

**History Syllabus  
for  
Grade 9**

## **Broad Learning Outcome of Grade 9 History**

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

- The importance and different sources of history.
- The different stages of Stone Age and the main achievements of Neolithic revolution.
- The process of human evolution.
- The meaning, features and possible factors for the emergence of state.
- The major achievements and the relationship between different ancient world civilizations
- The main political, economic, social, cultural features and the factors that led to the decline and fall of the Axumite and Zagwe kingdoms.
- The feudal society and the rise of early capitalism in Europe.
- The major features of pre-colonial African states and the super language families in Africa.
- The political, economic, social and cultural features and major achievements of the Christian highland kingdom.
- The main features of the Muslim states, central and southern states of Ethiopian regions.
- The major reasons for rivalry between the Sultanet of Adal and the Christian highland kingdom and the factors that led for foreign intervention.
- The main features of revolutions and development.
- The cause, the process and the consequence of the population movement in Ethiopia and the Horn.

### **2. Develop the skills and abilities of**

- Implement units of dating in history to put events in chronological order.
- Demonstrating the archeological sites in Ethiopian regions.
- Respect and tolerance towards different languages spoken in Ethiopia.
- Writing a report on the main political, economic and social consequences of the Industrial Revolution.
- Drawing the map of Africa to locate the major centers of ancient civilization.
- Factors that led for the restoration of “Solomonic” dynasty.

### **3. To develop the habit and attitudes of**

- Appreciating for the achievement of Arab-Muslim civilization.
- Appreciating for the development of urbanization, art, literature and technology of the Gondarian period.
- Appreciating to the achievements of ancient world civilization.

**Unit 1: Early human beings, the neolithic revolution and emergence of state (8 periods)**

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

- Describe the importance, different sources and units of dating in history
- Analyze the process of human evolution and the achievements of Neolithic revolution
- Explain the meaning, features and possible factors for the emergence of state.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define pre-history and history</li> <li>• Describe the importance of history</li> <li>• Identify the different sources of history</li> <li>• Implement units of dating in history to put events in chronological order</li> </ul>	<p><b>1. Early human beings, the neolithic revolution and emergence of state</b></p> <p><b>1.1 Meaning and the importance of history (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Meaning of pre history and history</li> <li>• Importance of history</li> <li>• Sources of history</li> <li>• Dating in history</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher puts a list of examples from history and pre-history on the board. Students then sort them into two categories. What is the difference between history and pre-history?</li> </ul> <p><b>‘Why study history?’</b> Students are presented with a list of bullet points; and are given the opportunity to add their own suggestions to the list.</p> <ul style="list-style-type: none"> <li>• It helps us know more about the past</li> <li>• It helps us understand present societies better and forecast the future</li> <li>• It helps us understand the whole world we live in</li> <li>• It helps us to be more democratic</li> <li>• It helps us understand Ethiopia and how we are, where we are today</li> <li>• It helps us develop useful skills</li> <li>• It helps us to construct a strong argument based on the evidence</li> <li>• It helps us to learn from past mistakes to live better lives today</li> <li>• It is interesting</li> </ul> <p>Put these reasons in order of importance – eg; if you think ‘it is interesting’ is the most important then put it at number one in your list. THEN: Teacher ask for pupil feedback, and produce a list on the blackboard. Teacher summarises discussion with ‘best’ reason for studying history.</p> <ul style="list-style-type: none"> <li>• Give students a definition of ‘primary’ sources, and a definition of secondary sources. Then brainstorm a list of sources on the blackboard. Sort them into primary and secondary. Ask students which are useful and which are not. NB: All are useful, depending what you want to use them for. Then give them a specific example – perhaps their own family history. What sources would they use to tell their own history? Which would be most reliable? Which would be least reliable?</li> <li>• Give a brief explanation of the importance of dating in history. Explain the different methods of dating – the Gregorian Calendar, Islamic Calendar and the Ethiopian</li> </ul>

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Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Describe the process of human evolution</li> <li>• Show different archeological sites of Ethiopia using a map.</li> <li>• Analyze the different stages of the stone age</li> <li>• Point out the main achievements of the Neolithic revolution</li> <li>• Explain the possible factors for the emergence of a state</li> <li>• Describe the meaning and features of state at its rudimentary level of development</li> </ul>	<p><b>1.2 Evolution of human beings (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Hominids</li> <li>• The Genus homo and the appearance of modern human beings</li> </ul> <p><b>1.3 Stone Age (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Paleolithic</li> <li>• Miesolithic</li> <li>• Neolithic revolution and its achievements</li> <li>• Archeological sites</li> </ul> <p><b>1.4 State formation (1 period)</b></p> <ul style="list-style-type: none"> <li>• Meaning and features of state</li> <li>• Factors for the formation of a state (Agriculture)</li> </ul>	<p>Calendar. Ask them to list all the terms they know of that relate to measuring time. Put these in order; eg second, then minute, then hour, day, week, year, decade, etc.</p> <ul style="list-style-type: none"> <li>• When would you say the first humans appeared:             <ul style="list-style-type: none"> <li>• million years ago</li> <li>• 1 million years ago</li> <li>• 100,000 years ago</li> <li>• 40,000 years ago?</li> </ul> </li> <li>• Explain why you have chosen the date you have.</li> <li>• Which theory of the origins of human beings – creationist or evolutionist – do you think provides the most adequate explanation of the origins of human beings?</li> <li>• What were the characteristics of Hominoids? How were they similar to humans, and how were they different?</li> <li>• The Stone Age is divided into three periods–the Paleolithic, the Mesolithic and the Neolithic. A Revolution is defined as “...a great or rapid change, that destroys what went before, and replaces it with something better.” To what extent would you agree that the Neolithic Age was a revolution?</li> <li>• How would you define a ‘state?’</li> </ul>

## **Assessment**

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

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

Define pre-history and history, describe the importance of history, identify the different sources of history, implement units of dating in history to put events in chronological order, describe the process of human evolution, show different archeological sites of Ethiopia using a map, analyze the different stages of the stone age, point out the main achievement of the Neolithic revolution, explain the possible factor for the emergence of state, and describe the meaning and features of state at its rudimentary level of development.

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

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

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

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

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

**Unit 2: Ancient world civilizations (8 periods)**

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

- Show appreciation and analyze the achievements and the relationship among the ancient world civilizations.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze the major achievements of ancient civilizations of the world</li> <li>• Draw the map of Africa to locate the major centres of ancient civilizations</li> <li>• Describe the relationship between different ancient civilizations of the world</li> <li>• Show appreciation to the achievements of ancient world civilizations</li> </ul>	<p><b>2. Ancient world civilizations</b></p> <p><b>2.1 Civilization in Africa (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Egypt</li> <li>• Kush</li> <li>• Carthage</li> </ul> <p><b>2.2 Civilization in Asia (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• Persia</li> <li>• China</li> </ul> <p><b>2.3 Civilization in Europe (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Greek</li> <li>• Rome</li> </ul> <p><b>2.4 Civilization in Latin America (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Aztecs</li> <li>• Maya</li> </ul>	<ul style="list-style-type: none"> <li>• A timeline 3000BC up to today—students mark on the timeline when each civilization existed.</li> <li>• A world map, with a ‘call out’ box for each civilization, with three bullet points. Students to decide the three most important achievements of each civilization and write them in the box.</li> <li>• Students are asked what these great civilizations have in common.</li> <li>• Final Summary Question could be ‘what makes a great civilization?’</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**

A student working at the minimum requirement level will be able to:- analyze the major achievements of ancient civilization of the world, draw sketch map of Africa to locate the major relationship between different ancient civilization of the world and show appreciation to the achievements of ancient world 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 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 up to 1270 (8 periods)**

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

- Identify/discuss/ the early states found in Ethiopia and the horn
- Explain the main political, economic, social and cultural features and the main factors that led for the decline and fall of the Axumite kingdom
- Explain the major political, economic, social and cultural features and the factors that led to the decline and fall of the Zagwe kingdom
- Develop an attitude of respect and tolerance towards the different languages spoken in the Ethiopian region.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>																														
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify the early states found in Ethiopia and the horn.</li> <li>• Describe the main political, Economic, Social and cultural features of Axumite civilization</li> <li>• Identify the main factors for the decline and fall of the Axumite kingdom</li> <li>• Explain the main political, economic social and cultural features of the Zagwe kingdom</li> <li>• Identify the factors that led to the decline and fall of the Zagwe kingdom</li> <li>• Develop an attitude of respect and tolerance toward different languages spoken in Ethiopia</li> </ul>	<p><b>3. Peoples and states in Ethiopia and the horn up to 1270</b></p> <p><b>3.1 Ancient states and civilizations in Ethiopia and the horn (7 periods)</b></p> <ul style="list-style-type: none"> <li>• Punt</li> <li>• DAMAT</li> <li>• AKSUM</li> <li>• Territorial extent</li> <li>• Economic base</li> <li>• Social classes</li> <li>• Introduction of Christianity</li> <li>• Decline and fall of Aksum</li> <li>• ZAGWE</li> <li>• Territorial extent</li> <li>• Society, politics and economy</li> <li>• Achievement</li> <li>• Decline and fall of Zagwe kingdom</li> </ul> <p><b>3.2 People and languages in Ethiopia and the horn (1 period)</b></p>	<ul style="list-style-type: none"> <li>• Provide students with a timeline showing various states up to 1270.</li> <li>• Ask the students to collect evidence of the achievements of each of these civilizations or states. Discuss the reliability of the evidence they have collected. Then ask them to describe each of the civilizations or states from the evidences they have gathered.</li> <li>• Give students a table to complete: <table border="1" style="margin: 10px auto;"> <thead> <tr> <th><i>State</i></th> <th><i>Trade with</i></th> <th><i>Source of wealth</i></th> <th><i>Importance of religion</i></th> <th><i>rulers</i></th> <th><i>Reason for decline</i></th> </tr> </thead> <tbody> <tr> <td>Punt</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Damat</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Aksum</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Zagwe</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Students complete the table, from the information in the textbook.</p> </li> <li>• As a conclusion, students are asked to look for similarities and differences. Can they explain why each of these states grew, and then declined? Is there a pattern?</li> <li>• Form into small groups and let the students discuss the importance of language. Give them a list of the language families spoken in Ethiopia. Ask them to identify which languages are spoken in their locality. Classify the languages spoken in their localities according to the above language families.</li> </ul>	<i>State</i>	<i>Trade with</i>	<i>Source of wealth</i>	<i>Importance of religion</i>	<i>rulers</i>	<i>Reason for decline</i>	Punt						Damat						Aksum						Zagwe					
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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
		<ul style="list-style-type: none"><li>• let the teacher help the students develop respect and tolerance towards the different languages spoken in Ethiopia.</li></ul>

**Assessment**

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

**Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- identify the early states found in Ethiopia and the Horn, describe the main political, economic, social and cultural features of Axumite civilization, identify the main factors for the decline and fall of the Axumite Kingdom, explain the main political, economy, social and cultural features of the Zagwe Kingdom, identify the factors that led to the decline and fall of the Zagwe Kingdom and develop an attitude of respect and tolerance towards different languages spoken in Ethiopia.

**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: Medieval period and development of early capitalism (10 periods)**

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

- Identify the major political, Economic, Social and Cultural features of the middle age in Europe and Asia.
- Explain the rise and expansion of Islam and show appreciations for the achievements of Arab-Muslim civilization
- Explain the rise and main features of early capitalism in Europe.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Point out the major features of dark age and feudal society of Europe</li> <li>• Outline the main features of Byzantine Empire</li> <li>• Explain the rise and expansion of Islam</li> <li>• Show appreciation for the achievements of Arab-Muslim civilization</li> <li>• Describe the cause and effect of the expansion of Ottoman Turks</li> </ul>	<p><b>4. Medieval period and development of early capitalism</b></p> <p><b>4.1 Middle age in Europe (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Dark Age</li> <li>• Feudal Society</li> <li>• Byzantine Empire</li> </ul> <p><b>4.2 Middle Age in Asia (4 periods)</b></p> <ul style="list-style-type: none"> <li>• The rise and expansion of Islam</li> <li>• Arab-Muslim civilization</li> <li>• The expansion of Ottoman Turks</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to work out why the period 500AD – 1000AD is known as the ‘Dark Age.’ Then give a brief explanation that pulls together their ideas.</li> <li>• Let the students compare and contrast the main features of the Byzantine Empire and the Western Roman Empire, regarding their governments and economic life using materials from the text book and the library. Ask them which Empire they would rather have liked to live in, and why? Then tell them where you would have preferred to live and why!</li> <li>• Assist the students to discuss when and where Islam originated, and how it spread to the rest of the world.</li> <li>• Students to prepare an answer to the question, ‘What do you think were the main achievements of the Arab-Muslim civilization?’ Use the following headings to help you: <ul style="list-style-type: none"> <li>• Politics</li> <li>• The economy</li> <li>• Islamic thought</li> <li>• Education</li> <li>• Art</li> <li>• Crafts</li> </ul> </li> </ul> <p>Which would you suggest was the <b>greatest</b> achievement? Why?</p> <ul style="list-style-type: none"> <li>• Ask students to suggest reasons for the growth of the Ottoman Empire from 1299 to 1566. Did the Ottoman Empire have a positive, or a negative impact on Europe? Explain your answer.</li> </ul>

Competencies	Contents	Suggested Activities																					
<ul style="list-style-type: none"> <li>Point out the major features of Early capitalist relations</li> <li>Innumerate the major achievements of Renaissance</li> <li>Describe the major characteristics of reformation</li> <li>Summarize the consequences of European exploration and discovery</li> </ul>	<p><b>4.3 Development of Early Capitalism (3 periods)</b></p> <ul style="list-style-type: none"> <li>The beginning of early capitalist relations</li> <li>Renaissance</li> <li>Exploration and Discovery</li> <li>Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to complete the following table:                     <table border="1" data-bbox="911 240 1906 477"> <thead> <tr> <th></th> <th>Feudalism</th> <th>Early capitalism</th> </tr> </thead> <tbody> <tr> <td>Who had the power</td> <td></td> <td></td> </tr> <tr> <td>Where did most people lived</td> <td></td> <td></td> </tr> <tr> <td>Where did most people work</td> <td></td> <td></td> </tr> <tr> <td>Part played by the Church</td> <td></td> <td></td> </tr> <tr> <td>Importance of trade</td> <td></td> <td></td> </tr> <tr> <td>Exploitative or not</td> <td></td> <td></td> </tr> </tbody> </table> </li> <li>Ask students to identify the similarities and the differences between Feudalism and early capitalism.</li> <li>Divide the students into groups and let them collect information concerning the significance i.e; why it was so important of the following topics:                     <ul style="list-style-type: none"> <li>Renaissance</li> <li>Exploration and Discovery</li> <li>Reformation</li> </ul>                     Let the students present their report to the class. Then teacher gives a summary, highlighting the significance of each of these topics.                 </li> <li><b>Why explore the world?</b> Read the list of reasons historians give to explain the voyages of discovery. Sort them into FOUR categories:                     <ul style="list-style-type: none"> <li><b>A search for profit</b></li> <li><b>A search for power</b></li> <li><b>An attempt to find out</b></li> <li><b>Things that made exploration easier to do</b> <ol style="list-style-type: none"> <li>The Ottoman Empire blocked the land route to Asia to buy spices</li> <li>Rich Europeans wanted spices to make their foods taste better</li> <li>Missionaries wanted to spread Christianity to the rest of the world</li> <li>The urge to explore unknown lands, and to prove that the world was round, not flat.</li> <li>Improved ship design made it easier to sail long distances</li> <li>New inventions made it easier to find your way across oceans</li> <li>New maps, like those made by Mercator, were more accurate.</li> <li>Discovering new lands meant a big Empire for your country.</li> <li>Europe wanted to find gold and silver</li> </ol> </li> </ul> </li> </ul>		Feudalism	Early capitalism	Who had the power			Where did most people lived			Where did most people work			Part played by the Church			Importance of trade			Exploitative or not		
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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
		10. One successful voyage could make you very rich. Which list is the longest? Which list is the shortest? Are there some reasons that could go in more than one category?  Would you agree with the statement that ‘The Ottoman Turks were responsible for the Voyages of Discovery’

**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 students have achieved the minimum required level.

**Students at minimum requirement level**

A student working at the minimum requirement level will be able to: point out the major features of dark age and feudal society of Europe, outline the main features of Byzantine empire, explain the rise and expansion of Islam, show appreciation for the achievements of Arab-Muslim civilization, describe the cause and effect of the expansion of Ottoman Turks, point out the major features of early capitalist relations, innumerate the major achievements of renaissance, describe the major characteristic of reformation and summarize the consequences of European exploration and discovery.

**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 of Africa up to 1880s (8 periods)**

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

- Discuss the major features of African states that existed before the coming of Europeans to Africa
- Identify the language super families in Africa
- Assess the causes and consequences of the Trans-Atlantic Slave Trade.

Competencies	Main Contents	Suggested Activities				
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• List super families of languages spoken in Africa</li> <li>• Identify the peoples and states of the North, West, Central and South Africa found up to 1880s</li> <li>• Draw the map of Africa to locate the major states found up to 1880s</li> <li>• Explain the origin of the Trans-Atlantic Slave Trade</li> <li>• Point out the phases and features of the Trans-Atlantic Slave Trade</li> <li>• Analyze the effects of the Trans-Atlantic Slave Trade</li> </ul>	<p><b>5. Peoples and states of Africa up to 1880s</b></p> <p><b>5.1 Languages of Africa (2 periods)</b> (Super families of African Languages)</p> <p><b>5.2 People and states in North Africa (3 periods)</b></p> <ul style="list-style-type: none"> <li>• North Africa</li> <li>• Mamluk Egypt</li> <li>• Funj</li> <li>• West Africa</li> <li>• Ghana</li> <li>• Mali</li> <li>• Songhi</li> <li>• Central and South Africa</li> <li>• Zimbabwe</li> </ul> <p><b>5.3 Trans-Atlantic Slave Trade (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Phase</li> <li>• effects</li> </ul>	<ul style="list-style-type: none"> <li>• Students sketch a map of Africa and indicate where the language super families are mainly spoken. Refer back to 3.2, and relate Ethiopian languages to the map of African language super families</li> <li>• Draw the map of Africa to locate the major states found up to 1880s</li> <li>• Timeline 1000-1880. Students mark on it the empires they study – reinforce chronology and show the relationships to each other</li> <li>• In groups of 6, students look at each of the 6 empires. They produce a brief report with the following headings:             <ul style="list-style-type: none"> <li>• Name</li> <li>• Location</li> <li>• Source of wealth</li> <li>• Reason for decline</li> <li>• Slave owning or not</li> <li>• Ranking 1-6</li> </ul>             They then report to other members of the group about ‘their’ empire. Which does the group think was most powerful? Why? Once they have decided as a group, teacher asks for feedback from the groups, drawing out the similarities as well as the differences.           </li> <li>• <b>Who benefited from the Slave Trade?</b> Box on map in West Africa, Caribbean/North America/Europe. Each box split in two as per below:             <table border="1" data-bbox="1157 1276 1654 1344" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Winners</td> <td style="padding: 5px;">Losers</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> </li> </ul> <p>Students complete the boxes for each continent, using the textbook. Students answer the question: ‘Only Europeans benefited from the Transatlantic slave trade.’ Do you agree?</p>	Winners	Losers		
Winners	Losers					

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<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
		OR: Students answer the question: ‘the slave trade benefited Europe and America, but not Africa.’ Do you agree?

**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 students have achieved the minimum required level.

**Students at minimum requirement level**

A student working at the minimum requirement level will be able to: identify the peoples and states of the North, West, Central and South Africa found up to 1880s, draw the map of Africa to locate the major states found up to 1880s, list the super language families spoken in Africa, explain the origin of the Trans-Atlantic slave trade, point out slave trade and analyze the effects 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 give extra attention in class and additional lesson time during breaks or at the end of the day.

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

**Unit 6: Peoples and states in Ethiopia and the horn between 1270-1520s (8 periods)**

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

- Analyze the political, Economic, Social and Cultural features and major achievements of the christian highland kingdom and its relations with the Muslim Sultanates of Ethiopia
- Discuss the main features of the Muslim States in the Ethiopian region
- Explain the main features of the Central and Southern States of Ethiopian region.

Competencies	Contents	Suggested Activities												
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Assess the factors that led for the restoration of “Solomonic’ dynasty</li> <li>• Analyze the social, Economic and political features of the Christian highland kingdom</li> <li>• Identify the main features of the Muslim states of the Ethiopian region and the horn</li> <li>• Point out the existence of inter-related history between the Muslim states and the Christian highland kingdom</li> </ul>	<p><b>6. Peoples and states in Ethiopia and the horn between 1270-1520s</b></p> <p><b>6.1 The Restoration of “Solomonic” dynasty and the Christian highland kingdom (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Territorial extent</li> <li>• Social, Economic and Political conditions of the kingdom</li> </ul> <p><b>6.2 Peoples and states in Ethiopia (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Muslim sultanates brief and general</li> <li>• Dahlak</li> <li>• Shoa</li> <li>• Yifat</li> <li>• Fatigar</li> <li>• Dawaro</li> <li>• Dara</li> <li>• Bali</li> <li>• Hadya</li> <li>• Adal</li> <li>• Arbabini</li> <li>• Sharka</li> </ul>	<ul style="list-style-type: none"> <li>• Students try to answer the question: ‘How successful was the ‘Solomonic’ dynasty in the Highlands at this time?’ First of all they will need to decide what they mean by ‘successful.’ Economic? Political? Social? Military? Then they will need to decide ‘how much’ success. Finally the teacher needs to pull together all their arguments into a single conclusion</li> <li>• After reading the section in the textbook, students are asked to ‘brainstorm’ the following question, by jotting down their key ideas. ‘How important was trade in the development of the Muslim sultanates? What impact did these sultanates have on the Christian highland kingdoms?’ Students report back to the class and the teacher summarises the discussions.</li> <li>• Students should form small groups and write a short report on the central and southern states of Ethiopia. How important was the trade in slaves in this area?</li> <li>• As a conclusion, students are asked to think about the question ‘How similar and how different were the Christian Highland Kingdoms and the Muslim states in the Ethiopian region?’ They could either make an oral report, a short written report, or complete a table like the one below:</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>kingdoms</th> <th>similar</th> <th>differences</th> </tr> </thead> <tbody> <tr> <td>Christian highlands</td> <td></td> <td></td> </tr> <tr> <td>Muslim sultanates</td> <td></td> <td></td> </tr> <tr> <td>Central &amp; southern states</td> <td></td> <td></td> </tr> </tbody> </table>	kingdoms	similar	differences	Christian highlands			Muslim sultanates			Central & southern states		
kingdoms	similar	differences												
Christian highlands														
Muslim sultanates														
Central & southern states														

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Identify the main peoples and states found in the central and southern region of Ethiopia</li> <li>• Analyze the relations of the Muslim states and the peoples of central and Southern regions of Ethiopia</li> </ul>	<ul style="list-style-type: none"> <li>• Central and southern states brief and general</li> <li>• Damot</li> <li>• Kaffa</li> <li>• Enaraya</li> <li>• Bizamo</li> <li>• Welayita</li> <li>• Yem</li> <li>• Gamo and Gofa</li> <li>• Kembata</li> <li>• Agaw</li> <li>• Gurage (Chiefdoms)</li> </ul>	

**Assessment**

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

**Students at minimum requirement level**

A student working at the minimum requirement level will be able to: assess the factors that led for the restoration of “Solomonic” dynasty, analyze the social, economic and political features of the Christian highland kingdom, identify the main features of the Muslim states of the Ethiopian region and the horn, Identify the main peoples and states found in the central and southern regions of Ethiopia, analyze the relations of the Muslim states and the peoples of central and Southern regions of Ethiopia.

**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 given special attention and the necessary help for special needs students.

**Unit 7: Industrial capitalism and the western world (8 periods)**

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

- Assess the main features of the Industrial revolution and its effects
- Summarize the main ideas and developments of Enlightenment
- Explain the major causes and impacts of the American war of Independence and the French Revolution.

Competencies	Contents	Suggested Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Assess the factors that led to the consolidation of capitalism in Modern Europe</li> <li>• Write a report on the main political, economic and social consequences of the Industrial Revolution</li> </ul> <ul style="list-style-type: none"> <li>• Outline the major ideas of the Enlightenment in different fields of thought.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the major causes and effects of the American War of Independence.</li> </ul>	<p><b>7. Industrial capitalism and the western world</b></p> <p><b>7.1 Consolidation of capitalism in modern Europe (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Features of 1st and 2nd phase of Industrial Revolution</li> <li>• Political, Economic and Social effects of Industrial Revolution</li> </ul> <p><b>7.2 Enlightenment (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Basic thoughts in</li> <li>• Political</li> <li>• Economic</li> <li>• Education and Law</li> </ul> <p><b>7.3 American war of independence (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of the changes brought about by the Industrial Revolution. Check with a partner that you have the same list. Now, in pairs, produce a flowchart, showing how these changes are linked. For instance, machines and factories brought profits for the owner, but also brought poverty for the workers</li> </ul> <div data-bbox="892 646 1325 889" style="text-align: center;"> <pre> graph TD     A[Machines and factories] --&gt; B[profits]     A --&gt; C[Poverty and unemployment]             </pre> </div> <p>Teacher then feeds back with a flowchart that they have done, to compare with the students. Discuss the reasons for any differences</p> <ul style="list-style-type: none"> <li>• Students to answer the question: What ideas do Rousseau, Voltaire, Montesquieu and Locke have in common? Which targets did they attack? How influential were they? Teacher then to draw out the ideas of the Enlightenment from student answers.</li> </ul> <ul style="list-style-type: none"> <li>• A Revolution is defined as “...<i>a great or rapid change, that destroys what went before, and replaces it with something better.</i>”</li> </ul> <p>Students are asked to think carefully about the American and French Revolutions, then answer these questions.</p> <ol style="list-style-type: none"> <li>1. What did they destroy that went before?</li> <li>2. What things replaced these after the Revolutions? Were they better or worse?</li> <li>3. Are the results the same for each revolution? Or are they different?</li> <li>4. ‘Each of these revolutions led to something better.’ Do you agree?</li> </ol>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>Analyze the main features of the French Revolution</li> </ul>	<p><b>7.4 French Revolution</b> (2 periods)</p> <ul style="list-style-type: none"> <li>Cause and effect</li> </ul>	

**Assessment**

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

**Students at minimum requirement level**

A student working at the minimum requirement level will be able to: assess the factors that led to the consolidation of capitalism in modern Europe, write a report on the main political, economic and social consequences of the Industrial Revolution, outline the major ideas of the enlightenment in different fields of thoughts, discuss the major causes and effects of the American war of independence, and analyze the main feature of the French Revolution.

**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: Peoples and states in Ethiopia and the horn between 1520s-1855 (10 periods)**

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

- Examine the major reasons for rivalry between the sultanate of Adal and the Christian highland kingdom and the factors that led to foreign intervention
- Analyze the cause, the process and the consequences of the population movement in Ethiopia and the horn
- Discuss the attempts to introduce Catholicism as a state religion and its repercussion.
- Describe the social, Economic and political development of the Gonderian period
- Analyze the Social, Economic and political features of the Zemene mesafint
- Discuss the economic base and political structure of the Central, Eastern, Western and Southern states of Ethiopia.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze the causes for the conflicts between the sultanate of Adal and the Christian highland kingdom</li> <li>• Explain the involvement of the Portuguese and Turks in the war between the sultanate of Adal and the Christian highland kingdom</li> <li>• Discuss the consequences of the war between the sultanate of Adal and the Christian highland kingdom.</li> <li>• Discuss the population movements of the Afars and the Somalis</li> <li>• Indicate the area of Oromo settlement before their 16thC population movement</li> <li>• Explain the causes for the Oromo population</li> </ul>	<p><b>8. Peoples and states in Ethiopia and the horn between 1520s-1855</b></p> <p><b>8.1 The Relationship between the Christian highland kingdom and the sultanate of Adal (1520s-1559) (3 periods)</b></p> <ul style="list-style-type: none"> <li>• Rivalry between the Christian highland kingdom and the sultanate of adal</li> <li>• Cause</li> <li>• Foreign intervention (Portugal and Ottoman Turkey)</li> <li>• Consequences</li> </ul> <p><b>8.2 Population movements (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Somali and Afar population movement</li> <li>• Oromo population movement</li> <li>• Origin</li> <li>• Cause</li> <li>• Direction and stages</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives a brief description of the relationship between the Christian highland kingdom and the Sultanate of Adal. You might also ask the students why the Portugese and/or Ottomans were in the region. Then ask the students whether the Portugese and/or the Ottomans made that relationship better or worse? Teacher then recapitulate the topic going over the main points.</li> <li>• Ask the students to explain the meaning and causes of population movements. Give the students a map of Ethiopia and ask them to mark on it the main directions of Oromo population movement. Do they notice any patterns of expansion and settlement? Ask the students to answer the question: ‘Would you agree that the Oromo population movement brought about fundamental changes in Demographic/population composition and political geography the Ethiopian region? You will need to think about what you mean by ‘fundamental change’ to be able to answer this question. Teacher then pulls the ideas together to consolidate learning.</li> </ul>

Competencies	Contents	Suggested Activities
<p>movement</p> <ul style="list-style-type: none"> <li>Point out the direction and the stages of the Oromo population movement</li> <li>Prepare a report on the Oromo political, Economic, Social and religious systems</li> <li>Discuss the consequences of the Oromo population movement</li> <li>Explain the attempt to introduce Catholicism as a state religion</li> <li>Analyze the consequences of the introduction of Catholicism</li> </ul> <ul style="list-style-type: none"> <li>Explain the major features of the Gondarian period</li> <li>Show appreciations for the development of urbanization, art, Literature and Technology of the Gondarian period</li> <li>Identify the characteristic features of the Zement Mesafint</li> <li>Analyze the political, Economic and Social crisis during the Zemene</li> </ul>	<ul style="list-style-type: none"> <li>Oromo institutions</li> <li>Consequences</li> </ul> <p><b>8.3 Relationship between Christian highland kingdom and Catholicism (1 period)</b></p> <ul style="list-style-type: none"> <li>Introduction of Catholicism</li> <li>Consequences</li> </ul> <p><b>8.4 The Gondarian period and the Zemene Mesafint (2 periods)</b></p>	<ul style="list-style-type: none"> <li>Ask the students to discuss in groups what they know about the relationship between the Christian highland kingdom and catholicism. Teacher then summarises the discussions. Students then answer the question: ‘Which of these is the most important reason for the introduction of Catholicism into the Christian highland kingdom:</li> <li>Susenyos wanted to strengthen his power</li> <li>The Portugese had helped Susenyos defeat Adal</li> <li>The arrival of the Jesuits</li> </ul> <p>Explain why you chose the reason you did.</p> <ul style="list-style-type: none"> <li>The teacher should give leading questions about the Gondarian period and the Zemene Mesafent.</li> </ul> <p>eg:</p> <ul style="list-style-type: none"> <li>Why was Gondar so politically strong?</li> <li>What were Gondar’s greatest achievements?</li> <li>Military weakness led to the downfall of Gondar</li> <li>Religious divisions made the Zemene Mesafent worse</li> <li>Zemene Mesafent was a bad time for ordinary people.</li> </ul> <p>Students should work with peers and present their answers to the class. Teacher then re-capitulates the key points about the period.</p>

Competencies	Contents	Suggested Activities
<p>Mesafint</p> <ul style="list-style-type: none"> <li>Describe the main features of the political economic, Social and Cultural organization and life in the states of the southern, eastern western and central Ethiopian region</li> <li>Outline the different aspects of the inter-connections and inter-relations that existed among the various peoples and states of the Ethiopian region and also between the peoples and states of the Ethiopian region and those of the rest of the Horn of Africa</li> </ul>	<p><b>8.5 Peoples and states of central, Eastern western and southern part of Ethiopia (2 periods)</b></p> <p>Central</p> <ul style="list-style-type: none"> <li>Shoa</li> </ul> <p>Eastern</p> <ul style="list-style-type: none"> <li>Harar</li> <li>Hausa</li> </ul> <p>Western</p> <ul style="list-style-type: none"> <li>Benishangual</li> <li>Leqa kelem</li> <li>Leqa Nekemite</li> </ul> <p>Southern</p> <ul style="list-style-type: none"> <li>Kaffa</li> <li>Welayita</li> <li>Yem</li> <li>The Gibe Oromo states</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the Southern States of the Ethiopian region with those of the Central and Eastern Ethiopia. Think about: <ul style="list-style-type: none"> <li>Trade</li> <li>Economic growth</li> <li>Social life</li> <li>State structure.</li> <li>Anything else you think is important.</li> </ul> </li> </ul> <p>What are the main similarities? What are the main differences? By 1855 were these states becoming more alike, or more different? Explain your answer. Teacher then uses a sketch map of Ethiopia to draw an appropriate conclusion.</p> <ul style="list-style-type: none"> <li>Conclusion: <p>You are going to act like a historical researcher, and try to answer the question, ‘<b>What factors prevented Ethiopia becoming a unified state by 1855?</b>’</p> <p>Look back through Unit 8 in the text book, and try to find evidence that supports each of these factors:</p> <ul style="list-style-type: none"> <li>Feudal disintegration</li> <li>regionalism</li> <li>Religion</li> <li>War</li> <li>Europeans</li> <li>Missionaries – eg the Jesuits</li> <li>Trade</li> <li>Military strength</li> <li>Military weakness</li> <li>Weak rule by Leaders</li> <li>The geography of Ethiopia</li> <li>Personal rivalry</li> </ul> <p>Once you have collected your evidence, then decide which of these factors is most important, and which is least. How are the factors linked together?</p> <p>Now write your answer to the question. Remember you can <i>agree</i> with the question if you think that is right, or you can <i>disagree</i>. But remember, like a good historian, you must have evidence to support your argument</p> </li> </ul>

## **Assessment**

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

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

A student working at the minimum requirement level will be able to: analyze the causes for the conflict between the sultanate of Adal and the Christian highland kingdom, explain the involvement of the Portuguese and Turks in the war between the sultanate of Adal and the Christian highland kingdom, discuss the population movement of the Afar, Somali and Oromo, discuss the consequences of the Oromo population movement, explain the attempt to introduce Catholicism as a state religion, show appreciation for the development of urbanization, art, literature and technology of Gonderine period, analyze the political, economic and social crisis during Zemene Mesafint, describe the main features of the political, economic, social and cultural organization and life in the states of Southern, Eastern, Western and

central Ethiopian region and outline the different aspects of the interconnections and interrelations that existed among the various peoples and states.

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

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