

**History Syllabus  
for  
Grade 12**

## **Broad Learning Outcome of Grade 12 History**

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

- The factors that contribute to the unification of Italy and Germany.
- The causes, course and effects of the American civil war.
- The political problem in the Balkan region.
- The process of colonizing Africa.
- The administrative policy of Britain and France.
- The nature of the long distance trade of the 19<sup>th</sup> C Ethiopia.
- The reforms and its challenges of Tewodros II.
- The foreign relation of Yohannis IV and its challenges.
- Process of territorial expansion to the south, south west and south east that led to the formation of present day Ethiopia.
- The foreign relations of Menelik II.
- The causes, course and consequences of the First and Second World Wars.
- The formation and functions of the League of Nations and United Nations.
- The causes, nature and consequences of Russian revolution.
- The causes of the internal power struggle in Ethiopia from 1908 up to 1930s.
- The reforms, internal and external challenges of Lij Iyasu.
- Ethio-Italian relations and the war of 1935-36.
- The major socio-economic and political development in post liberation Ethiopia.
- The process of federation and union of Eritrea with Ethiopia.
- The Peasant rebellions against the Imperial rule.
- The effects of the 1974 revolution in Ethiopia.
- The various measures taken by the Derg Regime.
- The Ethio-Somali war of 1977.
- The political, economic and military factors that brought about the fall of Derg Regime.
- The role played by the capitalist and socialist camps in shaping world events.
- The emergence and role of non-aligned movement.
- Origin, development and the role of Pan-African movement in the African unity and anti-colonial struggle.
- The role played by the national liberation movement for independence and formation of OAU.

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

- Demonstrating the map of Italy and Germany before and after unification.
- Interpreting how the industrial capitalism of Europe brought about colonial rivalry, conflicts and partition of Africa.
- Demonstrating the colonial possessions of European power on the map of Africa.
- Drawing the sketch map of Ethiopia to indicate the route and centres of the long distance trade.
- Assessing the factors that contributed for the downfall of Tewdros II.
- Assessing the rise and internal administrative policy of Yohannis IV.

- Interpreting the Wuchale Treaty as a cause for the battle of Adwa.
- Assessing the socio-economic and political measures taken to strengthen the autocracy.
- Analyzing the British and American involvement in Ethiopia for the consolidation of the autocracy.
- Analyzing the 1960 coup and the Ethiopian student movement against HSI's regime.
- Analyzing the foreign relations of the Derg regime.
- Assessing the success and failure of contemporary Africa.

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

- Analyzing the nature of African resistance against colonial expansion.
- Appreciating African resistance against colonial expansion and rule.
- Appreciating the importance of long distance trade in promoting interaction among different peoples and states of Ethiopian region in various aspects of social life.
- Appreciating the patriotic struggle against the Italians at the battle of Adwa.
- Realizing the consequences of the battle of Adwa.
- Relating the problem of succession with tripartite treaty.
- Appreciating the Ethiopian resistance movement and war of liberation.
- Realizing the independence movement of India.

**Unit 1: Development of capitalism, nationalism and colonialism (14 periods)**

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

- Explain the development of capitalism and the effects of Nationalism in the 19<sup>th</sup> Century.
- Describe the causes and effects of the Eastern question.
- Interpret how the Industrial Capitalism of Europe brought about colonial rivalries, conflicts and partition 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"> <li>• Explain the factors that contribute to the unification of Italy.</li> <li>• Describe the process of German unification and its effects of this achievements.</li> <li>• Analyze the causes, course and effects of the American civil war.</li> <li>• Compare the maps of Italy and Germany before and after unification.</li> </ul> <ul style="list-style-type: none"> <li>• Evaluate the Eastern Question.</li> <li>• Analyze the political problem in the Balkan region.</li> </ul>	<p><b>1. Development of capitalism, nationalism and colonialism</b></p> <p><b>1.1. Formation of Nation states (6 periods)</b></p> <ul style="list-style-type: none"> <li>• Unification of Italy.               <ul style="list-style-type: none"> <li>• Obstacles to unity</li> <li>• Factors promoting unification</li> <li>• Steps in the unification</li> </ul> </li> <li>• Unification of Germany               <ul style="list-style-type: none"> <li>• Obstacles to unity</li> <li>• Factors promoting unity</li> <li>• Steps in the unification</li> </ul> </li> <li>• American civil war               <ul style="list-style-type: none"> <li>• Cause</li> <li>• Steps</li> <li>• Consequences</li> </ul> </li> </ul> <p><b>1.2. Nationalism and Eastern Question (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Meaning of Eastern Question</li> <li>• Serbian struggle for Independence</li> <li>• Balkan Wars (1912-1913)</li> <li>• Greek, Rumania and Bulgarian struggle for</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Cavour was the cause of unification of Italy.’ Do you agree? Students will need to assess the part played by Cavour, but also other causes of unification, and then come to a conclusion as to the real reason for Italian Unification. As ever, there is always more than one cause for an event!</li> <li>• ‘Bismark was the cause of unification of Germany’ Do you agree?  There is now scope for a class debate on the relative importance of Cavour and Bismar...</li> <li>• Split the class into two – representing the South and the North. Ask each group to come up with a list of questions they would like to ask:               <ul style="list-style-type: none"> <li>• A northern industrialist</li> <li>• A southern slave owner</li> </ul> </li> </ul> <p>Feed back to the class. From the questions, can the class produce a list of the causes of the American Civil War? Teacher pulls the discussion together by focusing closely on the causes of the War.</p> <ul style="list-style-type: none"> <li>• ‘It was rivalry between Russia, Austria-Hungary and the Ottoman Empire that made the Balkans so unstable before World War One. Do you agree?’ Produce a brief report on the aims of each of these three empires at the time, and suggest how their aims came into conflict. How did this create instability? Report back to the class, either by question and answer or by short presentation.</li> </ul>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Interpret how the Industrial Capitalism of Europe brought about colonial rivalries, conflicts and partition of Africa.</li> </ul>	<p>independence</p> <p><b>1.3. Colonial rivalries among European powers (4 periods)</b></p> <ul style="list-style-type: none"> <li>European conflict and co-operation in the scramble for Africa</li> </ul>	<ul style="list-style-type: none"> <li>‘To be a great power you needed an Empire. That is why the European powers colonized Africa.’</li> </ul> <p>Peer Instruction; 1=yes, 2=no, 3=unsure. Teacher explores the reasons for voting, then gives the opportunity for a re-vote. Who has changed their mind? Why? Teacher pulls together 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 at minimum requirement level**

Students working at the minimum requirement level will be able to explain the factors that contribute to the unification of Italy, describe the process of German unification and its effects of this achievement, analyze the causes, course and effects of the American civil war, compare the maps of Italy and Germany before and after unification, evaluate the eastern question, analyze the political problem in the Balkan region and interpret how the industrial capitalism of Europe brought about colonial rivalries, conflicts and partition of Africa.

**Students working above the 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 working below the 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 of Africa between 1880s -1914 (13 periods)**

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

- Express the process of colonizing Africa, analyze the nature of African resistance against colonial expansion and rule.
- Compare and contrast the administrative policy of Britain and France.

<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"> <li>• Express the process of colonizing Africa.</li> <li>• Analyze the nature of African resistance against colonial expansion.</li> <li>• Show appreciation to African resistance against colonial expansion and rule.</li> <li>• Compare and contrast the administrative policy of Britain and France.</li> <li>• Demonstrate the colonial possessions of European power on the map of Africa.</li> </ul>	<p><b>2. Peoples and states of Africa between 1880s -1914</b></p> <p><b>2.1. The process of colonizing Africa (3 periods)</b></p> <p><b>2.2. African resistance against colonial expansion (6 periods)</b></p> <ul style="list-style-type: none"> <li>• Samori Toure of Mandinka</li> <li>• The Ibo and the Ibibo</li> <li>• The Ashanti</li> <li>• Urabi Pasha’s rebellion in Egypt</li> <li>• The Mahdist movement in the Sudan</li> <li>• The Maji-Maji rebellion</li> </ul> <p><b>2.3. Colonial possessions and administration (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Possessions</li> <li>• Administration</li> <li>• British colonial policy</li> <li>• French colonial policy</li> </ul>	<ul style="list-style-type: none"> <li>• Why did Africans resist European colonizers? Find examples of Africans resistance to colonizers.</li> <li>• Work in groups. Research resistance by Africans to European rule. Produce a short report on each resistance. Feed back to the class. Why were some resistance movements more effective than others?</li> <li>• Which do you think was more effective;             <ul style="list-style-type: none"> <li>• British colonial policy</li> <li>• French colonial policy?</li> </ul>             You will need to decide what you mean by ‘effective’ before you try to answer this question. Discuss with a neighbour what makes policy effective. Then decide, as a pair, which you think was more effective. Teacher discusses with the class, and tries to reach a conclusion           </li> </ul>

## **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 express the process of colonizing Africa, analyze the nature of African resistance against colonial expansion and compare and contrast the administrative policy of Britain and France.

### **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 3: Peoples and states in Ethiopia and the horn between 1855-1908 (24 periods)**

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

- Analyze the importance of long distance trade in connecting the Ethiopian peoples.
- Describe the political, economic and social conditions of Ethiopia from 1855 up to 1908.

<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"> <li>• Explain the major factors that contributed for the revival of long distance trade.</li> <li>• Describe the nature of the long distance trade of 19th century Ethiopia.</li> <li>• Show appreciation to the importance of long distance trade in promoting interaction among different peoples and states of Ethiopian region in various aspects of social life.</li> <li>• Draw a sketch map of Ethiopia to indicate the routes and centres of long distance trade.</li> <li>• Discuss how Tewodros II came to power.</li> <li>• Analyze the reforms of Tewodros II and its challenges.</li> <li>• Assess the factors that contributed for the downfall of Tewodros II.</li> <li>• Assess the rise and internal administrative policy of Yohannis IV.</li> </ul>	<p><b>3. Peoples and states in Ethiopia and the horn between 1855-1908</b></p> <p><b>3.1. Revival of long distance trade (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Reasons for the revival of long distance trade</li> <li>• Trade, trade routes and market centres</li> <li>• Merchants</li> <li>• Trade items and medium of exchange</li> <li>• Consequence of the long distance trade</li> </ul> <p><b>3.2. Political, economic and social conditions of Ethiopia during the reigns of ... (20 periods)</b></p> <ul style="list-style-type: none"> <li>• Tewodros II <ul style="list-style-type: none"> <li>• Rise to power</li> <li>• Reforms and its challenges</li> </ul> </li> <li>• Social</li> <li>• Political</li> <li>• Religious</li> </ul>	<ul style="list-style-type: none"> <li>• Question; ‘What was the main impact of trade and trade routes in the nineteenth century? Students will need to identify all the trade routes, their advantages and disadvantages, and then decide which were positive and which were negative. Drawing a map of the trade routes would probably help them.</li> <li>• Research the rule of Tewodros II. Ask the students to bring in photographs, accounts, any evidence they can find about him – his successes and his failures. Mount a class exhibition highlighting the time of Tewodros II. Which parts of his rule will you emphasize in your exhibition?</li> <li>• Ask the students to produce a double page spread for a new textbook for Grade 10 on the reign of Yohannis IV. Which features of his reign will you focus on? You can use 2 pictures on your pages. Which pictures would you want to support your text? Students must explain their choice of information and pictures to the class.</li> </ul>

Competencies	Contents	Suggested Activities														
<ul style="list-style-type: none"> <li>• Examine the foreign relations of Yohannis IV and its challenges.</li> <li>• Explain the process of territorial expansion to the South, South East and South West that led to the formation of present day Ethiopia.</li> <li>• Analyze the foreign relations of Menelik II.</li> <li>• Interpret the Wuchale Treaty as a cause for the battle of Adwa.</li> <li>• Show appreciation for the patriotic struggle against the Italians at the battle of Adwa.</li> <li>• Realize the consequences of the battle of Adwa.</li> <li>• Relate the problem of succession with the Tripartite Treaty.</li> </ul>	<ul style="list-style-type: none"> <li>• Military</li> <li>• Downfall of Tewodros II</li> <li>• Yohannis IV                             <ul style="list-style-type: none"> <li>• The rise to power</li> <li>• Internal political development</li> <li>• Foreign relations with Egypt:-</li> <li>• Expansion and aggression of Egypt</li> </ul> </li> <li>• The battles of Gundet and Gura</li> <li>• Hiwett /Adwa/ treaty With Italy</li> <li>• Italian expansion and the battles of Dogali and Sa'ati <u>With the Mahdist</u></li> <li>• Sudan and the battle of Metema</li> <li>• Menelik II                             <ul style="list-style-type: none"> <li>• Expansion to the South, South East and South West (Three phases)</li> <li>• Foreign relations</li> <li>• Egypt</li> <li>• Italy</li> <li>• Europeans</li> <li>• The Wuchale Treaty</li> <li>• The Birth of Eritrea as Italian colony</li> <li>• The battle of Adwa and its consequences</li> <li>• Socio-economic developments</li> <li>• The Birth of Addis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ‘Menelik II was a successful monarch, and the creator of the modern Ethiopian state.’ Do you agree? Students need to decide ‘yes’ or ‘no.’ Using a table like the one below might help;</li> </ul> <table border="1" data-bbox="869 337 1377 574" style="margin-left: 20px;"> <thead> <tr> <th style="width: 50px;">yes</th> <th style="width: 50px;">no</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table> <p>Students then feed back to the class. Following discussion they write a short report on the question.</p> <ul style="list-style-type: none"> <li>• Ask the students to draw a flowchart showing the growth of Italian influence and occupation of Ethiopia.</li> <li>• ‘The Italians lost the Battle of Adwa, rather than the Ethiopians won it.’ Do you agree with this assessment of the Battle? Students will need to find evidence that supports the argument, and evidence that contradicts it. This could be done in groups. They then feed back their research to the class. Teacher then pulls the arguments together, and follows this up with a short lecture on the effects of the battle on both the Italians and Ethiopia.</li> </ul>	yes	no												
yes	no															

Competencies	Contents	Suggested Activities
	Ababa • Problem of succession and the Tripartite Treaty	

**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 explain the major factors that contributed for the revival of long distance trade, describe the nature of long distance trade, of 19<sup>th</sup> century Ethiopia. Discuss how Tewodros II came to power, analyze the reforms of and its challenges to Tewodros II, assess the factors that contributed for the downfall of Tewodros II, assess the rise and internal administrative policy of Yhannis IV, examine the foreign relations of Yohannis IV and its challenges, explain the process of territorial expansion to the South, South East and South West leading to the formation of present day Ethiopia, analyze the foreign relations of Menelik II, interpret Wuchale Treaty as a cause for battle of

Adwa, realize the consequences of the battle of Adwa and relate the problem of succession with the Tripartite Treaty.

**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: The first world war and African struggle against colonial rule (12 periods)**

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

- Analyze the causes, course and consequences of the First World War.
- Discuss the causes, nature and consequences of the Russian Revolution.
- Describe the nature of African resistance to colonial rule between the two world wars.

<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"> <li>• Describe the causes, course and consequences of the First World War.</li> <li>• Discuss the formation and functions of the League of Nations.</li> <li>• Analyze the causes, nature and consequences of the Russian Revolution.</li> <li>• Evaluate the domestic and foreign policy of the Soviet Union.</li> <li>• Point out the main forms of African people’s resistance against colonial rule.</li> </ul>	<p><b>4. The first world war and African struggle against colonial rule</b></p> <p><b>4.1. The first World War (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Course</li> <li>• Consequences</li> <li>• The breakdown of Ottoman Turkey</li> <li>• The reforms of Kemal Attaturk</li> <li>• League of Nations</li> </ul> <p><b>4.2. The Russian Revolution (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Cause</li> <li>• The Civil War</li> <li>• Soviet domestic and foreign policies</li> </ul> <p><b>4.3. African struggle against colonial rule between the two World Wars (4 periods)</b></p> <ul style="list-style-type: none"> <li>• The Young Kukuyu Association in Kenya</li> <li>• The Bataka Association in Uganda</li> <li>• Ethiopianism</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a timeline 1914-1918 showing which countries joined World War One and which ones left the war.</li> <li>• Ask the students the question, ‘How can the death of one man, Franz Ferdinand, lead to the deaths of 10 million people?’ They will, of course, say that it was not the death of one man! Use this as a way in to the causes and events of the war, and especially why so many people were killed. This will lead to discussion on the trenches, technology, the nature of the fighting, and the nature of the conflict between European countries. Hold a class debate on World War One.</li> <li>• Ask the question; ‘Was the League of Nations effective 1919-1939?’ Students research what the League was supposed to do, what it did do, why it was/was not effective at various times, and reach a conclusion.</li> <li>• ‘Was Tsarist Socio-Economic or World War One the cause of the Russian Revolution?’ Split the class into groups. Each group researches either Lenin or World War One or other causes of the Russian Revolution. They report back to the class with their findings, and discuss which they think is the most important cause of the Revolution. Teacher pulls together the discussion.</li> <li>• What was the impact of World War One on the peoples of Africa? Did the War make it easier or harder for the European powers to control their colonies? Ask the students to find examples of the impact of World War One on African peoples, and examples of its impact after the war. Present their ideas to the class in a short lecture.</li> </ul>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
	<ul style="list-style-type: none"> <li>• ANC</li> <li>• Wafd</li> <li>• Neo-Datsur Riff</li> </ul>	

**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 describe the causes, course and consequences of the First World War, discuss the formation and functions of the League of Nations, analyze the causes, nature and consequences of the Russian Revolution, evaluate the domestic and foreign policy of the Soviet Union and point out the main forms of African people’s resistance 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 5: Peoples and states in Ethiopia and the horn between 1908-1930s (13 periods)**

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

- Examine the domestic power struggles that brought about political crisis in Ethiopia.
- Discuss the major political, economic and social developments in Ethiopia between 1908-1930s.

<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"> <li>• Analyze the causes of the internal power struggle in Ethiopia from 1908-1913.</li> <li>• Evaluate the reforms of , and internal and external challenges to Lij Iyasu.</li> <li>• Evaluate the nature of the diarchy.</li> <li>• Assess the socio-economic and political measures taken to strengthen the autocracy</li> </ul>	<p><b>5. Peoples and states in Ethiopia and the horn between 1908-1930s</b></p> <p><b>5.1. Power struggle from 1908-1913 (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Tayitu and the Shoan nobility</li> <li>• Lij Iyasu and the Shoan nobility</li> </ul> <p><b>5.2. The Reign of Lij Iyasu (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Reforms</li> <li>• Challenges (Internal and External)</li> </ul> <p><b>5.3. The Diarchy (4 periods)</b></p> <p><b>5.4. Emergence of autocracy (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Reforms of HSI</li> </ul>	<ul style="list-style-type: none"> <li>• What impact did the lack of an agreed successor have on Ethiopia from 1908-1917? Students will need to explore why Tayitu and Lij Iyasu were unable to rule effectively. What do you mean by ‘effective’ Write a brief report summing up their ideas</li> <li>• Students are asked the question; ‘Changes in this period brought prosperity to Ethiopian peasants. Do you agree?’ Students make two lists:             <ul style="list-style-type: none"> <li>• Things that made life better for peasants</li> <li>• Things that made life worse for peasants</li> </ul>             Students are then asked the question again – have they changed their mind?           </li> <li>• ‘How and why did conditions improve 1917-1930?’ Students are asked to highlight the differences between 1908-1917 and 1917-1930, in order to explain the events of the Diarchy.</li> <li>• ‘To what extent would you describe Haile Selassie’s Ethiopia as an absolutist state’ Students need to decide what makes an absolute state, and then decide ‘to what extent,’ or ‘how far’ it was. Then they report back to the class. This would make a good topic for a class debate.</li> </ul>

## **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**

Student's working at the minimum requirement level will be able to:- analyze the causes of the internal power struggle in Ethiopia from 1908-1913, evaluate the reforms of and internal and external challenges to Lij Iyassu, evaluate the nature of the diarchy and assess the socio-economic and political measures taken to strengthen the autocracy.

### **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: The second world war (10 periods)**

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

- Analyze the main causes, course and consequences of the Second World War.
- Discuss the necessity for the formation of a peace-keeping organization such as the United Nations.

<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"> <li>• Describe the fundamental and immediate causes, the course and consequences of the Second World War</li> <li>• Explain the formation and functions of United Nations organization.</li> <li>• Indicate the main organs of the United Nations on a chart</li> </ul>	<p><b>6. The second world war</b>  <b>6.1. World War II</b>  <i>(8 periods)</i>                      Causes of the War</p> <ul style="list-style-type: none"> <li>• Fundamental</li> <li>• Immediate</li> <li>• Course of the War</li> <li>• Consequences of the War</li> </ul> <p><b>6.2 Formation of UNO</b>  <i>(2 periods)</i></p>	<ul style="list-style-type: none"> <li>• ‘Is it true to say that the real cause of World War Two was World War One?’ Students will need to think carefully about the impact of World War One, and the peace treaties. How did these cause World War Two? What other causes can they identify? Which causes do they think are more important? Then students must come to a conclusion about the causes of World War Two.</li> <li>• How did the Allies win the war? Students research the course of the War, and decide which were the most important events, and which contribute most to Allied victory. They select 3 or 4 photographs to support their ideas, and present these to the class.</li> <li>• What do you understand by the term ‘Holocaust?’ Prepare the text for a web page describing the cause, events and consequences of the Holocaust.</li> <li>• Look at your work in Unit 4.1 on the League of Nations. Ask the question; ‘Was the United Nations organization more effective than the League of Nations?’ Students research what the UNO was supposed to do, what it did do, why it has/has not been effective at various times, and reach a conclusion. How do you evaluate the UN Resolution of 242 and 318.</li> </ul>

## **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:- describe the fundamental and immediate causes, the course and consequences of the Second World War, explain the formation and functions of the UNO.

### **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 7: Ethiopia between 1935-1991 (22 periods)**

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

- Examine the causes, course and outcomes of the 1935-36 Ethio-Italian War.
- Describe the nature of the period of Italian occupation and the patriotic sacrifices paid to regain Ethiopian independence.
- Analyze the restoration, strengthening and challenges against the autocratic regime of Ethiopia.
- Discuss the nature of 1974 popular revolution and measures taken by the Derg regime and the political economic & military factors that brought to the downfall of the Derg regime.

Competencies	Contents	Suggested Activities														
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze the Ethio-Italian relations before 1935.</li> <li>• Explain the causes and course of the Ethio-Italian war of 1935-1936.</li> <li>• Discuss the Italian occupation and rule in Ethiopia.</li> <li>• Show appreciation to the Ethiopian resistance movement and war of liberation</li> </ul>	<p><b>7. Ethiopia between 1935-1991</b></p> <p><b>7.1. Italian Fascist Aggression and Ethiopian resistance movement (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Causes of the Ethio-Italian fascist war</li> <li>• Course of the war</li> </ul> <p><b>7.2. Fascist occupations and Ethiopian resistance movement (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Facist Rule</li> <li>• Resistance</li> <li>• Conventional war</li> <li>• Guerilla war fare</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the League of Nations fail to prevent Italian aggression in Ethiopia? Students prepare their arguments and give a short lecture to the class.</li> <li>• ‘Ethiopian forces lost the war with Italy only because of the superior technology employed by the Italians.’ Do you agree? Students produce 2 lists;             <ul style="list-style-type: none"> <li>• Superior technology</li> <li>• Other reasons</li> </ul>             They then work in groups to decide the main reason for Ethiopian defeat. They feed back to the class and the teacher pulls together the discussions. “Ethiopian benefited for Italiam occupation” Discuss in groups.           </li> <li>• Sum up the effects of Italian occupation. A table like this might help:             <table border="1" data-bbox="989 1179 1541 1414"> <thead> <tr> <th>Positive effects</th> <th>Negative effects</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table> </li> </ul> <p>As a summary activity, ask the question, ‘All Ethiopians suffered under the Italians.’ Do</p>	Positive effects	Negative effects												
Positive effects	Negative effects															

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Analyze the British and American involvement in Ethiopia for the consolidation of the autocracy.</li> <li>Identify the major socio-economic and political development in post-liberation Ethiopia.</li> <li>Outline the processes of Federation and Union of Eritrea with Ethiopia.</li> <li>Analyze the 1960 coup d'état and the Ethiopian student movement against HSI's regime.</li> <li>Discuss the major peasant rebellions against the Imperial rule.</li> <li>Describe the causes and effects of the early 1970s famine.</li> <li>Evaluate the effects of the 1974 popular revolution in Ethiopia.</li> <li>Outline the various measures taken by the Derg regime.</li> <li>Analyze the foreign relations of the Derg</li> </ul>	<p><b>7.3. War of Liberation and Ethiopian Independence</b> (5 periods)</p> <p>Restoration of autocracy</p> <ul style="list-style-type: none"> <li>Foreign relations</li> <li>Anglo-Ethiopian</li> <li>Ethio-American</li> <li>Socio-economic and political developments</li> </ul> <p><b>7.4. Challenges to the regime</b> (5 periods)</p> <ul style="list-style-type: none"> <li>Eritrea from Federation to Union with Ethiopia</li> <li>Internal plots and 1960 coup d'état</li> <li>The Ethiopian student movement</li> <li>The peasant rebellions</li> <li>Outbreak of famine</li> </ul> <p><b>7.5. The popular revolution of 1974</b> (5 periods)</p> <ul style="list-style-type: none"> <li>Downfall of the autocratic regime and the coming of Derg to power.</li> <li>Social, economic and political measure of the Derg.</li> </ul>	<p>you agree? Let the students sum up their ideas, then pull together the arguments.</p> <ul style="list-style-type: none"> <li>How effective was the patriotic resistance to Italian occupation? Students will need to research the resistance, and then come up with a measure of 'how effective.' Let them discuss how they might do this. When the discussion is over, ask them to summarise their arguments on one side of paper.</li> <li>Who was more important in defeating the Italians—British troops or the Ethiopian patriots? Students research the War of Liberation and produce a report.</li> <li>Why did USA replace Britain as the main foreign influence in Ethiopia? What was the impact of American help and influence? Produce a class exhibition showing the impact.</li> </ul> <ul style="list-style-type: none"> <li>Look back at your work on the Absolutist State, in Unit 5.4. Remind the students what an Absolutist State is. Then ask the question, 'How was it possible for such strong opposition to Haile Selassie to develop?'</li> <li>Students will need to look at each opposition attempt, and ask themselves how it developed, and what that tells us about Haile Selassie's Absolutist State. The teacher can pull together the discussion.</li> </ul> <ul style="list-style-type: none"> <li>In your opinion, was the Derg successful? Students will need to define what they mean by 'successful' before they can tackle this question. This could be done in class discussion. Students then produce three lists;       <ul style="list-style-type: none"> <li>Yes – successful</li> <li>No – unsuccessful</li> <li>Yes and no – some success and some failure, and reach a conclusion. They work in small groups to reach their conclusion, then feed back to the class.</li> </ul> </li> </ul>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p>regime.</p> <ul style="list-style-type: none"> <li>• Explain the Ethio-Somali War of 1977.</li> <li>• Discuss the political economic and military factors that brought about the fall of the Derg regime.</li> </ul>	<ul style="list-style-type: none"> <li>• Foreign relations with USSR, Cuba, North Yemen and USA.</li> <li>• Ethio-Somali War</li> <li>• Decline and fall of the Derg regime</li> </ul>	<ul style="list-style-type: none"> <li>• What were the most important factors that led to the fall of the Derg?</li> </ul> <p>Students produce a list of factors for the downfall of the Derg, then rank them in order of importance. Working with a partner, they try to produce an agreed list. Then working in fours, to do the same. Finally, students feed back to the class, and the class produces an agreed list.</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**

Students working at the minimum requirement level will be able to: analyze the Ethio-Italian relations before 1935, explain the causes and course of the Ethio-Italian war of 1935-1936, discuss the Italian occupation and rule in Ethiopia, analyze the British and American involvement in Ethiopia for the consolidation of the autocracy, identify the major socio-economic and political development in post-liberation Ethiopia, outline the processes of Federation and union of Eritrea with Ethiopia, analyze the 1960 coup d'état and the Ethiopian student movement against HSI's regime, discuss the major peasant rebellions against the Imperial rule, evaluate the effects of the 1974 popular revolution in Ethiopia, outline the various measures taken by the Derg regime, analyze the foreign relations of the

Derg regime, explain the Ethio-Somali War of 1977 and discuss the political, economic and military factors that brought about the 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. In the assessment process the teacher should give special attention and the necessary help for special needs students.

**Unit 8: Major regional and global developments in the post W.W.II (17 periods)**

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

- Examine the role played by the capitalist and socialist camps in shaping world events.
- Realize the independence movement of India.
- Analyze the Arab-Israeli conflict and the Vietnam War.
- Explain the emergence and the role of non-aligned movement.

<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"> <li>• Discuss the emergence of the antagonistic super powers and the division of the world into two camps.</li> <li>• Describe the division of the world into two camps and the beginning of the cold war</li> <li>• Realize the independence movement of India.</li> <li>• Analyze the Arab-Israeli conflict</li> <li>• Analyze the Vietnam war</li> <li>• Explain the emergence and the role of non aligned movement.</li> </ul>	<p><b>8. Major regional and global developments in the post W.W.II</b></p> <p><b>8.1. Division of the world (6 periods)</b></p> <ul style="list-style-type: none"> <li>• Between East and West (USA versus USSR)</li> <li>• Cold war</li> <li>• The Berlin Blockade</li> <li>• The Cuban Missiles crisis</li> <li>• The Korean War</li> </ul> <p><b>8.2. Independence movement of India (3 periods)</b></p> <p><b>8.3. Arab-Israeli Conflict (3 periods)</b></p> <p><b>8.4 The Vietnam War (3 periods)</b></p> <p><b>8.6 Non-aligned movement (2 periods)</b></p>	<ul style="list-style-type: none"> <li>• By what stages the USA and USSR emerge as enemies in the Cold War?</li> <li>• Ask students to produce a flow chart that shows the stages of the Cold War. How are the parts of the flow chart linked together?</li> <li>• How would you define the Cold War?</li> </ul> <p>Students are split into groups and come up with a definition of the Cold War. They feed back to the class. (3 periods)</p> <p>Did Indians win independence and freedom or the British give them. Produce a class exhibition that shows the process and impact of Indian independence.</p> <p>Students research the Arab-Israeli issue.</p> <ul style="list-style-type: none"> <li>• What solution do you suggest to the Arab-Israeli problem?</li> </ul> <p>Hold a class debate on possible solutions to the problem.</p> <ul style="list-style-type: none"> <li>• Why couldn't the USA win the Vietnam War?</li> </ul> <p>Split the class into two. Each group produces a list of questions they would like to ask;</p> <ul style="list-style-type: none"> <li>• President Johnson or Nixon</li> <li>• Ho Ch Minh, about the war in Vietnam. They report back to the class. Teacher selects some suitable questions, which the students then answer. They come together as a class to discuss the original question</li> <li>• What were the achievements of the Non Aligned Movement?</li> </ul> <p>Students produce a short report on the NAM, emphasizing its achievements.</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**

Students working at the minimum requirement level will be able to:-  
discuss the emergence of the antagonistic super powers and the division of the world into two camps, realize the independence movement of India, analyze the Arab-Israeli conflict and the Vietnam war and explain the emergence and the role of non-aligned movement.

#### **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 9: African liberation movements and independence in the post W.W.II (11 periods)**

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

- Discuss the origins, development and the role of the Pan-African movement in African Unity and Anti-colonial struggle.
- Examine the role played by the National Liberation movements for independence and the formation of OAU.
- Assess the successes and failures of contemporary 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"> <li>• Discuss the origins, development and the role of the Pan-African movement in African Unity and anti-colonial struggle</li> <li>• Recognize the different forms of the National liberation movements in Africa.</li> <li>• Discuss the formation, strengths, and weaknesses of the OAU.</li> <li>• Outline the transformation of OAU to AU</li> <li>• Identify the major problems of contemporary Africa.</li> </ul>	<p><b>9. African liberation movements and independence in the post W.W.II</b></p> <p><b>9.1. Pan-Africanism</b> (3 periods)</p> <ul style="list-style-type: none"> <li>• Development</li> <li>• Characteristics</li> </ul> <p><b>9.2. National Liberation Movements</b> (3periods)</p> <ul style="list-style-type: none"> <li>• Non-violent</li> <li>• Violent</li> </ul> <p><b>9.3. The formation of OAU and its transformation to AU</b> (3 periods)</p> <ul style="list-style-type: none"> <li>• Successes and failures of OAU</li> <li>• Transformation from OAU to AU</li> </ul> <p><b>9.4. Contemporary Africa</b> (2 periods)</p> <ul style="list-style-type: none"> <li>• Major political developments and problems</li> <li>• Socio-economic</li> </ul>	<ul style="list-style-type: none"> <li>• William du Bois is regarded as the ‘Father of Pan-Africanism.’ Write a report for him on the progress of the idea since 1945.</li> <li>• As a historical researcher, you have been asked to help the producer of a new television series called ‘Liberation Movements of Africa.’ He wants to focus on two liberation movements only – one violent, one, non-violent. Produce ideas for two scripts, each about 20 minutes long. Which Movements will you focus on? Which of their activities will you emphasize? Which will you ignore? Feed back your ideas to the class. Explain why you have chosen the two movements you have, and why you have selected some part of their activities and not others.</li> <li>• Discuss the successes and failures of the OAU. Ask the students to draw up two lists:             <ul style="list-style-type: none"> <li>• Successes</li> <li>• Failures</li> </ul>             They then feed back to the class. Teacher can pull the discussion together. Then have a class debate: ‘The establishment of the AU shows that the OAU was a failure.’           </li> <li>• Mount a class exhibition about Contemporary Africa. What will you highlight in your exhibition? Head one part of your display ‘difficulties’ and one part of your display ‘achievements.’ Decide as a whole class what you want to include in your exhibition.</li> </ul>

Competencies	Contents	Suggested Activities
	conditions <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Drought</li> <li>• Famine</li> <li>• HIV/AIDS</li> </ul>	

**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:- discuss the origins, development and the role of the pan-African movement in African unity and anti-colonial struggle, recognize the different forms of the national liberation movements in Africa and discuss the formation, strengths, and weakness of the OAU outline the transformation of OAU to AU and identify the major problems of the contemporary Africa.

**Students above minimum requirement level**

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**Students below minimum requirement level**

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