

# 5

## UNIT

# Patriotism

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

- identify manifestations of patriotism.
- be familiar with the history of your country that enables you to develop patriotism.
- understand the aim of voluntary participation.
- understand the ways of acquiring citizenship.

## 5.1 Patriotism

### 5.1.1 Condition Strengthen Patriotism

*A country of multi-linguistic and various songs; with a proud history*

*Great potential that sounds throughout the world towards development*

*We peace-loving people with a great hope*

*Like doves that fly together; we are beautiful with bright colours*

*We are the young of Ethiopia;*

*We are promising; to work for development by sacrificing our blood.*

(Interpreted from Amharic poem)

- What do you understand from the above descriptions?
- Do you find any patriotic notion from the descriptions?

### Student's debate

Students at the school of Adwa victory hold a debate every three months. This month the debating students are from grade 6A, 6B and 6C.

From 6A, the students have prepared to debate the title, “conditions to strengthen the sense of patriotism”. The students representing 6A are Bitsat and Hayelom.

They plan to debate by discussing the motion “Individual and group rights must be respected” in order to increase a sense of patriotism. Furthermore, they are discussing with their friends the important points around their debating topic.

Debating representatives from grade 6C are Abebayehu and Ahmed. Their debating topic is that “unless unequal or discriminatory acts are avoided, it is impossible to enhance the sense of patriotism”. Their friends also gave them the following advice that may enable them to win the debate.

1. Understanding the true history of our parents and our country is a necessary condition to increase the sense of patriotism
2. Understanding and appreciating the history and culture in various nations, nationalities and peoples is the main way to develop a sense of patriotism
3. Unless we have sufficient knowledge about our people and country, it makes it difficult to develop sense of patriotism

Debaters representing grade 6B are Obse and Abello. Their debating title is “Developing sense of patriotism needs the avoidance of injustice and discriminatory actions!”

Their classmates also gave them the following ideas to help them win the debate:

- A. If there is a prevalence of significant unjust treatment, it degrades the sense of patriotism.

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- B. The equality of males and females has a great impact in strengthening a sense of patriotism.
- C. Humans are born equal by nature and thus must be treated equally otherwise it is unthinkable to develop a sense of patriotism.

### Activity 1

Based on the above debate, answer the following questions:

1. What do you advise Bitsat and Hayelom to do to make them win their debate?
2. Discuss the advice given to Obse and Abello by their classmates.  
Do you accept the advice?
3. Discuss in group the ideas mentioned by Ababayehu and Ahmed. Then prepare a short report to your teacher.

We can say the sense of patriotism strengthens if individuals and group rights are respected in a way free from injustice and discrimination. It is necessary to respect the right of the nations, nationalities and peoples in the fullest manner. This includes, obeying the rule of law, learn courageously and work hard. Consequently, the prevalence of injustice in a country or society leads to diminishing the sense of patriotism.

### Activity 2

Give answers for the following questions based on the above story:

1. Why is it said that appreciation of one's geographical boundary is not the only manifestation of patriotism?
2. What do you think of people who are living without discrimination and injustice and with love and respect for each other?
3. How do you express your patriotism or your sense of patriotism with regard to your country?

## 5.2 Harmful and Destructive Practices

### 5.2.1 Careless Use of Public Property



Picture 5.1. Collection of improperly handled books



Picture 5.2. Improperly handled school properties

- What do you understand from these photographs?
- What will happen if care is not taken of public properties?

Here we see carelessly broken chairs, black-boards, desks and laboratory experimental materials.

An inscription “carelessly damaged and broken public property” is on the wall.



Picture 5.3. Damaged pens and broken pencils

Here we see of torn books, wasted pens and broken pencils.

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### Being a model

The school of wisdom has a club known as the “Patriotic Club”.

The members of this club include teachers and students. Due to the active participation of members of the club, they were able to get an award from UNICEF. An exhibition they held for a few days made many people express their great appreciation.

This occasion took place when parents participated in the celebration day.

The occasion was divided into three parts.

The first symposium was demonstrated in the library. When we entered the main door of the library, we observed many books, many of their pages were torn.

A paper with inscription “ትውልድ ይፋረዳል” or “**Let the generation judges us**” is put on the wall.

In the second room you observe broken chairs, blackboards, desks, and laboratory equipment. An inscription “**carelessly damaged and broken public property**” is put against the wall near them.

In the third symposium room people can observe a pile of torn exercise books, torn pages from different books, broken pens and pieces of pencils.

On the wall one reads, “**Which one is yours?**”

After visiting the exhibition, visitors were given small cards at exit door. The cards had a request which was;

**“We are victims of carelessness, please advise your sons and daughters to be careful for the rest”.**

### Activity 3

Answer the following questions:

1. What impressions and feelings have you developed from the above symposium?
2. How do you protect the property of your school?

All of a school property is very important for the teaching-learning process.

All the materials are bought with the very limited resources that the country has.

So it should be understood that careful handling of the materials is essential.

For instance, destruction of the floor causes diseases in addition to maximizing cost.

Therefore, improper utilization of public property is not only a problem to that institution but also a critical danger to the community and the society at large. Thus, proper handling and use of public property is the responsibility of everyone.

### Group Work

First list those properties of the school that require proper handling; then discuss in groups the means of protecting them.

### 5.2.2 Sanitation Problems



Picture 5.4. Improperly handled waste



Picture 5.5. Keep public latrines clean

- What do you learn from the photographs?
- Is there such a problem in your community?

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### Scouts of the clean village

Youngsters of this village are organized into group known as “scouts of the clean village.”

The group comprises twelve members and their main task is to keep their village clean. The office of their kebele issued them with proper uniforms to enable them to be accepted by the villagers.

This youth group assigned themselves into different duty lists and each group fulfilled its duty in a good manner. Therefore, every member of the group cleaned the area as well as controlling the sanitation of that village. They were mostly engaged in making sewage free from dirt, cleaning play grounds, teaching the villagers not to throw dirt everywhere and pasted different notices regarding the sanitation of their village. They also acted as models to be followed by others.

#### Among their posters:

*“Dirt makes one dirty”*

*“I dirt and never meet”*

*“Let my village be a model for its cleanliness.”*

*“My latrine is very clean”*

*“No one be careless in my village”*

*“No one dumps dirt in this village”*

If anyone does so they will be brought to the community judges and punishment will be given. Anyone found violating this activity was also given warning by the kebele judges. As a result of this, the former dirty areas are now changed into a beautiful garden. Moreover, garbage and latrines are now kept correctly. Due to such good activities of the scouts, their village became clean.

### Activity 4

Answer the following questions accordingly:

1. Tell your friends the lesson that you have learnt from the scouts of the clean village.
2. What is the sanitation of your community like?
3. Are there any models in your community similar to that of the scouts of the clean village?

Throwing dirt everywhere brings danger on one’s health. Unless everything is kept clean, it facilitates the breeding of flies, which in turn spread different types of diseases in a large community. Unvaccinated dogs and hyenas can also be exposed to different harmful diseases. Epidemic disease may appear due to improper handling of latrines, so the community will suffer from health problems. Therefore, in order to eradicate the prevalence of epidemic diseases and other health problems, youths of the community have to be united and work hard.

### Activity 5

Discuss the following questions:

1. Describe the participation of your community regarding cleaning and ways of using the latrine.
2. Describe the careless activities of your community with regard to cleanliness.
3. Write a short essay on “my contribution to the sanitation of my community”.

## 5.3 Good Behaviours

### 5.3.1 Opposing any Destructive Act

*“Whether there exists heaven or hell, or not a good deed is better than an evil one”.* (Proverb)

- What can you learn from this proverb?

### The honest dog

There was a peasant who like his dog very much, because his dog was honest. This dog guarded the peasant’s home alertly. The dog was protecting the property of that man mainly the cattle from other wild beasts. No thieves tried to steal any property because they were afraid of being bitten by the honest dog. One day, the peasant was short of money. So he borrowed money by lending his dog to a wealthy man. The dog knew the problems of his former owner. It looked after the property of the man who gave the loan to the peasant. One day the baby of the man was sick and was sleeping on the

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bed. Unfortunately a big snake came out of the roof towards the baby. The dog understood that the snake was coming to poison the boy and quickly caught that big snake and automatically killed it and saved the baby. As a result, the man wanted to return the dog to its former owner. Thus, he wrote a “thank you” letter and hung it on the neck of the dog and sent the dog home. Another man who was angry at the dog planned to create a problem between the dog and its owner. This evil person went to the former owner of the dog and told him that the dog was not willing to serve the other person properly. “That is why the dog was sent back to you”. After hearing this bad news the peasant soon went to the man who gave him money. On his way, he met the dog coming back to his house. The angry peasant started hitting the dog hard with a stick in his hand. The dog soon died. Later, the peasant saw the paper on the neck of the dog and read it. He was shocked because of his hasty action. (Source: Kebede Michael 2nd book 6th edition 1994 E.C)

### Activity 6

Answer the following questions based on the above story:

1. How did the man prove the good behaviour of the dog?
2. The dog equally served both his former and later masters. So what lesson do you learn from this?
3. Why did the dog die?
4. If your dog serves you in such honest manner, what do people expect from you?

Good behaviour is the spice of a good personality. It is important to every individual.

A person with good behaviour always feel considerable mental satisfaction.

Visiting a sick person, helping needy ones, treating a desperate person, respecting the elderly or young people, is not something that we only practice willingly but they are our responsibilities. Those good behaviours we do for the sake of our mental satisfaction and also to satisfy others.

Good behaviour is helpful to our families, neighbourhoods, our schools and the community at large. People who lack good behaviour are usually neglected by our society.

### Activity 7

1. Copy the table below on your exercise book and identify good behaviour, which must be encouraged, and the bad behaviour that must be discouraged

Good behaviour that must be encouraged	Bad behaviours that must be discouraged
<i>At home</i> 1. Respecting the elderly 2. .... 3. ....	<i>At home</i> 1. To create conflict in a family by telling lies. 2. .... 3. ....
<i>At school</i> 1. Respecting school time table 2. .... 3. ....	<i>At school</i> 1. Not exposing those who break public property 2. .... 3. ....
<i>In the community</i> 1. To be a model 2. .... 3. ....	<i>In the community</i> 1. Keeping silent about those who violate sanitation rules 2. .... 3. ....

## 5.4 Poverty Reduction

### 5.4.1 The Need for Development Policies and Strategies for Poverty Reduction



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Picture 5.6. Working hard ends poverty

- Look at the above photographs carefully, compare each of them and discuss what lessons you learn from them.

**Young people in the village of “Efoita”. / የዕፎይታ ሠራተ ልጆች/**

**Guche, Bona, Tilahun and Burtukan** were known for their bad character. All these youths were thieves, drunkards and drug users. Their bad behaviours caused fear in the community. There was always a talk among people whenever these delinquents were not seen in the community. If they were not seen for some days, people would say that “they had been taken to **Campo Logo** the prison”. After some years, a model person called **Birbirso** changed their evil behaviour to good. The great efforts of Birbirso freed these four people of their drug addiction. Through the government strategy prepared for youth participation in developmental sectors, the kebele arranged a job for them in carwash. After these people had done the job properly and honestly they were recognized and respected. Within a short period of time they saved a lot of money. They were also able to change the lives of others by giving them employment in the carwash. They also helped ten street vendors by offering schooling with their food, clothing and learning materials.

Overtime, people saw the fruits of their work. Their unacceptable acts named them as “**Efoita**” (ETV 1999 History of youth).

### Activity 8

Answer the following questions based on the above readings:

1. What happened to Guche and his friends after they changed their lives?
2. How can you change the life of youngsters with bad behaviour in your community?
3. Discuss the importance of development policies and strategies to end poverty.

Ethiopia is a country endowed with enormous natural resources and cultural heritages. Even though we are proud of these heritages, we also have serious problems due to lack of hard working and innovative people. Because of this the country is still considered as one of the most backward nations. The government of Ethiopia has created policies and strategies. To eradicate poverty in our country, it is the duty and responsibility of every citizen to learn and follow these strategies and policies for development and then to implement them in order to eradicate poverty. Citizens must work hard and bring development.

### Activity 9

Answer the following questions:

1. Discuss examples of poverty at the family or community level.
2. What contributions are expected from each citizen to eliminate poverty?

### 5.4.2 Voluntary Service at Home and in Schools



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Picture 5.7. Volunteers participate in different activities

- What did you learn from the photographs?

There are many voluntary services, which can be done at home, in the community and at school. Some of these are shown in the following table:

At home	In the community	At school
<ol style="list-style-type: none"> <li>1. Create a plan to help your family.</li> <li>2. Cleaning your house and compound.</li> </ol>	<ol style="list-style-type: none"> <li>1. Helping and protecting helpless, poor and old people.</li> <li>2. Keep the community clean.</li> <li>3. Offer services to relatives and neighbours.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be active in the school civic club.</li> <li>2. Make the school compound clean and beautiful to bring behavioural change to those students who are involved in bad conduct.</li> </ol>

### Activity 10

Answer the following questions:

1. List some of voluntary services that can be done at your school individually or in group.
2. Name a very well-known person for his/her voluntary service.

## 5.5 Citizenship

### 5.5.1 Ways of Acquiring Citizenship

- What is citizenship? Based on your experience, tell your friends what you know about citizenship.

Citizenship can be attained in two ways:

1. Citizenship by blood
2. Citizenship by naturalization.

If a child is born from one Ethiopian father or mother he/she has the right of citizenship. A child is entitled Ethiopian citizenship, even if his/her parents are living abroad. This way of acquiring citizenship through the parents is known as citizenship by blood. The second way of acquiring citizenship is known as naturalization. This refers to citizenship that is given to a foreign born person. This can be done if that person requests citizenship from the office of the state. If the criteria are fulfilled, he/she will be given citizenship of the new state.

### Activity 11

Answer the following questions:

1. What are the ways of attaining the right to citizenship according to the Ethiopian Constitution?
2. What is the difference between attaining citizenship by blood and through naturalization?
3. Is it possible for an Ethiopian person who is born in Ethiopia from an Ethiopian father/mother to say that he/she is not an Ethiopian citizen?

## 5.6 National Flag of Ethiopia

### 5.6.1 National Flag and Meaning of Emblem

National Flag



Picture 5.8. The National Flag of Ethiopia

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- What can you learn from the national anthem of Ethiopia?

ይህች ሰንደቅ ዓላማ፤

የአብሮ መኖር ሲሳይ የድል ብሥራት ዜና፤

የሀገራችን ከራት የሕዝቦች ልዕልና፤

ሰንደቅ ዓላማ ሕያው ባለዝና፤

ዘለዓለም አዲስ ናት አታውቅም እርጅና።

ተስፋ ለምለሚቱ አበባና ፍሬ፤

ፍቅር መስዋዕትነት የውበት ዝማሬ።

ማነው የማያለቅስ ከደስታ ብዛት፤

ማነው የማይኮራ በሀገሩ ነፃነት።

ሰንደቅ ዓላችን ስታገኝ ከፍታ፤

ማን ይቆጣጠራል የልቡን ትርታ።

/ታደሰ ገድሌ ፀጋዬ ትንቅንቅ፡ 1993 ዓ.ም/

The FDRE constitution, Article 3 states that the Ethiopian flag has three colours that include green at the top, yellow in the middle, red at the bottom and the national emblem in the middle. The three colours are equal and put horizontally. The three colours of our national flag have their own meanings.

The Green represents fertility and prosperity, the yellow represents the bright future and hope of the Ethiopian people and the red represents heroism and sacrifice for the motherland.

The Ethiopian national flag has an emblem sketched on a blue circular background in its centre. The emblem is made of converging yellow lines and a star illuminated by yellow lines. The blue circular background represents the nations, nationalities and peoples of Ethiopia living together with tolerance and equality.

### Activity 12

Answer the following questions according to the above poem:

1. What message is given through this poem?
2. How do you express our national flag?
3. What do you think is the feeling of Ethiopians when the national flag is hoisted on victory days?

### Activity 13

Answer the following questions:

1. What are the colours of the Ethiopian national flag?
2. What is the meaning of each colour of the Ethiopian national flag?
3. Explain the Ethiopian national emblem.

## Summary

The factors that encourage a sense of patriotism are the prevalence of individual and group rights, the contribution of citizens in fighting against injustice and understanding the true history of one's own country.

Fighting harmful practices also encourages a sense of patriotism. Particularly, protecting public property is expected from each citizen. Every person should be virtuous. In order to bring our country out of drastic poverty, each individual must contribute.

Citizens have to contribute for government policies and strategies to be successful. Beginning in homes, villages and schools, citizens have to provide voluntary service because this is a citizen's duty. Respecting the national flag and national anthem is among the responsibilities that should be fulfilled by every citizen. It is the duty and responsibility of each citizen to fulfill the expected responsibilities in a proper manner.



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### Key Words

<i>Relief:</i>	Natural features, example mountains, valleys, rivers, plains, etc.
<i>Discrimination:</i>	Treating people unfairly
<i>Historical manifestations:</i>	Permanent evidences which expresses a country's history
<i>Corruption:</i>	Illegal acts in order to benefit oneself or other relatives etc.
<i>Popular anthem:</i>	Poem that has passed from generation to generation with unknown authors
<i>Policies and strategies:</i>	Issues from government to guide activities
<i>Scout:</i>	Youngster who provides voluntary service in a community without any charge
<i>Exhibition:</i>	Public symposium that can be demonstrated to the public comprising historical, heritage, trade items and research findings
<i>Effective:</i>	A work or activity which has good results
<i>Personality:</i>	Natural character that makes individuals different

### Unit Review Exercises

Do these review exercises in your exercise book.

#### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Backward traditional practices are harmful to development.
2. Keeping a secret is a characteristic of an honest man.
3. It is the duty of government to give guidelines for voluntary services.
4. Developmental policies and strategies should only be implemented by government offices/officials.

#### II. Match words or phrases under column 'A' with correct items of column 'B'

- | A                              | B   |
|--------------------------------|---|
| 1. Early marriage              | (A) Democratic sense/thinking                 |
| 2. Manifestation of patriotism | (B) Should be handled firmly                  |
| 3. Corruption                  | (C) Geographical landscape                    |
| 4. Citizenship                 | (D) Illegal act to benefit oneself or others. |
| 5. Natural features            | (E) Harmful traditional practices             |
| 6. Secret/confidential         | (F) Treating differently                      |
| 7. Discrimination              | (G) Respecting people                         |
|                                | (H) Legal membership of a country.            |

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### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. The right that is alterable through blood or by naturalization is called\_\_\_\_\_.
2. Practices that harm people or a country are said to be \_\_\_\_\_.

### IV. Choose the correct answer for the following questions

1. What are the expected activities of patriotic people?  
(a) Respecting the language and culture of the people  
(b) Initiation of work  
(c) Not being discriminatory  
(d) All the above.
2. Which of the following is main cause for our poverty?  
(a) Lack of natural resources  
(b) Lack of water resources  
(c) Lack of hardworking habits  
(d) A decrease in aid.
3. Why do we need to protect Ethiopia's property?  
(a) To obey the law  
(b) It affects our life  
(c) To protect against waste in the country  
(d) All of the above.
4. Which of the following items indicate carelessness?  
(a) Dumping dirt everywhere.  
(b) Improper use of latrines  
(c) Proper use of public materials  
(d) (a) and (b) are correct.
5. Which of the following is voluntary service?  
(a) Fulfilling our responsibility by respecting our parents and teachers  
(b) Respecting school time and keeping property  
(c) Protecting elderly people and those with disabilities  
(d) Loyalty to the constitution.
6. Exposing theft and discriminatory acts  
(a) Is only the job of the policeman  
(b) Is only the job of judicial personnel  
(c) Is the duty of every citizen  
(d) All of the above.

### V. Give short answers for the following questions

1. List two responsibilities that are expected from all citizens.
2. Explain the effect of harmful and destructive practices on a country's economy.