

**History Syllabus  
for  
Grade 10**

**Broad Learning outcome of Grade 10 History**

**1. To develop understanding and acquire knowledge of**

- How the development of capitalism paved the way for the formation of Nation states, colonial rivalry, and the scramble for Africa.
- The main features of the long distance trade and its importance in connecting peoples and states of Ethiopia.
- The political, economic, social and cultural condition of Ethiopia from 1855-1991.
- The major causes, course and consequences of the two world wars.
- African resistance against colonial expansion, struggle against colonial rules and liberation movements.
- The post second world war regional and global developments

**2. To develop the skills and abilities of**

- Demonstrating the major areas of African resistance against colonial expansion using the map of Africa.
- Indicating the major trade routes and centres of the long distance trade of the 19<sup>th</sup> Century.
- Demonstrating the main organs of UN using a chart.
- Causes and consequences of Menelik II's expansionist policy to the south, south west and south east.
- Interpreting the treaty of Wuchale as the main cause to the battle of Adwa.
- The role of Britain and USA in the consolidation of the autocracy.
- The causes and achievements of the Ethiopian student movement.

**3. To develop the habit and attitude of**

- Appreciating the sacrifice paid by Ethiopian people at the battle of Gundet and Gura.
- Appreciating the Ethiopian patriotic resistance against fascist occupation and rule.
- Realizing the contribution of Pan-Africanism to the National liberation struggle of Africa.
- The major reforms of Lij Iyassu.
- Exemplify African people resistance against colonial expansion in Africa.

**Unit 1: Development of capitalism, nationalism and colonialism (10 periods)**

**Unit Outcomes:** the students will be able to:

- Explain how the development of capitalism paved the way for the formation of nation states
- Analyze the colonial rivalry, process of the scramble for Africa and African resistance against colonial expansion.

Competencies	Contents	Suggested Activities									
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain how the peoples of Italy and Germany were successful in forming nation states</li> <li>• Analyze the causes, course and effects of the American civil war</li> <li>• Evaluate how the industrial capitalism of Europe brought about colonial rivalries and conflicts for the partition of Africa</li> <li>• Explain the process of colonial occupation of Africa</li> <li>• Draw the sketch map of Africa to indicate the colonial possession of</li> </ul>	<p><b>1. Development of capitalism, nationalism and colonialism</b></p> <p><b>1.1 Formation of nation state (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Unification of Germany</li> <li>• Unification of Italy</li> <li>• American civil war</li> </ul> <p><b>1.2 Colonialism (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Colonial rivalries among European powers</li> <li>• Reasons for rivalry</li> <li>• European conflict and co-operation in the scramble for Africa.</li> </ul> <p><b>1.3 The process of colonial occupation and colonial possession of Africa (2 periods)</b></p>	<ul style="list-style-type: none"> <li>• In groups, students discuss the question; ‘what does a country need to be an effective state?’</li> </ul> <p>Group feedback, teacher summarises the ideas developing out of the feedback.</p> <ul style="list-style-type: none"> <li>• Students are asked to complete the following table about Italian and German Unification:</li> </ul> <table border="1" data-bbox="1121 570 1675 672"> <thead> <tr> <th></th> <th>similarities</th> <th>differences</th> </tr> </thead> <tbody> <tr> <td>Italy</td> <td></td> <td></td> </tr> <tr> <td>Germany</td> <td></td> <td></td> </tr> </tbody> </table> <p>‘It was the French defeat by Prussia in 1870 that allowed the unification of Italy and Germany.’ Do you agree?</p> <p>In groups, students discuss their answer and feed back to the class. Teacher then pulls the arguments together.</p> <ul style="list-style-type: none"> <li>• Students write a one-page report on the question ‘Slavery was the cause of the American Civil War.’ Remember that events usually have more than one cause, and that you can agree and disagree with the question, as long as you have evidence to support your argument.</li> <li>• ‘Europe wanted Africa for it’s wealth.’ Students to discuss this question. Vote 1=yes, 2=no, 3=something else. Feed back to class, as per peer learning. Teacher then asks pupils to answer the following questions:             <ul style="list-style-type: none"> <li>• How did the attitude of European powers to Africa change from 1500s to 1900s?</li> <li>• How did this change impact on Africa?</li> </ul> </li> </ul> <p>Re-ask the question ‘Europe wanted Africa for its wealth.’ Vote 1=yes, 2=no, 3=something else. Teacher then explores reasons for any change in voting, then summarises the arguments about colonization.</p> <ul style="list-style-type: none"> <li>• Teacher asks pupils to decide which of these factors were most important in the colonization of Africa:             <ul style="list-style-type: none"> <li>• European explorers</li> <li>• Missionaries</li> <li>• Fortune seekers</li> </ul> </li> </ul>		similarities	differences	Italy			Germany		
	similarities	differences									
Italy											
Germany											

Competencies	Contents	Suggested Activities
<p>European powers</p> <ul style="list-style-type: none"> <li>• Exemplify the African resistance against colonial expansion</li> <li>• Demonstrate the major areas of African peoples resistance against colonial expansion using the map of Africa.</li> </ul>	<p><b>1.4 African resistance against colonial expansion (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Samari Toure of the Mandinka</li> <li>• The Ashante Empire</li> <li>• The Urabi pasha's rebellion in Egypt</li> <li>• The Mahdist movement in the Sudan</li> <li>• The Maji-Maji rebellion (Brief and General)</li> </ul>	<ul style="list-style-type: none"> <li>• Fake treaties</li> <li>• Military conquest</li> <li>• Modern weapons</li> </ul> <p>Rank them 1-6. Discuss with a partner and try to agree a list. Join with another pair. Try to agree a list. Feed back to the class. Teacher summarises the arguments, then asks the question 'why were African people unable to resist the European powers?' for students to think about.</p> <ul style="list-style-type: none"> <li>• Ask students to draw a sketch map of Africa and show the European colonial possessions. This could be done as homework before the lesson.</li> </ul> <p>From the map, students are asked to work out which European countries they think were most successful at building an Empire in Africa. How will they decide what 'most successful' means – size? Wealth? Transport routes?</p> <ul style="list-style-type: none"> <li>• Divide the students into small groups and ask each group to select one of the African colonial resistance movements then present a report to the class.</li> </ul> <p>After hearing the reports, the class is asked to identify what they have in common, and reasons for their failure, building on the end of the previous lesson about colonization. This could be done by voting using peer instruction, or by discussion.</p> <p>Teacher then pulls together the discussion by highlighting the key learning points.</p>

### Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- explain how the peoples of Italy and Germany were succeeded in forming independent nation states, analyze the causes, course and effects of the American civil war, evaluate how the industrial capitalism of Europe brought about colonial rivalries and conflicts for the partition of Africa. Explain the process of colonial occupation of Africa, the African resistance against colonial expansion using the map of Africa.

#### Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

#### Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

In the assessment process the teacher should give special attention and the necessary help for special needs students.

**Unit 2: Peoples and states in Ethiopia and the horn between 1855-1908 (11 periods)**

**Unit Outcomes:** The students will be able to:

- Analyze the main features of the long distance trade and its importance in connecting the Ethiopian peoples
- Assess the political, Economic, Social and Cultural conditions of Ethiopia from 1855 to 1908.

Competencies	Contents	Suggested Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify the main features of the long distance trade in the Ethiopian region during the 19<sup>th</sup>C.</li> <li>• Examine the varied interactions among peoples and states of the Ethiopian region due to the long distance trade.</li> <li>• Draw a sketch map of Ethiopia to indicate the major trade routes and centres of the long distance trade of the 19<sup>th</sup> Century</li> <li>• Explain how Zemene Mesafint came to an end</li> <li>• Show appreciation to Tewodros II’s attempt of reforms</li> <li>• Point out the causes that led to the down fall of Tewodros II.</li> <li>• Discuss the power conflict after the downfall of Tewdros II.</li> <li>• Explain the administrative policy of Yohannis IV.</li> <li>• Evaluate Ethio-Egyptian</li> </ul>	<p><b>2. Peoples and states in Ethiopia and the horn between 1855-1908</b></p> <p><b>2.1 Long distance Trade in the 19<sup>th</sup>C (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Factors for the revival</li> <li>• Trade and Trade routes</li> <li>• Domestic and foreign trade</li> <li>• Interaction between people and states in Ethiopia</li> </ul> <p><b>2.2 Formation of modern Ethiopian Empire (8 periods)</b></p> <ul style="list-style-type: none"> <li>• Political, Economic and Social condition of Ethiopia during:-</li> <li>• Tewodros II                             <ul style="list-style-type: none"> <li>• Attempts of unification</li> <li>• Reforms</li> <li>• Foreign relations</li> <li>• Down fall of Tewodros II</li> </ul> </li> <li>• Yohannis IV                             <ul style="list-style-type: none"> <li>• The rise to power</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ‘The Slave Trade was the main source of wealth in the Ethiopian region in the 19<sup>th</sup>.’ Vote 1=yes, 2=no, 3=not sure. Discuss in groups. Teacher discusses the responses. Then group discussion. Vote again. Teacher then feeds in other items of trade, via a mini lecture. Finally students are asked to vote again, and teacher summarises.</li> <li>• Ask students to draw sketch map of Ethiopia indicating the direction of trade routs and market centres. Then ask students what they think the impact of this trade would be on Ethiopia – making it stronger or weaker; richer or poorer; more united or more divided. Teacher then gives a short lecture, incorporating student ideas and adding those ideas students did not think of.</li> <li>• Remind students of the work they did on Zemene Mesafint from Grade 9. Ask them to feed back to the class. Teacher pulls the discussion together.</li> <li>• Give a short lecture on the major reforms of Tewedros II. Ask students if these reforms were successful - yes/no. Explain why they chose the answer they did.</li> <li>• Give a short lecture on Yohannis IV – how he came to power, and his policies. Ask the students if Yohannis IV was a successful ruler – yes/no. Get them to explain why they chose the answer they did.</li> <li>• Divide the students into groups and ask them to debate the advantages and disadvantages of the Hiwett Treaty.</li> <li>• Give a short lecture on Menelik II – how he came to power, and his policies. Ask the</li> </ul>

Competencies	Contents	Suggested Activities
<p>relations during the reign of Yohannis IV.</p> <ul style="list-style-type: none"> <li>Show appreciation to the sacrifices paid by Ethiopian people at the battles of Gundet and Gura.</li> <li>Analyze the cause and consequences of Hiwett /Adwa/Treaty.</li> <li>Discuss the conditions that led to the rise to power of Menelik II.</li> <li>Explain Ethio-Italian relations during the period of Menelik II.</li> <li>Assess the causes and consequences of Menelik II's expansions policy to the South, South West and South-East</li> <li>Interprete the Treaty of Wuchale as the main cause to the battle of Adwa</li> <li>Explain the Birth of Eritrea as an Italian colony</li> <li>Describe the battle of Adwa and its consequences</li> <li>Evaluate the modernization process of Menelik II</li> <li>Compare and contrast the administrative policy of Tewodros II Yohannis IV and Menelik II in the</li> </ul>	<ul style="list-style-type: none"> <li>Administration policy (political and religious)</li> <li>Foreign relations <ul style="list-style-type: none"> <li>Egyptian aggression (1872-85)</li> <li>Hiwett/Adwa/ Treaty and its repercussion</li> </ul> </li> <li>Menelik II <ul style="list-style-type: none"> <li>The rise to power</li> <li>Relation with the Italians (1876-1887)</li> <li>Expansion to South, South-west and South-East.</li> </ul> </li> <li>The Wuchale Treaty and the battle of Adwa. <ul style="list-style-type: none"> <li>Birth of Eritrea as an Italian colony</li> <li>Consequence of the battle of Adwa</li> </ul> </li> <li>The Introduction of Modernization <ul style="list-style-type: none"> <li>The problems of succession and Tripartite Treaty</li> </ul> </li> </ul>	<p>students if Menelik II was a successful ruler – yes/no. Get them to explain why they chose the answer they did.</p> <ul style="list-style-type: none"> <li>Students refer back to their map from Unit 1.3. Which areas of Africa were Italian colonies? Ask the question; ‘Why was Italy interested in this part of Africa?’ Why was Menelik II friendly with the Italians? What did he intend to gain? What did he have to lose? Teacher pulls together the ideas generated by the students.</li> <li>Ask the question; ‘Who benefited most from the Treaty of Wuchale?’ Vote: 1=Ethiopia, 2=Italy, 3=neither. Students discuss then feed back, as per peer instruction. Teacher pulls together with a short lecture on the Treaty.</li> <li>Students answer the following questions from the text book; ‘How were the Italians able to establish their colony of Eritrea? Why could Menelik II do nothing about it?’ They feed back their answers to the class, and teacher pulls it all together.</li> <li>CASE STUDY: The Battle of Adwa Teacher gives a short lecture on the Battle of Adwa. Students asked to identify the consequences for ; <ul style="list-style-type: none"> <li>Italy</li> <li>Ethiopia</li> </ul>                     Question: What was the significance of the Battle of Adwa for Ethiopia? Students produce a one page summary of the arguments and feedback to the class. Teacher pulls together the arguments.                 </li> <li>‘Ethiopia was right to start a policy of modernization,’ Do you agree? In groups, students debate the causes, process and impact of modernization,</li> <li>Question; ‘What does the Tripartite Treaty of 1906 tell us about European colonialism at this time?’</li> <li>That they were only interested in exploiting Ethiopia</li> <li>That they wanted to help modernize Ethiopia</li> <li>That they took into account Ethiopian wishes when making decisions.</li> </ul> <p>Students asked, in groups, to decide which is the most important reason and feed back to the class. Teacher pulls the lesson together by describing the main features of the Tripartite Treaty and its impact on Ethiopia.</p> <ul style="list-style-type: none"> <li>Conclusion. Students answer the question, ‘Which of these rulers made the biggest contribution to the formation of the modern Ethiopian Empire:</li> <li>Tewodros II</li> </ul>

Competencies	Contents	Suggested Activities
Ethiopian state. • Evaluate the aim of the Tripartite Treaty and the European ambition.		<ul style="list-style-type: none"> <li>• Yohannis IV</li> <li>• Menelik II'</li> </ul> Could be done by voting –1=Tewodros II, 2=Yohannis IV, 3=Menelik II, as peer instruction. Could also be done by asking the students to write a report and feeding back to the class.

**Assessment**

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

**Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- identify the main features of the long distance trade in the Ethiopian region during the 19<sup>th</sup> century, examine the varied interactions among peoples and states of the Ethiopian region due to the long distance trade, realize to Tewodros II’s attempt of reforms, point out the causes that led to the down fall of Tewodros II, discuss the power conflict after the down fall of Tewodros II, explain the administrative policy of Yohannis IV, analyze the causes and consequences of Hiwett /Adwa/ Treaty, explain Ethio-Italian relations during the period of Menelik II, assess the causes and consequences of Menelik II’s expansionist policy to the south, south west and south-east, interpret the Treaty of Wuchale as the main causes to the

battle of Adwa, describe the battle of Adwa and its consequences and compare and contrast the administrative policy of Tewodros II, Yohannis IV and Menelik II in the Ethiopian state.

**Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

**Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

In the assessment process the teacher should give special attention and the necessary help for special needs students.



Competencies	Contents	Suggested Activities
<p>consequences of the Second World War.</p> <ul style="list-style-type: none"> <li>Evaluate the main forms of African struggle against colonial rule between the two World Wars</li> <li>Compare and contrast the different forms of African struggle against colonial rule</li> </ul>	<ul style="list-style-type: none"> <li>Cause</li> <li>Course</li> <li>consequences</li> </ul> <p><b>3.3 African struggle against colonial rule between the two world wars (4 periods)</b></p> <ul style="list-style-type: none"> <li>Under welfare organizations                             <ul style="list-style-type: none"> <li>The Young Kikuyu Association in Kenya</li> <li>The Bataka Association in Uganda</li> </ul> </li> <li>Under political parties                             <ul style="list-style-type: none"> <li>ANC</li> <li>WAFD</li> <li>Neo-Datsur</li> </ul> </li> <li>Non-party but well organized                             <ul style="list-style-type: none"> <li>Riff communities</li> </ul> </li> <li>Under religions movements                             <ul style="list-style-type: none"> <li>Kimbanguism</li> <li>Kitwala</li> </ul> </li> </ul>	<p>consequences of World War Two. They present their reports to the class. Teacher pulls the discussion together. Teacher then asks the question, ‘Why did the Allies win World War Two?’ Students produce a short report. Teacher summarises the activities.</p> <ul style="list-style-type: none"> <li>refer back to the work done on resistance to colonialism in unit 1.4.</li> </ul> <p>Give a reading assignment on African struggle against colonial rule between the wars. Let some of the students present their work to the class. Then ask the question; ‘Were resistance movements between the wars more/less effective than before WW1’</p> <p>ie: how were they similar?          how were they different?          what did they achieve?</p> <p>Teacher can summarise the arguments using Peer Instruction 1= more effective, 2=less effective, 3=don’t know.</p> <p>Then teacher explores why they were not effective – was it weak resistance movements, or strong European governments. Or both. Again, this could be done by Peer Instruction, or via discussion and feedback.</p>

## **Assessment**

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

### **Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- explain the major causes, course and consequences of the two World Wars, discuss the causes and achievements of the October 1917 revolution and compare and contrast the different forms of African struggle against colonial rule.

### **Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

### **Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

In the assessment process the teacher should give special attention and the necessary help for special needs students.

**Unit 4: Peoples and states in Ethiopia and the horn between 1908-1941 (15 periods)**

**Unit Outcomes:** The students will be able to:

- Discuss the major political, Economic and Social developments in Ethiopia between 1908 and 1941
- Examine the Italo-Ethiopian War of 1935-1936 and show appreciation to the Ethiopian patriotic resistance movement and liberation.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze the internal power struggle and the political instability from 1908-1913 in the Ethiopian state</li> <li>• Evaluate the major reforms of Lij Iyasu</li> <li>• Discuss the main features of the diarchy</li> <li>• Assess the emergence of autocracy and the major reforms of Haile Selassie I.</li> <li>• Analyze the fundamental and immediate causes of</li> </ul>	<p><b>4. Peoples and states in Ethiopia and the horn between 1908-1941</b></p> <p><b>4.1 Power struggle from 1908-1913 (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Power struggle between Taytu and Shoan nobility</li> <li>• Challenge of Lij Iyasu</li> </ul> <p><b>4.2 Reign and reforms of Lij Iyasu/1913-1916/ (3 periods)</b></p> <p><b>4.3 The diarchy (1916-1930) (3 periods)</b></p> <p><b>4.4 The Emergence of autocracy (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Major reforms</li> </ul> <p><b>4.5 Fascist Italian aggression and the</b></p>	<ul style="list-style-type: none"> <li>• Question; ‘In what way did the appointment of Lij Iyasu as Menelik’s heir make Ethiopia:             <ul style="list-style-type: none"> <li>• Stronger</li> <li>• Weaker?’</li> </ul>             Students are asked, in pairs, to prepare their argument – one to argue it made Ethiopia stronger, the next to argue it made Ethiopia weaker. Together they reach a conclusion as to the correct answer. They join with another pair, who reach a conclusion. Students then feed back to class and teacher summarises the discussion.           </li> <li>• Students are posed the question; ‘Lij Iyasu was the cause of his own overthrow.’ Do you agree? Ask the students what did he do that made him popular? With who? And what did he do that made him unpopular? With who? They then feed back to the class on the reasons for his downfall.</li> <li>• Give the students a short lecture on the diarchy. Then discuss with the students the key features of the diarchy. Get the students to find out what they can about the impact of the diarchy in their town, village or region, and report back to the class.</li> <li>• Teacher gives a short explanation of the emergence of autocracy and the reforms of Haile Selassie I. Students are asked the question; ‘The autocracy brought prosperity to the Ethiopian people. Do you agree?’</li> </ul> <p>Students make two lists:</p> <ul style="list-style-type: none"> <li>• Things that made life better for people</li> <li>• Things that made life worse for people.</li> </ul> <p>Students need reminding that there are different types of people – rich/poor, farmers/peasants, craftsmen/unskilled workers, soldiers/civilians, nobles, etc, etc – did the autocracy affect them all in the same way?</p> <p>Students are then asked the question again – have they changed their mind?</p> <ul style="list-style-type: none"> <li>• Question; ‘Was war with Italy inevitable in 1935?’</li> </ul>

Competencies	Contents	Suggested Activities																		
<p>the Ethio-Italian War of 1935-1936.</p> <ul style="list-style-type: none"> <li>• Make a brief description on the Italian occupation and rule</li> <li>• Discuss the Ethiopian resistance movement and liberation</li> </ul>	<p><b>Ethiopian patriotic resistance and liberation (3 periods)</b></p>	<p>Students complete the following table:</p> <table border="1" data-bbox="984 272 1808 506"> <thead> <tr> <th></th> <th>Causes that made war inevitable</th> <th>Causes that could have helped to prevent war</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Remember, some causes might fit into both columns!            Students then use the table to help them answer the question. They feed back to the class and teacher then summarises the arguments.            Question: ‘Did only bad things happen in Ethiopia as a result of Italian occupation and rule?’            Peer Instruction vote 1=yes, 2=no. Teacher pulls together the discussions, and explores reasons for any changes of mind. Students could produce two lists;</p> <ul style="list-style-type: none"> <li>• Good things coming from the occupation</li> <li>• Bad things coming from the occupation</li> </ul> <p>To help them reach a conclusion.</p> <ul style="list-style-type: none"> <li>• Ask the students to write a short biography of one of the known patriots of the period 1935-1941 and present it to the class. On the basis of the reports the teacher asks what these patriots have in common. And how effective they were? Teacher summarises the discussions by exploring the part played by patriots in the struggle against Fascist occupation.</li> </ul>		Causes that made war inevitable	Causes that could have helped to prevent war															
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**Assessment**

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

**Students at minimum requirement level**

A student working at the minimum requirement level will be able to: analyze the internal power struggle and the political instability from 1908-1913 in the Ethiopian state, evaluate the major reforms of Lij Iyassu, discuss the main features of the diarchy, assess the emergency of autocracy and the major reforms of Haile Selassie I, analyze the fundamental and immediate causes of the Ethio-Italian war of 1935-1936, make a brief description on the Italian occupation and rule and discuss the Ethiopian resistance movement and liberation..

**Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

**Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

In the assessment process the teacher should give special attention and the necessary help for special needs students.

**Unit 5: Post Second World War Regional and Global Developments (11 periods)**

**Unit Outcomes:** The students will be able to:

- Describe the post Second World War regional and global developments
- Examine the major roles played by the national liberation movements of Africa in the struggle for independence
- Realize the contribution of pan-Africanism to the national liberation struggle of Africa.

Competencies	Contents	Suggested Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the establishment of the UNO</li> <li>• Assess the main features of cold war</li> <li>• Produce a chart that demonstrates the main organs of UN</li> <li>• Evaluate the main principles of the Non-Aligned movement and the role it played</li> <li>• Analyze the causes and main events of the Arab-Israeli war</li> </ul> <ul style="list-style-type: none"> <li>• Compare and contrast the different forms of national liberation struggle against colonial power in different parts of Africa.</li> </ul>	<p><b>5. Post second world war regional and global developments</b></p> <p><b>5.1 Developments in the post W.W.II</b> <b>The formation of UN</b> <i>(3 periods)</i></p> <ul style="list-style-type: none"> <li>• Cold war (manifestations)</li> <li>• Non-align movement /NAM/</li> <li>• Arab-Israeli War</li> </ul> <p><b>5.2 African struggle against colonial rule</b> <i>(4 periods)</i></p> <ul style="list-style-type: none"> <li>• Liberation movements               <ul style="list-style-type: none"> <li>• Native struggle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students what they know about the UNO. Then get them to think about the Question; ‘Why was the UNO set up? What did the founder nations hope it would achieve?’ They might make a note of their ideas, and those of the rest of the class. Then get the students to draw a chart that shows the main organs of the UNO and their functions, and present it to the class.</li> <li>• Teacher draws two columns on the blackboard, one headed ‘yes’ and one headed ‘no.’ Students are asked the question ‘The Cold War was a war with no fighting. Do you agree?’ They answer yes/no. They brainstorm ideas onto the two lists on the blackboard. Remember, some ideas might belong in both columns! Teacher then asks them to summarise the Cold War from the lists on the blackboard.</li> <li>• The teacher should give a brief lecture on the Non-Aligned Movement. Then ask the students the following guided questions to help them understand the issue;           <ul style="list-style-type: none"> <li>• What were the strengths and weaknesses of the NAM?</li> <li>• Why did Nehru, Sukarno and Nasser try so hard to make the NAM a success?</li> <li>• Did they succeed?</li> </ul>           Students debate their answers and the teacher pulls it all together.         </li> <li>• Give, or ask students to draw, a timeline from 1917 to today. Ask them to use the textbook to mark on the timeline all the main events relating to the Arab-Israeli Wars. Then give them the question to debate, ‘Both the Arabs and the Jews have an equal claim to Palestine, and so the only solution is for them to live in peace together.’ Remind students they must use evidence to support their point of view!</li> <li>• Ask students what they have already learned about the African struggle against colonial rule, and how successful it was before WWII. If they were advising Liberation movement leaders after WWII, what would they suggest as effective tactics? Then split the class into seven groups and research the different Liberation movements:</li> </ul>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Identify the contributions of the Pan-Africanism to the National liberation movements</li> <li>• Evaluate the factors that led to the division of the pan-African members into different groups</li> <li>• Analyze the formation, strength and weaknesses of OAU and its transformation to AU</li> </ul>	<ul style="list-style-type: none"> <li>• Armed struggle</li> <li>• Mass movement</li> <li>• Referendum</li> </ul> <p><b>5.3. The struggle for continental union (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Pan-Africansim</li> <li>• Division of the Pan African members (Monrovia group</li> <li>• Casablanca group</li> <li>• Brazzaville group)</li> <li>• Formation of OAU                             <ul style="list-style-type: none"> <li>• Aim and principle</li> <li>• Failure and success of OAU</li> <li>• Transformation OAU to AU</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Italian colonies</li> <li>• French colonies</li> <li>• British colonies</li> <li>• Belgian colonies</li> <li>• Portugese colonies</li> <li>• Spanish colonies</li> <li>• South Africa.</li> </ul> <p>Feed back to the class on the tactics used – Which were the most effective? Which were the least effective? Teacher then pulls it all together by asking the question; ‘Did Independence come because the European powers gave it, or the African Liberation Movements grabbed it?’</p> <ul style="list-style-type: none"> <li>• Give a reading assignment on Pan-Africanism, and explore the reasons for divisions within members into different groups. Split the students into small groups and ask the question which is the priority – economic unity or political unity? Students feed back to the class their ideas, and teacher pulls the discussion together.</li> <li>• Ask the students what they know about the aims, objectives and organization of the OAU. Then give them the question; ‘If the UNO was working properly, there would be no need for the OAU.’ Split them into groups that agree/disagree, and ask them to come up with a group answer to feed back to the class.</li> </ul>

## **Assessment**

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

### **Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- describe the establishment of the UNO, assess the main features of cold war, produce a chart that demonstrates the main organs of UN, evaluate the main principles of the Non-aligned movement and the role it played, analyze the causes and main events of the Arab-Israeli War, compare and contrast the different forms of National liberation struggle against colonial power in different parts of Africa, identify the contributions of the Pan-Africanism to the National liberation movements, evaluate the factors that led for the division of the Pan-African members into different groups, and

analyze the formation, strength and weaknesses of OAU and its transformation to AU.

### **Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

### **Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

In the assessment process the teacher should give special attention and the necessary help for special needs students.

**Unit 6: Peoples and states in Ethiopia and the horn between 1941-1991 (11 periods)**

**Unit Outcomes:** The students will be able to:

- Assess the role of Britain and USA in the consolidation of the autocracy and identify the major Socio-Economic developments in post-liberation Ethiopia
- Analyze the origins, nature and effects of protests against the absolutist state
- Explain the results of 1974 Revolution, weakness and strength of the Derg regime and factors that led to the downfall of the Derg regime.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Assess the role of Britain and USA in the consolidation of the autocracy</li> <li>• Identify the major Socio-Economic developments in post-liberation Ethiopia</li> <li>• Analyze the federation and union of Eritrea with Ethiopia</li> <li>• Give a brief description on the internal plots and 1960 coup d’etat against the autocracy</li> <li>• Assess the causes and achievements of the Ethiopian student movement</li> <li>• Discuss the major peasant rebellions against Imperial power</li> <li>• Point out the spread of famine and its impacts on regions affected by it and on the Imperial state at</li> </ul>	<p><b>6. Peoples and states in Ethiopia and the horn between 1941-1991</b></p> <p><b>6.1 Consolidation of autocracy (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Foreign relation brief and General (Anglo-Ethiopian relations Ethio-American relation)</li> <li>• Socio-Economic and political developments</li> </ul> <p><b>6.2 Crisis of autocracy and oppositions to the Imperial rule (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Eritrea, from federation to union with Ethiopia</li> <li>• Internal plots and 1960 coupd’etat</li> <li>• The Ethiopian students movement</li> <li>• The peasant rebellions</li> <li>• Outbreak of famine</li> </ul>	<ul style="list-style-type: none"> <li>• Question; ‘To what extent did the Autocracy depend on British and American support to stay in power?’</li> </ul> <p>Peer Instruction techniques: 1= a lot, 2= not much, 3= not at all. Teacher helps the students identify the areas of reliance, and then focuses the discussion on ‘to what extent.’</p> <ul style="list-style-type: none"> <li>• ‘Did life get better for most people in post-Liberation Ethiopia?’</li> </ul> <p>First of all students need to decide what they mean by ‘better’—do they mean safer? Wealthier? More modern? Then they need to decide ‘by how much’ and ‘for whom?’</p> <ul style="list-style-type: none"> <li>• Describe the process of federation and union of Eritrea with Ethiopia.</li> <li>• Divide the class into five groups and set a homework assignment to collect information from the library and other sources relating to the challenges to the Imperial state:</li> <li>• 1960 coup</li> <li>• Student movement</li> <li>• Eritrean armed struggle</li> <li>• Peasant rebellions</li> <li>• Famine</li> </ul> <p>Feed back their findings to the class. Then teacher asks the question, ‘Why was there so much opposition to Imperial rule.’ Students answer this question from the reports back from groups, and the teacher pulls the activity together.</p>

Competencies	Contents	Suggested Activities								
<p>large.</p> <ul style="list-style-type: none"> <li>• Give a brief account of the popular revolution of 1974 and the overthrow of the Imperial regime</li> <li>• Identify the strengths and weakness of the Derg regime</li> <li>• Evaluate the causes for the Ethio-Somali war of the 1970s</li> <li>• Discuss the main causes for the decline and fall of the Derg regime.</li> </ul>	<p><b>6.3 The popular revolution of 1974 (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Downfall of the autocratic regime and the coming of Derg to power.</li> <li>• Measures taken by the Derg regime (Social, Political, Economic)</li> <li>• Foreign relations</li> <li>• Ethio-Somali War</li> <li>• Decline and fall of the Derg regime</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to collect photographs and pictures that show the events of 1974 then post them in the classroom.</li> <li>• Question, ‘The 1960 coup failed but the 1974 revolution succeeded’ Can you explain why? To answer this question the students need to explore the similarities and differences between the two events. Then they feed back their ideas to the class, and the teacher pulls the discussion together, highlighting the factors that allowed 1974 to succeed.</li> <li>• Students analyse the strengths and weaknesses of the Derg regime by completing the following table: <table border="1" data-bbox="1121 589 1673 724"> <thead> <tr> <th data-bbox="1121 589 1396 626">Strengths of Derg</th> <th data-bbox="1400 589 1673 626">Weaknesses of Derg</th> </tr> </thead> <tbody> <tr> <td data-bbox="1121 630 1396 659"></td> <td data-bbox="1400 630 1673 659"></td> </tr> <tr> <td data-bbox="1121 662 1396 691"></td> <td data-bbox="1400 662 1673 691"></td> </tr> <tr> <td data-bbox="1121 695 1396 724"></td> <td data-bbox="1400 695 1673 724"></td> </tr> </tbody> </table> </li> </ul> <p>Students feed back to the class their ideas. The teacher pulls together all the discussion and helps reach a conclusion.</p> <ul style="list-style-type: none"> <li>• The teacher asks students what they know about the war with Somalia. Following this the teacher then asks the question; ‘Why did Somalia invade Ethiopia?’ Together, the class discusses this, and the teacher prioritises the reasons for the class. The class then decides how to answer the question.</li> <li>• Question; ‘Was it changing <i>external events</i>- glasnost in Eastern Europe, world petrol prices, or <i>internal events</i> –famine, economic weakness, that led to the downfall of the military regime?’ Split students into two, one to focus on internal factors and one to focus on external factors. Each prepares their argument. Then they feed back to each other in pairs. Pairs need to agree their response. Then they group up in fours. They need to agree. Then they feed back to the class, who need to agree. Finally, the teacher pulls together all the arguments about reasons for the downfall of the military regime.</li> </ul>	Strengths of Derg	Weaknesses of Derg						
Strengths of Derg	Weaknesses of Derg									

## Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

### **Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- assess the role of Britain and USA in the consolidation of the autocracy, identify the major socio-economic developments in post-liberation Ethiopia, analyze the federation and union of Eritrea with Ethiopia, give a brief description on the internal plots and 1960 coup detat against the autocracy, assess the causes and achievements of the Ethiopian student movement, discuss the major peasant rebellions against Imperial power, point out the spread of famine and its impacts on regions affected by it and the Imperial state at large, give a brief account of the popular revolution of 1974 and the overthrow of the Imperial regime, identify the strength and weakness of the

Derg regime, evaluate the causes for the Ethio-Somali war of 1970s and discuss the main causes for the decline and fall of the Derg Regime.

### **Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

### **Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

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