HISTORY

TEACHER'S GUIDE

GRADE 10

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

HAWASSA UNIVERSITY

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TEACHER'S GUIDE
GRADE 10

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Foreword

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions. It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials – including this Teacher Guide and the Student Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guider and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it. For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

Addis Ababa, Ethiopia
August 2023

Federal Democratic Republic Of Ethiopia
Ministry of Education

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Introduction to Grade Ten History Teacher's Guide

The Teacher's Guide is prepared based on the new grade ten history syllabus and forthcoming student textbook. The guide provides you with a springboard of ideas which help you plan and deliver effective lessons. Moreover, it motivates you to research and look for new and stimulating ways of implementing the curriculum. It contains the following major items:-

- ***Total number of period the allotted for each unit;***
- ***Unit introduction ;***
- ***Unit learning outcomes;***
- ***Main contents of the unit;***
- ***Learning competencies for each lesson;***
- ***Contents of each lesson;***
- ***Overview for each lesson ;***
- ***Suggested teaching methods for each lesson ;***
- ***Suggested teaching aids for each lesson ;***
- ***Pre-lesson preparations ;***
- ***Lesson introduction;***
- ***Body of the lesson;***
- ***Stabilization;***
- ***Evaluation/Assessment; and***
- ***Feedback for activities.***

Moreover, the guide has been prepared cognizant of the fact that a teacher needs as many different instructional strategies and materials to implement the curriculum effciently. The level of the students' motivation is higher if there is variation in the teaching strategies. However, the teacher should be mindful that the guide only provides hints. Therefore, she/he apply her/his own creativity in enriching or improving the guide, or use, if necessary, entirely different teaching methods, which her/his believes, are more appropriate to deliver a lesson.

After all, it should be noted that no one is more responsible than the classroom teacher for making the teaching-learning process interesting and meaningful to the students.

UNIT 1

Development of Capitalism and Nationalism 1815 to 1914

Total Periods Allotted: 6 Periods

1. Unit Introduction

In this unit, students are going to learn about the development of capitalism and nationalism from 1815 to1914. The unit deals with the major characteristics of capitalism and the effects of industrial capitalism. It also tries to illustrate the nationalist movements and the processes of unification of Italy and Germany.

Similarly, the last two lessons of the unit deal with the American civil war and the eastern question, which denotes the diplomatic question posed as a result of the gradual decline of power of Ottoman Turkey. It also illustrates the relations between nationalism and capitalism and how they influenced each other.

2. Unit Learning Outcomes

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

- distinguish the major characteristics of capitalism;
- explore how nationalism causes wars and empire expansion;
- analyse how Italian and German unification changed the political landscape of Europe;
- explain the root causes and consequences of the American civil war.

3. Main Contents of the Unit

1.1. Features of Capitalism

1.2. Features of Nationalism and formation of Nation States

1.2.1. Unification of Italy

1.2.2. Unification of Germany

1.2.3. The American Civil war

1.2.4. Nationalism and the "Eastern Question"

1.1 Features of Capitalism

(1 Period)

1. Competencies

At the end of this lesson, the student will be able:

- define the features of capitalism;
- explain the role of the Industrial Revolution in the establishment of the capitalist system; and
- recognise why capitalism first emerged in western Europe.

2. Contents

- Characteristics features of capitalism
- Impacts of the Industrial revolution

3. Overview

Capitalism is a socio-economic system in which resources are owned by a few rich and private people, and production is for profit. It emerged as a result of the Industrial Revolution and the factory system. In the capitalist system, the factors of production (resources) are owned by a few rich people called capitalists (the bourgeoisie).

The proletariat sell their labour to the capitalist class in exchange for wages. There is complete free trade and competition. There is no restriction or interference by the government. Everything is left to private enterprise. In a capitalist economy, the production of all the goods and services is dependent on demand and supply. It is known as a market economy.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Political map
- Charts showing features of capitalism

4.3 Pre-Lesson Preparation

- Before the lesson, you may obtain maps of modern Europe or the world, photographs, diagrams, and other teaching materials from the school pedagogical centre.

- Outline the major points in the lesson.
- Select the teaching strategies suitable for the lesson. Think of active teaching learning.
- Prepare tasks to be done by students during group/pair work,and debate.
- Select debatable issues such as the advantages and disadvantages of a free market/command economy or any topic you think is relevant.
- Prepare a time chart summary to wind up the lesson or use any other method you think can summarise the lesson.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. **Lesson Introduction**

- Introduce the objectives of the lesson
- Begin the lesson by brainstorming questions; raise selected, lesson-centred questions starting from the simplest and progressing to the complex.
- Encourage students to forward their opinions and answer orally.
- Let students discuss in small groups and see how many of them are familiar with the following concepts:
  - ☞the meaning of capitalism and how capitalism evolved.
  - ☞characteristic features of the capitalist system.

B. **Body of the lesson**

- After hearing the response of your students, describe briefly the meaning of capitalism; explain factors for the rise of capitalism.
- Organise group discussion to ensure your students understand the characteristics of capitalism focusing on the following questions/concepts: Who owns the means of production in capitalism? How are goods and services being produced in capitalist system? What were the causes for the economic changes and development of new social classes? The social, economic, and political changes brought by the Industrial Revolution.

C. **Stabilization**

- Give short summary of the following points:
  - ☞the meaning of capitalism.
  - ☞factors for the rise of capitalism.
  - ☞the social, economic, and political changes brought by the Industrial Revolution.
  - ☞Clarify the chart that describe features of capitalism

D. **Evaluation/Assessment**

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Additional questions:
  - **Critical thinking:** what are the advantages and disadvantages of free market and command economy? Why did capitalism first come as a system in the western Europe?

Feedback for Exercise and Activity

Exercise 1.1: Answer

Part I:

1. D 2. C 3. B 4. D

Activity 1.1 :Answer

Part II:

A. In a capitalist free market economy, the production of all the goods and services is mainly dependent on the demand and supply. It is different from the central planning system of the socialist economy which is also known as a command economy. In this economic system, the government determines production, investment, prices and incomes.

B. Due to the Industrial Revolution, new sources of energy and power, especially coal and steam, replaced wind and water. Manual labour replaced by machines. Factories replaced the domestic system. Industrialization promoted the development of new socio-economic classes, especially the proletariat and the bourgeoisie. Urbanization was flourished.

1.2 Features of Nationalism and Formation of Nation States

(1 Period)

1. Competencies

At the end of the lesson, the students will be able to:

- appreciate the positive role of nationalist movements played in nation building;
- describe the factors that had contributed to the 19th century nationalist movements.

2. Contents

- Nationalism: definition
- Factors for the rise of nationalism in the 19th century

3. Overview

Several great movements before the 19th century helped the growth of nationalist sentiment. These include: the Renaissance, the Protestant Revolution, and the expansion of commerce. The Renaissance and the developments of national language and literature, helped to bring about a national self-consciousness; the Protestant Revolution broke out religious unity of Europe and ended the supremacy of the pope. Trade and colonies brought in wealth and helped to build a strong state. Factors for the rise of nationalism include:

- ☞Geographical factors- affiliation with a particular territory;
- ☞Social factors- concern for group values, culture, customs, language, and tradition;
- ☞Economic factors- concern for the standard of living;
- ☞Political factors- the desire for political power;
- ☞Historical factors- attachment to long-standing conditions and practices.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Ranking
- Short Discussion
- Pair work
- Small group discussion
- Debate

4.2 Suggested Teaching Aids

- Chart showing factors for the rise of nationalism.
- Website link: http://studylecturenotes.com/merits-and-demerits-of-nationalism-critical-evaluation.

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson prepare a chart showing factors for the rise of nationalism or you may get it from the school pedagogical centre.
- Outline the major points in the lesson.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work, debate.
- Give students reading assignments from their textbook on nationalism and assign them to write a short essay on features of nationalism.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions. Do you think that nation is an important part of our identity? Give reasons for your answer.
- Encourage oral answers from students.

B. Body of the lesson

- Explain the meaning of nationalism and describe how the great movements of pre 19th century like, the Renaissance, Reformation, the growth of trade and colonialism helped to build strong nationalist sentiments.
- Discuss briefly factors that helped the rise of nationalism in the 19th century using the chart produced.
- Let the student discuss in peer and rank factors that contribute to nationalism from 1-5, based on the following issues:
  - ☞was it a minor or major motivation?(Intensity)
  - ☞were many or few people motivated by the factor? (Scope).
  - ☞Identify the features, positive and negative aspects of Nationalism.

C. Stabilization

- Revise the meaning of nationalism, give examples of the manifestations of nationalist sentiments.
- Identify economic, social, political, historical and geographical factors for the

rise of nationalism.

D. **Evaluation/Assessment**

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Ask students to suggest improvements that could be made to his/her peer work.
- Provide feedback to students on their progress.

Feedback for Activity 1.2

1. To reverse all the changes that were brought about in Europe during the reign of Napoleon wars and restore the monarchies.

2.Nationalism is the idea that people, who speak the same language, share culture and inhabit contiguous territory ought to organise themselves and creates a stable and enduring state. Nationalism is tied to patriotism, and it is the driving force behind the identity of a culture. This political movement led the people to believe that they are citizens of a country, attachment to long-standing conditions and practices; affiliation with a particular territory, concern for group values, culture, customs, language, tradition, the standard of living and desire for political power.

1.2.1 Unification of Italy

(1 Period)

1. Competencies

At the end of this lesson, the students will be able to:

- describe the causes for the unification of Italy;
- outline events leading to the Italian unification;
- explain the effects of the Italian unification.

2. Contents

- Italy after the congress of Vienna (1815)
- Factors hindering Italian nationalism
- Leaders and the process of the Italian Unification
- Results of the Italian unification movement

3. Overview

The first few years after the Napoleonic era have been called a time of "reaction", a time when those in power wanted to return to old orders. These were conservatives who opposed the change. Britain, Russia, Prussia and Austria drew the "Treaty of Vienna"

in 1815, with the objectives to stop the changes initiated by Napoleon and to restore Monarchy. On the other side, some revolutionaries spread the ideas of nationalism and oppose conservatism. Nationalism in the 19th century mainly focused on the establishment of a strong centralized government.

Among the obstacles the Italians faced during Unification were foreign intervention, political disunity of the Italian or weak national feeling among the Italian states and opposition of the pope of the Catholic Church. The three architects of the process of unification of Italy were Giuseppe Garibaldi, Count Camillo di Cavour, and Giuseppe Mazzini.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Italy before and after unification
- Pictures of leaders of Italian unification

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson, prepare a sketch map of Italy before and after unification.
- Identify key terms : unification, nationalism, nation states.
- Outline the major points in the lesson.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Revise the previous lesson about nationalism.
- Begin the lesson by brainstorming questions who knows where Italy is? What

does unification mean in history? Show the location of Italy on the World Map.

B. Body of the lesson

- Explain the impact of the congress of Vienna (1815) on Italy.
- Discuss the internal and external forces against Italian unification.
- Give individual work: 1. Which European nations were obstacles of Italian unification? 2. What was the stand of the Pope towards Italian unification?
- Let students swap their work with a partner and then mark their partner's work.

C. Stabilization

- Give a summary of causes, obstacles, and process of unification of Italy.
- Show in the map Italy before and after Unification.
- Describe the changes observed in Italy in different sectors after unification.

D. Evaluation/Assessment

- Check the achievement of expected competencies Review learning against the objectives at the end of the lesson.
- Assign each student to work on review questions from their textbook.

Feedback for Activity 1.3

1. Austria and France
2. The Popes believed that nationalism might lead to division along ethnic and linguistic lines. The Catholic clergy wanted a federation of Italian states headed by the Pope.

Feedback for Exercise 1.2

Part I:

1. False 2. False 3. False

Part II:

1. D 2. B

Part III. Short answer questions

1. Giuseppe Mazzini had a radical program focusing on a centralized democratic republic based on universal suffrage and the will of the people. Cavour held the necessary political power to manipulate and exploit strategic situations, which made the unification possible. He supported the constitutional monarchy. Garibaldi brought popular support to the cause for unification, a necessary element to the process that Cavour could not offer.
2. In 1866, following the defeat of Austria in the Seven Weeks War (war between Austria and Prussia), Italy got Venetia. In 1871 following its defeat by the Prussian army, all the French army withdrew from Italy, and this finalized the unification of Italy.

1.2.2 Unification of Germany

(1 Period)

1. Competencies

At the end of the lesson, the students will be able to:

- analyse how Italian and German unification changed the political landscape of Europe;
- relate political and strategic causes to subsequent effects in German unification;
- organise events related to German unification in a visual timeline.

2. Contents

- Steps towards unification
- Obstacles of German unification
- Bismarck's Plan for Germany

3. Overview

In the mid-nineteenth century, many Germans were driven by nationalistic feelings to support a unified Germany. Germany was the last major European country to unify. In 1815, the Congress of Vienna created the German Confederation, which consisted of 39 separate autonomous states with common language, culture poised for movement to unite.

There were various obstacles against German unification. The most important of these were foreign powers: Austria, Russia, and France; small German states who feared Prussian domination, and opposed unification; and the Catholic states who feared domination by Protestants. Southern Germany had a Catholic majority. German Unification was achieved by Bismarck's "Blood and iron' policy.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Germany before and after unification
- Pictures of Otto Von Bismarck

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson prepare maps of Germany before and after unification.
- Outline the major points in the lesson : Germany after 1815, obstacles to German unity, Bismarck and Blood and Iron Policy, and the three wars with Denmark, Austria, and France.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson.
- Revise the previous lesson about features of nationalism.
- Ask brainstorming questions: What is unification? Show the location of Germany on the World Map?

B. Body of the lesson

- Explain factors that helped for the rise of nationalism in Germany, focusing on the 1848 revolutions.

- Discuss the internal and external forces that stood against the unification of Germany
- Briefly describe the steps in the unification process.
- Give an individual reading assignment to students to identify the essence of the "Blood and Iron" Policy.
- Let students produce a timeline of German unification and discuss in pairs the similarities and differences between the processes of the Italian and German unification.

C. Stabilization

- Give a summary of causes, obstacles, and process of unification of Germany.
- Show in the map Germany before and after Unification.
- Identify the similarities and differences between Italian and German unifications.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Assign each student to do review questions from their textbook.

Feedback for Activity 1.4

1. In his "Blood and Iron Policy", Bismarck stated that the unification of Germany would only be possible not through speeches and majority decisions , which was the mistake of the 1848 and 1849 revolution, but by military power.
2. The unification of Germany was smoother than that of Italy. Unlike the Italians, the Germans had a Confederation Parliament and a Customs Union (Zollverein), which brought some form of political and economic unity. The actual unification of Italy took a longer period compared to that of the Germans.

Feedback for Exercise 1.3

Part I:

1. D **2. A**

Part II:

1. A. *Zollverein*: an economic alliance between the German states established in 1834.
   B. The battle of Sadowa: the Seven Weeks War, the war between Prussia and Austria.
   C. Alsace-Lorraine: the area ceded by France to Germany in 1871 after the

Franco-Prussian War.

2. The Danish War of 1864 (Schleswig and Holstein), The Austro-Prussia war of 1866 (helped Prussia to form the North German confederation) and the Franco-Prussia War of 1870-71 (Alsace-Lorraine).

1.2.3 The American Civil war

(1 Period)

1. Competencies

At the end of this lesson, the students will be able to:

- discuss the causes of the American civil war;
- describe the state of the nation and sequence of the first events of the Civil War;
- analyse the consequences of the American civil war.

2. Contents

- Causes of the American Civil war
- The course of the civil war
- Consequences of the American civil war

3. Overview

For nearly a century, the people and politicians of the northern and southern states had been clashing over the issues that finally led to war: economic interests, cultural values, the power of the federal government to control the states, and, most importantly, slavery in American society.

The conflict between the North and South reached a climax in 1860 when Abraham Lincoln was elected president of the USA. .Shortly after the election of Abraham Lincoln, eleven southern states formed the Confederacy led by Jefferson Davis, a rich plantation owner, and declared secession. This resulted in the outbreak of the civil war in 1861, which ended in 1865.

As a result of the civil war, slavery was abolished in the USA. On December 6, 1865, the Thirteenth Amendment to the US Constitution abolished slavery. The plantation economy in southern part collapsed.

The war also resulted in the growth of industrialization, larger city centres, and the development of infrastructure such as railroads, banks, and factories in the southern part of the USA. However, progress was slow. Though freedom did not lead to equality for former slaves, the constitutional changes acted as a point of departure in the struggle for equal civil and human rights'.

4. Teaching and Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped Lecture
- Group work
- Question and answering

4.2 Suggested Teaching Aids

- Map of the USA
- Civil War Timeline
- Pictures
- Charts

4.3 Pre-lesson preparation

- Before you begin teaching the lesson you may obtain a map of the USA, which indicates the North and Southern parts involved in the civil war.
- Outline the major points in the lesson: the difference between the north and south, the election of Abraham Lincoln and the beginning of the secessionist movement, the proclamation of the Homestead law and its effect, consequences of the American civil war.
- Produce a chart showing the difference between the north and south parts of the USA.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the less.
- Ask brainstorming questions: what does the civil war mean to you? What problems did the nation face after the civil war?

B. Body of the Lesson

- Explain the source of conflict between the north and south parts of the USA using the chart produced.
- Jot down the most important processes in the civil war: election of Abraham Lincoln and his measures, the secessionist move of the south, the

proclamation of homestead law, results of the war.

- Let each student do a group work and present their finding on A) the consequences of the American civil war B) prepare a timeline showing major events of the American Civil War C) important changes observed in the USA after the civil war.

C. Stabilization

- Revise the main points of the lesson; give short notes.
- Briefly identify some developments in the USA after the civil war.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Follow up on the involvement of each student in the group work.

Feedback for Axercise and Activity

Exercise 1.4

A common explanation is that the Civil War was fought over the moral issue of slavery. In fact, it was the economics of slavery and political control of that system that was central to the conflict.

A key issue was states' rights. The Southern states wanted to assert their authority over the federal government so they could abolish federal laws they didn't support, especially laws interfering with the South's right to keep slaves and take them wherever they wished. Another factor was territorial expansion. The South wished to take slavery into the western territories, while the North was committed to keeping them open to white labor alone.

Meanwhile, the newly formed Republican Party, whose members were strongly opposed to the westward expansion of slavery into new states, was gaining prominence.The election of a Republican, Abraham Lincoln, as President in 1860 sealed the deal. His victory, without a single Southern electoral vote, was a clear signal to the Southern states that they had lost all influence.

Activity 1.5

1. The end of slavery, the collapse of plantation economy, rapid development of industrialization, towns; the development of infrastructures like rail road, banks, factories in the southern part were some of the consequences of the American civil war.

2. 1861- Election of Lincoln as president of the USA- formation of the Confederacy led by Jefferson Davis and beginning of the civil war-1863 proclamation of Home stead law-1865 the defeat of confederate forces.

1.2.4 Nationalism and the "Eastern Question"

(1 Period)

1. Competencies

At the end of the lesson the student will be able to:

- identify causes for the Balkan nationalism;
- evaluate the interest of Great powers concerning the "Eastern question".

2. Content

- The "eastern Question|
- Foreign powers and the Balkans nationalism

3. Overview

The Eastern Question was the issue of the political and economic instability in the Ottoman Empire and the subsequent strategic competition and political considerations of the European great powers in light of this.

It arose as a result of the rise of nationalist feelings among the Balkan peoples, the declining Turkish (Ottoman) empire and the divergent interests of Great powers in the near east.

4. Teaching and Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Pair discussion
- Gapped lecture
- Question and answering

4.2 Suggested Teaching Aids

- Maps showing the Balkans before and after independence

4.3 Pre-lesson preparation

- Produce maps of the Balkans before and after independence.
- Outline the major points such as "The eastern question", Ottomans rule, Great powers' interest, and independence.
- Identify possible active learning methods to be employed during the session.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson.

- Asking questions to get the students thinking about the topic of the lesson: What are the Balkan states? How did foreign interventions affect the internal affairs of a country?

B. Body of the lesson

- Explain who the Balkans are; Identify the causes for Balkans nationalist movement, tell the reaction of great powers to Balkans nationalism.
- Organise and hold discussions on why did the Great powers have opposing interests in the Balkan question? Checking on the information being shared and ensuring participation by all within the group.
- Elucidate the result of the Balkans revolt.

C. Stabilization

- Revise the main points of the lesson: causes for the rise of nationalism among the Balkan people; opposing interests of the Great powers, and how the Balkans achieved their independence.
- Give short notes.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Ask students to suggest improvements that could be made to their peer work.
- Provide feedback to students on their progress.

Feedback for Activity 1.6

Russia supported the Balkans nationalists for several reasons: The Russians were Slavs, like the Bulgarians and the Serbs in the Balkans.

The Russians were Orthodox Christians, as were many of the discontented Balkan groups. Moreover, Russia wanted to gain access to the Black and the Mediterranean Seas.

Feedback for Exercise 1.5 : Unit Review Questions

Part I:

1. False **2. True** **3. True** **4. True**

Part II:

1. C **2. C** **3. B** **4. B**

Part III:

Nationalism is the idea that people, who speak the same language, share culture and inhabit contiguous territory ought to organise themselves and creates a stable and enduring state.

UNIT 2

Africa & the Colonial Experience (1880s -1960s)

Total Periods Allotted: 7 Periods

1. Unit Introduction

This unit comprises five sections and deals with the partition of Africa and the early resistance movement to colonial rule. The unit provides you with the necessary knowledge of the history of European colonialism in Africa; the different types of colonial administrations and the Africans' struggle for independence. The integration of African states in the international world economy as the dominant sources of raw materials and major consumers of manufactured products are/is the result of long years of colonial dominance, exploitation and imperialism.

This unit will help you discover the consequences of colonialism and the reaction of Africans to alien rule .The unit covers the following major lessons: General background to colonialism and the motives of European colonialism, Scramble for Africa and the Berlin conference, colonial policies and administration, early African resistance movements against colonial expansion, and impacts of colonial rule on Africa.

2. Unit Learning Outcomes

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

- outline the motives of colonizers in Africa;
- recognise the African resistance movement;
- assess the political, economic and social transformations brought by colonial rule in Africa.

3. Main Contents of the Unit

- General background to Colonialism
- The motives of European colonialism
- Scramble for Africa and the Berlin conference
- Colonial policies and administration
- Early African Resistance movements against Colonial Expansion
- Impacts of Colonial Rule on Africa

2.1. General Background to Colonialism

(1 PERIOD)

1. Competencies

At the end of this lesson, the student will be able:

- define the meaning of colonialism;
- describe the motives of European colonial rule in Africa; and
- point out the major events leading to European colonialism in Africa.

2. Contents

- General background to colonialism
- Motives for European colonizers in Africa

3. Overview

Colonialism is the direct and overall domination of one country by another based on state power being in the hands of a foreign power. Colonialism is defined as "control by one power over a dependent area or people." It occurs when one nation subjugates another, conquering its population and exploiting it.

There were many basic factors for the European colonization of Africa. Economic motivation played a large part in the colonization of Africa .Demand for raw materials and the need for new market centres were the most visible ones. Major world powers like Great Britain, France, and Spain were competing for power and prestige.

The civilizing mission is a rationale for intervention or colonization of other non-western peoples like Africa. Some missionaries supported the colonization of African countries believing that European control would provide a political environment that would facilitate missionary activity in Africa.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Africa
- Map of Africa showing colonial languages
- The poem entitles "the White Man's Burden" written by Rudyard Kipling

4.3 Pre-Lesson Preparation

- Before the lesson obtain modern maps of the Africa and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work, and debate.
- Identify the meaning of key terms.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions, raise selected, lesson-centred questions starting from the simple and progressing to the complex.
- Encourage students to asnwer the following questions: what does colonialism mean?
- Ask your students to write any phrases or words/ terms that they think related with colonialism.

B. Body of the lesson

- After hearing the response of your students, describe briefly the general background of colonialism, motives for European colonial activities in Africa.
- Give individual activity: why European nations were motivated to colonize Africa?
- Write on the board or read the poem "the White Man's Burden" written by Rudyard Kipling and ask your students the question below.
- How does Kipling describe the subjects of colonial rule? How does he represent their rulers?

C. Stabilization

- Give a summary of the general background of colonialism, motives of

Europeans for colonialism.

- Show your students about colonial languages using the map produced.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.

Feedback for Exercise 2.1

Part I:

1. False
2. True

Part II:

1. D
2. A
3. C

A. For English-Kenya, Nigeria, Gold Coast, Sierra Leon, British Somaliland, Rhodesia (Zambia and Zimbabwe) ...

French-Senegal, Djibouti, Mali, Algeria, etc.

Portuguese- Angola, Mozambique, Guinea, etc.

Italian- Libya, Eritrea, Italian Somaliland, etc.

B. Except Ethiopia and Liberia any part of African countries.

Feedback for Exercise 2.2

Kipling describe the subjects of colonial rule (Africans) as wild, half devil and half child. He represents the Europeans colonizers as responsible, men of noble aim, ready to serve others, civilized and superior.

2.3. Scramble for Africa and the Berlin Conference

(2 Periods)

1. Competencies

At the end of this lesson the student will be able to:

- state how colonial rivalries and conflicts led to the partition of Africa;
- explain the process of colonial occupation and its consequences on Africa;
- draw a sketch map of colonial Africa.

2. Contents

- The scramble for Africa
- The Berlin conference

3. Overview

Historians generally refer to the "Scramble for Africa", as a fierce rivalry, massive and rapid colonial expansion of Europeans in Africa from the 1880s to the first decade of 20th century.

The Berlin Conference (1884-85) was also known as the "Congo conference".

Portugal proposed a conference in which 14 European countries would meet in Berlin regarding the division of Africa. Although the conference was about Africa, Africans were not invited nor involved. Of these fourteen nations, France, Germany, Great Britain, and Portugal were the major players in the conference, controlling most of colonial Africa at the time. Britain, France, Germany, Belgium, Italy, Portugal, and Spain were competing for power within European power politics.

The competition between European powers intensified as two new colonial powers entered the competition for African colonies. These were King Leopold II of Belgium and Germany. At the Conference, the participants decided on the "General Act of the Conference," which laid international guidelines for colonization. The Berlin Conference marked the real beginning of colonization in Africa.

4. Teaching-Learning Process

4.1 Suggested Teaching methods

- Brainstorming
- Gapped lecture
- Active listening
- Pair work
- Small group discussion

4.2 Suggested teaching Aids

- Colonial map of Africa
- Pictures

4.3 Pre-lesson preparation

- Before the lesson, obtain a colonial map Africa, photographs, diagrams, and other teaching materials.
- Outline the major points in the lesson: scramble for Africa, new European powers that entered the competition for colonies, areas of conflict of interests (Congo, Niger rivers etc.), the Berlin conference and its decisions.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Select and organise activities for pair/individual work.
- Prepare a summary of the lesson.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson introduction

- Introduce the new lesson objectives.
- Revises the previous lesson about the motives of Europeans to colonize Africa. Ask brainstorming questions: mention any African country colonized by the British, the French, and the Italians.
- Do you think colonialism retarded development? If yes or no why?

B. Body of the lesson

- After hearing the response of your students, describe briefly what is meant by Scramble for Africa; Why the Berlin conference was called; the result of the Berlin conference.
- Give your students an open-ended problem to solve a task. Discuss in pairs the impact of the Berlin Conference in Africa. Why did the European want to colonize Africa? What were the methods used by Europeans to colonize Africa? Let them use a colonial map of Africa to locate the two independent parts of Africa in 1914.
- Manage the process from task selection through to determining appropriate learning groups.
- Encourage your students to work collaboratively, discuss, support and challenge each other.

- Give feedback on the activities performed.
- Point out and acknowledge differences in the discussion.

C. Stabilization

- Revise the main points of the lesson.
- Show the European partition of Africa using the map.

D. Evaluation/Assessment

- Check the students stay on task during individual/pair/group discussions.
- Critical questions:
  - ☞ Do you think that European explorers and missionaries' activities affect Africa? If yes/no how?
  - ☞How the treaty of Wuchale can be a good example of a trickery treaty?
- Make sure that your students have understood the essential concepts of the lesson.

Feedback for Activity 2.1

A. Ethiopia and Liberia

B. Marked the real beginning of colonization in Africa; laid an international guideline for colonization.

C. To exploit Africa's raw materials and agricultural products; to use Africa as new market sources; to control some strategic regions. "The White Man's Burden" was what justified the European actions in Africa. The origin of this ideology came from Rudyard Kipling's poem The Europeans believed that it was their duty and burden to "civilize" Africa.

D. Trickery treaties, through their agents of missionaries, explorers, using one group of

E. Africans against the other, effectively implementing the Divide and rule policy, and war of conquest.

2.4. Colonial Policies and Administration

(2 Periods)

1. Competencies

At the end of this lesson, students will be able to:

- identify types of colonial policies and administration in Africa;
- examine the impacts of colonial administrations in Africa.

2. Contents

- Concession companies rule

- Direct rule
- Indirect rule
- Assimilation and Association
- Settlers rule

3. Overview

Europeans used different colonial policies while administrating their respective colonies in Africa. These methods of administering varied from territory to territory and also among imperial powers. It includes company rule, direct rule and assimilation, indirect rule as well as settler rule.

In the early days of colonialism, European nations allowed the establishment of private companies that were granted large territories to administrate in Africa. These companies were formed by businessmen who were interested in exploiting the natural resources of the African territories.

The company rule was exercised from the 1880s to 1924. The French, Belgians, Germans, and Portuguese are considered to have used this model in governing their African colonies. In the direct rule system, African indigenous rulers and local governments were removed and replaced by European personnel.

African chiefs were assigned at the lower levels of the administrative structure to collect taxes, recruit labour and suppress rural African opposition. Under the direct rule, the French government considered its African colonies as part of France. The French colonial policy of direct rule and assimilation was designed by Albert Sarrout.

The architect of the British Indirect rule policy was Frederick Lugard. Lugard exercised this policy, initially while he was a governor of Nigeria and British East Africa. This system of governance used indigenous African rulers within the colonial administration.
Settler colonialism is a form of colonialism that seeks to replace the original population of the colonized territory with a new society of settlers.
Settler colonies were found primarily in southern Africa including the colonies of South Africa, Southern and Northern Rhodesia (Zimbabwe and Zambia), Angola, Mozambique, and South-West Africa (Namibia). In addition, settler rule was practiced in Kenya, a British colony in East Africa, and in Algeria, a French colony in North Africa.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture

- Active listening
- Individual work
- Group work
- Pair work
- Discussion

4.2 Suggested teaching Aids

- Colonial map of Africa
- Pictures, cartoons
- Diagrams

4.3 Pre-lesson preparation

- Before you begin teaching the lesson obtain a colonial map Africa, photographs, diagrams, and other teaching materials. The school pedagogical centre officer could provide such materials.
- Outline the major points of the lesson: types of colonial administrations.
- Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Select and organise activities to be performed by students.
- Prepare a summary of the lesson.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson introduction

- Revise the previous lesson about scramble for Africa at the Berlin Conference.
- Introduce the new lesson objectives.
- Start your lesson by brainstorming questions: What were the methods used by Europeans to colonize Africa.

B. Body of the lesson

- After hearing the response of your students, describe briefly about colonial policy; types of colonial administration in Africa.
- Use the colonial map of Africa to show areas occupied by different colonial powers.
- Give your students an open-ended problem to solve, a task: ((Identify similarities and differences of European colonial policies (the British, French);Sketch the colonial map of Africa and locate white settlement areas in Africa.

C. Stabilization

- Give a summary of types of colonial rule.
- Use the colonial map of Africa to show areas occupied by different colonial powers.

D. Evaluation/Assessment

- Ask students to peer assess their work.
- Ask students to suggest improvements that could be made to another student's work.
- Provide few minutes to students for reflect on the impact of colonial rule on Africa.
- Reviews learning against the objectives at the end of the lesson.

Feedback for Activity 2.2

Explorers opened Africa's interior to other Europeans. Missionaries built schools and clinics and preached Christianity.

Feedback for Activity 2.3

The Rhodes Colossus cartoon shows Cecil Rhodes, who was an English born South African business man. It indicates the British colonial ambition to colonize Africa from Cape to Cairo.

Feedback for Activity 2.4

A. The British colonial policy supported the idea of indirect rule. It was relied on using African chiefs. The French believed in direct rule, French officials were assigned to different colonial administration posts. The French also believed in the policies of assimilation association.

B. Make sure that the students have located Kenya, Algeria, Rhodesia (Zambia and Zimbabwe), South Africa, Southwest Africa (Namibia) on the sketch map.

2.5. Early African Resistance Movements Against Colonial Expansion ;
2.6. Impacts of Colonial Rule on Africa

(2 Periods)

1. Competencies

At the end of the lesson, the students will be able to :

- appreciate African's resistance against colonialism;
- outline African resistance movements against colonialism;
- value the contribution of the anti-colonial struggle;
- demonstrate major areas of African resistance against colonial expansion

using the map of Africa;

- explain the consequences of European colonialism on the political, economic and social life of the African people.

2. Contents

- African responses to colonial rule
- Resistance movements in West, East, West, South and North Africa
- Impacts of colonial rule in Africa

3. Overview

African responses to colonial rule varied from place to place and over time. Several forms of both armed and nonviolent resistance to colonialism occurred. Nonviolent forms of anti-colonialism included the use of the indigenous press, trade unionism, organised religion, associations, literary and art forms, and mass migrations. There was armed resistance in different parts of Africa.

The first or early African responses to the colonial conquest occurred from about 1880 to 1910. The second stage covered from 1914 to 1945. The third stage which was conducted from the 1950s to1980s was a period of decolonization of Africa. It was characterized by the emergence of national liberation movements that aimed at achieving independence.

As a result of colonialism, Africans lost independence and freedom Colonialism in Africa brought about the under-development of African territories in many different ways. Africa remained a supplier of raw materials for Europe.

Colonialism also disrupted the development and way of living of local communities. During the colonization process communities had to be moved and relocated to create white settlement areas for large scale farming.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Group work
- Pair work
- Discussion

4.2 Suggested teaching Aids

- Colonial map of Africa
- Pictures, Cartoons

- Diagrams

4.3 Pre-lesson preparation

- Before you begin teaching the lesson obtain a colonial map Africa, photographs, diagrams, and other teaching materials. The school pedagogical centre officer could provide such teaching aids.
- Outline the major points of the lesson: types of resistance movements.
- Resistance Movements in different regions of Africa-West, South, East and North Africa.
- Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Select and organise activities to be performed by students.
- Prepare a summary of the lesson.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson introduction

- Revises the previous lesson about scramble for Africa and the types of colonial administration.
- Introduce the new lesson objectives.
- Start your lesson by brainstorming questions: Why did Africans resist and oppose colonial rule?Which African country did manage the only successful resistance against colonialism? How?

B. Body of the lesson

- After hearing the response of your students, describe briefly why Africans resist colonial rule; explain the stages of African resistance movements; Give examples of major resistance movements in West, South, East and North Africa. colonial policy; types of colonial administration in Africa.
- Use the colonial map of Africa to show areas resistance movements againstcolonial rule.
- Group your students to debate advantage and disadvantages of colonialism in Africa; give your students a task to identify and locate centres of early African resistance movements using a political map of Africa.

C. Stabilization

- Give a summary of similarities and differences of African resistance

movements.

- Use the colonial map of Africa to show centres of early African resistance movements.

D. Evaluation/Assessment

- Ask students to peer assess their work.
- Ask students to suggest improvements that could be made to another student's work.
- Provide a few minutes to students to reflect on the impact of colonial rule on Africa.
- Reviews learning against the objectives at the end of the lesson.

Feedback for Exercise 2.3

Part I:

1. D 2. C 3. F. 4. E 5. A 6 .B

Feedback for Activity 2.5

Part II. Dear Teacher , your role is to act a moderator of the debate by introducing the topic of the debate. Keep track of timeand make a judgment and give feedback as follows.

Disadvantages /Negative Impacts

Africans lost independence and freedom. The African indigenous administrations were destroyed. Europeans created artificial boundaries without the approval of the local community. This became a colonial legacy and caused boundary conflicts among many African nations after independence.

Colonialism in Africa brought about the under-development of African territories in many different ways. Africa remained a supplier of raw materials for Europe.

Advantages/Positive Outcomes

Tribal warfare declined following the introduction of colonial administration; the introduction of different modern ideas of education, government and economies; construction of railways, roads, but the trucks to carry raw materials to ports.

Feedback for Activity 2.6

Help the students to use the following example:

Kenya:-

Location: East Africa

Capital: Nairobi

Language: English, Kiswahili, Kikuyu, Luo etc

Ethnic groups: Kikuyu, Luo etc

Year of Conquest: 1895(The British Empire established the East Africa

Feedback for Exercise 2.4: Unit Review Questions:Answer

Part I:

1. False 2. True 3. True 4.False 5.True

Part II:

1. C 2.A 3. B 4. B 5. D 6. D

Part III:

1. European powers were superior in military technology**;** Europeans were able to make good use of the differences and rivalries among African states and people.
2. Colonialism in Africa brought about the under-development of African territories in many different ways. Africa remained a supplier of raw materials for Europe. Colonialism undermined the growth of manufacturing in Africa and abandon their indigenous technological skills and education. African natural resources were exploited by European colonizers.

UNIT 3

Social, Economic and Political Developments in Ethiopia mid 19th C. to 1941

Total Period: Allotted:14 Periods

1. Unit Introduction

The unit deals with the history of Ethiopia from the time of the coming to power of Emperor Tewodros II in 1855, up to the liberation of the country from the Italian occupation in 1941. The first section of the unit sheds light on the nineteenth century long distance trade and the roles the cottage industry played in the socio-economic development of the country.

The second section of the unit focuses on the process of the making of Modern Ethiopian State during the reigns of Tewodros II (1855-68), Yohannes IV (1872-89) and Menilek II (1889-1913). Here attempts have been made to explore their administrative reforms, modernization attempts, religious reforms, the centralization policy and territorial expansions.

The third section of the unit is about external aggressions and the heroic resistance of the people of Ethiopia to preserve the territorial integrity of their country. Here you will study about the Napier Expedition, the Egyptian aggression, the Mahdists invasion, which was concluded at the battle of Metema and the Italian encroachment into Ethiopia territory, which was sanctioned by the glorious battle of Adwa in 1896. Moreover, the section sheds some light on the boundary delimitation with the neighbouring colonial powers.

The fourth section of the unit deals with the power struggle among the ruling elites from 1906 to 1930 and the beginning of the autocratic rule of Haile Sellase I (1930-35). Therefore, the section focuses on the problems of succession, *Lij* Iyassu and his reforms, the diarchy or dual rule and the emergence of autocracy.

The final section of the unit deals with the Fascist Italians aggression and the Ethiopian patriots' resistance. Theisssues included in the section are: background, causes and courses of the Italo-Ethiopian War, Fascist rule and its subsequent changes, the patriotic resistance movement and liberation of Ehtiopia from the Italian occupation.

2. Unit Learning Outcomes

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

- examine the interactions among people and states in Ethiopia in relation to the long distance trade;
- identify major socio-economic and political reforms of the period;
- describe the causes for external aggression and its consequences;
- appreciate the unity of Ethiopian people in defense of national sovereignty.

3. Main Contents of the Unit

3.1 Long Distance Trade in 19th Century
3.2 The Making of Modern Ethiopian State 1855-1913
3.3 External Aggressions and the Unity of Ethiopian People in Defense of National Sovereignty, 1871-1896
3.4 Inception of Power Struggle among the Ruling Elite, 1906 to 1935
3.5 Fascist Italian Aggression and Patriotic Resistance

3.1. Long Distance Trade in 19th Century

(2 Periods)

1. Competencies

At the end of this lesson, students will be able to:

- pinpoint the major market centres in the nineteenth century Ethiopia;
- illustrate the salient features of the long distance trade in Ethiopia;
- appreciate the roles the cottage industry played in the socio-economic life of the Ethiopian people.

2. Contents

- The trade routes, People's interaction, major market centres, the medium of exchange, and trade Items

3. Overview

The peoples and polities in the southern, northern and eastern parts of Ethiopia and the Horn were connected by two major trade routes that started from Bonga, the capital of the Kafa Kingdom, in the 19th century.

The Trade route from Bonga ran to the north ad after reaching Gondar bifurcated into two, where one route went to Matamma, and another route went to Massawa on the Red Sea coast. The second route went to the east, passing through Shewa and Hararge terminated

at Zeila and Berbera.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia and the Horn
- Sketch map which indicates the trade routes

4.3 Pre-Lesson Preparation

- Before the lesson, obtain the map of Ethiopia and the Horn and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active teaching-learning approaches, which you can employ at any given moment to make the lesson active.
- Prepare tasks to be done by students during group/pair work, and group discussion.
- Make a group of five students and allow them to identify the raw materials used for making the above handicrafts products (Pots, Cloth and Lemat).
- Prepare a time chart summary to wind up the sub-unit or use any other method you think can summarize the sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson centred questions starting from the simple and progressing to the complex.
- Encourage students to answer the questions.
- Let students discuss in small groups and see how many of them are familiar with the following concepts:-
  - ☞the long-distance trade
  - ☞trade routes

☞items of trade

B. Body of the lesson

- After hearing the response of your students, describe briefly the following terms: long distance trade, trade routes and items of trade.
- Organise group discussions to ensure your students understand long distance trade, trade routes and items of trade. Pinpoint clearly the major merchants of the long distance trade and their ethnic backgrounds.
- Give a chance for students to prepare a sketch map that indicates the 19th c. long-distance trade.

C. Stabilization

- Give a summary of the following points:
  - ☞the long-distance trade
  - ☞trade routes
  - ☞items of trade
  - ☞the roles of trade in the interaction of peoples of Ethiopia and the Horn
- Clarify the routes using the map of Ethiopia and the Horn.

D. Evaluation/Assessment

- Prepare oral and written questions; you may use the activities included in the student textbook and may also prepare your own additional questions.
- Make sure that your students have understood the essential concepts of the lesson.

Feedback for Activity 3.1

1. The dominant traders were the northern Muslim merchants known as *Jabarti* and Southwestern Muslim Oromo merchants known as *Afqala*. Moreover, the Argoba from the Kingdom of Shewa were also active merchants in the trade between Harar and the northern Somali coast.
2. The trade routes played a pivotal role in the interaction of peoples and polities that existed in the southern, northern and eastern parts of Ethiopia and the Horn.

Protectorate in 1895, from 1920 known as the Kenya Colony)

Social, Economic and Political changes: Loss of independence and freedom, land alienation and white settlement.

3.1.2. The Role of Cottage Industries

1. Competencies

At the end of this lesson, students will be able to:

- pinpoint the most important handicraft or cottage industries in Ethiopia;
- appreciate the crafts genius of the Ethiopia People.

2. Contents

- The Role of Cottage Industries

3. Overview

A cottage industry is a small-scale, decentralized manufacturing business often operated out of a home rather than a purpose-built facility. Cottage industries are defined by the amount of investment required to start, as well as the number of people employed. They often focus on the production of labour-intensive goods but face a significant disadvantage when competing with factory-based manufacturers that mass-produce goods.

The origins of a cottage industry in Ethiopia date back to ancient times. The most common cottage industries were metalworking, pottery, tannery, carpentry, masonry, weaving, jewelry and basket making. Although artisans and craftsmen were not respected in Ethiopia, they played irreplaceable roles in the socio-economy of the country.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Produces of cottage industry available in your locality
- Pictures and videos which show products cottage industry

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson prepares pictures and video which indicate materials produced by handicrafts workers.

- Outline the major points in the lesson: focus on the types of cottage industry, the general public's attitude towards the industry and its importance.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson.
- Revise the previous lesson which was about Long-distance Trade routes in the 19 th century.
- Ask brainstorming questions.

B. Body of the lesson

- Explain the meaning of the cottage industry.
- Describe types cottage industry.
- The importance of the cottage industry.
- Give an individual reading assignment to students to be in a group and report to the class the raw materials used for making the above handicrafts products (pots, cloth and *lemat*) and
- Pinpoint the economic importance of the cottage industry by the time under review.

C. Stabilization

- Give a summary of the cottage industry.
- Show the picture and video of the produce of handicrafts workers.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Assign each student to do activities or review questions from their textbook.

Feedback for Activity 3.2

1. The raw materials used to make pots are clay soil and water; for cloth cotton or wool; *Lemat* or eating basket, grass and textile products like thread.
2. The products of cottage industry have had economic and military importance in many parts of the country.
3. Assist students to visit the local cottage industries and write a report using the

following points: the economic importance of the industries, and how the local community treated the craftsmen.

3.2. The Making of Modern Ethiopian State 1855-1913

(3 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- identify the reforms made by Tewodros II;
- explain the causes, processes and impacts of unification and territorial expansion;
- compare and contrast the roles played by Tewodros II, Yohannes IV and Menilek II in the making of modern Ethiopia.

2. Contents

- the Rise of Kassa Haylu
- the Reforms of Tewodros
- Unification and territorial expansion during the reigns of Tewodros, Yohannes and Menelik.

3. Overview

The process of making modern Ethiopia involved the unification of regions and principalities found in northern and north central parts on the one hand and territorial expansion into the southern half of the country on the other. Emperors like Tewodros, Kassa Mircha or Emperor Yohannes IV, and Menelik II played a pivotal role in the process of making modern Ethiopia.

4. Teaching-Learning process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Discussion
- Question and answer
- Individual work
- Group work
- Pair works
- Discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia

- Pictures, Cartoons
- Diagrams

4.3 Pre-lesson Preparation

- Before the lesson, obtain a map of Ethiopia, photographs, diagrams, and other teaching materials.
- Outline the major points of the lesson: The process of making of modern Ethiopia.
- Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Select and organise activities to be performed by students.
- Prepare a summary of the lesson.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson introduction

- Revises the previous lesson about the cottage industry.
- Introduce the new lesson objectives.
- Start your lesson by brainstorming questions: What was the *Zemene-Mesafint*? Mention some of its features.

B. Body of the lesson

- After hearing the response of your students, explain about:
  - ☞the rise of Kassa Haylu;
  - ☞the reforms made by Tewodros II;
  - ☞the causes, process and impacts of unification and territorial expansion;
  - ☞compare and contrast the roles played by Tewodros II, Yohannes IV and
  - ☞Menilek II in the making of modern Ethiopia;
  - ☞give your students an open-ended problem to solve, a task

C. Stabilization

- Give a summary of the making of modern Ethiopia.

D. Evaluation/Assessment

- Give a few minutes to students to reflect on the roles played by Tewodros II, Yohannes IV and Menilek II in the making of modern Ethiopia.
- Prepare oral and written questions; you may use the activities included in the student textbook and may also prepare your own additional questions.
- Reviews learning in line with the objectives at the end of the lesson.

Feedback for Activity 3.3

1. Tewodros made reforms in the spheres of administration, religion and military. The most important manifestation of Tewodros's reform policy was his military reform which was less ambivalent than his administrative reform. He attempted to reform the military setup of the country in three respects: organization, discipline and armament. Hence, he introduced military titles like *Yasr Aleqa* (commander of ten), *Yamsa Aleka (*commander of the hundred), and *Yeshi Aleqa* (commander of the thousand). He tried to organise and replace the regional armies of the *Zamana-Mesafint* ('Era of Princes') with a salaried national army. He managed to manufacture firearms at Gafat (near Dabra Tabor) with the help of European missionaries and artisans. As a result, about 35 cannons were produced at Gafat including his famous mortar known as "Sebastopol."

   Tewodros also tried to separate church and state. He reduced church land and the number of priests and deacons. In terms of administration, he tried to create a centralized state by eroding the power of some of the regional lords and in other cases appointed descendants of former governors. His administrative reform lacked consistency.
2. Mention the two provinces where Tewodros made campaign immediately after his coronation. Wallo and Shewa .
3. Tewodrs's campaign to both regions overlapped. In both areas he encountered resistance, The Wallo campaign started in March 1855. The capture of Meqdela on 12 September 1865 marked the end of Tewodros's campaign to Wallo. Tewodros's campaign to Shewa also lasted some five months. In Shewa, Tewodros met a mixed reaction. Tewodros's campaign to Shewan was concluded after the Shewan force defeated at the Battle of Bereket in November 1855.

Feedback for Exercise 3.1

1. C 2. D 3. A 4. C

Feedback for Exercise 3.2

1. D 2. D 3. D 4. B

3.3. External Aggressions and the Unity of Ethiopian People in Defense of National Sovereignty, 1871-1896

(3 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- explain the causes of the British military expedition led by General Napier;
- recognise the attempts of Egyptians to dominate the Nile basin ;
- unravel the results of the Hewett Treaty;
- pinpoint the causes and effects of the battle of Adwa;
- appreciate the heroic resistance of the Ethiopian people against foreign aggression.

2. Contents

- Tewodros and Great Britain
- Yohannes and the Egyptians
- Yohannes and the Mahdists
- Menilek and the Italians

3. Overview

The territorial integrity of Ethiopia had been threatened by foreign aggressors like Egypt during Khedive Ismail, the Mahdist Sudan in the 1880s, Great Britain during the Napier expedition and Italy in the 1880s and 1890s. Tewodros's detention of British and European citizens led to the coming of the British mission to Ethiopia under the leadership of Sir Robert Napier which led to the downfall of Tewodros. The Egyptians perennial quest to dominate the sources of the Abay River reached its climax during the reign of Yohannes IV. However, Yohannes defeated the Egyptians' at the battles of Gundet and Gura in 1875 and 1876 respectively.

The confrontation between Yohannes IV and the Mahdists caused by Yohannes's signing of the Hewett or Adwa Treaty in 1884 with the Egyptians/British led to the tragic death of Yohannes IV at Matamma. Yohannes IV also managed to contain the advance of the Italians into the northern part of Ethiopia and even scored a resounding victory over the Italians at Dogali in 1887.

Menelik's love and hate relations with Italians reached a climax with the signing of the Treaty of Wuchale in 1889. However, the difference between the Amharic and the Italian

versions of article XVII of the treaty became the causes of the conflict between Italy and Ethiopia. Hence, it became cause for the Battle of Adwa, where the Ethiopians scored a shattering victory over the Italians.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Question and answer
- Individual work
- Group work
- Pair works
- Discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia
- Pictures, cartoons
- Diagrams

4.3 Pre-lesson preparation

- Before the lesson, obtain a map of Ethiopia, photographs, diagrams, and other teaching materials.
- Outline the major points of the lesson: External Aggressions and the Unity of Ethiopian People in Defense of National Sovereignty.
- Think of active learning methods which you can use to make the teaching-learning process more effective.
- Prepare tasks to be done by students during group/pair work.
- Select and organise activities to be performed by students.
- Prepare a summary of the lesson.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson introduction

- Revises the previous lesson, which is about the making of modern Ethiopia.
- Introduce the new lesson objectives.
- Start your lesson by the following brainstorming questions: For instance, you may ask the following two questions:
  - ☞Identify the foreign powers who attempted to violate Ethiopa's territorial integrity in the second half of 19th c.

Answer: UK, Egypt, Mahdist Sudan and Italy.

☞Identifying at least four major battles where the Ethiopians scored shattering victory over foreign aggressors in the second half of 19th C. Gundat, Gura, Dogali and Adwa.

B. Body of the lesson

- After hearing the response of your students, explain about:
  - ☞The Napier Expedition ;
  - ☞The Egyptian Aggression ;
  - ☞The Mahdsts invasion of Ethiopia ;
  - ☞Yohannes and the Italian ;
  - ☞The Treaty of Wuchale and how it became the cause for the battle of Adwa, Ethiopians' victory over Italy and the effects of the battle of Adwa; and
  - ☞compare and contrast the roles played by Tewodros II, Yohannes IV and Menelik II in maintaining the territorial integrity of the country.

C. Stabilization

- Give a summary of the foreign aggression and the unity of the Ethiopian people in defending their country's territorial integrity.

D. Evaluation/Assessment

- Give students a few minutes to reflect on the roles played by Tewodros II, Yohannes IV and Menilek II in galvanizing Ethiopians to defend their country's territorial integrity.
- Reviews the lesson in line with the objectives.
- Use the review questions and activities provided in the text.

Feedback for Activity 3.4

1. What caused the conflict between Tewodros II and the British?
   Tewodros's detention of British citizens, including captain Cameroon, head of the British Mission to Ethiopian.

2. Which African country was considered the main threat to Ethiopia in the 1870s?
   Egypt.

Feedback for Activity 3.5

1. Who were the commanders of the Ethiopian force at Adwa? Menelik II and Taytu were overall commanders. Then, comes *Ras* Mikael, *Ras* Mekonnen, Ras Alula, Ras

Mangasha, *Nigus* Tekle-Haymanot, *Fitawurari* Gabayahu, *Dajjach* Balcha.

2. What was the cause of the Battle of Adwa? Article XVII of the Treaty of Wuchale was the immediate cause but Italy's desire to make Ethiopia her colony was the fundamental cause of the war.
3. Elaborate the difference between the Amharic and the Italian Version of Article XVII of the Treaty of Wuchale. The Amharic version indicated that the emperor of Ethiopia "could" use the good offices of the Italian government in his dealings with other foreign powers; but the Italian text of the treaty made it obligatory and had the word "must".

3.4. Inception of Power Struggle Among the Ruling Elites: 1906 to 1935

(3 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- pinpoint the measures Emperor Menilek took to avert power struggle among his successors;
- describe the reforms of Lij Iyasu;
- analyse the salient features of the period of diarchy;
- identify the measures Emperor Haile Sellase took to consolidate his absolute power.

2. Contents

- The declining health of Menilek and the increase of Taytu's influence
- The *defacto* (1911-1916) and *dejure* (1913-16) reigns of Iyasu
- The diarchy

3. Overview

The beginning of the decline of the health of Menilek II in 1906 marked the onset of a power struggle in Ethiopia. For some time, *Empress* Taytu came to play an influential role until she was removed from the palace by the Shewan nobility.

Meanwhile, the death of *Ras* Tesema Nadew, the regent, in 1911 paved the way for Iyasu's ascendancy to power. The Shewan nobility and foreign powers united to overthrow Lij Iyasu in 1916 which led to the Coronation of *Empress* Zawditu and the designation of Teferi as regent.

The period from 1916 up to 1930, which was dominated by the power struggle between Zawditu and Teferi is termed the Diarchy or dual rule. In 1930 Haile Sellase was crowned king of kings of Ethiopia, and this sanctioned the victory progressive over the conservative camp, who were on the side of Empress of Zawditu.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Group work
- Pair works
- Discussion

4.2 Suggested Teaching Aids

- Political map of Ethiopia
- Pictures of important figures and dignitaries
- Charts and diagrams

4.3 Pre-lesson preparation

- Before the lesson, obtain a map of Ethiopia, photographs, diagrams, and other teaching materials.
- Outline the major points of the lesson: Inception of Power Struggle among the Ruling Elite, 1906 to 1935.
- Think of active learning methods which you can use to make learning active.
- Prepare tasks to be done by students during group/pair work.
- Select and organise activities to be performed by students.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson Introduction

- Revises the previous lesson which was about Foreign Aggression.
- Introduce the new lesson objectives.
- Start your lesson with the following brainstorming questions:

1. Explain the importance of the year 1906 in the history of Modern Ethiopia.
   The year 1906 can be taken as an important landmark in the political history of post- Adwa Ethiopia. This year, Menilek underwent his first stroke. This was aggravated by the sudden death of his cousin, *Ras* Mekonnen Walda-Mikael, the man generally expected to succeed him on the throne

in the same year. These developments opened the question of succession. Because of this, the neighbouring colonial powers, Great Britain, France and Italy signed a Tripartite Treaty in the same year supposing that Ethiopia would enter into anarchy up on the death of *Emperor* Menelik II.

2. Who were the souvereigns of Ethiopia from 1906-1930? Menelik II, Lij Iyasu and Zawditu.

B. Body of the Lesson

After hearing the response of your students, explain about:

- The decline of the health of Emperor Menilek and the beginning of the power struggle.
- The Confrontation between the Shewan nobility and Empress Taytu,
- Major developments during the Reign of Lij Iyasu,
- The salient features of the period of diarchy, and
- The coronation of Teferi Mekonnen as Emperor Haile Sellase I and the measures he took soon after his coronation to consolidate his power.

C. Stabilization

- Give a summary of the causes of internal power struggle and the roles played by Taytu, the Shewan nobility, Lij Iyasu, Teferi Mekonnen etc in the power struggle.

D. Evaluation/Assessment

- Provide a few minutes for students to reflect on the power struggle among the Ethiopian ruling class from 1906-1930.
- Review the lesson in line with the objectives.

Feedback for Activity 3.6

Mentioned the vested interests of the signatories of the Tripartite Treaty of 1906?

The UK wanted to control the Abbay Basin, Italy, the adjoining colonies of her Eritrean and Somaliland and French the Ethio-Djibouti railway.

Feedback for Exercise 3.3

Explain the following terms briefly.

A. *Quragna* System: indigenous system by which plaintiffs and defenders were chained together.

B. *Lebashay*: indigenous institution or magical thief-catchers.

C. *Terenbulle*: the first police force in Addis Ababa, Terenbulle is the Amharic version of Tripoli.

Feedback for Activity 3.7

1. Who were the opponents of the Battle of Sagale?
   Nigus Mikale, the father of Iyyasu, and Fitawrari Habte Giorgis Dinagde.

2. Why did the notables challenge Teferi Mekonnen during the period of diarchy?
   Because the balance of power gradually tilted in favour of Teferi and they attempted to defend Empress Zawditu .

Feedback for Activity 3.8

1. Mention the unique features of the 1931 constitution of Ethiopia. It was the first constitution in the history of Ethiopia. It consolidated the power of Emperor Haile Sellase I.
2. What measures were taken by Emperor Haile Selassie to consolidate his absolute power? Removed regional lords from their power base, drafted a constitution etc.
3. Which regional rulers lost their autonomy in the 1930s soon after Haile Selassie was crowned Emperor of Ethiopia? The rulers of Gojjam and Jimma.

3.5. Fascist Italian Aggression and Patriotic Resistance

(3 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- state the causes of the Second Italo- Ethiopian War;
- identify the major fronts during Fascist Italy's invasion;
- appreciate the heroic resistance of the Ethiopian patriots during the Italian Occupation.

2. Contents

- The Italo-Ethiopian War
- The Italian Occupation
- The Patriotic Resistance

3. Overview

The lesson is about the Second Italo-Ethiopian War, the Italian Occupation and the Ethiopian Patriots' Resistance against the occupation.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Group work
- Pair works
- Discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia
- Pictures, cartoons
- Diagrams

4.3 Pre-lesson preparation

- Before the lesson, obtain a map of Ethiopia, photographs, diagrams, and other teaching materials.
- Outline the major points of the lesson: Fascist Italian Aggression and Patriotic Resistance.
- Think of active learning methods which you can use to make the teaching

learning process more effective.

- Prepare tasks to be done by students during group/pair work.
- Select and organise activities to be performed by students.
- Prepare a summary of the lesson.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson introduction

- Revises the previous lesson, which was about Internal Power Power Struggle Among the Ethiopian Ruling Class from 1906-1930.
- Introduce the new lesson objectives.
- Start your lesson by using the following brainstorming questions:
  1. Who was Benito Mussolini? The leader of Italy's Fascist government.
  2. Why the League of Nations give deaf ears to Emperor Haile Sellase's plea during the Italian invasion of Ethiopia? It wanted to keep Hitler and Mussolini apart through the Policy called Appeasement.

B. Body of the lesson

- After hearing the response of your students, explain about:
  - ☞The Italo-Ethiopian War
  - ☞The Italian Occupation
  - ☞The Patriotic Resistance

C. Stabilization

- Give a summary of Fascist Italian Aggression and Patriotic Resistance.

D. Evaluation/Assessment

- Give some time for students to reflect on the lesson.
- Use the review questions and the activities provided in the text for evaluation and assessment.
- Prepare questions which you think are relevant to enhance the teaching learning process.

Feedback for Activity 3.9

1. What was the pretext the Italians used when they invaded Ethiopia in 1935?

The Walwal incident.

Feedback for Activity 3.10

Why did Italians succeed in 1936 where they had so miserably failed in 1896?

The technological superiority of the Italians, lack of war experience among Ethiopian rulers compared with Adwa days and the numerical advantage that the Ethiopia's had by this time was not considerable unlike Adwa times etc.

Feedback for Activity 3.11

1. Discuss the roles of the Ethiopian Women during the Patriotic resistance against the Italian Occupation.

   Ethiopian women played significant roles as Yewust Arbegnoch. Women used to collect valuable information from the Italians including high-ranking officials. They collected arms from corrupt officials and deserters. Some were even able to exert influence on Italian officials so that they would be moderate towards prisoners. Some went to the extent of arranging secret killings of Italian authorities.

2. Write a Short profile of Shewaragad Gadle.

   She was a well-known women patriot during the Italian occupation. She was based at Addis Alam and played a pivotal role in the resistance movement.

Feedback for Exercise 3.4: Unit Review Questions

1. B 2. A 3. B 4. D 5. C 6. A 7. A 8. A

UNIT 4

Society and Politics in the Age of World Wars 1914-1945

Total periods allotted : 7 Periods

1. Unit Introduction

The unit deals with the history of the world from beginning of the first World in 1914 up to the end of another world war known as the Second World War in 1945. The major issues to be dealt with in this unit are: Causes and Courses of the First World War; the Consequences of the First World War; the October Socialist Revolution in Russia; the League of Nations; The World Great Depression; and the Rise of Fascism and Nazism and Second World War.

2. Unit Learning Outcomes

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

- distinguish the major causes, course and consequences of the two world wars;
- discuss the cause and consequences of the Socialist Revolution in Russia;
- identify causes and impacts of the Great depression;
- compare and contrast Fascism, Nazism and Militarism;
- examine causes for the failure of the League of Nations to protect the world from devastating war; and
- analyse the results of the Second World War.

3. Main Contents of the Unit

4.1. The First World War: cause, course and the consequence
4.2. The October 1917 Russian Revolution; Cause, course and results
4.3. The League of Nations
4.4. The worldwide economic crises
4.5. The rise of Fascism in Italy, Nazism in Germany and Militarism in Japan
4.6. The Second World War

4.1. The First World War: Cause, Course and the Consequence (2 Periods)

1. Competencies

At the end of this lesson, students will be able to:

- identify the causes of the First World War;
- understand the events that led to trench warfare on the Western Front; and
- assess the consequences of the First World War.

2. Contents

- Causes of WWI
- Courses of WWI and
- Effects of WWI

3. Overview

The First World War (1914-18) often known as the Great War was an international conflict that involved most of the nations of Europe along with Russia, the United States, the Middle East, and other regions.

Although the causes of the war are still debated and discussed among scholars, the following are the major ones: Mutual Defense Alliances, Imperialism, Militarism, Nationalism, and the Assassination of Arch Duke Franz Ferdinand in Sarajevo by a Serbian Nationalist Known as Gavirlo Princip.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Europe
- Map of the world
- Pictures
- Videos
- Charts and diagrams

4.3 Pre-Lesson Preparation

- Before the lesson, obtain the map of Europe and other teaching materials.

- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods which you can use to make the teaching-learning process more effective.
- Prepare tasks to be done by students during group or pair work discussion.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson. Begin the lesson by the following brainstorming

1. What were the causes of WWI?

   ☞Mutual Defense Alliances, Imperialism, Militarism, Nationalism, and the Assassination of Arch Duke Franz Ferdinand in Sarajevo by a Serbian Nationalist Known as Gavirlo Princip .

2. What were the two military blocks during WWI?

   ☞Triple Entete and Triple Alliance

B. Body of the lesson

- After hearing the response of your students, describe a little bit in detail about:
  - ☞Causes of WWI
  - ☞Courses of WWI and
  - ☞results of WWI
- Organise group discussion to ensure your students understand the issue under study, that is WWI.

C. Stabilization

- Give a summary on the following points: Causes, courses and results of WWI.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Use review questions and exercises for assessment and evaluation.
- You may prepare and ask additional questions.

Feedback for Activity 4.1

Enumerate the short-term and long-term causes of World War I. Nationalism, the formation of military Blocks, Imperialism, arms race etc. were major causes. The

assassination of Archduke Ferdinand was the immediate cause.

Feedback for Activity 4.2

Why was the First Battle of the Marne considered so significant? It halted the Germans' advance.

Feedback for Activity 4.3

1. What factors helped prompt the United States to join the war on the Allies' side?
   The German U-boat attack the sinking of Lusitania, the Zimmerman Telegraph etc.

2. Which of the non-European countries had the greatest impact on the war effort?
   USA

Feedback for Activity 4.4

1. From the above map, identify in which country was most of the war in the West fought?
   France
2. The Schlieffen plan first proposed in 1905 by Alfred Schlieffen, chief of the German general staff, designed to allow Germany to wage a successful two-front war.

Feedback for Review Questions at the end of Lesson 4.1

1. What region was referred to as the "powder keg" of Europe?

A. Iberian Peninsula
B. Alsace-Lorraine
C. Austria-Hungary
D. the Balkan Peninsula

2. One major reason for the tension between France and Germany before World War I was that

A. France had begun to surpass Germany in industrial output
B. Germany wanted to join the Triple Entente with Great Britain
C. Germany controlled French access to the North Sea
D. France wanted to regain lands previously seized by Germany

3. Which countries made up the Triple Alliance in 1907?

A. Austria-Hungary, Italy, and Russia
B. The United States, Great Britain, and Russia
C. Great Britain, France, and Russia
D. Austria-Hungary, Germany, and Italy

Lesson 4.1: Answer:

1. D 2. D 3. D

4.2. The October 1917 Russian Revolution; Causes, Course and Results

(1 Period)

1. Competencies

At the end of this lesson, students will be able to:

- explain the causes of the October 1917 Revolution in Russia;
- recognise the difference between the February and October Revolutions in Russia;
- distinguish the effects of the October Revolution.

2. Contents

- Causes of the Russian Revolution
- The February Revolution
- The October 1917 Revolution
- Effects of the October Revolution

3. Overview

As a result of the February 1917 Revolution in Russia, Nichols II was forced to abdicate his power. Following the February Revolution, the Provisional Government was established in Russia.

However, the Provisional Government itself was soon overthrown by the Bolsheviks led by V.I. Lenin and Leo Trotsky in October 1917. As a result of the October Revolution, Russia became the first Socialist country in the world.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Russia and Europe
- Pictures
- Videos
- Charts and diagrams

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson obtain the map of Russia, Europe and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods which you can use to make the teaching-learning process more effective.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Let students discuss in small groups and see how many of them are familiar with the following concepts:
  - ☞Czarist Russia
  - ☞The October 1917 Revolution
  - ☞The Socialist Revolution

B. Body of the lesson

- After hearing the response of your students, describe briefly the following issues: the social, economic and political conditions in Russia on the eve of the 1917 Revolution, the abdication of Nicholas II and the February Revolution, and the October Revolution and its effects.

C. Stabilization

- Give a short summary on the following points:
  - ☞Causes of the Russian Revolution
  - ☞February Revolution and the Provisional Government
  - ☞The October 1917 Russian Revolution and its effects

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.

- Use Activities to assess your students and also formulate additional questions.

Feedback for Activity 4.5

1. What were the basic differences between the Bolsheviks and the Mensheviks?

   During the early 1900s, the Social-Democrat Worker's Party was created in tsarist Russia. This would escalate into the Russian Revolution of 1917. Within the party, there was a spilt and two factions emerged: the Mensheviks and the Bolsheviks. The word Menshevik comes from the word "minority" (in Russian of course), and Bolshevik from "majority". Bolsheviks believed in a radical and elitist revolution, whereas Mensheviks supported a more progressive change in collaboration with the middle class and the bourgeoisie.

2. Describe briefly the causes of the Russian Revolution

   1917 saw two distinct revolutions in Russia: the overthrow of the Tsarist regime and the formation of the Provisional Government (February Revolution), and the October Revolution in which the Bolsheviks overthrew the Provisional Government. The causes of these two revolutions encompass Russia's political, social, and economic situation. Politically, the people of Russia resented the autocracy of Tsar Nicholas II and the corrupt and anachronistic elements in his government. Socially, Tsarist Russia stood well behind the rest of Europe in its industry and farming, resulting in few opportunities for fair advancement on the part of peasants and industrial workers.

   Economically, widespread inflation and food shortages in Russia contributed to the revolution. Militarily, inadequate supplies, logistics, and weaponry led to heavy losses that the Russians suffered during World War I; this further weakened Russia's view of Nicholas II. They viewed him as weak and unfit to rule.

Feedback for Activity 4.6: Group work

1. Who were the Soviets?

   Soviets (councils or co-coordinating bodies) were formed by the peasants, workers and soldiers in Petrograd following the February 1917 Revolution in Russia.

2. How WWI paved the way for the outbreak of revolution in Russia?

   By the middle of 1915, Russia was affected by the impact of the war at most. Food and fuel were in short supply, casualties were increasing, and inflation was mounting. Strikes rose among low-paid factory workers, and there were reports that peasants, who wanted reforms of land ownership, were restless. Heavy losses during the war also strengthened thoughts that Tsar Nicholas II was unfit to rule.

4.3. The League of Nations

(1 Period)

1. Competencies

At the end of this lesson, students will be able to:

- explain the ideal that underpinned the forming of the League of Nations;
- assess the successes and failures of the League of Nations.

2. Contents

- Aims of the League of Nations
- Organs of the League of Nations
- Successes of the League of Nations

3. Overview

The League of Nations was formed at the Paris Peace Conference to prevent another global conflict like World War I and to maintain world peace. It was the first organization of its kind.

Its primary goals, as stated in its Covenant, included preventing wars through collective security and disarmament and settling international disputes through negotiation and arbitration.

Unlike former efforts at world peace such as the Concert of Europe, the League was an independent organization without an army of its own, and thus depended on the Great Powers to enforce its resolutions.

The members were often hesitant to do so, leaving the League powerless to intervene in disputes and conflicts.

The U.S. Congress, mainly led by Henry Cabot Lodge, was resistant to joining the League, as doing so would legally bind the U.S. to intervene in European conflicts. In the end, the U.S. did not join the League, despite being its main architect.

The League failed to intervene in many conflicts leading up to World War II, including the Italian invasion of Abyssinia, the Spanish Civil War, and the Second Sino-Japanese War.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Pictures
- Videos
- Charts and diagrams
- Map of the world and Europe

4.3 Pre-Lesson Preparation

- Before you begin teaching the lessons obtain the map of the World and Europe and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson Think of active learning methods which you can use to make the teaching-learning process more effective and
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Let students discuss in small groups and see how many of them are familiar with the following issues:
  - ☞The League of Nations and
  - ☞Collective security.

B. Body of the lesson

- After hearing the response of your students, describe the following issues briefly:
  - ☞What does a League of Nations mean?
  - ☞the aims of the League of Nations,
  - ☞organs of the League of Nations , and
  - ☞successes and failures of the League of Nations.

C. Stabilization

- Give a summary of the following points:
  - ☞the aims of the League of Nations,
  - ☞organs of the League of Nations, and
  - ☞successes and failures of the League of Nations.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the

lesson.

- Use activity 4.6 for assessment and also formulate your own additional questions.

Feedback for Activity 4.7

1. Why did the United States refuse to join the League of Nations?
   The U.S. Congress was resistant to joining the League, as doing so would legally bind the U.S. to intervene in European conflicts.
2. How effective was the League of Nations as an international peacekeeping organization?
   The League has been viewed as a largely weak, ineffective, and essentially powerless organization.
3. Do you think the League of Nations could have prevented the outbreak of the Second World War if the United States had joined?
   It is highly unlikely although if has no place in history.

4.4. The World wide Economic Crises

(1 Period)

1. Competencies

At the end of this lesson, students will be able to:

- illustrate the causes of the worldwide economic crisis;
- identify the effects of the worldwide economic crisis.

2. Contents

- causes of the worldwide economic crisis
- the effects of the worldwide economic crises

3. Overview

The Great Depression was the worst economic downturn in the history of the industrialized world. It began in the United States with the New York Wall Street stock crash in 1929 and spread to the rest of the world.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion

- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Pictures
- Videos
- Charts and diagrams
- Map of the world and Europe

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson, obtain the map of the World and Europe and other teaching materials. The school pedagogical centre officer could provide pertinent teaching aids.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods which you can use to make the teaching-learning process more effective.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson centred questions starting from the simple and progressing to the complex.
- Encourage oral answers from students.
- Let students discuss in small groups and see how many of them are familiar with the following issues:
  - ☞The worldwide economic crisis
  - ☞Effects of the worldwide economic cirsis.

B. Body of the lesson

- After hearing the response of your students, describe the following issues briefly:
  - ☞causes of the worldwide economic Crisis
  - ☞effects of the worldwide economic

C. Stabilization

- Give a summary of the following points:
  - ☞Causes of the worldwide economic
  - ☞Effects of the worldwide economic

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Formulate questions and assess whether the students have understood the lesson.

4.5. The Rise of Fascism in Italy, Nazism in Germany and Militarism in Japan

(1 Period)

1. Competencies

At the end of this lesson, students will be able to:

- compare and contrast Fascism and Fascism;
- describe causes for the rise of Fascism in Italy;
- analyse the main causes of the rise of Nazism in Germany.

2. Contents

- Causes for the Rise of Fascism in Italy
- Impact of Fascism in Italy
- Rise of Hitler and the Nazi Party

3. Overview

Fascism is a far-right authoritarian political ideology that emerged in the early 20th century and rose to prominence after World War I in several nations, notably Italy, Germany, and Japan.

Fascists believe that liberal democracy is obsolete and regard the complete mobilization of society under a totalitarian one-party state, led by a dictator, as necessary to prepare a nation for armed conflict and respond effectively to economic difficulties.

Fascist regimes are often preoccupied "with community decline, humiliation, or victimhood and by compensatory cults of unity, energy, and purity," culminating in nationalistic and racist ideologies and practices, such as the Holocaust in Nazi Germany.

The term fascism originated in Italy and is derived from *fascio*, meaning a bundle of rods, and is used to symbolize strength through unity: a single rod is easily broken, while the bundle is difficult to break.

After the end of World War I, fascism rose out of relative obscurity into international prominence, with fascist regimes forming most notably in Italy, Germany, and Japan, the

three of which would be allied in World War II.

Fascist Benito Mussolini seized power in Italy in 1922 and Adolf Hitler had successfully consolidated his power in Germany by 1933.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Pictures
- Videos
- Charts and diagrams
- Map of Italy , Germany and Japan

4.3 Pre-Lesson Preparation

- Before the lesson, get the map of Italy, Germany, Japan and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods which you can use to make the teaching-learning process more effective.
- Prepare a time chart summary to wind up the sub-unit or use any other method you think can summarize the sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson centred questions starting from the simple and progressing to the complex.
- Encourage oral answers from students.
- Let students discuss in small groups and see how many of them are familiar with the following issues:
  - ☞Fascism

☞Nazism

☞Extreme form of Nationalism,

B. Body of the lesson

- After hearing the response of your students, describe briefly the following issues:
  - ☞Causes for the Rise of Fascism in Italy
  - ☞Impact of Fascism in Italy
  - ☞Rise of Hitler and Nazi Party.

C. Stabilization

- Give a summary of the following points:
  - ☞causes for the Rise of Fascism in Italy and Nazism in Germany
  - ☞impacts of Fascism and Nazism.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Use activity 4.7 for assessment and also formulate additional questions.

Feedback for Activity 4.8

What conditions in post-war Italy favoured the rise of Fascism?

Treaty of Versailles, Socio-economic conditions of Italy, Socialism and Nationalism and False aspirations of Italians.

4.6 The Second World War

(1 Period)

1. Competencies

At the end of this lesson, students will be able to:

- explain causes of the Second World War;
- identify the major military blocks during WWII;
- evaluate the effects of WWII.

2. Contents

- Causes of WWII
- Courses of WWII

- Effects of WWII

3. Overview

World War II, also called the Second World War, was a conflict that involved virtually every part of the world from the years 1939 to 1945. The principal belligerents were the Axis powers Germany, Italy, and Japan and the Allies France, Great Britain, the United States, the Soviet Union, and, to a lesser extent, China. It was the most destructive war in the history of mankind to date and affected almost most part of the globe.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Pictures
- Videos
- Charts and diagrams
- Map of the World

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson, obtain the map of the world and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods which you can use to make the teaching-learning process more effective.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson centred questions starting from the simplest and progressing to the complex.
- Encourage oral answers from students.
- Let students discuss in small groups and see how many of them are familiar with the following issues:

☞Second World War

☞Causes of the war.

B. Body of the lesson

- After hearing the response of your students, outline briefly the following issues:
  - ☞Causes of WWII
  - ☞Courses of WWII and
  - ☞Effects of WWII.

C. Stabilization

- Give a summary of the following points:
  - ☞causes and effects of WWII

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Formulate some questions and assess whether the students have comprehended the lesson.

Feedback for Exercise 4.2: Unit Review Questions

1. All of the following were leaders of totalitarian governments in the 1930s and 1940s except:
   A. Joseph Stalin C. Benito Mussolini
   B. Francisco Franco D. Neville Chamberlain
2. In what country was the Fascist party and government first formed?
   A. Italy C. Spain
   B. Japan D. Germany
3. The United States entered World War II as a direct result of what?
   A. The attack on Pearl Harbor
   B. The invasion and division of France
   C. The invasion and division of Poland
   D. Attacks on U.S. ships in the Atlantic

Unit 4: Review Questions:Answer

1. D 2. A 3. A

UNIT 5

Global and Regional Developments Since 1945

Total Periods Allotted: 7 Periods

1. Unit Introduction

This unit presents some of the major historical developments in world history since 1945. The unit begins with the formation of the United Nations organization and its organ. The period since 1945 has been littered with peace treaties, successful and unsuccessful; wars and revolutions, both with positive or negative consequences.

The unit mainly focuses on the history of the cold war and its features. This unit covers the following major lessons: The UN: formation, mission, principles and achievements; The rise of the superpowers and the beginning of the Cold war; Situations in Asia during the Cold War: Japan, Vietnam, China, Korea; Non-Aligned Movement /NAM/ ; the Arab-Israeli War , and the collapse of Communism.

2. Unit Learning Outcomes

At the end of this unit, learners will be able to:

- evaluate the Scio-economic features of the world in the post WWII;
- examine the political condition of the world during the cold war;
- assess the sweeping changes that took place in the contemporary world;
- identify and discuss the major contemporary historical issues of the world;
- identify the major problems facing the contemporary world; and
- assess the political and socio-economic developments in the Middle East.

3. Main Contents of the Unit

5.1. The UNO: formation, mission, principles and achievements

5.2. The rise of the superpowers and the beginning of the Cold war

- US/Soviet Russian relations during WWII
- Cold war characteristics
- The Truman doctrine
- The Marshal plan
- The two Germans
- Military blocs and the arms race

5.3. Situations in Asia during the Cold War: Japan, Vietnam, Laos, Cambodia, China, Korea

5.4. Non-Aligned Movement /NAM/

5.5 The Arab-Israeli War

5.6 The collapse of Communism

- Gorbachev's policy
- Changes in Eastern Europe

5.1. The United Nations Organization: Formation, Mission, Principles and Achievements

(1 Period)

1. Competencies

At the end of this lesson, students will be able to:

- explain how and why the UNO established;
- outline the founding conferences of UNO;
- design a chart showing the main organs of the UN;
- acknowledge the principles and roles of the UN.

2. Contents

- The UN: formation
- Mission and principles
- Organs of the UN

3. Overview

The United Nations is an international organization founded in 1945. The mission and work of the United Nations are guided by the purposes and principles contained in its founding Charter. This organization was formed to replace the League of Nations which would last from 1926-1946, and failed in its most basic mission, to prevent another world war. The UN has four main purposes:

These are to maintain International peace and security; develop friendly relations among Nations; cooperate in solving International economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; protect Earth and Environment.

In August 1941, Franklin Roosevelt of the US president and Winston Churchill, prime Minster of Great Britain, came up with a declaration caked the Atlantic Charter. After several meetings, finally the UNO the main principles and structure of the United Nations Charter were determined at the conference of San Francisco on April 25, 1945.

The UNO has six main organs: the General Assembly, Security Council, the Secretariat, the Trusteeship Council, International Court of Justice, the Economic and Social Council (ECOSOC).

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Pictures of secretariat generals of the UNO
- Charts/spider diagram showing organs of the UNO
- name cards of the Secretariat Generals of the UNO
- A timeline chart of the UNO

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson select/produce a chart which shows organs of the UNO, photographs, diagrams, name cards and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods which you can utilize at any given moment to make learning active
- Prepare tasks to be done by students during group/pair work.
- Prepare a time chart summary to wind up each sub-unit or use any other method you think can summarize each sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson
- Begin the lesson by brainstorming questions: What does the United Nations do? Can you think of any ways that United Nations contributes to stopping conflict?

B. Body of the lesson

- After hearing the response of your students, describe briefly the general background and historical development the UNO; explain the purposes and

organs of the UNO.

- Raise selected, lesson centred questions starting from the simplest and progressing to the complex.
- Encourage oral answers from the students, encourage students to participate actively: what are the purposes of the UNO? What are the six organs of the UNO?
- Given the name cards of the Secretariat Generals of the UNO, and let them arrange in a correct chronological order.
- Give feedback for students.
- Let students discuss in small groups and see how many of them are familiar with the concepts/questions raised.

C. Stabilization

- Give a summary of the formation, purpose and organs of the UNO.
- Use a timeline and show a historical process of the foundation of the UNO.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Observes the group's activities by reviewing and reflecting on individual achievements.
- Make effective use of reflection with groups and individuals.

Feedback for Exercise 5.1

1. The UN has four main purposes: These are to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international economic, social, cultural and humanitarian problems in promoting respect for human rights and fundamental freedoms; to protect Earth and Environment.
2. The six organs of the UNO are the General Assembly, Secretary council, the Secretariat, The Economic and Social Council, Trusteeship Council, and the International Court of Justice.

Feedback for Exercise 5.2

Part I:

1. A 2. B 3. C 4. D 5. B

Feedback for Activity 5.1

1. Negotiation, mediation, arbitration economic sanction, peace keeping force, military intervention etc.
2. 1. Kurt Waldheim 2. Javier Perez de Cuellar 3. U Thant
   4. Trygvie Lie 5. Boutros- Boutros Gali 6. Ban Ki Moon

5.2. The Rise of the Superpowers and the Beginning of the Cold War

(2 Periods)

1. Competencies

At the end of this lesson, students will be able to:

- examine the US-Soviet relation during and after WWII;
- point out the salient features of the Cold War;
- evaluate the methodologies employed by the superpowers to implement their political, economic and military goals.

2. Contents

- US/Soviet Russian relations during WWII
- Cold war characteristics
- The Truman doctrine
- The Marshal plan
- The two Germans
- Military blocs and the arms race

3. Overview

Although relations between the Soviet Union and the United States had been strained in the years before World War II, the US/Soviet alliance of 1941-1945 was marked by a great degree of cooperation and was essential to securing the defeat of Nazi Germany. The two superpowers played an important role in the establishment of the UNO. Between 1946 and 1991 the United States, the Soviet Union, and their allies were engaged in a protracted ideological, political, economic, and military tense conflict known as **the Cold War**. Around 1948, the Soviet Union succeeded to eliminate opposition forces and get East European countries fully under the control of communist parties. These Eastern European countries came to be known as "European People's democracies" They also came to be known as **Soviet satellites.**

The formation of a Soviet bloc in Europe which occurred after World War II was termed as *Iron Curtain*. The term was coined by Winston Churchill in 1946. There are different interpretations of the causes and origins of the Cold war**.** Most historians argue that the cold war begins in 1947 with the introduction of the Truman Doctrine. With regard to the cause of the Cold war, few historians blamed Joseph Stalin as a cause of the war, claiming that he was responsible for the soviet expansion was trying to build up a Soviet

empire. Other historians blamed America, particularly president Truman as a cause for the Cold war. Recently, most historians argue that misunderstanding between the USA and Soviet Russia leaders was responsible for the beginning of the Cold war. The most important strategies/features of the cold war includes arms race, espionage, propaganda, military alliances, ideological conflict, proxy war, and aid.

4. Teaching-Learning process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Political map of the world
- A Documentary film on the cold war
- Charts
- Diagrams
- Photographs
- Cartoons

4.3 Pre-lesson preparation

- Before you begin teaching the lesson obtain a political map of the world, photographs, diagrams, charts, cartoons and other teaching materials. The school pedagogical centre officer could provide such charts.
- Identify the learning objectives.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Outline sequence of the lesson in an engaging and meaningful manner.
- Prepare tasks to be done by students during group/pair work.
- Plan a realistic timeline.
- Prepare a time chart summary to wind up each sub-unit or use any other method you think can summarize each sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Body of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson.
- Ask brainstorming questions: What do you know about the USA or the Soviet Union.

B. Body of the Lesson

- After hearing the response of students, explain the relationship between the USA and Soviet Russia before and during WWII ;define the meaning of the cold war and its characteristics and the methodologies used by the superpowers.
- Use time line events of the cold war to explain historical development.
- Show on the map the location of countries actively involved in the cold war.
- Let each student to actively involved in different activities : organise group discussion on the following points: methodologies of the cold war, the economic and political motives of the marshal plan; the effects of an arms race on both the USA and the Soviet Union.
- Give feed back.

C. Stabilization

- Revise the main points of the lesson; give short notes.
- Show diagrams, photos, charts, and documentary films.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Follow up the involvement of each student in the group work and each task.

Feedback for Activity 5.2

1. **Points of differences:-**

	USA	Soviet Union
Ideology	Capitalism, Western democracy	Communist, Marxism-Leninism
Governance	Multi-party system	Mono-Party rule (One)
Property ownership	Private ownership	Public (state) ownership
Economic system	Free trade	Command economy

Feedback for Activity 5.3

The methodologies employed by the superpowers to implement their political, economic and military goals were proxy war, propaganda, foreign aid, military bloc, ideology, espionage, Arms race, sport.

Feedback for Activity 5.4

It indicates the USA's readiness to extend financial aid the war torn European nations.

Feedback for Exercise 5.3

1. C
2. A
3. B
4. B
5. D

Feedback for Exercise 5.4

1. Political goal of the marshal plan was to stop the expansion of communism. Its economic motives was to create a market in Europe for American manufactured goods.
2. Huge budget for military; slow down the growth of other sectors of the economy, intensive fear and suspension between the two powers.

5.3. Situations in Asia during the Cold War: Japan, Korea, China ;
5.4. Non-Aligned Movement /NAM/

(2 Periods)

1. Competencies

At the end of this lesson, students will be able to:

- appreciate the national liberation movements of Asian people;
- compare and contrast the role of the USA and the Soviet Union in the internal affairs of Asian nations after WWII;
- explain how the Non-Aligned Movement started; and
- discuss the achievements of the Non -Aligned Movement.

2. Contents

- Situations in Asia during the cold war: Japan, Korea, China, Vietnam
- Non-Aligned Movement /NAM/

3. Overview

The post-war experience of Japan has been different. In fact, the achievement of Japan was an economic miracle in the post-1945 period. By 1985 Japan became the second most industrial power in the global economy including the growing domination in international trade.

During World War II, China was occupied by the Japanese army. The two conflicting forces in China, the Chinese Communist Party (CCP) led by Mao Tse Tung and the nationalists or Kuomintang party led by Chiang Kai-shek, (KMT) had agreed to stop their civil war and form a united front against their common enemy, Japan. Their alliance had broken down before the end of the war. During the civil war from 1946-1949, the CCP won and gained upper hand. In October 1949, the People's Republic of China (PRC) was formed by the Chinese Communists and drove the Nationalist government to Taiwan (Formosa).

From 1910-1945, Korea was a colony of Japan. By agreement, at the end of World War II, the Soviet Union occupied northern Korea and the United States occupied southern Korea. The dividing line was the 38th parallel of latitude. Each occupying power organised the government in its zone. In 1948, The Republic of Korea was formed in South Korea with Syngman Rhee as president.

After World War II, France's attempt to regain its colonial domination of Indochina (Vietnam, Cambodia, and Laos) led in 1946 to the outbreak of an insurrection against

France by the Việt Minh. The US used the term *Domino Theory* to describe growing concern over communist influence in Indochina. The USA was afraid that communism would spread to South Vietnam and then the rest of Asia.

It decided to send money, supplies and military advisers to help the South Vietnamese Government. North and South Vietnam, therefore, remained divided until The Vietnam War ended with the Fall of Saigon in 1975.

The Non-Aligned Movement (NAM) was formed during the Cold War as an organization of States that did not seek to formally align themselves with either the United States or the Soviet Union, but sought to remain independent or neutral. NAM is an international organization that does not want to be officially aligned with or against any significant power bloc. Almost all the Asian, African, and Latin American states are members, and they have come together despite all the political, economic, and cultural differences between them. Non-Alignment Movement (NAM) doesn't mean the neutrality of the state on global issues, it was always a peaceful intervention in world politics.

There has been a centuries-old *conflict* between the *Arabs* and the Jews over the rights of ownership of Palestine. The Zionist movement began to grow as a result of the Holocaust, as the Jews believe they have a right to their own Jewish state where their holy sites are. However, the Arabs have been living in Palestine for generations, and they are unwilling to accept the formation of a Jewish state because of the Palestinian cultural and ancestral ties that exist in that land. Israel and various Arab nations and political groups fought a series of wars in 1948–49, 1956, 1967, 1973, and 1982. Lower-level conflicts often continued during the years between the Arab-Israeli wars, however, and fighting persisted into the 21st century.

The long protracted ideological, political, and economic struggle between the two superpowers came to end in the 1990s. The arms race was one of the important factors in the breakdown of the Soviet Union .The USSR could no longer keep up with US military spending. The new Soviet leader, Mikhael Gorbachev, proposed reforms to stimulate communist economies. The economic reforms were known as *perestroika*, or "restructuring" however, the re forms of Gorbachev didn't save the economy of Soviet Union from failure. The economic decline did aggravate political conflicts and social discontent in the Soviet Union Meanwhile, economic problems in the Eastern Bloc and growing opposition to the Soviet domination, had encouraged Eastern Europeans to revolt against communism.

4. Teaching-Learning Process

4.1 Pre-lesson preparation

- Before you begin teaching the lesson obtain or produce modern maps of the world photographs, diagrams, cartoons and other teaching materials.
- Outline the major points in the unit: post war Japan, China, Vietnam and Korea; foundation and development of the Non-Aligned Movement (NAM).
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair/individual work, and discussion.
- Identify the meaning of key terms.
- Prepare daily lesson plans.

4.2 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Pair work
- Small group discussion
- Individual work

4.3 Suggested Teaching Aids

- Map of world
- Photographs, Diagrams
- Charts
- Cartoons

4.4 Presentation of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson ,and asking students to discuss their thoughts about the Chinese revolution of 1949 or the First Indo-China war.
- Ask brainstorming questions: Show the location of Japan, China, Vietnam and Korea on the political map of the world. What do you know about Mao Tse Tung, and Ho Chi Minh?

B. Body of the Lesson

- After hearing the response of students, explain about Japan in the post WWII, causes for the Chinese Revolution of 1949 and its results; the role of the Superpowers in the Korean and Vietnams wars.

- Use timeline events to explain historical development.
- Describe the challenges faced by the United States in Vietnam;
- Show in the map the location of Southeast Asian countries actively involved in the cold war.
- Let each student to actively involved in different activities: to identify the most important liberation movement leaders in China, Vietnam and Korea. ; The American and the Soviets policies in Southeast Asian countries; Causes and consequences of The Korean war of 1950-53; The Indo China war; The Chinese revolution of 1949 and its results.
- Give feed back.

C. Stabilization

- Revise the main points of the lesson; give short notes.
- Show diagrams, photos, charts, and documentary films.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Follow up the involvement of each student in the group work and each task.

Feedback for Exercise 5.5

Part I:

1. False 2. True 3. False

Part II:

1. D 2. A 3. C 4. E 5. B

Part III:

1. J.F. Kennedy-"Safe Village Policy"
   Johnson- Bombing (Airstrike)
   R. Nixon's "Vietnamization "
2. The USA was afraid that communism would spread to South Vietnam and then the rest of Asia.

Feedback for Exercise 5.6

1. Josip Broz Tito of Yugoslavia, Gamal Abdel Nasser of Egypt, Jawaharlal Nehru of India, Kwame Nkrumah of Ghana, and Sukarno of Indonesia.
2. To struggle against colonialism, racism and all forms of oppression in a peaceful way. To advocate peaceful way of resolving conflicts, to keep away the newly independent countries of Asia and Africa from the superpower rivalry and to protect

and preserve their newly acquired independence.

5.5 The Arab-Israeli Conflict

(1 Period)

1. Competencies

At the end of the lesson, the students will be able to:

- assess the political and socio-economic developments in the Middle East after WWII;
- identify major causes for the Arab-Israeli wars;
- examine the role of external forces in the Arab-Israeli war.

2. Contents

- The First Arab-Israeli War of 1948
- the Suez War of 1956
- The "Six Days" war
- "Yom Kippur "war

3. Overview

Since the eighteenth century, Arab nationalism and Zionism have been growing in popularity to achieve 'emancipation and self-determination,' both based on 'concepts of identity, nationhood, history, religion, and culture.' Following World War I and the fall of the Ottoman Empire, Britain and France split the Middle East into mandates that they directly governed.

This encompassed the Palestinian Territories, where British officials had encouraged Jewish migration from Europe. In the 1920s and 1930s, Jewish immigration to Palestine was on the rise. Zionism, a Jewish nationalism movement, gained prominence as a reaction to anti-Semitism in Europe.

The goal of Zionists was to establish a Jewish homeland. The partition of Palestine into a Jewish and Arab state was decided by the United Nations General Assembly. Jerusalem was to become a global city. The Arabs were against the decision, stating that Palestine was primarily for Arabs. On May 14, 1948, the Jews declared the formation of the state of Israel. The 1948 Arab-Israeli war was the first time a brutal and hostile conflict erupted in response to Israel's declaration of independence on May 14, 1948.

The second Arab-Israeli war, commonly known as the Suez Canal Crisis, began on October 29, 1956, when Israeli forces attacked Egypt. The Six-Day War, also known as the Third Arab-Israeli War, was a deadly confrontation between Israel and the Arab states of Egypt, Syria and Jordan that took place in June 1967.

On October 6, 1973, again Egyptian and Syrian forces launched a coordinated attack against Israel on Yom Kippur, the holiest day in the Jewish calendar. In all of these confrontations, Israel become victorious, resulting in territorial expansion and a rise in the number of Palestinian refugees.

4. Teaching and Learning process

4.1 Pre-lesson preparation

- Before you begin teaching the lesson obtain modern maps of the world photographs, diagrams, and other teaching materials.
- Outline the major points in the unit : the origin of the Arab-Israeli conflict, nations involved in the war, and the consequences of the wars fought.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair/individual work, discussion.
- Identify the meaning of key terms.
- Prepare daily lesson plans.

4.2 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Pair work
- Small group discussion
- Individual work

4.3 Suggested Teaching Aids

- Map of world
- Photographs, diagrams
- Charts
- Cartoons

4.4 Presentation of the lesson

A. Lesson Introduction

- Introduce the objectives of the lesson
- Begin the lesson by brainstorming questions: Where is Palestine? What do you know about the Jewish-Arab relation?
- Raise selected lesson centred questions starting from the simple and progressing to the complex. Encourage oral answers from students.

B. Body of the lesson

- After hearing the response of your students, describe briefly the genesis of the

Arab-Israeli war.

- Define important terms like Zionism, and Arab nationalism.
- Give individual/group activity: What was the British foreign concerning the the Arab Israeli conflict before 1948? How do Zionism and Arab nationalism contribute to the conflict between the Arabs and Israel?
- Use a timeline chart to show chronology of the war.
- Give feedback for students' response.

C. Stabilization

- Give a summary of the cause and results of the Arab-Israeli wars
- Describe territories occupied by the Israeli forces using a map.

D. Evaluation/Assessment

- Observe the group's activities by reviewing and reflecting on individual achievements.
- Check the students stay on task during group discussion.
- Provide feedback which leads students to recognize their next steps.

5.6 The Decline and Eventual Collapse of the Soviet Union (1 Period)

1. Competencies

At the end of the lesson the students will be able to:

- explain the causes for the decline of communism;
- analyse the effects of Gorbachev's policy on the Soviet Union and the Soviet Satellite states.

2. Contents

- Gorbachev's policy
- Changes in Eastern Europe

3. Overview

When Mikhail Gorbachev became leader of the country in 1985, The Soviet government was in serious economic and political crisis such as economic stagnation, lack of individual freedoms for its people, massive expenditures to keep up with continued US nuclear build-up, and further massive expenses to maintain its hold on Eastern Europe.

Gorbachev announced two famous policies to reform the Soviet system: *glasnost* and *perestroika*. Glasnost can translate to "openness" or "publicity", and it simply meant opening the Soviet system up to greater discussion, freedom of the press, the permission

of criticism, and government transparency. Perestroika means "restructuring", which is what Gorbachev wanted for the Soviet economy and political system

Capital investment was to improve the technological basis of the Soviet economy as well as promote certain structural economic changes. His goal was quite plain: to bring the Soviet Union up to par economically with the West.

The remarkable economic decline of the Soviet Union during the 1980s aggravated ethnic tensions and promoted regionalism and nationalism.

In 1989 in Eastern Europe, revolutionary movements were held and overthrew communist regimes. Except in the case of Rumania, all most all were carried out without bloodshed. The efforts of Gorbachev to give some degree of autonomy to people in the Soviet Union made people demand more rights and freedom. They started protesting against their own governments and the communist regimes began to fall one after the other.

4. Teaching-Learning Process

4.1 Pre-lesson preparation

- Before you begin teaching the lesson, obtain modern maps of the Soviet Union, photographs, diagrams, and other teaching materials.
- Outline the major points in the lesson: Causes for the collapse of the communism-the role of Gorbachev's policy; the 1989 revolutions in Eastern Europe
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair/individual work, and discussion.
- Identify the meaning of key terms.
- Prepare daily lesson plan.

4.2 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Pair work
- Small group discussion
- Individual work

4.3 Suggested Teaching Aids

- Map of world

- Photographs, diagrams
- Charts
- Cartoons

4.4 Presentation of the lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by revising the Soviet government policy during the cold war.
- Brief your students about the Soviet economy after WWII.
- Raise selected lesson-centred questions starting from the simplest and progressing to the complex.
- Encourage oral answers from students.

B. Body of the lesson

- After hearing the response of your students, explain the causes for the collapse of Communism.
- Give details on the rise of Gorbachev to power and his two reforms.
- Ask students oral questions such as: How did Gorbachev's policy impacte the 1989 revolutions in Eastern Europe? Why Gorbachev forced to introduce his two reforms?
- Show in the map centre of the 1989 revolution in east Europe.
- Use a timeline chart to show the chronology of major historical events.
- Give feedback for students' response.

C. Stabilization

- Give a summary of the collapse of communism Write on the board key terms to be identified.

D. Evaluation/Assessment

- Check the students stay on task during individual/group discussions or tasks.
- Make sure that your students have understood the essential concepts of the lesson.
- Provide feedback which leads students to recognise their next steps.

Feedback for Activity 5.5

1. In 1915, with the hope of securing support against the Ottoman Empire, the British promised Palestine for the Arabs. But, in 1917 the British supported the establishment of a Jewish homeland in Palestine in what was known as the Balfour Declaration.
2. Both Zionism and Arab Nationalism had opposite stand on the question of Palestine.

Zionism, a Jewish nationalist movement wanted to create a Jewish homeland, whereas Arab nationalism opposes any claim of Jewish people on Palestine.

Feedback for Activity 5.6

1. Gorbachev's Policies led to the weakening of centralized communist power in the Soviet Union and led to the loosening Soviet control over Eastern Europe and a greater ability for Eastern European nations to openly resist and criticize Soviet rule.
2. The economy of the Soviet Union was seriously affected due to huge budget allotment for the arms race and the army in Eastern Europe. The Soviet Union's strict policies over its satellite countries and its citizens at home were ultimately making the once-powerful world force weaker and were preventing diplomatic relations with many other countries. He wanted to replace the old and bureaucratic communist party leader by new and young one.

Feedback for Exercise 5.7: Unit Review Questions

Part I: Fill in the blank Item

1. The Launch of Sputnik I
2. Molotov Plan
3. Greece
4. Boutros Boutros Gali and Kofi Anan
5. The Security Council

Part II: Matching

1. C 2. A 3. E 4. B 5. D

Part III: Multiple Choices

1. D 2. C 3. D 4. D 5. A 6. D 7. A 8. B

UNIT 6

ETHIOPIA: INTERNALDEVELOPMENTS AND EXTERNAL INFLUENCES FROM 1941 TO 1991

Total periods allotted: 14 Periods

1. Unit Introduction

This unit deals with the major socio-economic and political developments in Ethiopia from 1941 to 1991. The period since 1941 had been characterized by strong foreign influence on the economic, political and military life of the country, the restoration of the imperial authority and, centralization of power, intensification of opposition movements against the feudal order, coup d'état, riots, and revolutionary movement that resulted in a major political and economic change in the country came both with negative and positive consequences.

The unit also deals with the basic features of the *Derg* regime, efforts and the transformation towards a federal democratic state of Ethiopia. The unit covers the following important lessons: major administrative reforms and socio-economic conditions in the post-liberation movement, External influences (The British and the American era) early opposition movements against the imperial rule; the Ethiopian Revolution and the fall of the Monarchy, the Ethio-Somali War and foreign influences; the Question of Eritrea, & the fall of *Derg*.

2. Unit Learning Outcomes

At the end of this unit, learners will be able to:

- elaborate how the British established their dominance in Ethiopia following the liberation from Fascist Italian rule;
- explain how the United States was involved in consolidating autocracy in Ethiopia;
- assess the causes and results of the Ethiopian Revolution of 1974;
- compare and contrast the land policies of the Imperial and the *Derg* regime;
- outline the major opposition movements against the imperial regime in Ethiopia;
- describe the process of federation and union of Eritrea with Ethiopia;
- distinguish the major factors for the decline of the *Derg* regime.

3. Main Contents of the Unit

6.1. Major administrative reforms and Socio–Economic Conditions in the post-liberation period

6.1.1. External influences

6.1.2. Administrative reforms

6.1.3. The 1955 constitution

6.1.4. Agriculture, land tenure and tenancy

6.1.5. Trade, Industry, financial sector, education, transport and communication, health

6.2. Early opposition movements against the imperial rule

6.2.1. The Abortive coup of 1960

6.2.2. Peasants Revolts in Tigray, Bale, Gojjam and other areas

6.2.3. The Ethiopian Student Movement;

6.3. The Ethiopian Revolution and the fall of the monarchy

6.3.1 Deposition of Emperor and Emergence of the *Derg*

6.3.2 Socio-economic and political Reforms of the *Derg*

6.4 Ethio-Somali and foreign influences , the question of Eritrea, & the fall of *Derg*

6.4.1. The Ethio-Somali war of 1977

6.4.2. The question of Eritrea and the armed struggle up to the referendum

6.4.3. Internal oppositions and the fall of *Derg*

6.1. Major Administrative Reforms and Socio-Economic Conditions in the Post-Liberation Period

6.1.1. External Influences

(1 Period)

1. Competencies

At the end of this lesson, the student will be able:

- examine the impact of foreign domination of Britain and the USA on Ethiopia in the immediate; post-liberation period;
- evaluate the essence of the treaties of 1942 and 1944 signed with the British government.

2. Contents

- The British Era
- The American Era

3. Overview

During the war and in the immediate post-liberation period, the British military administration dictated all internal and external affairs of the country. They were in control of the most important government bodies. Ethiopia was treated as an occupied enemy nation. In 1942 and 1944, Ethiopia was forced to sign two treaties with Great Britain.

The first agreement between Ethiopia and the British was signed on the 31 January 1942. The treaty recognized Ethiopia as an independent state and granted the Emperor the right to form a government. However, the agreement imposed many restrictions on the country's sovereignty.

The second treaty, signed in 1944, partially consider Ethiopia's sovereignty. The Ogaden stayed under the British until1954. Eritrea too, remained under British administration from 1941 to 1952.

The relationship between Ethiopia and USA began in 1903 with the coming of the first American mission to Ethiopia headed by Robert Skinner. But this relationship became strong and active after WWII. During and after WWII, the internal and international affairs of Ethiopia were dominated by the British. Emperor Haile Selassie, who was worried by this British domination, sought to approach Americans as a counterweight.

The emperor wanted to restore his autocratic power by allying with the strongest power in the world, i.e., the USA.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Pair work
- Small group discussion
- Individual work

4.2 Suggested Teaching Aids

- Physical map of Ethiopia
- Diagrams, photographs

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson obtain modern maps of Ethiopia and other teaching materials. The school pedagogical centre officer could provide such charts.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work, and debate.
- Identify the meaning of key terms.
- Prepare daily lesson plans.

4.4. Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson
- Begin the lesson by brainstorming questions, and raising selected, lesson-centreed questions starting from the simplest and progressing to the complex.
- Encourage oral answers from students to the following questions: what does colonialism mean? e.g. What do you know about the role of the British in the anti-fascist movement of the Ethiopian people?
- Revise about the defeat of the Italian fascist army during the Ethio-Italian war of 1936-41.

B. Body of the lesson

- After hearing the response of your students, describe briefly the role of the British and the Americans in Ethiopia during the Post-liberation period.
- Explain the treaties signed between Ethiopia and the two foreign powers and

describe their impacts on political, administrative, educational sectors of the country.

- Organise and assign students to do the following questions activities: Which of the two agreements gave the Ethiopian state a relatively greater margin of independence? Why?
- What was the final decision given by the UN on the question of Eritrea?
- What were the options forwarded by the Unionist party and the political organization categorized under the independent bloc on the question of Eritrea?

C. Stabilization

- Give a short summary of the general background of the British and the American era.
- Show the impacts of foreign influences on the sovereignty of the country.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.

Feedback for Activity 6.1

A. Yes, I agree. Because the agreement limited the country's sovereignty. They had extensive control over Ethiopia's finance, administration and territorial integrity.

B. The second Anglo-Ethiopian treaty of 1944, because the British went some way to restore Ethiopia's sovereignty rights. This time, the British promised to restore the Ogaden to Ethiopia and allowed Ethiopia to use the Djibouti-Addis Ababa railway. The privilege enjoyed by the British minister over the other diplomatic representatives in Ethiopia was also lifted. Moreover, the British agreed to train the Ethiopian Military force.

Feedback for Exercise 6.1

Part I :

1. False
2. True
3. False

Part II:

1. B
2. A

Feedback for Exercise 6.2

A. The Point Four Agreement- is an agreement signed between Ethiopia and the USA on May 15, 1952.Accordingly, the U.S assisted Ethiopia with locust control, agricultural and public health education, public administration training and awarding of scholarships to Ethiopian students.

B. The decline of the importance of the Kagnew station and growing opposition, especially among students, against American Imperialism.

6.1.2 Administrative reforms
6.1.3 The 1955 Constitution
6.1.4 Agriculture, Land Tenure and Tenancy

(2 Periods)

1. Competencies

At the end of this lesson the student will be able to;

- outline the political, economic and administrative changes in the post-liberation period;
- sketch a map that shows the administrative territories of Ethiopia during the Imperial regime;
- explain the differences between the 1931 and 1951 constitutions;
- evaluate the impacts of the imperial land policy.

2. Contents

- Administrative Reforms
- The 1955 Constitution
- The Land policy of the imperial regime

3. Overview

In the post-liberation period, Emperor Haile Selassie took serious measures to strengthen his power. His political vision mainly focused on the suppression of regional nobilities and the creation of a centralized state.

To this end, in 1942, Ethiopia was reorganised into twelve taqlay gezats (governments-generals). Each province was subdivided into sub-provinces (*awrajas*), districts (*weredas*), and sub-districts (*mikitil weredas*).

By redrawing the internal territorial boundaries of Ethiopia, the Emperor destroyed the indigenous power base of the nobility. The Revised 1955 Constitution provided a formal basis for the Emperor's efforts of centralization. One of the reasons that necessitated the promulgation of the revised constitution of 1955 was the federation of Eritrea which had an elected parliament and a more modern administration. The Revised Constitution of 1955 strengthened the absolute power of the Emperor.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture

- Active listening
- Individual work
- Group work
- Pair work
- discussion

4.2 Suggested Teaching Aids

- Map of Ethi
- The 1955 constitution

4.3 Lesson Preparation

- Before you begin teaching the lesson obtain modern maps of Ethiopia and other teaching materials. The school pedagogical centre officer could provide such charts.
- Outline the major points in the unit : reorganization of administrative regions; appointments of regional leaders; the Revised 1955 Constitution; the effect of the imperial land policy on peasant life.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work, and debate.
- Identify the meaning of key terms.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions, raise selected, lesson-centreed questions starting from the simple and progressing to the complex.
- Encourage oral answers from students for the following tasks :list the name of the fourteenth provinces and their respective capitals.
- Show the administrative division of the imperial period.

B. Body of the lesson

- After hearing the response of your students, describe briefly the role of the British and the Americans in Ethiopia during the post-liberation; the administrative reforms of the Imperial regime in the post-liberation period;
- Explain what necessitated the promulgation of the 1955 Constitution;
- Organise and assign students to peer/group work: discussion on the similarities and differences between the 1931 and 1955 constitutions; explain the impacts of

the Imperial regime's land tenure policy on the agricultural development of the country; analysis of the main agricultural activities in your locality and evaluate their merits and demerits; the roles do women play in agricultural activities.

C. Stabilization

- Give a summary on the administrative reforms; land tenure system of the post-liberation period.
- Jot down on the board the main points of the similarities and differences between the 1931 and 1955.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Ask students to peer assess their work.
- Observes the group's activities by reviewing and reflecting on individual achievements.

Feedback for Activity 6.2

1. Dear Teacher! Help students draw an administrative map of Ethiopia which indicates the fourteen provinces (governorate generals) during the imperial regime.
2. The first written constitution in the history of the country was written in 1931 and revised in 1955 within the same regime. The main purpose of the 1931 constitution was to concentrate power in the hands of the emperor by undermining the power of the regional rulers. The emperor also wanted to show the outside world that Ethiopia had a modern government with a new constitution. The revised 1955 constitution provide a formal basis for his efforts at centralization. The promulgation of the revised constitution of 1955 was necessitated by the federation of Eritrea which had an elected parliament and a more modern administration. Although the 1955 revised Constitution incorporated the human rights idea better than the previous Constitution of 1931, it remained to have paper value as the regime continued to seriously abuse them.

Feedback for Exercise 6.3

Part I:

1. E
2. D
3. B
4. C
5. A

Part II:

Women play an active role in activities such as clearing and preparation of farm land, weeding harvesting, and preparing the threshing groundsheet.

6.1.5. Trade, Industry, Financial Sector, Education, Transport and Communication, and Health

(2 Periods)

1. Competencies

At the end of this lesson the student will be able to:

- evaluate the socio-economic changes of the imperial regime during the post-liberation period;
- examine the nature of the import-export trade of Ethiopia during the imperial period.

2. Contents

- Trade and industry
- The Five -Years plan (the 1st, 2nd, and 3rd Plans)
- Health and education
- Transport and communication

3. Overview

In the post-liberation period, the country continued to be dependent on a few agricultural products for export. The leading agricultural export was coffee which constituted about 50% to 65 % of Ethiopia's foreign earnings. With regard to import items, the post war period was characterized by a change from the prewar importation of textiles to machinery and chemicals. Italy, Japan and USA were Ethiopian partners in imports. Regarding export, the USA, which bought 70% of Ethiopia's coffee, was the leading partner.

Several factors hindered the implementation of Ethiopia's development planning during the imperial period. These included a lack of administrative and technical capabilities to implement a national development plan. Many projects failed chiefly because of a shortage of qualified personnel, funds and equipment.

By the early l970s, Ethiopia's economy not only started to grow but also had begun to diversify into areas such as manufacturing and services. However, these changes failed to improve the lives of most Ethiopians.

In the post-liberation period, the government encouraged the development of health and education.al sectors In doing so, the Ministry of Education and Fine Arts was established in 1942. The Ministry of Public Health was established in 1947 and the effort to modernize education and health sectors started all over the country. Schools started growing in some of the urban centres of the country. Between 1950 and 1955, the American educational system had replaced the British system in the Ministry of Education.

4. Teaching and Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Group work
- Pair work
- discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia
- Photographs, Diagrams
- Charts

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson, obtain modern maps of Ethiopia and other teaching materials.
- Outline the major points in the unit : post-liberation changes in trade, industry, health, education, transportation and communication.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.

- Prepare tasks to be done by students during group/pair work, and debate.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Revise the previous lesson about administrative changes briefly.
- Ask brainstorming questions: What do you suggest to improve our industrial, agricultural, and educational sectors?
- Raise selected, lesson-centred questions starting from the simplest and progressing to the complex. Encourage oral answers from students.

B. Body of the lesson

- After hearing the response of your students, explain the nature of import-export trade; clarify the changes observed in education, health, transportaion services in the post-liberation period.
- Organise and assign students to peer/group work: discussion.

C. Stabilization

- Give short summary of infrastructural changes in the post liberation period.
- Jot down the administrative and economic reforms of the imperial regime in the post-liberation period.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Ask students to peer assess their work.
- Observes the group's activities by reviewing and reflecting on individual achievements.

Feedback for Exercise 6.4

Part I:

1. B
2. B
3. A
4. B
5. D

Part II:

- By redrawing the internal territorial boundaries of Ethiopia, the Emperor destroyed the indigenous power base of the nobility; strengthened centralization; twelve *taqlay gezats* (governments-generals),each subdivided into sub-provinces (*awrajas)*, districts (*weredas*), and sub-districts (*mikitil weredas*) formed.
- The imperial regime attempted to introduce an agro-industrial economy; and established the National Economic Council to coordinate the state's development plans. But, many projects failed chiefly because of a shortage of qualified personnel, funds and equipment.

6.2. Early Opposition Movements Against the Imperial Rule

(2 Periods)

1. Competencies

At the end of the lesson, you will be able to

- explain the major causes of peasant rebellions against the Imperial regime;
- evaluate the role of different opposition movements against the Imperial regime.

2. Contents

- Peasant Revolts in Tigray, Bale, Gojjam and other areas
- The Coup of 1960

3. Overview

There had been various oppositions against the imperial regime in the post-iberation period, which were expressed in the form of plots or rebellions. These opposition movements include the coup of 1960, peasant rebellions in Tigray, Gojjam, bale and other areas.

The most serious challenge to the administration of Emperor Haile Selassie in the post-liberation period was the attempted coup d'état of 1960. The leadership of the 1960 coup was organised by Mengistu and Germame Neway, who were brothers.

Mengistu Neway was then the commander of the Imperial Bodyguard. The coup was not successful .The main cause for the failure of the coup was the lack of support from the army. It also lacked proper organization. The abortive coup of 1960 left behind the possibility of removing the absolute monarchical rule.

The increase in taxes and maladministration were responsible for peasant movements in different parts of the country.

4. Teaching-learning process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Group work
- Pair work
- discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia
- Photographs, Diagrams
- Charts

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson obtains modern maps of Ethiopia, photographs, diagrams and other teaching materials. The school pedagogical centre officer could provide such charts.
- Outline the major points in the lesson: types of early opposition movements, causes and results of early opposition movements.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during peer/individual/group/pair work.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Ask brainstorming questions: How do you understand coup? What could cause the peasants to revolt?
- Raise selected, lesson centre tasks. Encourage oral answers from students.

B. Body of the lesson

- After hearing the response of your students, explain the causes, process and results of the coup of 1960, and peasant rebellions in different parts of the country.
- Identify the role of leaders of those movements.

- Organise group/peer/pair work and give activities: What were the major causes of peasant rebellions against the Imperial regime? What were the specific causes of the peasant rebellions in Gojjam and Bale? Evaluate the role of the student, peasants and the elite movements against the imperial regime.
- Give adequate feedback for each activity.

C. Stabilization

- Give short notes to summarize the main points the lesson.
- Ask your students about areas that need additional clarification and clarify it briefly.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Ask students to peer assess their work.
- Observes the group's activities by reviewing and reflecting on individual achievements.

6.2.3 The Ethiopian Student Movement

(1 Period)

1. Competencies

At the end of the lesson the student will be able to:

- explain the role of Ethiopian students in the struggle against the Imperial regime;
- appreciate the student movements for equality, justice and democracy.

2. Contents

- The Ethiopian student movement

3. Overview

The Ethiopian student movement began following the expansion of secondary and higher-level education in post-liberation Ethiopia. The nucleus of the student movement was the University College of Addis Ababa (founded in 1950), later named Haile Selassie I University. Many students in Ethiopia were displeased with the ruling monarchy and the feudal land structure it administered. They also demanded improvement in education facilities and services.

Although the undemocratic rule of the Haile Selassie government system was the main reason for the student movement, there were also other contributory factors that have strengthened their activism and radicalism.

These include: Ethiopian students 'activism abroad, the attempted coup of 1960, the global student movements, the anti-imperialist and pro-socialist movements in some Western countries, the presence of students from different African countries through the Ethiopian government scholarships and the inculcation of Western ideologies through the curricula.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Group work
- Pair work
- discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia
- Photographs, Diagrams
- Charts
- Website links

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson obtain modern maps of Ethiopia, photographs, diagrams, website links and other teaching materials.
- Outline the major points in the lesson: nature of the student movement; causes for the student movement, famous leaders of the movement, and contribution of the student movement to the decline of the imperial regime.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during peer/individual/group/pair work
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Ask brainstorming questions: tell us what you know about notable leaders of the Ethiopian student movement.
- Raise selected, lesson centre tasks. Encourage oral answers from students.

B. Body of the lesson

- After hearing the response of students, explain the causes, process and results of the student movement.
- Remind them of the most important slogans of the student movement in Ethiopia.
- Clarify the role of notable leaders of the student movement.
- Organise group/peer/pair work and give activities: after watching the video under the link briefly describe the speech of Tilahun Gizaw and the nature of Ethiopian student movements: https://www.youtube.com/watch?v=DpSJ5Xmy0ZE.
- Give adequate feedback for each activities.

C. Stabilization

- Give short notes to summarize the main points of the lesson.
- Ask your students any parts of the lesson for revision and support them.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Ask students to peer assess their work.
- Observes the group's activities by reviewing and reflecting on individual achievement.

Feedback for Activity 6.3

1. Increase of taxation, land eviction and maladministration
2. The student, peasant and elite groups in Ethiopia played an important role in opposing the corruption and injustices of the Haile Selassie regime; fought against the land policy of the imperial regime and demanded land for the tiller.

Feedback for Activity 6.4

In his speech, Tilahun Gizaw (one of the prominent leaders of the Ethiopian students' movement) exposed the feudal tyranny and call for the change of the regime.

6.3. The Ethiopian Revolution and the Fall of the Monarch ;

6.3.1. Deposition of Emperor and Emergence of the Derg

(2 Periods)

1. Competencies

At the end of this lesson the student will be able to:

- describe the causes for the downfall of Haile Selassie's regime and major developments of the 1974 Revolution;
- identify the contribution of the military in the course of the revolution of 1974;
- examine the factors for the rise of a military dictatorship.

2. Contents

- Causes for the fall of the Haile Selassie's regime
- Establishment of the *Derg* and its early measures

3. Overview

The last two decades of Haile Selassie's reign witnessed growing opposition to his regime. Opposition to his regime, reached its peak in February 1974. This was a period when the country's social, economic and political situations became worse and different sections of the people made series of strikes, protests and demonstrations against the imperial regime.

At the beginning of 1974, the situation in Ethiopia was ripe for revolution. Popular uprisings became widespread, particularly in the urban centres. Different sectors of society took part in the uprisings. Students, teachers, the unemployed youth, the civil-servants, taxi drivers and soldiers had active role. Nevertheless, the first serious act along the road to revolution came from the army when the Negelle army mutinied in protest in January 1974.

In February 1974, the Ethiopian revolution erupted and resulted in regime change. The spontaneous nature of the movement enable the military, which maintained a certain level of organization, to assume power. The new government led by the *Derg* adopted Marxism-Leninism as its official ideology, and tookup on itself the task of building a socialist state in Ethiopia.

4. Teaching-Learning process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture

- Active listening
- Individual work
- Pair work
- Small group discussion
- Writing an essay

4.2 Suggested Teaching Aids

- Political map of Ethiopia
- Diagrams, Photographs
- Cartoons
- Website links

4.3 Pre-lesson preparation

- Before you begin teaching the lesson, obtain a political map of Ethiopia, photographs, diagrams, charts, cartoons and other teaching materials.
- Identify the learning objectives.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Outline the sequence of the lesson in an engaging and meaningful manner.
- Prepare tasks to be done by students during group/pair work.
- Plan a realistic timeline.
- Prepare a time chart summary to wind up each sub-unit or use any other method you think can summarize each sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Body of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson.
- Ask brainstorming questions: Do you hear or know about *Derg?* What is *Derg* ? What do you know about the 1974 Ethiopian revolution?

B. Body of the Lesson

- After hearing the response of students, explain the causes for the collapse of the Imperial regime and the rise of *Derg.*
- Clarify the role of the military in the revolution of 1974.
- Use a timeline of the Ethiopian revolution to explain historical events.
- Organise and form groups and assign each of them to the following tasks. Group one: discuss the main factors for famine and drought in

Ethiopia; Group two: work on the impacts of famine and drought in Ethiopia and identifies the areas most vulnerable to these problems; Group three: works on solutions for the problems and comment on the efforts so far made. Each group represents its findings and gets feedback from the subject teacher. Reference: watch a documentary film by Jonathan Dimble by titled 'The Unknown Famine' from the following website: https://www.youtube.com/watch?v=ML32CeRUglU.

- Give feedback for tasks raised during group work.
- Assign students to search and read internet sources or books from the library about the revolution of 1974 and write a short essay on the causes of the Ethiopian revolution of 1974.

C. Stabilization

- Revise the main points of the lesson; give short notes.
- Give short clarification on the documentary film.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning against the objectives at the end of the lesson.
- Follow up the involvement of each student in the group work and each task.

Feedback for Activity 6.5

A. The causes of drought are either natural or manmade or both. Studies have revealed that the primary cause is the fluctuation of the general atmospheric circulation. As a consequence of such fluctuations, the rain-producing components of Ethiopia have been weakened or dislocated during drought years. Human interferences such as deforestation, overgrazing and over-cultivation enhance the severity and prolongation of drought recurrences. Among the most affected areas are parts of the Somali and Afar regions; lowland areas of Oromia and SNNP regions; Wello and Tigray.

B. Afforestation; terracing; crop rotation.

6.3.2 Socio-Economic and Political Reforms of the Derg

(2 Periods)

1. Competencies

At the end of the lesson the students will be able to:

- evaluate the major political, social and economic reforms of the *Derg* regime;
- examine the causes and impacts of the Red and White terror;
- analyse the essence of the 1987 Constitution.

2. Contents

- The *Derg* socio-economic and political reforms
- Administrative reforms of the *Derg*
- The 1987 Constitution

3. Overview

The *Derg* introduced a series of radical reforms and measures. In December 1974, a program known as the Development through Cooperation Campaign or ***Edget Behebret*** was launched. The campaign aimed at implementing a literacy program, and various rural development programs under the 'philosophy' of ***Ethiopia Tikdem.***

In March 1975, the Land Reform Proclamation was issued which nationalized all rural land and brought to end feudal relations in rural Ethiopia. The land reform decree of March 1975 was radical in that it sought to revolutionize the country's land tenure system. After the overthrow of the old regime, issues like the political role of the military and the strategies and tactics with regard to the regime's exercise of power during the transition period caused a split within the civilian political groups, such as the AESM or MEISON and the EPRP.

The *Derg* established a party known as Workers' Party of Ethiopia as a vanguard party formed in 1984. This heralded a transition to mono-party system in Ethiopia. People's Democratic Republic Ethiopia (PDRE) was proclaimed and the constitution was promulgated by referendum in 1987. In essence, the power structure set up by the constitution was a carbon copy of the power structure that existed in other communist countries.The party had more power than the government.

4. Teaching-Learning process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture

- Active listening
- Individual work
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Political map of Ethiopia
- Documentary film
- Charts
- Diagrams
- Photographs
- Cartoons

4.3 Pre-lesson preparation

- Before you begin teaching the lesson, obtain the necessary teaching aids like a political map of Ethiopia, photographs, diagrams, charts, cartoons , documentary films and other teaching materials.
- Identify the learning objectives.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Outline the sequence of the lesson in an engaging and meaningful manner.
- Prepare tasks to be done by students during group/pair work.
- Plan a realistic timeline.
- Prepare a time chart summary to wind up each sub-unit or use any other method you think can summarize each sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Body of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson.
- Ask brainstorming questions: What do you know about the USA or the Soviet Union.

B. Body of the Lesson

- After hearing the response of students, explain the socio-economic, political, and administrative reforms of the *Derg*.
- Define the meaning of important historical terms related to the lesson organise and assign students to group work tasks:

1. Interview people in your localities about the role of the Development through Cooperation Campaign or *Edget Behebret* and explain the merit and challenges of the campaign;
2. Collect data, organise a one page report by asking elders about the role of peasant associations and explain their achievements.

- Allot time for the presentation of each group and give feedback.

C. Stabilization

- Revise the main points of the lesson; give short notes.
- Show diagrams, photos, charts, and documentary films.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning in relation with the objectives at the end of the lesson Follow up the involvement of each student in the group work and each task. Makes effective use of reflection with groups and individuals.

For activities 6.6 and 6.7, give feedback to students after listening to their response

1. **Hints for *activities 6.6* a) on** the role of the Development through Cooperation Campaign or *Edge Behebret Zemecha* and explain the merit and challenges of the campaign

   - The Zemaches disseminated the philosophy of "Ethiopia Tikdem" (Ethiopia First);
   - Organised the peasants into association and cooperatives;
   - engaged actively in distributing land to the peasants; and
   - participated in building feeder roads, water wells, schools, clinics.

Challenges:

   - Opposition from feudal lords, infrastructural problems like absence of roads, inadequate supply of food and pure water, lack of proper sanitation; ideological differences among the campaigners .

2. The Land Reform Proclamation of March 1975 nationalized all rural land, abolished tenancy, and put peasants in charge of enforcement. Farmers were expected to organise peasant associations. The PAs were established mainly to secure and safeguard the political, economic and social rights of the peasantry, exercising self-rule, enabling the peasantry to participate in the struggle against feudalism and imperialism and for socialism.

Hints for *activities 6.7*

- The main cause of the 1974 Ethiopian revolution was the autocratic and backward feudal system of the regime of Emperor Haile Selassie.

6.4 The Ethio-Somalia War and Foreign Influences the Question of Eritrea, and the Fall of the Derg

(2 periods)

1. Competencies

At the end of the lesson. students will be able to:

- evaluate the major geopolitical factors for intra and inter-state wars in the region of Ethiopia and the Horn;
- appreciate the resistance movement of the people of Ethiopia against foreign aggression;
- discuss the internal and external factors that led to the decline of the *Derg* regime.

2. Contents

- The Ethio-Somalia War and foreign influences
- the Question of Eritrea,
- the fall of the *Derg*

3. Overview

In 1977 Ethiopia and Somalia entered into a serious territorial conflict for the second time over the Ogaden region. The war was initiated by President Said Barre of Somalia who pursued his irredentist policy of achieving the creation of "Greater Somalia", a colonial project drafted by former British colonial officials. It was during this time that the Superpowers (The USA and The Soviet Union) skillfully navigated the region's geopolitical tensions and intervened by implementing the Cold War strategic, military, and economic interest in the Horn of Africa.

The full-scale invasion of the Somali forces was successfully repulsed by a bold counter-offensive of the Ethiopian people. The invasion of Somali forces caused the rise of Ethiopian nationalism among the citizens and the *Derg* could rally hundreds of thousands of militia forces. It mobilized the population into raising money, preparing food and providing logistical support to the army at the war front. In 1941, following, the expulsion of the Italians, Eritrea came under British control.

During the next decade, the fate of the former colony became an international issue. With the strategic interests of the U.S. and other western powers, who backed the

Ethiopian claim to Eritrea, the United Nations decided that Eritrea was to be federated with Ethiopia in 1952, and in 1962 the emperor annexed the country without international protests. This created discontent among some Eritreans that gradually grew to the formation of various political groups who struggled for the independence of Eritrea. As a result, various political organizations were formed who struggled for the independence of Eritrea.

In the southern regions of Bale, Harar, and Arsi, the Oromo Liberation Front (OLF) and the Somali Abo Liberation Front (SALF), active since 1975, had controlled parts of the countryside. The Western Somalia Liberation Front (WSLF) was active in the Ogaden region.

In the second half of the 1980s, the Eastern Block, which was struggling with its own internal problems, had gradually withdrawn its economic and military assistance to the *Derg*, Since January 1991, the EPLF and EPRDF forces launched a highly successful operation in their respective areas and secured military victories that resulted in the collapse of the military regime.

4. Teaching-Learning process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Political map of Ethiopia
- Documentary film
- Charts
- Diagrams
- Photographs
- Cartoons

4.3 Pre-lesson preparation

- Before you begin teaching the lesson, obtain the necessary teaching aids like a political map of Ethiopia, photographs, diagrams, charts, cartoons , documentary films and other teaching materials.
- Identify the learning objectives.
- Select the teaching strategies suitable for the lesson. Think of active learning

methods from which you can select the option you need at any given moment to make learning active.

- Outline the sequence of the lesson in an engaging and meaningful manner Prepare tasks to be done by students during group/pair work.
- Plan a realistic timeline.
- Prepare a time chart summary to wind up each sub-unit or use any other method you think can summarize each sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Body of the Lesson

A. Lesson Introduction

- Begin the lesson by introducing the objectives of the lesson
- Ask brainstorming questions: Why did the Somalia government invade Ethiopia in 1977? What factors contributed to the decline of the *Derg* regime?

B. Body of the Lesson

- After hearing the response of students, explain the causes for the Ogaden war of 1977; the historical background to the rise of the independence movement in Eritrea; the internal and external factors for the fall of the *Derg* regime.
- Define the meaning of important historical terms related to the lesson.
- Organise and assign students to group work/discussion tasks: What was the major reason for the war between Ethiopia and Somalia in 1977? Role of women during the war?
- Assign students in groups to browser the internet to collect information/or search for sources about the soviet and Cuban role in Ethiopia during the Ogaden war of 1977 and present their report to the class ; What were the internal and external factors for the decline of the *Derg* regime?
- Allot time for the presentation of each group and give feedback.

C. Stabilization

- Revise the main points of the lesson; give short notes.
- Show diagrams, photos, charts, and documentary films.

D. Evaluation/Assessment

- Check the achievement of expected competencies.
- Review learning in relation the objectives at the end of the lesson.
- Follow up the involvement of each student in the group work and each task.
- Makes effective use of reflection with groups and individuals.

Activity 6.8: Answer

A. The desire of Said Bare government to establish "Greater Somalia".

Exercise 6.5: Answer

Internal factors: opposition from various political groups, failure of the programs of villagization and resettlement, loss of economic and military support from the Eastern bloc; corruption and maladministration..

Feedback for Exercise 6.6: Unit Review Questions

Part I: True/false item

1. False 2. False 3. True 4. False 5. True

Part II: Fill in the blank space

1. Girmame Neway
2. Land to the Tiller
3. "Ethiopia Tikdem"
4. USA and Soviet Union
5. Bale and Gojjam

Part III: Multiple choice items

1. C 2. C 3. D. 4. C 5. A

Part IV: Short answers

1. Increase of taxation, land alienation and maladministration.
2. Opposition from various political groups, failure of the programs of villagization and resettlement, loss of economic and military support from the Eastern bloc, corruption and maladministration.

UNIT 7

African Since 1960s

Total Period: Allotted: 9 Period:

1. Unit Introduction

The unit covers the history of Africa since the 1960s. The year 1960 is often considered the year of Africa because more than a dozen of African countries got their independence in this year.

Hence in the unit, you will explore the national liberation movements in the North and Northeast Africa, West Africa, East Africa and, South Africa, Pan-Africanism and the formation of the Organization of African Unity (OAU) and its replacement by the African Union (AU); Characteristics of the post-independence economy of Africa; Regional Economic Integration; Major Issues in Contemporary Africa which include among others, ethnicity and ethnic conflicts; poverty, unemployment, population pressure and environmental and climatic problems.

2. Unit Learning Outcomes:

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

- compare and contrast different forms of national liberation struggles in Africa;
- appreciate Africans struggle for political independence;
- outline major socio-economic problems of nations of Africa since the 1960s;
- evaluate the successes and limitations of African regional economic integrations.

3. Main Contents of the Unit

7.1. Rise of Independent States in Africa

7.2. Struggle for Economic Independence

7.3. Major Issues in Contemporary Africa

7.1. Rise of Independent States in Africa

(6 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- examine the national liberation movements in different regions of Africa;
- explain the process of foundation of OAU;
- prepare the timeline of the evolution of OAU to AU;
- produce a chart that shows the main organs of OAU and AU.

2. Contents

7.1.1. National Liberation Movement in North Africa
7.1.2. National Liberation movement in West Africa
7.1.3. National Liberation movement in East and Central Africa
7.1.4. National Liberation Movement in southern Africa
7.1.5. Pan- Africanism and the OAU
7.1.6. Success and Failures of the OAU

3. Overview

The struggle for political independence in colonial Africa had four phases, which sometimes empirically overlapped but were nevertheless analytically distinct. The first phase was the pre- Second World War élite agitation for greater autonomy.

By this time African elites demanded changes within the existing colonial system. The second was the phase of popular involvement in the struggle against Nazism and fascism during the Second World War, which is often considered the catalyst for the decolonization of Africa.

The third phase was marked by the non-violent popular struggle for full independence after the Second World War. Finally, the phase of armed engagement for political independence manifested by the guerrilla wars against white minority governments especially from the 1960s onwards.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Colonial and post-colonial Africa
- Photos
- Pictures
- Diagrams

4.3 Pre-Lesson Preparation

- Before the lesson, obtain the map Africa and other teaching materials.
- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson.
- Prepare tasks to be done by students during group/pair work, and group discussion.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson. Begin the lesson by brainstorming questions, by posing questions like:
    1. What do we mean by national liberation movements? A movement made to liberate a nation or territory from foreign domination, in this case, a movement made by Africans to free their continent from European colonial domination.
    2. Who were the ringleaders of National liberation movements in Africa? Kwame Nkrumah , Jomo Keyata , Julius Nyerere, Kennet Kaunda, Seko Toure , Leopold Sedar Seghor , Haile Sellase I , Patrice Lumuma etc
- Raise selected, lesson-centred questions starting from the simple and progressing to the complex. Encourage oral answers from students. Let students discuss in small groups and see how many of them are familiar with the following concepts:
    - ☞National liberation movement(NLM)
    - ☞Decolonization
    - ☞Pan Africanism
    - ☞OAU
    - ☞AU

B. Body of the lesson

- After hearing the response of your students, discuss about the NLM in

different parts of Africa as clearly indicated in the textbook one by one; pan African Movement and the formation of the OAU, successes and failures of the OAU.

C. Stabilization

- Give a summary of the following points:
  - ☞National liberation movements in Africa
  - ☞Pan African Movement
  - ☞OAU
  - ☞AU

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Use activities 7.2-7.9 to assess and evaluate your students and also prepare additional questions.

Feedback for Activity 7.1

1. Which North African counties got independence in the year 1956?

Morocco and Tunisia

2. The North African country that gained independence after the UN resolution was _____.

Libya

3. Name the French colony in North Africa, which faced a protracted and bitter anticolonial struggle _____.

Algeria

4. The Neo-Destour party was to Tunisia as **FLN** to Algeria.

Feedback for Activity 7.2

1. Mention at least three political parties formed in Nigeria on the eve of its independence.

The National Council of Nigerian and Cameroon (NCNC) was based in Igbo land, the Yoruba Action Group (AG) in Yoruba territory and the Northern People's Congress (NPC) in Fulbe-Hausa in the Eastern part of Nigeria.

2. What was the difference between the parties founded in Ghana and Nigeria?

Unlike Ghana, where the parties had nationwide support, in Nigeria, the parties were essentially divided along the region and ethnic lines.

Feedback for Activity 7.3

1. Which French West African colony voted against the 1958 referendum?

   Guinea Conakry

2. The former name of the present-day West African country of Benin was _____.

   Dahomey

3. Name the two French colonial territories in Sub-Saharan Africa.

   French West Africa and French Equatorial Africa

Feedback for Activity 7.4

1. The two Portuguese colonies in Southern Africa were **Angola and Mozambique**
2. Mention the reasons for the delay of the independence of Portuguese colonies in Africa until the mid-1970s.

   Portugal from the very beginning considered its colonies not as colonies but rather as overseas provinces of Portugal. Hence, the Portuguese maintained the policy of keeping their empire intact through any and every means.

Feedback for Activity 7.5

1. Why the road to independence was difficult in Kenya compared to the neighbouring British colonies?

   Due to the presence of white settlers.

2. The first British East African colony to gain independence was____.

   The British trust territory of Tanganyika

3. Milton Obote was to Uganda as **Julius Nyerere** was to Tanganyika.

Feedback for Activity 7.6

1 The area which attempted to secede from Congo after independence is known as _____.

   Katanga

2 Mention the first prime minister and president of the former Belgian Congo?

   Patrice Lumumba

3 Why did USA and Belgium collaborate with the Congolese authorities to assassinate Patrice Lumumba?

   Because they thought Lumumba was against their interest and allied with USSR , their arch-rival during the cold war.

Feedback for Activity 7.7

Why were the former German colonies in East Africa handed over to other powers as mandates of the League of Nations?

Germany was forced to relinquish its colonies after WWI .

Feedback for Activity 7.8

1. What happened in Sharpeville on March 21, 1960?
   The Apartheid Government Police fired on a peaceful and unarmed demonstrator at Sharpeville and killed 72 people and wounded some 186 including, women and children.

2. Who was Nelson Mandela and why is he important to the history of South Africa?

   The South African freedom fighter was imprisoned at Robben Island for 27 years. Later he became the first president of post-Apartheid South Africa.

3. When did apartheid end in South Africa? **1994.**

Feedback for Activity 7.9

1. What are the function and goals of the Organization of African Unity? How did these goals relate to the idea of Pan Africanism?
   - The OAU was founded with the intention that the organization would proceed, incrementally, with unification until the eventual goal of a Union of African States was realized.
   - The OAU was the manifestation of the pan-African vision for an Africa that was united, free and in control of its own destiny and this was solemnized in the OAU Charter

2. Being in a group debate on the strengths and weaknesses of the OAU. Allow students debate and finally give them the following feedback.

   The OAU had a mixed record. Its greatest success was in relation to decolonization. It played a pivotal role in eradicating colonialism and white minority rule in Africa. Overall, the failures of the OAU outweighed its successes. Arguably, its major failing was its inability to bring peace, prosperity, security, and stability to Africa. Its powers were too weak and its influence inadequate to deal with the internal and external conflicts, poor governance, human rights abuses, poverty, and underdevelopment from which much of Africa suffered. The OAU was also considered incapable of meeting the challenges of globalization.

Feedback for Review Question for lesson 7.1

1. Explain the roles of Kwame Nkrumah in the liberation of Africa from the European colonial domination.

   Kwame Nkrumah played an irreplaceable role in the liberation of Africa from European colonial domination. First, he was among the organisers of the fifth Pan-African Conference held in Manchester, England, in 1945, which for the first time unequivocally demanded Africans' independence from European colonial domination. Second, he founded a political party known as the Convention People's Party (CPP) which played a leading role in the process of decolonization of the Gold Coast.

   In the history of Pan-Africanism as a movement of liberation, the period from 1950 to 1965 can be called the age of Kwame Nkrumah. By words, action and example, Nkrumah mobilized African leaders of both liberation movements and independent states for Pan- Africanist causes. He organised a number of Pan-African congresses immediately after Ghana's independence. As it was pointed out, the first of these conferences was the First Conference of Independent African States, held in Accra, the capital of his newly-independent state of Ghana, in April 1958, which was attended by Egypt, Ethiopia, Ghana, Liberia,

   Libya, Morocco, Sudan and Tunisia, as well as by many of the former delegates of the Fifth Pan-African Congress. The conference established the major themes of post-independence pan-Africanism and arguably laid the basis for the Organization of African Unity (OAU).

   Similarly Kwame Nkrumah organised the First All African People's Conference in Accra from 8-13 December 1958.

   As indicated above, the pace-setter of this period was Kwame Nkrumah. He also played a pivotal role in the formation of the short-lived and loose regional organization of Union of African States sometimes called the Ghana–Guinea–Mali Union formed in 1958 linking the West African nations of Ghana and Guinea as the Union of Independent African States. Mali joined in 1960. It disbanded in 1963.

2. Which African counties waged a guerrilla war of liberation against European colonial domination?

   Algeria, South Rhodesia (Zimbabwe), Angola, Mozambique, Southwest Africa (Namibia) etc.

3. Produce a chart showing the organs of the OAU.

Draw a chart which contains the following organs of the OAU:

- ☞The Assembly of the Heads of State and Government;
- ☞The Council of Ministers and
- ☞The General Secretariat

4. Discuss the differences between the Casablanca and Monrovia Groups on the eve of the foundation of the OAU.

   The Casablanca Group favoured a strong political union along the lines of Nkrumah's the United States of Africa. The group consisted of the militant pan-Africanist, socialist and non-aligned leaders of Africa, who believed in centralized continental economic planning and development, in a continental defence and security system, and in cultural restoration.

   The Monrovia Group favoured a loose confederation of independent sovereign African states that would promote voluntary participation and cooperation in cultural exchanges and economic interaction.

5. Identify the success and failures of the OAU.

   The OAU had a mixed record. Its greatest success was in relation to decolonization. It played a pivotal role in eradicating colonialism and white minority rule in Africa. Overall, the failures of the OAU outweighed its successes. Arguably, its major failing was its inability to bring peace, prosperity, security, and stability to Africa. Its powers were too weak and its influence inadequate to deal with the internal and external conflicts, poor governance, human rights abuses, poverty, and underdevelopment from which much of Africa suffered. The OAU was also considered incapable of meeting the challenges of globalization.

7.2 Struggle for Economic Independence

(1 Period)

1. Competencies

At the end of the lesson, students will be able to:

- identify the salient features of the post-independence economy of Africa;
- appreciate attempts made by African leaders to form regional economic organizations to integrate the economy of different regions of Africa;
- list the major regional economic organizations in Africa.

2. Contents

- EAC
- ECOWAS
- COMESA
- SADC

3. Overview

The purpose of the Regional Economic Communities is to facilitate regional economic integration between members of the individual regions and through the wider African Economic Community (AEC), which was established under the Abuja Treaty (1991).

The major regional economic communities are ECOWAS, SADC, IGAD, COMESA, EAC, etc.

Despite an almost complete success at political decolonization, Africa failed at economic development and economic decolonization, and consequently failed at that modernization upon which it counted for world respect.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Africa
- Charts and diagrams which indicate the regional economic communities.

4.3 Pre-Lesson Preparation

- Before the lesson, get the map of Africa and other teaching materials.

- Outline the major points in the unit.
- Prepare tasks to be done by students during group/pair work, and group discussion.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Let students discuss in small groups and see how many of them are familiar with the following concepts:
  - ☞Economic community
  - ☞ECOWAS
  - ☞SADC.

B. Body of the lesson

- After hearing the response of your students, give some emphasis to the following issues : ECOWAS, IGAD, SADC, EAC, ECCAS etc.

C. Stabilization

- Give a summary of the aforementioned economic communities.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Use activity 7.10 for assessment and also prepare additional questions.

Feedback for Activity 7.10

- Pinpoint at least two principal factors that adversely affected Africans' development in the 1980s and 1990s. Drought and debt.

7.3 Major Issues in Contemporary Africa

(2 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- assess the major challenges post-independence African states faced;
- unravel the causes for the impoverishment of Africa.

2. Contents

- challenges post-independence African states faced
- Causes for the impoverishment of Africa

3. Overview

Most African counties faced multifarious problems during post-independence times. The most important ones were civil wars related to ethnicity, famine and drought as well as heavy debts.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Africa
- Charts and Diagrams
- Pictures
- Videos

4.3 Pre-Lesson Preparation

- Outline the major points in the unit.
- Select the teaching strategies suitable for the lesson.
- Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work, and group discussion.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson-centred questions starting from the simple and progressing to the complex.
- Encourage oral answers from students.
- Let students discuss in small groups and see how many of them are familiar with the following concepts:-
  - ☞challenges post-independence African states faced and
  - ☞Causes for the impoverishment of Africa.

B. Body of the lesson

- After hearing the response of your students, highlight the following issues: challenges post-independence African states faced and causes for the impoverishment of Africa.

C. Stabilization

- Give a summary of the aforementioned issues.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Use Activity 7.11 for assessment and evaluation ; you should also prepare additional questions.

Feedback for Activity 7.11

1. Identify and put in rank the major challenges post-colonial African states encountered.
   - Poverty, ethnic conflicts, military coup d'état and debt could be among the challenges the newly independent African states faced.
   - Allow your students to put these issues in rank and ask them why they ranked in that way. There is no correct answer for this, but the objective is to help students comprehend the challenges African states encountered after independence.
2. What are the major causes of the impoverishment of Africa?
   - Rapid Population growth,

- wars and instabilities,
- recurrent drought etc.

3. List the causes of the Rwandan genocide of 1994 and the lesson the world Community in general and African countries, in particular, should learn from this tragic incident in the modern history of Africa.
   - Ethnic conflict, namely conflict between the Hutu majority and Tutsi minority was the major cause of the genocide.
   - The lesson that the world community in general and African nations, in particular, should learn from the genocide is that negotiation and round table discussion should be the most important means of solving or mitigating potential conflicts.
4. What was Africa's Second Independence/Liberation?
   - Africa's democratic wave of the 1990s and 2000s has been termed "second independence".

Feedback for Review Questions

Part I: Multiple Choices

Choose the Best Answer from the Given Alternatives

1. The First country to gain independence in North Africa was:
   A. Tunisia
   B. Morocco
   C. Libya
   D. Algeria
2. Which factor was the main cause for the mass killings in Rwanda in the mid-1990s?
   A. ethnic conflict
   B. isolationist policies
   C. dictatorial rule
   D. religious fundamentalism
3. The wars that took place in the Democratic Republic of the Congo and Nigeria in the 1960s and in Rwanda and Somalia in the early 1990s are similar in that these wars were caused in part by disputes:
   A. over water sources
   B. over oil and mineral rights
   C. between ethnic groups
   D. between Communist and non-Communist forces

4. The north African country which became independent after guerrilla war of liberation was:
   A. Algeria
   B. Tunisia
   C. Egypt
   D. Morocco
5. The first British Colony to gain independence in sub-Saharan Africa was:
   A. Gold coast
   B. Nigeria
   C. South Rhodesia
   D. the Gambia
6. Identify the Odd one:
   A. ANC - South Africa
   B. UGCC- Gold Coast
   C. MNC- Zimbabwe
   D. NCNC – Nigeria
7. Which of the following is not among the challenges that post-independence African countries faced?
   A. Rapid population growth
   B. The HIV/AIDS Epidemic
   C. Ethnic conflicts
   D. Overproduction of food crop

Unit 7: Answer for Review Questions

1. C 2. A 3. C 4. A 5. A 6. C 7. D

Unit 8

Post-1991 Developments in Ethiopia

Total Period: Allotted: 5 periods

1. Unit Introduction

The Unit focuses on post 1991 developments in Ethiopia. Here you will explore the downfall of the *Derg* regime and the Formation of the Transitional Government of Ethiopia; the 1995 Ethiopian constitution and the Formation of FDRE; Hydro-politics of the Nile; and Development issues and Challenges of the democratization process.

2. Unit Learning Outcomes:

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

- distinguish the salient features of the transition period;
- debate on some articles of the 1995 FDRE Constitution;
- point out the essence of the major socio- Economic developments since 1991;
- identify the Nile Basin riparian states and the existing relationship.

3. Main Contents of the Unit

8.1. Transitional Government of Ethiopia (TGE)

8.2. Contemporary Issues

8.1. Transitional Government of Ethiopia (TGE)

(1 Period)

1. Competencies

At the end of the lesson, students will be able to:

- identify a coalition of ethno-nationalist forces that toppled the Derg regime;
- explore major issues incorporated in the Transitional Charter;
- unravel the major controversial articles included in the 1995 Ethiopian constitution;
- identify the regions that constituted the FDRE;
- point out the unique features of Ethiopian Federalism.

2. Contents

- The 1991 Transition Charter of 1991 and the Formation of TGE

- The 1995 Constitution and the Formation of FDRE

3. Overview

A coalition of ethno nationalist insurgents named EPRDF, along with other insurgents, played toppling the *Derg* regime and came to power in 1991 in Ethiopia. From 1991-95 the TGE was established based on the 1991 charter.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia
- Charts

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson obtain the map of Ethiopia and other teaching materials. The school pedagogical centre officer could provide such charts.
- Outline the major points of the lesson.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work, and group discussion.
- Prepare a time chart summary to wind up the sub-unit or use any other method you think can summarize the sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson-centred questions starting from the simplest and progressing to the complex. Encourage oral answers from students.
- Let students discuss in small groups and see how many of them are familiar with the following concepts:

☞1991 Transition Charter of 1991 and the Formation of TGE

☞The 1995 Constitution and the Formation of FDRE

A. Body of the lesson

- After hearing the response of your students, describe briefly the following issues:
  - ☞1991 Transition Charter of 1991 and the Formation of TGE
  - ☞The 1995 Constitution and the Formation of FDRE

B. Stabilization

- Give a summary of the aforementioned issues

C. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Additional questions.

Feedback for Activity 8.1

1. What were the major problems of the Transitional Period, and how were they solved?
   Despite the participation of various political and ethnic groups in the TGE, violent clashes occurred throughout many parts of Ethiopia. It is said that this instability had resulted from the dominance of the EPRDF and its allies in the TGE. As a result, in June 1992, the OLF withdrew from the government. In March 1993, the TGE expelled members of the Southern Ethiopia Peoples' Democratic Coalition. Despite these developments, President Meles pledged to oversee the formation of multiparty democracy.
2. Identify major political parties that participated in the conference drafting of the 1991 Transitional Charter. **EPRDF, EPLF, OLF etc.**

Feedback for Activity 8.2

1. Among the articles of the 1995 constitution, which one do you think is controversial? Why?
   Article 39 because it perhaps makes Ethiopia the only country in the world which at least in theory, espouses the right of ethno-national communities to self-determination including secession.

2. Mention the regional states that formed the FDRE.
   1. Tigray
   2. Afar;
   3. Amhara;
   4. Oromia;
   5. Somali;
   6. Benishangul-Gumuz;
   7. Southern Nations Nationalities and Peoples' State (SNNPRS);
   8. Gambella; and
   9. Harari;

8.2 Hydro-Political History of the Nile (Abay) and Development Issues

(2 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- identify the major tributaries of the Nile River;
- stipulate major agreements signed on the use of the Nile River;
- distinguish major Challenges of democratization in Ethiopia.

2. Contents

- Hydro-political History of the Nile
- Development Issues and Challenges of the Democratization Process in Ethiopia

3. Overview

In the lesson issues like the hydro-political history of the Nile, the economic and democratization problems that the country encountered should be highlighted**.**

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Short Discussion
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Map of Ethiopia
- Charts

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson obtain the map of Ethiopia and other teaching materials. The school pedagogical centre officer could provide such charts.
- Outline the major points of the lesson.
- Select the teaching strategies suitable for the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare tasks to be done by students during group/pair work, and group discussion.
- Prepare a time chart summary to wind up the sub-unit or use any other method you think can summarize the sub-unit or the unit.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson-centred questions starting from the simple and progressing to the complex.
- Encourage oral answers from students.
- Let students discuss in small groups and see how many of them are familiar with the following concepts:-
  - ☞Hydro-politics
  - ☞Nile Basin
  - ☞Election
  - ☞Democratization

B. Body of the lesson

- After hearing the response of your students, describe briefly the following issues:
  - ☞Hydro-political history of the Nile
  - ☞Development Issues and Challenges of Democratization Process in Ethiopia

C. Stabilization

- Give a summary of the aforementioned issues.

D. Evaluation/Assessment

- Check the students stay on task during group discussion.
- Make sure that your students have understood the essential concepts of the lesson.
- Additional questions.

Feedback to Activity 8.3

1. Mention the major tributaries of the Nile River. Blue Nile, White Nile and Tekkeze.
2. Identify the major terms of the 1929 and 1959 agreements signed pertaining to the use of Nile waters.

   The agreements reserved the whole waters of the Nile to the lower riparian countries of Egypt and to some extent Sudan
3. What is GERD? Grand Ethiopian Renaissance Dam.
4. What makes the NBI different from the agreements signed on the use of the Nile River?

   It was the first an all-inclusive basin-wide institution established to provide a forum for consultation and coordination among the Basin States for the sustainable management and development of the shared Nile Basin water and related resources for win-win benefits.

Feedback for Activity 8.4

1. What is the Agricultural Led Development of Industrialization (ALDI?

   It was a policy adapted to improve the productivity of the agricultural sector of the country to facilitate a transformation to an industrialized economy.
2. Mention some of the challenges that the FDRE encountered in the process democratization.

The most important problem was a recurrent political upheaval, particularly in the aftermath of certain political events such as election.

Unit Review Questions

Part I: True or false Items. Say "True" for correct statements and "false" for incorrect ones.

1. Harar and Jimma are the two city administrations according to the 1995 constitution.
2. The first agreement signed between Egypt and Sudan on the Nile river was the 1995

Agreement.

3. The FDRE constitution has thirteen chapters.
4. The first president of the Federal Democratic Republic of Ethiopia (FDRE) was Negaso Gidada.
5. Following the 2005 Ethiopian Elections, the opposition parties won about 173 out of the 547 seats of the House of Peoples' Representatives.

Part II: Choose the Best answer from the Given Alternatives

1. Which one of the following political parties was not member of a coalition known as EPRDF?
   A. TPLF
   B. EPDM
   C. OLF
   D. OPDO
2. The May 1991 London Conference aimed at mediating the Derg regime and the insurgents was made under the auspices of
   A. Great Britain
   B. USA
   C. USSR
   D. France
3. The London conference of 1991 was said to have been ended before it began because
   A. The representative of the Derg was not ready to negotiate with the insurgents
   B. The Insurgents entered Addis on the day of the launching of the conference
   C. It was dictated by Isaias Afeworki of Eritrea
   D. The EPRDF left the conference as soon as the conference was kicked off
4. The 1995 Ethiopian Constitution was different from the previous Ethiopian constitution because
   A. The 1995 constitution was the first written constitution in the history of the country
   B. It was the first constitution to endorse the federal form of government
   C. It was the first construction which endorsed bicameral house of parliament
   D. All of the above

5. The First president of the Transition Government of Ethiopia was

   A. Negasso Gidada
   B. Meles Zenawi
   C. Mengistu Haile Mariam
   D. Girma Wolde Gyorgis

6. The largest regional state of the FDRE Ethiopia is

   A. Somali Regional State
   B. Afar Regional State
   C. Oromia regional State
   D. Amhara regional State

Unit 8: Answer For Review Questions

Part I : 1. F 2. F 3. F 4. T 5. T

Part II: 1. C 2. B 3. B 4. B 5. B 6. C

UNIT 9
Indigenous Knowledge Systems & Heritages of Ethiopia

Total Period: Allotted: 8 Period:

1. Unit Introduction

This unit deals with indigenous knowledge and heritage in Ethiopia. It helps us to know the significance of indigenous knowledge for development and also focuses on the heritages of Ethiopia. Our country is endowed with diverse kinds of cultural and natural heritage. This diversity includes tangible and intangible heritage.

The intangible heritages which incudes, songs, recipes, language, dances, and many other elements speak who we are and how we identify ourselves. They are as important as historical buildings and archaeological sites of tangible heritages. Our heritage is our inheritance - what the past has passed to us, what we value in the present and what we choose to preserve for the future generation.

This unit includes the following major lessons: characteristics of indigenous knowledge, specific and unique knowledge systems within a particular cultural group and region, the role of indigenous knowledge for overall development, heritages of Ethiopia, values of heritages, and types of heritages.

2. Unit Learning Outcomes

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

- respect others through exposure to a way of life different from their own;
- differentiate tangible and intangible heritages;
- evaluate the effectiveness of indigenous conflict resolution systems in Ethiopia.

3. Unit Contents

9.1. Indigenous Knowledge

9.1.1 The role of indigenous knowledge for overall development

9.1.2 Characteristics of indigenous knowledge

9.1.3 Specific and unique knowledge systems within a particular cultural group and region (*Mada'a* and *Dagu* of Afar People; *Jaarsuuma* , *Sinqe* institution, *Guma*; *Shimgelina*; *Luwa* system; the 'baitos' of the Tigray

9.2. Heritages of Ethiopia

9.2.1 Values of Heritages

9.2.2 Types of Heritages (Natural Heritage; Intangible Heritage; Tangible Heritage

9.1. Indigenous Knowledge

(1 Period)

1. Competencies

At the end of the lesson, students will be able to:

- defines indigenous knowledge;
- appreciate the role of indigenous knowledge in development.

2. Contents

- Indigenous knowledge
- The role of indigenous knowledge in the overall development

3. Overview

Indigenous knowledge is knowledge used by local people to make a living in a particular environment, inherited from earlier times via the oral tradition. It is implemented in the practical life of society in various forms. This includes management practices; decision-making processes; conflict management practices; indigenous laws, the rights.

Heritage is taken to include everything that people want to save, including material culture and nature. It is the full range of our inherited traditions, monuments, objects, and culture. Most important, it is the range of contemporary activities, meanings, and behaviours that we draw from them.

Our heritage is our inheritance- what the past has conceded to us, what we value in the present and what we choose to preserve for the future generation. Our heritage includes those places with natural, indigenous or historic values that we have inherited and want to pass on to future generations. Heritage provides an important context for our perception of ourselves as Ethiopians and is part of the "social glue that binds communities together and expresses identity".

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening

- Individual work
- Pair work

4.2 Suggested Teaching Aids

- Diagrams
- Photographs
- charts

4.3 Pre-Lesson Preparation

- Before the lesson, obtain photographs, diagrams, and other teaching materials. The school pedagogical centre officer could provide these materials.
- Outline the major points in the lesson: definition of indigenous knowledge and the significance of indigenous knowledge for sustainable development.
- Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions.
- Raise selected, lesson-centred questions starting from the simple and progressing to the complex.
- Ask students what they know about Indigenous knowledge.

B. Body of the lesson

- After hearing the response of your students, define indigenous knowledge;
- Give examples of indigenous knowledge from the local areas and describe them briefly.
- Assign each student to list down specific examples of indigenous knowledge in their locality (e.g. indigenous medicine, indigenous social institution, indigenous conflict mechanism etc), and to describe the significance of this knowledge in the economic, social, and political life of the people.
- Explain the role of indigenous knowledge for overall development.
- Give feedback for students' response.
- Give a summary of indigenous knowledge.

C. Stabilization

- Write short notes of the main points of the lesson.
- Ask students for part of the lesson to be revised, and give brief clarification on it.

D. Evaluation/Assessment

- Check the students stay on task.
- Make sure that your students have understood the essential concepts of indigenous knowledge.

Feedback for Activity 9.1

1. Check that students have given examples of indigenous knowledge such as indigenous medicines, indigenous education, indigenous conflict resolution system, crafts skill, songs, traditional laws games, visual art etc.

9.1.1 The Role of Indigenous Knowledge for overall Development ;
9.1.2 Characteristics of indigenous knowledge
(2 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- appreciate the role of indigenous knowledge in the development;
- describe the characteristics of indigenous knowledge.

2. Contents

- Indigenous Knowledge and its role in Sustainable Development
- Characteristics of Indigenous Knowledge

3. Overview

Indigenous knowledge provides problem-solving strategies for local communities. It represents an important component of global knowledge on development issues. Learning from indigenous knowledge can improve understanding of local conditions.

Indigenous people can provide valuable input about the local environment and how to effectively manage its natural resources. Indigenous knowledge systems and technologies are found to be socially desirable, economically affordable, and sustainable and involve minimum risk to rural farmers and producers, and above all, they are widely believed to

conserve resources.

This knowledge is developed over long periods whose patterns are based upon local knowledge systems and expressed in local languages. In many cases, this knowledge has been orally passed for generations from person to person. Some forms of indigenous knowledge are expressed through stories, legends, folklore, rituals, songs, and even laws. Indigenous knowledge is generated within the community in location and culture.

It is practically common sense, based on teachings and experience passed on from generation to generation and is all-inclusive.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Pair/group work
- Group discussion

4.2 Suggested Teaching Aids

- Diagrams
- Photographs
- charts

4.3 Pre-Lesson Preparation

- Before you begin teaching the lesson, obtain charts, diagrams, and other teaching materials. The schools' pedagogical centre officer could provide such charts.
- Outline the major points in the lesson: Role of the indigenous knowledge to attain sustainable development ;characteristics of the indigenous knowledge
- Choose the methods that you feel are suitable to deliver the lesson. Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare daily lesson plans.

4.4 Presentation of the Lesson

A. Lesson Introduction

- Revise the previous lesson about indigenous knowledge and introduce the objectives of the lesson.
- Ask a brainstorm question: Do you think indigenous knowledge is

problem-solving? How?

B. Body of the lesson

- After hearing the response of your students,explain the role of indigenous knowledge in sustainable development, and the characteristics of local knowledge.
- Organise the class for group work on the following question: Explain briefly the characteristics of indigenous knowledge: Do you think that indigenous knowledge is significant for sustainable development? How?
- Give feedback.

C. Stabilization

- Give additional examples of the practices of indigenous knowledge and its significance.

D. Evaluation/Assessment

- Check the students stay on task during individual/group work.
- Make sure that your students have understood the essential concepts of the lesson.
- Make effective use of reflection with groups and individuals.

Feedback for Exercise 9.1

This knowledge :

- Provides practical solutions to the problems of the people.
- It deals with simple but applied education, economics, politics, religion, sciences and technologies of indigenous societies.
- Developed over long periods whose patterns are based upon local knowledge systems has been orally passed for generations from person to person.
- Based on experience, acquired from observations over time.
- Most useful for local-scale decision-making.

9.1.3 Some Specific and Unique Knowledge Systems in Ethiopia within a Particular Cultural Group and Region

(2 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- identify indigenous conflict resolution methods used in their locality;
- appreciate the different roles elders play in their community.

2. Contents

Some specific and unique knowledge systems in Ethiopia within a particular cultural group and region:-

- *Mada'a* and *Dagu* of Afar People
- *Jaarsuuma* , *Sinqe* institution, *Guma*
- *Shimgelina*
- *Luwa* system

3. Overview

Indigenous knowledge is manifested in the practical life of society in various forms, among these management practices, decision-making processes, conflict management practices, indigenous laws, and rights are the most common ones. Indigenous conflict resolution is one of the most prominent methods of conflict resolution in Ethiopia.

The process to settling a conflict through indigenous means is the authority of kings, chiefs, priests, *sheikhs*, healers, prominent persons, and elders. They are highly honoured for their knowledge of the custom, traditions, history of the communities and the relationships of the conflicting parties.

They have rich experiences in conflict resolution, their skills in interpreting symbols of reconciliation and their ability as orators and their social capital as leaders of the communities authorize them to negotiate a resolution to the conflict that is acceptable to all members of the society.

The indigenous conflict resolution mechanism is an informal method and differed from the formal which is conducted in the courts through appointed judges. Indigenous or sometimes called informal conflict resolution mechanism is the ancient set of practices in almost all the societies with an ultimate application of third party arbitration and mediation.

The main aim of this mechanism is to come up with a solution and justify it by the duty of the mechanism based on the recognized customs and morality of the society itself. There are many forms of indigenous conflict resolution systems. Some of these indigenous practices in Ethiopia are *Mada'a* of Afar People, Jaarsuuma , *Sinqe* institution, and *Guma of the Oromo;Shimgelina;the Sidama Luwa* system.

4. Teaching and learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Pictures/Diagrams
- Photographs
- Map of Ethiopia
- charts

4.3 Pre-lesson preparation

- Before you begin teaching the lesson obtain maps, charts, diagrams, photographs and other teaching materials. The school pedagogical centre officer could provide such charts.
- Outline the major points in the lesson: some practices of indigenous conflict resolution systems in different parts of Ethiopia; Role of these local systems in the solving social problems of their respective community.
- Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson Introduction

- Introduce the objectives of the lesson.
- Begin the lesson by brainstorming questions: mention any indigenous conflict resolution mechanisms you know in your local area.

B. Body of the lesson

- After hearing the response of your students, explain some examples of

indigenous conflict resolution systems in Ethiopia ;(*Mada'a* of Afar People, *Jaarsuuma* , *Sinqe* institution, and *Guma* of the Oromo; *Shimgelina* of the Amhara; the Sidama *Luwa* system).

- Ask students to give additional examples from their locality.
- Engage students on individual tasks: What are the significances of the *Dagu* of Afar people, *Jaarsumma* of Oromo people or *Shimgelena* of Amahara people?
- Give feedback.

C. Stabilization

- Give a summary of the following points: *Mada'a* of Afar People , *Jaarsuuma* , *Sinqee (Siqee)* institution, and *Guma* of the Oromo; *Shimgelina*; the Sidama *Luwa* system;

D. Evaluation/Assessment

- Make sure that your students have understood the essential concepts of the lesson by asking them questions and giving them tasks like the following:
  - ☞explain the role of the *sinqee* institution in the indigenous conflict resolution mechanism of the Oromo people.
  - ☞write a short essay (a page) on one of the indigenous conflict resolution methods in your local area.
  - ☞make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Feedback for Activity 9.2

1. They play a significant role in conflict management.
2. In Oromo society women are considered as peace-makers involved in conflict resolution to avoid escalating the conflict. They tend to avoid conflict and bring sustainable peace more than men. In their presence, the conflict has a minimal chance to escalate. They are generally considered as peace builder and keen to resolve conflict than igniting. Women are more passionate to take care of others.

   As an institution of conflict resolution, Siinqee (Siiqee) helps to resolve conflicts between different social groups, like between spouses, mother and son, the Oromo and other ethnic groups and so on.

Feedback for Activity 9.3

1. Help the students to write a short essay of not more than a page on the indigenous conflict resolution methods in their localities.

9.2. Heritages of Ethiopia ;

9.2.1. Meaning and Values of Heritages

(2 Periods)

1. Competencies

At the end of the lesson, students will be able to:

- analyse the value of heritages in Ethiopia.

2. Contents

- Values of heritages

3. Overview

Heritage is taken to include everything that people want to save, including material culture and nature. Heritage is the full range of our inherited traditions, monuments, objects, and culture. Most important, it is the range of contemporary activities, meanings, and behaviours that we draw from them.

Heritage includes more than preserving, excavating, displaying, or restoring a collection of old things. It is both tangible and intangible in the sense that ideas and memories of songs, recipes, language, dances, and many other elements with which we identify ourselves are as important as historical buildings and archaeological sites.

4. Teaching-Learning process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture
- Active listening
- Individual work
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Pictures/Diagrams
- Photographs

- Map of Ethiopia
- charts

4.3 Pre-lesson preparation

- Before the lesson, obtain maps, charts, diagrams, photographs and other teaching materials.
- Outline the major points in the lesson.
- Think of active learning methods from which you can select the option you need at any given moment to make learning active.
- Prepare daily lesson plans.

4.4 Presentation of the lesson

A. Lesson Introduction

You might use your method of presenting the lesson in a way you see fit for that particular topic. However, the simplest way of introducing a topic is by raising relevant questions. Questions by themselves are motivating factors which make students curious and draw their attention to the lesson. Therefore, you may begin the lesson by asking students to mention any indigenous conflict resolution mechanisms they know.

B. Body of the lesson

- Give a general definition of heritage.
- Explain the values of heritages.
- Give examples from the local areas organise and assign students to group/ pair/individual work on the following questions: how can our heritage be our inheritance?
- Give feedback on teaching tasks.

C. Stabilization

- Give a summary of the main points: the value of heritages.

D. Evaluation/assessment

- Check the students stay on task during individual/group work.
- Make sure that your students have understood the essential concepts of the lesson.

9.2.2 Types of Heritages

(1 Period)

1. Competencies

At the end of this lesson, the students will be able to:

- identify the heritages of Ethiopia registered by UNESCO;
- communicate Ethiopian heritage centres to the world using IT.

2. Contents

- Tangible heritage
- Intangible heritages

3. Overview

There are different types of Heritages. This includes Natural, tangible, and intangible heritages. **Natural Heritage:** refers a) to natural features consisting of physical and biological formations or groups of such formations, which are of outstanding value from the aesthetic or scientific point of view; b) geological and physiographical formations and precisely delineated areas, which constitute the habitat of threatened species of animals and plants of outstanding value from the point of view of science or conservation;
c) natural sites or precisely delineated natural areas of outstanding value from the point of view of science, conservation or natural beauty.

Intangible Heritage: refers to those practices, representations, expressions, knowledge, skills as well heritage as the instruments, objects, artifacts and cultural spaces associated therewith that communities, groups and, in some cases, individuals recognize as part of their cultural heritage.
These are manifested in the following domains: a. oral traditions and expressions, including language as a vehicle of the intangible cultural heritage; b. performing arts;
c. social practices, rituals and festive events; d. knowledge and practices concerning nature and the universe; e.g. indigenous craftsmanship.

Tangible Heritage: refers to physical artefacts produced, maintained and transmitted intergenerationally in a society. Tangible heritage includes artistic creations, buildings and historic places, monuments, artefacts, etc., which are considered worthy of preservation for the future.

4. Teaching-Learning Process

4.1 Suggested Teaching Methods

- Brainstorming
- Gapped lecture

- Active listening
- Individual work
- Pair work
- Small group discussion

4.2 Suggested Teaching Aids

- Photographs
- Diagrams
- Charts
- Map
- Video showing heritages registered by UNESCO

4.3 Pre-lesson preparation

- Get ready the teaching aids and teaching material. If none are available in your school, try to prepare your own maps, pictures and photographs with your students in the pedagogical centre.
- Read related literature in the school's library or elsewhere.
- Prepare notes and activities.

4.4 Presentation of the lesson

A. Lesson Introduction

- Ask brainstorming question to start the lesson: mention heritages of Ethiopia registered by UNESCO.

B. Body of the lesson

- Explain in detail the heritages registered by UNESCO.
- Form a group and ask students to categorize heritages of the local area based on their types and forms.
- Let students discuss in pairs and devise strategies to promote Ethiopian heritage centres using IT.
- Encourage students to organise a fashion show of national dresses of the peoples of Ethiopia.
- Organise and coordinate field trip to a nearby museum or culture and Tourism Office.
- Let students present a report on their visit. Suggest possible solutions for effective heritage management.

C. Stabilization

- Give a summary of the tangible and intangible heritages of Ethiopia.

D. Evaluation/assessment

- Check the students stay on task during individual/group work.
- Make sure that your students have understood the essential concepts of the lesson.
- Give individual assignment to students to collect pictures and photos of heritages of Ethiopia registered by UNESCO.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Answer For Exercise 9.2 Review Questions

1. D 2. D 3. A 4. C 5. D 6. C 7. D

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Glossary

Abolition: the ending of slavery.

Absolute monarch: supreme ruler (King, queen, emperor or empress) with unlimited power.

Absolutism: a form of government under which the ruler has unlimited, or absolute power.

Aggressive: ready and willing to fight, violent.

Alliance: close relationship between two or more nations for a common purpose or mutual advantage.

Allied: joined in alliance by compact or treaty.

Anarchy: the absence of any form of government.

Apartheid: south African policy of strict racial separation.

Appeasement: policy of yielding to the demand of the aggressor in the hope of preserving peace.

Aristocracy: form of government that is headed by a privileged ruling class holding hereditary titles (Kings and queens, princes and princesses).

Armament: a military or naval force, weapons, arms.

Armistice: an agreement for the cessation of active hostilities between two or more belligerents

Artefacts: objects, such as tools and weapons.

Artisan: a skilled worker skilled in a particular craft.

Autocracy: a form of government in which a person holds absolute power Anarchy- a state of lawlessness and disorder.

Autocratic: characteristic of an absolute ruler or absolute rule; having absolute sovereignty.

Autonomy: freedom from external restraint, self-government.

Blitzkrieg: the German word for “lightening war”.

Blockade: the shutting off of an enemy port or region to prevent goods from coming in or going out.

Bolsheviks : members of a highly disciplined Marxist party founded in 1903, and seized power in October 1917.

Bourgeoisie: the term used to describe the city dwelling middle class (the capitalist class), who own most of the wealth in a capitalist system.

Boycott: withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.

Capitalism: is an economic system featuring the private ownership of business wealth and free trade markets.

Caravans: groups of people banding together for safety while journeying through dangerous or hostile regions.

Central Powers: in World War I the alliance of Germany and Austria-Hungary and other nations allied with them in opposing the Allies.

Century: a period of 100 years.

Chancellor: the person who is head of state (in several countries).

Chronological: relating to or arranged according to the order of time.

Civilization: an advanced society with complex technical skills, highly developed group living, division of labour, and advanced intellectual achievements.

Clergy: the entire class of religious officials.

Coalition: a temporary alliance between two or more political parties or groups.

Cold war: conflict between communist and non-communist nations after WWII that was waged by political and economic means rather than with weapons.

Colony: an area in which a foreign nation gained total control.

Colonialism: the policy of establishing and maintaining colonies.

Commercial capitalism: early phase of capitalism in which capital was used mainly to buy, sell and exchange goods.

Communism: a system and belief based on the writings of Karl Marx. It advocates an economic and political system based on public ownership of the means of production.

Confederation: when a group of people or nations form an alliance, allowing each member to govern itself but agreeing to work together for common causes.

Conservatism: a political or religious orientation that favours tradition and oppose radical changes.

Constitution: a document outlining the fundamental laws and principles that govern a nation.

Constitutional Monarchy: form of government with a king or queen whose powers are less than absolute and are defined in written constitution (also called limited constitutional monarchy).

Condominium: a region ruled by two nations as partners.

Containment: the United States policy, adopted in the late 1940s, aimed to stop the expansion of communism.

Coup d'état: it is an illegal seizure of power by a political faction, rebel group, military,

or a dictator.

Demarcation of boundary: the process of deciding on or marking the border between two areas of land.

Dejjazmach: a "commander of the gate", a politico-military title below *Ras*.

Delimitation: a line that indicates a boundary.

Diarchy: dual rule.

Dictator: a ruler with complete power.

Dynasty: family of rulers in which the right to rule is passed from one generation to the next.

Economic sanctions: commercial and financial penalties applied by one or more countries against a targeted self-governing state, group, or individual.

Elite: a group of persons who by virtue of position or education exercise much power or influence

Empire: a form of government that unites different territories and peoples under one ruler.

Encroachment: any entry into an area not previously occupied.

Enlightenment: intellectual or philosophical movement in Europe during the 1700s that was characterized by the scientific attitude, rationalism, and belief in natural law.

Entente: a friendly understanding or informal alliance between states or factions.

Era: a period marked by distinctive character.

Explorer: one who travels across the sea and /or oceans to discover new lands.

Export: refers to a product or service produced in one country but sold to a buyer abroad.

Factory: building in which workers and machines are brought together to produce goods.

Fascism: dictatorial system of government in which the state is supreme and individuals are loyal to it.

Federal system: a system of government is one that divides the powers of government between the national (federal) government and state and local governments.

Federation: an organization made up of smaller groups, parties, or states.

Fitawrari: a "commander of the vanguard", a title below dejjazmach.

Glasnost: a Russian word meaning "openness", used by Mikael Gorbachev.

Great Power: a state powerful enough to influence events throughout the world.

Gabbar:tribute-paying peasant.

Gasha:a unit of measurement; equivalent to 40 hectares.

Gibr: agrarian tribute, invariably paid in kind, tax.

Grazmach: a "commander of the left".

Guerrilla warfare: military technique that uses raids by small bands of soldiers, called guerrillas.

Hegemony: influence or control over another country, a group of people, etc.

Hierarchy: a series of ordered groupings within a system.

Holocaust: the systematic destruction of Jews by the Nazis.

Imperialism: the practice of establishing colonies in order to control raw materials and markets. Empire building, the gaining of colonies.

Import: a commodity, article, or service brought in from abroad for sale.

Incorporate: to include as part of something else.

Industrial capitalism: period of capitalism in which capital was used chiefly for producing and manufacturing goods.

Industrial Revolution: name given to the wide spread social and economic changes that occurred after machines and factories replaced manual labour.

Inflation: an economic situation characterized by a rise in the general level of prices.

Iron curtain: term, first used in 1946 by Prime Minister Winston Churchill of Great Britain, to describe the dividing line in Europe between East and West.

Junkers: Aristocratic landowners in Prussia.

Kaiser: title of the ruler of the German Empire.

Kingdom: a government or country headed by a king or queen; also known as a monarchy

Legislative: one of the three great branches of government, that makes laws.

Liberalism: political and economic movement in Europe in the 1800's that had as its aim the protection of individual rights and freedom.

Mandate: area taken in trust by the League of Nations after WWI, to be administered by a League member.

Manufacturing: the act of making something (a product) from raw materials.

Manufacture: the process of making products, especially with machines in factories.

Migration: the movement of groups of people from place to place.

Monarchy: a government headed by a king or queen, autocracy governed by a ruler who usually inherits authority.

Monopol: complete control of a commodity, a service, or a market.

Nation: a people bounded by strong common bonds such as tradition, history, religion, ethnicity, and language; sometimes used as synonym for the state.

Nationalism: feeling of patriotism and loyalty to one's country.

Neo-colonialism: the use of economic and other means of exerting influence over countries that are no longer colonies.

Nobility:refers to a privileged class of people-often receiving hereditary titles-also called the aristocracy.

Non-aligned: not linked with the two rival power blocs(the East-West rivalries).

Patriotism: love of country and willingness to sacrifice for it.

Plantation: is a large agricultural property dedicated to planting a few crops on a large scale.

Propaganda: information that is spread to promote some cause.

Radicals: those who seek extreme, far reaching changes in existing conditions.

Reactionary: backward-looking, opposed to change.

Referendum: the act of referring a proposed law or constitutional amendment to the voters.

Revolution: a violent attempt to change the structure of a country, government, and society.

Republic: a form of government whose head of state is freely and democratically elected by the people, as opposed to a dictatorship or monarchy.

Resistance: the action of opposing something that you disapprove of or disagree with.

Risorgimento: name given to the nationalist movement in Italy during the 1800's.

Rural: living in or characteristic of farming or country life.

Satellites: communist countries of Eastern Europe subordinate to the Soviet Union.

Segregation: the act of keeping apart.

Socialism: Political and economic system under which the means of production are owned publicly and operated for the welfare of all.

Sovereignty: Supreme power.

Soviet: council, committee. Since 1905 in Russia, commonly associated with revolutionary purposes.

Sphere of influence: a region in which one nation has special economic and political privileges.

Superpower: a nation possessing military and economic power far greater than those of most other nations.

The Ems telegram: a communication between the Prussian King William and Bismarck over a diplomatic issue .

Totalitarianism: a form of government in which the ruler is unrestricted.

Unification: the bringing together of two or more parts so they become a single unit.

Veto: a vote that blocks a decision.

War Indemnity: is protection against loss or harm- it is most often used in insurance.

Zionism: a movement that sought to resettle Jews in Palestine.

Zollverein: customs union set up among most of the German states in the 1800's.