HISTORY

Teacher Guide
Grade 11



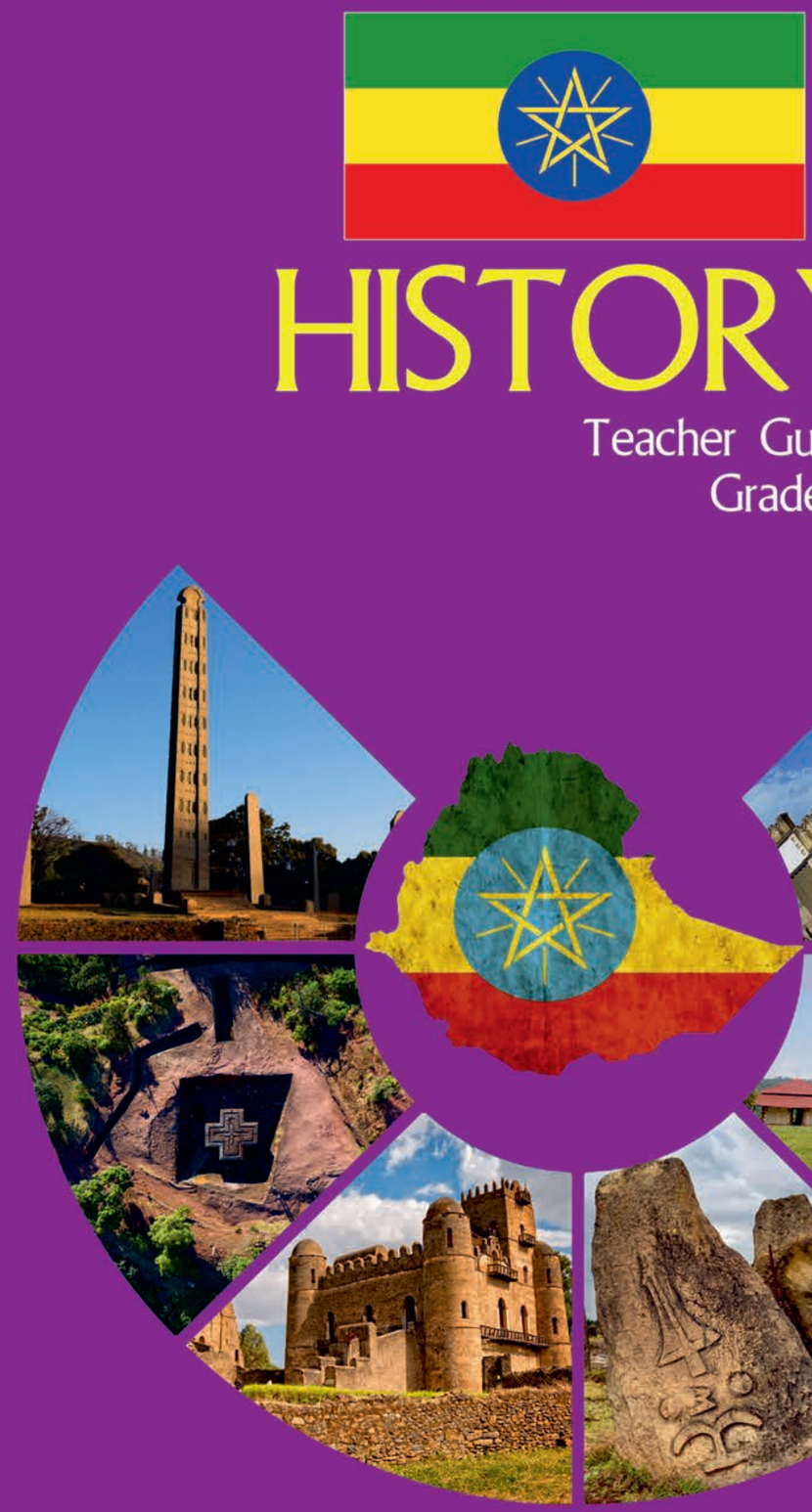


ISBN 978-99990-0-070-3

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

HISTORY Teacher Guide Grade 11

FDRE
MOE



HISTORY

Teacher Guide
Grade 11

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



HISTORY

TEACHER GUIDE

GRADE 11

Writers	Wagaw Bogale (PhD) & Geremew Eskezia (PhD)
Content Editor	Yonas Legesse (M.A)
Language Editor	Abebe Admasu (PhD)
Illustrator	Temesgen Gebeyehu (Professor)
Book Designer	Fantahun Ayele (PhD)
Curriculum Editor	Dessu Wirtu (PhD)
Evaluators	Doctor Telila (M.A), Bekele Kenea (M.A), Zegeye W/Mariam (M.A)

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

HAWASSA UNIVERSITY

TABLE OF CONTENTSENTS

UNIT ONE:

HISTORY, HISTORIOGRAPHY, AND HUMAN EVOLUTION (11 Periods)_____1

1.1. History and Historiography (6 Periods)_____2
1.2. Periodization in History (2 periods)_____14
1.3. Origins of Human Beings (3 periods)_____17
1.4. Emergence of State (2 periods)_____22

UNIT TWO:

MAJOR SPOTS OF ANCIENT WORLD CIVILIZATIONS UP TO C.500 A.D (10Periods)_____27

2.1. Ancient Civilization of Africa (2 periods)_____28
2.2. Ancient Civilizations in Asia (3 periods)_____32
2.3. Ancient Civilization in Europe (2 periods)_____37
2.4. Civilizations in Latin America (2 periods)_____41
2.5. The Rise and Spread of Christianity (1periods)_____45

UNIT THREE

PEOPLES AND STATES IN ETHIOPIA AND THE HORN TO THE END OF THE THIRTEENTH CENTURY (13 Periods)_____49
3.1. Languages, Religions and Peoples of Ethiopia and the Horn (3 periods)_____50
3.2. Pre-Aksumite States and their Geographical Setting (2 period)_____56
3.3. Aksumite Kingdom (3 periods)_____59
3.4. The Sultanate of Shewa (1 period)_____62
3.5. Zagwe Dynasty (2 periods)_____64
3.6. The Kingdom of Damot (1 period)_____68
3.7. The Bete-Israel (Ethiopian Jews) (1 period)_____71

ISBN:978-99990-0-070-3

UNIT FOUR

THE MIDDLE AGES AND EARLY MODERN WORLD, CA. 500 AD-1789
(14 Periods)_____76
4.1. Middle Age in Europe (2 periods)_____78
4.2. Main Features of the Middle Ages (3 periods)_____82
4.3. Middle Ages in Asia (3 periods)_____87
4.4. Developments of Early Capitalism (1period)_____93
4.5. The Age of Explorations and Inception of Globalization (2 periods)_____96
4.6. The Renaissance (1period)_____99
4.7. The Reformation (1 period)_____103
4.8. The Scientific Revolution and the Enlightenment (1 period)_____106

UNIT FIVE

PEOPLES AND STATES OF AFRICA TO 1500 (10 Periods)_____111
5.1. African languages: classification and distribution (1 periods)_____112
5.2. States in North Africa (1 period)_____115
5.3. The Spread of Islam to North Africa (1 period)_____118
5.4. States in West Africa (3 periods)_____121
5.5. Central and Eastern Africa (1 period)_____125
5.6. Southern Africa (2 periods)_____129
5.7. Relationships and Exchanges among Different Regions of Africa_____132

UNIT SIX

AFRICA AND THE OUTSIDE WORLD: 1500-1880S (12 Periods)_____136
6.1 Medieval African States (4 periods)_____137
6.2 Contact with the Outside World (1 period)_____141
6.3. Slavery and Slave Trade in Africa (4 periods)_____145
6.4. The "Legitimate" Trade (1 period)_____150
6.5. The White Settlement in South Africa (1 period)_____153
6.6. European Explorers and Missionaries (1 period)_____156

UNIT SEVEN

STATES, PRINCIPALITIES, POPULATION MOVEMENTS AND INTERACTIONS IN ETHIOPIA (13TH – MID-16TH CENTURY)_____162
7.1. The Christian Highland Kingdom Under the Restored "Solomonic" Dynaty_____163
7.2. Expansion of Islam and Emergence of Muslim Sultanates_____168
7.3. Political and Socio-Economic Conditions of Southern and Central States in Ethiopia_____173
7.4. Relationship Between the Christian Highland Kingdom and the Muslim Sultanate of Adal (1520s – 1559)_____ 177
7.5. Population Movement in the Ethiopian Region_____182

UNIT EIGHT

POLITICAL, SOCIAL AND ECONOMIC PROCESSES IN ETHIOPIA, MID 16TH TO MID-19TH CENTURY (18 Periods)_____189
8.1. Peoples and States of Southern, Western and Eastern Ethiopia_____191
8.2. Instability versus Consolidation in the Christian Kingdom, 1559-1855._____203

UNIT NINE

THE AGE OF REVOLUTIONS, 1789 TO 1815 (11 Periods)_____225
9.1. Industrial Revolution and its political, economic and social effects on Europe (3periods)_____226
9.2. The American War of Independence (2 periods)_____229
9.3. The French Revolution (3 periods)_____232
9.4. The Period of Napoleon Bonaparte (3 periods)_____235

UNIT ONE
HISTORY, HISTORIOGRAPHY, AND HUMAN EVOLUTION

Total Periods Allotted: 11

1. Introduction

In this unit students are going to learn about the science of history. They are going to be introduced to basic historical methodology and historiography which help them learn subsequent units more successfully. Methodology refers to the sum total of rules, principles, procedures and techniques applied or followed in acquiring new knowledge or transforming the old one in a given discipline. The unit is also intended to familiarize students with the relationships that history has with the various disciplines of the social sciences. Furthermore, the students are also going to be introduced to the current scientific knowledge on human origins and evolution, including the evolution of early human cultures.

Learning Outcome: After learning this unit, students will be able to:

- identify the main reasons why history is studied as an academic discipline;
- evaluate the place of Ethiopia and Africa in human evolution;
- show the major centers of human evolution on a map of the world;
- analyze the specific features of each stage of human evolution.

The Main Topics of the Unit are:

1.1. History as an academic discipline;
1.2. Historiography;
1.3. Sources of History;
1.4. Periodization
1.5. Evolution of Human Beings;
1.6. Emergence of State.

1.1. History and Historiography (6 periods)

1.1.1. History as an Academic Discipline (1 period)

1. Competencies: After learning this lesson, students will be able to:

- understand the significance of the historical discipline;
- compare and contrast prehistory and history;
- appreciate the role of history in understanding societal development;
- argue on the role of history in influencing current developments.

2. Contents:

- The Meaning of History and Pre-History
- Uses and Abuses of History
- History and other sciences

3. Overview:

The term history originally comes from the Greek word "istoria" (historia) which means inquiry or knowledge acquired by investigation. History is a branch of knowledge that studies the experiences of past human society. It also deals with change and continuity of historical developments over time, and the patterns of cause and effect that determine change and continuity. History is often part of the learning area of social sciences, but with its own achievement objectives. By learning about what people did in the past, we try not to repeat the mistakes of the past. As an academic discipline, learning history enables students to analyze and solve human problems. However, history can also be abused, wherein selection is usually made to justify the present. Judging the past from the perspectives (values) of the present is a serious problem in many countries including Ethiopia. This is wrong and does not give us an objective picture of the past.

History is multidisciplinary in that it has similarities and differences with other sciences. The study of history also covers the period called pre-history. This was the period before the beginning of the technique of writing about 6000 B.P (before present). Prehistory studies past events before human society started to keep records. The sciences of archaeology, anthropology, etc. help us to study prehistory.

4. The Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures related to History and Historiography
- Timeline/comparative chart of historic and prehistoric times
- A wall map of the world to show the location of places
- Well prepared documentaries …. they would be important specially to increase the participation of visually impaired students.
- A sketch map of Ethiopia

4.2. Suggested Teaching Methods

- Brainstorming questions.
- Questioning
- Introduction and explanation
- Group discussion
- Presentation, or
- A combination of two or more strategies listed above.

4.3. Pre-Lesson Preparations

At the planning stage of the lesson, obtain or prepare a comparative chart/time line of the prehistoric and historic times and include it in your daily lesson plan. Constant reference to visual time line is the most effective way of developing students` sense of historical time. But students may find time lines confusing unless they are contextualized.

Give reading assignments (with specific pages from the next topic) to students both from the text and other relevant reading materials. Assign the students to gather information from students of other sciences about the importance of learning such sciences.

NB: The school pedagogical center officer could provide such charts or otherwise prepare them.

4.4. Presentation of the Lesson

A. Introduction to the Lesson

You might use your own method of presenting the lesson in a way you see fit for that particular topic. Introduce the lesson by giving definitions of concepts such as history, pre-history, and historiography by answering brainstorming questions. Brainstorming can encourage learners to think more freely and innovatively. It allows learners to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic.

However, the simplest way of introducing a topic is by raising relevant/direct introductory questions. Therefore, you may begin the lesson by asking questions such as:

- What do the terms prehistory and history mean?
- Let the teacher ask what they already know about history and the historical discipline.
- What is the similarity between the term history and story? What is their difference?
- What is the importance of learning history in the classroom?

Be sure that the students understand the objectives of the lesson. At the end, explain to the students that they attempted very well, and develop their answers to your introductory questions and viewpoints on the importance of learning history. For instance, explain to them that both "story" and "history" deal with people and events of the past. Both take the form of narrative. History deals with real people and real events of the past. But stories can be told imaginatively about people and events that do not actually exist. You can then ask them about "history" and "pre-history".

B. The Body of the lesson

Following the responses of your students, try to give a general definition of history. Explain why it is difficult to have a single and simple definition of history.

- Let the teacher present an overview of the unit in a few statements to the class.
- Let the teacher describe what the students already know about meanings of history, prehistory; change and continuity; and uses and abuses of history.
- Arrange learners' discussion, and guide them to arrive at the correct mean-

ings of the terms.

- Ask students to define history and historiography with examples.
- Students will form small groups and discuss the subject matter of history, and the need for the study of history; and in the process give explanations of the subject.
- Let the students discuss with their peers the importance of learning history and its interpretation by searching for a tittle from the internet in text, audio and video.

C. Stabilization

Give a short summary of the following points:

- The different meanings of history, if available, given by different scholars
- The definition of history especially the most convenient and scientific definitions.
- The importance of learning history as an academic discipline.
- History is an interdisciplinary subject.

4.5. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- Differentiate history and historiography.
- Who introduced the term history first in history?
- Ask them to describe the importance of learning history.
- Explain how history can be abused.

- Please provide feedback. Assess learning against the objectives at the end of the lesson.
- Provide a reading assignment for students to write short notes in-group on historiography.

B. Follow-up

- Observe activities while learners are engaged in pair and group work.
- Identify and record students' strength and weakness.
- You may ask questions such as: what reasons do you suggest for the fact that history has different definitions?

  NB: Do not forget to mention the students' names when asking them to answer questions.

Give students 5 minutes to reflect on History and Historiography. Check the students' understanding of the lesson by giving them an exercise to do independently.

- Write about the common sense and academic definitions of history.
- What do we mean by istoria?
- What do we mean by change and continuity?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Critical thinking Questions

What is critical thinking?

Critical thinking is clear, reasonable, reflective thinking focused on deciding what to believe or do. It means asking probing (inquisitive) questions like "How do we know?" or "Is this true in every case or just in this instance?" Critical thinking involves being skeptical and challenging assumptions rather than simply memorizing facts or blindly accepting what you hear or read. You may ask:

1. Why are there many different meanings of history?
2. What causes us to generate/make questions about the past?
3. What things have changed in your area of living? What have remained the same?

Answers:

1. There are many different meanings and definitions of history because of the vastness of history and individual differences in studying the past.
2. Because the past also leaves myths and legends. So, historians challenge myths and legends by reinterpreting the past.
3. NB: The answer varies from one locality to another.

Answer Key for Activity 1.1

1. The Greek word "istoria" (historia) means inquiry or knowledge acquired by investigation. The term history is derived from "istoria".
2. The Ancient Greek historian, Herodotus, is often considered as the "father of Western Historiography".
3. In history there is a continuous process of change over time. But in this process of change some elements of the past continue to live in the present. It is this interaction between change and continuity that constitutes history.
4. History is often abused by many people. It can be abused by making selection from the past to justify the present. Abuse of history is a wrong activity and does not give us an objective picture of the past.

1.2. Historiography (2 periods)

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

- describe the meaning of historiography;
- differentiate between the relationship between history and historiography;
- outline the development of history as a discipline;
- compare and contrast the development of historiography in different parts of the world.

2. Contents:

- Definition of Historiography
- Key Elements in Studying History:
  - ✓ Interpretation
  - ✓ Presentation
  - ✓ Objectivity
  - ✓ Method of writing

3. Overview:

Historiography refers to the history of historical writing. It can also be said that historiography is a discipline dealing with the methods of writing history, including the techniques of historical research and documentation. Some scholars state that historiography is the science of the study of history. The beginning of western (European) historical tradition is often associated with the ancient Greek historian named Herodotus (ca. 484-425 B.C). Herodotus is generally regarded as the "father of history". Historical writing took a relatively sophisticated shape in the period of classical antiquity (Greco-Roman civilization). With the fall of ancient Western Roman Empire in about 476 A.D, however, historical writing lapsed into conditions in which religion and myth dominated it. Later, it achieved a higher level of rational perception and a more advanced methodology during the Renaissance (15th century) and Enlightenment (18th century) periods.

During the 1800s, the methods of modern academic historical study were developed and history became a field of study in many schools. In Ethiopia, although the country had an indigenous tradition of historical records, modern academic historiography has been a phenomenon since the second half of the 20th century. Historical writing involves four main key elements: historical sources, interpretation, objectivity and method of writing.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures of Herodotus, Leopold von Ranke, etc.
- A comparative chart of the development of historiography in different parts of the world.
- Well prepared documentaries. They may be very essential especially for visually impaired students.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3 Pre-Lesson Preparations

During the planning stage of this lesson:

- Collect some pictures of historiographical relevance from the internet or elsewhere.
- Give reading assignments to the students both from the text and other relevant reading materials.

4.4. Presentation of the Lesson

A. Introduction to the Lesson

You might use your own 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 questions such as:

- What is historiography?
- Is historiography related to history or not?
- What are the key elements in historical study?

Allow students to discuss on the above questions.

B. The Body of the Lesson

Following the responses of your students, explain briefly about historiography in the world, Africa and Ethiopia.

- Describe the importance of learning about historiography.
- Ask students to define history and historiography with examples.
- Help students to tell their own understanding about the development of historical writing in the world and in Ethiopia.
- Let the teacher define the concepts of the key elements in studying history, and then let the students discuss each and reflect on what they understood.
- Allow students to mention any historical writer in their own localities.

C. Stabilization

Give a short summary of the following points:

- Definition of historiography
- Why has posterity called Herodotus the "father of History"?
- Who was Leopold von Ranke? What did he do?
- Chronicle writing in Ethiopia.
- What are key elements of historical study?

4.5. Evaluation and Follow-up

A. Evaluation

To check the level of understanding of your students of the lesson, be sure that the expected levels of competencies are achieved, ask the students some questions from your lesson. Note that your questions should be based on the stated specific objectives of the lesson. You can ask the students' questions like the following.

- What is historiography?
- What are the key elements of historical study?
- What is academic historiography?

After listening to students' attempts, the teacher gives feedback to the class on the evolution of historical writing in the world and Ethiopia. After observing learners` activities, while doing their group works, record their strengths and weaknesses.

B. Follow up

To help your students gain more knowledge on the topic, you can have them work on topics that are directly related to your lesson. For example, you can ask questions about the following:

- Check how they are identifying history and historiography.
- Ask them about what they know about the indigenous tradition of historical writing in Ethiopia.
- Ask students to suggest improvements that could be made to another student's work.

Critical Thinking Question

- Professor Leopold von Ranke played a leading role in the development of the historical discipline as an academic field of study in 19th century Germany.
- Can you briefly explain some of his contributions by reading materials other than the student`s text book?

  Answers: He:

  - Established the methods used by modern historians to analyze and evaluate documents.
  - Devised the principles of documentation (citation, or substantiation of every statement in historical writing).
  - Made consultation of contemporary sources as a law of historical construction.
  - Insisted on objectivity in historical writing as the historian's proper point of view, and so on.
  - Played a central role in the establishment of teaching history at the university level.

Answer Key for Activity 1.2

1. Leopold von Ranke (Professor).
2. Sources, interpretation, presentation, objectivity, and method of writing
3. No history can be entirely objective /unbiased.
4. The 14th century particularly to the reign of King Amde Tsiyon (r. 1314-44).
5. Job Ludolf.

1.3. The Sources of History (1 period)

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

- identify different sources of history;
- examine closely pieces of historical sources;
- discuss on the level of accuracy of data obtained from different sources;
- reconstruct a short local history using different sources.

2. Contents:

- Sources of History: Primary sources, Secondary Sources, and Oral Tradition

3. Overview:

History is studied on the basis of sources that are divided into primary and secondary sources. Primary sources are more reliable than secondary sources.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures
- A comparative chart of primary and secondary sources
- Artefacts, letters, decrees, etc.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, give to the students reading assignments both from the text and other relevant reading materials. Collect some pictures of ruins of ancient buildings, old coins, letters etc.

4.4. Presentation of the Lesson

A. Introduction to the Lesson

You might use your own 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 questions such as:

- What is source?
- How many types of sources do you know?

Hold discussions on general sources of history. Allow students to discuss the sources given. You can also use the pictures of the ruins of ancient buildings, letters, coins etc. And ask students' own observation of the pictures about the societies that put up these constructions, skills of construction, etc.

B. Body of the Lesson

Following the responses of your students, try to give explanation about the different types of sources. Present and help students to identify different sources of history so as they easily examine closely pieces of historical sources

- Discuss about primary sources which are useful to reconstruct local histories.
- Discuss on the level of accuracy of data obtained from different sources.
- Ask the students to tell about what type of primary sources do they know in their localities? Which sources are more reliable than others? Debate?
- Allow students to narrate an oral tradition they have ever heard about?

C. Stabilization

Give a short summary of the following points:

- Identifying different sources of history.
- Critical examination of historical sources to check on the level of accuracy of data obtained from different sources.

4.5. Evaluation and Follow-up

A. Evaluation

To check the level of understanding of your students of the lesson, be sure that the expected levels of competencies are achieved, ask the students some questions from your lesson. Note that your questions should be based on the stated specific objectives of the lesson. You can ask the students' questions like the following.

- How can you identify different sources of history?
- Closely examining pieces of historical sources to check on the level of accuracy of data obtained from different sources
- After listening to students' attempts, teacher gives feedback to the class on the different types of sources and the importance of critically examining them.

B. Follow up

To help your students gain more knowledge of the topic, you can have them work on topics that are directly related to your lesson. For example, you can give them questions on the following:

- Check how they are identifying different sources of history.
- Are they closely examining pieces of historical sources?
- Bring one letter written by the school director to some office, bring a book, then asks students to identify which one is primary and which one of the sources is secondary.
- Ask students to suggest improvements that could be made to another student's work (bring various types of sources and let learners identify which is primary and which one secondary)

Critical Thinking Question

- Can history be written without using sources?
- Answer: It is impossible to write history without using sources. History written without using sources is a fiction.

Answer Key for Activity 1.3

1. Primary and secondary sources of history.
2. Source criticism means careful examining and cross checking of sources before using them. Sources have to be verified to establish authenticity (originality). This is called external criticism. Checking whether the contents of a source is biased, tell half-truth or truthful is called internal criticism.
3. Primary Sources: monuments, letters, memoirs, eyewitnesses, and chronicles.
   - Secondary Sources: Novels and articles.

1.4. Periodization in History (2 periods)

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

- point out the importance of dating in establishing chronology;
- analyze the reason why different countries of the world do have different calendar and periodization;
- describe the importance of periodization in historical study.

2. Contents:
    - Periodization
3. Overview:

History is commonly studied on the basis of periodization, which means the division of the entire human past into chronologically arranged shorter periods of time.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A time line and charts.
- A comparative time line of the Gregorian and Islamic calendars

4.2. Suggested Teaching Methods

- Brainstorming questions
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

- Before you begin teaching the lesson:
- Obtain a wall amp of the world to show the location of countries when teaching about periodization.
- Draw a time line to show the dates before and after the birth of Jesus Christ.
- Explain terms commonly used by historians in connection with dating and chronology.

4.4. Presentation of the Lesson

A. Introduction to the Lesson

You might use your own 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 questions such as:

- What is calendar?
- What do you know about dating?
- Have you ever heard about periodization?

B. Body of the Lesson

Following the responses of your students:

- Try to briefly define dating in history.
- Describe that calendar facilitate our study of history.
- Explain the importance of periodization in the study of history.
- Make students do the exercise given in class so as to reinforce what has been explained.
- Encourage free discussion and debates among students on the pertinent issues of dating and how to draw a timeline.

C. Stabilization

Give a short summary of the following points:

- The uses of dating and calendar in historical study.
- The definition and importance of periodization in historical study.

4.5. Evaluation and Follow-up

A. Evaluation

To assess your students and acquire information about the effectiveness of your instruction and the students' level of understanding, you can ask them some questions that are drawn from your lesson. Your questions may include the following.

- Mention the importance of dating and periodization.
- Why different countries of the world do have different periodization?
- After listening to the students' attempts, teacher gives feedback to the class.

B. Follow-up

To further widen the students understanding of dating and periodization, have them work on topics like the following in small groups.

- Write about the differences in the dating and calendar systems of countries

in the world.

- Use oral questions at the end of your lessons in order to reinforce what has been taught, and also gauge how much students have followed the lessons. Use some of the questions given as exercises for the purpose.
- Give class works from the exercises given at the end of the unit in the text book as you think fit. You can frame some questions of your own, too, in order to be given to students.

Answer Key for Activity 1.4

1. Periodization means dividing the past into smaller periods for the purpose of systematically managing the study of the past.
2. See the answer under activity 1.1

1.5. Origins of Human Beings (3 periods)

1. Competencies: After learning this lesson, students will be able to:

- appraise the major theories of human evolution;
- draw a chart showing the major stages of human evolution;
- show the different archaeological sites of Ethiopia using a map;
- analyse how human society was organized from simple to complex;
- debate on the different views on the origin of human beings;
- appreciate the major contributions of the Neolithic Revolution to modern human beings.

2. Contents:

- Theories of the Evolution of Human Beings
- Stages of Human Evolution.
- Early Cultural Developments

3. Overview:

The question of the origin of human being has attracted human thought for centuries. Since the middle of the 19th century, in particular, there has been a constant growth in the scientific knowledge of the origin of human beings. The appearance of human beings is explained on the basis of the scientific view of the theory of evolution.

Of the Hominid species, the immediate ancestor of human beings was the species of the

Genus Homo. Modern human being is similar to the species of Homo sapiens that appeared about 100,000 years ago.

Early Hominids and Homo sapiens first appeared in Africa. Most of the archaeological evidences have come from Ethiopia, Kenya and Tanzania. The entire human past is divided into two major periods known as the period of hunting-gathering and that of civilization. During the period of hunting and gathering human beings passed through three stages of the Stone Age.

During the last stage of the Stone Age known as Neolithic Age, human beings domesticated plants and animals and began farming. This was about 11,000 years ago. Human communities and societies appeared and civilization emerged. The domestication of plants and animals began in the Ethiopian region about 6000 years ago.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures of hominids
- A comparative chart on the characters of hominids
- Maps showing where archaeological evidences have been discovered in the world, Africa and Ethiopia.
- Documentaries on the evolution of human beings

4.2. Suggested Teaching Methods

- Brainstorming questions
- Introduction and explanation
- Group discussion
- Presentation
- Documentaries on Human Evolution

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson:

- Collect pictures of Hominid fossils and drawings showing various presumed faces of Hominids.
- Make an enlarged picture chart of human evolution on a big piece of drawing paper.

- Collect pictures of artifacts such as hand-axes (i.e., primitive stone tools) that were used during Paleolithic Age, and clay pots, baskets and the like which were used during the Neolithic Age.

- Draw a sketch map of Ethiopia showing the different archeological sites, where Hominid and early human fossils were found. Indicate on the sketch map the places and archaeological sites of the Neolithic Revolution too.

4.4. Presentation of the Lesson

A. Introduction to the Lesson

You might use your own 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 questions such as:

- What is the theory of evolution?

- What do you understand by the Stone Age?

B. Body of the Lesson

Following the responses of your students, try to give a brief explanation on the theories of evolution. Explain the stages of human evolution.

- Explain clearly and concisely the scientific theory of evolution, while at the same time allowing room for the free flow of ideas and other views.

- Encourage students to open a discussion on Hominids. Use the pictures of Hominids you have collected and the chart you have prepared on human evolution.

- Using the wall map of the world as well as the sketch map of Ethiopia, discuss the major archaeological sites that have produced evidences of human evolution. Emphasize the centrality of Ethiopia and Africa in the evolution of human beings.

- Make students take part actively in your discussion by soliciting information from them.

- Discuss the meanings of key terms; periods of Hunting and Gathering and Civilization, the Stone Age in general and Neolithic Age in particular. Explain to students, about the Neolithic Revolution, and how it becomes the basis for the emergence of human communities and societies, and of civilization.

- Use questions and answers in order to drive home your key points. Use pictures of artificial and other drawings you have collected in order to clarify points in the course of your explanations.

- Using the wall map of the world and the sketch map of Ethiopia that you have at hand, indicate places and archaeological sites of the Neolithic Revolution in Ethiopia and the rest of the world. Discuss the achievements of the Neolithic Revolution in the Ethiopian region.

- Allow active student participation in your discussion by using pertinent questions given in the textbook and questions of your own.

- Let the learners form groups for discussions and watch a documentary on human evolution in audio or video format. After listening/ watching the documentary make a debate on the theories of Human Evolution.

C. Stabilization

Give a short summary of the following points:

- The major theories of human evolution
- Major stages of human evolution
- Major stages of the Stone Age
- Show different archaeological sites of Ethiopia using a map

4.5. Evaluation and follow-up

A. Evaluation

To assess your students and acquire information about the effectiveness of your instruction and the students' level of understanding, you can ask them some questions that are drawn from your lesson. Your questions may include the following.

- Argue on the different views on the origin of human beings with particular emphasis on evolution.

- Draw a chart showing major stages of human evolution.
- Using a map, please show different archaeological sites of Ethiopia.
- Debate on the theories on the origin of mankind after listening or watching the documentary.
- After listening to students' attempts, teacher gives feedback to class on the theories of Human Evolution.

B. Follow up

To further widen the students understanding of Africa's geological history and relief structure have them work on topics like the following, either individually or in small groups.

- Write on the different views on the Origin of Human beings with particular emphasis on evolution.
- Use oral questions at the end of your lessons in order to reinforce what has been taught, and also gauge how much students have followed the lessons. Use some of the questions given as exercises for the purpose.
- Give class works from the exercises given at the end of the unit in the text book as you deem fit. You can frame some questions of your own, too, in order to be given to students.
- Manage carefully the listening or watching of the documentary and arrange a debate on the theories of Human Evolution and follow it.

Answer Key for Activity 1.5

1. The creationist and evolutionist are the two theories about the evolution of human being on earth. Creationists (Biblical notion) believe that the earth and life on it including human beings with all complete physical shape and structure was created by a supernatural force in the Week of Creation. Whereas the evolutionist theory is the scientific view about evolution. Evolution is the idea that the universe and life on earth were created by a process of evolution in that simple things developed into complex things over a very long time.
2. Hominid is a generic biological term referring to human beings and extinct prehistoric period human like creatures with enlarged brains and the ability to walk upright on two legs.
3. Australopithecine, Homo habilis, Homo erectus, and Homo sapiens.
4. The Stone Age was the prehistoric human past during which humankind used stone as the main tool making material. It can be divided into Paleolithic

(Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age) periods.

5. Ask students to locate sites archaeological excavation of hominids on the map of Africa.

Critical Thinking Question

- Discuss the favourable situation that led to the beginning of agriculture.
  Answer: Sometimes after 11, 000 years ago some humankind started to replace hunting and gathering ways of life by food production through the domestication of plants and animals. Scientists assume that the Neolithic Revolution independently started in different parts of the world at different times after 11,000 BP.
- Which one do you think is correct from the creationist and evolutionist views?
  Answer: Decide whether the Biblical notion or the scientific view is correct. More preferably, the scientific view is acceptable in this world of science and technology.

1.6. Emergence of State (2 periods)

1. Competencies: After learning this lesson, students will be able to:
- mention some of the theories of emergence of state;
- explain possible factors for the emergence of states;
- identify the main features of early states.

2. Contents:
- Theories of emergence of state.
- Meaning and Features of State.

3. Overview:

There are different theories for the emergence of ancient states. Most of them take religion, war leadership, and control of trade routes and irrigation as important factors for state formation. One of the theories about the emergence of states is related to the development of religion. As religion developed priests became important. Priests appeared in early societies. Early states that were ruled by priests were known as theocratic states. Village chiefs (war leaders), however, gradually replaced priests. The beginning of agriculture led to the emergence of state and external trade accelerated the growth of states in the Horn of Africa.

Early states of the world came into existence primarily as a result of the development of agriculture. Ancient states were different in size, power and level of "civilization". They were seen as divinely created institutions, and their emperors were regarded as representatives of gods (later on God) on earth. There was no equal treatment of people among ancient societies.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A wall map of the world showing the location of early states
- Documentaries/pictures

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation
- Showing documentary

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, check reading assignments given to students at the end of the previous period both from the text and other relevant reading materials.

4.4. Presentation of the Lesson

A. Introduction to the Lesson

Before giving detailed explanation to the students on the lesson, it is better to start the lesson by asking the students some questions about the topic. This would help you identify where your students are with respect to the lesson and its expected outcomes. Questions like the following can help you conduct a brainstorming session with the students.

- Explain possible factors for the emergence of states
- What are the features of state?

- Body of the Lesson

Following the responses of your students, try to give a

- Let students discuss how the first states emerged.
- Discuss the main features of early states.
- Allow active student participation in your discussion by using pertinent questions given in the textbook and questions of your own.
- Present the questions on the origin and development of states in the text book.

B. Stabilization

Give a short summary of the following points:

- Possible factors for the emergence of states
- The features of state

4.5. Evaluation and Follow-up

A. Evaluation

Review learning against the objectives at the end of the lesson; this is in order to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can ask them some questions and direct some activities that relate to your lesson, such as the following:

- Debate on the theories of emergence of state.
- Explain possible factors for the emergence of states.

B. Follow up

To further widen the students' understanding of the main features of ancient states, have them work on topics like the following, either individually or in small groups:

- Appreciate how the development of agriculture led to the emergence of state.
- Explain possible factors for the emergence of states

Answer Key for Activity 1.6

1. War leadership was one of the factors in the emergence of states in ancient times. With the frequent existence of fierce and bloody wars, a permanent war leader would be needed. A successful permanent war leader would gain loyal followers and emerge as a king.
2. Priests who mediated between the gods and humankind combined religious power with political functions, and ultimately, became kings whose authority was based on religion. A successful permanent war leader also would gain loyal followers and emerge as a king. In addition, chiefs of localities along trade routes could collect tolls on goods to give protection to merchants and trade routes. In time, such taxes might become regular tribute that would increase the wealth of a chief. It was easy for a wealthy chief to have followers and make his power permanent as a king.

Answer Key for Review Questions

1. Answer key of the definition of terms and concepts

- Historiography- Historiography refers to the history of historical writing. It is also a discipline dealing with the methods of writing history including the techniques of historical research and documentation.
- Objectivity – is one of the key elements in the study of history which means writing unbiased or undistorted history. Objectivity involves not only identifying the real or significant facts based on reliable primary sources but also presenting what all the facts say without any bias for or against.
- Bipedalism – means walking on two legs as the primary form of locomotion.
- Change and continuity – In history there is a continuous process of change over time. But in this process of change some elements of the past continue to live in the present. It is this interaction between change and continuity that constitutes history.
- Neolithic Revolution – the replacement of hunting and gathering ways of life by food production through the domestication of plants and animals is referred to as the Neolithic Revolution.

1. Write brief answer to the concepts listed below

1. History is a term which means the study of all the human past beginning from about 6000 BP when humankind started to record events. Prehistory also studies all events that took place prior to 6000 BP. The term history comes from the Greek word "istoria" which means learning by inquiry.
2. First select an institution in your locality, and then decide the type of sources you can use to write on that institution.
3. _____0 _____

   BC A.D 622

   _____BH_____ 622 AD __AH_____
4. Draw a sketch map of Ethiopia and locate the sites where remains of Homo erectus have been discovered based on the information from the student`s text book.
5. About 2 million years ago. Homo habilis made the first stone tools, which consisted of flakes and cores, known as Oldowan technology. Homo erectus was the first hominid to make little and precise stone tools with predetermined shape mainly the "hand axe". These tools are usually referred to as "Acheulian".
6. The major revolutionary changes of the Neolithic Revolution included the beginning of food production through the domestication of plants and animals, artificial selection, tending plants and farming animals, and emergence of complex societies in different parts of the world. There were more innovations in artifacts and more advances were made in human behavior than before.

Further Reading

The class room teacher can enhance his understanding and help her/his students by reading (or recommending students to read) additional texts (reading materials). Large quantities of books and other materials are downloadable from the webpage: Libgen.com/ Pdf drive. The following are some of the important materials suggested for further r reading.

Bahru Zewde. "A Century of Ethiopian Historiography" Journal of Ethiopian Studies, Vol. 33, No. 2, Special Issue Dedicated to the XIVth International Conference of Ethiopian Studies (November 2000), pp. 1-26. URL: http://www.jstor.org/stable/41966106.

Marwick, Arthur. The Nature of History, London: Oxford University Press, 1970. Tosh, John. The Pursuit of History: Aims, Methods and Ne Directions in the Study of Modern History, Revised Third Edition. London: Pearson Education Limited, 2002.

#Historiography #WritingHistory #History

#AncientTechnology #AncientArtifacts #ExperimentalArchaeology

UNIT TWO

MAJOR SPOTS OF ANCIENT WORLD CIVILIZATIONS UP TO C.500 A.D

Total period allotted 10

1. Introduction

The ancient world had experienced major cultural and technological advancements that significantly transformed human life. The continents of Africa, Asia, Europe and Latin America are some of the places of the ancient world where ancient culture and civilization flourished. The major factor that made the emergence of ancient civilizations possible was the Neolithic/Agricultural Revolution. Early civilizations that arose in different parts of the world had the following major common features: organized governments that would coordinate production of food and bring people together for projects, opened departments to oversee different functions; complex religion, mostly polytheistic, specialization of work, social classes that were broadly divided into upper and lower classes, and arts and architecture that expressed the talents, beliefs, and values of the people who created them. The fact that the earliest civilizations appeared before the beginning of writing, scholars depended on material remains that were obtained through archaeological excavations to write the history of the ancient world. Unfortunately, much of the material cultures and written documents were damaged by the onslaught of time, weather and by anthropogenic forces that impeded scholars from presenting a full picture of the ancient world.

2. Learning Outcomes: At the end of this unit, students will be able to:

- explain how the major civilizations arose and fell;
- compare and contrast the achievements of the major civilizations of the world;
- describe the changes that Christianity brought on human outlook.

3. Main Topics of the Unit

2.1. Ancient Civilization of Africa

- Egypt
- Kush- Meroe

2.2. Civilizations in Asia

- Mesopotamia
- India
- China

2.3. Civilizations in Europe

- Greek
- Roman

2.4. Civilizations in Latin America

- Maya
- Inca
- Aztecs

2.5. The Rise and Spread of Christianity

2.1. Ancient Civilization of Africa (2 periods)

1. Competencies: At the end of this lesson, students will be able to:
    - Analyze the major achievements of Egyptian and Kushite civilizations;
    - Realize the value of the waters of the White and Blue Nile rivers;
    - Name some contributions of the civilizations of ancient Egypt and Kush/ Meroe;
    - Appreciate the medical and architectural exploits of ancient Egyptians.
2. Contents:
    - Egypt
    - Kush- Meroe
3. Overview:

Africa is one of the places of the ancient world where culture and civilizations flourished. It is also the cradle of man. Of the many centers of culture and civilizations in Africa, the ones that flourished in Egypt and Kush-Meroe are the oldest. The civilization of Egypt was entirely dependent on the waters of the Nile. Especially, the water of the Blue Nile that originates in the highlands of Ethiopia has continued to be the sole source of life for the Egyptians. The ancient Egyptians contributed a lot in the fields of architecture, mathematics, writing system, irrigation agriculture, and medicine. In many ways, ancient Egyptians and Kush-Meroe displayed similar cultural and technological advancements. However, Kush-Meroe excelled ancient Egypt in the technology of iron working.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures that display the waters of the Nile where the civilizations of Egypt and Kush/Meroe thrived
- Models of Egyptian as well as Kushite pyramids
- A Chart showing the hierarchy of ancient Egyptian society
- A Wall map of Africa

- Documentaries on the Ancient Egypt and Kush/Meroe

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a picture that clearly shows the waters of the Nile. Browse the internet for a chart that best shows the hierarchy of ancient Egyptian society. Obtain a documentary from a reliable web address that deals with Ancient Egypt and Kush. Give pre-class reading assignments both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such charts and picture otherwise you have to prepare them on your own.

4.4. Presentation of the lesson

A) Lesson introduction

You might use your own 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. You can motivate students' interest for the lesson by giving them the chance to raise questions. Therefore, you may begin the lesson by asking questions such as:

- Who was Herodotus? Why did he call Egypt the gift of the Nile?
- What is the significance of the Blue Nile for the civilization of ancient Egypt?
- Can you say something about the achievements of ancient Egypt?
- What do you understand by the term Kush?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what factors do you think made civilizations in Egypt and Kush-Meroe possible?

B) Body of the Lesson

Following the responses of your students, try to give a general overview of ancient African civilizations: factors for their emergence, economic bases, government structures, social hierarchy, cultural and technological advancements, periods of greatness, and factors for the decline and collapse of civilizations.

- Present an overview of the lesson in a few statements to the class by focusing the above points.
- Let the teacher divide learners into groups and let them discuss the contribution of ancient civilizations to mankind.
- Let the teacher bring a documentary/video related to ancient Egyptian and Kushite civilizations. After listening / watching, ask them to write a short report and present it to their classmates in 5 minutes
- On a thematic map, let the students locate the places where ancient Egyptian and Kushite civilizations flourished.

C) Stabilization

Give a summary by focusing on the following points:

- Factors contributing to the emergence of kingdoms
- Economic bases
- Government structures
- Social hierarchy
- Cultural and technological advancements
- Religious life
- Periods of greatness, and
- Factors contributing to the decline and collapse of civilizations.
- The contributions of the ancient Egyptian and Nubian civilizations.
- The importance of the Blue Nile for the civilization of ancient Egypt.

4.5. Evaluation and follow-up

A) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What factors contributed to the emergence of the Egyptian and Kush-Meroe civilizations?
- What were their economic bases?

- How do you explain government structure and social hierarchy?
- Explain briefly the religious life in ancient Egypt and Kush-Meroe.
- In what areas of human life did Egyptian civilization bring change?
- How do you evaluate the significance of the Blue Nile for Egyptian civilization?

B) Follow up

Check the students' understanding of the lesson by giving them an independent exercise. Give them the following questions.

- What factors contributed to the emergence of civilization in both Egypt and Kush-Meroe?
- What were their economic bases?
- Establish a social hierarchy pyramid and then show the social hierarchy of ancient Egyptian society.
- List some of the contributions of ancient Egyptian and Kush-Meroe civilizations?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

C) Additional Questions

The following question will help students to develop critical thinking.

- To have a better understanding of Egypt's and Kush's histories, ask students to make as many lists as they can of Egypt's and Kush's accomplishments..

Answer Key for Activities

Activity 2.1.1

1. Architecture, medicine, writing system, calendar
2. Menes united upper and lower Egypt in a single centralized monarchy and established ancient Egypt's first dynasty
3. Female pharaoh of Egypt who assumed power in 1473 B.C. She sent commercial expedition to the land of Punt in the 15th century

Activity 2.1.2

1. Strategically it was located far from the areas previously attacked by invasions and economically it had fertile soil and sufficient amount of rainfall.
2. Invasion from the kingdom of Aksum
3. Weapons made of iron

2.2. Civilizations in Asia (3 periods)

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

- explain how the major civilizations arose and fell
- compare and contrast the achievements of the major civilizations of the world
- describe the changes that Christianity brought to the human outlook

2. Contents:

- Mesopotamia
- India
- China

3. Overview:

In this part of the world, different civilizations emerged the major ones being those that thrived in Mesopotamia, India and China. Within Mesopotamia, there were different peoples like the Sumerians, Akkadians, and Persians that developed civilizations to their credit. The lesson introduces us to environmental conditions and the economic, social and political organization of these civilizations. Mesopotamian also known as Sumerian civilization

developed in the fertile regions between the Euphrates and Tigris rivers. The Sumerians were skilled at preparing bricks from muds to construct temples. Buddhism and later Hinduism in India and Confucianism in china played major roles in shaping human character. Confucianism, for example, teaches the importance of a well-ordered society in which children must respect their parents. The Indus and Yellow river valleys made civilizations in India and China possible respectively.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures that clearly show the Euphrates and Tigris rivers as well as the Indus and Yellow river valleys.
- A chart showing the hierarchy of ancient Persian and Indian Society
- wall map of the Asia showing ancient civilization sites
- Documentaries on ancient Mesopotamia, India and China

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a picture that clearly shows the places where the above civilizations flourished. It is also good to have pictures of such influential figures as Siddhartha Gautama and Confucius. A chart that shows social hierarchy is also necessary. Obtain ddocumentaries from dependable web sites on ancient Mesopotamia, Persia, India and China. Give reading assignments to students both from the text and from other relevant reading materials.

NB: The school pedagogical center officer could provide such charts and pictures. If that is impossible you can prepare on your own.

4.4. Presentation of the lesson

A) Lesson introduction

You might use your own method of presenting the lesson in a way you see fit for that par-

ticular topic. However, the simplest way of introducing a topic is by raising relevant questions. Questions by themselves are motivating factors which make students interested and draw their attention to the lesson. Therefore, you may begin the lesson by asking questions such as:

- How do you define the word Mesopotamia? What word is Mesopotamia?
- Can you tell me the two major rivers that made civilization in Mesopotamia possible?
- What springs into your mind when you hear the word Cuneiform?
- How do you understand a city-state?
- Locate the places on a map where the Persian, Indian, and Chinese civilizations flourished.
- Who was Zoroaster? What was his lasting contribution to Persian history?
- Discuss the major achievements of Sumerian, Chinese, and Indian civilizations in small groups.

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what factors made civilizations in Mesopotamia, India, and China possible?

B) Body of the Lesson

Following the responses of your students, try to give a general overview of Ancient Asian Civilizations by focusing on the factors that made civilizations possible, structure of government, social structure, religious life, major achievements, and factors for decline and fall.

- Present an overview of the lesson in a few statements to the class.
- Let the teacher select some issues mentioned above and then divide students into groups for class discussion.
- Let the teacher bring a documentary/video on ancient Mesopotamian, Indian, and Chinese civilizations. After listening / watching the documentary, ask them to write a short report and present it to their classmates in 5 minutes.
- On a world map, let the students locate the places where ancient Mesopotamian, Indian, and Chinese civilizations thrived.

C) Stabilization

Give a summary by focusing on the following points:

- Factors for the emergence of civilizations in Asia
- The economic bases of the several states
- Government structures
- Social hierarchy
- Cultural and technological advancements
- Religious life
- Periods of greatness, and
- Factors contributing to the decline and collapse of civilizations.

4.5. Evaluation and follow-up

A) Evaluation

At the end of the lesson, make sure that your students have understood the essential points of the lesson by asking questions and giving them tasks. Here are some examples.

- What factors do you think made civilizations in Mesopotamia, India, and China possible?
- Analyze the government and social structures of the states that had emerged in Asia.
- On a world map, locate the places where the civilizations of Mesopotamia, India, and China flourished.
- Can you identify the central ideas behind the religions of Zoroastrianism, Hinduism, and Confucianism? What common elements do the three belief systems convey? And what makes the three different?
- What were the most important achievements of the civilizations that flowered in Asia: Sumerian, Indian and Chinese?

B) Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- Draw a sketch map of Mesopotamia and locate the important physical features

as well as the relative locations of the city-states that flowered there.

- In a chart, or a table, show the different government and social structures of the states that emerged in Asia.
- Make a list of common features as well as differences between Zoroastrianism, Hinduism, and Confucianism.
- Write a short biography of the following personalities: Zoroaster, Siddhartha Gautama, and Confucius.
- Mention some of the remarkable achievements of the Sumerian, Indian, and Chinese civilizations in our world.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

C) Additional Questions

The following question will help students to develop critical thinking.

- Write a short biography of the following personalities: Zoroaster, Siddhartha Gautama, and Confucius.

Answer Key for Activities

Activity 2.2.1

1. Zoroastrianism. It was founded by Zoroaster. There were two gods, Ahura Mazda (god of good) and Ahriman (god of evil).
2. Cyrus the Great
3. Cuneiform
4. Persian conquest

Activity 2.2.2

1. Founder of Buddhism
2. Used herbs to cure different health disorders, leatherworking and dying cloth, produced soap, cement, glass, and steel, developed Arabic numerals, decimal system and the symbol of zero
3. Mohenjo-Daro and Harappa

Activity 2.2.3

1. Shang dynasty (c.1700 – 1122 B.C.)
2. Zhou dynasty
3. Logographic
4. Discovered coal, silk, gunpowder, printing, porcelain, and manufactured paper.

2.3. Ancient Civilization of Europe (2 periods)

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

    - capture the essence of a city state;
    - outline the major achievements of ancient Greek and Roman civilizations;
    - demonstrate the relationship between the different Greek city states ;
    - distinguish between direct and representative democracy;
    - Trace the military exploits of ancient Rome;
    - Evaluate the role and status of different social classes;
    - Identify the factors for the decline and fall of ancient Greek and Rome;
    - Appreciate the political and administrative achievements of ancient Rome during the reign of Augustus Caesar especially during Pax Romana (Roman peace).

2. Contents:

    - Ancient Greek
    - Ancient Rome

3. Overview:

    - The ancient Greek developed the earliest civilization in Europe sometime around 2500 B.C. The political, scientific, philosophical, historical, and artistic exploits of the ancient Greeks has continued to influence the modern world. Unlike many of the ancient civilizations that thrived along river valleys, civilization in Greek flourished in different independent city-states.
    - Athens, one of the major city states of Greek, introduced the principle of direct democracy where all adult citizens, except women and slaves, took part in decision making processes.
    - The pursuit of truth or reality by the power of human reason was at the center of Greek philosophy.
    - The ancient Greeks pioneered in philosophy, history writing, art, medicine,

physics, biology and mathematics.

- The Hellenistic Age was a time when Greeks came in contact with the outside world and their Hellenic, classic culture blended with cultures from Asia and Africa
- The first civilization of Rome was the one established by the Etruscans.
- The civilization of ancient Rome can be divided into three: Etruscan period (7th and 6th centuries), the Roman Republic (last decade of the 6th century B.C to 1st century B.C), and Pax Romana (the Roman peace, lasted for a period of 200 years counted from the reign of Augustus Caesar).
- The Romans did not attain the cultural and intellectual advancements that the people of ancient Greek registered. But they developed some fine Latin literature in poetry and prose. The Romans excelled in war, the arts of government, and law.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures or statues that show influential figures
- Chart showing social hierarchy
- A wall map of Europe
- Documentaries on the ancient Greek and Rome

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare pictures of statues of ancient Greek and Rome. Prepare also a chart showing social hierarchy. Obtain also documentaries from internet on the ancient Greek and Rome. Give reading assignments to students both from the text and other relevant reading materials.

4.4. Presentation of the lesson

A) Lesson introduction

You might use your own 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 questions such as:

- What do you understand by direct democracy and a republic?
- How can you define a city state?
- What period was Pax Romana in ancient Rome?
- Can you mention some achievements of the ancient Greek and Romans?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what reasons do you suggest for the decline and fall ancient Greek and Rome.

B) Body of the lesson

Following the responses of your students, try to give a general highlight of ancient Greek and Roman Civilizations by focusing on the following points:

- Major city states of ancient Greek and their relationships.
- Achievements of ancient Greek and Rome
- Greek democracy and Roman republic as well as Pax Romana (Roman peace)
- Factors for the decline and fall of ancient Greek and Rome.

C) Stabilization

Give a short summary of the following points:

- The Philosophical, literary, political, artistic, and scientific contributions of the ancient Greek and Roman civilizations.
- The factors for the decline and fall of ancient Greek and Rome.

4.5. Evaluation and follow-up

A) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What were the major achievements of ancient Greek and Rome?
- Explain the relationships that existed among the Greek city states.
- What were the main features of Pax Romana (Roman peace)?

B) Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What event was the Peloponnesian war? How did it influence the power of the city states and of the civilization of ancient Greek?
- How did social hierarchy in ancient Rome influence the rights and status of women and slaves?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

C) Additional Questions

The following question will help students to develop critical thinking.

1. Write a short biography of the philosophers of ancient Greek or compare and contrast the achievements of ancient Greek and Rome.

Answer Key for Activities

Activity 2.3.1

1. Considerably weakened their power
2. Direct democracy, pursuit of truth/reality, architecture and sculpture, history and historiography, literature, and medicine.
3. In direct democracy, all people participate in decision making while in representative democracy elected representatives pass decisions on behalf of the people. The former is applicable in small society while the latter in large population.
4. Did not allow women to participate in decision making processes and abased slaves to the status of commodity.

Activity 2.3.2

1. Manumission was a social system in ancient Rome by which slaves were set free.
2. Leader of the first organized slave revolt in ancient Rome
3. The Punic war was fought between Rome and Carthage, state located in the present day Tunisia, North Africa.
4. Golden Age of Rome when strong centralized, and peaceful state with prosperous economy prevailed.
5. Republican form of government, construction of roads and aqueducts.

2.4. Civilizations in Latin America (2 periods)

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

- appreciate the farming methods, medical knowledge, and mineral extraction system of the Maya, Aztecs, and Incas respectively;
- name some achievements of the Maya, Aztecs, and Incas;
- explain the social hierarchy of the Maya, Aztec, and Inca society as well as the government structures the states;
- compare and contrast the religious practices of the Maya, Aztec, and Inca society.

2. Contents:

- Maya
- Aztecs
- Inca

3. Overview:

The Maya were the earliest people to build large cities by 300 B.C. in what is now Guatemala. By about 250 A.D., the Maya Golden Age also known as the Classic Period, began, with city-states flourishing from the Yukatan Peninsula in Southern Mexico through much of Central America. As Maya civilization weakened, other people such as the Zapotec and Toltec fought for control of Southern Mexico. Like the Maya, they were farmers whose chief crop was maize. They also built large cities and pyramid temples. Then, in the 1200s A.D., the Aztecs pushed their way into the valley of Mexico. In about 1450 A.D., the Inca founded the last great empire in the Andes region. The Inca empire stretched for about 4,000 kilometers from what is today Ecuador through Peru, Bolivia, Chile, and Argentina.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures
- Chart
- A wall map of the Americas
- Documentaries on the Ancient Maya, Aztecs, and Inca

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a picture that clearly shows the relative location of the three major centers of culture and civilization of Latin America, Pyramid and Pharaoh of ancient Inca, Maya and Aztecs. Prepare also a Chart that shows the similarities and differences between the social and religious systems of the three peoples. Obtain also Documentaries from dependable web sites on the ancient Maya, Aztecs, and Inca. Give reading assignments both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide maps and pictures from its collections. Otherwise you can prepare a sketch by your own. It is also very simple to prepare a chart that shows social structure of the three great people.

4.4. Presentation of the Lesson

A) Lesson Introduction

You might use your own method of presenting the lesson in a way you find 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 interested and draw their attention to the lesson. Therefore, you may begin the lesson by asking questions such as:

- What were the three civilizations that flourished in Latin America?
- What architectural features characterized the Mayan, Aztec, and Inca civilizations?

- On what was the Mayan, Aztec, and Inca economy based?
- What were the main cities of Maya, Aztec, and Inca?
- Who ruled the Maya, the Aztecs, and the Inca?
- What kind of religion did the Maya, Aztecs, and Inca have?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: What were the three civilizations that flourished in Latin America?

B) Body of the lesson

Following the responses of your students, try to give a general overview of ancient Latin American Civilizations.

- Present an overview of the lesson in a few statements to the class.
- Divide students into groups and have them discuss the contributions of the three American civilizations.
- Show a documentary or movie about the Maya, Aztecs, or Inca civilizations to the students, and ask them to make a short report and present it to their classmates in 5 minutes.
- Make the students show the relative locations of the three civilizations on a world map.

c) Stabilization

Give a summary by focusing on the following points:

- The major civilizations that flourished in Latin America.
- The economic basis of the states.
- The major achievements of the three people
- Government structure and social hierarchy of the states
- Religious life, and
- The important cities of the Maya, Aztec, and Inca empires.

4.5. Evaluation and follow-up

A) Evaluation

At the end of the lesson, make sure that your students have understood the essential points

of the lesson by asking questions and giving them tasks. Here are some questions/tasks.

- Make a separate list of achievements of the Maya, Aztec, and Inca.
- Draw a sketch map and then indicate the places where the three civilizations flourished.

B) Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- Develop a chart that shows the social hierarchy of Maya, Aztec, and Inca society.
- Compare and contrast the architectural advancements of the three empires with that of ancient Egypt and Kush-Meroe.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

C) Additional Questions

The following question will help students to develop critical thinking.

- What similarities and differences do you observe in the social, political, and economic lives of the people under the three empires? You can use a table to work out this question.

Answer Key for Activities

1. Maya, Aztecs, and Inca
2. Pyramid
3. Agriculture
4. Tenochtitlan and Cuzco
5. Emperors
6. Polytheistic
7. Road construction, irrigation agriculture, introduced new crops that form major part of our diet, writing system, calendar

Activity 2.4

1. Maya, Aztecs, and Inca

2.5. The Rise and spread of Christianity (1 periods)

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

    - realize how religious leaders, the Romans and the public understood the advent of Jesus Christ.
    - mention some of the Ten Commandments of the Old Testament.
    - appreciate the religious teachings of Jesus Christ.
    - memorize the important decisions that were passed in the councils of Nicaea and Constantinople.

2. Contents:

    - The rise and spread of Christianity

3. Overview:

The religion of Christianity began around 30 A.D. when Jesus Christ began to teach his lessons to his followers in Judea and Galilee. Then, it spread to Greek speaking cities that were under the Roman rule. It is a monotheistic religion based on the teachings of Jesus Christ. According to His teachings, like in Judaism, there is only one God (God the Father, of the Son, and of the Holy Spirit). Brotherly love and eternal salvation are some of the important teachings of Christianity.

4. Teaching-Learning Process

    4.1. Suggested Teaching Aids

    - A wall map of the Middle East
    - A chart showing the spread of Christianity
    - Documentaries on the Rise and Spread of Christianity

    4.2. Suggested Teaching Methods

    - Brainstorming questions
    - Questioning
    - Group discussion

    4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain a map that shows the Middle East. Prepare also a chart that shows the rise and spread of Christianity. Obtain documentaries from reliable web site on the rise and spread of Christianity. Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide the map on demand. Otherwise, you can prepare a sketch map of the Middle East on your own.

4.4. Presentation of the lesson

A) Lesson Introduction

You might use your own method of presenting the lesson in a way you find it 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 questions such as:

- Why did the Romans give a death verdict on Jesus Christ?
- What councils were Nicaea and Constantinople?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what reasons do you suggest for the rise and spread of Christianity?

B) Body of the lesson

Following the responses of your students, try to give a general overview of the rise and spread of Christianity.

- Present an overview of the lesson in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on the rise and spread of Christianity.
- Let the teacher bring a documentary/video related to the rise and spread of Christianity. After listening / watching ask them to write a short report and present it to their classmates in 5 minutes
- On a map of the Middle East, let the students locate Palestine the birth place of Christianity.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- The geography of Palestine
- Roman rule in Palestine
- The birth of Jesus Christ, His later teachings, and crucifixion
- The important decisions passed at the councils of Nicaea and Constantinople?
- What motivated Constantine to embrace Christianity?

4.5. Evaluation and follow-up

A) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks. Here are some questions/ tasks.

- Draw a sketch map of Palestine and then indicate the places and cities where Jesus visited with the new faith.
- What important elements of Judaism are conveyed in Christianity? In a chart, make a separate list of similarities and differences between Judaism and Christianity.
- What political considerations motivated Constantine to embrace Christianity?
- When did the councils of Nicaea and Constantinople meet? What important decisions were passed in these councils?

B) Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What is the second monotheistic religion next to Judaism?
- Make a list of Christian teachings.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

C) Additional Questions

The following question will help students to develop critical thinking.

- How did the Romans, the Jews, and Judaic religious teachers understand the advent of Jesus Christ? Write a short note within one page.

Answer Key for Activities

Activity 2.5

1. Rome, Alexandria, Antioch, Constantinople and Jerusalem
2. To gain widespread support and submission to his authority from all classes, and therefore chose Christianity to conduct his political propaganda.
3. Freedom of worship for all Christians
4. The fear that Christians would not make sacrifices in honor of the emperor
5. You can answer this question in many different ways but this could be one option: it is useful to maintain peace and security in the land.

Answer Key for Review Questions

II. Choose item

1) C 2) B 3) A 4) A

Further Reading

Ellis E.G. and Esler A. World History. Pearson Prentice Hall, Boston, 2007.

Mokhtar, G (ed). UNESCO General History of Africa. Ancient Civilizations of Africa. Vol. II.

Heinemann Educational Publishers, 1981.

Shillington, Kevin. History of Africa. The Macmillan Press, 1989.

UNIT THREE

PEOPLES AND STATES IN ETHIOPIA AND THE HORN TO THE END OF THE THIRTEENTH CENTURY

Total period allotted 13

1. Introduction

Ethiopia is one of the four countries located in the geographic region of the Horn of Africa. It hosts people with different language and religious groups, which we shall consider in the first part of this lesson. Ethiopia is one of the few places of the ancient world where culture and civilization thrived. Therefore, in the second part of this unit we will look into the pre and post Aksumite centers of culture and civilization. The Zagwe period, the Sultanate of Shewa, the kingdom of Damot, and the Bete-Israel (Ethiopian Jews) will be dealt with in the order in which they appear.

2. Learning Outcomes: At the end of this unit, students will be able to:

- differentiate the main language supper families of Ethiopia;
- Examine the nature of the interaction among different peoples of Ethiopia to the end of the thirteenth Century;
- analyze the major achievements of the Pre Aksumite and Aksumite kingdoms;
- evaluate the main political, economic, social, and cultural features of the peoples and states of Ethiopia to the end of the thirteenth Century;
- distinguish the main political, economic, social, and cultural features of Zagwe Dynasty;
- state the ways through which different religions introduced into Ethiopia.

3. Main Topics of the Unit:

3.1. Languages, Religions and Peoples of Ethiopia and the Horn

3.1.1. Language families

3.1.2. Major Religions of Ethiopia

3.1.3. Settlement of peoples of the Region

3.2. Pre-Aksumite States and Their Geographical Setting

3.3. Aksumite Kingdom
3.4. The Sultanate of Shewa
3.5. The Zagwe Dynasty
3.6. The Bete-Israel (Ethiopian Jews)

3.1. Languages, Religions and Peoples of Ethiopia and the Horn (3 periods)

1. Competencies:

After learning this lesson, students will be able to:

- identify the major language families of Ethiopia and the Horn;
- make a list of languages grouped under each language families;
- indicate the geography of languages spoken by the Ethiopian people;
- examine how language similarity influenced Ethiopia's relationship with neighbouring countries;
- develop a sense of pride in the Ethiopian alphabet;
- place their mother tongue in its proper language family;
- appreciate the linguistic diversity of Ethiopia and the Horn.

2. Contents

- Languages families of Ethiopia and the Horn
- The Major Religions of Ethiopia
- Settlement of peoples of the region

3. Overview:

- Ethiopia and the Horn hosts people who speak different languages and practice a range of religions.
- The people of Ethiopia and the Horn speak languages that belong to Afro-Asiatic and Nilo-Saharan Super-families, a pointer to the cultural affinity of the people of the region.
- For a long period of time, there have been economic, political, and social inter-relations and inter-dependence among the peoples of Ethiopia and the Horn.
- Ethiopia is a country inhabited by people who practice various religious beliefs.

Some of these are introduced from the outside world while others are indigenous. The religions introduced from the outside world are monotheistic while the indigenous ones are both monotheistic and polytheistic.

- One major difference between the two is that indigenous religions have no single founders, do not have built structures to worship, and are devoid of Holy Scriptures of any type.

- Judaism has been followed in Ethiopia since early times by a community of people known as Beta-Israel (Ethiopian Jews). There is continuing discussion over how and when the religion was introduced into Ethiopia. .

- The introduction of Christianity to Ethiopia was a great historical development that took place in the early 4th century A.D. It was followed by two important and long lasting developments:

- First, the church-state relationship and their complete fusion of church and state were developed. Since the time of king Ezana's conversion, Christianity became the state religion and began to serve as an ideological arm of the state until the 1974 popular revolution that ousted the Imperial regime in Ethiopia.
- Second, Ethiopia continued to bring bishops from the Alexandrian Church of Egypt, a tradition that continued until 1959, the time when Ethiopia got an Ethiopian bishop of her own.

- The introduction of Christianity to Ethiopia was different from the Greco-Roman world in that it was the monarchs and the royal family (from above) who first embraced it. In the Greco-Roman world, it was the ordinary people who first accepted Christianity.

- However, its spread to ordinary people gained impetus with the coming of the Nine Saints in the 5th century A.D from Eastern M. The Nine Saints, in fact men who were actually monks, introduced monastic life into Ethiopia. They established monasteries and monastic communities. They also translated the Bible and other Holy Scriptures from Greek into Geez.

- The third monotheistic religion is Islam. It was preached by the Prophet Muhammed in the early 7th century. Islam believes in the presence of one God, that is, Allah. The followers of Islam are called Muslims. During its early periods, the followers

faced serious persecution from the Quraysh Arabs to whom the prophet was related. It was at this difficult time that the Prophet sent some of his followers to Aksum where they received a warm welcome. As a result of this, Islam entered to Ethiopia through peaceful means.

- There were two main gates through which Islam entered into Ethiopia- the Red Sea in the north and Zeyla in the east. However, it was through the port of Zeyla that the religion spread to the interior of Ethiopia. Muslim clerics and merchants played significant roles in the process of spreading the new creed. In the north, Christianity was firmly established long before the introduction of Islam. Therefore, it became difficult to Islam to penetrate deep into the interior of north Ethiopia. This process was soon followed by the establishment of Islamic states known as Sultanates beginning in the 8th century A.D.

- Like elsewhere in the world, the present population of Ethiopia is a function of a long process of movement, intermarriage, and cultural fusion. The factors affecting their movement may vary depending on prevailing circumstances. The good thing is that out of long processes of relationships, the people developed common Ethiopian identity for which they have given their precious lives, common history that they made through their heroic sacrifices, and mutual respect as well as interdependence.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A diagram of languages
- A map of Ethiopia indicating the distribution of languages, religious expansion and their distributions, and settlement pattern of Ethiopia

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Questioning and answering
- Group projects
- Guest speaker
- Field visit

4.3. Pre-Lesson Preparations

- Before you begin teaching the lesson on languages families of Ethiopia and the Horn, obtain a flow chart of languages and map that indicates the distribution of languages in Ethiopia. Let students to read from the textbook in group and then let them to list down the language families of Ethiopia and then in groups let them to draw a map showing the distribution pattern of the various languages of Ethiopia.
- For the lessons concerning major religions of Ethiopia give reading assignments to students on materials related to religion. Make students to collect oral traditions about the introduction of Christianity, Judaism and Islam to Ethiopia. If this is possible, arrange students' to visit religious and related heritage sites.
- Before you begin teaching the lesson on the settlement patterns of the peoples of Ethiopia, give students a reading assignment from the textbook about the settlement patterns of the people of Ethiopia.
- You have to read materials concerning socio-cultural themes that would place you in a better position while the lesson is going to be given.

4.4. Presentation of the lesson

A) Lesson introduction

Try to explain the objectives of each lesson you are going to deliver. Then, introduce each lesson by raising questions such as:

- How many languages are spoken in Ethiopia?
- What do you think is the difference between spoken and written language?
- Tell us about the distribution pattern of the various languages of Ethiopia
- List the major types of religions being practiced in Ethiopia.

B) Body of the lesson

Following the responses of your students, try to give an overview of the topic in few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss the classification of languages into families and super-families.
- Give a sample list of speakers of some languages of Ethiopia and let the students sort them into their proper language families.
- Make the students to list languages spoken in their locality and let them indicate

the language families and super-families to which they belong. You can make use of the sketch map of the geographical distribution of the languages in order to help you in your discussion.

- Stress on the equality of the languages of Ethiopia and how this was achieved throughout history.
- Tell them to develop pride in having both spoken and written languages
- Let the class discuss briefly on the extinct languages of Ethiopia. List some Ethiopian languages in danger of extinction and let them know the historical processes that destroyed some of them and why some others are in danger of extinction.
- Give a sample list of major types of religions of Ethiopia.
- Give emphasis on the ways through which different religions were introduced into Ethiopia.
- You can invite linguists and experts on cultural studies to enable your students to get additional information about language classifications and some issues related to linguistic studies.
- You can take your students out to important religious establishments that played significant roles in shaping the moral character of the Ethiopian people. If possible, it is advisable to take students to historical places and religious centers.

c) Stabilization

Give a summary of the lesson by focusing on the following points:

- The classification of languages in to super-families and families by using flow chart,
- The ways through which different language were introduced into Ethiopia,
- Settlement pattern of the people of Ethiopia
- Equality of cultural elements such as language and religion.
- The need to develop a sense of pride in having a written language (Ge'ez)

4.5. Evaluation and follow-up

A) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks. Here are some options.

- What are the major language families of Ethiopia and the Horn of Africa?
- Explain how language influences Ethiopia's relationship with neighboring countries.
- In a chart, show the language families of Ethiopia and the Horn
- Compare and contrast the ways through which different religions were introduced into Ethiopia.
- What historical development helped the peaceful introduction of Islam into Ethiopia?
- Which country in Africa has a written language?

B) Follow up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check if they have listed the major language families of Ethiopia and the Horn of Africa.
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their responses.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

C) Additional Questions

The following question will help students to develop critical thinking.

1. What do you think is the main reason for the peaceful introduction of Islam into Ethiopia? What is your mother tongue? Write a short report on your mother tongue.
2. Is there an indigenous religion that people of your birth place have practiced? Compare and contrast the indigenous religions to monotheistic religions that were introduced in later periods.

Answer Key for Activities

Activity 3.1.1

1. Though we cannot provide precise number, Ethiopians speak more than 80 languages
2. Ge'ez/Amharic
3. Decrease in the number of people who speak the language

Activity 3.1.2

1. They do not have built structures where they worship
2. Father of the Muda ceremony, male vicars, and spirits respectively
3. They do not have single founder, built structures like Churches and Mosques for worship and fellowship, written and documented Holy Scriptures like the Holy Bible and the Holy Quran and believe in the Supreme Being and other divinities under Him.
4. King Susenyos.
5. King Ezana.
6. Because he placed great confidence in the king of Aksum.

3.2. Pre-Aksumite States and their Geographical Setting (2 periods)

1. Competencies:

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

- explain about the pre-Aksumite centers of culture and civilization;
- describe about the economic relationship between Egypt and Punt;
- make a list of pre-Aksumite centers of culture and civilization.

2. Contents:

- Punt
- Damat

3. Overview:

Archaeological findings confirmed that Aksum was not the first to emerge as a center of culture and civilization in Ethiopia and the Horn. There were, therefore, places where states emerged long before the emergence of the kingdom of Aksum. Punt, for example, was the first historically known state in the Horn of Africa. Damat on the other hand was the first locally known state in Ethiopia. In addition to the above two, we have such cultural centers as Yeha, Hawlti-Malazo, Addi-Saglama, Tokonda, Matara, and Kohayto.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A pictures of an inscription
- Map of Ethiopia and the Horn

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Field visit

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson:

- Give reading assignments to students both from the textbook and from other relevant reading materials about pre-Aksumite states.
- Obtain a map of north Ethiopia that clearly shows the relative location of each cultural site.

4.4. Presentation of the lesson

A) Lesson introduction

You might use your own method of presenting the lesson in a way you find fit for that particular topic. However, the simplest way of introducing a topic is by raising relevant questions and introducing the objectives of the lesson. 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 questions such as:

- Name at least three pre-Aksumite centers of culture and civilization.
- What is the assumed territorial limit of the land of Punt?
- Explain briefly the relationship between Egypt and Punt/Damat.
- What type of book is the Kibre Negest? What important story is recorded in this book?
- Make a list of items of trade exchanged between Egypt and the land of Punt.

B) Body of the lesson

Listen to the students' responses to the above questions and try to identify where your students are in need of your instruction. Then,

- Present the questions on the origin and development states of Punt and Damat from the text book.

- Let the students themselves answer the questions orally. Nevertheless, guide them to arrive at the correct answers of each question.
- Let students discuss the achievements, socio-political, economic and cultural organizations of the states as well as the nature of their interaction with the outside world
- By displaying the sketch maps of the Horn of Africa, have the students identify where the pre-Aksumite states are located.

C) Stabilization

Give a short summary of the following points:

- Emergence of pre-Aksumite states
- A List of Pre-Aksumite sites
- Relationship between Punt/Damat with Egypt and with other parts of the world
- Items of trade from within and from the outside world

4.5. Evaluation and follow-up

A) Evaluation

To check the level of understanding of your students of the lesson and be sure that the expected levels of competence are achieved, ask the students some questions from your lesson. Note that your questions should be based on the stated specific objectives of the lesson. Here are few options.

- When did Punt and Damat emerge?
- How do you explain the nature of the relationship that existed between Punt/Damat and Egypt?
- What items of trade were exchanged between Punt and Egypt?

B) Follow up

To help your students get a better understanding of the topic, you can have them work on topics that are directly related to your lesson. For example, you can give them assignments on the following topics.

- Draw a sketch map of northern Ethiopia including Eritrea and then locate the pre-Aksumite centres of culture and civilization.

- Write a brief note on the commercial contact established between the land of Punt and Egypt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

C) Additional Questions

The following questions will help students to develop critical thinking.

- Who was Queen Hatshepsut? How do you relate her to the history of Punt?
- What winds are the Monson? How do they assist trade along the Red Sea and Indian Ocean?

Answer Key for Activities

Activity 3.2

1. Damat, Yeha, Hawalti Malazo, Kohaito, Addi Saglama Matara,
2. Horn of Africa and Southern Arabia
3. There had been commercial relationships between Egypt and the land of Punt
4. The Kibre Negest is a 14th century epic account written in Ge'ez by Ishaq, Nebure'id of Aksum, derived from Ethiopian oral tradition that maintains the visit that the Queen of Sheba made to king Solomon of Israel. It contains an account on how the Ark of the Covenant came to Ethiopia with Menelik I, son of King Solomon and the Queen of Sheba.
5. Gold, aromatic resins, blackwood, ebony, ivory and wild animals

3.3. Aksumite Kingdom (3 periods)

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

- compare and contrast the exploits of the pre-Aksumite states and the Aksumite kingdom;
- trace the cultural ties of Aksum with the outside world;
- make a list of factors for the rise and decline of Aksum;
- describe about the economic basis of the Aksumite kingdom;
- appreciate the literary and architectural achievements of the Aksumite civilization.

2. Contents:

- Aksumite Kingdom

3. Overview:

In this lesson, students are going to learn about the factors that made the Aksumite kingdom possible; the economic bases of the Aksumite state and her relation with the outside world; technological, literary, and territorial exploits of the state; and the introductions of Christianity and Islam in the 4th and 8th century respectively. In connection with the introduction of Islam, we will look into the impact it had on the power of Aksum.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Maps
- Models
- Documentaries on the Aksumite Civilization

4.2. Suggested Teaching Methods

- Lecture
- Group discussion
- Demonstration
- Group Projects
- Observations/Field trips

4.3. Pre-Lesson Preparations

Before you directly proceed to your classroom instruction, check the extent to which your students are familiar with the topic. Relate the lesson with what they have learned previously in other grade levels and ask them to associate their past experience with the present lesson. To do this, conduct a brainstorming session. You can ask the following questions;

- What evidence can you provide about Aksum's maritime activities in the Red Sea and beyond?
- What place was Adulis? How do you relate it to the economy of Aksum?

4.4. Presentation of the lesson

A) Lesson introduction

You might use your own method of presenting the lesson in a way you find it fit for that particular topic. However, the simplest way of introducing a topic is by raising relevant questions.

B) Body of the lesson

Provide a sound explanation by focusing on the following issues.

- Factors for the emergence of Aksum
- Economic basis of the kingdom, agriculture and later trade
- Location of Adulis, relative location to Massawa and Asab.
- Height of the power of Aksum, the period of Kaleb
- Technological, architectural, literary, and political exploits of Aksum, coin mintage construction of obelisks, Ge'ez language, territories beyond the Red Sea
- Factors for its decline and fall; include rise of Islam and destruction of Adulis.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- Factors affecting the strength and weakness of Aksum
- Her economic basis
- Height of her power as compared to other powerful states in the world
- Her lasting achievements or legacies
- Introduction of Christianity and Islam

4.5. Evaluation and follow-up

A) Evaluation

To assess your students and acquire information about the effectiveness of your instruction and the students' level of understanding, you can ask them some questions that are drawn from your lesson. Here are some examples.

- When did Aksum emerge as a viable political entity?
- What was the economic basis the state?
- Who was Abraha who lived in the reign of Kaleb?
- What approach did the introduction of Christianity follow in Ethiopia?
- Describe the factors that led to the decline and demise of the Aksumite kingdom.
- Mention some of the technological, architectural, literary, and political achievements of the Aksumite Kingdom.

B) Follow up

To further widen the students understanding of the kingdom of Aksum, give them assignments either individually or in small groups. Here is a sample question.

- What were the technological, architectural, literal and political achievements of the Aksumite Kingdom?

C) Additional Questions

The following question will help students to develop critical thinking.

1. During the time of king Kaleb, the Aksumite Empire ruled territories beyond the Red Sea. What do you think was the reason for Aksum's greatness?

Answer Key for Activities

Activity 3.3

1. The introduction of Islam and the subsequent destruction of the port of Adulis by the Arabs considerably sapped the treasury of Aksum.

2. Trade and agriculture
3. Between 200 and 100 B.C.

3.4. The Sultanate of Shewa (1 period)

1. Competencies: After learning this lesson, you will be able to

- define the term "Sultanate";
- explain its relationship with the Sultanate of Shewa;
- realize the ways in which Islam reached the region.

2. Contents

- The sultanate of Shewa

3. Overview

In this lesson you will become familiar with one of the earliest Islamic states that emerged in the Ethiopian region, its ruling dynasty, and the relationship of the Sultanate of Shewa with other Sultanates and states.

4. Teaching learning processes

4.1. Suggested Aids

- Map of Ethiopia

4.2. Suggested Teaching Methods

- Brainstorming questions
- Lecture
- Small group discussion
- Demonstration

4.3. Pre-lesson preparation

- Obtain the proposed teaching aid for the lesson, as they are vital to achieving the stated learning objectives.
- Read related materials on Islamic states and principalities in Ethiopia and the nature of relationships that existed between them.

4.4. Presentation of the lesson

A) Lesson Introduction

Introduce the topic briefly with the help of brainstorming questions inserted in the text-book. Be sure the students are clear about the objectives of the lesson. Conduct a brain-storming session with the students so you can understand their background knowledge about how and when Islamic states emerge in Ethiopia.

B) Body of the Lesson

Following the responses of your students, try to a give brief explanation of the time of the establishment of the Sultanate of Shewa, its ruling dynasty, and its relations with other states and peoples.

C) Stabilization

Give a short summary of the establishment of the Sultanate of Shewa, the location of the state in the Ethiopian region, its relations with the Sultanate of Ifat and with that of the Christian kingdom, and the factors that led the two Sultanates to war together with the outcome of the war.

4.5. Evaluation and Follow up

A) Evaluation

Check the students' understanding of the lesson by giving them activities inserted in the textbook.

B) Follow up

Be sure that you continuously check their findings, and grade their achievements.

C) Additional Questions

Additional questions would help the students to be critical thinkers. Therefore, the following question and other questions would be of great help in this regard.

- Draw a sketch map of Ethiopia that clearly shows the location of Islamic states and principalities including the Sultanate of Shewa that emerged along the Zeila trade route and beyond.

Answer Key for Activities

Activity 3.4

1. Makhzumite dynasty
2. Destroyed by the Walasma dynasty of the Sultanate of Ifat

3.5. The Zagwe Dynasty (2 periods)

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

- identify the continuities and changes witnessed from the period of Aksum;
- assess the major factors for the rise and fall of Zagwe kingdom;
- make a list of the achievements of the period;
- appreciate the architectural advancements of the period;

- develop a sense of pride in the achievements of the ancestors;
- describe the main political, economic, social and cultural features of Zagwe Dynasty;
- investigate the nature of contact with the outside world during the Zagwe period.

2. Contents:

- The Rise of Zagwe Dynasty
- Political geography and interactions with other polities
- Society, economy, culture and crafts
- Decline and fall

3. Overview:

- In this lesson, students are going to learn about the transfer of power to a new ruling dynasty, which marked the transfer of state power from the Semitic speaking Aksumite rulers to the Cushitic speaking Agews. First, students will be acquainted with how the Zagwe dynasty came to power. Then, there will be discussion on the socio-political and economic dynamics of the period. Economically, the new dynasty depended on agriculture and trade. In many ways Aksumite tradition continued into the Zagwe period. However, the Zagwe rulers administered a relatively small territory and, unlike the Aksumite rulers, possessed no overseas dominion. The states' outside contact was made possible through the port of Zeila. There had been cultural and commercial contact with Egypt and Palestine.
- The Zagwe period is best remembered for the construction of rock-hewn churches located at Lalibela. The churches have received the attention of the global community to such an extent that they are registered with UNESCO as world heritage sites. It is one of the most popular tourist destinations in Ethiopia. Owing to its recognition as world heritage site, both foreign and Ethiopian tourists travel every year to visit this wonderful religious site.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Maps
- Models of the Lalibela rock-hewn Churches

- Documentaries on the Zagwe period

4.2. Suggested Teaching Methods

- Brainstorming questions
- Lecture
- Small group discussion
- Observation/field trip
- Individual/group projects

4.3. Pre-Lesson Preparations

- Obtain the proposed teaching aids for the lesson as they are vital to achieving the stated learning objectives.
- If you do not get the suggested teaching aids, draw a sketch map of Ethiopia and then locate the relative location of the political center of the state together with the sites where the rock-hewn churches are located. Then plan how to utilize the teaching aids so as to achieve the expected outcomes.
- Read other related materials to have a fuller idea of the topic to be taught.

4.4. Presentation of the lesson

A) Lesson Introduction

You can introduce the lesson by asking brain storming questions inserted in the textbook. Be sure that the students are clear about the objectives of the lesson. Conduct a brain-storming session with the students so that you can understand their background knowledge about the Zagwe period. Here are optional questions.

- What springs into your mind when you hear the word Zagwe Dynasty?
- What continuities and changes do you observe in the Aksumite and Zagwe periods?

B) Body of the lesson

Following the responses of your students, try to a give brief explanation of the following points.

- Zagwe takeover of power
- Society, economy, culture and crafts during the Zagwe period
- Major achievements of the period.

A) Stabilization

Give a short summary of the following points:

- Transfer of state power from the Semitic speaking Aksumite rulers to that of the Cushitic speaking Agews
- The founder and later rulers of the Zagwe dynasty
- Economy of the state and external contact
- The cultural and technological continuities and changes observed during the Aksumite and Zagwe periods.
- The remarkable achievements of the Zagwe dynasty.

4.5. Evaluation and follow-up

A) Evaluation

Check the students' understanding of the lesson by giving them activities to do individually such as:

- What historical events enabled the Agews' takeover of power?
- What continuities and changes do you observe from the period of Aksum?
- Mention some of the remarkable achievements of the Zagwe period?
- List down as can you list rulers of the Zagwe dynasty?
- What feelings do you develop when you learn about the literary and architectural achievements of the period?

B) Follow up

Inform the students about and guide them in discussing the following issues. Check their findings. After evaluating the class work, grade their achievements.

- Let them evaluate the nature of contact that existed with the outside world
- Check whether the students identify the major achievements of the period or not.
- Follow the degree of appreciation that students place on the exploits of the period.
- Investigate the nature of the interaction between the early states' of Ethiopia and the outside world.

C) Additional Questions

The following question will help students to develop critical thinking. It would help them to evaluate the place of Ethiopia in the existing world order of the time. This could be done by taking the cultural and technological achievements of the Aksumite and Zagwe periods into consideration. Therefore, you can ask the following question.

- Given the cultural, technological, and political exploits of the Aksumite and Zagwe periods, how do you evaluate the place of Ethiopia in the existing world political order?

So as to assist the skill of evaluating the place of Ethiopia, the teacher is expected to provide students with adequate information about the achievements that the Aksumite and Zagwe periods registered against the contemporary technological achievements of other states in the world.

Answer Key for Activities

Activity 3.5

1. Weakness of the last Aksumite kings and the presence of large number of Agaw soldiers in the Aksumite military structure.
2. Architectural and literary advancements as well as and religious life continued from the period of Aksum.
3. Construction of the 11 rock hewn churches
4. This can be pride, inspiration, respect, and regret or shame

3.6. The Kingdom of Damot (1 period)

1. Competencies:

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

- locate the whereabouts of the kingdom of Damot against the Abay (Blue Nile) River;
- explain its relationship with other kingdoms and peoples;
- clarify the historical development that forced the people of Damot to migrate north of the Abay (Blue Nile) River.

2. Contents:

- The kingdom of Damot

3. Overview:

- Damot was a medieval kingdom established south of the Abay (Blue Nile) River.
- Before it was subdued around 1317 A.D. by King Amde Tsiyon, it was a powerful kingdom that forced the sultanate of Shewa to pay tribute.
- The 16th century Oromo population movement and expansion forced the people to move beyond the Abay (Blue Nile) river.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Thematic Map that shows the independent kingdoms located in southern Ethiopia against the Christian highland kingdom or
- A medieval map of Ethiopia.

4.2. Suggested Teaching Methods

- Brainstorming
- Explanation
- Group discussion.

4.3. Pre-Lesson Preparations

Get the above teaching materials ready. If none is available in the school's pedagogical center, obtain a map of medieval Ethiopia that shows the different kingdoms and places. You can consult books that deal with independent kingdoms located south of the Abay (Blue Nile) River. If possible, consult books written both by Ethiopian and foreign scholars.

4.4. Presentation of the lesson

A. Lesson introduction

- Introduction: introduce the lesson topic, including its objectives.
- Present an overview of the lesson in few statements to the class.
- Harmonize the students' previous impressions about the kingdom of Damot.

B. Body of the lesson

First, encourage free discussion and debate among students on the issues related to the topic such as:

- When did the kingdom of Damot emerge?
- Evaluate its relationship with the Sultanate of Shewa, Zagwe rulers, Solomonic rulers, and finally with the Oromo.

Listen to the students' responses to the above questions and try to identify where your students are in need of your instruction.

- Then, make your own presentation to the class, based on the students' responses to the above questions.
- In a thematic map that shows independent kingdoms located south of the Abay (Blue Nile) River, locate the whereabouts of the kingdom of Damot against other kingdoms and principalities.
- By using the same maps, help students to identify the territorial limits of the kingdom of Damot and compare it with the other polities such as the kingdom of Hadya and Walayta.
- Demonstrate how to interpret different maps of early states that are associated with the emergence of the kingdom of Damot.

C. Stabilization

To check the level of understanding of your students of the lesson and be sure that the expected levels of competence are achieved, ask the students some questions from your lesson. Note that your questions should be based on the stated specific objectives of the lesson. Here is one option.

- How do you explain the relationships between the Kingdom of Damot and other sultanates and people like the Oromo?

4.5. Evaluation and follow-up

A. Evaluation

To check the level of understanding of your students of the lesson and be sure that the expected levels of competence are achieved, ask the students some questions from your lesson. Note that your questions should be based on the stated specific objectives of the

lesson. Here are some questions.

- Evaluate the nature of relationship that existed between Damot and the Sultanate of Shewa
    - How did the Oromo population movement and expansion influence the settlement pattern of the people of Damot?

B. Follow up

To help students gain more knowledge of the topic, you can have them work on topics that are directly related to your lesson. For example, you can give them assignments on the following topic:

- Draw a sketch map of medieval Shewa and adjoining regions and then locate the major independent kingdoms and principalities including the kingdom of Damot.

C. Additional Questions

The following question will help students to develop critical thinking.

- At present we find a political unit in Gojjam known as Damot. Is this a sudden coincidence or does it has something to do with the medieval kingdom of Damot that we considered above?

Answer Key for Activities

Activity 3.6

1. Before the Oromo population movement and expansion, the people of Damot used to live south of the Abay (Blue Nile) River. Once their territory was occupied by the Oromos, they crossed the Abay (Blue Nile) River and came to settle in Gojjam.

3.7. The Bete-Israel (Ethiopian Jews) (1 periods)

1. Competencies: After learning this lesson, you will be able to:
    - explain briefly the cause and nature of the conflict between the Christian kingdom and the Bete-Israel;
    - make a list of roles that the Bete-Israel played in the social and political life of the Christian kingdom;
    - appreciate the multidimensional skills that the Bete-Israel possessed;
    - elucidate on the nature of relationships that existed between the Bete-Israel and the Christian kingdom.

2. Contents

- The Bete-Israel (Ethiopian Jews)

3. Overview

- The Bete-Israel (Ethiopian Jews), known in Ethiopian tradition as the Felasha, were one of the early inhabitants of Ethiopia.
- They follow a religion similar to Judaism with some elements of Christian and pagan practices.
- The Bete-Israel used to live in the former Simien and Begemdir province located between Ras Dejen and the historic city of Gondar as independent people.
- Since the reign of King Yishaq, their independence faced challenges from the Christian Highland kingdom until they were finally incorporated by king Susenyos in the 17th century.
- The Bete-Israel took central place in the political-economy of the Christian Highland kingdom owing to the skills that they possessed in the making of agricultural, household, and military implements and equipment. It is also repeatedly reported that the Bete-Israel took part in the construction of the several splendid palaces, castles, and churches located in the city of Gondar and its surroundings.

4. Teaching-learning processes

4.1. Suggested Teaching Aids

- A thematic map that shows the geography of the Bete-Israel territory
- Photos
- Documentaries on the Ethiopian Jews

4.2. Suggested Teaching Methods

- Brainstorming
- Explanation
- Demonstration
- Group discussion

4.3. Pre-Lesson Preparation

Get the thematic map that shows the geography of Bete-Israel home and a Bete-Israel photo by the side of their place of worship or while they are engaged in iron working or so. If none is available in the school's pedagogical center, you are expected to watch out by your own. You can consult books that deal with the history of the people in question. If possible,

consult books, articles, and theses written both by Ethiopian and foreign scholars.

4.4. Presentation of the Lesson

A) Introduction

- Introduce the lesson topic including its objectives
- Ask the students about their pre-lesson information about the Bete-Israel
- Present an overview of the topic in few statements to the class.
- Harmonize the students' previous impressions about the Bete-Israel.

B) Body of the Lesson

First, encourage free discussion and debates among students on the lesson such as:

- Who do you think were the Bete-Israel?
- Evaluate its relationship with the Christian Highland kingdom before and after the reign of king Yishaq.

Listen to the students' responses to the above questions and try to identify where your students are in need of your instruction.

- Then, make your own presentation to the class, based on the students' responses to the above questions.
- In a thematic map prepared for that purpose, locate the areas that were once inhabited by the Ethiopian Jews.
- By using the same maps, help students to internalize how the people in question and the lands that were once under their control began to diminish from time to time until they were finally confined to the mountainous areas of Simien.
- Explain clearly the several campaigns that were made by the Ethiopian monarchs to subdue the Bete-Israel.
- Show the transformation of Bete-Israel economy from settled agriculture to artisanship after they lost their lands owing to their refusal of the monarchs` order of conversion to Christianity.

C) Stabilization

To check the level of understanding of your students of the lesson and be sure that the expected levels of competence are achieved, ask the students some questions from your lesson. Note that your questions should be based on the stated specific objectives of the lesson. Here is one option.

- How do you explain the relationships between the Bete-Israel and the Christian Highland kingdom before and after the reign of king Yishaq who ruled from 1414 to 1429?

4.5. Evaluation and follow-up

A. Evaluation

To check the level of understanding of your students of the lesson and be sure that the expected levels of competence are achieved, ask the students some questions from the lesson. Note that your questions should be based on the stated specific objectives of the lesson. Here are some questions.

- Evaluate the nature of relationship that existed between the Bete-Israel and the Christian Highland Kingdom.
- How did the process of subjugation influence the settlement pattern as well as the economic life of the Bete-Israel?

B. Follow up

To help students gain more knowledge of the topic, you can have them work on topics that are directly related to your lesson. For example, you can give them assignments on the following topic:

- Read materials that deal with the medieval history of Ethiopia and then write a short report on the history of the Bete-Israel (you can advise students to read the book of Tekle Tsadik Mekuria)

C. Additional Questions

The following question will help students to develop critical thinking.

- What important skills do you learn from the experiences of the Bete-Israel?
- What challenge would you face from your parents/community if you suddenly opted to be a blacksmith/potter/tanner? In what ways do you overcome the pressure from your family/community?

Answer Key for Activities

Activity 3.7

1. Before the reign of king Susenyos, the Beta-Israel staged fierce resistance against the Christian kings. Hence, their relation was one of conflict. However, after their resistance was suppressed by king Susenyos, they lost their power and territory to such an extent that their economy was transformed from agriculture to artisanship.
2. Yishaq, Zera Ya`eqob, and Sertse Dingil.

Answer Key for Review Questions

I. Matching Item

1) D 2) H 3) G 4) A 5) F 6) C 7) J 8) K 9) E

II. Choose Item

1) D 2) C 3) A 4) A 5) C 6) A 7) B

Further Reading

Asmarom Legesse. Oromo Democracy: An Indigenous African Political System. Trenton, NJ: Red Sea Press, 2006.

Bahru Zewde. A Short History of Ethiopia and the Horn (a compilation). Department of History, AAU, 1998.

Mohammed Hassen. The Oromo of Ethiopia: A History, 1570-1860. London: Oxford University Press, 1994.

Sergew Hable Selassie. Ancient and Medieval Ethiopian History to 12 70. United Printers, 1972.

Taddesse Tamrat. Church and State in Ethiopia, 1279-1527. Oxford University Press, 1972.

_____. "Process of Ethnic Interaction and Integration in Ethiopian History: the Case of the Agaw." Journal of African History. Vol. 29, March 1988.

UNIT FOUR

THE MIDDLE AGES AND EARLY MODERN WORLD, CA. 500AD-1789

Total Periods Allotted: 14

1. Introduction

This unit studies two major periods in the history of the world. They are the "Middle Ages" (Medieval Period) in Europe, Middle East and the Far East covering the period from about 500 A.D to 1500 AD, and Early Modern World which occurred from about 1500 A.D to 1789. The "Middle Ages" is generally the period which came after the end of the ancient period and before the beginning of the Early Modern World. It took a period from the decline of the West Roman Empire in 476 A.D (about 500AD), to the beginning of early capitalist relations, and the development of early capitalism in about 1500 A.D.

The main features of Medieval European societies mainly centered on the institution of feudalism. You will also learn about the main features of the medieval Byzantine Empire (Eastern Roman Empire) that flourished after the downfall of the Western Roman Empire in the last quarter of the 5th century AD in the first two sections of the unit. In the third section, the unit then moves to Asia and describes the rise and expansion of Islam and the expansion of the Ottoman Empires; the characteristics of the Ottoman Empire and lastly the Dynastic cycle in China.

In the third section of the unit, you will explore how European society, and subsequently the world, was transformed by the development of capitalism in Europe beginning in the 16th century. This was the reason behind these transformations and the establishment of a globalized world. In this section you will also discuss about the Age of Explorations and Discoveries and its impact on the world society. In the fifth section of the unit, you will explore how European society changed with the rise of new idea and thinking during the Renaissance period. The sixth lesson focuses on the rise of religious movements and reforms made during the Reformation and the last lesson discusses about Industrial Revolution in Europe.

2. Learning Outcomes:

After learning this unit, students will be able to:

- distinguish the main features of medieval European feudalism;
- examine the main features of Byzantine Empire;
- appreciate the contributions of Islamic civilization to the world of the time;
- explain the things that the renaissance brought to the world of the time;
- examine the achievements of the exploration;
- appreciate how the development of long-distance trade led to the rise of early capitalist relations;
- evaluate the major changes that took place during the early modern times;
- explain the relationship between Europe and the Ottoman Turkish Empire.

3. Main Topics of the Unit:

4.1. The European Middle Ages

- The Fall of the Roman Empire and the Dawn of the Middle Ages
    - The Eastern Roman Empire (Byzantine Empire/Civilization)
    - The Western Roman Empire
    - Feudal society

4.2. The Main Features of the Medieval Europe.

4.3. Middle Ages in Asia

- The Rise and Expansion of Islam
- The expansion of Ottoman Empire
- Dynastic cycle in China

4.4. Development of Early Capitalism

4.5. The Age of Explorations and Discoveries

4.6. The Renaissance

4.7. The Reformation

4.1. Middle Age in Europe (2 periods)

- The Dark Age (500 A.D-1000 A.D)
- Western Europe during the Dark Age
- Byzantine Empire (500 A.D-1453)

1. Competencies: After learning this lesson, the students will be able to:

- dscribe the main features the Dark Age;
- analyse the achievements of the Byzantine Empire;
- recognize the merits and demerits of the medieval period.

2. Contents:

- Middle Age in Europe

3. Overview

The "Middle Ages" covers a period of European history from 500 AD to1500 AD. It covers the period from the fall of the Western Roman Empire and the rise of feudalism to the rise of capitalism in 1500 AD. This period is often called the Dark Ages because of the decline of classical period art and literature in Western Europe during this period. Feudal society, which emerged during the period, was made up of the clergy, the feudal lords and their vassals and the common people (serfs). The Dark Age was not really dark because it passed on many aspects of earlier civilization and laid the ground for later period achievements. The East Roman (Byzantine) Empire was the continuation of the Ancient Roman Empire. It continued to survive for another one thousand years. This was because the East Roman Empire was not geographically so open for attacks by German tribes, except in the Balkans. It was also richer and had more population and more towns and more cities with defensive walls than the west.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures of Medieval Europe's kings, knights (soldiers) and higher clergies
- A chart showing the hierarchy of Medieval European feudal society
- A wall map of Medieval Europe
- Documentaries on the Middle Ages European Society

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a picture of Medieval Europe's kings, knights (soldiers) and higher clergies. Prepare a chart showing the hierarchy of Medieval European feudal society. Obtain a wall map of Medieval Europe. Obtain documentaries from internet on the Middle Ages European Society. For instance, visit the following Web page:

Visit: #history #byzantium #podcast

- Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such a map, charts and picture or else prepare them.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What was the Dark Ages? Was it really dark? How did it start?
- What are the main features of the medieval period?
- What are the sources of our limited knowledge of the Dark Ages/Early Middle Ages? Suggest what these might be to your teacher

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what factors led to the Dark Age in Europe?

B. Body of the Lesson

Following the responses of your students, try to give a general overview of the Dark Age (Early Middle Ages, 500-1000AD).

- Explain why it is difficult for historians of the medieval Europe to accept the term "Dark Age".
- Present an overview of the lesson in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on the main features of the medieval period.
- Let the teacher help students to explain the reasons why the Byzantine empire continued to flourish.
- Let the teacher bring a documentary/video related to the Middle Ages European Society. After listening / watching ask them to write a short report and present it to their classmates in 5 minutes: #Documentary #History #Medievaltimes or #history #byzantium #podcast
- Let the students locate the Middle Ages Europe on the world map and show to their classmates.

C. Stabilization

Give a short summary of the following points:

- The main features of the medieval period
- Some bright marks during the Dark Ages
- The main features of the Byzantine Empire

4.5. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- Explain what feudalism means?
- What was Manorialism?
- What were the economic and social impacts of Feudalism?
- Compare medieval Europe's agriculture and peasant conditions with those of traditional Ethiopia.

B. Follow- up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What was the Dark Age? How did it start?
- What are the main features of the medieval period?
- What are the sources of our limited knowledge of the Dark Ages/Early Middle Ages? Suggest what these might be to your teacher
- Explain what feudalism means?
- What were the economic and social impacts of Feudalism?
- Compare medieval Europe`s agriculture and peasant conditions with those of traditional Ethiopia.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Critical Thinking Question

- Was the Dark Age really dark?

Answer: No, it was not. Instead, it was the period during which Greco-Roman, Germanic and Christian traditions slowly blended. To mention some of the achieve-

ments of the period, Christianity became the religion of the western world, universities were founded, the modern nation states of Europe had their beginnings and the languages of present-day Europe developed. Nevertheless, the period was also marked by invasions, disruption of trade, and abandonment of towns and destruction of classical culture.

Answer Key for Activity 4.1

1. The invasions of Germanic tribes divided the huge Roman Empire into many Germanic feudal kingdoms. The invasions also destroyed the trade that the Romans had established. Consequently, most peoples of town went to the country side and became peasants. Some towns were completely abandoned and gradually disappeared. Ancient literature, architecture, painting and sculpture have declined.
2. The main reason was that the East Roman Empire was not geographically so open to attacks by German tribes, except in the Balkans. It was also richer and had more population and more towns and cities with defensive walls than the west.
3. Empress Theodora (497-548) was Justinian`s wife, advisor, and co-ruler, and she contributed to the greatness of the Byzantine empire.
4. The Frankish or Carolingian Empire.

4.2. Main Features of the Middle Ages (3 periods)

1. Competencies: After learning this lesson, students will be able to:

- describe the main features the medieval period;
- analyse the components of medieval world civilizations;
- recognize the merits and demerits of the medieval period.

2. Contents:

- Feudal society
- Revival of trade and towns
- Medieval Culture: Art, Architecture and Education
- The Crusades (1096-1270)

3. Overview

Medieval Europe was feudal in its rural economy. The feudal society in medieval Europe was sharply divided into two classes: the privileged upper class consisting of kings, nobles, higher clergy and knights; and the unprivileged lower class, composed of the great mass of peasants or serfs. The manor (lord`s estate) was at the center of medieval European economy. A manor produced almost everything needed by its people. Peasants lived and worked on the manor. Most of them were serfs.

The manorial system began to decline when trade and towns revived. Trade and urban business brought back an economic system based on money. Manorialism ended first in Western Europe. But it continued as late as the 19th century in some parts of central and Eastern Europe. Town life encouraged a greater interest in art and learning. During the 12th and 13th centuries West European Christians organized successive expeditions to recapture Palestine (the Holy Land) from Seljuk Turks. Though the crusaders failed to keep control of Jerusalem, the crusades did have significant effects on life in Europe.

4. Teaching-Learning Process

4.1 Suggested Teaching Aids

- Pictures of medieval Europe's kings, knights (soldiers) and higher clergies
- Chart showing the hierarchy of medieval European feudal society
- A wall map of the Medieval Europe
- Documentaries on the Middle Ages European Society

4.2 Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3 Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a picture of medieval Europe's kings, knights (soldiers) and higher clergies. Prepare a chart showing the hierarchy of medie-

val European feudal society. Obtain a wall map of the medieval Europe, and documentaries from internet on the Middle Ages European Society. For instance, Visit the following Web page:

Visit: #history #byzantium #podcast .

- Give reading assignments to students both from the text and other relevant reading materials.
- NB: The school pedagogical center officer could provide such map, charts and Picture otherwise prepare it.

4.4 . Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What are the main features of the medieval period?
- What are the causes of the Crusades?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson.

B. Body of the Lesson

Following the responses of your students, try to give a general overview of the Middle Ages (500-1500AD).

- Present an overview of the lesson in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on the main features of the medieval period.
- Let the teacher bring a documentary/video related to the Middle Ages European Society. After listening / watching ask them to write a short report and present it to their classmates in 5 minutes: #Documentary #History #Medievaltimes or

#history #byzantium #podcast

- Let the students locate the Middle Ages Europe on the world map and show to their classmate.

C. Stabilization

Give a short summary of the following points:

- The main features of the medieval period
- Feudal society and its components
- Revival of trade and towns
- Medieval Culture: Art, Architecture and Education
- The Crusades (1096-1270)

4.5. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- Explain what feudalism means?
- What was Manorialism?
- What were the economic and social impacts of Feudalism?
- Compare medieval Europe's agriculture and peasant conditions with those of traditional Ethiopia.

B. Follow- up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What are the main features of the medieval period?
- Explain what feudalism means?
- What were the economic and social impacts of Feudalism?
- Compare medieval Europe`s agriculture and peasant conditions with those of traditional Ethiopia.

- What were the causes and effects of the Crusades?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Answer Key for Activity 4.2

1. During the Middle Age in Europe the lord and his/her vassals were tied by a system known as Vassalage.
2. A manor was self-sufficient in that it produced almost everything needed by its people. Peasants lived and worked on the manor. Most of them were serfs. The serfs belonged to the lord and they could not leave the manor without his permission. If the manor was granted to a new lord, the serfs went along with it. In return for their labour and other payments, peasants were allowed to cultivate some of the land of the manor to support themselves and their families.
3. Religious zeal was not the only factor that motivated the crusaders. Individuals had their own additional reasons to join the war. For instance, the French knights wanted more wealth and land, Italian merchants intended to control the trade of Middle Eastern ports, and a large number of poor people joined the expeditions simply to escape the hardships of their lives.
4. Because the Crusaders could not establish lasting control over the area. When Muslims under their able leader retook Jerusalem, Christians failed to recapture the Holy place either militarily or through negotiation. In some cases, the crusaders fought other christians instead of the muslims.
5. The most important of them include expansion of trade, improvement of ship building and transportation and increment of money economy. The development of trade, location of natural resoures, migration of job seekers, and development of the guild system.
6. Guilds made rules to protect their economic interests and the quality of their goods, regulate working hours, and set prices. Women also engaged in crafts and trade and became guild owners.
7. Artists and architects applied their skills to the then imposing Cathedrals and Churches. Until the 12th century the Romanesque style of architecture was dominant. Later, a new Gothic style of architecture developed. Artists of many kinds like wood workers, sculptors, and craftsmen applied their skills to the cathedrals of Medieval Period Europe.

8. Education in Medieval period Europe was mostly controlled by religious authorities. In the monastery and cathedral schools, students studied such subjects as church music, theology, and Latin. The first modern universities developed in Europe in the 1100s. Most of the universities in northern Europe developed from teachers` guilds at cathedral schools, which charged a fee to train students and to grant degrees. Expert wood workers carved panels on altars and pews. Sculptors cut stone statues of saints and martyrs, and chiseled out of stone devils and dragons called gargoyles. Craftsmen who worked in stained glass created real beauty. Knowledge posed a challenge to Christian scholars because Christians accepted many ideas on faith rather than by using reason.

4.3. Middle Ages in Asia (3 periods)

- The Rise and Expansion of Islam
- The Rise and Expansion of the Ottoman Empire
- Dynastic cycle in China

1. Competencies: After learning this lesson, students will be able to:

- describe the main features the medieval period;
- explain the rise and expansion of Islam throughout the world;
- analyse the components of medieval world civilizations;
- recognize the merits and demerits of the medieval period.

2. Contents:

- Middle Ages in Asia

3. Overview:

Islam is a religion which began in the Arabian Peninsula with the life and teaching of the Prophet Mohammed in Mecca. Islam is a religion and a way of life. In the "Middle Ages" it was a civilization as well. At the time of Mohammed's birth in 570 in Mecca, the Arab tribes of Arabia worshipped different gods. Thus, the Quraysh Arabs and wealthy merchants in Mecca considered the Prophet`s teachings as a threat to their privileges. Muhammad worked to unite the Arabs under Islam, and established over much of Arabia through both diplomacy and war. The Arab Caliphates, who succeeded Muhammad, developed a high civilization. In fact, the

Arab Caliphates were wealthy and developed sophisticated civilizations centered on Damascus and later Baghdad.

The Ottoman Turks were named after their chief known as Osman or Othman, during their rise to power in 1299. The Ottomans conquered Constantinople in 1453 and renamed it as Istanbul then made it their capital city. In the subsequent centuries the Ottomans expanded the territories of the empire to a huge area around the Mediterranean Sea and Arabia.

The Chinese created a great civilization in the world. This civilization had a great impact on other countries in East Asia, particularly Korea and Japan. China was united as an empire under the Qin (221-210 BC) then the Han dynasties (206BC-220 AD). The Chinese believed in a cycle (repetition) of dynasties rising and falling; this is called the "dynastic cycle". The Chinese dynastic cycle lasted until the end of the Ming Dynasty (r.1368-1644), but the idea of the Mandate of Heaven continued until the end of imperial rule in China in1912.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures of Middle Ages Arabian, the Ottoman Turkish and Chines monuments
- A chart showing the hierarchy of the Ottoman Empire and Chinese society during the Middle Ages in Asia
- A wall maps of the Middle Ages Arabia, the Ottoman Empire and China
- Documentaries on the rise of Islam, the Ottoman Empire and Middle Ages China

Visit: #Ottoman #Documentary or Visit: #Documentary #Islam #GoldenAge

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a picture of the Middle Ages Arabian, Ottoman Turkish and Chinese Monuments. Prepare a chart showing the hierarchy of the Ottoman Empire and Chinese society during the "Middle Ages" in Asia. Obtain documentaries from internet on the Ottoman Empire and Chinese society during the "Middle Ages" in Asia. Example:

Visit: Sui, Tang, Song - YouTube ; The Qing Dynasty (1644-1911) - YouTube

Give reading assignments to students both from the text and other relevant reading materials with page limits.

NB: The school pedagogical center officer could provide such charts, map and Picture otherwise prepare it.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- Where is the birth place of Islam?
- Locate the Middle East and Southern Arabia on the map.
- What do the major Middle East religions, Judaism, Christianity and Islam have in common?
- What technology and techniques enabled the Ottomans to extend Ottoman rule?
- Do you think the ideas of the Dynastic Cycle and the "Mandate of Heaven" encouraged or discouraged rebellion in China?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as:

- What reasons do you suggest for the rise of the Ottoman Empire during the Middle Ages in Asia?

- What made Ottomans the super powers of the world in the late 15th and 16th centuries?

B. Body of the Lesson

Following the responses of your students, try to give a general overview of the Middle Ages in Asia. Briefly explain the major merits and demerits of the medieval and early modern world thinking.

- Present an overview of the lesson in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on what they know
  about the Middle Ages and early modern worlds in Asia.
- Let the teacher bring a documentary/video related to the rise of Islam, Ottoman
  Empire and Middle Ages China (particularly about the Mandate of Heaven and
  Dynastic Cycle in China).
- After listening / watching ask them to write a short report and present to the class in 5 minutes.

Visit: #Ottoman #Documentary or Visit: #Documentary #Islam #GoldenAge

Visit: Sui, Tang, Song - YouTube ; The Qing Dynasty (1644-1911) - YouTube

- Let the students locate the Middle East and Southern Arabia on the map on the world map and show it to their classmates.

C. Stabilization

Give a short summary of the following points:

- The rise and spread of Islam
- The impact of the Ottomans on Europe
- The Dynastic Cycle in China

4.5. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential con-

cepts of the lesson by asking questions and giving them tasks like the following

- Where is the birth place of Islam?
- Locate the Middle East and Southern Arabia on the map.
- What do the major Middle East religions, Judaism, Christianity and Islam have in common?
- Do you think the ideas of the dynastic cycle and the "Mandate of Heaven" encouraged rebellion in China?

B. Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- Where is the birth place of Islam?
- Locate the Middle East and Southern Arabia on the Map.
- What do the major Middle East religions, Judaism, Christianity and Islam have in common?
- Do you think the ideas of the dynastic cycle and the "mandate of Heaven" encouraged rebellion in China?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Critical Thinking Question

- Explain how Islam helped shape the way of life of its believers.

Answer: Islamic law governs the daily lives of Muslims around the world, and Islamic traditions influence ethical behaviour and family relations. The Sharia applies all religious principles to all legal situations that govern every aspect of individual and community life. Islam encouraged education for men and women so that all Muslims could study the Holy Quran.

Answer Key for Activity 4.3

1. Because the Quraysh Arabs and wealthy merchants in Mecca considered his teach-

ings as a threat to their privileges and economic benefits.

2. Sunni, Shi`ite, and Kharijite.
3. The Sunnis were followers of the Sunna, that is, the way of the prophet. But the Shi`tes were followers of the doctrine that there was in every age an infallible Imam to whom alone Allah entrusted the guidance of humankind.
4. The Caliphs belonged to the Sunni Islam, but the Imams (followers of Ali) belonged to the Shi`ite Islam.

Answer Key for Activity 4.4

1. Muslim merchants expanded the economy, irrigation agriculture developed further, and there was the development of Islamic art and architecture. Great advances were made in the fields of mathematics, astronomy, botany, chemistry, medicine, history and geography in the Islamic world.
2. Ibn Khaldun (1332-1406) was a philosopher and historiographer from Tunisia, who set the rules for the scientific study of history. He emphasized economic and social factors as causes of historical events.
3. Although Arab troops settled in the conquered areas formed ruling classes throughout the Empire, many non-Muslims played key roles as officials and tax collectors, doctors, translators and tutors at the court. Turkish and Mongol converts even helped spread Islam across Asia, as the Berbers did in North and West Africa.
4. There were internal and external factors for the gradual decline and collapse of the Abbasid caliphate. The internal one was most important. Exploitation and over taxation led to rebellions and civil wars among clans and followers of different religious sects.

Answer Key for Activity 4.5

1. Musket and cannon technology as well as powerful and well-disciplined army and good navy.
2. Its military power.
3. Asia, Europe and Africa.
4. Soldiers and the sultan; state officials; merchants, tax collectors, and artisans; and farmers and herders.

Critical Thinking Question

- How did the Chinese dynasties rule under the “Mandate of Heaven”?

Answer: The Chinese believed that the rise, period of rule, and fall of governments or dynasties was determined by the "Mandate of Heaven". This was the idea that heaven gave the monarch the mandate, or right, to rule over China.

Answer Key for Activity 4.6

1. Each Chinese dynasty rose to political power, achieved prosperity; and then, because of corruption, lost the Mandate of Heaven and fell down. A new ruler unites China, founds a new dynasty, and gains the Mandate of Heaven.
2. The Mandate of Heaven was the idea that heaven gave the monarch the mandate, or right, to rule over China.
   The symptoms were rebellion, natural disasters and invasions.

4.4. Developments of Early Capitalism (1periods)

1. Competencies: After learning this lesson, students will be able to:

- point out the major economic activities of early capitalism in Europe;
- discuss the growth of science and technology during the early capitalist period;
- value the importance early capitalist relations to the modern world.

2. Contents:

- Developments of Early Capitalism

3. Overview:

Early capitalism in Europe developed in the period between 1500 and 1789, after a slow decline in the 14th century. Europe`s economy developed during the period. Trade began slowly to revive and old Roman towns revitalized, and new commercial centers arose in places like Venice and the Low Countries (Belgium and parts of the Netherlands). These towns were the center of production and exchange. As trade increased and towns grew, a new economic and social classes which consisted of merchants, shopkeepers, bankers, and professionals evolved in the Later Middle Ages (1350-1500 AD) in Europe. These people began accumulating capital for further investment. Investment gave impetus to the creation of modern financial institutions like banks. These institutions in turn encouraged saving. In this way, the capitalist relationship grew within the womb of feudalism.

4. Teaching-Learning Process

4.1 Suggested Teaching Aids

- A chart showing trade and urban growth between 1500 and 1700.
- The Map of trade routes was taken from the Historical Atlas.
- A wall map of Europe.
- Documentaries on early capitalism

4.2 Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3 Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a chart showing trade and urban growth between 1500 and 1700. Obtain documentaries from internet on early capitalism. Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such as charts and pictures and prepare it otherwise.

4.4 Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What was the importance of the cash economy for the growth of towns?
- Which factor do you believe was more important to the development of early capitalism? Towns? Long-distance trade? Explain to your group mate the reasons for your choice.

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what reasons do you suggest for the revival of long-distance trade and urban centers during the period?

B. Body of the Lesson

Following the responses of your students, try to give a general overview of Early Capitalism.

- Present an overview of the lesson in a few statements to the class.

- Let the teacher divide learners into groups and let them discuss on the contribution urban centers and trade during the early capitalist Europe.
- Let the teacher bring a documentary/video related to the Developments of Early capitalism. After listening / watching ask them to write a short report and present it to their classmates in 5 minutes
- Let the students locate major trade routes and urban centers during the Developments of Early Capitalism on the world map and show to their classmate on the way it connects different peoples.

C. Stabilization

Give a short summary of the following points:

- The contribution of trade and urban centers to the rise of early capitalism.
- The emergence of new economic and social classes.

4.5 Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What was the importance of the cash economy for the growth of towns?

- Which factor do you believe was more important to the development

of early capitalism? Towns and cities? Long-distance trade? Scientific innovations? Explain to your class mate the reasons.

B. Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What was the importance of the cash economy for the growth of towns?
- Which factor do you believe was more important to the development of early capitalism? Towns and cities? Long-distance trade? Explain to your classmate the reasons for your choice.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

4.5. The Age of Explorations and Inception of Globalization (2 periods)

1. Competencies: After learning this lesson, students will be able to:
   - examine the consequences of the European explorations.
   - draw a map showing the early routes of Explorations.
2. Contents:
   - The Age of European Explorations and Inception of Globalization
3. Overview:

The Age of Exploration was a period during which Europe began exploring new areas of the world by sea in search of new trading routes, wealth, and knowledge. Spain and Portugal were the leaders in exploration and discovery in the 15th and 16th centuries. In the 15th century Europeans discovered new regions in Africa, the Far East and the Americas. Factors that encouraged exploration and discoveries were: Europeans interest in the long-distance trade, new inventions like the compass, better maps and ships, and growing interest in geographical knowledge; and Prince Henry the Navigator (1394-1460) of the Portugal and Queen Isabella (1451-1504) of Spain who supported the voyages of explorers.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures of the Portuguese and Spanish navigators or sailing ships.
- A chart showing the statistics of exploration from 15th to 16th century.
- A wall map of the world showing explorations.
- Documentaries on the 15th and 16th century Europeans discovered

Example: The Great Age of Exploration 1400 1550 Documentary - YouTube

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare pictures of Portuguese and Spanish navigators. Prepare a chart showing statistics of European explorations from the 15th to the 16th century. Obtain also documentaries from internet on the 15th to 16th century Europeans discovered. Give reading assignments to students both from the text and other relevant reading materials.

Visit: The Great Age of Exploration 1400 1550 Documentary - YouTube

NB: The school pedagogical center officer could provide such charts and Picture otherwise prepare it.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What do you understand about the age of exploration? And what were its contributions to mankind?
- Why did the Europeans sponsor early explorers? What were their motives?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what factors encouraged European explorations and discoveries.

B. Body of the Lesson

Following the responses of your students, try to give a general overview of European explorations and discoveries.

- Present an overview of the lesson topic in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on the contributions of the European explorations.
- Let the teacher bring a documentary/video related to European explorations and discoveries. After listening (or watching) ask them to write a short report and present it to their classmates in 5 minutes
- Let students sketch a map showing the early routes of European Explorations and discuss on its contribution to their classmates.

C. Stabilization

Give a short summary of the following points:

- The contribution of the European Explorations.
- The source of wealth for European explorers.
- Columbian Exchange between the Old and the New Worlds.

4.5. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- What do you understand about the age of exploration? And what were its contributions to mankind?

- Why did the European sponsor early explorers? What were their motives?

B. Follow-up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What do you understand about the age of exploration and discoveries? And what was its contribution to mankind?
- Why did the Europeans sponsor early explorers? What were their motives?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Answer for Activity 4.7

1. Economic development, the growth of trade and towns, emergence of banks to accumulate capital and new economic and social classes which consisted of merchants, shopkeepers, bankers, and professionals.
2. Towns and cities were centers of different economic activities.
3. Ship building and the compass.
4. Spain and Portugal.

4.6. The Renaissance (1period)

1. Competencies: After learning this lesson, students will be able to:

- appreciate the major developments of the Renaissance period;
- compare and contrast the ideals of the renaissance on today's world thinking.

2. Contents:

- The Renaissance

3. Overview:

A new interest in learning about the classical civilizations of Greece and Rome developed in the city states of Italy in the 1400s. This led to a period of great intellectual and artistic creativity known as the Renaissance, meaning "rebirth". The word renaissance indicates the "rebirth" of learning. It ended in the 17th century. The Renaissance began in Italy and spread to the rest of Europe, mainly to England, France, Germany, Spain and Holland.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures and statues indicating the Renaissance
- A map showing the spread of the Renaissance from Italy to the rest of Europe
- A wall map of the Europe
- Documentaries on the rise and spread of the Renaissance from Italy to the rest of Europe. For example, Visit: What was the Renaissance? - YouTube

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare ppictures and statues of the Renaissance. Prepare also chart showing the rise and spread of renaissance from Italy to the rest of Europe. Obtain also documentaries from the internet on the renaissance period. Give reading assignments to students both from the text and other relevant reading materials.
N: B The school pedagogical center officer could provide such charts and Picture or else prepare them.

4.4. Presentation of the Lesson

- Lesson Introduction

You might use your own 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 questions such as:

- What was the Renaissance?
- How did Renaissance paintings differ from medieval paintings? (Give case how art,

philosophy in Ethiopia in comparison to that of Europe)

- What were the contributions of the Renaissance to humankind?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what reasons do you suggest for the rise and spread of the Renaissance in Europe.

- Body of the Lesson

Following the responses of your students, try to give a general overview of the Renaissance.

- Present an overview of the lesson in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on the contributions of Renaissance to humankind.
- Let the teacher bring a documentary/video/ related to Renaissance. After listening or watching ask them to write a short report and present it to their classmates in 5 minutes
- Let the students locate the site of the origin of Renaissance on the map of the world and show to their classmate on the way it spread to the rest of the world.

- Stabilization

  - Renaissance

  Give a short summary of the following points:

  - The origin of the Contribution of the Renaissance to humankind
  - The spread of the Renaissance from Italy to the rest of European nations

4.5. Evaluation and Follow-up

- Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What was the Renaissance?
- How did Renaissance paintings differ from medieval paintings? (Give case how art, philosophy in Ethiopia in comparison to that of Europe)
- What were the contributions of the Renaissance to humankind?

- Follow-up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What was the Renaissance?
- How did Renaissance paintings differ from medieval paintings? (Give case how art, philosophy in Ethiopia in comparison to that of Europe)
- What were the contributions of the Renaissance to humankind?
- Make sure that you are always grading and rating the students' activities,

Critical Thinking Question

- In what ways did Renaissance thoughts, great geographical discoveries and scientific innovations contribute to the development of Capitalism?
  Answer: Renaissance artists, architects, scholars, and writers, and scientists contributed a lot to the development of early capitalism. Geographical discoveries also led to the development of a network of international trade. The Renaissance spirit of inquiry also led to important discoveries in science.

Answer for Activity 4.8

1. Partly because Italy was the center of classical period Greco-Roman civilization and partly because of the wealth of the Italian city-states, the weakening of the Church and the reasoning of writers.
2. Scholars were as impressed by the remains of ancient civilization in Italy. Like the ancient Greco-Romans, Renaissance thinkers believed in the power of human reason to explain the world.

4.7. The Reformation (1 period)

1. Competencies: After learning this lesson, students will be able to:

- analyze the reasons for the beginning of Protestant revolt in Europe;
- compare and contrast the ideals of the Reformation on today's world thinking.

2. Contents:

- The Reformation

3. Overview:

The Reformation was a religious movement started in Germany 1517, against the Roman Catholic Church. It was religious movement began in Germany and led by Martin Luther. Reformation led to the separation of Protestants from Catholic Church. The reformers became known as Protestants, and their new religion Lutheranism. Lutheranism soon expanded to Scandinavian countries such as Norway, Sweden, and Denmark, and became an official state religion. It also spread to the British Isles by the names of Calvinism and Presbyterianism.

As Protestantism swept across many parts of Europe, the Catholic Church reacted by making limited reforms and reducing its earlier abuses. This movement is known as the Catholic Counter Reformation. In this, the Catholic Church took two important measures such as setting up an Inquisition to try heretics and sisterly churches to spread the catholic faith in different parts of the world. One of such Churches was the Society of Jesus or Jesuits established by Ignatius of Loyola in 1640.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures and statues indicating Reformation
- A map showing the spread of Reformation from Germany to the rest of Europe
- A wall map of the Europe.
- Documentaries on the rise and spread of Reformation from Germany to the rest of Europe

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning

- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare a pictures and statues of Reformation and Counter Reformation. Prepare also a chart showing the rise and spread of Reformation from Germany to the rest of Europe. Obtain also documentaries from the internet on the Reformation. Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such charts and picture, or else prepare them.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What is Reformation? What were its contributions to humankind?
- Why did the Protestants revolt against the Roman Catholic Church?
- What different forms of Protestantism emerged in Europe?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what reasons do you suggest for the rise and spread of Reformation in Europe.

B. Body of the Lesson

Following the responses of your students, try to give a general overview of the Reformation.

- Present an overview of the lesson in a few statements to the class.

- Let the teacher divide learners into groups and let them discuss on the merits and demerits of the Reformation.
- Let the teacher bring a documentary/video related to Reformation. After listening or watching ask them to write a short report and present it to their classmates in 5 minutes
- Let the students locate the site of the origin of Reformation on the world map and show to their classmate on the way it spread to the rest of the world.

C. Stabilization

Give a short summary of the following points:

- The origin of Reformation
- The spread of Reformation from Germany to the rest of European nations
- The contribution of the Reformation to mankind

4.5. Evaluation and follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- What is Reformation? What were its contributions to humankind?
- Why did Protestant Revolted against the Roman Catholic?
- What different forms of Protestantism emerged in Europe?

B. Follow-up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What is Reformation? And what were its contributions to humankind?
- Why did Protestant revolt against the Roman Catholic?

- What different forms of Protestantism emerged in Europe?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

4.8. The Scientific Revolution and the Enlightenment (1 Period)

1. Competencies: After learning this lesson, students will be able to:
   - make a list of important events and circumstances that led to the Scientific Revolution;
   - analyze the causes of the intellectual movement in the 18th century Europe;
   - appreciate the positive effects of the Scientific Revolution and the Enlightenment.
2. Contents:
   - The Scientific Revolution
   - The Enlightenment
3. Overview:
   - The Scientific Revolution was a new way of thinking about the natural world. That way was based upon careful observation and a willingness to question accepted beliefs. It roughly occurred from 1500 to 1700. This was the period when what we call modern science began to take shape.
   - Scholars and philosophers of 18th century Europe began to reevaluate old notions about aspects of society. They sought new insight into the underlying beliefs regarding government, religion, economics, and education. The new intellectual movement (Enlightenment or the Age of Reason) stressed on reason and thought and the power of individuals to solve problems.
4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures and diagrams
- Selected documentaries on the period of Scientific Revolution and the Enlightenment (the Age of Reason).

4.2. Suggested Teaching Methods

- Brainstorming
- Group discussion
- Gaped lecture

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson on the Scientific Revolution and the Enlightenment, obtain pictures and diagrams that show major discoveries and inventions introduced in the period. Then, let the students to read from the textbook in groups so that they can list the factors and important events that made the Scientific Revolution and the Enlightenment possible.

4.4. Presentation of the lesson

A) Lesson introduction

Try to explain the objectives of each lesson you are going to deliver. Then, introduce each lesson by raising questions such as:

- How can you define scientific revolution? How is it different from a political revolution?
- How did the Enlightenment improve people`s role and status?

B) Body of the lesson

Following the responses of your students, try to give an overview of the lesson in a few statements to the class. Based on the descriptive and illustrative information given in the students' textbook:

- Discuss the factors that made the Scientific Revolution possible as well as the important outcomes of the period.
- Give a sample of the new discoveries and the scientist, and then arrange them in groups so that they will do the same by listing new inventions and the corresponding inventors or scientists.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- Factors that made the Scientific Revolution possible;
- The socio-economic and political repercussions of the Enlightenment on society in Europe or elsewhere.

4.5. Evaluation and follow-up

A) Evaluation

Before windup the lesson, make a brainstorming session to assess the students' level of understanding, to check the effectiveness of the teaching-learning process, and to see if the expected levels of competence and behavioral changes have been achieved. You can ask them some questions and direct some activities that are related to the lesson. Here are some questions.

- Which country of Europe was the center of the Enlightenment? Why did it begin there?
- How did the Scientific Revolution improve the life of the society?
- In a chart, make a list of scientists and the corresponding inventions they made.
- How do you value the changes that the Scientific Revolution and the Enlightenment brought about?

B) Follow up

Check the students' understanding of the lesson by following the activities and by giving them feedback.

- Check that they have listed the major factors that made the Industrial Revolution possible as well as the important repercussions;
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their responses.

C) Additional Questions

The following question will help students to develop critical thinking.

- Make students read materials or browse the internet about the Scientific Revolution and the Enlightenment and their impacts on society and government.
- On the basis of their reading, let them write a one page short note.

Critical Thinking Questions

1. Why did the Church and authorities tend to reject new ideas?

Answer: Because the new findings and discoveries were against their teachings and positions.

2. Which event or circumstance do you consider to be the most significant cause of the Scientific Revolution? Why?

Answer: the answer requires you to decide by your own based on the weight of the different causes.

Answer Key for Activity 4.9

1. Mal practices of the church including corruption, church tax exemption, doubts about church teachings, worldliness, and nepotism.
2. The Catholic Church reacted by making limited reforms and reducing its earlier abuses.
3. The Inquisition, was a court established by the Catholic Church with the purpose of punishing heretics.

Answer Key for Review Questions

I. Describe Terms and Concepts, Examples:

- Chivalry—code of conducts of knights during the medieval period.
- Demesne – a part of manorial land which was worked freely by serfs for the land lord in Europe during the medieval period.
- Justinian code – collection of Ancient Roman laws organized by Emperor Justinian.
    - Let the students attempt to give meaning to the rest of the terms.

II. Choose the Correct Answer for Each of the following Questions

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

Further Reading

Ellis, Elisabeth G. and Anthony Esler. World History. Boston: Pearson Education Inc., 2009.

Spielvogel, Jackson J. Western Civilization, 7th Edition. Belmont: Thomson Learning Inc., 2009. (Also, visit Thomson Learning Web Tutor).

Visit: #Documentary #History #Medievaltimes Example: YouTube com. The middle Ages, the Great Schism, and the Crusades (600-1500 AD); #Ottoman #Documentary ; web. ung.edu/media/university-press/World%20History%20Textbook-082817.pdf.; The Industrial Revolution | BBC Documentary - YouTube

UNIT FIVE

PEOPLES AND STATES OF AFRICA TO 1500

Total Periods Allotted: 10

1. Introduction

Archaeological studies and findings conducted in different parts of Africa confirm the continent as the cradle of man. Africa is, among others, one of the centres of culture and civilization of the ancient and medieval world. Elsewhere in Africa, peoples, kingdoms, and empires contributed a lot to the rest of the world in the areas of cultural exchange, technological and scientific advancements, art, and literature. In this chapter we will be looking into the diverse language super families that the people of Africa speak, the major peoples that developed states, kingdoms and empires, commercial transactions, and early contacts of the continent with the outside world.

2. Learning Outcomes: At the end of this unit, learners will be able to:

- identify Africa's major language groups and their distribution;
- analyze the kind of relationship that existed among the different states and kingdoms of Africa;
- examine the dynamics of the Trans-Saharan Trade.

3. Main Topics of the Unit:

5.1. African languages: classification and distribution;
5.2. States in North Africa;
5.3. Spread of Islam to North Africa;
5.4. States in West Africa;
5.5. Central and Eastern Africa;
5.6. Southern Africa;
5.7. Relationships and Exchanges among Africa's regions.

5.1. African languages: classification and distribution (1 periods)

1. Competencies: After learning this lesson, students will be able to:

- realize the linguistic diversity of the people of Africa;
- locate the geography of the language super families in Africa;
- appreciate the linguistic diversity of the people of Africa.

2. Contents:

- Niger-Congo
- Afro-Asiatic
- Nilo-Saharan
- Khoisan

3. Overview:

- The continent of Africa is inhabited by people who speak various languages that belong to the Niger-Congo, the Afro-Asiatic, the Nilo-Saharan and the Khoisan prototypes.
- Over the years, the people of Africa have been interacting socially, economically, and politically.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A graph depicting languages super families and families
- A map of Africa that shows the distribution of languages,
- Documentaries on languages of Africa

4.2. Suggested Teaching Methods:

- Brainstorming
- Group discussion
- Guest speaker particularly Linguists

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson on the language super families of Africa, obtain a flow chart of languages and a map that shows the distribution of languages. Then, let students to read from the textbook in groups so that they can list down the language families of Africa. Assist them to draw a sketch map that shows the distribution of language super families of Africa.

4.4. Presentation of the lesson

A. Lesson introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- How many languages do you think Nigerians speak?
- Which language super family do you think has the largest number of speakers in Africa?

B. Body of the lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the students' textbook:

- discuss the classification of languages into super-families and families. Indicate the distribution as well.
- give a sample of language speakers of a given language super family and let the students do the same with other language super-families.
- make the students to list languages spoken by Africans and let them to indicate the languages families and super-families to which they belong. You can make use of a sketch map of the geographical distribution of the languages in order to help the discussion session. Let them draw a sketch map to locate major language super families spoken in Africa.

C. Stabilization

Give a summary of the lesson by focusing on the following points:

- Classification and distribution of languages super-families,

4.5. Evaluation and follow-up

A) Evaluation

Make a brainstorming session before finishing up the class to review the students' understanding, check the effectiveness of the teaching-learning experience, and determine if the predicted levels of competence and behavioral changes have been met. You might ask them some questions and direct them to some lesson-related tasks. Here are some questions to consider:

- Mention two language super families of Africa.
- In which part of Africa does the Khoisan language super family find its greatest speakers?
- Draw a sketch map of Africa and then make a division of the continent on the basis of a linguistic criterion.
- How do you value language diversity? An advantage or a disadvantage?

B) Follow up

You may check the students' understanding of the lesson using the activities in the text. Make sure that they:

- list the major languages families of Africa.
- write responses on the blackboard for questions at the end of the lesson and let students compare it with their responses.
- are able to list some languages, and locate their correct location in a map.

C) Additional Questions

The following question will help students to develop critical thinking. Accept as many answers as possible.

- Though the continent of Africa is rich in languages spoken by its peoples, none of them are serving as official language. Instead of this, they make either French or English as official language as well as a medium of instruction. What do you think is the reason for this?
- Make a list of advantages and disadvantages of having a multiplicity of languages in a given country. You can take the Ethiopian case as an example.

Activity 5.1.1

1. Afro-Asiatic, Niger-Congo, Nilo-Saharan, and Khoisan
2. Southern Africa

5.2. States in North Africa (1 period)

1. Competencies: After learning this lesson, students will be able to:

- explain the factors that helped the Mamluks to assume power in Egypt;
- mention the main features of Mamluk rule;
- elucidate the factors that led to the end of Mamluk rule in Egypt.

2. Contents:

- Mamluk Egypt

3. Overview:

- From the 7th to the mid-13th centuries, Egypt was ruled by Islamic Caliphates, which came to an end in 1250 A.D when the Mamluks seized power.
- The historical development that enabled the Mamluks to seize power in Egypt was the Mongol invasion of the Middle East.
- The economic prosperity of Mamluk Egypt was a function of her active involvement in the Trans-Saharan-Trade.
- In 1516, the Ottoman Turks controlled Egypt. This marked the end of about 260 years of actual Mamluk rule in Egypt.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A map that shows the Nile basin, the Red-Sea, and the Trans-Saharan-Trade route

4.2. Suggested Teaching Methods

You might use one or more of the teaching methods listed below.

- Group discussion
- Gaped lecture
- Documentaries on Mamluk rule in Egypt

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson:

- collect the appropriate teaching materials.
- make the students form groups for class discussion.
- give pre-lesson reading assignment from the textbook/dependable web site.

4.4. Presentation of the lesson

A) Lesson introduction

The simplest way of introducing a topic is through raising relevant questions and introducing the objectives of the lesson. Therefore, you may begin the lesson by asking questions such as:

- Who were the Caliphates that ruled Egypt from the 7th to the mid-13th centuries?
- What was the economic basis of the Mamluk state?

B) Body of the lesson

Listen to the students' responses and try to identify where your students need your help. During the presentation of the lesson you need to focus on the following points:

- The period of the Caliphates
- The Mongol invasion of Egypt and its role for the Mamluk takeover of power
- Economic basis of the Mamluk state (Trans-Saharan and Red Sea trade)
- The coming of the Ottoman Turks in Egypt and the end of Mamluk rule

- Make sound explanation on the above points and then arrange the classroom for class discussion and reflection in the form of writing a report
- Give students individual/group assignments on topics that would assist them to develop critical thinking

C) Stabilization

Summarize your lesson stating the following points:

- The period of the Caliphates
- The Mongol invasion
- How the Mamluk took over power in Egypt
- Economic basis of the Mamluk state
- The impact of the Ottoman Turks on Mamluk rule in Egypt

4.5. Evaluation and follow-up

A) Evaluation

At the end of the lesson you are advised to ask some questions like the once listed below to check your students' level of understanding of the lesson and to be sure that the expected levels of competence are achieved:

- Who were the Mamluks originally?
- When did the Caliphate rule came to an end in Egypt?
- What was the economic basis of the Mamluk state?
- When did the Ottoman Turks control Egypt? How did this event influence Mamluk rule in Egypt?
- How do you relate Mamluk rule to the Crusades?
- Explain about the military exploits of the Mamluks.

B) Follow up

So as to help students grasp the most important points of the lesson, give them activities to be done either individually or in groups.

- Observe activities while learners are engaged in pair/group works
- Appreciate the students that are actively involved in group discussion

C) Additional Questions

Prepare additional questions that would help the students to develop critical thinking. Here is an example.

- What do you think are the major achievements of Mamluk rule in Egypt?

Answer Key for Activities

Activity 5.2.1

1. In 1517, the Ottoman Turks controlled Egypt. This marked the end of Mamluk rule in Egypt.
2. The Crusades gave the Mamluks an opportunity to control power in Egypt
3. Defeated Mongol invasion and the Crusaders

5.3. The Spread of Islam to North Africa (1 period)

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

   - Grasp the ways in which Islam reached to North Africa;
   - Explain about the roles of different religious movements to spread Islam in North Africa;
   - Appreciate the leadership qualities of individuals.

2. Contents:

   - Spread of Islam and its impact in West Africa

3. Overview:

- The western half of North Africa where the present states of Algeria, Tunisia, Morocco, and Mauritania are located is called the Maghreb, the name the Arabs gave to the region.
- The Almoravid and the Almohad movements played significant roles in spreading Islam in North Africa.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Use a map of North Africa

4.2. Suggested Teaching Methods

- Group discussion
- Gaped lecture
- Extra readings on the Almoravids and Almohads

4.3. Pre-Lesson Preparations

Before you begin presenting the lesson:

- Collect the appropriate teaching materials.
- Give either group or individual assignments to the students in advance to make your presentation more attractive.

4.4. Presentation of the lesson

A) Lesson introduction

The simplest way of introducing a topic is by raising relevant questions and introducing the objectives of the lesson. Therefore, you may begin the lesson by asking questions such as:

- What is your previous information about the Almoravids and the Almohads? How do you explain their role in spreading Islam in North Africa?

B) Body of the lesson

Listen to the students' responses to the above questions and try to identify where your students have gaps.

- Organize students in groups and let them discuss on the spread of Islam in North Africa.
- Present the student task about the role of the Almoravids and Almohads.
- Ask the students to do questions in the textbook for critical thinking either in class or at home.

C) Stabilization

Before windup the lesson, conduct a brainstorming session with your students to assess the students' performance, to check the effectiveness of the teaching-learning experience, and to see whether the expected levels of competence have been achieved. Focus on:

- The role of the Almoravid and Almohad movements in spreading Islam in North Africa.

4.5. Evaluation and follow-up

A) Evaluation

To check the level of understanding of your students of the lesson and to be sure that the expected levels of competence are achieved:

- Use oral questions at the end of the lesson.
- Ask them to discuss the role of Islamic movements in spreading Islam
- Give class activity from the activities and review questions given at the end of the lesson and the end of the unit in the textbook.

B) Follow up

To help the students grasp the most important points of the lesson, make them work out the activities in the textbook in small groups.

- Observe activities while learners are engaged in pair/group works
- Help students while they are engaged in group activities

C) Additional Questions

Prepare additional questions that would help the students to develop critical thinking. Here is an example.

- It is true that religious fundamentalism play a major role in the expansion of religions to new territories. Do you think that this is the best way of doing it at the present time? If your answer for this question is "No", what other mechanism do you suggest?

5.4. States in West Africa (3 periods)

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

- explain the economic basis of the empire of Ghana, Mali, Songhai, Kanem-Bornu, and the Hausa city-states;
- mention the factors for the rise and fall of the states in West Africa;
- realize the sequence of state formation in West Africa;
- make a list of cities established by the empires of Ghana, Mali, and Songhai;
- draw a sketch map of Africa and indicate the area that was once ruled by ancient Ghana, Mali, Songhai, Kanem-Bornu, and the Hausa city states;
- appreciate the leadership qualities of the kings of Mali, and Songhai in making the city of Timbuktu the center of religious, economic, political, and intellectual life;
- explain the kind of relationships that existed between the different Hausa city states;
- identify each Hausa city state on the basis of economic activities.

2. Contents:

- Empire of Ghana
- Empire of Mali
- Empire of Songhai
- The Empire of Kanem-Bornu
- The Hausa city states

3. Overview:

- West Africa is one of the places where ancient and medieval culture and civilization thrived.
- The empires of Ghana, Mali, and Songhai thrived along the Gambia and Niger rivers.
- The economy of the states in West Africa was based on the gold and salt trade

along the Sahara desert.

- The strongest of West African empire was Mali. Sundiata and later Mansa Musa made the empire of Mali strong.
- Kumbi Saleh, Awdagust, Timbuktu, and Gao are some of the important cities established by West African empires.
- The Hausa city-states emerged in what is now Northern Nigeria.
- Weak rulers, internal division, and invasions were the major causes for the decline and fall of the empires of West Africa.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- You are advised to use a thematic map of West Africa as a teaching-learning aid.

4.2. Suggested Teaching Methods

While delivering the lesson you are advised to use the methods listed below.

- Group discussion
- Gaped lecture
- Documentaries on the empires of West Africa and the Hausa city states

4.3. Pre-Lesson Preparations

- Before you begin presenting the lesson, prepare the appropriate teaching materials from the school's pedagogical center or you can use the maps inserted in the textbook.
- Inform students to read topics in advance so that they will be active participants during brainstorming sessions.

4.4. Presentation of the lesson

A. Lesson introduction

The simplest way of introducing a topic is by raising relevant questions and introducing the objectives of the lesson. Therefore, you may begin the lesson by asking questions listed below.

- Do you think that ancient Ghana is the same as modern Ghana?
- Who were the Soninke? What was their role in the history of Ancient Ghana?
- Who were the Griots?

- What fascinating stories can you make in the pilgrimage of Mali's strongest ruler?
- What do you understand by an empire? What was the largest of West African empire?
- What do you understand by a city state?
- Can you mention three Hausa city states?

B. Body of the lesson

Listen to the students' responses to the above questions and try to identify where your students need your instruction. Presentation of the daily lesson needs to focus on the following points and activities:

- The major West African empires, economic basis, important political figures who made the empires great, important cities founded, relative territorial extent of the empires, the Gold-Salt trade along the Sahara desert, relationships between the states, and the factors for the decline and final collapse of the empires and peoples.
- Divide the students in groups and let them discuss one or two of the above points. You can assign topics for them.
- Make students do the exercises and questions inserted in the textbook for critical thinking either in class or at home.

C. Stabilization

Focus on the following points to give a summary of the lesson:

- The major West Africa empires in the order in which they appeared;
- Economic basis;
- Important cities founded by each empire;
- Important political figures who made lasting contributions and built great empires;
- The nature of relationships that existed between the empires;
- Factors that contribute to the decline and fall of empires in West Africa.

4.5. Evaluation and follow-up

A. Evaluation

To ensure that your pupils comprehend the lesson and that the desired levels of competency are met, verify the following:

- Enquire about the process of empire building in West Africa.
- Use oral questions at the end of each lesson to reinforce what have been taught while also ensuring that students have followed up on the lessons.
- Give class activity from the exercises given at the end of each lesson/unit in the textbook as you think fit. You can supplement the exercises with those of your own making.

B. Evaluation

Give students activities to complete either independently or in groups to ensure that they grasp the most important concepts of the lesson.

- Ask them to discuss the process of empire building in West Africa
- Use oral questions at the end of all lessons in order to reinforce what have been taught and at the same time to check students' follow up of the lessons.
- Give class activity from the exercises given at the end of each lesson/unit in the textbook as you think fit. You can supplement the exercises with those of your own making.

C. **Follow up**

To have students grasp the most important ideas of the lesson, give them activities to be done either individually or in groups.

- Observe activities while learners are engaged in pair/group works
- On demand, assist students in their learning or discussion

D. Additional Questions

Prepare additional questions that would help the students to develop critical thinking. Here is an example.

- Compare and contrast the major West African kingdoms based on their geographical location, political organizations, economic basis, the amount of land they once controlled, important political figures and their achievements, and the factors that led to the decline and fall of the West African empires.

Answer Key for Activities

Activity 5.4

1. Trade
2. Internal weakness, rivalry, and invasions
3. Northern Nigeria

5.5. Central and Eastern Africa (1 period)

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

    - describe the kind of social interactions that existed in the East Coast of Africa;
    - identify the major Swahili states;
    - explain briefly the kind of commercial transactions;
    - describe the kind of commercial activities that were undertaken in the kingdom of Kongo;
    - make a list of trading items;
    - explain briefly the relationships between the kingdom of Kongo and the Portuguese.

2. Contents:

    - Swahili
    - The Kingdom of Kongo

3. Overview:

- The East African coast, which stretches from Somalia in the north to Mozambique in the south, is known as the Swahili Coast and is home to a unique culture and language-a mixture of African, Arab, and Indian Ocean peoples.
- The Swahili Coast appears to have reached its zenith during the Medieval Period, from around the 11th to 15th centuries. Today, Swahili is the lingua franca of East Africa, part of the Bantu language family, but has had considerable Arabic influences.
- The Kingdom of Kongo was formed around the late 14th century. During the height of its power in the beginning of the 16th century, the kingdom of Kongo saw riches and prosperity, thanks to its trade in ivory, copper, salt, and cattle hides.
- The Kongo Kingdom began to disintegrate in the mid-16th century after a disagreement that occurred between the Portuguese and the kings on matters of trade regulations.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- You are advised to use a map of the medieval East African Coast

4.2. Suggested Teaching Methods

You can use either of some of the teaching-learning methods listed below.

- Gaped lecture
- Group discussion
- Documentaries on the history of the Swahili Coast
- Independent work
- Reading Assignment

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson:

- Collect the appropriate teaching materials like the student's textbook and guidebook, maps;
- Give students a pre-class reading from the students' textbook so that they will actively involve in the teaching-learning process.

4.4. Presentation of the lesson

A) Lesson introduction

One of the methods to introduce a topic is asking relevant questions. As a result, you may choose to start the session with asking questions. Here are some questions to consider:

- What is the Periplus of the Erythraean Sea, exactly? Who created it? What valuable insights into the history of the East African coast can we glean from it?
- Can you relate a similar tale about the spread of Christianity in the kingdoms of Aksum and Kongo?

B) Body of the lesson

Listen to the students' responses to the above questions and try to figure out where they need your help. Provide a thorough explanation of the following points:

- The East African Coast's demographic mix, as well as the types of social and economic activities that existed between the interior of Africa and the outside world on the Swahili coast;

- Factors that led to the rise and decline of the kingdom of Kongo;
- Divide the students into groups and let them discuss the East African city states and their role in internal development and external relations;
- Make students do the exercises and questions inserted in the textbook for critical thinking either in class or at home.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- A geographic and demographic analysis of the East African coast;
- Commercial transactions and trade items;
- The kingdom of Kongo before and after the coming of the Portuguese to the area.

4.5. Evaluation and follow-up

A) Evaluation

To check that your students comprehend the lesson and that the desired levels of compe-

tency are met, verify the following:

- Use oral questions at the end of each lesson in order to reinforce what have been taught;
- Ask students to discuss the geographical stretch and demographic dynamics of the East African Coast;
- Give class activity from the activities and review questions in the textbook as you think fit. You can supplement the exercises with those of your own making.

B) Follow up

So as to make students grasp the most important developments of the lesson, give them activities to be done either individually or in groups.

- Observe activities while learners are engaged in pair/group work;
- On demand, provide the necessary intervention to assist student's learning during group discussion.

C) Additional Questions

Prepare additional questions that would help the students to develop critical thinking. Here are examples.

- What similar story can you tell about the introduction of Christianity in the kingdoms of Aksum and Kongo?
- Draw a sketch map of the East Coast of Africa and locate the major maritime states on the sketch.

Answer Key for Activities

Activity 5.5

1. Swahili language
2. Arabs, Indians, and African chiefs
3. Kilwa

5.6. Southern Africa (2 periods)

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

- pinpoint the evidences about the history of Great Zimbabwe;
- identify the economic basis of the kingdom;
- explain briefly the causes for the end of Great Zimbabwe;
- distinguish between the Bantu, San and Khoi Khoi people;
- identify the economic basis of the San and the Khoi Khoi.

2. Contents:

- Great Zimbabwe
- Khoi-Khoi
- San

3. Overview:

- Great Zimbabwe was built by the Shona people and was known for its stone built enclosures and gold mines.
- Great Zimbabwe reached the height of its power by the dawn of the 14th century. It was part of a trade network that reached across the Indian Ocean.
- By about 1500 A.D., Great Zimbabwe was in decline. Some of the assumptions given for her decline and final fall include overpopulation, civil-war, and declining trade.
- The Khoi-Khoi were originally hunters. However, the change from the hunting way of life to that of sheep/cattle breeding had taken place since 1000 A.D. The Europeans called them Hottentots, which they considered pejorative.
- The San lived in parts of present day Angola and Namibia before they were pushed out of their land by the European settlers. The San were hunter-gatherers. They were called Bushmen by the Europeans, which they considered pejorative.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A map of Southern Africa

4.2. Suggested Teaching Methods

- Gaped lecture
- Group discussion
- Documentaries on Great Zimbabwe, the Khoi-Khoi, and San
- Reading Assignment

4.3. Pre-Lesson Preparations

Before presenting the lesson:

- Collect the necessary teaching materials;
- Give students a reading assignment from the textbook ahead of time so that they can actively engage during brainstorming session.

4.4. Presentation of the lesson

A) Lesson introduction

The simplest way of introducing a topic is by raising relevant questions and introducing the objectives of the lesson. Therefore, you may begin the lesson by asking questions. Here is an option:

- What does the word Zimbabwe mean in the Bantu language?
- What kind of term is derogatory or pejorative? What pejorative terms do you know that are attached to the San and Khoi Khoi people?

B) Body of the lesson

Listen to the students' responses to the above questions and try to identify where your students need your instruction. Provide a thorough explanation on the following points:

- The History of Great Zimbabwe, the Khoi-Khoi, and the San;
- Factors contributing to Great Zimbabwe's rise and fall, as well as its eventual collapse;
- The economic basis of the Khoi-Khoi and the San;
- Divide students into groups and let them discuss the history of Great Zimbabwe, the Khoi-Khoi, and San;
- Make students to do the activities and review questions given in the students' textbook for critical thinking either in class or at home.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- Factors for the rise and decline of Great Zimbabwe as well as its achievements;
- The social and economic history of the Khoi-Khoi and the San.

4.5. Evaluation and follow-up

A) Evaluation

To check the level of understanding of your students of the lesson and be sure that the expected levels of competence are achieved:

- Use oral questions at the end of each lesson in order to reinforce what have been taught, and at the same time to check students' follow up of the lessons;
- Ask them to discuss on the tasks provided in the students' textbook ;
- Ask students to suggest improvements that could be made to another student's work;
- Give class activity from the review questions given at the end of the unit in the textbook as you think fit. You can supplement the exercises with those of your own making.

B) Follow up

So as to make the students grasp the most important historical developments presented in the lesson, give them activities to be done either individually or in groups.

- Observe activities while learners are engaged in pair and group works;
- When necessary, guide the students in times of group discussion.

C) Additional Questions

Prepare additional questions that would help the students to develop critical thinking. Here is an example.

- Much of the history of central and southern Africa is influenced by the Bantu speaking people. Make further reading on the Bantu migration and write short note on how they came to settle in the greater parts of central and southern Africa. You can browse

and download a map from the internet that shows the directions of their migration over time.

Answer Key for Activities

Activity 5.6

1. Population growth, civil war, and decline of trade
2. Gold

5.7. Relationships and Exchanges among Different Regions of Africa (1 period)

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

- Explain how trade affected the relationships between people across different geographic regions;
- Make a list of the trading items that were exchanged in the Trans-Saharan-Trade;
- Appreciate the role of trade in bringing different people with different ideas across different regions of Africa.

2. Contents:

- The Trans-Saharan-Trade

3. Overview:

- The Trans-Saharan caravan trade began to take place on a regular basis during the fourth century, as an expanded version of the pre-existing intra-and inter-regional trade among peoples of the forest, savanna, Sahel, and Sahara.
- The camel played a leading role in transporting merchandise across the inhospitable Sahara desert, which considerably facilitated commercial activity between North, West, and East Africa.
- Gold and salt were the most important items of trade in the Trans-Saharan-Trade.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

You are advised to use one or both of the t-learning aids:

- A map of Africa indicating the Trans-Saharan-Trade routes
- A documentary on the Trans-Saharan-Trade

4.2. Suggested Teaching Methods

- Gaped lecture
- Discussion
- Independent work
- Reading Assignment

4.3. Pre-Lesson Preparations

Before presentation of the lesson:

- Gather the appropriate teaching materials;
- Give a reading assignment in advance so that students will be actively involved at the time of the brainstorming session.

4.4. Presentation of the lesson

A) Lesson introduction

The simplest way of introducing a topic is by raising relevant questions and introducing the objectives of the lesson. Therefore, you may begin the lesson by asking questions such as:

- Why do you think it was important to travel as part of a group (caravan)?
- What made the camel a very important pack animal in the Trans-Saharan-Caravan trade?

B) Body of the lesson

- Listen to the students' responses to the above questions and try to identify where your students need your instruction. Then, divide students into groups and let them discuss the Trans-Saharan-Trade.

C) Stabilization

Give a summary of the lesson by focusing the following points:

- North-South route

- West-East route
- Southern route
- The trading items exchanged and the important market canters

4.5. Evaluation and follow-up

A) Evaluation

To check the level of understanding of your students of the lesson and be sure that the expected levels of competence are achieved:

- Use oral questions at the end of the lesson in order to reinforce what have been taught, and at the same time to check students' follow up of the lessons;
- Ask them to discuss the role of trade in bringing different people from different regions of Africa with their merchandise;
- Give class activity from the review questions given at the end of the unit in the textbook as you think fit. You can supplement the exercises with those of your own making.

B) Follow up

So as to make students grasp the most important historical developments discussed in the lesson, give them activities to be done either individually or in groups.

- Observe activities while learners are engaged in pair and group works;
- Provide the necessary intervention to facilitate the students' learning at the time of group discussion.

C) Additional Questions

Prepare additional questions that would help the students to develop critical thinking. Here is an example.

- Draw a sketch map of the regions of Africa that were connected by the Trans-Saharan-Trade, and then indicate the major routes and the important market centers that were visited by merchants who came from different parts of Africa.

Answer Key for Activities

Activity 5.7

1. North, West, and East Africa

Answer Key for Review Questions

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

Further Reading

Bahru Zewde. A Short History of Ethiopia and the Horn (a compilation).Department of History, AAU, 1998.Conrad D. Empires of Medieval West Africa: Ghana, Mali, and Songhay. New York, 2005.Shillington K. History of Africa. The Macmillan Press, 1989.

Elfasi, M (eds). UNESCO General History of Africa. Africa from the Seventh to the Eleventh Century. Vol. III. Heinemann Educational Publishers, 1988.Niane, D. T (ed). UNESCO General History of Africa. Africa from the Twelfth to the Sixteenth Century. Heinemann Educational Publishers, 1984.

UNIT SIX

AFRICA AND THE OUTSIDE WORLD: 1500-1880s

Total Periods Allotted: 12

1. Introduction

This unit studies the relationship between Africa and the outside world between 1500 and the 1880. Historical developments which took place in Africa during this period later became the basis for the European conquest and colonization of Africa. The major themes covered in this unit are pre-colonial African states, Africa`s contact with the outside world, mainly the early contacts along the Western and central African coasts with European powers, the Trans-Atlantic Slave Trade (origin, phases and effects), the legitimate trade, beginning of White settlement in South Africa and explorations of Africa that opened the way for European scramble and partition of African continent in the 1880s.

2. Learning Outcomes: After learning this unit, the students will be able to:

- evaluate the nature of the relationship between Africans and Europeans during the period;
- analyze the Trans-Atlantic Slave Trade's political, social, and economic consequences;
- examine the living conditions of African people during the Trans- Atlantic and the Trans- Saharan slave trade;
- compare and contrast the consequences of the Trans-Atlantic Slave Trade on Africa;
- explain the motives of white settlers in South Africa during the period.

3. Main Topics of the Unit:

6.1 Medieval African States

- The Ottoman conquest of North Africa (Egypt, Algeria, Tunisia and Libya)
- Medieval African States: Morocco, Benin, Oyo, Ashante, Kongo Mutapa, Kongo, etc.

6.2 . Contact with the outside world

- Early contacts along the Western and central African coasts

6.3 Slavery and the Slave Trade in Africa

- Slavery Inside Africa
- Indian Ocean and Mediterranean
- Trans-Atlantic Slave Trade
- Abolition of the Slave Trade
- Effects of the Slave Trade

6.4 The "Legitimate" Trade

6.5 The White Settlement in South Africa

6.6 European Explorers and Missionaries

6.1. Medieval African States (4 periods)

- Ottoman Conquest of North Africa
- Medieval African States: Morocco, Benin, Oyo, Ashante, Kongo Mutapa, Kongo, etc.

1. Competencies: After learning this lesson, the students will be able to:

- describe the origin, rise and fall of various African Kingdoms between 1500 and 1880s;
- explain the factors for the development and decline of Trans-Saharan trade;
- appreciate the role trade for the rise and consolidation of Medieval African states;
- sketch a map to indicate routes of the Trans Saharan trade;
- analyze the nature of relationships among the different regions of Africa.

2. Contents:

- Ottoman Conquest of Northern Africa
- Medieval African States: Morocco, Benin, Oyo, Ashante, Kongo Mutapa, Kongo, etc.

3. Overview

A number of states existed in pre-colonial Africa during the period between 1500 and 1880s. The most important of these were Morocco in northern Africa, Benin, Oyo, Dahomey and

Ashante in West Africa; Kongo kingdom in west-central Africa and Mutapa empire in south-central Africa. Agriculture and trade in gold played significant roles in their rise and consolidation. Morocco in North Africa, Kongo and Nongo in west-central Africa, and Mwene Mutapa and Rozwi in south central Africa were strong pre-colonial African states enough to initially expelling foreign threat coming from mainly Portugal.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures/portraits of African kings and Queens
- A map showing the location of African states
- A wall map of Africa/Political map of Africa.
- Documentaries on the medieval African civilization

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Before you begin presenting the lesson, obtain or prepare a picture of medieval African kings and queens. Prepare a map showing the location of medieval African states from a historical Atlas. Moreover, attempt to obtain a wall map of Africa or the world and /or documentaries from the internet on the medieval period African kingdoms and other states. Give reading assignments with specific pages both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such map, charts and picture.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What were the main sources of political and economic power among medieval African states?

Introduce the lesson by helping students answer brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as:

- Mention the names of five medieval African states?
- Explain the material conditions for each state to continue to exist during the period under study.

B. Body of the Lesson

Following the responses of your students, try to give a general overview of the medieval African kingdoms and other states.

- Present an overview of the lesson topic in a few statements to the class.
- Divide students into groups and let them discuss the states of Africa and their role in internal development and external relations.
- Let them present their findings to their classmates.
- Let students produce and present an essay on any African state.
- Let the teacher bring a documentary/video related to the medieval African kingdoms and other states. After listening or watching ask them to write a short report and present it to their classmates in 5 minutes.

C. Stabilization

Give a short summary of the following points:

- The nature of the relationship among different African kingdoms (1500-1880s).
- Factors for the rise and consolidation of African states.
- Why did some kingdoms last so long while others lasted for such a short time?

4.5. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- What was the role of the Trans-Saharan gold trade in the rise and consolidation of African states both north and south of the Sahara?
- Why did Morocco invade the Songhay Empire?
- From which African kingdom did the Portuguese face the initial challenge?
- Evaluate the resources of Africa (why has the Gold Coast become an area of conflict)?

B. Follow-up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What was the role of the Trans-Saharan gold trade in the rise and consolidation of African states both north and south of the Sahara Desert?
- From which African kingdom did the Portuguese face the initial challenge?
- Evaluate the resources of Africa (why has the Gold Coast become the area of conflict)?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Observe activities while learners are engaged in pair and group work.

Answer Key for Activity 6.1

1. Aside from agriculture, handicraft, cattle, and Islam, trans Saharan trade and Trans-Atlantic trade were main factors in the rise and consolidation of Medieval African states.

2. Islamic religion encouraged trade. Muslim merchants were the main participants of the African trade. Through the agency of Muslim merchants, Islam also expanded.

Answer Key for Activity 6.2

1. Queen Nandi was the mother of Shaka Zulu.
2. Shaka Zulu (r. 1818-1828) was the prominent king of the Zulu kingdom during the first half of the 19th century
3. Boers were the Dutch farmers who were first settled by the Dutch East Indian Company in the mid-17th century.
4. The Ottoman Turkish titles for its rulers in North Africa were dey (military deputy of a pasha), bey (hereditary Mamluk), and pasha (viceroy).

Critical Thinking Questions

1. Why did Morocco invade the Songhay Empire?
   Answer: Morocco wanted to control the gold mines in Songhay.
2. How did the Ottoman millet system work in Northern Africa?
   Answer: The Ottomans introduced the millet system of local administration to North Africa by which different people could practice their own religion and culture and run local affairs.

6.2. Contact with the Outside World (1 period)

- Early Contacts Along the Western and Central African Coasts

1. Competencies: After learning this lesson, students will be able to:

- outline the nature of African and European relation;
- recognize the political and economic influences of other continents on Africa.

2. Contents:

- Contact with the Outside world

3. Overview

This lesson will introduce you to the different ways in which the African continent was linked with other continents across the world. It will especially explore the role of the Arabs,

Spain, Portuguese and Ottomans in shaping these contacts during the 15th and 16th centuries. Africa has maintained relations with the outside world since ancient times. The most important link was trade. Next, the expansion of Christianity and Islam in Africa shaped the nature of Africa's relations with the outside world. The Arabs had traded with societies in North and East Africa.

Since the mid-fifteenth century the turn of global events has brought Africa into closer association with the rest of the world. Europeans, especially Portugal and Spain, have been determined to dominate international trade since the 15th century. This was followed by the coming of Ottoman Turks to North Africa in the 16th century.

Therefore, Portugal was the European country which established early contacts with the coastal regions of West Africa. When the Portuguese first sailed out on their voyages of exploitation along the West African coast, the desire to reach India was their distant objective. Their immediate goal was to bypass Muslim North Africa and gain direct access to the gold producing region of West Africa. Nevertheless, other European powers quickly followed Portugal`s led. During the 17th and 18th centuries, explorers of the Dutch, English, and the French joined the competition for overseas trade.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

You could use some of the methods listed below

- Pictures of Portuguese sailing ships
- A chart showing the direction of European contacts with Africa.
- A wall map of the world
- Documentaries on the early contacts of Africa with the outside world.

4.2. Suggested Teaching Methods

- Gaped lecture
- Group discussion
- Jigsaw group projects
- Documentaries on the early contacts between Africa and Iberia.
- Independent work
- Reading Assignment

4.3. Pre-Lesson Preparations

Before you begin presenting the lesson, gather the necessary teaching materials. Assign the students the task of developing models and other teaching aids Get or make a photo of a European sailing ship. Make a graphic depicting the direction of links with Europe as well. Obtain a global map with Portuguese expeditions in West Africa on it. Look for documentaries from the internet about the African-European contacts, 1500-1800s. Give reading assignments with specific pages both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such map, charts and Picture.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- Explain the nature of African and European relation during the early African contact with European's period?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as:

- What factors leading to the Portuguese and Spaniards voyages to Africa?
- In which did they make early contacts?

B. Body of the Lesson

Following the responses of your students, try to give a general highlight of the early Africa's relation with Europe.

- Present an overview of the lesson in a few statements to the class.
- Divide students into group and discuss on the nature of African and European relation and ask them to present their finding to their classmates.

- Let students produce and present an essay on the early African -European contacts
- Let the teacher bring a documentary/video related to the European Explorers, 1500-1800s. After listening / watching ask them to write a short report and present it to their classmates in 5 minutes
- Let the students locate the Middle Ages Europe on the world map and show to their classmate.

C. Stabilization

Give a short summary of the following points:

- The nature of African and European relation.
- Factors leading to the Portuguese and Spaniards voyages to Africa.

4.5. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- From which European country did the Portuguese face the initial challenge?
- Why did Henry give financial and material support for the Portuguese voyagers?
- Evaluate the resource of Africa (e.g., why Gold Coast and North Africa became the area of conflict)?

B. Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- From which European country did the Portuguese face the initial challenge?
- Why did Henry give financial and material support for the Portuguese voyagers?

- Evaluate the resource of Africa: Why the North African coast and Gold Coast became the areas of conflict?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Asks students to suggest improvements that could be made to another student's work.
- To have students grasp the most important essence of the lesson give class activity from the exercises given at the end of the unit in the textbook as you deem fit. You can supplement the exercises with those of your own making.

Critical Thinking Question

- Why did the Portuguese and Spaniards come to Africa?
  Answer: The need to gain direct access to the gold producing areas of West Africa, and bypass Arab middlemen and Turkish blockade of the routes leading to the Far East.

Answer for Activity: 6.3

1. Portugal.
2. Queen Nzinga was the ruler of the Mbundu people of Ndongo state in West Central Africa. She was a skillful negotiator and military strategist who led the early anti-colonial resistance of her people for four decades (1620s 1660s).
3. The kingdom of Kongo.

6.3. Slavery and Slave Trade in Africa (4 periods)

1. Competencies: After learning this lesson, students will be able to:
   - evaluate the impact of the slave trade on Africa;
   - analyze the living conditions of African people during the Trans- Atlantic and the Trans- Saharan slave trade;
   - examine how did the slave trade affect African economy;
   - criticize the crime against humanity committed during the slave trade;
   - draw a map to indicate routes of Trans-Atlantic slave trade;
   - argue on the political and economic influences of other continents on

Africa during the period.

2. Content:

- Slave trade Inside Africa
- Mediterranean and Indian Ocean Trade
- The Trans-Atlantic Slave Trade

3. Overview

Slavery has a long history in Africa. It was practiced for both domestic service and export. African societies, as elsewhere in the world, have experienced an indigenous form of slavery and slave trade from ancient times down to the early 20th century. African slaves have also been exported to the outside world since ancient times mainly through the Red Sea and Indian ocean. The Trans Saharan, Red Sea and Indian Ocean slave trades were much older and existed long before the beginning of the Trans-Atlantic slave trade. Of the different types of slave trade practiced on the continent, the largest and best recorded was the Trans-Atlantic slave trade which lasted from the 16th to the mid-19th centuries. European nations established very large plantations and mining fields in the "New World" following the voyages of Christopher Columbus in 1492 and after. Then they needed laborers to work on the plantations and gold mine. Consequently, millions of African slaves worked on these plantations for centuries.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures of the Trans-Atlantic Slave Trade: chained slaves, shipment, and the like from African history books or the internet.
- A chart showing the statistics of yearly slaves transported during Trans-Atlantic Slave Trade.
- A wall map of the World indicating triangular slave trade;
- Documentaries on the Trans-Atlantic Slave Trade.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion

- Presentation

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain or prepare pictures about the Trans-Atlantic or East African Slave Trades. Prepare also chart showing the hierarchy of slaves and their masters, chart showing the statistics of yearly slaves transported during Trans-Atlantic Slave Trade. Obtain also documentaries from internet on the Trans-Atlantic Slave Trade. Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such charts, map and Picture, or else prepare them.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What was slave trade?
- Explain how the Europeans obtained access to slaves in Africa. To what port cities in Europe and the Americas the African slaves were shipped?
- Identify the effects of the slave trade on the culture of Africa?
- What part of Africa was the greatest source of slaves? Why?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as:

- What do you know about the origins of Black people in America?
- What reasons do you suggest for the success of slave trade in Africa and Caribbean regions?

B. Body of the Lesson

Following the responses of your students, try to give a general overview of the Slave trade and Trans-Atlantic Slave Trade. Briefly explain on major effects of slavery on African continents.

- Present an overview of the lesson in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on what they know about the Slave trade.
- The teacher uses audio and visual materials (browsed from the internet such as documentaries) that describe the nature and courses and consequences of the Trans Saharan, trans-Atlantic and "legitimate commerce".

Example: (Visit: West Africa: Trans Saharan Trade - YouTube)

- Let the teacher bring a documentary/video related to the Trans-Atlantic Slave Trade. After listening or watching ask them to write a short report and present it to their classmates in 5 minutes.

Example: Visit:www.slavevoyages.org; #crashcourse #history #slavery ;Visit: Trans-atlantic Slavery Documentary - YouTube ; #crashcourse #history #slavery

- Let the students locate the Triangular Slave trade on a map of the world and show to their classmates on the way it connected the three continents.

C. Stabilization

Give a short summary of the following points:

- The Trans-Atlantic Slave Trade
- The origin, phase and effects of the Trans-Atlantic Slave Trade

4.5. Evaluation and follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- Why did Africans engage in slave trade?
- What were the consequences of slave trade?
- Explain how the Europeans obtained access to slaves. To what port cities in Europe and the Americas the African slaves were shipped?
- Identify the effects of the slave trade on the indigenous culture of Africa
- What part of Africa was the greatest source of slaves? Why?

B. Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- Why did Africans engage in slave trade?
- What were the consequences of slave trade?
- Explain how the Europeans obtained access to slaves. To what port cities in Europe and the Americas the African slaves were shipped?
- Identify the effects of the slave trade on the indigenous culture of Africa
- What part of Africa was the greatest source of slaves? Why?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Critical Thinking Question

- Why did Africans engage in slave trade?

  Answer: In the first place the institution was not new for Africa. Apart from domestic use, African slaves were exported to the outside world since ancient times. When West Europeans set up plantations in the New World and globalized trade system developed, Africa became a source of millions of slaves to work in the plantations. Some African chiefs and states participated in the trade.

Answer for Activity 6.4

1. Through fighting in group or running away from their ancestral territories whenever they were hunted down like wild beasts.
2. West European merchants brought from Europe goods such as clothes, alcoholic beverages, metal wares and firearms to Africa to exchange them for slaves. Then, they transported African slaves across the Atlantic, and exchanged them with plantation owners for sugar, tobacco, rum and other products. They shipped these raw materials to Western Europe and sold them at high prices.
3. The slave trades were terrible experiences for Africans. Millions of able-bodied Africans were sold into slavery. This had a negative impact on the African socio-economic development. Some African groups/families exterminated, while others were expelled from their ancestral territories. Others suffered from political instability. The prevalence of conflict and warfare during enslavement led to the disruption of local agricultural activities and food production. But the Trans-Atlantic slave trade also served as a factor in the rise and consolidation of the Guinea states of Dahomey, Ashante and Oyo.

6.4. The "Legitimate" Trade/Commerce (1 period)

1. Competencies: After learning this lesson, students will be able to:

- Argue on the political and economic influences of other continents on Africa during the period;
- Analyze the consequences of the legitimate trade on African states and African peoples.

2. Contents:

- The "Legitimate" Trade

3. Overview:

For three centuries the slave trade dominated trade along the West African coast. It had disrupted and distorted developments in the interior of Africa. European gradually outlawed the slave trade, and found West Africa the fertile field for what they referred to as "legitimate trade". During the first half of the 19th century, a range of West African commodities replaced the export of slaves. Production was organized by West African rulers and merchants, who often made use of internal slave labour for cash-crop plantations and for transport. As the century progressed,

European traders, backed up by their governments, made increasing efforts to control West Africa`s internal trade. They sought to maximize their profits by cutting out both the African middle men and their European competitors. It was this heightened level of European trading competition which, in part, led to the 'Scramble for Africa' in the 1870s and 1880s.

4. Teaching-Learning Process

4.1 Suggested Teaching Aids

- Pictures indicating "legitimate trade" and commodities.
- A chart showing the balance of trade during the "legitimate trade", and chart showing the statistics of yearly commodities exported during the "legitimate trade".
- A wall map of the world.
- Documentaries on the "legitimate trade".

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Prepare a picture of the pictures indicating "legitimate trade" and commodities. Prepare a chart showing the balance of trade during the "legitimate trade", and a chart showing the statistics of yearly commodities exported during the "legitimate trade". Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such charts and picture.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What were the consequences of slave trade and "legitimate trade" on Africa?
- What were the nature, courses and consequences of the Trans-Atlantic and "legitimate trade"?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what reasons do you suggest for the change from slave trade to "legitimate trade"?

B. Body of the lesson

Following the responses of your students, try to give a general overview of Early Capitalism and its necessities.

- Present an overview of the lesson in a few statements to the class.
- Let the teacher divide learners into groups and let them discuss on what they know about the "legitimate trade".
- The teacher uses audio and visual materials (browsed from the internet such as documentaries.) that describe the consequences of the "legitimate trade".
- Let the teacher bring a documentary/video related to the "legitimate trade". After listening or watching ask them to write a short report and present it to their classmates in 5 minutes.
- Let the students locate the flow of "legitimate trade" on the world map and show to their classmates how it connected Africa with Europe.

C. Stabilization

Give a short summary of the following points:

- What was the "legitimate trade/commerce".
- What was the role of Africans in it?

4.9. Evaluation and Follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- What were the consequences of slave trade and "legitimate trade" on Africa?
- What were the nature, courses and consequences of the Trans-Atlantic and "legitimate trade"?

B. Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What were the consequences of slave trade and "legitimate trade" on Africa?
- What were the nature, courses and consequences of the Trans-Atlantic and "legitimate trade"?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Answer for Activity 6.5

1. Slaves in traditional African societies were used as domestic servants in individual households. Besides, the acquisition of a greater number of slaves was a mark of prestige, power and status in African society. Female slaves could also become the wives and concubines of individuals, chiefs and kings.
2. African slaves were exported to the Americas from the entire Atlantic coast of Africa.
3. The resistance by Africans, and beginning of the Abolitionist movement in Europe. But the most important factor was that plantation production and the trade in slaves became unprofitable with the development of the Industrial Revolution in Western Europe and North America.

6.5. The White Settlement in South Africa (1 periods)

1. Competencies: at the end of this lesson, students will be able to:

- explain the motives of white settlers in south Africa during the period;
- recognize the political and economic influences of other continents on Africa during the period.

2. Contents:

- The White Settlement in South Africa

3. Overview:

In 1652, the Dutch trading company established a small permanent settlement on the southern shores of South Africa to regulate the trade with the Khoisan. The Boers' settlement on Khoisan grazing land led directly to the first Khoi-Dutch war in 1659. In the Second Khoi-Dutch war of 1673-77 the natives were unable to win over the Dutch. In 1795, the British government seized control of the Cape colony from the Dutch settlers for strategic purposes. Dissatisfied with British rule, the Boers moved further north across the Vaal and Orange Rivers in the 1830s, and 1840s. This is known as the "Great Trek". As a result, the four Boer colonies of the Cape, Natal, the Transvaal and the Orange Free emerged. The Zulus came into conflict with both the British and Boers in South Africa. The discovery of mineral deposits in the 1860s attracted a large number of white settlers in South Africa. At the end of the 19th century, Britain took control of all the four South African colonies.

4. Teaching-Learning Process

4.1 Suggested Teaching Aids

- Pictures of the Dutch trading company 1652.
- A chart showing the statistics of the Boers' settlement on South Africa during the period.
- A wall map of the world showing indicating southern Africa.
- Documentaries on the Boers' settlement in South Africa during the period.

4.2. Suggested Teaching Methods

- Brainstorming questions.
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Obtain or prepare pictures of the Dutch trading company 1652. Prepare also map of South Africa indicating the location of the four republics. Obtain also a documentary or documentaries from the internet on the Boers' Settlement in South Africa during the period. Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such charts and picture or prepare them.

4.4. Presentation of the Lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What do you understand about the Boers settlement in South Africa?
- What were the motives of the White Settlers in South Africa?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what factors encouraged the Dutch (Boers) settlement in South Africa during the period?

B. Body of the Lesson

Following the responses of your students, try to give a general overview of European explorations and discoveries.

- Present an overview of the lesson in a few statements to the class.
- Let students debate on the motives of White Settlers in South Africa and present their idea to their classmates.
- Let the teacher bring a documentary/video related to Boers' settlement in South Africa during the period. After listening or watching it, ask them to

write a short report and present it to their classmates in 5 minutes.

Visit:South African History Documentary: 1652-1902 - YouTube

- Let students sketch a map showing the early routes of Dutch (Boer) settlement in South Africa and discuss on their impact on the local peoples.

C. Stabilization

Give a short summary of the following points:

- The Dutch (Boers) settlement in South Africa.
- Impacts of the Dutch and British settlement on the local people of South Africa.

4.5. Evaluation and follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- What do you understand about the Boers settlement in South Africa?
- What were the motives of the white settlers in South Africa?

B. Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What do you understand about the Boers settlement in South Africa?
- What were the motives of the white settlers in South Africa?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

6.6. European Explorers and Missionaries (1 period)

1. Competencies: After learning this lesson, students will be able to:

    - argue on the political and economic influences of other continents on Africa during the period;

- analyze the reasons behind the coming of European explorers to Africa.

2. Contents:

- European Explorers and Missionaries

3. Overview:

In order to get maximum benefit from the "legitimate trade", Europeans needed sufficient information about Africa`s potential as a source of raw materials, cheap labour and new markets for European manufactured goods. Between 1788 and 1877 an enormous number of European explorers set out into the heart of Africa in an attempt to rectify their ignorance about the interior of continent. But much Africa remained to be mapped and European explorers were generally direct agents of colonial expansion. African rulers were interested in contact with Europeans, but they wanted new trading openings, technical assistance and firearms. They did not want new ideas that threatened to undermine the traditional religious basis of their authority.

In the course of the 19th century, a large number of European missionaries also came to Africa. The most important were the British-based Anglican Church Missionary Society (CMS) and the Wesleyan Methodist Missionary Society or London Missionary Society (LMS). In addition, Protestant missionaries came from France, Germany, Holland and the United States. French Catholic missions, too, came later towards the end of the century. In a number of cases, Christian missionaries played a significant role in promoting and shaping the advent of European colonialism.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Maps/pictures indicating European explorers and missionaries
- A chart showing the frequencies of European missionary and explorers arrived to Africa during the period.
- A wall map of Africa and Europe.
- Documentaries on the European explorers and missionary in Africa.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Questioning

- Introduction and explanation
- Group discussion
- Presentation

4.3. Pre-Lesson Preparations

Obtain or prepare a map/picture indicating European explorers and missionaries. Prepare also a Chart showing the frequencies of European missionary and explorers arrived to Africa during the period. Obtain also a documentary on the European explorers and missionary in Africa. Give reading assignments to students both from the text and other relevant reading materials.

NB: The school pedagogical center officer could provide such charts and pictures or else prepare them.

4.4. Presentation of the lesson

A. Lesson Introduction

You might use your own 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 questions such as:

- What were the motives of the European Explorers and Missionaries in Africa?

Introduce the lesson by answering brainstorming questions. Be sure that the students understand the objectives of the lesson. You may ask questions such as: what reasons do you suggest for the coming of European explorers and missionaries to Africa during the period.

B. Body of the Lesson

Following the responses of your students, try to give a general highlight on the Renaissance.

- Present an overview of the lesson in a few statements to the class.

- Let the teacher divide learners into groups and let them discuss on produce and present an essay on the motives of the European Explorers and Missionaries in Africa in group.
- Let the teacher bring a documentary/video related to European explorers and missionary in Africa. After listening / watching ask them to write a short report and present it to their classmates in 5 minutes.
- Let the students locate the site of early European missionaries who came to Africa on the world map and show to their classmate on the way it spread to the rest of the world.

C. Stabilization

Give a short summary of the following points:

- The motives of European explorers in Africa
- The motives of European missionaries in Africa

4.5. Evaluation and follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What were the motives of the European Explorers and Missionaries in Africa?

B. Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- What were the motives of the European Explorers and Missionaries in Africa?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

Answer Key for Activity 6.6

1. No, it was not advantageous because it did not allow African states to develop their own economic strength and independence.

2. Europeans sought to maximize their profits by cutting out both the African middle men and their European competitors. This heightened level of European trading competition, in part, led to the 'Scramble for Africa' in the 1870s and 1880s.
3. In the mid-17th century by the Dutch East Indies Company.
4. The Boers` settlement on Khoisan grazing lands and the series of cattle raids by them led to the Khoi-Dutch wars.
5. The Great Trek was the mass northward movement of the Boers in the 1830s 40s because they were dissatisfied with British rule.
6. Stanley`s exploration was significant because he had shown the navigability of the Zaire River.

Answer Key for Review Questions

I. Answer key of the description of terms and concepts

- Kabaka – royal title of the king of Buganda Kingdom.
- Arma – Moroccan military in West Africa in the late 16th and 17th centuries.
- Amazons – Female troops of the Kingdom of Dahomey.
- Mwene Mutapa – title of the Mutapa state in South Central Africa.
- Boer (Afrikaner) – Dutch farmers who were settled in South Africa by the Dutch East Indies Company by the mid-17th century.
- Triangular Trade – the trade between Africa- the Americas and Europe in which Africa was supplier of slaves.
- Legitimate trade/commerce- the trade that replaced the trans-Atlantic slave trade in items other than slaves.

II. Answer Key of Matching Questions

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

III. Answer Key of Short Answer Type Questions

1. North and north east Africa had relations with Europe since ancient times. Afro-European relation increased steadily from the 15th century onwards as trade and the capitalist system grew greater in Europe and the Americas. White settlement started in South Africa and Algeria during the period.
2. The slave trades were terrible experiences for Africans. Millions of able-bodied Africans were sold into slavery. This had a negative impact on the African socio-economic development. Some African groups/families exterminated, while others were expelled from their ancestral territories. Others suffered

from political instability. The prevalence of conflict and warfare during enslavement led to the disruption of local agricultural activities and food production. But the Trans-Atlantic slave trade also served as a factor in the rise and consolidation of the Guinea states of Dahomey, Ashante and Oyo.

3. Europeans needed sufficient information about Africa`s potential as a source of raw materials, cheap labour and new markets for European manufactured goods. European missionaries also wanted to spread Christianity, but in many cases, they served the interest of European colonialists.
4. The Atlantic coast of Africa and Mozambique and their adjoining regions were main sources of slaves. Gold was obtained from West Africa and Zambezi valley. Show them on a sketch map of Africa.

Further Reading

Freund, Bill. The Making of Contemporary Africa: The Development of African

Societ since 1800. Bloomington: Indiana University Press, 1984.

Shillington, Kevin. History of Africa, Revised Edition. New York: St. Martin`s Press, 1995.

www. audio.com/ forgotten lives, for example: #AnaNzinga #Forgotten-Lives #Queen

UNIT SEVEN

STATES, PRINCIPALITIES, POPULATION MOVEMENTS AND INTERACTIONS IN ETHIOPIA (13TH – MID-16TH CENTURY)

Total Periods Allotted; 18

1. Introduction

This unit studies a number of interrelated historical developments which happened in the Ethiopian region and the Horn of Africa during the period from 1270 to the mid-16th century. The period beginning from 1270 to 1855 is also generally known as the medieval period of Ethiopian history. Around 1270, the Christian kingdom of Ethiopia got a new dynasty that replaced the Zagwe dynasty. With the development of long-distance trade and the spread of Islam in the region, a number of Muslim sultanates also flourished along the trade routes. In addition, the resourceful south and western Ethiopian regions consisted of a number of other peoples and states where the people practiced various forms of indigenous religion. These states had a long period of peaceful and conflicting relationships. The 16th century history of the region was characterized by two other major events. They were the coming of Jesuit missionaries (1550s-1630s) and the Oromo population movement beginning in the 1520s.

2. Learning Outcomes: After learning this unit, the students will be able to:

- point out the distinguishing features of the "Solomonic" Dynasty;
- elaborate the nature of relationship between the Christian Kingdom and the territories under its control or influence;
- explain the factors for population movements.

3. Main Topics of the Unit:

7.1. Restoration of the "Solomonic" Dynasty and the Christian Kingdom, 1270s-1550s

7.1.1. Restoration of the "Solomonic" Dynasty.

7.1.2. Basic Features of the Christian Highland Kingdom.

7.1.3. Power Struggle, Consolidation, and Territorial and Religious Expansion of the Christian Kingdom.

7.2. Expansion of Islam and Emergence of Muslim Sultanates

7.2.1. Trade and Trade Routes (Zeyla and Massawa Ports)

7.2.2. Socio Economic and Political Conditions of Muslim Sultanates

7.3. Political and Socio-Economic Conditions of Western, Southern and Central States in Ethiopia

7.3.1. The Kingdom of Gojjam

7.3.2. Polities of Bizamo, Wajj, and Ganz.

7.3.3. The Kingdom of Ennarya

7.3.4. The Gonga Peoples

7.4. Relationship Between the Christian Kingdom and the Muslim Sultanate of Adal (1520s – 1559)

7.4.1. Expansion of the Christian Kingdom

7.4.2. Conflict Between the Christian Kingdom and the Sultanate of Adal

- Involvement of the Portuguese the Ottoman Turks
- Consequences of the Conflict

7.5. Population Movement in the Ethiopian Region

7.5.1. The Oromo Population Movement

- Causes, Directions and Stages
- Consequences of the Movement
- Gadaa System of the Oromo
- Moggasa and Guddifacha
- Egalitarian System of Governance: Sidama (Luwa), Gedeo, Konso, Burji.

7.1. The Christian Kingdom Under the Restored "Solomonic" Dynasty (1270s -1550s) (4 periods)

1. Competencies: After learning this lesson, students will be able to:

- Evaluate the main factors that led to the restoration of the "Solomonic" Dynasty;
- Highlight the main features of the Christian Kingdom under the restored "Solomonic" dynasty;
- Demonstrate analytical and argumentation skills by debating on the factors for the conflict between the Christian kingdom and Muslim sultanates;
- Draw a map of the Ethiopian region which shows the extent of influence of the Christian kingdom.

2. Contents:

– Restoration of the "Solomonic" Dynasty.

- Basic Features of the Christian Highland Kingdom.
- Power Struggle, Consolidation, and Territorial and Religious Expansion of the Christian Kingdom.

3. Overview:

The ruling classes of the province of Amhara took away political power from the Zagwe around 1270. A local ruler in Amhara named Yikuno Amlak (r. 1270-85) founded a new dynasty called the "Solomonic" dynasty. King Yikuno Amlak and his followers took this dynastic name to justify their legitimacy. The capital of the Christian kingdom was shifted from Lalibela in Lasta to the area of Lake Hayk in Medieval Amhara. Later, the Christian state shifted its center to the Shewan plateau.

The medieval period of the Christian Kingdom had several characteristic features. This included large scale territorial expansion particularly since the early decades of the 14th century into the west, south, central and east, the further expansion of the Orthodox Church into Shewa, Gojjam, Begemdir, the region around Lake Tana, Damot, Enarya, and Wajj. The period was also marked by the consolidation of the Ethiopian version of feudalism as apolitical and economic systems. New administrative and military officials were given Gult rights, that is, the right to collect tribute from the local peoples over whom they were appointed. However, the Christian state did not have a permanent capital during the period. Instead, the royal court constantly moved from region to region during the period, partly to obtain fresh supplies or provisions and partly to control rebellions by making their seats at nearby sites. In order to facilitate the smooth succession of power, the Christian state also established the mountain fortress of Amba Gishen or Debre Negest (Mountain of Kings) around 1300.

Trade also took a very important place in the economy of the Christian Kingdom, especially after the military control of the Muslim sultanates of the region by King Amde Tsiyon and his successors. During the period between 1270 and 1529, Zeyla replaced the Red Sea coast as the main gateway for internal and external trade in the region. Through trade, the various Ethiopian peoples and states became interconnected and developed a sense of economic interdependence. Nevertheless, the need to control long distance trade and the sources of trade items often led to frequent clashes, particularly between the Christian Kingdom and Muslim Sultanates. The long period of conflicts culminated in the supremacy of Adal during the period from the 1520s to 1550s.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Map indicating the distribution of states in Ethiopia, 13th to 16th century
- Photographs, Videos, films, documentaries (if available, its content must also be valid) on socio-economic and political issues of states
- Real objects such as insignia of offices in various states

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Group project works
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain a sketch map and other teaching aids that indicate the distribution of states in northern, southern, western, central and eastern parts of the Ethiopian region and the Horn of Africa between the 13th and 16th century. Collect pictures of ruins of the palaces, mosques, churches or emblems of the rulers of the same states. Let students read from the textbook in group to list the states. Then let them in groups draw a map showing the distribution pattern of the states.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What conditions led to the establishment of the "Solomonic" state within the Christian Kingdom.

- What ecological and economic conditions do you think facilitated the formation of enduring states in south, central, western and eastern Ethiopia?
- Remind them about the distribution pattern of the various languages and settlement pattern of Ethiopian peoples that they learned in unit three.
- Write down the list of states and people under study during the period of study.

B. Body of the Lesson/ Presentation

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss the rise and consolidation of the Christian Kingdom under the "Solomonic" state.
- Give a sample list of titles, and indigenous administration of the states and kingdoms of the Ethiopian region and the Horn of Africa. Let the students sort them into their proper categories.
- Group students to discuss the causes and consequences of the conflict between the Christian highland kingdom and the Sultanate of Adal. You can make use of a sketch map of the geographical distribution of the Christian, Muslim and other states of the region in order to help the discussion.

C. Stabilization

Give a short summary of the following points:

- The establishment of the "Solomonic" Dynasty.
- Power struggle versus the consolidation of the Christian state.
- Territorial and Religious Expansion of the Christian Kingdom.
- The development of long-distance trade and conflicts between the Christian Kingdom and Ifat/ Adal Sultanates.

4.5. Evaluation and Follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your stu-

dents to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- Show students examples of good outcomes from previous lessons;
- State what is expected of each student to achieve by the end of the lesson;
- Ask students to peer assess their own work;
- Observe the group's activities by reviewing and reflecting on individual achievements;
- Make effective use of reflection with groups and individuals;
- Ask students to suggest improvements that could be made to another student's work;
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow up

Check the students' understanding of the lesson by following their activities and by giving them feedback.

- Check that they have understood the main factors of the emergence of the "Solomonic" Dynasty; its relations with other states and principalities of the region, and the territorial and religious expansions it carried out.

- At the end of the lesson, write student responses to questions on the blackboard and allow students to compare them to their own.

- Draw a map and list some states under discussion and then ask students to locate where they were found in Ethiopia.

Critical Thinking Questions

- Why did King Yikuno Amlak and his followers take the dynastic name "Solomonic"?
  Answer: to justify their legitimacy.
- What is monasticism? Is there a monastery around your locality where monastic life is being practiced?

Answer: Monasticism is a religious way of life in which monks and nuns are isolated from other people, and self-disciplined.

Answer Key for Activity 7.1

1. Yikuno Amlak was the ruler of Amhara who led the movement that overthrew the Zagwe dynasty in 1270. The Kibre Negest (Glory of Kings) was a book in which the claims of the "Solomonic" dynasty were enshrined.
2. The first center was around Lake Hayk in Wollo, later it was shifted to the Shewan plateau.
3. The succession problem was alleviated with the establishment of Amba Gishen as a royal prison. It was also territorially expanded. Side by side the gult system was consolidated and the Christian church further expanded. The Christian state also controlled trade and sources of trade items.
4. Zeyla emerged as a chief port of the period. It was over the control of the Zeyla trade that the Christian Kingdom and Muslim sultanates were in conflict for a long time.
5. Territorial expansion, religious expansion, development of trade, alleviation of succession problems, consolidation of feudalism, and moving capitals.

Answer Key for Activity 7.2

1. By establishing the royal prison place of Amba Gishen.
2. The Walasma dynasty.
3. Damot, Gojjam, Ennarya, Hadya, Ifat, and other Muslim and non-Muslim states. Try to include all of them here.
4. The disciples of Aba Iyasus Moa of Debre Hayk Istifanos and Abune Tekle Haymanot of Debre Asbo (later Debre Libanos) expanded to new areas like the Lake Tana islands, Shewa, Damot, Ennarya, Wajj and other areas.
5. Christian kings sponsored the construction of churches and large monasteries, and granted them large tracts of land. The clergy, in turn, played a big role in preaching about Christianity and the legitimacy of Christian kings.

7.2. Expansion of Islam and Emergence of Muslim Sultanates (4 Periods)

1. Competencies: After learning this lesson, students will be able to:

- Identify the roles of Islam and trade in the formation of state in the Ethiopian region and the Horn;
- Analyze the role of trade as a source of conflict between the Christian Kingdom and the Muslim sultanates of the medieval period in the Ethiopian region;

- Appreciate the role of trade and trade routes in linking the politically divergent states, principalities and peoples of Ethiopia and the Horn.

2. Contents:

- Trade and Trade Routes (Zeyla and Massawa Ports).
- Socio Economic and Political Conditions of Muslim Sultanates.

3. Overview:

The main reasons for the emergence of the Muslim Sultanates of the Ethiopian region were the expansion of trade and the Islamic religion. Islam was peacefully introduced to Harar, Eastern Shewa, Wollo, Bale, Arsi and other regions of the interior under the agency of Muslim merchants. The spread of Islam and the development of long dsitance trade in the region led to the establishment of a series of Muslim Sultanates along the Zeyla trade routes in th interior. The most important were Ifat, Fatagar, Dawaro, Darha (Dera), Bali, Hadya, Arbabni, Sharkha and Adal. These Sultanates of the region shared many features in common, but, at the same time, each sultanate developed in its own unique ways.

Zeyla was the most important trade outlet for both the Christian Kingdom and the Musllim Sultanates during the medieval period. In the north, the port of Massawa served as an additional trade outlet. The Zeyla trade served as a factor in the rise and consolidation of the various Muslim sultanates of the Ethiopian region.

Ifat was the strongest of all the sultanates of its time. It controlled the eastern trade and extended its influence over other Muslim states in the region. However, Ifat`s hegemony ended in about 1332 when King Amde Tsiyon of the Christian Kingdom controlled Ifat and the revenue from Zeyla trade. In about 1380, Adal emerged as another strong sultanate. The long period of conflict between the Christian Kingdom and Adal for over a century culminated in the supremacy of Adal itself in the first half of the 16th century.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A sketch map indicating the Muslim Sultanates of the Ethiopian region and the Horn.
- A map of the Horn of Africa indicating the Zeyla trade routes and ports.
- Valid Videos, films or documentaries (if available) on socio-economic and political condition of Muslim sultanates of the Ethiopian region.
- Real objects left by the sultanates, e.g., ruins of palaces, mosques, and other relics.

4.1. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Group project report
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.2. Pre-Lesson Preparations

- Obtain or prepare teaching aids that indicates the distribution of Muslim states and principalities in the Ethiopian region between the last quarter of the 13th and 16th century.
- Let students read from the textbook in groups to list them. Then let them work in groups to draw a map showing the distribution pattern.

4.3. Presentation of the Lesson

A. Lesson Introduction

First, explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What socio-political and economic conditions do you think facilitated the formation of enduring states in western Ethiopia?
- Remind them about the distribution pattern of the various languages and settlement pattern of Ethiopia that they learned in unit three.
- Write down the list of states and people under study during the period of study.

B. Body of the lesson/ presentation

After the responses of the students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss the emergence, and socio-economic condition of the Sultanates of the Ethiopian region.

- Give a sample list of titles and indigenous systems of administration and let the students sort them out into their proper categories.
- You can make use of a sketch map of the geographical distribution of the Muslim Sultanates in order to help the discussion.

C. Stabilization

Give a short summary of the following points:

- The location of Muslim states along the Zeyla trade routes through using a map.
- The sources of political power among the Muslim states of the Ethiopian region.
- The long period of conflict between the Christian Kingdom and Muslim states was led by first Ifat, and later Adal.

4.5. Evaluation and Follow-up

A. Evaluation

To check the effectiveness of the teaching-learning experience and to see if the expected levels of competence and behavioral changes have been achieved, you can direct some activities that relate to your lesson, such as:

- Show students examples of good outcomes from previous lessons.
- Ask students to peer assess their own work.
- Make effective use of reflection with groups and individuals.
- Ask students to suggest improvements that could be made to another student's work.

B. Follow up

- Check the students' understanding of the lesson by following the activities and giving them feedback.
- Check that they have listed the Muslim states under discussion and understood their socio-economic conditions.
- Write their responses on the blackboard for questions at the end of the lesson and let students compare it with their response.
- Draw a map and list some Muslim states under discussion and then ask students to locate where they were found/distributed in Ethiopia.
- Observe the group's activities by reviewing and reflecting on individual achievements.
- Make effective use of reflection with groups and individuals.

- Provide feedback which leads students to recognize their next steps and how to take them.

Critical Thinking Questions

- Explain the role of the Zeyla trade as a major channel of socio-economic and cultural interaction between ethnic groups of the Ethiopian region and the Horn.

  Answer: The Zeyla trade was important to develop a sense of economic inter-dependence among the various states of the Ethiopian region. In addition to its economic importance, the Zeyla trade served as the most important channel for the interaction and cultural exchange of different groups of people in the region.

Answer Key for Activity 7.3

1. The port of Zeyla.
2. Islam could spread peacefully into Eastern Shewa, Harar, Wollo, Bale, Arsi and other regions of the interior under the agency of Muslim merchants. As they stayed longer at the market places of these areas, they gradually converted the pastoral communities in them to Islam.
3. The most important Muslim Sultanates were Ifat, Fatagar, Dawaro, Darha (Dera), Bali, Hadya, Arababni, Sharkha and Adal.
4. The Muslim sultanates of the region had Muslim communities and their rulers exercised both religious and political power. Their economy was mainly based on trade.

Answer Key for Activity 7.4

1. Makhzumite and Walasma dynasties.
2. Ifat, and later Adal during the 15th and 16th centuries.
3. Sultan Ahmad Badlay was one of the strong Sultans of Adal during the reign of King Zera Ya`ekob in the Christian Kingdom. He was killed at a battle in 1445.
4. Garad.

7.3. Political and Socio-Economic Conditions of Southern and Central States in Ethiopia (2 periods)

1. Competencies: After learning this lesson, students will be able to:

- explain the major characteristics of the western, southern and central states and peoples in the Ethiopian region during the period under discussion;
- sketch out a map of Ethiopia and the Horn to locate the territorial extent of various states of Ethiopia.

2. Contents:

- The Kingdom of Gojjam.
- Polities of Bizamo, Wajj, and Ganz.
- The Kingdom of Ennarya.
- The Gonga Peoples

3. Overview

In addition to the Christian Kingdom and the Muslim Sultanates, there were several other states in the western, southern and central areas of the Ethiopian region. The majority of the inhabitants in these states practiced indigenous religion during the period under discussion. In the west, the kingdom of Gojjam existed in the region to the south of Lake Tana. The Agew were the predominant people of the kingdom during the period. In about 1323/24, King Amde Tsiyon (r. 1314-44) campaigned against Gojjam and made it a tributary kingdom.

In the center, the polities of Bizamo, Wajj and Ganz existed during the period. Bizamo existed on the southern bend of the Abay River just opposite to southern Gojjam. It was inhabited by Omotic language speakers like the Shinasha. Between the 14th and 16th centuries, Bizamo was a tributary to the Christian Kingdom. At the end of the 16th century, it was settled by the Macha Oromo. On the other hand, the polity of Wajj was situated around Lake Ziway, in the area west of Fatagar and east of Hadya. Like other states around it, Wajj was made a tributary state by King Amde Tsiyon of the Christian Kingdom. Ganz was an-

other state probably situated in the Rift Valley area between Wajj to the east, Kambata to the west and Hadya to the south. It was a tributary of the Christian Kingdom since the reign of Amde Tsiyon. The Wajj and Ganz region was occupied by the Oromo in the last quarter of the 16th century.

The medieval kingdom of Ennarya was situated immediately to the north of the Gojjeb River and west of the upper course of the Gibe River. King Amde Tsiyon made Ennarya a tributary of the Christian Kingdom. Ennarya strongly resisted the Macha Oromo for a long period of time. Finally, it was defeated at the beginning of the 18th century and settled by the Limmu clan of the Macha Oromo. The name of the kingdom was changed to Limu–Enarya.

This section of the unit also deals with the Gonga peoples. The Gonga people were speakers of the Kafi Noonoo, Shekki Noonoo, Anfillo, Shinasha and Bosha languages. These languages belong to the Omotic language family. Some 400 years ago, they lived in the same geographical environment and had more or less similar socioeconomic and political systems. Most of the Gonga peoples established elaborate state systems of their own. The best examples were the kingdoms of Ennarya, Anfillo, Bizamo, Kafa, and Shekka.

4. Teaching-Learning Process `

4.1. Suggested Teaching Aids

- A map indicating the distribution of states in Ethiopia, 13th to 16th century
- Selected videos, films, and documentaries on socio-economic and political issues of the states of the Ethiopian region.
- Real objects such as insignia of offices in various states of the Ethiopian region, like ruins of palaces, churches and mosques, and other relics.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Lecture
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain teaching aids that indicate the distribution of states in western, southern and central Ethiopia. Let students read from the textbook in groups to list the states and peoples in Southern, Western and Central Ethiopia between the 13th and 16th centuries. Then, let them work in groups to draw a map showing the distribution pattern.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What ecological and economic conditions do you think facilitated the formation of enduring states in south, western and eastern Ethiopia during the 13-16th century?
- Remind them about the distribution pattern of the various languages and settlement pattern of Ethiopia that they learned in unit three.
- Write down the list of states and people under study during the period of study.
- Let them show the distribution pattern from the map they drew.

B. Body of the Lesson/ presentation

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss the kingdoms of Gojjam and Ennarya, and Politics of Bizamo, Wajj, and Ganz and the Gonga peoples.
- Give a sample list of the titles and indigenous system of administration and let the students sort them out into their proper categories.
- Group students to list the different peoples and states of the western, cen-

tral and southern Ethiopian region. You can make use of a sketch map of the geographical distribution of these states in order to help discussion. Let students discuss these peoples and states during the period and present them to their classmates.

C. Stabilization

Give a short summary of the following points:

- The kingdoms of Gojjam and Enarya and their relationships with the Christian Kingdom.
- The Polities of Bizamo, Wajj, and Ganz and their relationships with the Christian Kingdom.
- The Gonga people and their indigenous state structures.

4.5. Evaluation and Follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- Show students examples of good outcomes from previous lessons.
- State what is expected from each student to achieve by the end of the lesson
- Ask students to assess their work in group.
- Observe the group's activities by reviewing and reflecting on individual achievements. Make effective use of reflection with groups and individuals.
- Ask students to suggest improvements that could be made to another student's work.
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have listed the states under discussion.
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their response.
- Draw a map and list some states under discussion and then ask students to locate where they were found distributed in Ethiopia.

Critical Thinking Questions

1) Explain the political and socio-economic attainment of the Gonga people during the medieval period.

   Answer: Most of the Gonga peoples established elaborate state systems of their own. The best examples were the kingdoms of Ennarya, Anfillo, Bizamo, Kafa, and Shekka. Their economy was based mainly based on agriculture supplemented by trade. Gonga states like Kafa and Shekka were very strong and survived until the end of the 19th century.

2) Why did Christian Kingdom`s kings campaign in far-flung areas where Bizamo, Gojjam, and others existed?

   Answer: The most important factors seem to have been the need to collect tribute and control trade and sources of trade items. In addition, the state wanted to expand its territory and Christianity.

Answer Key for Activity 7.5

1. Zhan Kimir
2. The Ennarya people.
3. Ganz Garad, Wajj Qats, and Tato for the kingdoms of Kafa and Shekka.
4. The Gonga people were speakers of the Kafi Noonoo, Shekki Noonoo, Anfillo, Shinasha and Bosha languages.

7.4. Relationship Between the Christian Kingdom and the Muslim Sultanate of Adal (1520s – 1559) (3 periods)

1. Competencies: After learning this lesson, students will be able to:

- illustrate the historical interrelations between the Muslim states and the Christian Kingdom during the period under discussion;
- analyse the relationship between the Muslim Sultanates and the Christian Kingdom

as well as other states of the region;

- appreciate the contribution of the trade routes in linking the medieval states in Ethiopia and the Horn;
- debate on the factors of the conflicts between the Christian Kingdom and the Muslim states.

2. Contents:
    - Expansion of the Christian Kingdom
    - Conflict Between the Christian Kingdom and the Sultanate of Adal
        - Involvement of the Portuguese the Ottoman Turks
        - Consequences of the Conflict

3. Overview:

The conflict between Adal and the Christian Kingdom continued during the early years of the 16th century. Emir Mahfuz emerged as the powerful ruler of Adal and Zeyla in the last decades of the 15th century, and began a series of attacks on the Christian Kingdom. However, he was killed by the army of King Libne Dingil (r. 1508-40) at a battle in Zeyla in 1517. Eventually, in the early 1520s, the leadership in Adal passed to a powerful Imam named Ahmad Ibn-Ibrahim el-Ghazi. He persuaded the fighting groups to abandon their differences and launch a war against the Christian Highland Kingdom.

Beginning in 1527 Ahmad began his campaign against the Christian kingdom by attacking Christian forces stationed in the tributary provinces of Dawaro, Fatagar and Bali. In March 1529 Ahmad crushed the huge Christian army led by King Libine Dingil at the battle of Shimbra Kure, near Mojjo. This was a big land mark in the history of the relationship between Adal and the Christian Kingdom. Ahmad continued his all-out attack on the Christian kingdom, but he could not capture Libne Dingil who fled from one place to another with a small army until his death in 1540.

Imam Ahmad put most of the peoples and states of the south and central parts of the Ethiopian region under the hegemony of Adal. Then, he launched the last phase of his campaign against the northern provinces of the Christian kingdom as far as the areas adjoining the Red Sea. He appointed governors to rule the provinces in both the south and the north. By 1535, Ahmad and his army settled in Dembiya near Lake Tana making it his new center from where he ruled the empire.

The conflict between Adal and the Christian Kingdom involved the Portuguese and Ottoman Turks. By then, these two maritime powers of the world were in rivalry over the

domination of the Mediterranean and Red Sea regions. Yemeni musketeers fought on the Imams' side in the Battle of Shimbra Kure. On the other hand, based on an earlier appeal by King Libne Dingil, in 1541 400 Portuguese musketeers came to the rescue of the Christian state. When the balance began to shift to the side of the Christian state, Ahmad requested for the help of the Ottoman Sultan, who immediately sent him 900 soldiers armed with muskets and cannons. With Ottoman reinforcement, Ahmad once again secured victory. But in 1543, he was overconfident and made a grave mistake in that he sent Ottoman troops back to their home country. Finally, he was defeated and killed at the battle of Weyna Dega in 1543 by the combined forces of the army of the Christian state and remnants of the Portuguese soldiers.

The conflicts between Adal and the Christian kingdom had a number of consequences which included huge material destruction, and the loss of human lives, reduction of population, expansion of Islam, and economic decline. Both Adal and the Christian state were weakened by the conflict, and the way became open for population movements in Ethiopia and the Horn.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A map indicating the battles and campaigns of the period.
- Pictures and photographs related to the period.
- Valid videos, films and documentaries on the conflict and foreign involvements.
- Real material objects such as weapons, dressing, donations and the like.
- Battle places (if there is in a nearby area).

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

Before you begin presenting the lesson, obtain teaching aids that indicates the conflicts between Adal and the Christian Kingdom and its consequences. Collect some maps, picture and material objects (if available) related to the conflict beforehand. Let students read from textbook in group to discuss about the conflict and its consequences. Then let them in groups draw a map showing the Imam Ahmad`s campaigns and main battle places.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- Were the conflicts between Adal and the Christian Kingdom during the first half of the 16th century a continuation of conflicts of the previous centuries over the control of trade and trade routes?
- What leadership qualities did Imam Ahmad possess that enabled him to control much of the Ethiopian region and the Horn?
- Can you tell us the weak sides of the Christian state by then?

B. Body of the Lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss the decades`-long conflicts between Adal and the Christian Kingdom.
- Group students to list the different battles and advances of the armies of the Imam Ahmad.
- Let the students show the strengths and weaknesses of the armies of both sides. You can make use of a sketch map of the Ethiopian region in order to help with the discussions, and present it to their classmates.

C. Stabilization

Give a short summary of the following points:

- The rise of Adal under Imam Ahmad
- The supremacy of Adal over much of the Ethiopian region and the Horn.
- Involvement of foreign troops in the conflict.
- Consequences of the conflict.

4.5. Evaluation and follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- Shows students examples of good outcomes from previous lessons;
- State what is expected from each student to achieve by the end of the lesson
- Ask students to peer assess their work;
- Observe the group's activities by reviewing and reflecting on individual achievements;
- Make effective use of reflection with groups and individuals;
- Ask students to suggest improvements that could be made to another student's work;
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have understood the reasons, successes and weaknesses of the supremacy of Adal in the Ethiopian region and the Horn.
- Write responses on the blackboard for questions on the end of the lesson and

let students compare it with their response.

- Draw a map and list some the battles under discussion and then ask students to locate where they were found in Ethiopia.

Critical Thinking Question

- What were the weaknesses of Imam Ahmad which contributed to his final defeat and death?

Answer: He was over confident, and his army was over stretched. Moreover, he sent back the 900 Ottoman Turkish musketeers ahead of the time.

Answer Key for Activity 7.6

1. Imam Ahmad Ibn Ibrahim was an able leader of the sultanate of Adal, who led his forces to much of the Ethiopian region during the first half of the 16th century. He is popularly remembered in the Christian kingdom by the name Gragn (the Left-handed).
2. Imam Ahmad was the winner of the battle of Shimbra Kure because he had better troops in terms of quality, and was assisted by Yemeni musketeers.
3. The Kingdom of Walayta.
4. Dembiya was the last center of Imam Ahmad.
5. Because Ottoman Turks and the Portuguese were in rivalry over the control of the Mediterranean and Red Sea regions.
6. The conflicts caused huge material destruction, and the loss of human lives. The wars weakened both the Christian Kingdom and the Sultanate of Adal and opened the way for the Oromo population expansion. The dismantling of the military garrisons of the Christian kingdom led to the rivalry between the regional nobility and the monarchy.

7.5. Population Movement in the Ethiopian Region (5 periods)

7.5.1. The Movement of Somali, Afar, and Argoba Peoples

7.5.2. The Oromo Population Movement

1. Competencies: After learning this lessons, students will be able to:

- distinguish the causes of population movement in Ethiopia and the Horn;
- identify the factors for the movement of the Somali, Afar and Argoba Peoples;
- discuss the consequences of the Oromo population movement;

- draw a sketch map of Ethiopia to indicate the main directions and stages of the Oromo population movement.

2. Contents:

- The movement of the Somali, Afar and Argoba Peoples
- The Oromo Population Movement
    - Causes, Directions and Stages
    - Consequences of the Movement
    - Gadaa System of the Oromo
    - Moggasa and Guddifacha.

3. Overview:

During the period before the beginning of the large scale Oromo population movement, the Somali, Afar and Argoba peoples moved and settled in new areas due to man-made and natural factors. The Oromo started their large-scale population movement in the early 16th century from the highland areas of Bali. The Macha and Tulama pastoralists moved from about 1522 into south-central areas of the Ethiopian region, controlled the Sultanates of the region. Eventually, in the 1560s, they established Odaa Nabee as their center in Dukam. In the 17th century, the western and some parts of northern regions were settled by groups of the Macha or Tulama Oromo. Likewise, the Barantu Oromo followed a north easterly direction and settled in Arsi around Lake Ziway, and the Karayu moved eastwards to their present territory in the eastern lowland. The Ittu, Anniya, Afran Qallo and other eastern Oromo branches also settled in Hararghe. The Ittu, Anniya and Afran Qallo (Obborra, Baabbille, Daga and Ala) had a common Chaffee at Odaa Bultum. Part of the Borana moved to the Kenyan highlands. During and after their movement, the Oromo were governed by their indigenous egalitarian socio-political institution called the Gadaa system.

The medieval kingdoms and sultanates of the region were either destroyed or strongly influenced by the Oromo population movement. The Christian kingdom was restricted to the regions north of the Abay River. Similarly, in the east, the Sultanate of Adal was reduced to the city of Harar surrounded by the Jugol wall. Many weaker Oromo clans and non-Oromo groups were adopted as members of a particular Oromo clan through the institution of Moggassa. The Oromo who settled among Christian communities were converted to Christianity, while others were converted to Islam particularly in the eastern part of the Ethiopian region.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A map indicating the directions of the Oromo population movement.
- A sketch map of the states of the Ethiopian region during the period.
- Documentaries on population movements in Ethiopia and the Horn, and their impacts.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching relating to Gadaa officials.

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain teaching aids that indicate the movement of the Oromo from the Bale highlands to the rest of the Ethiopian region and the Horn during the 16th and 17th centuries. Collect all the available teaching aids including sketch maps, videos, films and documentaries relating to the Oromo population movement. Give the students reading assignments both from the text book and other reading materials.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What do you know about population movement? What were the main causes?
- Remind them about the movement of the Afars since the 14th century when the Christian kingdom and Muslim sultanates were in conflict.
- What was the Oromo population movement?
- Show the main ethnic divisions of the Oromo using a tree or chart.

B. Body of the Lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Let students reading from textbook in group to report about the movement of the Oromo and the roles of the Gadaa system. Then let them in groups to draw a map showing the directions and stages of the population movement.
- Give the students a map of Ethiopia and ask them to mark on it the main directions of Oromo population movement. Do they notice any patterns of expansion and settlement?
- Ask the students to answer the question: 'Would you agree that the Oromo population movement brought about fundamental changes in the demographic/ population composition and political geography of the 16th and 17th century the Ethiopian region? Teacher then puts the ideas together to consolidate learning.
- Draw a sketch map of Ethiopia to indicate the main directions of the Oromo population movement. Highlight on your map the movements that would be seen as a threat by the Muslim sultanate and the Christian highland kingdom.

C. Stabilization

Give a short summary of the following points:

- Causes, directions and stages of the Oromo population movement.
- Consequences of the Oromo population movement.
- Gadaa System of the Oromo and its political and societal roles

4.5. Evaluation and follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral

changes have been achieved. You can direct some activities that relate to your lesson, such as

- Show students examples of good outcomes from previous lessons;
- State what is expected of each student to have achieved by the end of the lesson.
- Ask students to peer assess their own work;
- Observe the group's activities by reviewing and reflecting on individual achievements.
- Make effective use of reflection with groups and individuals.
- Ask students to suggest improvements that could be made to another student's work.
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have understood the causes, stages and consequences of the Oromo population movement.
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their response.
- Draw a sketch map and list some Oromo clans or ethnic groups and then ask students to locate where they were found in Ethiopia.

Critical Thinking Questions

1) Can you give the impacts of the Oromo population movement and expansion in the Ethiopian region?

   Answer: The good examples are place names or linguistic elements. In addition, there may have been the settlement of an Oromo group in your locality. If there is, mention it by name.

2) How far has the involvement of the Portuguese saved the Christian Kingdom from total disappearance? Discuss in small groups.

Answer: It can be argued that the 400 Portuguese soldiers and their survivors played a crucial role in rescuing the Christian Kingdom from complete collapse. Imam Ahmad met his first defeat at Weflia in 1542. Then at the battle of Weyna Dega in 1543 a Portuguese musketeer shot at him, and the Imam died soon after. With the death of the leader, the army quickly retreated to Adal.

Answer Key for Activity 7.7

1. The Oromo population movement resulted in, among others, the interaction and integration of various peoples with the Oromo, a number of states disappeared, Adal was limited to the walled city of Harar and the Christian kingdom was limited to the provinces north of the Abay River. The movement led the Oromo to accept Christianity or Islam wherever they permanently settled.
2. The Gadaa system was the Oromo socio-political organization based on rotating age grades known as Gadaa grades.
3. Abbaa Bokkuu (father of the Gadaa or spokesperson), Abba Sera (chief judge), Abbaa Duulaa (commander of the army), and so on.
4. The Moggassa institution significantly contributed to the success of the Oromo because it increased their number of population and fighting men. At the same time it gave material benefits and protection to weaker Oromo clans and non-Oromo groups.

Answer Key for Review Questions

I. Describe the Following Terms and Concepts

- Gult System—administrative system of the Christian kingdom by which state officials were given the right to collect tribute from the people over whom they were assigned.
- Mikkerecho – Council of Advisors in the states of Kafa and Shekka.
- Sinqee – the cultural institution of Oromo women.
- Musketeers – Portuguese or Ottoman Turkish soldiers who were armed with musket (rifle).

II. Match the items in column "B" with those in column "A"

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

III. Write Short Answers to the Following Questions

1. Several factors were accounted for the consolidation of the Christian state during the Medieval period. The succession problem was alleviated with the establishment of Amba Gishen as a royal prison. The kingdom was also territorially expanded. Side by side the gult system was consolidated and the Christian church further expanded. The Christian state also controlled trade and sources of trade items of the Ethiopian region.
2. Teacher may help students to list down Muslim, Christian, and non-Muslim/Christian states of the region. They are mentioned in the student`s text region by region.
3. The Gadaa system and its structure played crucial role in the Oromo population movement. The duties of each group were specified by the system. It was the duty of each Luba to seize control of new lands.
4. The Gadaa system and their method of fighting were most important factors. The Moggassa institution enhanced their military capacity. The mutual weakening of the Christian kingdom and Adal by itself served as a factor for the success of the Oromo.

Further Reading

Abir, Mordechai. Ethiopia and the Red Sea: The Rise and Decline of the Solomonic Dynasty. Published online by Cambridge University Press: 07 September 2016.

Asmarom Legesse. Oromo Democracy, An Indigenous African Political System. Asmara: The Red Sea Press, 2001.

Bahru Zewde. A Short History of Ethiopia and the Horn (a compilation). Department of History, AAU, 1998.

Mohammed Hassen. The Oromo of Ethiopia: A History, 1570-1860. London: Oxford University Press, 1994.

Pankhurst, Richard. The Ethiopian Border Lands: Essays in Regional History from Ancient T

imes to the End of the 18th century. Lawrenceville, NJ: The Red Sea Press, 1997. Taddesse Tamrat. Church and State in Ethiopia, 1279-1527. Oxford University Press, 1972.

UNIT EIGHT

POLITICAL, SOCIAL AND ECONOMIC PROCESSES IN ETHIOPIA, MID 16TH TO MID-19TH CENTURY

Total Periods Allotted: 24

Introduction

This unit deals with the major political and socio-economic developments that took place in the Ethiopian region from the mid-16th to the mid-19th centuries. This unit discusses how peoples and states in the southern half of the Ethiopian region have developed their own independent states. In the first section, students will learn about some of the independent states that flourished in western, southern and eastern Ethiopia. In the polities this section describes, the ways in which economic, political and social process was organized. The differences and similarities that existed among them as well as societies which are not so highly organized were highlighted.

The next section of the unit describes changes and continuities in the Christian kingdom from the mid-16th to the mid-19th centuries. This section explains how the Christian kingdom centered showed cultural revival centered at Gondar. Once again it explains in what way the efforts of revival of Christian kingdom were upset by elements of regional power struggle that was called the Zemene Mesafent (Era of warlords). This unit would form a significant setting to comprehend the dynamic forces of the creation of the modern Ethiopian which would be discussed in grade 12.

Learning Outcomes: After learning this unit, students will able to:

- describe the defining elements of the socioeconomic and political structures of the Omotic, Cushitic, Semitic, and Nilotic peoples from the mid-16th to the mid-19th centuries;
- explain major features and achievements of the Gondarine period;
- differentiate the main characteristic features of the Zemene Mesafint and the Yejju Dynasty;
- explain the nature of Ethiopia`s contact with Europe.

Main Topics of the Unit:

8.1. Peoples and States of Southern, Western and Eastern Ethiopia

8.1.1. Southern States

8.1.1.1. Omotic States and Peoples under Tato system

- Kingdom of Kafa
- Kingdom of Shekka
- Kingdom of Yam

8.1.1.2. Omotic States and Peoples under Kawo/Kati system

- Kingdom of Wolaita
- Polities of Dawuro, Gamo, Gofa, Konta, Basketo, Zayse, Oyda, Kara, Malle, Kore…etc. peoples.

8.1.1.3. Cushitic States and Peoples under Sera-Woma system

- Sidama, Hadya, Kambata, Tambaro, Halaba, Qabena…etc. peoples.

8.1.1.4. Gedeo

8.1.1.5. Konso

8.1.1.6 Gurage Chiefdoms

8.1.2. Western States

8.1.2.1. Oromo Monarchies: Gibe States, Leqa States

8.1.2.2. Sheikdoms and Peoples of Beni-Shangul Gumuz.

8.1.2.3. Local Chiefs of Gambella Peoples

8.1.3. Eastern States

- The Emirate of Harar
- The Afrar Sultanates: Aussa, Bidu, Gobaad, Tajura and Rahayito.

8.2. Instability Versus Consolidation in the Christian Kingdom, 1559-1855

8.2.1. Attempts at Consolidation and New Political Geography of the Christian Kingdom

8.2.2. The Gondarine Period (1636-1769)

8.2.3. Imposition of Catholicism

8.2.4. The Zemene Mesafint (1769-1855)

8.2.5. The Kingdom of Shewa

8.3. European Travelers and Explorers in Ethiopia Since 1805

8.1. Peoples and States of Southern, Western and Eastern Ethiopia

8.1.1 Southern States (4 Periods)

1. Competencies: After learning this lesson, students will be able to:

- Describe the source of political power in the peoples and states in southern and south western Ethiopia;
- Explain the socio-economic and political structure of Omotic, Cushitic, and Semitic peoples;
- Show the competitive and cooperative forms of political dynamics between peoples Omotic and Cushitic states socio-political structure;
- Value the historical, cultural and political values shared by different peoples of Ethiopia.

2. Contents:

- Omotic States and Peoples under Tato system
- Omotic States and Peoples under Kawo/Kati system
- Cushitic States and Peoples under Sera-Woma system
- Gedeo
- Konso
- Guraghe chiefdoms

3. Overview:

This section of the unit gives a review of some polities that flourished in the southern part of Ethiopia during the period and their major political, economic and social features. Many Ethiopians were politically autonomous from the middle of the 16th to the early 19th centuries, and independent polities flourished in them. Omotic states such as Wolaita, Kafa, Shekka, Yam and others had strong kingship administrations. Likewise, the Sidama, Gedeo, Konso, Kambata, Hadya, and several other Cushitic peoples had indigenous forms of governance that worked very well for their survival.

These and other polities discussed in this lesson led an independent existence. Yet these polities and their people maintained a sort of relationship through trade, marriage and conflicts over resources. One could see clearly the importance of mobility of ideas and peoples by looking at the clan histories of many of the peoples of Ethiopia and the Horn.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- A chart or map of languages of Ethiopia and the Horn.
- A chart showing the administrative hierarchy of the Kingdoms of Kafa, Ennarya, Wolaita and others.
- A map indicating the distribution of states in Ethiopia, 16th to 19th century.
- Documentaries on socio-economic and political issues of states
- Videos and films on the Southern states of the Ethiopian region.
- Real objects such as insignia of offices in various states, ruins of palaces, mosques, and other relics.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Gaped lecture
- Group projects
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain teaching aids like pictures, maps, and material objects that indicate the distribution of states in southern, and southwestern Ethiopia. Let students read from the textbook in groups to list states in southern, and southwestern Ethiopia between the 16th and 19th centuries. Then let them work in groups to draw a map showing the distribution pattern.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What ecological and economic conditions do you think facilitated the formation of enduring states in south and south western Ethiopia?
- Remind them about the distribution pattern of the various languages and settlement pattern of Ethiopia that they learned in unit three.
- Write down the list of states and people under study during the period of study.

B. Body of the Lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss about the Omotic, Cushitic, and Guraghe chiefdoms.
- Give a sample list of titles and traditional administration and let the students sort them out into their proper categories.
- Group students to list the different peoples and states of the Omotic, Cushitic, and Guraghe chiefdoms and give their own critiques. You can make use of the sketch map of the geographical distribution of the Omotic, Cushitic, and Guraghe chiefdoms in order to help discussion.
- Organize the classroom into small groups and let students discuss the Omotic, Cushitic and other states in Ethiopia during the period and present them to their classmates.

C. Stabilization

Give a short summary of the following points:

- The Omotic States and peoples under Tato system of indigenous government.
- Omotic States and peoples under Kawo/Kati system of indigenous government.
- Cushitic States and peoples under Sera-Woma system of indigenous government.

- Gedeo`s and Konso`s system of indigenous governments.
- Guraghe chiefdoms and Yajoka Qicha and Gordanna Sera.

4.5. Evaluation and follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- show students examples of good outcomes from previous lessons;
- state what is expected of each student to achieve by the end of the lesson;
- ask students to peer assess their own work;
- observe the group's activities by reviewing and reflecting on individual achievements;
- make effective use of reflection with groups and individuals;
- ask students to suggest improvements that could be made to another student's work;
- provide feedback which leads students to recognize their next steps and how to take them.

B. Follow-up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have listed the states under discussion;
- Write responses on the blackboard for questions at the end of the lesson and let students compare them with their responses;
- Draw a map and list some states under discussion and then ask students to locate where they were found distributed in Ethiopia.

Answer Key for Activity 8.1

1. Kafa and Shekka. The kings of Dawuro, Gamo, Zayse, Konta, Basketo and others used the Kati system. If you are in this region, help students to include the past kingship

system of the areas they live in.

2. The Mwa dynasty was the dynasty of the Yam people which ruled them from the 14th century.
3. Wolaita Malla.

Critical Thinking Questions

- What do you think of the importance of the indigenous governance systems of the various peoples and states of Southern Ethiopia?
  Answer: They played a big role in maintaining the survival of a particular group of people and above all they were and still are essential instruments for local conflict resolutions.

Answer Key for Activity 8.2

1 The Sidama, Hadya, Kambata, Tambaro, Halaba, Qabena and other related ethnic groups.
2 Hambercho was a council of elders responsible for the administrative and judiciary duties of the Kambata people in the past. It operated above the Sera system of indigenous local governance.
3 Ballee (Council of Elders).
4 Luwa and Hayyota respectively.
5 Yajoka Qicha and Gordanna Sera were the two most important indigenous political and judicial institutions of the Gurage people.

8.1.2. Western States (3 periods)

1. Competencies: After learning this lesson, students will be able to:

- describe the source of political power in the peoples and states in western Ethiopia;
- explain the socio-economic and political structure of the Macha Oromo of the Gibe and Wallaga areas and Nilotic peoples;
- value the historical, cultural and political values shared by different peoples of Ethiopia;
- draw a sketch map which indicates the states and peoples of the western part of Ethiopia during the period.

2. Contents:

- Oromo Monarchies: Gibe States, and Leqa States
- Sheikdoms of Beni-Shangul Gumuz Region: Benishangul, Aqoldi (Asosa) and Khomosha
- Local Chiefs of Gambella peoples.

3. Overview:

This lesson reviews some of the states and other polities that flourished in the western part of Ethiopia in the period under discussion and their major political, economic and social features. From the middle of the 16th to the middle of the 19th century, in various part of Ethiopia people were politically autonomous and administered independent polities. By 1800, the Oromo of the Gibe Valley had already transformed from the Gadaa system of government into a monarchical system of government. Consequently, five Gibe Oromo monarchical states such as Limmu-Ennarya, Jimma-Kakka, Gera, Gomma and Gumma emerged in the region. They flourished along the long-distance trade routes. Around the middle of the century, other Oromo states known as the Leeqaa states emerged in what is now Wallaga. Likewise, during the 19th century, the Benishangul (Berta) and Gumuz of Metekkel established important Muslim Shiekhdoms along the Ethio-Sudanese border. During the period before the mid-19th century, Gambella was home to five ethnic groups. They are Nuer, Anywaa, Majang, Opuo and Komo. These peoples also had indigenous forms administrative system and conflict resolution. Yet, these polities and their people maintained a sort of relationship through trade, and marriage; and conflicts as well over natural resources.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Chart or Map of peoples' settlement
- Map indicating the distribution of states in Ethiopia, 16th to 19th century.
- Real objects such as insignia of offices in various states, ruins of
- Videos, films, and pictures.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Gaped lecture
- Jigsaw group projects
- Guest speaker

- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

- Obtain or prepare teaching aids that indicates the distribution of states in western Ethiopia.
- Let students reading from textbook in group to list the peoples and states in western Ethiopia between 16th to 19th centuries. Then let them in groups to draw a map showing their distribution pattern.

4.4. Presentation of the Lesson

A. Lesson Introduction

First, explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What socio-political and economic conditions do you think facilitated the formation of enduring states in western Ethiopia?
- Remind them about the distribution pattern of the various languages and settlement pattern of Ethiopia that they learned in unit three.
- Write on the list of states and peoples under period of study.

B. Body of the Lesson

After the responses of the students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss the Oromo monarchies, sheikdoms in the west, and chiefdoms of Gambella.
- Give a sample list of titles and traditional administration and let the students sort out them in to their proper categories.
- Group students to list the different peoples and states of western Ethiopia and let them give their own appraisals of the formation of these chiefdoms and their

contributions to Ethiopia.

- You can make use of the sketch map of the geographical distribution of the monarchies or chiefdoms in order to help the discussion.

A. Stabilization

Give a short summary of the following points:

- the location of western states by using map,
- discuss the sources of political power in states in western Ethiopia
- historical, political and cultural standards by different peoples of Ethiopia

4.5. Evaluation and follow-up

A. Evaluation

To check the effectiveness of the teaching-learning experience and to see if the expected levels of competence and behavioral changes have been achieved, you can direct some activities that relate to your lesson, such as:

- Show students examples of good outcomes from previous lessons;
- Ask students to peer assess their work;
- Make effective use of reflection with groups and individuals
- Ask students to suggest improvements that could be made to another student's work

B. Follow up

- Check the students' understanding of the lesson by following the activities and giving them feedback.
- Check that they have listed the states under discussion.
- Write responses on the blackboard for questions at the end of the lesson and let students compare them with their responses.
- Draw a map and list some states under discussion and then ask students to locate where they were found distributed in Ethiopia.
- Observe the group's activities by reviewing and reflecting on individual achievements.
- Make effective use of reflection with groups and individuals.
- Providing feedback which leads students to recognize their next steps and how to take them.

Critical Thinking Question

- What were the favourable conditions for the transformation of the Oromo of the western part of Ethiopia to monarchical states?
  Answer: decline of the Gadaa system, revival of long-distance trade and spread of Islam to the region, and increase in the power of Oromo leaders like the Abbaa Duulaa.

Answer Key for Activity 8.3

1. Limmu- Ennarya
2. Bakaree Godaanaa
3. In Metekkel Zone of Benishangul-Gumuz Regional State.
4. Nuer, Anywaa, Majang, Opuo and Komo.

8.1.3. Eastern States (2 periods)

1. Competencies: After learning this lesson, students will be able to:

- describe the source of political power in the peoples and states in eastern Ethiopia;
- value the historical, cultural and political values shared by different peoples of Ethiopia.

2. Contents:

- The Emirate of Harar
- The Afar Sultanates:
- The Ethiopian Somali

3. Overview:

This section gives a review of some polities that flourished in the eastern part of Ethiopia during the period and their major political, economic and social features. They led an independent position. Among them, Harar was the center of the Walasma Sultans of Adal.

In 1577, the pressure of the Eastern Oromo clans forced the Sultans of Adal to shift their political center from Harar to Aussa in the north east of the Awash Valley, where four main Afar Sultanates such as Tajura, Rahayito, Aussa and Goba'ad emerged. In the middle of the 17th century, a local Harari dynasty was founded in Harar by Emir Ali Dawud (r. 1647-1662). Under this dynasty, Harar became the most important trade center in the east for the next two centuries. Harar was also an important center of Islamic learning and culture. The Harari have an indigenous system of conflict resolution known as Afocha (inter communal association). Similarly, the Afar had an indigenous system of conflict resolution known as Makabonto (Council of Judges). In addition, there are around 30 Somali clans in the Ogaden region. The historical Somali indigenous governing structure was a council known as Shir, which operated at all administration levels.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Chart or Map of languages of Ethiopia and the Horn.
- Sketch map indicating the distribution of states in Ethiopia, 16th to 19th century.
- Pictures, videos and films and documentaries on socio-economic and political issues of states particularly of Eastern Ethiopia.
- Real objects such as ruins of mosques, palaces, walls, villages, and other cultural heritages belonging to the people and states mentioned above.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Gaped lecture
- Jigsaw group projects
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain teaching aids that indicates the distribution of states in Eastern Ethiopia. Let students read from textbook in group to list states in eastern Ethiopia between 16th to 19th centuries. Then let them in groups to draw a map showing the distribution pattern.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What ecological and economic conditions do you think facilitated the formation of states in eastern Ethiopia?
- Remind them about the distribution pattern of the various languages and settlement pattern of Ethiopia and the Horn that they learned in unit three.
- Write on the list of states and peoples under period of study.

B. Body of the Lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss about the states in eastern Ethiopian region, during the 16th -19th century.
- Give a sample list of titles traditional administration and let the students sort out them in to their proper categories.
- Group students to list the different peoples and states of the region and let they give their own appraisals. You can make use of a sketch map of the geographical distribution of the states in Ethiopia and the Horn during the 16th -19th century in order to help the discussion.
- Organize the classroom into small groups and let students discuss on the states in eastern Ethiopia during the period and present it to their classmates.

C. Stabilization

Give a short summary of the following points:

- The Emirate of Harar: 1550s -1850s.
- The Afar Sultanates: Tajura, Rahayito, Aussa and Goba'ad (1577-1850s).
- The Somali and the clan structures and local governance.

4.5. Evaluation and follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as

- Show students examples of good outcomes from previous lessons;
- State what is expected from each student to achieve by the end of the lesson;
- Asks students to peer assess their work;
- Observe the group's activities by reviewing and reflecting on individual achievements;
- Make effective use of reflection with groups and individuals;
- Ask students to suggest improvements that could be made to another student's work;
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have listed the states under discussion.
- Write responses on the blackboard for questions on the end of the lesson and let students compare it with their response.
- Draw a map and list some states under discussion and then ask students to locate where they were found distributed in Ethiopia.

Answer Key for Activity 8.4

1. The Harla people.
2. Emir Nur ibn al-wazir, who was the successor of Imam Ahmad.
3. Shir and Makabonto respectively.
4. Tajura, Rahayito, Aussa and Goba'ad.

8.2. Instability versus Consolidation in the Christian Kingdom, 1559-1855.

8.2.1. Attempts at Consolidation and New Political Geography of the Christian Kingdom, 1550s-1636 (2 periods)
8.2.2. The imposition of Catholicism (1 Period)

1. Competencies: After learning this lesson, students will be able to:
   - mention some Ethiopian rulers who tried to consolidate the Christian Kingdom during the post Imam Ahmad era;
   - appreciate the efforts of the monarchs in attempting at consolidating the Christian Kingdom;
   - sketch the Lake Tana environs and locate some centers of the Christian Kingdom;
   - criticize the imposition of Catholicism.
1. Content:
   - Attempts at Consolidation of the Christian Kingdom (1550s -1636)
   - Shift of the seat of power of the Christian Kingdom.
   - The imposition of the Catholic faith and its effects.
2. Overview:

After the defeat of Imam Ahmad, the Christian Kingdom attempted to consolidate again. However, there were several problems. The fighting between the Christian kingdom and Adal continued. The Oromo of the Arsi-Bale area expanded and came to control a vast area beginning in the early decades of the 16th century. The Ottoman Turks posed a major threat to Ethiopia when they controlled the port of Massawa in 1557 from where they tried to encroach into the interior. The other problem was associated with the attempts of Jesuits to impose the Catholic faith on the Orthodox followers of the Christian Kingdom particularly in the early 17th century. The series of kings of the kingdom had to tackle all these challenges during the second half of the 16th century.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Documentaries on socio-economic and political issues of the Christian Kingdom.
- Map indicating the Christian Kingdom and distribution of other states in Ethiopia, 16th to 19th century.

- Real objects such as palaces, crowns, churches, and the like,
- Pictures, videos, and films relating to the Christian Kingdom.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Gaped lecture
- Jigsaw group projects
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

Before you begin presenting the lesson, obtain teaching aids that indicate the distribution of states in southern, western and central Ethiopia. Let students read from the textbook about the Christian Kingdom between the 16th and 19th centuries. Then let them work in groups to draw a map showing the extent of the kingdom during the period.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- How could the Christian kingdom of Ethiopia recover from the political and social problems in the first half of the 16th century?
- What economic, social and political conditions describe the kingdom during the period?
- Remind them about how the Christian kingdom shifted its centre towards the north-western part of Ethiopia and, eventually, established its capital at Gondar.

B. Body of the Lesson

Following the responses of your students, try to give an overview of the topic in few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss the attempts of Christian kings to consolidate the kingdom from the 1550s onwards.
- Group students to list the challenges the Christian kingdom faced during the period and the reactions/attempts of its kings.
- Organize the classroom into small groups to describe the attempts of the kings of the kingdom to consolidate it.

C. Stabilization

Give a short summary of the following points:

- Wars with Adal, the Oromo and Ottoman Turks.
- Searching for a new political centre in the Lake Tana basin.
- The imposition of the Catholic faith and its effects.

4.5. Evaluation and Follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- show students examples of good outcomes from previous lessons.
- state what is expected of each student to achieve at the end of the lesson.
- ask students to peer assess their work.
- observe the group's activities by reviewing and reflecting on individual achievements.
- make effective use of reflection with groups and individuals.

- ask students to suggest improvements that could be made to another student's work.
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have understood about the conflicts with Adal, the Oromo and the Ottoman Turks; the shift of the political centre of the kingdom to Lake Tana basin, and the imposition of the Catholic faith and its effects.
- Write their responses on the blackboard for questions at the end of the lesson and let students compare it with their response.
- Draw a map showing the campaigns of kings of the kingdom and then ask students to locate where particular places were found.

Answer Key for Activity 8.5

1. The ever increasing Oromo expansion.
2. The Lake Tana region was one of the most fertile areas of the country which could support the Christian state. The kings could settle their soldiers there, collect tribute from peasants and merchants and this eventually led to the growth of more static royal capitals before the establishment of Gondar.

Answer Key for Activity 8. 6

1. The Jesuits entered Ethiopia in the aftermath of the era of Imam Ahmad, when the Christian Kingdom was trying to revive from its decline.
2. Religious controversy between the Orthodox clergy and Jesuits and their converts. This caused wide spread peasant rebellions.
3. King Fasiledes introduced the "closed door" policy in order to prevent Europeans from entering Ethiopia because their presence in Ethiopia would cause religious controversy.

Critical Thinking Question

- What exactly was the cause for the conversion of King Susenyos? Political or religious?

  Answer: The real motive of Susenyos in inclining to Catholicism was the need for the military assistance of the Portuguese against the growing power of regionalism and the Oromo expansion.

8.2.3. The Gondarine Period: 1636-1769 (2 periods)

1. Competencies: After learning this lesson, students will be able to:

- describe the major features and achievements of the Gondarine period;
- show appreciations for the achievements of the Gondarine period.

2. Contents:

- Gondarine Period

3. Overview:

This section describes major features and achievements of the Gondarine period. Gondar was founded by Fasilades in 1636. It became the permanent capital city of the Christian kingdom, after Aksum and Lalibala. Before 1636 Gondar was a well-known market place, strategically located on the long-distance trade route linking the south-western region with Massawa and Metemma. Gondar thus became a famous commercial centre and was known for its architectural achievements and building technology following in the tradition of Aksum and Lalibala. Gondarine kings built castles, churches, bridges and swimming pools in Gondar. However, later on Gondar declined as an important political centre and economic prosperity. Instead, political disorder and court intrigues became common in Gondar.

Emperor Fasiledes restored the Orthodox faith and expelled the Jesuit missionaries from Ethiopia. This was followed by a new close-door policy of the Ethiopian emperors towards Europe and the Europeans. Instead, the Ethiopian emperors encouraged closer relations with the neighbouring Muslim countries. The isolation of Ethiopia from Europe continued until the early 19th century.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Documentaries on socio-economic and political issues of the kingdom during the period.
- A map indicating the distribution of states in Ethiopia, 16th to 19th century
- A map indicating Gondar and the lake basin as well as trade routes.
- Real objects or pictures of crowns, gifts, palaces, churches, and the like.
- Pictures, videos and films relating to the Gondarine period.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Group discussion
- Gaped lecture
- Jigsaw group projects
- Guest speaker
- Independent reading
- Internet exploring
- Story telling
- Biographical teaching

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain teaching aids that indicate the distribution of states in Ethiopia during the period under review. Let students read from textbook in group about the Gondarine period, between 16th to 19th centuries. Then let them in groups draw a map showing the location of Gondar, other centres and trade routes.

4.4. Presentation of the Lesson

A. Lesson Introduction

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- What ecological and economic conditions describe Gondar period?
- Remind them about how the Christian kingdom shifted its political centre towards north-western part of Ethiopia and, eventually, established its capital at Gondar.

A. Body of the Lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Discuss about the establishment of Gondar as capital city of Christian Kingdom.
- Group students to list the achievements of Gondar period.
- Organize the classroom into small groups to describe the achievements of Gondar period.

B. Stabilization

Give a short summary of the following points:

- By using a map show student about the location of Gondar and trade routes leading to and from it.
- List the architectural, cultural and other achievements of the Gondar period.

4.5. Evaluation and Follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- show students examples of good outcomes from previous lessons.
- state what is expected from each student to achieve by the end of the lesson.
- ask students to peer assess their work.
- observe the group's activities by reviewing and reflecting on individual achievements.
- make effective use of reflection with groups and individuals.
- ask students to suggest improvements that could be made to another student's work
- provide feedback which leads students to recognize their next steps and how to take them.

B. Follow up

Check the students' understanding of the lesson by following the activities and giving them feedback.

5. Check that they have listed the achievements of the period.
6. Write responses on the blackboard for questions on the end of the lesson and let students compare it with their response.
7. Draw a map and list places like Gondar and then ask students to locate where they were found.

Answer Key for Activities 8.7

1. Inside the imperial enclosure, magnificent castles and palaces for kings, residences for the Abun and Echegge as well as churches were built. Later other palaces were built outside of this enclosure. The architectural style of the buildings contains many elements from the Aksumite and the Zagwe periods.
2. During Iyasu I`s reign, a traditional civil code, the Fitha Negest, was revised. Land laws were amended. Taxes and customs were also reorganized. The reforms promoted the development of trade through which the king strengthened his relations with Egypt.

3. Etege Mintiwab was one of the few successful women political elites in Ethiopia who exercised real power for many years. Her successes were the result of several factors including her personal political skills, marriage alliances, and construction of churches and donations of precious gifts and land grants.
4. Ras was the highest politico-military rank in the Christian Kingdom. It was held by palace officials as well as provincial/regional governors. Whereas, Rasbitwoded was a prestigious title which literally means "the beloved of the king". It was equivalent to the Prime minister of modern times, and hence, he was next to the king.

Critical Thinking Question

- Under what circumstance did the Yejju Oromos get involved in the politics of Gondar?

Answer: During the reign of Iyasu II when Empress Minitwab married her son to an Oromo wife from Wollo. The relatives of Wabit and their cavalry filled Gonder.

8.2.4. Zemene Mesafint (2 periods)

1. Competencies:

After learning this lesson, students will be able to:

- identify the main characteristic features of the Zemene Mesafint;
- locate using a map a competing region for political upper hand during Zemene Mesafint;
- value the historical, cultural and political standards shared by different peoples of Ethiopia during the period.

2. Contents:

- The Zemene Mesafint.

3. Overview:

This lesson describes how many regionally based northern Ethiopian warlords used to fight each other for different objectives. They fought to expand their regional territories, to assume the title of Rasbitwodad, and to collect as much tribute as possible in the name of the puppet kings. This period of warlords 'predominance came to be known as the Zemene Mesafint. It lasted between 1769– 1855.

Besides the regional power conflicts, the Zemene Mesafint also witnessed an intense doctrinal controversy within the Orthodox Church over the number of

births of Christ. This further weakened the central government. The burdens of the Zemene Mesafint were carried by the peasantry who were obliged to feed the army of belligerent lords. They were also looted and plundered by the feudal army as well as by the Shiftas. All this discouraged surplus production, which in turn affected the development of trade.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Documentaries on socio-economic and political issues of the period.
- Map indicating the distribution of competing regions in Ethiopia during, Zemene Mesafint.
- Pictures of crowns, palaces, churches, battle fields, etc.
- Videos and films

4.2. Suggested Teaching Methods

- Brainstorming questions
- Biographical teaching
- Debate
- Demonstration
- Discussion
- Explanation
- Group discussion
- Independent reading
- Internet exploring
- Jigsaw group projects
- Question and answer
- Story telling

4.3. Pre-Lesson Preparations

- Obtain teaching aids relating to the period.
- Arrange student visits to museums, architectural centers like Gondar and Harar and other areas where such facilities are found.
- Collect some picture related to the Zemene Mesafint, regional rulers and European travelers, missionaries and explorers.

4.4. Presentation of the lesson

A. Introduction to the Lesson

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- remind them about Gondar period;
- list the main characteristic features of the Zemene Mesafint;
- locate using a map competing regions for political upper hand during Zemene Mesafint;
- value the historical, cultural and political standards shared by different peoples of Ethiopia.

B. Body of the Lesson

Following the responses of your students, try to give an overview of the topic in few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Open discussions on the Zemene Mesafint and the major regions involved in the regional fighting of the period. Make explanations using activities given on the subject. Let the students identify in group the main features of Zemene Mesafint.
- Make the students to conduct a debate on the prominent women in Ethiopian history, like Itege Mentewab.
- Arrange discussions and debate among the students on why northern Ethiopia descended into political and social decline since the 18th century?

C. Stabilization

Give a short summary of the following points:

- By using map show students, the location of the regions involved in the political and military struggles of the Zemene Mesafint.
- List the main features of the Zemene Mesafint.

4.5. Evaluation and follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- Show students examples of good outcomes from previous lessons;
- State what is expected from each student to achieve by the end of the lesson;
- Ask students to peer assess their work;
- Observe the group's activities by reviewing and reflecting on individual achievements;
- Make effective use of reflection with groups and individuals;
- Ask students to suggest improvements that could be made to another student's work;
- Record interactions and performance;
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow-up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have listed about the main features of Zemene Mesafint.
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their response.

Answer Key for Activities 8.8

1. The erosion of the traditional power and authority of the Christian monarchy led to the Zemene Mesafint. The main factors for this were series of military weaknesses and setbacks, the establishment of the city of Gondar as a permanent capital and the growth of the power of regional warlords.
2. The Yejju Oromo lords had the upper hand during the Zemene Mesafint. They fought other regions and held the position of Rasbitwoded and guardians of the puppet emperors at Gondar.
3. The major regional divisions of the Zemene Mesafint were Tigray in the north; Simien, Dembiya, Begemdir, Lasta, Amhara, Yejju and Wollo in the center; and Gojjam and Shewa in the south.

Critical Thinking Question

- Did central authority totally collapse during the Zemene Mesafine?
  Answer: Real power was in the hands of regional rulers. Moreover, regional warlords like the Yejju were the guardians of puppet kings who claimed descent from the "Solomonic" line. Therefore, though central authority was very weak, the state continued in the name of puppet kings.
- What important lessons do you get from the historical developments that happened during the period?
  Answer: Ethiopia`s backwardness is partly attributed to such periods of political instability, economic decline and social disorder.

8.2.5. The Kingdom of Shewa (1 period)

1. Competencies: After learning this lesson, students will be able to:

- elucidate using a map the competitive regions for political upper hand during the Zemene Mesafint;
- justify Shewa`s isolation from the political developments of northern Ethiopia;
- know the reasons behind the coming of European explorers and missionaries to Shewa in the 19th century and the signing of independent treaties with its ruler.

2. Contents:

- The Kingdom of Shewa

3. Overview:

The kingdom of Shewa emerged towards the end of the 17th century centering the district of Menz. It was isolated from the regional political and military struggles of the north during the Zemene Mesafint. The rulers of the kingdom got the opportunity to embark on a policy of southward expansion which resulted in the incorporation of the nearby regions. Each of the rulers of the kingdom added new territories, and founded new settlements and churches. Moreover, Meridazmach Amhayesus (r.1745-75) imported firearms, which helped him to incorporate several areas. Thereafter, his administration became firm and stable.

The power of Shewa reached its climax during the reign of Sahle Selassie (r. 1813-47). He has completed the process of territorial expansion. He rebuilt the church of Debre Birhan, which had been destroyed by the Oromo. He appointed powerful chiefs and arranged marriages with other chiefs, i.e., Muslim and Oromo, who wished to be converted into Christianity. The trade routes towards Gondar and Tigray were opened and left free and safe.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Map indicating the distribution of competing regions in Ethiopia during, Zemene Mesafint.
- Pictures of crowns, palaces, churches, battle fields, etc.
- Pictures, Videos, films and documentaries on the Kingdom of Shewa

4.2. Suggested Teaching Methods

- Brainstorming questions
- Biographical teaching
- Debate

- Demonstration
- Discussion
- Explanation
- Group discussion
- Independent reading
- Internet exploring
- Jigsaw group projects
- Question and answer
- Story telling

4.3. Pre-Lesson Preparations

- Obtain teaching aids relating to the Kingdom of Shewa.
- If your school is in a nearby area, arrange student visits to the one-time political centers of the kingdom like Ankober and Debre Birhan or Museums and heritages relating to the kingdom.
- Collect some picture related to the kingdom of Shewa, Zemene Mesafint, and European travelers, missionaries and explorers.

4.4. Presentation of the lesson

A. Introduction to the Lesson

Try to explain the objectives of each lesson topic you are going to deliver. Then, introduce each lesson by raising questions such as:

- remind them about the achievements of the Gondar period and the Zemene Mesafint.
- list the main characteristic features of the Shewan kingdom.
- locate using a map the directions of expansion of the Shewan Kingdom and areas it brought under its control.
- value the historical, cultural and political standards shared by different peoples of Ethiopia

B. Body of the lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Open discussions on the Zemene Mesafint and the Kingdom of Shewa and its relations with the surrounding areas. Make explanations using activities given on the subject. Let the students identify in group the main features of Zemene Mesafint. The Shewan Kingdom.
- What were the reasons behind the coming of European explorers and missionaries to Shewa and signing of independent treaties with its rulers?

C. Stabilization

Give a short summary of the following points:

- By using map show students, the location of the regions involved in the political and military struggles of the period.
- List the main features of the period.

4.5. Evaluation and follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- Show students examples of good outcomes from previous lessons;
- State what is expected from each student to achieve by the end of the lesson;
- Ask students to peer assess their work;
- Observe the group's activities by reviewing and reflecting on individual achievements;

- Make effective use of reflection with groups and individuals;
- Ask students to suggest improvements that could be made to another student's work;
- Record interactions and performance;
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow-up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have listed about the successes of the Shewan Kingdom.
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their response.

Answer Key for Activities 8.9

1. Negasi Kristos.
2. Meridazmach Amhayesus.
3. Two examples: Meridazmach Amhayesus imported firearms, which helped him to incorporate areas such as Efrata, Tegulet and Bulga, Gidim, the Karayu and the Abichu Oromo areas. Asfawosen also expanded in the north towards Ephrata stretching as far as the Borkena River; and in the northwest the southern parts of Gishe and Antsokia were incorporation. To the west Moret and Merhabete were added. As a result of such successful military expeditions, the frontiers of the kingdom were greatly enlarged.

Critical Thinking Question

- What made the kingdom of Shewa a stable kingdom?

Answer: Expansion to resourceful areas, importation of firearms, administrative reorganization, being located away from the civil wars of the north and building churches in newly incorporated territories and the conversion of their inhabitants like the Oromo as well as religious toleration and social equality as a means of forging unity among the heterogeneous population of his kingdom.

8.2.6. European Travelers and Explorers in Ethiopia since 1805 (1 period)

1. Competencies: After learning this lesson, students will be able to:

- argue on the objectives of European travellers, missionaries and explorers in Ethiopia;
- explain the nature of Ethiopia` contact with Europe during the 19th century.

2. Contents:

- European Travelers and Explorers in Ethiopia since 1805

3. Overview:

Beginning in the early 1800s, large number of Europeans came to Ethiopia as travelers, explorers, and missionaries. Regional rulers of the Christian Highland Kingdom and Kingdom of Shewa made independent foreign contacts and treaties with European government envoys. The main reason for this was that they sought to get firearms to strengthen their regional power.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Map indicating the competing regions in Ethiopia during Zemene Mesafint.
- Pictures of regional lords, European travellers and missionaries, etc.
- Pictures, videos, films and documentaries of treaties and European missionary activities.

4.2. Suggested Teaching Methods

- Brainstorming questions
- Biographical teaching
- Debate
- Demonstration
- Discussion
- Explanation

- Group discussion
- Independent reading
- Internet exploring
- Jigsaw group projects
- Question and answer
- Story telling

4.3. Pre-Lesson Preparations

- Obtain teaching aids relating to the European travelers and explorers in Ethiopia since 1805.
- Collect some picture related to the Zemene Mesafint and European travelers, missionaries and explorers.

4.4. Presentation of the Lesson

A. Introduction to the Lesson

Try to explain the objectives of the lesson topic you are going to deliver. Then, introduce the lesson by raising questions such as:

- Remind them about the Zemene Mesafint Ethiopia, and its main features.
- List the main European travelers, explorers, and missionaries.
- Locate using a map European made contacts with Ethiopian regional rulers.

B. Body of the lesson

Following the responses of your students, try to give an overview of the topic in a few statements to the class. Based on the descriptive and illustrative information given in the student textbook:

- Open discussions on the coming of European explorers and missionaries to Ethiopia since 1805?
- Make explanations using activities given on the subject. Let the students identify in group the major European travelers, explorers, and missionaries who were in Ethiopia since 1805.
- What were the reasons behind the coming of European explorers and missionaries to Shewa and signing of independent treaties with its rulers?

C. Stabilization

Give a short summary of the following points:

- The names of the major travelers, explorers, and missionaries in Ethiopia and the countries they belonged.
- The motives behind the European travelers, explorers, and missionaries.
- The regional rulers with whom they made contacts and independent treaties.

4.5. Evaluation and follow-up

A. Evaluation

Before formally concluding your lesson, conduct a brainstorming session with your students to assess the students' level of understanding, to check the effectiveness of the teaching-learning experience, and to see if the expected levels of competence and behavioral changes have been achieved. You can direct some activities that relate to your lesson, such as:

- Show students examples of good outcomes from previous lessons;
- State what is expected from each student to achieve by the end of the lesson.
- Ask students to peer assess their work;
- Observe the group's activities by reviewing and reflecting on individual achievements
- Make effective use of reflection with groups and individuals;
- Ask students to suggest improvements that could be made to another student's work
- Record interactions and performance.
- Provide feedback which leads students to recognize their next steps and how to take them.

B. Follow-up

Check the students' understanding of the lesson by following the activities and giving them feedback.

- Check that they have listed about the successes of the Shewan Kingdom.
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their response.

Answer Key for Activities 8.10

1. Each of them had different motives like adventure, missionary activity, scientific research and expansion of trade. However, the main reason was that they were preparing the ground for later European colonial conquest.
   NB: Compare this with the activities of Europeans discussed in unit six.
2. Ras Ali with the British, the Anglo-Shewan treaty and Franco-Shewan treaty.
3. The main reason for this was that they sought to get firearms to strengthen their power.

Answer Key for Review Questions

I. Choose the correct answer for the following questions

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

II. Write Short Answers for the Following Questions

1. The erosion of the traditional power and authority of the Christian monarchy since the era of Imam Ahmad led to the Zemene Mesafint. The main factors for this were series of military weaknesses and setbacks, the establishment of the city of Gondar as a permanent capital and the growth of the power of regional warlords.
2. Partly because of the series of rebellions in the country against the new faith, and partly because of their own weakness to cleverly understand the country`s long established cultural values which could not be easily eroded.
3. Magnificent castles and palaces for kings, residences for the Abun and Echegge as well as churches were built. Gondar was also famous because its churches were main centers of education, music and poetry. In addition, church paintings, cross making, calligraphy and other types of art flourished in the city. The city of Gondar also became the center of an active trade.
4. Economic interdependence facilitated the closer and peaceful interaction among the peoples. Some of the examples were the various Muslim sultanates and the Christian kingdom as well as other Western and Southern states. They were interconnected by networks of trade routes. They exchanged their products at major and minor market places. Side by side, they exchanged their cultural elements including language. The second example is the interrelationship among the Harari, the Somali and the Oromo in Harar.

Further Reading

Bahru Zewde. A Short History of Ethiopia and the Horn. Addis Ababa: Addis Ababa University Press, 1998.

_____. Society, State and History. Selected Essays. Addis Ababa: Addis Ababa University Press, 2008.

Caulk, R.A. "Harar Town and Its Neighbours in the Nineteenth Century" Journal of African History, xvin, 3 (1977), pp. 369-386

Crummey, Donald. Land and Society in the Christian Kingdom of Ethiopia, 13th – 20th century.

Oxford: James Curry, 2000. Harari People Regional State Culture, Heritage and Tourism Bureau (Refined by Wehib M. Ahmed). History of Harar and the Hararis. Harar, 2015/2008 E.C (available online).

Mohammed Hassen. The Oromo of Ethiopia: A History, 1570-1860. London: Oxford University Press, 1994.Mohammed Hassen. "Indigenous Governance among the Southern Afar (ca. 1815-1974), Ethiopia" Ethiopian Journal of Social Sciences and Humanities, Vol. VII, No 1&2, 2010-2011, pp. 1-25 Pankhurst, Richard. The Ethiopian Border Lands: Essays in Regional History from Ancient Times to the End of the 18th century. Lawrenceville, NJ: The Red Sea Press, 1997. Shack, William A. The Gurage: A People of the Enset Culture. London: Oxford University Press, 1966.

UNIT NINE

THE AGE OF REVOLUTIONS, 1789 TO 1815

Total Periods Allotted: 11

1. Introduction

In this unit we will look into two different kinds of revolutions. One of these, which triumphed first in Britain and then spread to other European countries and to the United States of America, was the Industrial Revolution. A good deal of space will also be given to look at the favourable conditions that enabled Britain to begin it first. Another related issue that we will consider is the socio-economic and political outcomes of the Industrial Revolution. Special attention will be given to the extent to which the Industrial Revolution transformed the role and status of women. The second kind of revolution that we will consider in this unit is the political revolution. Here, we will focus on the causes, courses, and consequences of the American and French revolutions. Last but not least, we shall look into the period of Napoleon Bonaparte: the reforms he introduced, the several wars he fought and their causes, his positive achievements, and the limitations of his rule. The final kick in this unit will be the Congress of Vienna and the settlements with respect to legitimacy, balance of power, and compensation.

2. Learning Outcomes: At the end of this unit, students will able to:
   - identify the major achievements of the Industrial Revolution during the period;
   - compare and contrast the distinguishing characteristic of the French and American revolutions;
   - appreciate the major achievements of the Industrial Revolution;
   - appreciate the reforms that were introduced by Napoleon Bonaparte ;
   - explain the purpose and achievements of the Congress of Vienna.
3. Main Topics of the Unit:
   - 9.1. Industrial Revolution and its political, economic and social effects on Europe
   - 9.2. The American War of Independence
   - 9.3. The French Revolution
   - 9.4. Napoleonic Era

9.1. Industrial Revolution and its political, economic and social effects on Europe (3 periods)

1. Competencies: After learning this lesson, students will be able to:
    - identify the enabling factors behind England's pioneering role in the industrial revolution;
    - make a list of new innovations and inventions that were introduced in the period;
    - explain the major outcomes of the Industrial Revolution;
    - appreciate the positive effects of the industrial Revolution.

2. Contents:
    - Factors that made the Industrial Revolution possible
    - New inventions
    - Consequences of the Industrial Revolution

3. Overview:

- The Industrial Revolution began in Great Britain in the 18th century owing to the availability of capital and raw materials, the expansion of trade and the availability of labor, and most importantly, the invention of the steam engine and other inventions and innovations. The Industrial Revolution greatly influenced the way societies in the world function.
- The Industrial Revolution brought about the following major consequences: balance between supply and demand, population growth, expansion of urbanization, helping the capitalist economic system to grow, and change in the role and status of women.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures
- Documentaries on the Industrial Revolution

4.2. Suggested Teaching Methods

- Brainstorming
- Group discussion
- Gaped lecture

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson on the Industrial Revolution, obtain pictures that show major inventions introduced in the period. Then, let the students to read from the textbook in groups so that they can list the factors that made the Industrial Revolution possible.

4.4. Presentation of the lesson

A. Lesson introduction

Try to explain the objectives of each lesson you are going to deliver. Then, introduce each lesson by raising questions such as:

- How can you define an industrial revolution? How is it different from a political revolution?
- How did the Industrial Revolution improve women's role and status?

B. Body of the lesson

Following the responses of your students, try to give an overview of the lesson in a few statements to the class. Based on the descriptive and illustrative information given in the students' textbook:

- Discuss the factors that made the Industrial Revolution possible as well as the important outcomes of the period.
- Give a sample of the new invention and the inventor, and then arrange them in groups so that they will do the same by listing new inventions and the corresponding inventors.

C. Stabilization

Give a summary of the lesson by focusing on the following points:

- Factors that made the Industrial Revolution possible;
- The socio-economic and political repercussions of the Industrial Revolution by giving special focus on its impact on the role and status of women.

4.5. Evaluation and follow-up

A. Evaluation

Before windup the lesson, make a brainstorming session to assess the students' level of understanding, to check the effectiveness of the teaching-learning process, and to see if the expected levels of competence and behavioral changes have been achieved. You can ask them some questions and direct some activities that are related to the lesson. Here are some questions.

- Which country of Europe pioneered the Industrial Revolution? Why did it begin there?
- How did the Industrial Revolution improve women's role and status?
- In a chart, make a list of scientists and the corresponding inventions they made.
- How do you value the changes that the Industrial Revolution brought about?

B. Follow up

Check the students' understanding of the lesson by following the activities and by giving them feedback.

- Check that they have listed the major factors that made the Industrial Revolution possible as well as the important repercussions;
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their responses.

C. Additional Questions

The following question will help students to develop critical thinking.

- Make students read materials or browse the internet about the Industrial Revolution and how it influenced the role and status of women. On the basis of their reading, let them write a one page short note.

9.2. The American War of Independence (2 periods)

1. Competencies: After learning this lesson, students will be able to:
    - identify the major causes of the American revolution;
    - establish a brief account of the course of the revolution;
    - explain the major outcomes of the American Revolution;
    - appreciate the war of independence waged by the American people and its fruits.
2. Contents:
    - Causes of the war
    - Course of the war
    - Consequences of the war

3. Overview:

    - In the 18th century, Britain had thirteen colonies in North America.
    - Following the Seven-Year war (1754-1763), fought between France and Britain, relations between the colonies and the British colonial government worsened as the colonial government imposed several taxes on the colonies so as to compensate for its losses during the war.
    - As the colonial government turned deaf ears to the grievances and demands of the colonies, they decided to wage a war of independence.
    - On July 4, 1776, the colonies declared independence from the British colonial rule.
    - In 1783, Britain recognized the independence of the United States of America. This was followed by the promulgation of a new constitution that has continued to be an example for many countries in the world.

4. Teaching-Learning Process

    4.1. Suggested Teaching Aids

    - Maps
    - Pictures
    - Documentaries on the American war of independence

4.2. Suggested Teaching Methods

- Brainstorming
- Group discussion
- Gaped lecture

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson on the American war of independence, obtain maps and pictures that show the geography of 18th century North America. Then, let the students to read from the textbook in groups so that they will list factors that lead for the American war of independence.

4.4. Presentation of the lesson

A) Lesson introduction

Try to explain the objectives of each lesson you are going to deliver. Then, introduce each lesson by raising questions such as:

- Can you please say something about colonialism and independence?
- What is your previous information about the causes of war?
- What kind of struggle is a war for independence? An aggressive war or a just war?

B) Body of the lesson

Following the responses of your students, try to give an overview of the topic in few statements to the class. Based on the descriptive and illustrative information given in the students' textbook:

- Discuss about the American war of independence by focusing on its causes, course and consequences. Elucidate the several Acts that the colonial government introduced and how it aggravated the conflict between the colonies and the colonial government;
- Give samples of cause, course, and consequence of the war after which let students to do the same but they are expected to make as many lists as possible.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- Causes of the war (a series of Acts introduced by the colonial government;
- Important meetings and the decisions passed including the most influential figures that lead the war of independence, and
- The outcomes of the war.

4.5. Evaluation and follow-up

A) Evaluation

Before windup the lesson, make a brainstorming session to assess the students' level of understanding, to check the effectiveness of the teaching-learning approach, and to see if the expected levels of competence and behavioral changes have been achieved. You can ask them some questions and direct some activities that relate to your lesson. Here are some questions.

- What important decisions did the colonies pass in the first and second continental congresses?
- Who was George Washington? What was his role in the war of independence?
- How did the revolutionaries capitalize on the ideals of the enlightenment?

B) Follow up

Check the students' understanding of the lesson by following the activities and by giving them feedback.

- Check that they have listed the major factors that lead the American war of independence, important points on the course of the war, and major outcomes of the war;
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their responses.

C) Additional Questions

The following question will help students to develop critical thinking.

- For a better understanding of the issue, make students read materials or browse the internet about the influential figures of the American war of independence. On the basis of their reading, let students write a short biography of George Washington and Thomas Jefferson.

9.3. The French Revolution (3 periods)

1. Competencies:

After learning this lesson, students will be able to:

- identify the long-term and short-term causes of the French revolution
- establish a brief account of the course of the revolution;
- explain the major outcomes of the French Revolution;
- appreciate the radical reforms introduced in the course of the revolution.

2. Contents:

- Causes of the Revolution
- Course of the Revolution
- Consequences of the Revolution

3. Overview:

- In the 18th century, France was ruled by an absolute monarchy whose power was not limited either by tradition or constitution.
- Under the Old Regime, French society was divided into two classes: privileged and unprivileged. The unprivileged people paid taxes and were treated badly. The privileged people, on the other hand, did not pay taxes and were treated well.
- As the colonial government turned deaf ears to the grievances and demands of the colonies, they decided to wage a war of independence.
- On July 4, 1776, the colonies declared independence from the British colonial rule.
- In 1783, Britain recognized the independence of the United States of America. This was followed by the promulgation of a new constitution that has continued to be an example for many countries in the world.
- The revolution was made to end the old order and caused by exploitation of the majority by the privileged class, economic stress, the enlightenment, the triumph of the revolution in America and others.
- The French revolution had the following four phases: the National Assembly (1789-1791) the Legislative Assembly (1791-1792), the Convention (1792-1795), and the Directory (1795-1799).
- The major changes and reforms registered in the revolution include the abolishment of guilds and labor unions, the abolition of special privileges, the constitution of 1791, declaration of the Rights of Man, equality before the law

(for men), many nobles left France, reforms in local government, and taxes levied based on the ability to pay.

- The Declaration of the Rights of Man includes freedom of religion, freedom of speech and of the press, guaranteed property rights, "liberty, equality, and fraternity," right of the people to create laws, and the right to a fair trial.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Pictures
- Charts
- Documentaries on the French Revolution

4.2. Suggested Teaching Methods

- Brainstorming
- Group discussion
- Gaped lecture

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain a chart that shows the long-term and short-term causes of the revolution and pictures that show influential figures the lead the revolution. Then, let the students to read from the textbook in groups so that they will list causes of the French revolution.

4.4. Presentation of the lesson

A) Lesson introduction

Try to explain the objectives of each lesson you are going to deliver. Then, introduce each lesson by raising questions such as:

- What was the French Revolution like as a movement?
- What motivated people to make a revolution?
- What do the terms liberty, equality, and fraternity mean for you?
- What machine was the guillotine machine?
- Who were the Jacobins and the Girondists?

B) Body of the lesson

Following the responses of your students, try to give an overview of the lesson in a few statements to the class. Based on the descriptive and illustrative information given in the students' textbook:

- Discuss about the French revolution by focusing on its causes, course and consequences;
- Elucidate on the several reforms introduced during the course of the revolution, the storming of the Bastille, Tennis court oath, formation of different governments and the reforms that they made including the declaration of the rights of man, the execution of the royal family, the Reign of Terror and the execution of the revolutionary leaders;
- Give samples of cause, course, and consequence of the revolution after which let students to do the same but they are expected to make as many lists as possible.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- Causes and major outcomes of the French revolution

4.5. Evaluation and follow-up

A) Evaluation

Before windup the lesson, make a brainstorming session to assess the students' level of understanding, to check the effectiveness of the teaching-learning approach, and to see if the expected levels of competence and behavioral changes have been achieved. You can ask them some questions and direct some activities that relate to your lesson. Here are some questions.

- What important decisions did the Third Estate pass in the Tennis Court Oath?
- Make as many reforms as you can that were introduced under different governments in the course of the French revolution.
- What period was the Reign of Terror during the French revolution?
- How did the revolutionaries capitalize on the ideals of the enlightenment and on the success of the American war of independence?

B) Follow up

Check the students' understanding of the lesson by following the activities and by giving them feedback.

- Check that they have listed the causes of the French revolution, important reforms introduced in the course of the revolution, and major outcomes of the war;
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their responses.

C) Additional Questions

The following question will help students to develop critical thinking.

- For a better understanding of the French revolution, make students read materials or browse the internet on the influential figures that lead the revolution. On the basis of their reading, let students to write a short biography on Olympe de Gouges, Marat, Danton, and Robespierre.

9.4. The Period of Napoleon Bonaparte (3 periods)

1. Competencies: After learning this lesson, students will be able to:
   - Explain the major military achievements of Napoleon;
   - Appreciate the reforms introduced by Napoleon Bonaparte;
   - Clarify the reasons that led to the defeat of Napoleon.
2. Contents:
   - Consulate period, 1799-1804
   - The Empire period, 1704-1814
   - The Congress of Vienna, 1814-1815
3. Overview:
   - Napoleon took power on December 25, 1799, with the constitution giving him supreme power. The first part of his rule was known as the Consulate period that lasted from 1799 to 1804. During the era of the Consulate, Napoleon fought many short wars with the major European powers, like Britain, Austria, Sardina, and Russia.
   - Perhaps the longest lasting legacy of Napoleon's rule is the Napoleon Code,

which provided legal unity. This was the first clear and complete codification of French Law. The law included a civil code, code of criminal procedure, a commercial code, and a penal code. It emphasized the protection of private property. This in turn gave rise to a strong central government and administrative unity. Many achievements of the Revolution such as equality before the law (no more estates, legal classes, privileges, local liberties, hereditary offices, guilds, or manors), freedom of religion, secularism (separation of state and religion), property rights, and the abolition of serfdom, were made permanent.

- . The period from 1804 to 1814 was known as the Empire period characterized by repeated war and defeat.
- The Congress of Vienna was held from September 1814-June 1815 where representatives of the major powers of Europe, including France, met to redraw territorial lines and to try to restore the social and political order of the old regime.

4. Teaching-Learning Process

4.1. Suggested Teaching Aids

- Maps
- Pictures
- Charts
- Documentaries on the Period of Napoleon Bonaparte

4.2. Suggested Teaching Methods

- Brainstorming
- Group discussion
- Gaped lecture

4.3. Pre-Lesson Preparations

Before you begin teaching the lesson, obtain a map that shows Europe under the influence of Napoleon Bonaparte. Then, let the students to read from the textbook in groups so that they will list some important socio-economic and political reforms introduced by Napoleon Bonaparte.

4.4. Presentation of the lesson

A) Lesson introduction

Try to explain the objectives of each lesson you are going to deliver. Then, introduce each lesson by raising questions such as:

- Who was Napoleon Bonaparte?
- What were the two periods of Napoleon's reign?
- Can you mention some positive achievements of the Napoleonic period?
- How do you evaluate the value of peace against aggressive war?
- What do you think will happen to dictators in the end?

B) Body of the lesson

Following the responses of your students, try to give an overview of the topic in few statements to the class. Based on the descriptive and illustrative information given in the students' textbook:

- Discuss about the period of Napoleon Bonaparte by focusing on the socio-economic, political, and legal reforms introduced by Napoleon Bonaparte as well as the important decisions that were made at the Congress of Vienna;
- Give samples of reforms from each kind mentioned above after which let students to do the same but they are expected to make as many reforms as possible.

C) Stabilization

Give a summary of the lesson by focusing on the following points:

- Form of government
- Reforms made by Napoleon
- The wars he fought
- His final days, and
- Decisions made at the Congress of Vienna

4.5. Evaluation and follow-up

A) Evaluation

Before windup the lesson, make a brainstorming session to assess the students' level of understanding, to check the effectiveness of the teaching-learning approach, and to see if the expected levels of competence and behavioral changes have been achieved. You can ask them some questions and direct some activities that relate to your lesson. Here are some questions.

- What important reforms did Napoleon Bonaparte introduce as First Consul and Emperor?
- Make as many reforms as you can that were introduced by Napoleon Bonaparte.
- How did the territorial arrangements by the Congress of Vienna influence the position of France?
- What do you think were the reasons for the several defeats that Napoleon sustained during the Empire period?

B) Follow up

Check the students' understanding of the lesson by following the activities and by giving them feedback.

- Check that they have listed the the socio-economic, political, and legal reforms introduced by Napoleon Bonaparte as well as the important decisions that were made at the Congress of Vienna.
- Write responses on the blackboard for questions at the end of the lesson and let students compare it with their responses.

C) Additional Questions

The following question will help students to develop critical thinking.

- For a better understanding of the period of Napoleon Bonaparte, make students to compare and contrast the achievements that Napoleon registered as First Consul and as Emperor.

Answer Key for Activities

Activity 9.1

1. The Industrial Revolution began in Britain because it possessed capital, stable government and an enormous supply of natural resources that were necessary for the revolution to take place.
2. Population growth, urbanization, manual labour was considerably replaced by machine production, balance between supply and demand, and change in the status and role of women are some of the positive outcomes of the industrial revolution.

Activity 9.2

1. The Stamp Act required the colonies to pay tax for all legal documents
2. France came on the side of the colonies because it sustained defeat in the Seven Years war after which it lost large amount of territory in North America.
3. Patriots were people who sought independence while loyalists sought to continue under the British colonial rule. George Washington was the leader of the Continental Army and Tomas Jefferson the author of the declaration of independence.
4. In the First Continental Congress the colonies decided not to pay taxation until the British colonial government allowed the colonies representatives in the British parliament and in the Second Continental Congress the colonies decided to wage a war of independence. Hence, they elected George Washington as the C-I-C (Commander-In-Chief) of the Continental Army.

Activity 9.3

1. The First Estate was made up of the Catholic clergy; the Second Estate stands for the nobility who fought during war such as the knights, and the Third Estate constitutes the ordinary people such as peasants, craftsmen, and merchants who produced the food which supported the First and Second Estates.
2. The Bastille was the royal prison of France, the Guillotine machine was the symbol of French tyranny with which counter revolutionaries were put to death; the Jacobins was a political party that sought radical change and the overthrow of the monarchy while the Girondins sought reforms under the French Monarchy. Tsar is the name of the Russian monarchy and the Marscil-

laise was the battle cry of the French revolutionists.

3. Fear of similar revolutions in their respective empires.

Activity 9.4

1. Napoleon Bonaparte was an enlightened despot because he made important reforms in almost all aspects of life in a way that answered some of the questions of the enlightenment and the revolution.
2. During the period of Napoleon, France was a major power. However, after the war its power considerably weakened while the powers of Austria-Hungary and other European states grew.
3. The Island of Elba is located in the Mediterranean Sea where Napoleon Bonaparte was first exiled and the Island of St. Helena is located in the South Atlantic Ocean where Napoleon Bonaparte was exiled for a second time.
4. Territorial readjustment and turning Europe back to the social and political order that prevailed before the period of Napoleon.
5. You can suggest your own. But the peace that he concluded with the Catholic Church is worth appreciating.

Answer Key for Review Questions

I. Matching Item: - 1) B 2) C 3) C 4) C 5) C 6) A 7) A 8) C 9) C 10) A 11) A 12) A 13) C 14) C

II. Choose Item: - 1) D 2) A 3) D 4) C 5) A

Further Reading

Ellis E.G and Esler A. World History. Person Prentice Hall, Boston, 2007.

Kropotkin, Petr. The Great French Revolution, 1789-1793, 1909.

Reader. Core Knowledge History and Geography. The Industrial Revolution: Changes and Challenges. Core Knowledge Foundation, 2018. www.coreknowledge.org

Visit: Libgen.com/pdf drive on each topic of the unit.