

**History Syllabus
for
Grade 11**

Broad Learning Outcome of Grade 11 History

1. To develop understanding and acquire knowledge of

- Pre-history, history, importance and key elements in studying history.
- Evolution of human beings and the different species of Genus homo.
- Theories of the emergence of state.
- Limitation and possibilities in studying Ethiopian history.
- Pre-Axumite states in Ethiopia and the horn.
- Major features, expansion, decline and fall of the Axumite kingdom.
- Socio-economic and political conditions and the causes for the decline and fall of the Zagwe kingdom.
- Main features of Dark Age, Byzantine Empire and early capitalism.
- Major factors for the out break of the reformation.
- The political economic and cultural conditions of medieval Europe.
- The expansion and contribution of Islam and the achievements of the Arab-Muslim civilization.
- Major social, cultural, economic and political developments of peoples and states of Africa.
- Main features, phases and consequences of Trans-Atlantic slave trade.
- Main economic, political, social and cultural features of the Christian highland kingdom, the Muslim sultanates and the Omotic states.
- Causes, effects and features of revolutions in Europe and America.

2. To develop the skills and abilities of

- Collecting of historical data and using sources of history.
- Practicing dating and periodization events in history.
- Demonstrating the archeological sites of hominids.
- Locating the main Neolithic sites.
- Assessing the nature of early states.
- Assessing the rise to power of Zagwe kingdom.
- Analyzing the reasons behind the coming European explorers to Africa.
- Indicating the route of Trans-Atlantic slave trade.
- Assessing the major ideas and contributions of the enlightenment.
- Drawing the sketch map of Ethiopia to indicate the direction of the Oromo population movement.
- Interpreting the political results of the involvement of the Jesuits in the affair of the Christian Highland kingdom.

3. To develop the habit and attitude of

- Appreciating the main achievements of the Neolithic revolution.
- Realizing the achievements of ancient world civilizations.
- Respect and tolerance towards the languages.
- Appreciating the achievements of the Axumite kingdom.
- Appreciating the achievements of the Zagwe kingdom.

- Appreciating the major developments of Renaissance.
- Appreciating the contribution of the Gondarian period to the development of urbanization, architecture, art and literature.

Unit 1: Early human beings, the neolithic revolution and the emergence of state (14 periods)

Unit Outcomes: Students will be able to:

- Discuss the meaning, importance, source and interpretation in the studying of History
- Explain the theories, process of Human evolution and different species of Genus Homo
- Identify the characteristic of stone age and the achievement of Neolithic of Revolution
- Explain the theories and the possible causes for the emergence of early state.

Competencies	Contents	Suggested Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Define pre-history and history • Explain the importance of history • Point out the key elements in the study of history • Gain skills in the collection of historical data and the use of sources of history • Practice methods of writing history • Practice dating and periodization events in history • Explain the importance of periodization in studying history 	<p>1. Early human beings, the neolithic revolution and the emergence of state</p> <p>1.1 Meaning and the importance of history (2 periods)</p> <ul style="list-style-type: none"> • Meaning of history and pre-history • Importance of history <p>1.2 Key elements in studying history (2 periods)</p> <ul style="list-style-type: none"> • Source <ul style="list-style-type: none"> • Types • Interpretation • Presentation • Objectivity <ul style="list-style-type: none"> Methods of writing History <p>1.3 Dating and periodization in history (2 periods)</p> <ul style="list-style-type: none"> • Dating in history • Periodization in the history of <ul style="list-style-type: none"> • Europe • Africa 	<ul style="list-style-type: none"> • Ask students why they have chosen to study history. What do they expect to get out of it? Refer back to the start of Grade 9 and their work on listing the most important reasons for studying history. Do they still think the same way? How have their views changed? Report back to the class, and teacher draws up a class list of the importance of history. • Students are asked to investigate an aspect of history in their local area. They are asked to collect sources and write short history using the methods of writing history. They must use both primary and secondary sources to make their report, and reach a conclusion based on the evidence they have found. <p>Which do the students think is the most useful way to periodise history:</p> <ul style="list-style-type: none"> • By development of human behaviour • By objects • By economic activity • By writing? <p>Can they think of another way to effectively periodise history?</p> <ul style="list-style-type: none"> • Why is periodisation in history different in Europe, Africa and Ethiopia? Does the difference make studying history easier, or harder? Explain your answer.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Outline the evolution of human beings from Hominids • Demonstrate the archeological sites of hominids in Africa using map. • Identify the different species of Genus Homo • Describe that the Ethiopian rift valley is the cradle of human beings • Point out the main characteristics of the stone ages • Show appreciation to the main achievements of the Neolithic Revolution • Locate the main Neolithic sites in Ethiopia and the rest of the world • Explain the theories of the emergence of state • Assess the nature of Early states. 	<ul style="list-style-type: none"> • Ethiopia 1.4 Origin of human beings (3 periods) • Theories of origin of human beings • Hominids • Genus Homo and appearance of modern human beings 1.5 Early cultural development (3 periods) • Old stone age • Middle stone age • New stone age • Neolithic revolution and the emergence of complex of communities 1.6 Emergence of state (2 periods) • Theories of the emergence of state • The nature of early states 	<ul style="list-style-type: none"> • Historians often say that, ‘Africa is the cradle of mankind.’ Do you agree with this statement? What evidence is there to support this idea? To oppose this idea? Produce the text for a web page supporting the argument that mankind originated in Africa. • Draw a timeline of the Stone Age, marking on it the “Old Stone Age, the Middle Stone Age, and the New Stone Age. Identify the changes that occurred in each age. When would you say Modern Life began? Peer Instruction activity – 1= Old Stone Age; 2 = Middle Stone Age; 3 = New Stone Age. Teacher explores the differences and pulls the discussion together. • What are the characteristics of a state? When would you say the first state appeared in the region?

Assessment

The teacher should assess each students 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

Define pre-history and history, explain the importance of history, point out the key elements in the study of history, gain skills in the collection of historical data and the use of sources of history, practice dating and periodization events in history, outline the evolution of human beings from hominids, demonstrate the archeological sites of homininids in Africa using map, identify the different species of Genus homo, describe that the Ethiopian rift valley is the cradle of human beings, point out the main characteristics of the stone age, show appreciation to the main achievements

of the Neolithic revolution, explain the theories of the emergence of state and assess the nature of early states.

Students at 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 above 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 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: Ancient world civilizations (16 periods)

Unit Outcomes: Student will be able to:

- Realize and identify the achievements and the contribution of Ancient World Civilization to the present world development
- Analyze the fact that historical developments among various regions of the world are interrelated and interdependent.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Realize the achievements of the ancient civilization of the world • Explain the fact that historical developments among various regions of the world are inter related and inter dependent • Compare and contrast the main achievements of the ancient civilizations of Africa with ancient civilizations of Asia • Compare and contrast the main achievements of the ancient civilizations of Europe and the ancient civilizations of Asia 	<p>2. Ancient world civilizations</p> <p>2.1 Civilizations in Africa (4 periods)</p> <ul style="list-style-type: none"> • Egypt • Kush • Carthage <p>2.2 Civilizations in Asia (6 periods)</p> <ul style="list-style-type: none"> • Mesopotamia • Persia • India • China <p>2.3 Civilizations in Europe (4 periods)</p> <ul style="list-style-type: none"> • Greece • Rome and Roman Empire • Early Christianity and its expansion <p>2.4 Civilizations in Latin America (2 periods)</p> <ul style="list-style-type: none"> • Incas • Mays • Aztecs 	<ul style="list-style-type: none"> • Divide the class into 13 groups. Each group is asked to produce a report on <i>one</i> of these ancient civilizations. They are asked to use the following headings: <ul style="list-style-type: none"> • Agriculture • Industry • Wealth • Location • Ruling structure • Military • Religious beliefs • Inventions. • Groups feed back to the class about ‘their’ civilization, and make notes about other civilizations during the feedback. The teacher then asks students to highlight similarities and differences between civilizations. Do the students notice any patterns? • The teacher draws a timeline and asks students to highlight when ‘their’ civilization existed, and to mark on the timeline any similarities they have identified. • What are the similarities and differences between democracy today and democracy in Ancient Greece?

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

Students working at the minimum requirement level will be able to:-

Realize the achievements of the ancient civilizations of the world, explain the fact that historical development among various regions of the world are interrelated and interdependent, compare and contrast the main achievements of the ancient civilizations of Africa with ancient civilizations of Asia and compare and contrast the main achievements of the ancient civilizations of Europe and the ancient civilization of the world.

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 the end of the day.

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

Unit 3: Peoples and states in Ethiopia and the horn up to 1270 (17 periods)

Unit Outcomes: Students will be able to:

- Explain various *sources*, limitations and possibilities in studying Ethiopian History.
- Identify and explain pre-Axumite states and the main features of Axumite kingdom
- Describe factors that led to the rise to power, socio-economic political and cultural conditions and causes for the decline and fall of Zagwe dynasty.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Explain the various sources of studying Ethiopian history • Point out the limitations and possibilities in studying Ethiopian history • Analyze the main features of Neolithic revolution in the Ethiopian region and the horn. • Develop an attitude of respect and tolerance towards the languages of the Ethiopian region and the horn • Identify the pre-Axumite states and their geographical setting in Ethiopia and the horn 	<p>3. Peoples and states in Ethiopia and the horn up to 1270</p> <p>3.1 The study of Ethiopian history (2 periods)</p> <ul style="list-style-type: none"> • Sources • Interpretation • Comprehensiveness • Objectivity • Limitations and possibilities <p>3.2 The Neolithic revolution in the Ethiopian region and the horn (2 periods)</p> <p>3.3 Languages in Ethiopia and the horn (2 periods)</p> <p>3.4 Pre-Axumite states and their geographical setting in the Ethiopian region and the horn (3 periods)</p>	<ul style="list-style-type: none"> • How important is oral tradition in understanding the history of Ethiopia? What are the advantages and disadvantages of using oral history? Refer back to the work they did in Unit 1.2, investigating a topic in their local area. Which sources did they find? Which were hardest to find? How did this affect their report? Teacher draws together the discussion by highlighting variability of sources and how this will affect the kind of history we can write. • Refer back to your work on the Stone Age in Unit 1.5 What are the characteristics of the Stone Age? Which of those characteristics are found in Ethiopia? • Identify some of the speakers of the following language families and super-families: <ul style="list-style-type: none"> • Semetic • Cushitic • Omotic • Nilo-Saharan <p>Why are such a variety of languages spoken in Ethiopia and the Horn? The teacher ensures that students support their argument with evidence from their studies.</p> <ul style="list-style-type: none"> • Split the class into groups. The local museum is putting together a new exhibition on Pre-Axumite states in the Ethiopian region. They have asked your help. Unfortunately there is only space for three exhibition panels. You must decide on the three most important aspects of these states, and focus only

Competencies	Contents	Suggested Activities												
<ul style="list-style-type: none"> • Explain the major features of the Axumite state • Show appreciation to the achievements of the Axumite state. • Analyze the expansion, decline and fall of the Axumite kingdom <ul style="list-style-type: none"> • Assess the factors that led to the rise to power of the Zagwe kingdom • Show appreciation to the achievements of the Zagwe kingdom • Discuss the Socio-Economic and political conditions of the Zagwe kingdom. • Identify the causes for the decline and fall of the Zagwe kingdom 	<ul style="list-style-type: none"> • Punt • Damat • Yeha • Hawulti Melazo etc. <p>3.5 Axumite state and civilization (4 periods)</p> <ul style="list-style-type: none"> • Basic features • Society • State structure • Religions • Economy • Writing, arts and crafts • Imperial Expansion • Achievement • Decline and fall of the Aksumite state <p>3.6 The Zagwe kingdom (4 periods)</p> <ul style="list-style-type: none"> • The rise to power • Political geography • Society, economy culture and crafts (achievements) • Decline and fall of the Zagwe kingdom 	<p>on those. Remember you must have evidence to support your ideas too. EITHER produce the display for your classroom OR produce briefing notes for the museum to help them put on their new exhibition.</p> <ul style="list-style-type: none"> • Look back at your work in Unit 1.6, describing the characteristics of a state. To what extent does Aksum fill your description of a state? • ‘Aksum declined because the Muslim empire expanded.’ Is this a valid interpretation of the decline of Aksum? Use the following table to help you organize your argument: <table border="1" data-bbox="989 548 1484 748"> <thead> <tr> <th data-bbox="989 548 1236 581">Yes, because...</th> <th data-bbox="1241 548 1484 581">No because.....</th> </tr> </thead> <tbody> <tr> <td data-bbox="989 583 1236 615"></td> <td data-bbox="1241 583 1484 615"></td> </tr> <tr> <td data-bbox="989 617 1236 649"></td> <td data-bbox="1241 617 1484 649"></td> </tr> <tr> <td data-bbox="989 651 1236 683"></td> <td data-bbox="1241 651 1484 683"></td> </tr> <tr> <td data-bbox="989 685 1236 717"></td> <td data-bbox="1241 685 1484 717"></td> </tr> <tr> <td data-bbox="989 719 1236 748"></td> <td data-bbox="1241 719 1484 748"></td> </tr> </tbody> </table> <p>The teacher helps the class reach a conclusion.</p> <ul style="list-style-type: none"> • Divide the class into groups of 3. Each group to prepare a short lecture to the class on one of the following topics: <ul style="list-style-type: none"> • The rise of Zagwe • The achievements of Zagwe • The decline of Zagwe. <p>Some groups give their lecture. Teacher corrects any mistakes and pulls together the discussion.</p>	Yes, because...	No because.....										
Yes, because...	No because.....													

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

Students working at the minimum requirement level will be able to Explain the various sources of studying Ethiopian history, point out the limitation and possibilities in studying Ethiopian history, develop an attitude of respect tolerance towards the languages of the Ethiopian region and the horn, identify the pre-Axumite states in Ethiopia and the horn, explain the major features of the Axumite state, show appreciation to the achievements of the Axumite state, analyze the expansion, decline and fall of the Axumite kingdom, assess the factors that led to the rise to power of the Zagwe kingdom, show appreciation to the achievements of the Zagwe kingdom,

discuss the socio-economic and political conditions of the Zagwe kingdom and identify the causes for the decline and fall of the Zagwe kingdom.

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 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: The medieval period (16 periods)

Unit Outcomes: Students will be able to:

- Explain the major characteristics and features of Dark age and Byzantine Empire
- Discuss the major economic activities of early capitalism and growth of modern science and Technology
- Examine the expansion of Islam and the achievement of Arab-Muslim civilizations.

Competencies	Contents	Suggested Activities																					
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Analyze the major characteristics of the dark age and feudal society • Explain the main features of the Byzantine Empire • Point out the major economic activities of Early capitalism in Europe • Discuss the growth of modern science and Technology • Show appreciation to the major developments of Renaissance • Analyze the major factors for the out break of reformation • Summarize the consequences of the early European explorations and discoveries • Explain the political, economic, and cultural conditions of medieval Europe 	<p>4. The medieval period</p> <p>4.1 Medieval Europe (6 periods)</p> <ul style="list-style-type: none"> • Dark age • Feudal society • Byzantine Empire <p>4.2 Development of Early capitalism (6 periods)</p> <ul style="list-style-type: none"> • Towns and long distance trade • Science and Technology • Renaissance • Reformation • Exploration and discovery 	<ul style="list-style-type: none"> • Ask the students to draw a diagram showing power and wealth in Feudal times. Which people were rich and powerful? Which were poor and weak? What was the relationship between them? Ask one to draw their diagram on the board and explain it. Let the rest of the class comment on the diagram. • Ask the students to write down five questions they would like to ask the Emperor Justinian, in order to find out about the Byzantine Empire. The teacher then selects suitable questions from the students’ lists. Ask the students to answer the questions. • Which was more important to the development of early capitalism; <ul style="list-style-type: none"> • Towns • Long distance trade • Science & technology? <p>Explain to your neighbor why you chose the factor you did. Can you agree?</p> <ul style="list-style-type: none"> • Draw a timeline of the Renaissance, and mark on it what you consider to be the most important changes. Which <i>one</i> do you consider the most important? Why? • Complete the following table, about religious belief in Europe at the time of the Reformation; <table border="1" data-bbox="919 1068 1835 1305"> <thead> <tr> <th></th> <th>What Catholics believe</th> <th>What Protestants believe</th> </tr> </thead> <tbody> <tr> <td>Pope</td> <td></td> <td></td> </tr> <tr> <td>Language of the Bible</td> <td></td> <td></td> </tr> <tr> <td>The Mass</td> <td></td> <td></td> </tr> <tr> <td>Communion</td> <td></td> <td></td> </tr> <tr> <td>Indulgences</td> <td></td> <td></td> </tr> <tr> <td>Predestination</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Ask the students the question; ‘How did the Reformation affect Europe?’ • Ask the students the question; ‘What was the impact of the voyages of discovery on; 		What Catholics believe	What Protestants believe	Pope			Language of the Bible			The Mass			Communion			Indulgences			Predestination		
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Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Explain the expansion & contribution of Islam and the achievement of Arab Muslim civilization. • Identify the main achievements of India, China and Japan in the medieval period 	<p>4.3 Middle Age in Asia (5 periods)</p> <ul style="list-style-type: none"> • Expansion of Islam • Arab-Muslim civilization • The Ottoman Turks • India • China • Japan 	<ul style="list-style-type: none"> • Europe • The rest of the World? <p>Who benefited most from the voyages?’</p> <ul style="list-style-type: none"> • You have been asked to help prepare the script for a new television series about the expansion of Islam. The series is to have 4 programmes. Decide what the title of each programme should be. Then write a synopsis – a short summary – of what you think should be in each programme. Present your ideas to the class. • Search for pictures that show Arab-Muslim civilization. Bring your pictures into class and mount a display. Choose a maximum of 4 pictures that sum up Arab-Muslim civilization. Explain your choice. • ‘The Ottoman Empire was a military empire, and achieved little.’ Do you agree? Prepare an argument either <i>for</i> or <i>against</i> this question. Debate the question in class. • Let the students compare and contrast the main features of India, China and Japan, using materials from the text book and the library. Ask them which they think was most advanced, and why?

Assessment

The teacher should assess each students 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

Students working at the minimum requirement level will be able to analyze the major characteristics of the dark age and feudal society, explain the main features of the Byzantine Empire, point out the major economic activities of early capitalism in Europe, discuss the growth of modern science and technology, show appreciation to the major developments of renaissance, analyze the major factors for the outbreak of reformation, summarize the consequences of the early European exploration and discoveries, show appreciation to the political, economic and cultural achievements of medieval Europe, the Byzantine Empire, the Ottoman

Empire India, china, Japan and explain the expansion of Islam, its contribution to and the achievements of the Arab-Muslim civilization.

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 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: Peoples and states of Africa between 1000 – 1880s (12 periods)

Unit Outcomes: Student will be able to:

- Identify and discuss the major Social, cultural, economic and political development among the peoples and states of pre-colonial Africa
- Analyze the main features, phases and consequence of the trans-Atlantic Slave trade.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Identify the peoples and states of North, West, Central and Southern Africa • Discuss the major social, cultural, economic and political developments of the peoples and states of Africa • Analyze the reasons behind the coming of European explorers to Africa • Describe the main features of the Trans-Atlantic Slave Trade • Identify the different phases of the Trans- 	<p>5. Peoples and states of Africa between 1000 – 1880s</p> <p>5.1 States (4 periods)</p> <ul style="list-style-type: none"> • Mamluk Egypt • Funj • Ghana • Mali • Songhai • Hausa • Zimbabwe • Khoi-khoi & Sa’an <p>5.2 European Explorers in Africa (4 periods)</p> <p>5.3 Trans-Atlantic Slave Trade (4 periods)</p> <ul style="list-style-type: none"> • Beginning of the Trans Atlantic Slave Trade • Phases 	<ul style="list-style-type: none"> • EITHER Draw a map of Africa showing peoples and states between 1000 and 1880s OR Look back at their map of African states from Unit 5.1 in Grade 9. • ‘Industry and Trade were the main characteristics of African peoples and states before 1880.’ How might you set about trying to prove or disprove this statement? What would you need to find out? Help the class make a list of the things they would need to discover to prove or disprove this statement. Once you have the list split the class into groups to find out the necessary information. Bring the class together and ask them to answer the initial question. • Ask the students for the names of any European explorers of Africa they know of. Make a class list. Divide the class into groups to research each name on the list. Use these headings: <ul style="list-style-type: none"> • Name • Country from • Which part of Africa they explored • Why they came to Africa • What happened to them <p>Feed back to the class, and the teacher pulls out the reasons European explorers came to Africa. Then ask the students to identify what they think were the most important reasons at the time, and what might be regarded as the most important reasons today.</p> <ul style="list-style-type: none"> • Ask the students to produce an account of the Slave Trade that might be used in the text book for Grade 9. What things should they include? Is there anything they should leave out for Grade 9? How many pictures would you use? Would you use primary sources? Remember it is for Grade 9!

Competencies	Contents	Suggested Activities
<p>Atlantic Slave Trade</p> <ul style="list-style-type: none"> • Interpret the main consequences of the Trans-Atlantic Slave Trade • Draw a sketch map to indicate the routes of the Trans-Atlantic Slave Trade. 	<ul style="list-style-type: none"> • Horrors • Abolition • consequences 	

Assessment

The teacher should assess each students 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 working at the minimum requirement level will be able to:-

Students at minimum requirement level

Identify the peoples and states of North West, Central and Southern Africa, discuss the major social, cultural, economic and political development of the peoples and states of Africa, analyze the reasons behind the coming of European explores to Africa, describe the main features of the Trans-Atlantic slave trade, identify the different phases of the Trans Atlantic slave trade, interpret the main consequences of the Trans-Atlantic slave trade, and draw a sketch map to indicate the routes of the Trans-Atlantic slave trade.

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 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 1270s – 1520s (16 periods)

Unit Outcomes: Students will be able to:

- Assess the major political economic, Social and cultural features of the Christian highland kingdom
- Identify and explain the main features of the Muslim states and Omotic states in Ethiopian region and the Horn
- Realize the inter-connection and inter-relation of the various peoples and states of the Ethiopian region among themselves and with these of the rest of the Horn of Africa.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Evaluate the main factors that led for the restoration of the “Solomonic” dynasty • Explain the major political, Economic, Social and cultural features of the Christian highland kingdom • Discuss the main features of the Muslim states in the Ethiopian region and the horn • Explain the introduction and Expansion of Islam in the Ethiopian region and the horn. 	<p>6. Peoples and states in Ethiopia and the horn between 1270s – 1520s</p> <p>6.1 Restoration of the “Solomonic” dynasty and the Christian highland kingdom (4 periods)</p> <ul style="list-style-type: none"> • Territorial extent • Characteristic features <p>6.2 The Expansion of Islam and the emergence of Muslim sultanates in Ethiopia and the horn (6 periods)</p> <ul style="list-style-type: none"> • Expansion of Islam • Muslim sultanates • Dahlak • Shoa • Ifat • Hadya • Bali • Sharka • Dawaro • Dera • Fetegar • Arbabini • Adal 	<ul style="list-style-type: none"> • Ask students to produce a flow-chart showing the growth of the ‘Solomonic’ dynasty. How are the points of the flow-chart linked together? • Ask students the question; ‘How influential was Islam in Ethiopia at this time?’ They will need to decide what they mean by ‘influential’ ie; in the Horn? In Ethiopia as a whole? They will also need to decide, ‘to what extent?’ ie; where was Islam influential, and in what ways – in trade? In wealth? In power? In war?

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Describe the main features of the Omotic states in the Ethiopian region and the horn Analyze the relationship among Christian highland kingdom with the Muslim Sultanates and Omotic states 	<p>6.3 The Omotic states in Ethiopian region and the horn (6 periods)</p> <ul style="list-style-type: none"> The kingdom of Damot The kingdom of Kaffa The kingdom of Enarya The kingdom of Bizamo The kingdom of Welayita The kingdom of Yem (Political, geography, Economy, Social Structure and culture of all states and kingdoms) Cultural, Economic and religious relations of the Christian highland kingdom with the Muslim sultanates and Omotic states. 	<ul style="list-style-type: none"> Question, ‘In what ways were the Omotic states <i>similar</i> and in what ways <i>different</i> to the Islamic sultanates and the Christian highland kingdom?’ <p>Students will first need to decide what to compare – i.e; what they need to find out about the Omotic states to be able to compare them with the others. Let the students decide what factors to choose. Then get them to feed back to the class, and finally produce a brief paper summarizing the discussion.</p>

Assessment

The teacher should assess each students 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 working at the minimum requirement level will be able to:-

Students at minimum requirement level

Evaluate the main factors that led for the restoration of the “Solomonic” dynasty, explain the major political, economic, social and cultural feature of the Christian highland kingdom, discuss the main features of the Muslim states in the Ethiopian region and the horn, explain the introduction and expansion of Islam in the Ethiopian region and the horn, describe the main features of the Omotic states in the Ethiopian region and the horn and analyze the relationship among Christian high land kingdom with the Muslim Sultanates and Omotic states.

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 the end of the day.

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

Unit 7: The early modern world, capitalism and the growth of democracy (20 periods)

Unit Outcomes: The students will be able to:

- Analyze the political, economic social and cultural features of China and Japan in the 16thc and 17thc.
- Discuss the democratic ideas which motivated the English American and French Revolution
- Identify and explain the aims and effect of Vienna congress and the main features of 1830's and 1948 Revolution in Europe.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • Student will be able to: • Evaluate the political Economic, Social and cultural features of China and Japan in the 16th and 17th centuries • Analyze the characteristic features of the English and French revolutions • Assess the major ideas and contributions of Enlightenment. • Analyze the major causes and effects of the American war of independence • Identify the causes and effects of Latin American revolutions • Analyze the causes and effects of the Industrial revolution • Compare and contrast the main features of the first and second phases of the industrial revolution 	<p>7. The early modern world, capitalism and the growth of democracy</p> <p>7.1 China and Japan in the 16thc & 17thc (5 periods)</p> <p>7.2 Capitalism and the growth of democracy in Europe & the West (10 periods)</p> <ul style="list-style-type: none"> • English revolution • Enlightenment • American war of independence • French revolution • Napoleonic Era • Latin American revolutions of (1810-1823) • Industrial revolution (Features of 1st & 2nd phases and consequences) 	<ul style="list-style-type: none"> • Ask the students to look back at the work they did on China and Japan in Unit 4.3. Remind them of the key points. To what extent has China and Japan changed by the end of the 17th C? NB: How do you measure 'change?' How do you decide 'to what extent?' • Question; 'Why did King Charles I have his head chopped off in 1649?' Students work in groups to answer the question and feed back to the class. • 'Who was the most influential in the Enlightenment – Voltaire or Rousseau?' To answer this question students will need to produce a list of the achievements of each, decide who they think was most influential, and come to a conclusion. They could do this in groups, or as a whole class activity, or a combination of these. Teacher then uses their conclusions to explore what exactly the Enlightenment stood for. • Divide the class into two groups. One group answers the question 'Why did the American colonies want their independence from Britain?' One group answers the question, 'Why wouldn't Britain give the 13 colonies their independence?' Class then debates the causes of the American War of Independence. • The Declaration of the Rights of Man, in 1789, stated: • Men are born free and equal with rights to liberty, property, security and resistance to oppression • All citizens are entitled to a voice in making the nation's laws • All persons are guaranteed equality before the law, freedom from unlawful arrest, and freedom of speech, press and religion. <p>To what extent does this declaration apply:</p> <ol style="list-style-type: none"> 1. in France after 1789 2. in the world today?

Competencies	Contents	Suggested Activities												
<ul style="list-style-type: none"> Analyze the aims and consequences (effect) of the Congress of Vienna (1815) Explain the main features of the 1830s and 1848 revolutions in Europe 	<p>7.3 Age of Reaction (5 periods)</p> <ul style="list-style-type: none"> Congress of Vienna Revolutions of 1830s and 1848 in Europe 	<p>Students produce a report covering both 1 and 2.</p> <ul style="list-style-type: none"> Draw a timeline from 1796 to 1815. Mark on it the main events of Napoleon’s life. What would you say was his greatest achievement? Why? How similar and how different to the American War of Independence were the Latin American revolutions of 1810-1823? To help you answer the question complete the following table: <table border="1" data-bbox="940 440 1801 639"> <thead> <tr> <th>Similar to American revolution</th> <th>Different to American revolution</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table> <p>Work with a partner to reach a conclusion, then feed back to the rest of the class.</p> <ul style="list-style-type: none"> ‘The industrial revolution brought prosperity to all’ Do you agree? Use Peer Instruction. 1=yes, 2=no, 3=don’t know. Teacher gives short lecture on the Industrial revolution, then asks students to vote again. Teacher explores any changes in voting patterns. With Napoleon finally defeated, the Congress of Vienna in 1815 was a peace treaty after the Napoleonic Wars. What changes did it bring to the map of Europe? Which countries benefited – the winners or the losers? In what ways did the Congress ; Keep the peace Store up trouble for the future? <p>Write a report on the Congress of Vienna answering these points.</p> <ul style="list-style-type: none"> Why did the revolutions of 1830 and 1848 break out? Why did they fail? <p>You have been asked by the producer of a radio programme for schools to help with the script for a short radio programme about the 1830s and 1848 revolutions in Europe. Produce a brief summary of your script.</p>	Similar to American revolution	Different to American revolution										
Similar to American revolution	Different to American revolution													

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 working at the minimum requirement level will be able to:-

Students at minimum requirement level

Evaluate the political, economic, social and cultural features of China and Japan in the 16th and 17th centuries, analyze the characteristic features of the English and French revolution, analyze the major causes and effects of the American War of Independence, identify the causes and effects of Latin American revolutions, analyze the causes and effects of the Industrial revolution, compare and contrast the main features of the first and second phases of the Industrial revolution, analyze the aims and consequences

(effect) of the congress of Vienna (1815), and explain the main features of the 1830s and 1848 revolution in Europe.

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 the end of the day.

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

Unit 8: Peoples and states in Ethiopia and the horn between 1520s-1855 (21 periods)

Unit Outcomes: the students will be able to:

- Explain and evaluate the causes and consequences of the expansion the conflict and the involvement of Europeans in the conflict between the Christian highland kingdom and the Muslim sultanate of Adal
- Identify and analyze the cause, the process and consequence of population movement and expansion in the 16thc.
- Discuss the social, economic and political development of Gondarian period and the effect of the Zemen Mesafint.

Competencies	Contents	Suggested Activities
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Explain the main causes for the expansion of the Christian highland kingdom • Analyze the causes for the conflicts between the sultanate of Adal and the Christian highland kingdom • Evaluate the reasons for the involvement of the Portuguese & Ottoman Turks in the conflict between the Christian highland kingdom and the sultanate of Adal • Discuss the consequences of the conflict between the Christian highland kingdom and the sultanate of Adal. • Explain the major causes for the population movements of the Somalis, Afars and the 	<p>8. Peoples and states in Ethiopia and the horn between 1520s-1855</p> <p>8.1 Relations between the Christian highland kingdom and the Muslim sultanate of Adal (6 periods)</p> <ul style="list-style-type: none"> • Expansion of the Christian highland kingdom • Conflict between the Christian highland kingdom and the sultanate of Adal • Interference of the Portuguese and the Ottoman Turks • Consequences <p>8.2 Population Movements (6 periods)</p> <ul style="list-style-type: none"> • Somali and Afar • Oromo population movement • Cause • Direction • Institutions and social organization • Consequences 	<ul style="list-style-type: none"> • ‘The weakness of the Christian highland kingdom was a direct result of the strength of the Muslim sultanate of Adal and the Oromo population movement.’ Do you agree? How might you set about proving, or disproving this statement? What would you need to know? How might you structure your argument? Perhaps produce a list of the strengths/weaknesses of each, and comparing them? How do the three sets of information fit together? Discuss with a neighbour how you would answer this question, then feed back to the class. • Draw a sketch map of Ethiopia to indicate the main directions of the Oromo population movement. Highlight on your map the movements that would be seen as a threat by the Muslim sultanate and the Christian highland kingdom.

Competencies	Contents	Suggested Activities
<p>Oromos.</p> <ul style="list-style-type: none"> • Draw a sketch map of Ethiopia to indicate the main directions of the Oromo population movement. • Describe the Oromo Political, Economic Social and religious systems and practices • Discuss the consequences of the Oromo population movement • Examine the Social, Economic and Political developments in the Christian highland kingdom • Analyze the reasons for the attempt of introduction of Catholicism in the Christian highland kingdom • Interpret the political result of the involvement of the Jesuits in the affairs of the Christian highland kingdom • Show appreciation to the contributions of the Gonderian period to the development of urbanization, architecture, art and literature. • Explain the major 	<p>8.3 Instability versus consolidation in the Christian highland kingdom (1543-1855) (7 periods)</p> <ul style="list-style-type: none"> • Attempts at consolidation and the new political geography of Christian highland kingdom • Imposition of Catholicism • Gondarian period • Zemene Mesafint 	<ul style="list-style-type: none"> • Why was the imposition of Catholicism so unsuccessful? Ask the students to prepare a short lecture to give to the class that answers this question. Get some students to deliver their lecture. Teacher pulls together the discussion and highlights the arguments. • Compare and contrast the roles of Queen Elleni of medieval Christian kingdom and Etege Mentewab of the Gondarian Period. Who would you argue was the more successful of the two? Why? • Why was there no effective central authority in Ethiopia from 1769 – 1855? What was the impact of this on the country? Students prepare a report and feed back to the class. Teacher pulls together the discussion.

Competencies	Contents	Suggested Activities
characteristics of the Zemene Mesafint <ul style="list-style-type: none"> Examine the political, Economic, Social and cultural features of the peoples and states found in south South-East and South-West of the Ethiopian region before the formation of the Ethiopian Empire. 	8.4 Peoples and states of Ethiopia (6 periods) <ul style="list-style-type: none"> The Omotic states The Oromo Monarchies The Harar Emirate The Sheikdoms of Asosa, Benishangul and Komosha The kingdom of Shoa 	Let the students form a small groups and select one of the states (Omotic, Oromo monarchs, Harar Emirates the sheikdoms of Asosa, Benishangul, Komosha and the Shoan kingdom) Make a discussion with in the group on the political, economic, social and cultural features of the states. Then present it to the class. Let the class write the similarities and differences among the states. Then also put the states according the order of their establishment. Finally the teacher should have sum up the lesson.

Assessment

The teacher should assess each students 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 working at the minimum requirement level will be able to:-

Students at minimum requirement level

Explain the main causes for the expansion of the Christian highland kingdom, analyze the causes for the conflict between the sultanate of Adal and the Christian high land kingdom, evaluate the reasons for the involvement of Portuguese and Ottoman Turks in the conflict between the Christian highland kingdom and the sultanate of Adal, discuss the consequences of the conflict between the Christian highland kingdom and the Sultanate of Adal, explain the major causes for the population movements of the Somalis, Afars and the Oromos, draw the sketch map of Ethiopia to indicate the main directions of the Oromo population movement, describe the Oromo political, economic, social and religious systems and practices, discuss the consequences of the Oromo population movement, examine the social, economic and political developments in the Christian highland kingdom, analyze the reasons for the attempt of introduction of Catholicism in the Christian highland kingdom, interpret the

political result of the involvement of the Jesuits in the affairs of the Christian highland kingdom, show appreciation to the contributions of the Gondarine period to the development of urbanization, architecture, art and literature, explain the major characteristics of the Zemene Mesafint and examine the political, economic, social and cultural features of the peoples and states found in South, South East and South West of the Ethiopian region before the formation of the Ethiopian Empire.

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 the end of the day.

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