.
- The green house gases in the atmosphere prevent heat from escaping into the space, and increase world's temperature.
- The process by which world temperature rises is known as global warming.
- The major contributors to global warming are carbondioxide and other pollutants released into the atmosphere. The green house gases are: (CO_2, CFCs, Methane, and Nitrous oxide)
- The effects of global warming are:
  - The rise of sea temperature
  - Melting ice caps and glaciers
  - The rise of sea level and the flooding of low lying areas.
  - Depletion of ozone layer.
- Ozone layer acts as a shield protecting the earth from the damaging effects of ultra – violet radiation from the sun.
- The damage is believed to be caused by humans releasing into the atmosphere, a family of chemical containing chlorine which are known as chlorofuloro carbons (CFCs)
  - The acid rain is formed in the air from sulphur dioxide and nitrogen oxide which are emitted by thermal power stations, Industry and Motor vehicles.
  - These acids are either carried by prevailing winds across seas and national frontiers to be deposited directly on the earth's surface or converted into acids (sulphuric and nitric) which then fall to the ground with rain.
- The effects of acid rain are:
  - Acidity of water bodies increases death of fish in lakes
  - An increase in the acidity of soils reduces the number of crops that can be grown
  - Forests are being destroyed
  - Water supplies are becoming more acidic, and this could become future health hazard.
- Floods are the results of rise in the sea level, rivers and tidal surge.

Glossary

- ***Acid rain:*** **rain containing a high level of acid that can damage the environment. It is caused by pollution in the air.**
- ***Chlorofloro Carbon:*** **A family of chemical containing chlorine.**
- ***Deforestation:*** **the process of removing the trees from an area of land.**
- ***Desertification:*** **the process by which land becomes too dry to be used for farming.**
- ***Degradation:*** **the process of changing into a worse condition.**
- ***Ecosystem:*** **the plants and animals in a particular area, considered as a system with elements that depend on one another.**
- ***Renewable resources:*** **are resources which, although the supply may be limited in quantity, tend to replenish themselves when they are used.**
- ***Non-renewable resources:*** **these type of natural resources require long period of time for accumulation, and when used they are gone forever.**
- ***Global warming:*** **the slow increase in the temperature of the earth caused partly by the greenhouse effect, increasing the amount of carbondioxide in the atmosphere**
- ***Ozone:*** **is a kind of oxygen that exists high in the earth's atmosphere.**

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UNIT 3

Review Questions

I. True/ False Item

Instruction: *Write True if the statement is correct and False if the statement is wrong*

_____1. Acid rains are formed by manganese oxides and aluminum oxides.

_____2. The depletion of the ozone layer is a result of the releasing of chemical containing chlorine (Chlorofloro carbons –(CFCs)) into the atmosphere.

_____3. The deforestation of the tropical rain forests of the Amazon region of Brazil and South East Asia intensified global warming.

_____4. One major result of acid rain is the reduction of the rate of forest growth and the elimination of some species of trees.

_____5. Petroleum, Natural gas, coal and gold are some examples of non-renewable resources.

II. Matching Item

Match the correct items in column "B" with their explanations in Column "A"

Part "A"	Part "B"
_____1. The removal of trees from an area of land	a) Carbondioxide
_____2. A result of greenhouse gases	b) Ozone
_____3. Degradation of productive rangeland into desert.	c) Desertification
_____4. Released into atmosphere by burning	d) Global warming
_____5. protecting the earth from the dangers of the ultra-violet rays	e) Deforestation
	f) Skin cancer
	f) Acid rain
	h) Infra-red radiation
	i) pollution

III. Multiple choice Item

Instruction: *Choose the right answer and write the letter of your choice on the space provided.*

_____1. A community of plants and animals together with their immediate environments including the inanimate part of the environment is known as;

a) Ecology
b) Ecosystem
c) Habitat
d) Community

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_____2.The resources which can last indefinitely without reducing the available supply are called _____.

a) non replaceable resources
b) renewable resources
c) exhaustible resources
d) finite resources

_____ 3. Wise use of resources means;

a) conservation of resources
b) preservation of resources
c) Sustainable use of resources
d) ''a'' and ''c''

_____4. Water and air can be polluted by:

a) domestic sewage and rubbish
b) industrial waste
c) power stations
d) all of above

_____5. The effect of acid rain was for the first time recognized in the 1950s in:

a) U.S.A
b) Scandinavia countries
c) Latin America
d) Asia.

IV. Fill in the blank Item

Fill in each of the blank spaces with suitable word/words.

1. Currently, depletion of the ozone layers is spreading over _____ .
2. The major consequences of global warming are the predicted changes in _____ .

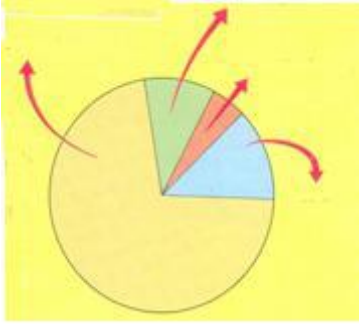
V. Short answer Item

A. Give short answer to each of the following question.

1. Why is global temperature rising?
2. By how many degrees has the global temperature risen this century?
3. By how many degrees is it expected to rise at the end of the next century?
4. How is global warming likely to affect people living in Bangladesh, the Amazon basin, the central parts of the U.S.A and Northern Canada?
5. What is desertification?
6. Name four countries in the Sahel which are at great risk from desertification.
7. Explain how overgrazing, over cultivation and deforestation can all lead to desertification.

B. Things to do

1. Copy and complete the pie graph by:
   a. Inserting the names of the four missing greenhouse gases
   b. Name one source for each of the four missing gases.



The Green house gases

2. Draw annotated diagrams to show the humus (nutrient) cycle before and after deforestation.
3. Draw a political map of Africa and indicate the Sahelian countries by shading them.
4. Visit your locality recording the causes for water and air pollution. Then, report the findings to your classmates, inviting them for further discussion on the Issue.
5. List the gases responsible for the formation of acid rain.

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Check List

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

I can

1. Analyze the effects of damage to natural resources on the ecosystem. ☐
2. Take part in activities to conserve resources in my local area. ☐
3. Name the major pollutants of water and air. ☐
4. Realize the causes of global warming. ☐
5. Evaluate the effects of global warming on people, natural vegetation and wildlife. ☐

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UNIT 4

PUBLIC AGENDA

Unit Outcomes

After studying this unit, you will be able to:

- Appreciate the role of youth in combating HIV/AIDS, promoting the population policy and gender equity.
- State examples and ways of avoiding delinquency.
- Explain the main purposes and guiding principles of the UN and the concept of globalization.

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4.1 Lesson

Population Related Issues

Competencies: After studying this lesson, you will be able to:

- Make use of life skills which enable you to combat HIV/AIDS
- Emulate the work of those who provide care and support to people affected with HIV/AIDs and their families
- Analyze population growth trends in Ethiopia
- Identify strategies designed to reduce rapid population growth
- Promote the importance of the population policy and poverty reduction strategies in Ethiopia.

Key terms

- Abstinence
- Discrimination
- Migration
- Stigma

◈ Combating HIV/AIDS



Fig 4.1 The Red Ribbon

- **What do you know about HIV/AIDS? Forward your ideas in the class and discuss them.**

Half of the world's population is under the age of 25. Young people, in particular young women, aged 10-24 are at risk for having HIV. Over 10 million young people, aged 15-24, are affected with HIV/AIDS. It is estimated that every minute of every day, five young women and men become newly

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infected with HIV. More than 4 million girls in Africa between the ages of 15-24 are HIV+ (positive) meaning HIV exists in their blood. According to the latest statistics, 75% of all new HIV infections are young women 15-24 years old.

Because of low socio-economic status and gender discrimination, women and girls have less access to financial security, education and information. Young women are especially vulnerable to HIV. These, in turn, put them at a higher risk for HIV/AIDS. Biologically, girls are more susceptible to HIV, while early marriage to older men and gender based violence put young women at an even greater risk of infection.

Disadvantaged young people are also at greatest risk. Young orphans, street children, commercial sex workers, drug users and those affected by civil unrest have low access to information, skills training, health care, education and services that are available to other young people. These young people are hard to reach, making them particularly at risk for HIV.

◈ The Role of Youth in Combating HIV/AIDS

- **How can the youth control and prevent HIV/AIDS?**
- **How do you protect yourself and others from HIV/AIDS?**

The most effective response to HIV/AIDS is to support preventive programs so as to reduce the number of infection in the future. Young people, especially young women and girls, are the key to fighting HIV/AIDS. Young people are most likely to adopt positive behavioral change. Many are taking great efforts to educate their peer and communities about HIV/AIDS prevention through peer counseling services and anti-AIDS clubs.

The youth can control and prevent HIV/AIDS by:

- using available preventive methods such as practicing the ABC rules that is abstinence, or be loyal to ones partner or, using condoms,
- supporting and treating HIV/AIDS victims;
- changing behavior and opening discussion as well as having Voluntary Counseling and Testing (VCT);
- expanding and improving services to prevent and treat Sexually Transmitted Diseases (STD);
- protecting human rights and reducing stigma and discrimination;
- working together with governments, NGO's and the commercial sector in a multi sectoral effort, and
- Introducing work place-based progrmmes.

The youth have responsibilities to participate in anti-HIV/AIDS clubs and programmes established at school, woreda regional and national levels. The youth have also great responsibility to save the socio economic and political structures and institutions from destruction by fighting against HIV/AIDS. As a youth, you should not be indifferent on this issue. It is the concern of every young people.

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The youth can play an active role in collaboration with faith-based organizations such as the Church and the Mosque and other organizations that can create a favorable atmosphere for creating awareness about the transmission and protection of the disease. Traditional self-help associations such as "Ekub" and "Edir" can engage and educate their members about the transmission, control and prevention of the disease.

In schools, mini-media and anti-HIV/AIDS clubs are also important forum for information transfer, communication and experience sharing among the youth. These are well placed to reduce and avoid the social stigma and discrimination that make suffer people affected with HIV/AIDS.



Fig 4.2 The youth can control and prevent HIV AIDS by using condoms

Providing Care and Support to People affected with HIV/AIDS is very essential.

- **What comes to your mind when you think of "stigma" and "discrimination"? attempt to define the term "stigma" and "discrimination" and discuss the ideas.**

It should be the responsibility of all citizens in general and the youth in particular to prevent, reduce and ultimately eliminate HIV/AIDS- related stigma and discrimination.

- **What is stigma?**

Stigma has been described as a behavior that "significantly discredits" an individual in the eyes of others.

- **What is discrimination?**

Discrimination occurs when a difference is made against a person that results in his or her being treated unfairly or unjustly on the basis of their belonging, or being perceived to belong to a particular group.

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Stigma and discrimination associated with HIV/AIDS are the greatest barriers to preventing further infections, providing adequate care as well as support and treatment. HIV/AIDS- related stigma and discrimination are universal, occurring in every country and region of the world.

Case study

- **The supreme court in India ruled that a person affected with HIV/AIDS has no right to marry and found a family. Do you agree or disagree? Discuss this issue in the class.**

Around the world, there have been numerous instances of HIV/AIDS-related stigma and discrimination. People believed to have HIV/AIDS have been:

- segregated in schools and hospitals, under cruel and degrading conditions;
- refused employment;
- denied the right to marry;
- require to submit themselves to a HIV test, when returning to their national country; and
- rejected by their communities.

Read the following case study and discuss it in the class.

Case study

- **In December, 1998, a young community volunteer, Miss Guga Dlamini was stoned and beaten to death by neighbors in her township near Durban, South Africa after she has spoken out openly on world AIDS Day about her HIV infection.**

In order to respond positively and effectively to HIV/AIDS related stigma and discrimination, some important measures have to be taken. Communication and education are important to encourage better understanding of AIDS and HIV. Steps must be taken to promote understanding and support for people affected with HIV/AIDS.

Some individuals who have been infected with the virus experiencing discrimination and stigma have taken up on themselves to come out to the public and educate people. This is indeed a remarkable act of good citizenship.

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Lesson 4.1 Review

Activity 4.1



A. Questions based on facts:

- Explain the most effective response to combat HIV/AIDS.
- Mention some of the ways by which the youth can control and prevent HIV/AIDS.
- How would the youth provide care and support to people affected with HIV/AIDS?
- Describe stigma and discrimination in relation to HIV/AIDS.

B. Things to do:

- Collect data on problems related to HIV/AIDS from hospitals, health centers and others in your locality. Then study the major cause of HIV or AIDS transmission and the methods used to control and prevent it in your locality and present your findings to the class.

◈ Strategies to Reduce Rapid Population Growth

Trend of Population Growth In Ethiopia

By 1900 the population of Ethiopia was 11.8 million. Then, it had grown at the fastest rate. It had an annual growth rate of 0.2%. Had this growth continued, the population would have doubled in 346 years. But after 1900 the population of Ethiopia grew very fast and it took only 60 years for the population to double. In 1994 Ethiopia had a total population of 53.48 million. Between 1960 and 1990, i. e, within thirty years interval, the population once again doubled. After 1970 the doubling time took only 16 years.

The growth rate determines the time required for population to double. That means the lower the growth rate the longer the doubling time and vice versa for high growth rate.

Generally, Ethiopia is characterized by the following demographic situations:

- Rapid population growth;
- Predominantly young age structure;
- Uneven areal distribution.

These conditions led the country to underdevelopment. The following are significant indication of Ethiopia's state of underdevelopment today.

i) Acute problem of food insecurity which affects many parts of the country;
ii) Low accessibility of basic social services such as education, health and housing;
iii) Low productivity almost in all sectors of the economy;
iv) High level maternal, infant and child mortality;
v) Low life - expectancy;
vi) High and growing dependency burden.

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According to the first population and housing census, Ethiopia had a total population of 40.07 million in 1984. The second census of 1994 recorded a total population of 53.48 million. During the period of 1984-1994, the population of Ethiopia grew at the rate of 2.9% per year. In ten years, the population grew by 13.4 million.

- **What is the difference between fertility rate and mortality rate?**

The three important determinants of population change are fertility rate, mortality rate and migration. **Fertility rate** is the average number of children that would be born alive to a woman during her fertility time.

Mortality rate is the frequency of deaths in a population.

The total fertility rate in Ethiopia is one of the highest in the world. The pattern of fertility in Ethiopia varies between urban and rural areas. It also varies from region to region.

Ethiopia has one of the highest levels of mortality in the world. The main causes of high mortality are poverty and low standard of living. This situation has become worse because of recurrent drought and famine.

Migration has very little effect in the process of population change in Ethiopia, because people are less mobile.

◈ Population Policy of Ethiopia

- **What are the two major types of population policies?**
- **What type of population policy does Ethiopia follow?**

Population policies are used as guidelines to create positive relationships between population and resources. That means, polices are used to ensure a balanced growth between population and economy. Maintaining a balance between a country's population and its economy will help to achieve a positive change both in the quality of life of the people and the environment.

Types of population policy

There are two major types of population policies in the world, namely:

- Pro- natalist
- Anti – natalist

Pro- natalist policies are designed to encourage population growth for example Isreal, the Netherlands, Kuwait follow this policy.

Anti –natalist policies refer to polices proposed to reduce birth rate. Population policy of Ethiopia is an example of anti-natalist population policy.

As mentioned earlier, Ethiopia is characterized by rapid population growth rate. Today, the country has one of the fastest growing populations in the world. The population growth rate had increased from 0.2% in 1900 to about 3% in 2007. The country has high and rapidly growing population.

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- **What are the general objectives of the Ethiopian population policy?**

The general objectives of the Ethiopian population policy are stated below.

- Closing the gap between high population growth and low economic productivity;
- Speeding up economic and social development processes through integrated development program;
- Reducing the rate of rural to urban migration;
- Taking appropriate environmental protection and conservation measures;
- Encouraging the economic and social status of women so that they can become more productive in the community; and
- Improving the social and economic status of people who need special attention and care.

◈ Strategies to Counter Rapid Population Growth

- **What are some of the most important strategies indicated in the national population policy of Ethiopia?**

The most important strategies to counter rapid population growth in Ethiopia are indicated in the national population policy. Some of them are mentioned below:

i) Expanding clinical and community based contraceptive distribution service by mobilizing public and private resources.
ii) Promoting breast feeding as a means of dealing with the problem of childhood malnutrition and increasing the time span between earlier and subsequent pregnancies through information, education and communication.
iii) Raising the minimum age of marriage for girls from 15 to at least 18.
iv) Planning and implementing counseling services in the education system with the view of reducing the current high attrition rate of females.
v) Providing counseling services in second and third level educational institutions to enable students, especially girls to make appropriate career choice.
vi) Giving population and family life related education.
vii) Establishing teenage and youth counseling centers in reproductive health.
viii) Facilitating research program development in reproductive health.
ix) Developing population programs specially designed to promote male involvement in family planning.
x) Designing and implementing a coherent long term policy that is likely to create conditions facilitating an increased integration of women in the modern sector of the economy.
xi) Establishing a system for the production and effective distribution of low cost radio receivers and information materials such as posters and all kinds of promotional materials.

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◈ The Role of Youth in Promoting Population and Poverty Reduction Policies in Ethiopia

- **How should the youth fight poverty in Ethiopia?**

Ethiopia has already been affected by environmental degradation. The environment has been degraded due to a higher dependency on natural resources and high population growth. The problems of soil-erosion, flood, reduce agricultural production and deforestation exist in rural areas while the problem of sanity is increasing in urban areas day by day.

Due to land degradation, drought in Ethiopia has been intensified. Drought results in the drying out of crops before harvest, loss of human and livestock lives. It also makes people to be displaced from their home.

Therefore, the protection of our environment is now a question of survival. We must conserve, protect and properly utilize our natural resources. This is the responsibility of every member of the society in general and the youth in particular.

The youth need to actively participate in the reforestation programs. The youth have to fight illegal hunting, cutting trees, etc. They need to actively participate in promoting population and poverty reduction policies in Ethiopia.

Case study

Rural versus Urban Family size in Ethiopia

There were significant differences in family size in Ethiopia between rural and urban areas and between the regions. The family size in rural areas decreased while in urban areas and in the regions such as Gojam, Gonder and Keffa, which were least affected by famine, family size increased. It is suggested that rural to urban migration due to famine in rural areas reduced family size.

A comparison of family size in Addis Ababa and rural areas in the last two decades indicates that the proportion of large families in the city vs. rural areas was similar. The largest difference was in the proportion of small and medium families. The city had more small households, and rural areas had more medium households. It appears that household size over time varied with the size of urban centers. Larger urban centers had a greater proportion of large family size.

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Case study

Population strategies in China

China's government is concerned with the nation's enormous population and seeks to limit population growth. By law, the country's men may not marry until they are 22 years old, and women until they are 20. People are encouraged to postpone marriage until they are in their late 20's. In 1979 China introduced a "one –child policy" and effectively implemented it in the country during the last three decades.

Lesson 4.1 Review

Activity 4.1 B



A. Questions based on facts:

- What was the growth rate of the population of Ethiopia between 1984 and 1994?
- Explain the main causes of mortality in Ethiopia.
- Mention some uses of population policies.

B. Things to do:

- By visiting the local population office, if any, make inquires on the achievements of the policy and the problems faced so far. Then present your report in the class.

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4.2 Lesson

Human Rights and Safety

Competencies: After studying this lesson, you will be able to:

- Differentiate between gender and sex
- Identify the features of gender equality
- Appreciate the role that youth can play in promoting gender equality
- Discuss examples of violence and harassment in your areas
- Conform the importance of empowering women and working together to reduce poverty
- Identify examples of delinquency
- Describe how to avoid delinquency
- Write about delinquency in your areas

Key terms

- Civil code (law)
- Harassment
- Juvenile
- Probation

Gender

i. What is the difference between sex and gender?

Sometimes, it is hard to understand clearly what is meant by the term "gender", and how it differs from the closely related term "sex".

"Sex" refers to the biological and physiological characteristics that define men and women.
"Gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

To put it in another way:
"Male" and "Female" are sex categories, while "Masculine" and "Feminine" are gender categories. Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

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ii. Promoting Gender Equality in Ethiopia

- **What do we mean by gender equality?**
- **Do you believe in equality of men and women? Explain your reasons.**
- **What factors should be considered to ensure the equality between men and women?**

Gender equality is about the equality of men and women. It is concerned with the avoidance of discriminations based on sex. The principle of gender equality dictates that men and women are born equal and that they must be treated equally.

In our tradition, women were considered to be unequal to men. In many ways they were deprived of the rights and privileges they should deserve. Accesses to education, property ownership, leadership in political and other forms of administrative affairs, decision- making opportunities were not fairly distributed between women and men. These forms of inequalities affect not only women, but also men and the society as a whole. For example, if women are not educated, child care and health situation of the whole family will be affected. If women do not participate in production activities, half of the work force of the society will remain unused in the development efforts.

Case Study

Woizero Mulumebet Imeru was the first airline female pilot in Africa. When the first airplane arrived in Ethiopia, Mulumebet was only a little girl. However, in 1926 (E.C) Mulumebet became a wel-trained pilot at the age of sixteen.

Mulumebet received her flying instructions in an aircraft named "Tiger Moth". She was trained on weekdays for one year and became a qualified female pilot.

When the Fascist Italian troops invaded Ethiopia in 1928 (E.C) Mulumebet was forced to quit flying; and during the Fascist Italian occupation of Ethiopia, she was married and then abandoned flying as a whole.

Thus, for many good reasons women should be given the rights they deserve and should participate in the political, economic and social affairs of their societies. This is very important for the women themselves and for the society as a whole.

- **What do you think was the status of women before the 1974 Ethiopian revolution?**

The 1995 Ethiopian Constitution provides women the rights they deserve. The following are some of those rights of women.

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- Women have equal rights with men to exercise and enjoy all the democratic and human rights provisions in the Constitution.
- Because of the biological nature of women, they are entitled to special privileges. One of such privileges is the right to maternity leave with full pay before and after they give birth to a child.
- Women have the right to participate and make decisions on national policies on different issues.
- Women have the right to posses, transfer and inherit properties.
- Women have the right to education, employment and equal pay to men for work of equal value.
- Women have equal right with men to own and administer property.
- Women have the right of equality before, during and after marriage.
- Women have the right to protection from harmful practices.

In promoting women's rights Ethiopia played an active role both at the international and national levels. It has adopted international agreements and treaties that protect the rights of women. Ethiopia has ratified the **Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)** and **the Beijing Plan of Action.**

CEDAW codified a number of rules which state for a greater protection of women from all forms of discrimination and maltreatment.

The Beijing Plan of Action outlined specific strategies to implement and promote the rights and welfare of women which are incorporated in CEDAW and other agreements.

- **Explain the negative consequences of early marriage in Ethiopia.**
- **Do you think that both parents should be granted equal right in the family affair?**

At the national level, the Ethiopian Family Law has been revised recently. At the federal level, a new family code based on the principle of gender equality came into effect in early 2001.

According to the 2001 Ethiopian Family Code, the minimum age to get married is 18 years. Previously, women had to be 15 years old and men 18 years old before they could get married. In many parts of Ethiopia, women are married at an early age, often without their consent. This negatively affects their health, education and the free development of their personality. This situation is particularly severe in rural areas. Early marriage, and consequently young motherhood, is considered to be one of the main causes for Ethiopia's high level of maternal mortality.

With regard to **parental authority**, the 1960 Ethiopian Civil Code recognized the husband as the legal head of the family and the sole guardian of children older than five years. This statement was changed in the 2001 Family Code and both parents were granted equal rights. In the case of divorce, children are to remain with their mother until they reach the age of five.

- **What will you do if your neighboring parents decide to practice genital mutilation against their daughter? How will you explain to them that the practice will have a harmful impact on the life of their daughter?**

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Female Genital Mutilation (FGM): is widely practiced in Ethiopia. Around 80% of the female population undergoes female genital mutilation. The new penal code criminalises FGM by imprisonment of no less than three months or a fine of at least 500 birr.

iii. Working together for Poverty Reduction

- **Can people enjoy their human and democratic rights being in a state of poverty? Why?**
- **List some of the indicators of poverty in poor countries.**

Poverty reduction deals with an idea of reducing poverty to a level where citizens meet at least their basic necessities to life. In spite of all the present technological advances, poverty has remained an extremely serious problem of the world. In fact the degree of the poverty varies from country to country. But for the poorer countries poverty is the inability to meet basic needs. Besides, prevalence of illiteracy, inadequate social services, lack of infrastructural development, etc are indicators of poverty.

Ethiopia is the poorest country in the world in all respects. Its people are underfed, and more than that, they are affected by recurrent drought resulting in famine. Social services are at their lowest level, particularly in rural areas.

Therefore, citizens in general and the youth in particular have great responsibilities to change this severe situation by facilitating economic development in the country. It is only a quick economic development that reduces the pain of not only poverty but also the various social and political problems of the country.

iv. Empowerment of Women and the avoidance of domestic violence and harassment.

Group Discussion

- **"To beat one's wife is the sign of true love". This is just one of the deep rooted negative sayings in our country. It will take a long time and persistent effort to change this attitude. Discuss this issue in the class.**
- **Do you agree that an increase in the number of top ranking female students in educational institutions is an implication of women empowerment?**

Violence against women occurs in different forms. The common factor is that it happens to women because of their gender. Of all types of violence against women, the primary one is rape. Physical and psychological harm is inflicted in the house and in public and causes deep lasting damage including unwanted pregnancy and exposure to HIV/AIDS.

Court evidence shows that attacks on girls and women are mostly made by people they know. They are often neighbours and guardians or other blood relatives.

Such abuse is against the legal codes of our country and against human rights and should be opposed by everyone. The courts must take responsibility for applying the law and giving effective sentences. This will make a significant contribution towards improving the lives of women. Everyone has an important

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and necessary role to play in exposing the attackers, opposing their actions and bringing them to justice. Community awareness, changing the attitude of both men and women is crucial.

It is only when the human rights of women are upheld and protected that the country can move along the path of development.

It is clear that when women are supported and empowered, all of the society benefits. Family members become healthier, more number of children go to school, agricultural productivity improves and incomes increase. Empowering women is an essential element in achieving the end of hunger and poverty.

The current Ethiopian legal system recognizes women as important members of the community, who have been formerly discriminated. The 1995 Constitution clearly states the need to set up and implement affirmative action in the promotion and protection of women.

The following are some of the functions of affirmative action:

- To increase the number of women and their participation in the political process
- To increase the enrollment of women in schools at every level.

Ethiopian Women Lawyers Association (EWLA) is a local non-governmental organization established by a group of lawyer women who wanted to help women benefit from a better protection before the law. EWLA has numerous branch offices in many regions of Ethiopia and it has educated many women about their rights.

Presently, the Ethiopian parliament out of 548 seats, in the House of Peoples Representatives little percentage of the seats is occupied by women. The House of Federation has also some women among its members. It is evident that the political empowerment of women, although a good beginning, needs to be further enhanced and promoted to increase the participation of women at all levels.

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Lesson 4.2 Review

Activity 4.2

A. Questions based on facts:

- **Describe gender equality**
- **List some of the rights of women stated in the 1995 Ethiopian Constitution.**
- **What was the minimum age to get married both for women and men before the introduction of the 2001 family code?**
- **Describe poverty reduction**

B. Things to do:

- **As a matter of tradition women carry the burden of house hold responsibilities. List some of the responsibilities and duties of women in your locality and present them in the class for discussion.**

◈ Keeping Out of Trouble

Delinquency

- **What do you think juvenile delinquency is?**

Delinquency means a conduct that does not conform to the legal or moral standards of society. It usually applies only to acts that would be termed criminal (if performed by an adult). \

Delinquency is a criminal behavior that is carried out by a young person. Such young persons are called juveniles. The legal age at which a person is considered to be a juvenile varies from place to place. Many countries define anyone under 18 years of age as a juvenile. Others consider anyone under 17 a juvenile. For some, juveniles may be those under the age of 16.

- **Which age group is considered a juvenile in Ethiopia?**

In Ethiopia, the age group under 18 years old is considered as juvenile. In the western countries, delinquent behavior is most frequent in the 14 to 15 years old age group. At the age of 14, most delinquent conduct involves minor theft. By the age of 16 or 17, more violent and dangerous acts, including assault and the use of weapon becomes prevalent.

In Ethiopia, juvenile offenders are said to engage in a variety of offenses. Some of the offenses committed by delinquents include fighting, rape and abduction, theft, murder, abuse of drugs, gambling, burning down houses and property, assault, cheating and making attacks in groups.

Not all offenses are committed equally. Some offenses such as theft, rape and robbery are the main type of offenses committed by juvenile delinquents.

Delinquency is regarded as a serious social problem in many countries. It is found in all nations and is particularly widespread in highly industrialized nations that have large cities.

- **Can you identify delinquents in your village?**

Most delinquents perform poorly in school and are unhappy in the school environment. They are dropout who leave school at an early age but have no job opportunities.

Hooligans often perform delinquent acts not solely out of frustration with society but also out of a need to attain status within their group. A gang of hooligans can provide the rewards a juvenile cannot get from his school or other institution.

◈ What Causes Delinquency?

Many studies have been made in an effort to know the causes of delinquency. Most of these have focused on family relationships or on neighborhood or community conditions.

- **Do you agree or disagree that all children from divorced families become delinquents? Why?**

Family relationships, especially those between parents and individual children, are considered to be the source of delinquency. The majority of the delinquents had unhappy home lives and felt discontented with their life circumstances. Whatever the source of their unhappiness, delinquency appeared to them to be a solution. Delinquency brought attention to youths neglected by their parents. It solved problems of

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an unhappy home life in other ways. Many delinquents had parents with whom they did not get along or who were inconsistent in their patterns of discipline and punishment.

◈ Avoiding Delinquency

- **If there is a delinquent child in your neighborhood, what are you going to do with him? Do you report him to the police station or make him a friend or what? Discuss it in the class**

Efforts must be made to identify potential delinquents at an early age in order to provide preventive treatment. Such predictions of delinquency generally depend not only on the child's behaviour in school but also on the quality of the child's home life. There are many elements that delinquents share in their home lives. Their parents are frequently heavy drinkers who are involved in crime themselves and are unable to provide affection or financial support for their children. Discipline is inconsistent and often relies on physical force. The stigma of being identified as a potential delinquent often causes the child to commit delinquent acts.

Much effort should be made to develop truly effective programs of delinquency prevention. Some of the programs should provide counseling services to youths who appear to be on the verge of becoming delinquents. Other programs should bring youngsters into clubs and recreational centers in an effort to keep them away from situations in which delinquency is likely to occur. Many efforts have to be centered on improving the educational and work skills of youngsters.

For those juveniles who have already become delinquents, there should be programs that are designed to prevent them from committing delinquent acts in the future.

Probation is the most commonly used method of handling delinquents. It is an arrangement whereby the delinquent is given a suspended sentence and in return must live by a prescribed set of rules under the supervision of a probation officer. Probation services should be offered through juvenile courts in an effort to provide guidance for delinquent children. Probation is most frequently granted to first offenders and delinquents charged with minor offenses. Probation requires the delinquent to lead a moderate productive lifestyle, with financial responsibilities. If these requirements are not met, the delinquent may be placed in an institution.

In spite of the problems of the probation system, studies have indicated that probation is effective in a majority of all cases.

Other important treatment programs include work experiences, counseling, education and group therapy.

Lesson 4.2 Review



Activity 4.2

A. Questions based on facts:

- **Describe delinquency.**
- **Where does delinquent behavior originate from?**
- **Explain the programs of delinquency prevention.**

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4.3 Lesson

Programmes for Partnership

Competencies: After studying this lesson, you will be able to:

- Explain the purpose and guiding principles of the UN
- Identify the main organizations within the UN and their purpose

Key terms

- Charter
- Security
- Veto power
- Humanitarian

◈ The Purpose and Principles of the UN and its Satellite Organizations

- Point out recent military intervention of the UN in Africa.
- Discuss the main objectives of the UN
- Identify the chief organs of the UN and describe the function of each of the organs.

The United Nations Organization is a world body founded to replace the former League of Nations. At a meeting in San Francisco, from 25 April to 26 June 1945, representatives of 50 countries drew up the Charter of the United Nations. This Charter was signed by the representatives of 51 countries including Ethiopia in June 1945. The United Nations was formally set up on 24 October 1945. This day is celebrated annually as United Nations Day. There are 193 member states. The Republic of South Sudan became a member state in July, 2011.

According to the Charter, the United Nations has several **purposes**, of which the outstanding ones include the following:

- ✓ To maintain international peace and security;
- ✓ To develop friendly relations among nations;
- ✓ To cooperate in solving economic, social, cultural and humanitarian problems and to promote respect for human rights and fundamental freedoms.

The guiding principles of the UN which are set in the Charter are the following:

- ✓ The sovereign equality of all member nations;
- ✓ Member nations are to fulfill their obligations in good faith;
- ✓ Member states are to settle disputes by peaceful means and refrain from the threat or use of force;

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- ✓ Member states are to give every assistance to the UN and refrain from giving assistance to those at war;
- ✓ The United Nations is not to intervene in matters within the jurisdiction of member states.

The headquarters of the UN is in New York, USA. Membership is open to all peace loving nations which accept and carry out the obligations contained in the Charter and are willing to accept the decisions of the organization.



Fig 4.3 UN Headquarters in New York

The UN has the following organs:

- The General Assembly
- The Security Council
- The Secretariat
- The Economic and Social Council
- The Trusteeship Council
- The International Court of Justice

◈ The General Assembly

- **What do you think are the functions of the General Assembly?**

The General Assembly is composed of all member states. Each member state has one vote in the Assembly. The General Assembly elects the non-permanent members to the Security Council and also the members of other councils and committees.

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Fig 4.4 The UN General Assembly

The Security Council

- **What is veto power?**

The Security Council is the leading organ of the UN. It has the primary responsibility of maintaining international peace and security. It has five permanent members: Britain, Russia, USA, France and China (since 1971). The permanent members have the right of veto. This means decisions will not be passed if any of the permanent members opposes it.

The number of non-permanent members was 6; later it grew to 10, and then 15. The non-permanent members are elected every two years.

Initially the following agencies work directly under the Security Council.

- The Military Staff Committee advises the Council regarding the use of military force to preserve international peace.
- The Disarmament Commission draws up plans for the regulation and reduction of conventional armaments and for the elimination of nuclear weapons.

The Security Council controls the election of the Secretary General of the United Nations and the admission of new members to the organization. It has also the power to send commissions to investigate problems in areas of conflicts or crisis.

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Fig 4.5 The UN Security Council in session

◈ The Secretariat

The Secretariat consists of the Secretary General with a staff of 15,000 workers who came from various member countries. The head office is in New York while the other UN organs are located in Geneva Switzerland and Vienna, Austria

The main duties of the Secretariat are:

- To implement the decisions of the General Assembly and the Councils;
- To bring issues of major concern to the attention of the General Assembly;
- To draw up an annual report of the organizations, and
- To coordinate the activities and direct funds for the many specialized agencies.

The Secretary General is appointed by the General Assembly on the recommendation of the Security Council for a period of five years.

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Table 4.2 UN Secretary Generals

Name	Nationality	Service Year
Trygive Lie	Norway	1946-1953
Dag Hammarskjold	Sweden	1953-1961
U-Thant	Burma (Myanmar)	1961-1971
Kurt Waldheim	Austria	1972-1981
Perez deCuellar	Peru	1982-1991
Butros Butros Gali	Egypt	1992-1996
Kofi Anan	Ghana	1997-2007
Ban ki-Moon	South Korea	2008

◈ The Economic and Social Council

Members of this organ are assigned by the UN General Assembly for three-year term. It discusses, studies and makes recommendations on social, economic, humanitarian and environmental issues. So far, it has accomplished remarkable works through its specialized agenceies.

Some of these specialized agencies are:

- The International Labour Organization (ILO)
- The Food and Agricultural Organization (FAO)
- The World Health Organization (WHO)
- The United Nations Educational Scientific and Cultural Organization (UNESCO) and others

The specialized agencies coordinate their efforts with the UN through the Economic and Social Council. UNESCO has established an International Institute for Capacity Building in Addis Ababa (ICBA).

◈ The Trusteeship Council

After the end of the Second World War in 1945, the colonies of defeated Italy and Japan together with the already existing mandates were placed under the United Nations supervision as trust territories. Countries administering trust territories promised to prepare the native peoples for self-government and to accept the supervision of the UN Trusteeship Council.

The Trusteeship Council consisted of an equal number of nations administering trust territories and nations not administering trust territories. Decision required a simple majority. This organ has completed its function and officially suspended because of the independence of all countries of the world.



Fig. 4.6 UNO Flag

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The International Court of Justice

The International Court of Justice consists of 15 judges elected by the General Assembly. The judges are chosen on the basis of their qualifications and not on their nationality or citizenship. However, no two judges can be from the same country. The seat of the Court is in the Hague, Netherlands. Judges decide cases by majority vote.

The Court has the power to settle legal disputes between nations. The court also provides the UN organs advisory services on legal questions.

Nations submitting disputes to the court agree in advance to accept the decision of the Court.

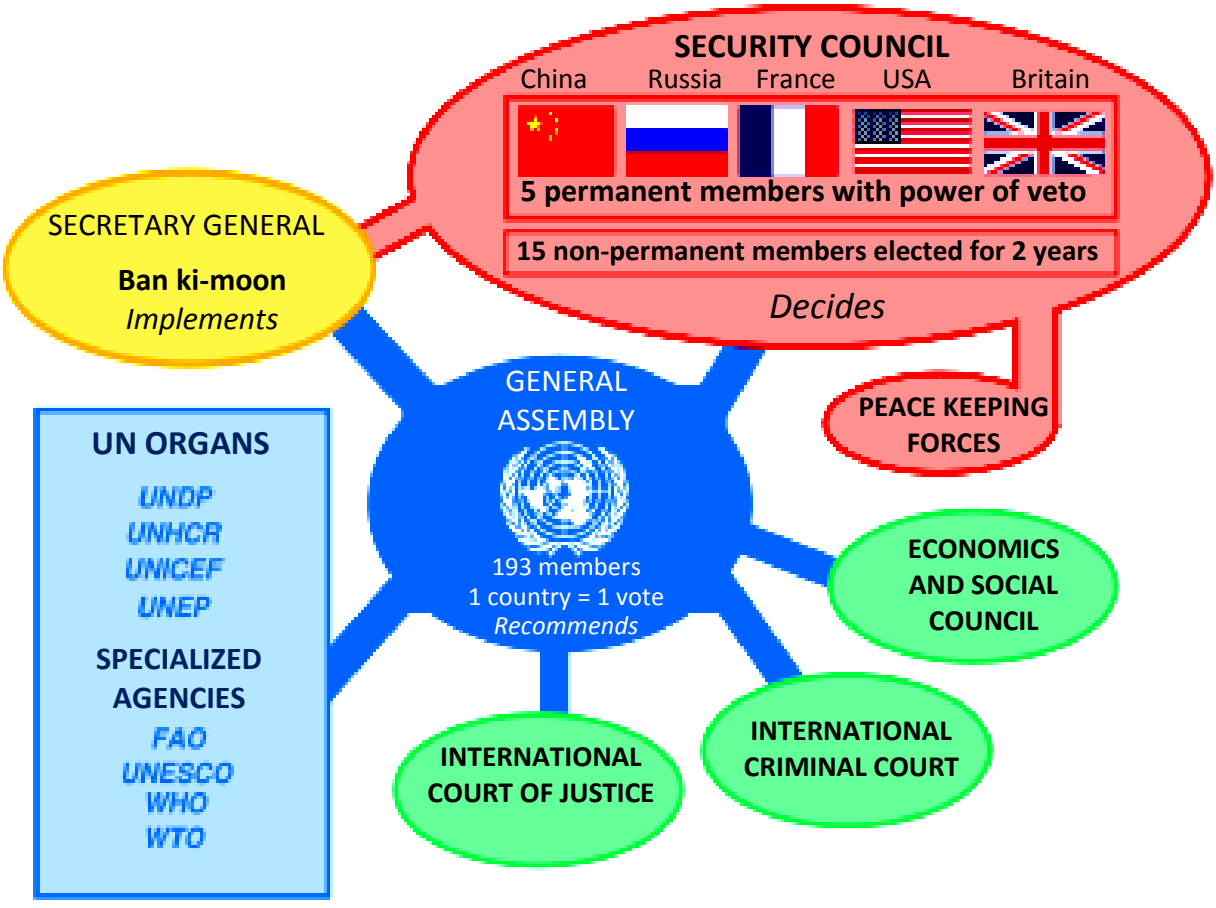


Fig. 4.7 The Structure of the United Nations Organization

Case Study

UN Intervention

One of the primary purposes of the United Nations is the maintenance of international peace and security.

The United Nation Security Council has unanimously agreed on a resolution of sending a joint UN African Union (AU) force to the Darfur region of the Sudan. Proposed as the world's largest peace keeping force, there will be 20,000 troops that will incorporate the present 7,000 AU force already in Darfur plus 6,000 police. It will be deployed under chapter 7 of the UN's Charter empowering it to use military force to protect civilians and aid workers. The first troops are due to be sent soon, but full employment will probably take much longer.

Lesson 4.3 Review



Activity 4.3

A. Questions based on facts:

- What are the functions of the Security Council?
- What are the functions of the UN Secretariat?
- Who was the first Secretary General of the UN?
- What are the functions of the International court of Justice
- Describe the functions of some of the UN Organs.

B. Things to do:

- Look for references and write a short account on
  a) The Food and Agricultural Organization (FAO)
  b) The World Health Organization (WHO)

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4.4 Lesson

Globalization

Competencies: After studying this lesson, you will be able to:

- Explain the concept of globalization.
- Identify opportunities and challenges concerning trade, information and culture.

Key term

- Corporation

Globalization

- What do you understand by the word "globalization"? Define it.
- What kind of organizations do you think are the reflection of globalization?

Globalization is a widely used term that can be defined in a number of different ways.
Globalization refers to the increasing interconnections among individuals across nations and their people. It refers to a remarkable exchange and sharing of information, culture, economic resources and technology which leads to strong interdependence among peoples of different nations of the world.

The world is growing smaller from time to time due to the development of technology in communications. As a result, the situation in one country influences other countries. This influence could be reflected in economic, political and social activities. No country, rich or poor, could be free from this kind of influence

Economic Globalization

There are a number of institutions that promote and are themselves reflections of globalization. Some of the obvious examples are the international financial institutions like the **International Monetary Fund (IMF)** and the **International Bank for Reconstruction and Development (the World Bank).** These organizations facilitate the development of common economic policies among many countries in the world.

Globalization also refers to the reduction and removal of barriers between national borders in order to facilitate the flow of goods, capital, services and labour. For the last fifty years, barriers to international trade have been lowered through international agreements like the **General Agreement on Tariffs and Trade (GATT).**

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During the last few decades, transnational companies which undertake huge businesses across various economics, have developed enormous power in influencing global economic trend.

The transnational companies are often referred to as **Multi National Corporations (MNCs).** These are business organizations that extend ownership, management, production and sales activities into several countries. Some corporations, such as Coca Cola, General Motors Corporation, etc. have such extensive operations that they have global reach. Today around 35,000 MNCs operate in the world. About 80 percent of the world trade passes through the hands of these MNCs.

Cultural Globalization

Beside the economic dimension of globalization, we have cultural dimension of globalization. The cultural dimension of globalization is seen in the presence of Western entertainment and mass media. This was understood at first as the global domination of Western (American) culture. It was seen as a "Cultural invasion" made at the expense of local identities.

Effects of Globalization

Generally, the policies of globalization promoted by the different institutions are very significant for poorer countries. As their economics and cultural industries are underdeveloped, they can easily be overwhelmed by developed and powerful economies and cultures. This can be seen in the overwhelming presence of developed countries' products and cultural materials. International trade in manufactured goods increased more than 100 times since 1955. China's trade with Africa grew seven fold during 2000-07 alone.

The world is growing smaller than ever before due to the advent of communications, technology and international trade.

However, we need to be cautious on how to appear in the global interactions. Unless we are aware of where and how to stand in this complex global interaction, there could be a possibility of becoming losers. For example, as foreign goods and services awash our domestic market, our domestic producing institutes will be crippled unless we go in favour of them. We should buy domestic products and services. This would, through time, help the economy to grow.

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Case Study

An Ethiopian Coffee dealer and his global market

Coffee is the major export item of Ethiopia. It contributes on average 60 – 66% to overall foreign exchange earnings of the country.

However, Ethiopia is a price taker in almost all of its export commodities. The world price for Ethiopian coffee usually depends on the performance of the major coffee suppliers like Brazil and Colombia, and recently Vietnam to the world market. In most cases, Ethiopian coffee price booms were associated with some form of supply from major coffee supplies. The price of Ethiopian coffee has been characterized by fluctuations over the years. The price of the Ethiopian coffee dropped in 1931/94 and a quick recovery was recorded in 1994/95. In 1996/97, the earnings from coffee have increased to USD 359 million because of the moderate increase in the price as well as in the volume of coffee.

Lesson 4.4 Review

Activity 4.4

A. Questions based on facts:

- Describe globalization.
- Identify the reflections of globalization.
- Explain the purpose of IMF and World Bank.
- Give examples of Multi National Corporations (MNCs).

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Summary

- The most effective responses to combat HIV/AIDS include behavioral change and communications; voluntary counseling and testing; condom promotion and availability; expanded and improved services to prevent and treat sexually transmitted diseases; and efforts to protect human rights and reduce stigma and discrimination.
- By 1900 the population of Ethiopia was 11.8 million. In 1994, Ethiopia had a total population of 53.48 million. During the 1984-94, the Ethiopian population grew at the rate of 2.9% per year. With the current growth rate, the country's population is projected to grow by 1.7 million persons annually. Ethiopia has one of the highest fertility rate in the world. The most important strategies indicated in the national population policy have been to create positive relationships between population and resources.
- It is clear that women were historically suffering from cultural, customary and legal inequalities and discriminations. Unless such historical legacies are removed, declaring their equality with men may not help them to compete on equal footing. Hence, taking this into account, women should be provided special attention so as to enable them compete and participate with men in political, social and economic life as well as in public and private institutions.
- Delinquency is a criminal behaviour that is carried out by juveniles. It is a serious social problem in many countries. Delinquency is mainly caused by family relationships and neighborhood conditions. Counseling services, recreational centers, clubs and above all probation services, are effective programs of delinquency prevention.
- The UN was founded in 1945 to replace the League of Nations. The purpose of the UN is to maintain international peace and security, develop friendly relations among nations and ensure international cooperation in solving economic, social, cultural and humanitarian problems. The UN has the following six organs: General Assembly, Security Council, Secretariat, Economic and Social Council, Trusteeship Council and International Court of Justice. The headquarter of the UN is in New York, USA.
- Globalization refers to the interconnections among individuals across nations and their people. It refers to an exchange and sharing of information, culture, economic resource and technology etc. which leads to interdependence among people. The world is growing smaller from time to time due to the development of technology in communications. As a result, the situation in one country influences other countries. This influence could be reflected in economic, political and social activities. No country (rich or poor) could be free from this kind of influence.

Glossary

- ***Abstinence:*** **holding oneself back from drink, sex, enjoyment, etc.**
- ***Corporation:*** **a business company: large multinational corporations.**
- ***Charter:*** **written or printed statement of rights, permission to do something.**
- ***Civil code (law):*** **law dealing with private rights of citizens, not with crime.**
- ***Discrimination:*** **treating unfairly or unjustly.**
- ***Harassment:*** **making repeated attack on.**
- ***Humanitarian:*** **person who works for the welfare of all human beings.**
- ***Juvenile:*** **young person.**
- ***Migration:*** **movement of persons, animals, etc from one place to another due to either push factor or pull factor.**
- ***Probation:*** **system by which young offenders are allowed to go unpunished for their first offence while they continue to live without breaking the law.**
- ***Security:*** **something that provides safety, freedom from danger or anxiety.**
- ***Stigma:*** **mark of shame or disgrace.**
- ***Veto power:*** **constitutional right to reject or forbid something.**

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UNIT 4 Review Questions

I. True or False Item

Instruction: *Write True if the statement is correct or write False if the statement is wrong.*

1. In combating HIV/AIDS, the responsibility of the youth is to protect themselves from the disease.
2. Early pregnancy and delivery are the major causes for maternal death rates in Ethiopia.
3. Ethiopia has one of the lowest mortality rate in the world.
4. According to the 2001 Family Code, the minimum age for girls to get married is 18 years.

II. Matching Item

Instruction: *Match the correct word /phrase in column "B" with the phrase in column "A"*

Column "A"	Column "B"
_____1. The Security Council	A. New York
_____ 2. Seat for court of Justice	B. Economic and social council
_____ 3. Suspended organ of UNO	C. The Trust ship council
_____ 4. Seat for UN secretariat	D. Hague
	E. Vienna
	F. Brussels
	G. Vested power to investigate crisis
	H. Implement the assembly decisions

III. Multiple Choice Item

Instruction: Choose the appropriate answer for each of the following questions and write the letter of your choice on the space provided.

_____ 1. In rural areas of Ethiopia, women used to:

a) enjoy equal rights with men
b) work from dawn to dusk, but they do not suffer from any kind of domination.
c) get equal opportunity for education
d) be forced to marry at an early age

_____2. Which one of the following is not a strategy indicated in the Ethiopian population policy?

a) Giving population and family life related education
b) Raising the minimum age of marriage for girls from 15 to at least 18.
c) Establishing probation service program at all levels.
d) Facilitating research program development in reproductive health

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_____3. Which one of the following is not among the rights of women?

a) To possess, transfer and inherit properties
b) To protect themselves from harmful practices
c) Equality before, during and after marriage
d) Maternity leave without pay before and after they give birth to a child.

_____4. Which one of the following is an effective response in combating HIV/AIDS?

a) Voluntary counseling and testing
b) Condom promotion and availability
c) Reduce stigma and discrimination
d) All of the above

_____5. The current (2010) Secretary General of United Nations is:

a) Koffi Annan
b) Amara Isse
c) Ban ki-Moon
d) Trygive Lie

IV. Fill in the blanks Item

Instruction: Fill in each of the blank spaces with suitable word/words.

1. One of the specialized agencies of the United Nations in charge of taking care of the world's historical and cultural heritages is _____.
2. A way of life that refers to the increasing interconnections among individuals across nations and their people is known as _____.
3. A criminal behavior that is carried out by a juvenile is _____.
4. The head office of the UN is in _____.

V. Short Answer Item

Instruction: Give short answer to each of the following questions.

1. What is juvenile delinquency?
2. What is the most effective method of controlling rapid population growth in Ethiopia?
3. Define "stigma" and "discrimination".

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Check List

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

I can

1. Develop life skills which enable me to combat HIV/AIDS ☐
2. Emulate the work of those who provide care and support to people affected with HIV/AIDS and their families ☐
3. Analyze population growth trends in Ethiopia ☐
4. Identify strategies designed to reduce rapid population growth ☐
5. Promote the importance of the population policy and poverty reduction strategies in Ethiopia. ☐
6. Differentiate between gender and sex ☐
7. Identify the features of gender equality ☐
8. Appreciate the role that youth can play in promoting gender equality ☐
9. Discuss examples of violence and harassment in my area ☐
10. Conform the importance of empowering women and working together to reduce poverty ☐
11. Identify examples of delinquency ☐
12. Describe how to avoid delinquency ☐
13. Write about delinquency in my area ☐
14. Explain the purpose and guiding principles of the UN ☐
15. Identify the main organizations within the UN and their purpose ☐

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