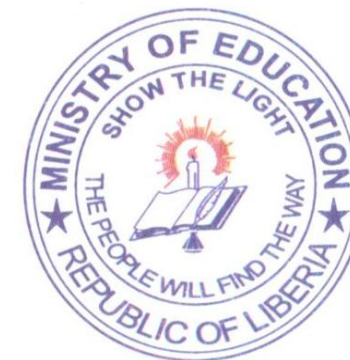


REPUBLIC OF LIBERIA

MINISTRY OF EDUCATION



NATIONAL CURRICULUM FOR GRADES 10 TO 12

HISTORY

February 2011

MESSAGE FROM THE MINISTER OF EDUCATION

I wish to extend my thanks and appreciation to ECSEL, UNESCO and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians can not achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC) .

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar
MINISTER

INTRODUCTION

History is an important subject for a number of reasons. First, it is an effective medium for transmitting our cultural heritage as a people. Second, History helps to develop the intellectual skills of collecting and objectively interpreting data, and of interpreting actions and behaviors of people based on available evidence. This curriculum has been designed, therefore, to provide students with detailed knowledge of the history of Liberia, as well as other countries in the African continent. It is expected that students will, at the end, appreciate the relevance of the study of history, as well as the need for unity and the peaceful resolution of conflict.

A student-centred approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful, and exciting when students themselves take ownership of the learning process. Teachers are, therefore, urged to contrive those classroom strategies that would engage students actively in the teaching/learning process.

AIMS AND OBJECTIVES

At the end of this course of study, students will:

1. Possess detailed knowledge of the history of Africa, and specifically of Liberia.
2. Demonstrate appreciation for the relevance of the study of history.
3. Acquire the knowledge and skill of historical analysis.
4. Respect for the values of peace and unity; and acquisition of the skills necessary for peaceful resolution of conflict.
5. Demonstrate a heightened sense of nationalism.

SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: AFRICAN HISTORY - I NTRODUCTION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the nature and purpose of history.
2. Explain the myths about Africa.
3. Identify the sources of African history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students should be able to: Discuss the nature & purpose of history. Discuss the myths and realities about Africa. Discuss the major sources of African History. Discuss the myths and realities of Africa.	<ol style="list-style-type: none">1. Definition & purpose of history2. Sources of African History3. Peoples and Cultures of Africa4. Myths and realities about Africa5. Problems encountered in the Writing of African history6. Sources of African History7. Peoples & Cultures of Africa8. Myths & Realities about Africa9. Problems encounter in the writing of African History	<ol style="list-style-type: none">1. Invite a historian to discuss the sources of history.2. Invite an oral historian to explain their role in historic socialization.	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none">• African history text• World history text• Maps• Handouts	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Discuss the nature & purpose of history.2. Discuss the myths and realities about Africa.3. Identify the major sources of African History.4. Discuss the myths and realities of Africa. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none">• Quizzes• Assignments• Tests• Examinations

SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: AFRICAN HISTORY / NORTH AFRICA

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Identify sources of the inhabitants of North Africa.
2. Discuss the Arab invasion of North Africa and its impact.
3. Explain the place of Egypt in African history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: 1. Identify the original inhabitants of North Africa. 2. Explain the place of the Nile in the history of Egypt. 3. Explain the achievements of the three kingdoms of Egypt. 4. Discuss the place of Egypt in the African History.	1. The barbers or original Inhabitants of North Africa. 2. Sources of African History. 3. Sources of the Egyptian history. 4. The Nile and the rise of Egypt. 5. The old kingdom. 6. The middle kingdom. 7. Socio- economic development. 8. Decline and fall of Egypt. 9. Egypt in African history.	<ol style="list-style-type: none">1. Organize group discussions on the impact of Egypt and sub Sahara Africa.2. Group discussion on Egypt's contribution to religion and philosophy.3. Visit achieves and museums to study Egyptian artifacts.4. Discuss the three types of writing in ancient Egypt.	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none">• African history text• World history text• Maps• Handouts	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Identify the original inhabitants of North Africa.2. Explain the place of the Nile in the history of Egypt.3. Explain the achievements of the three kingdoms of Egypt.4. Discuss the place of Egypt in the African History. <u>Other essential</u>

				<u>evaluation tools:</u> <ul style="list-style-type: none"> • Quizzes • Assignments • Texts • Examinations • Observations
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: AFRICAN HISTORY / KUSH (CUSH, CASH)

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the mythological and historical origin of Kush..
2. Explain the conquest of Egypt by Kush and its impact.
3. Discuss the main events of Meroe and Napata Kushtic history

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the origin and expansion of Kush. Explain the administration and achievements of Kush Discuss the decline and fall of Kush	1. The beginning of Kush 2. Conquest of Kush by Egypt 3. Conquest of Egypt by Kush 4. The great cities of Meroe and Napata 5. Decline and fall of Kush	<ol style="list-style-type: none"> 1. Invite a historian to speak on the civilization of ancient Sudan. 2. Organize the class into groups to discuss the part played by Meroe and Napata in Kushtic history. 	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none"> 1. Explain the mythological and historical origin of Kush.. 2. Explain the conquest of Egypt by Kush and its impact. 3. Discuss the main events

	6. Kush in African History		<u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	of Meroe and Napata Kushtic history <u>Other essential evaluation tools:</u> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: AFRICAN HISTORY / ETHIOPIA

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the place of King Solomon and the Queen of Sheba in Ethiopian history.
2. Discuss the special contrition of Ethiopia to African history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the mythological and historical origins of Ethiopia. Discuss the administration of Ethiopia up to the emergence of the Solenoid	<ol style="list-style-type: none"> 1. The mythological origin of Ethiopia. 2. The historical origin of Ethiopia. 3. The growth and expansion of Africa. 4. The solenoid dynasty. 	<ol style="list-style-type: none"> 1. Hold a group discussion on the role played by the Queen of Sheba and King Solomon in Ethiopian history. 2. Students should discuss why the Solenoid dynasty stayed so long in power. 	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u>	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none"> 1. Discuss the mythological and historical origins of Ethiopia. 2. Discuss the

<p>dynasty.</p> <p>Discuss the role of Ethiopia in African History.</p>	<p>5. Ancient Ethiopia in African history.</p>		<p>History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p>administration of Ethiopia up to the emergence of the Solenoid dynasty.</p> <p>3. Discuss the role of Ethiopia in African History.</p> <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: AFRICAN HISTORY / THE SWAHILI CIVILIZATION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. List the names of Africans, Asians, Chinese and Arabs developed the Swahili civilization and culture.
2. Discuss the literary contributions of the Swahili civilization to African history

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
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<p>Students will be able to:</p> <p>Discuss the founders of the Swahili civilization.</p> <p>Explain the literary contributions of the Swahili civilization.</p>	<ol style="list-style-type: none"> 1. The East African coast as a melting point for cultures. 2. Trade and commerce in the region. 3. Cultural and literary achievements in the region. 4. Decline and fall of the Zeny Empire. 	<ol style="list-style-type: none"> 1. Name the countries in which Swahili is one of the official languages. 2. Discuss the part which the Portuguese played in the decline and fall of the Swahili civilization. 3. Swahili culture in African History. 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. List the names of Africans, Asians, Chinese and Arabs who developed the Swahili civilization and culture. 2. Discuss the literary contributions of the Swahili civilization to African history <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: LIBERIAN HISTORY / THE NEW STATE AND ITS GOVERNMENT

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the background of the Declaration of Independence.
2. Discuss the branches of government and other socio-political institutions.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students should be able to:</p> <p>Discuss the Declaration of Independent and the Constitution of Liberia.</p> <p>Discuss the three branches of government and their functions.</p> <p>Explain presidential succession and expansion of presidential powers.</p>	<ol style="list-style-type: none"> 1. The Declaration of Independent and the making of the Constitution. 2. The kind of state and system of government. 3. The organization and functions of the Executive. 4. The organization and duties of the Legislature. 5. Presidential succession. 6. Expansion of presidential powers. 7. The structure and functions of the Judiciary. 	<ol style="list-style-type: none"> Students should conduct a tour of the First Baptist Church, birth place of the nation. Students should tour the National Museum which once housed the three branches of government. 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> African history text World history text Maps Handouts 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> Discuss the background of the Declaration of Independence. List and describe the branches of government and other socio-political institutions. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> Quizzes Assignments Tests Examinations

SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: LIBERIAN HISTORY / TERRIOTORIAL EXPANSION AND ENCROACHMENT

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the driving forces of Liberia expansion.
2. Explain the driving forces of European encroachment.
3. Discuss the impact of expansion and encroachment.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Explain the economic and strategic reasons for expansion.</p> <p>Discuss the territorial losses to the colonial powers.</p> <p>Discuss the impact of expansion on Liberia.</p>	<ol style="list-style-type: none"> 1. Reasons for Liberia's expansion. 2. Reasons for European encroachment. 3. Territorial gains by Liberia. 4. Territorial losses to Liberia and the impact of expansion. 	<ol style="list-style-type: none"> 1. Discuss Liberia's response to the Berlin Conference of 1884/1885; 2. Explain the economic motives for expansion. 3. Explain the strategic motives for expansion. 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram of West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the economic and strategic reasons for expansion. 2. Discuss the territorial losses to the colonial powers. 3. Discuss the impact of expansion on Liberia. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations

SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: LIBERIAN HISTORY / SOCIAL CONDITION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the role of the Ministry of Education.
2. Explain the contributions of religious denominations to the building of the state.
3. Discuss the strength and weaknesses of the educational system.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the educational system in terms of its organization. Discuss the contributions of missionaries to education in Liberia. Explain the growth and development of educational institutions in Liberia.	1. The educational system and a few educational institutions. 2. Christian missionary contribution to education. 3. Other missionary social services. 4. Islam in Liberian society. 5. Weaknesses and strengths of the educational system.	<ol style="list-style-type: none">1. Invite a church leader to speak none the activities of his denomination in Liberia.2. Invite an Imam to discuss the role of Islam in the Liberian society.3. Students should list the number of elementary, junior and high schools in their communities.	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Person Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none">• African history text• World history text	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Discuss the educational system in terms of its organization.2. Discuss the contributions of missionaries to education in Liberia.3. Explain the growth and development of educational institutions in Liberia <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Quizzes• Assignments• Tests

			<ul style="list-style-type: none"> • Maps • Handouts 	<ul style="list-style-type: none"> • Examinations • Group Work
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: LIBERIAN HISTORY / THE LIBERIAN ECONOMY

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the principal economic activities of the nation.
2. Explain the strengths and weaknesses of the Liberian economy.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Discuss the extractive industries.</p> <p>Discuss the agricultural sector.</p> <p>Discuss the involvement of foreign concessions.</p> <p>Discuss the problems being experienced by the Liberian economic system</p>	<ol style="list-style-type: none"> 1. Type of economic system. 2. The extractive industries. 3. The agricultural industries. 4. Foreign concessions. 5. Liberalization policy. 6. Problems and prospects of the Liberian economy. 	<ol style="list-style-type: none"> 1. Invite an official of the ministries of Finance, planning and Commerce to discuss the Liberian economy. 2. Invite a private Liberian person to discuss the state of the Liberian economy 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the principal economic activities of the nation. 2. Explain the strengths and weaknesses of the Liberian economy. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Group Work

			• Handouts	
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: LIBERIAN HISTORY / FOUR SELECTED PRESIDENTS

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the unique contributions made by each of the five selected presidents.
2. Discuss the place which each president holds in Liberian history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the administration of each of the four presidents. Explain the place which these presidents hold in Liberian history.	1. The unique contributions made by the following presidents: a) Joseph J. Jenkins Roberts b) William David Coleman c) Arthur Barclay d) Daniel Edward Howard	<ol style="list-style-type: none"> 1. Invite a historian to discuss the special and other contributions of these presidents. 2. Let each student write a short biography of each of the four presidents. 	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none"> 1. Explain the unique contributions made by each of the five selected presidents. 2. Discuss the place which each president holds in Liberian history. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests

				• Examinations
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: LIBERIAN HISTORY / FOREIGN RELATIONS

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss Liberia's vital and non-vital interests throughout the years up to 1980.
2. Explain the policy adopted to pursue these interests.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students should be able to: Discuss the foreign policy of Liberian between 1848 and 1911; 1911 and 1945; and 2010.	<ol style="list-style-type: none"> 1. Objectives of foreign policy. 2. Formation and implementation of foreign policy. 3. Relations with Europe. 4. Relation with America. 5. Relation with the League of Nations. 6. Relations with Asia. 7. Relations with Africa. 	<ol style="list-style-type: none"> 1. Invite an ambassador to speak to a class on the relations between his government and government of Liberia. 2. Invite an official of the Ministry of Foreign Affairs to speak on the current status of Liberian foreign policy. 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) – Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss Liberia's vital and non-vital interests throughout the years up to 1980. 2. Explain the policy adopted to pursue these interests. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments

			<ul style="list-style-type: none"> • World history text • Maps • Handouts 	<ul style="list-style-type: none"> • Tests • Examinations
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SEMESTER: ONE

PERIOD: I

GRADE: 10

TOPIC: LIBERIAN HISTORY / THE COUP OF 1980

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the root causes of the coup of 1980.
2. Analyze the shortcomings of the coup makers.
3. Explain the challenges which faced the coup makers

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the causes of the coup of 1980. Discuss the difference between the coups of 1980 and 1871. Explain the organization of the People's Redemption Council.	1. The coup makers and their social background 2. Organization of the People's Redemption Council (PRC). 3. The first few weeks of the coup.	<ol style="list-style-type: none">1. Have each student write a short biography of each of the original members of the PRC.2. Discuss why the coup was accepted by some states and why others rejected the coup?	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none">• African history text• World history text• Maps• Handouts	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Explain the root causes of the coup of 1980.2. Analyze the shortcomings of the coup makers.3. Explain the challenges which faced the coup makers <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Quizzes• Assignments• Tests• Examinations• Group Work

SEMESTER: ONE

PERIOD: II

GRADE: 10

TOPIC: THE GHANA EMPIRE

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the geographical and commercial factors surrounding the rise of the Ghana Empire.
2. Explain the factors responsible for the disintegration of Ghana.
3. Discuss the relationship between old Ghana and the former Gold Coast.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students should be able to: Discuss the background to the rise of the Ghana Empire. Explain the economic and political achievements of Ghana. Explain the decline of Ghana and the place of Ghana in African History.	1. Black African founders of Ghana. 2. Contributions of Islamized Berbers. 3. Growth and expansion of Ghana. 4. Organization/ Administration. 5. Trade and Commerce. 6. Decline and fall of Ghana. 7. Ghana in African History.	<ol style="list-style-type: none">1. Students should locate Ghana on the map of Africa.2. A group discussion on the strategic importance of Ghana.3. A group discussion on the Liberian ethnic groups that claimed to have come from Ghana.4. List the Liberian ambassadors to the Republic of Ghana in the past five years.5. Provide reasons why the Gold Coast chose the name <i>Ghana</i> upon	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none">• African history text• World history text• Maps	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Discuss the background to the rise of the Ghana Empire.2. Explain the economic and political achievements of Ghana.3. Explain the decline of Ghana and the place of Ghana in African History. <u>Other essential</u>

		gaining independence in 1957.	<ul style="list-style-type: none"> • Handouts 	<u>evaluation tools:</u> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation
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SEMESTER: ONE

PERIOD: II

GRADE: 10

TOPIC: THE MALI EMPIRE

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Describe the role which Kangaba and Kaniaga played in the emergence of Mali.
2. Describe the glory of Mansa Musa.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Trace the origins of the Mali Empire. Explain the process of expansion of Mali. Describe the administrative structure of the Mali Empire. Discuss the trade and	<ol style="list-style-type: none"> 1. Sundiata Keita and the founding of the Mali Empire. 2. Expansion and administration Mansa Musa. 3. The circumstances leading to the fall of Mali. 4. The importance of Mali in African history. 	<ol style="list-style-type: none"> 1. Teacher describes the origins of the Mali Empire, and encourages students to contribute. 2. Students role-play Mansa Musa at the height of his power. 3. Students are assigned to collect information (library and Internet) on Sundiata, Mansa Musa and other kings of Mali. 4. Students' assignments are discussed. 	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other</u>	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none"> 1. Outline the origins of the Mali Empire. 2. Briefly describe the process of expansion of Mali. 3. Describe the administrative structure of the Mali Empire. 4. Discuss the importance of trade and commerce in the Mali.

<p>commerce of Mali.</p> <p>Describe the circumstances leading to the decline of Mali.</p> <p>Analyze the importance of Mali in African history.</p>			<p><u>Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p>5. Describe the circumstances leading to the decline of Mali.</p> <p>6. Briefly state why Mali is important in African history.</p> <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation of role play
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SEMESTER: ONE

PERIOD: II

GRADE: 10

TOPIC: THE SONGHAI EMPIRE

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the origins of the Songhai Empire.
2. Outline the developments leading to the greatness of the Songhai Empire.
3. Analyze the factors that led to the decline of Songhai.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Describe the origins of the Songhai Empire and its</p>	<p>1. Gao and the rise of the Songhai people.</p> <p>2. Annexation of Gao by Songhai.</p>	<ol style="list-style-type: none"> 1. Students should discuss how Sunni Ali I liberated Gao. 2. A group discussion on why Morocco invaded Songhai. 3. Discuss the exploits of Sunni 	<p><u>A. Primary Texts</u></p> <p>History of Africa (Revised Edition) - Pearson</p>	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the origins of the Songhai Empire. 2. Outline the developments

<p>incorporation into Mali.</p> <p>Discuss the expansion of Songhai, and its relations with other states.</p> <p>Discuss the decline and fall of the Songhai Empire, and the place she held in African history.</p>	<p>3. Cessation of Gao from Songhai; expansion and administration.</p> <p>4. Decline and fall of Songhai.</p> <p>5. Importance in African History.</p>	<p>Ali II.</p> <p>4. Students organize themselves into two groups; one group to discuss Songhai under Sunni Ali II and the others after Sunni Ali I.</p>	<p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/ Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p>leading to the greatness of the Songhai Empire.</p> <p>3. Analyze the factors that led to the decline of Songhai.</p> <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation of role-play
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SEMESTER: ONE

PERIOD: II

GRADE: 10

TOPIC: KARNEM BORNU

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss growth and development of Karnem Bornu
2. Explain the major factors that led to the decline and fall of Karnem Bornu

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students should be able to:</p> <p>Discuss the origins, administrative structure, and</p>	<p>1. The founding peoples of Karnem Bornu.</p> <p>2. The expansion and administration of the kingdom.</p>	<p>1. Students should locate Karnem Bornu in modern West Africa.</p> <p>2. Discuss how Islam was introduced and</p>	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p>	<p><u>Fundamental tasks students should be able to do:</u></p> <p>1. Discuss growth and development</p>

<p>expansion of Karnem Bornu</p> <p>Discuss the trade and commerce of the kingdom and the role of Islam in the society.</p> <p>Discuss the place Karnem Bornu in African History.</p> <p>Describe the expansion of Karnem Bornu, and its relation with other states.</p> <p>Discuss the factors for the decline and fall of Karnem Bornu.</p>	<p>3. Trade, commerce, and external relations with her neighbors.</p> <p>4. Impact of Islam on Karnem Bornu.</p> <p>5. Decline and the fall of the kingdom.</p>	<p>how it impacted that kingdom.</p>	<p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u></p> <p>History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p>of Karnem Bornu</p> <p>2. Explain the major factors that led to the decline and fall of Karnem Bornu</p> <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation
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SEMESTER: ONE

PERIOD: III

GRADE: 10

TOPIC: THE HAUSA STATES

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the origins of the Hausa States.
2. Explain the role of Islam as a force in the states.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students should be able to:</p> <p>Discuss the growth and</p>	<p>1. Origins of the Hausa States.</p>	<p>1. Have students discuss the influence of Berbers and the</p>	<p><u>A. Primary Texts</u></p> <p>History of Africa (Revised</p>	<p><u>Fundamental tasks students should be able to</u></p>

<p>development of the Hausa States.</p> <p>Explain the expansion and administration of the states.</p> <p>Discuss the achievements of the states.</p> <p>Discuss the importance of the Hausa states in African history.</p>	<p>2. Ousman dan Fodio and the expansion of Hausaland.</p> <p>3. Administrative structure of the Hausa States.</p> <p>4. Decline and fall the states.</p> <p>5. The Hausa States in African history.</p>	<p>Arabs on the Hausa States.</p> <p>2. Students locate the Hausa States on the map of modern Africa.</p> <p>3. Compare the administrative structure of the Hausa states with any other kingdom in West Africa during the same period.</p>	<p>Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u></p> <p>History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p><u>do:</u></p> <ol style="list-style-type: none"> 1. Discuss the growth and development of the Hausa States. 2. Explain the expansion and administration of the states. 3. Discuss the achievements of the states. 4. Discuss the importance of the Hausa states in African history. <p>Quizzes</p> <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Assignments • Tests • Examinations • Observation
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SEMESTER: ONE

PERIOD: III

GRADE: 10

TOPIC: THE MOSSI AND AKAN STATES

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the origins and expansion of these states
2. The importance of these states in African History

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to</p> <p>Explain the origins and expansion of the Mossi and Akan states.</p> <p>Describe the administration and achievements of the states.</p> <p>Analyze the factors responsible for the decline and fall of the states.</p> <p>Assess the place of these states in African History</p>	<ol style="list-style-type: none"> Growth and administration of the states. Trade and commerce. Relations with other states. Administrative structure. Decline and fall of the states. The Hausa states in African history. 	<ol style="list-style-type: none"> Students should locate these states on the maps of old and new Africa. The source of the strengths of these states. 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> African history text World history text Maps Handouts 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> Explain the origins and expansion of the Mossi and Akan states. Describe the administration and achievements of the states. Analyze the factors responsible for the decline and fall of the states. Assess the place of these states in African History Quizzes <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> Assignments Tests Examinations Observation

SEMESTER: ONE

PERIOD: III

GRADE: 10

TOPIC: OYO AND BENIN

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the origins of the Yoruba states of Oyo and Benin.
2. The influence of religion in these states.
3. The cultural contribution of these states.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Explain the origin and expansion of Oyo and Benin.</p> <p>Discuss the administrative structure of the states and the role religion played in these societies.</p> <p>Explain the decline and fall of these states and the place they occupy in African history.</p>	<ol style="list-style-type: none"> 1. Mythological origins of these states. 2. Historical origins of these states. 3. Religion and Administrative structure. 4. Decline and fall of Oyo and Benin. 5. Benin and Oyo in African history. 	<ol style="list-style-type: none"> 1. Organize the class into groups to discuss the following: <ol style="list-style-type: none"> a) Oba and Alafin b) The place of religion in the states c) Administrative structures d) Factors for the decline of the states e) Benin and Oyo in African history 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the origin and expansion of Oyo and Benin. 2. Discuss the administrative structure of the states and the role religion played in these societies. 3. Explain the decline and fall of these states and the place they occupy in African history. Quizzes <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Assignments • Tests • Examinations • Observation

SEMESTER: ONE

PERIOD: III

GRADE: 10

TOPIC: BAKONGO EMPIRE

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the contribution of iron technology to the expansion of Bakongo.
2. The Administration, decline and fall of Bakongo.
3. The place of Bakongo in African history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to Discuss the origins and expansion of Bakongo. Explain the kind and extent of trade and commerce in the empire. Explain the decline and fall of Bakongo and the place it holds in African history.	1. From Mayonbe kingdom to Bakongo Empire. 2. Expansion and Administration. 3. Trade and commerce 4. Relations with foreign nations. 5. Decline and fall of Bakongo.	<ol style="list-style-type: none">1. Locate Bakongo on the map of old Africa2. Have the class discuss Bakongo's relations with Portugal and Rome and why the relations were severed in 1884.	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u>	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Discuss the origins and expansion of Bakongo.2. Explain the kind and extent of trade and commerce in the empire.3. Explain the decline and fall of Bakongo and the place it holds in African history. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Quizzes• Assignments

	6. Bakongo in African History		<ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<ul style="list-style-type: none"> • Tests • Examinations • Observation
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SEMESTER: ONE

PERIOD: III

GRADE: 10

TOPIC: MONOMOTAPA EMPIRE

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the origins, expansion and administration of the Monomotapa Empire.
2. The cultural significance of Monomotapa.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to</p> <p>Discuss the origins and expansion of Monomotapa.</p> <p>Explain why Monomotapa succeeded in expansion.</p> <p>Discuss the place of Monomotapa in African history.</p>	<ol style="list-style-type: none"> 1. Founders of the empire. 2. Civil war and division of the empire. 3. The Great Zimbabwe. 4. Decline and fall of the empire. 5. The place of Monomotapa in African history. 	<ol style="list-style-type: none"> 1. Invite a historian to discuss the origins of Monomotapa and the contribution of iron technology to its expansion. 2. Discuss the part which the Portuguese played in the decline and fall of Monomotapa. 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p>	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the origins and expansion of Monomotapa. 2. Explain why Monomotapa succeeded in expansion. 3. Discuss the place of Monomotapa in African history <p><u>Other essential</u></p>

			<ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	evaluation tools: <ul style="list-style-type: none"> • Assignments • Tests • Examinations • Observation
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SEMESTER: TWO

PERIOD: IV

GRADE: 10

TOPIC: THE GREAT SLAVE TRADE

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Identify the historic peoples of Southern Africa.
2. Relations between European and African populations in the sub region.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Identify the peoples of Southern Africa and when South Africa was inhabited.</p> <p>Explain the relations which existed between Africans and other groups.</p> <p>Explain the nature and impact of Apartheid on the society.</p>	<ol style="list-style-type: none"> 1. Migration into the sub-region. 2. Shaka and the Zulu nations. 3. Coming of the Europeans. 4. From colony to independent state. 5. Apartheid 6. Imposition and abolition in South Africa and African history. 	<ol style="list-style-type: none"> 1. Name the major African extinct groups in southern Africa. 2. Explain why the Dutch and English went to South Africa. 3. Discuss the Boer Wars. 	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><u>B. Secondary Text</u> History in Diagram for West Africa - Pearson</p> <p><u>C. Other Resources/ Supplementary Readings</u></p> <ul style="list-style-type: none"> • African history text • World history text 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Identify the peoples of Southern Africa and when South Africa was inhabited. 2. Explain the relations which existed between Africans and other groups. 3. Explain the nature and impact of Apartheid on the society. <p><u>Other essential evaluation</u></p>

			<ul style="list-style-type: none"> • Maps • Handouts 	<u>tools:</u> <ul style="list-style-type: none"> • Assignments • Tests • Examinations • Observation
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SEMESTER: TWO

PERIOD: V

GRADE: 10

TOPIC: THE AFRICAN EXPLORATION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the motives of Europe exploration of Africa.
2. Discuss the leading explorers and areas explored.
3. Analyze the impact of exploration on Africa.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to</p> <p>Discuss the major African explorations and the leading explorers.</p> <p>Explain the major objectives for which Europe embarked on the exploration of Africa.</p> <p>Discuss the impact of exploration on Africa.</p>	<p>1. Leading exploring nations and explorers.</p> <p>2. Major objectives of exploration.</p> <p>3. Impact of exploration on Africa.</p>	<p>1. Students should list the names of some places and water bodies named after the explorers.</p> <p>2. Students should discuss the motives for exploring Africa by Europeans.</p>	<p><u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other</u></p>	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the motives of Europe exploration of Africa. 2. Discuss the leading explorers and areas explored. 3. Analyze the impact of exploration on Africa. 4.

			<u>Resources/Supplementary Readings</u> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	<u>Other essential evaluation tools:</u> <ul style="list-style-type: none"> • Assignments • Tests • Examinations • Observation
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SEMESTER: TWO

PERIOD: V

GRADE: 10

TOPIC: THE AFRICAN COLONIZATION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the socio-economic motives of African colonization.
2. Explain the internal and external factors that paved the way for decolonization.
3. Analyze the impact of colonization on Africa.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Explain the motives for colonization. Discuss the major colonial powers, their colonies and policies. Discuss the internal and	<ol style="list-style-type: none"> 1. Economic, social and political motives of colonization. 2. Colonial powers, possessions and policies. 3. Decolonization - internal and external factors. 4. Impact of colonization on 	<ol style="list-style-type: none"> 1. Students should identify former colonies and their colonizers. 2. Students should be divided into groups to discuss whether Liberia was a colony of America. 	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none"> 1. Explain the socio-economic motives of African colonization. 2. Explain the internal and external factors that paved the way for decolonization.

external factors of decolonization. Explain the impact of colonization on Africa	Africa.		West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none"> • African history text • World history text • Maps • Handouts 	3. Analyze the impact of colonization on Africa. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examinations • Observation
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SEMESTER: TWO

PERIOD: IV

GRADE: 10

TOPIC: ARFICAN HISTORY – PROBLEMS AND PROSPECTS

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the problems of African history.
2. Discuss the prospects of African history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to Explain the problems of African history. Discuss the prospects of African history.	1. Problems of African History. 2. Prospects of African History	<ol style="list-style-type: none">1. Invite a Historian to speak on the problems with the writing of African history.2. Let each student write three pages on the prospects of Africa history.	<u>A. Primary Texts</u> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <u>B. Secondary Text</u> History in Diagram for West Africa - Pearson <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none">• African history text• World history text• Maps• Handouts	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. List and discuss the problems of African history.2. Discuss the prospects of African history. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Quizzes• Assignments• Tests• Examinations• Observation

SEMESTER: ONE

PERIOD: I

GRADE: 11

TOPIC: EUROPEAN HISTORY

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Define history; discuss its main purpose and the periods in history.
2. Identify the three pillars of European history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the purpose of history. Explain three foundations upon which Western civilization is built.	<ol style="list-style-type: none">1. Definition and purpose of history.2. Prehistory.3. The three periods in history and their characteristics.4. The three pillars of Western civilization.	<ol style="list-style-type: none">1. Invite a historian to speak on the influence of the Greeks, Romans, and the Christian faith on Western civilization.	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none">• Long Word Atlas	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Give an acceptable definition of history.2. Discuss its main purpose and the periods in history.3. Identify the three pillars of European history. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none">• Term paper on the civilizations of Romans and Greeks.• Quizzes• Tests

				• Examinations
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SEMESTER: ONE

PERIOD: I

GRADE: 11

TOPIC: EUROPEAN HISTORY / THE FERTILE CRESENT

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the Fertile Crescent as the birth place of world religions and civilization.
2. Discuss the contributions of the Tigris and Euphrates rivers to the civilizations of the Fertile Crescent.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Student will be able to</p> <p>Discuss the Fertile Crescent as a center of Western civilization.</p> <p>Explain the main factors in the growth of Western civilization.</p>	<ol style="list-style-type: none"> 1. The Fertile Crescent as the cradle of Western civilization. 2. The civilizations of Sumer, Akkabad, Babylon, Assyria, Persia, and their unique contributions. 	<ol style="list-style-type: none"> 1. Students should locate the Fertile Crescent on the map of the Middle East. 2. Organize the class into groups to discuss the achievements of the ancient Fertile Crescent. 	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the Fertile Crescent as a center of Western civilization. 2. Explain the main factors in the growth of Western civilization. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Term paper on civilization of the Romans and Greeks. • Quizzes • Tests • Examinations

SEMESTER: ONE

PERIOD: II

GRADE: 11

TOPIC: EUROPEAN HISTORY / ANCIENT GREECE

Specific objectives:

Upon completion of this topic, students will be able to:

1. Discuss the migration and settlement of the Greeks.
2. Discuss the nature of the Greek mind.
3. The Greek contribution of philosophy to Western civilization.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the migration and settlement of the Greeks. Explain the rivalry between Athens and Sparta. Identify the various schools of Greek philosophy.	1. Migration and settlement of the Greeks. 2. Greek social and political institutions. 3. The rise and fall of Athens and Sparta. 4. Pre-Socratic philosophy. 5. Socrates and the sophists. 6. Plato and Aristotle.	<ol style="list-style-type: none">1. Organize the class into three groups and have each group discuss pre-Socratic philosophy.2. Student should organize themselves into three groups. Explain the social economic and political institutions of ancient Greece.	<u>A. Primary Text</u> World History in the 20 th Century - Longman <u>B. Secondary Text</u> Africa South of the Sahara - Longman <u>C. Other Resources/ Supplementary Readings</u> <ul style="list-style-type: none">• Long Word Atlas	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Discuss the migration and settlement of the Greeks.2. Explain the rivalry between Athens and Sparta.3. Identify the various schools of Greek philosophy. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Assignments• Quizzes• Class work• Tests• Examination• Observation

SEMESTER: ONE

PERIOD: II

GRADE: 11

TOPIC: EUROPEAN HISTORY / MACEDONIA

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the rise of Macedonia and its conquest of Greece.
2. Recount the exploits of Alexander the Great
3. Describe the features of the Hellenistic age.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Student should be able to: Discuss the origins of Macedonia and its spread of Greek culture.	<ol style="list-style-type: none">1. The rise of Macedonia and its conquest of Greece.2. The campaign of Alexander the Great.3. The Hellenistic age.	<ol style="list-style-type: none">1. Locate the place on the maps of ancient and or modern Asia and Africa.2. Trace the military campaign of Alexander the Great.	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/ Supplementary Readings</u></p> <ul style="list-style-type: none">• Long Word Atlas	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Discuss the rise of Macedonia and its conquest of Greece.2. Recount the exploits of Alexander the Great3. Describe the features of the Hellenistic age. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none">• Assignments• Quizzes• Group work

				<ul style="list-style-type: none"> • Tests • Examination
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SEMESTER: ONE

PERIOD: II

GRADE: 11

TOPIC: EUROPEAN HISTORY / ROME

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the mythological and historical origins of Rome.
2. Discuss the growth and achievements of the Roman republic and empire.
3. Discuss the Barbarian exploit and the impact of the church on the conquerors.
4. Analyze the contribution of Rome to Western civilization.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students should be able to:</p> <p>Discuss the growth and expansion of the Roman republic and the empire.</p> <p>Discuss the Barbarian invasion and its impact on the Roman republic.</p> <p>Discuss how law constitutes the major Roman contribution to Western civilization.</p>	<ol style="list-style-type: none"> 1. The origins of Rome. 2. Expansion and administration of the republic and the empire. 3. Christianity and the empire. 4. The Barbarian invasion. 5. The fall of the empire. 	<ol style="list-style-type: none"> 1. Students should identify Latin tribes, Julius Caesar, Pompey Augustus Caesar and Charlemagne. 	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/ Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Give a short explanation of the mythological and historical origins of Rome. 2. Briefly discuss the growth and achievements of the Roman republic and empire. 3. Discuss the Barbarian exploit and the impact of the church on the conquerors. 4. Present a brief Analysis of the contribution of Rome to Western civilization. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Practical work on Julius Caesar and Augustus Caesar • Quizzes

	6. Roman contribution to Western civilization.			<ul style="list-style-type: none"> • Term paper • Tests • Examination
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SEMESTER: ONE

PERIOD: III

GRADE: 11

TOPIC: EUROPEAN HISTORY / CHRISTIANITY

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss Christianity in terms of its Judaic origins, its founder and its teachings
2. Discuss the spread of Christianity, the rise of Papal infallibility and the modification of Papal infallibility.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Explain the origin of the Christian faith.</p> <p>Describe the basic teachings of its founders.</p> <p>Explain the rise and fall of Papacy.</p> <p>Explain the rise and fall of nationalism in Europe</p>	<ol style="list-style-type: none"> 1. The Judaic origin of Christianity. 2. Jesus Christ the man. 3. His basic teachings. 4. The rise and the decline of the papacy. 5. The rise of nationalism in Europe. 	<ol style="list-style-type: none"> 1. Invite a Roman Catholic prelate to speak on the origins of Christianity and its basic truths. 2. Invite a Protestant prelate to speak on the origins and basic beliefs of Christianity. 	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the origin of the Christian faith. 2. Describe the basic teachings of its founders. 3. . 4. Explain the rise and fall of Papacy. 5. Explain the rise and fall of nationalism in Europe. <p><u>Other essential evaluation tools:</u></p>

				<ul style="list-style-type: none"> • Quizzes • Term paper • Tests • Examination
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SEMESTER: TWO

PERIOD: IV

GRADE: 11

TOPIC: EUROPEAN HISTORY / INTRODUCTION

Specific objectives:

Upon completion of this topic, students will be able to:

1. Identify three periods in the Middle Ages.
2. Discuss the social, economic and political characteristics of each period.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>The students should be able to:</p> <p>Explain why the Middle Ages are called the age of faith.</p> <p>Discuss why it is also called the dark ages.</p>	<ol style="list-style-type: none"> 1. Three periods of the Middle Ages. 2. The social characteristics of each period. 3. The economic characteristics of each period. 4. The political characteristics of each period. 5. The middle ages of each period 	<ol style="list-style-type: none"> 1. A historian should speak to the class on the social, economic and the political organization of medieval society 	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Identify three periods in the middle Ages. 2. Discuss the social, economic and political characteristics of each period. <p><u>Other essential</u></p>

	6. The middle ages as the dark ages.			<u>evaluation tools:</u> <ul style="list-style-type: none"> • Quizzes • Term paper by each student • Tests • Examination
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SEMESTER: TWO

PERIOD: IV

GRADE: 11

TOPIC: EUROPEAN HISTORY / MIDDLE AGES: 500 AD – 1000 AD

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the barbarian invasion and its impact on Europe.
2. Explain the relationship between the church and the invaders.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Student should be able to:</p> <p>Discuss the barbarism conquest of Europe.</p> <p>Student will be able to explain the conversion of the Germans to Christianity.</p>	<ol style="list-style-type: none"> 1. Period of the barbarian invasions. 2. Period of the formation of the Germanic nation and the consolidation of the German holy nation. 3. Socialization of the Germans by the church. 4. Establishment of the Holy Roman Empire. 	<ol style="list-style-type: none"> 1. Teacher to invite a historian to speak on the Holy Roman Empire, and of the barbarian invasion and its impact on the Roman Empire. 2. A historian should speak to the class on how the Germans conquered the Romans and were themselves conquered by the church. 	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the barbarian invasion and its impact on Europe. 2. Explain the relationship between the church and the invaders. <p><u>Other essential</u></p>

		3. Have a leading prelate speak on the Holy Roman Empire or the German nation.		<u>evaluation tools:</u> <ul style="list-style-type: none"> • Assignments • Practical work based on class discussion • Quizzes • Tests • Examination
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SEMESTER: TWO

PERIOD: IV

GRADE: 11

TOPIC: EUROPEAN HISTORY / 1000 - 1300 AD – 1000 AD

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss university scholasticism.
2. Discuss the growth of towns and expansion of trade in Europe.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	# OF DAYS	EVALUATION
<p>Students will discuss how universities arose during this period.</p> <p>Explain the expansion of trade.</p> <p>Discuss the factors responsible for the supremacy of the church.</p>	<p>1. The rise of universities.</p> <p>2. Expansion of trade.</p> <p>3. Scholasticism.</p> <p>4. Period of great church influence.</p>	<p>1. Student groups should research and write on the establishment of the universities of Paris and Oxford.</p> <p>2. Students should discuss a contribution of St. Thomas Aquinas to scholasticism.</p>	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 		<p><u>Fundamental tasks students should be able to do:</u></p> <p>1. Discuss university scholasticism.</p> <p>2. Discuss the growth of towns and expansion of trade in Europe.</p> <p><u>Other essential</u></p>

					<u>evaluation tools:</u> <ul style="list-style-type: none"> • Assignments • Classwork • Quizzes • Tests • Examination
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SEMESTER: TWO

PERIOD: V

GRADE: 11

TOPIC: EUROPEAN HISTORY / THE PROTESTANT AND THE CATHOLIC REFORMATION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the Protestant Reformation in terms of its causes and major actors.
2. Discuss the Catholic Reformation as a response to malpractices.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the root causes of the Protestant Reformation. Discuss the reforms introduced by the Catholic Church in response to the Protestant Reformation.	<ol style="list-style-type: none">1. Developments leading to the Protestant Reformation.2. Result of the protest.3. Root causes of the Catholic Reformation.4. Impact of the Catholic Reformation.	<ol style="list-style-type: none">1. Students should conduct a group discussion on Martin Luther, John Calvin and St. Ignatius of Loyola.2. Invite a Roman Catholic Priest to speak on the Catholic Reformation and the changes it introduced.3. Invite a Protestant prelate to speak on the prospects of a Protestant-Roman Catholic reconciliation.	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none">• Long Word Atlas	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Discuss the Protestant Reformation in terms of its causes and major actors.2. Discuss the Catholic Reformation as a response to malpractices. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none">• Quizzes• Practical work on lectured notes• Class work• Tests• Examination

SEMESTER: TWO

PERIOD: V

GRADE: 11

TOPIC: EUROPEAN HISTORY / THE INDUSTRIAL REVOLUTION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the social and economic conditions which led to the Industrial Revolution.
2. Analyze the impact of the Industrial Revolution on Europe and America.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students should be able to:</p> <p>Discuss the factors which accounted for the Industrial Revolution.</p> <p>Explain how the Revolution impacted the industrial sector of European societies and plantations.</p>	<ol style="list-style-type: none">1. Contributing factors of Industrial Revolution.2. Centers of the Industrial Revolution in Europe.3. Impact of the Industrial Revolution on European industry and plantations in America.4. Impact of the Industrial Revolution on the great slave trade.	<ol style="list-style-type: none">1. Student should discuss the impact of the Industrial Revolution on American plantation and industry.2. Student should discuss how the Industrial Revolution impacted European factories.3. Students should conduct a group discussion on the impact of the Industrial Revolution on the slave trade.	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none">• Long Word Atlas	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Discuss the factors which accounted for the Industrial Revolution.2. Explain how the Revolution impacted the industrial sector of European societies and plantations. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none">• Quizzes• Practical work based on the lectured notes• Group work

				<ul style="list-style-type: none"> • Tests • Examination • Observation
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SEMESTER: TWO

PERIOD: V

GRADE: 11

TOPIC: EUROPEAN HISTORY / THE ENLIGHTENMENT

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the Enlightenment in terms of its primary aims and objectives.
2. Explain the philosophies of a few Enlightenment thinkers.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students should be able to:</p> <p>Discuss the characteristics of the Enlightenment.</p> <p>Compare the contribution of John Locke, Thomas Hobbes and J. J. Rousseau to political thought.</p>	<ol style="list-style-type: none"> 1. The Enlightenment as an intellectual movement. 2. Some English representatives of the Enlightenment – John Locke and Thomas Hobbes. 3. Some French representatives of the Enlightenment – Rousseau, Voltaire and Montesquieu. 	<ol style="list-style-type: none"> 1. Conduct group discussion on the works of Locke, Hobbes, Rousseau, Voltaire and Montesquieu. 	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the characteristics of the Enlightenment. 2. Compare the contribution of John Locke, Thomas Hobbes and J J Rousseau to political thought. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes

				<ul style="list-style-type: none"> • Assignments • Tests • Examination • Group Report
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SEMESTER: TWO

PERIOD: IV

GRADE: 11

TOPIC: EUROPEAN HISTORY / WESTERN IMPERIALISM

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss Imperialism as an age old phenomenon.
2. Explain the root causes of Western Imperialism.
3. Discuss the impact of Imperialism.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Discuss the social, political and economic motives of imperialism.</p> <p>Discuss the impact which imperialism had.</p>	<ol style="list-style-type: none"> 1. The social and political roots of Western imperialism. 2. The major Western imperial powers. 3. Colonialism as an offshoot of imperialism. 4. Social impact of imperialism. 5. Political impact of imperialism. 6. Economic impact of imperialism. 7. The political benefits of imperialism to the masses. 8. The cultural benefits to the masses. 9. The colonial powers, their colonies and possessions. 10. The internal and external factors of decolonization. 	<ol style="list-style-type: none"> 1. Invite a political scientist to discuss imperialism and its impact. 2. Invite a historian and anthropologist to explain the impact of imperialism. 3. Invite an economist to discuss the impact of imperialism. 4. Students should organize into groups to discuss the colonial powers and their policies. 5. The internal and external factors of decolonization. 	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Long Word Atlas 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the social, political and economic motives of imperialism. 2. Discuss the impact which imperialism had. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • From the group report, let students debate on the concept of imperialism. • Quizzes

	11. The social and economic impact of colonization.	6. The impact of colonization		<ul style="list-style-type: none"> • Tests • Examination
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SEMESTER: TWO

PERIOD: IV

GRADE: 11

TOPIC: EUROPEAN HISTORY / THE AGE OF REVOLUTION

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss analytically the causes and impact of the French Revolution.
2. Explain the root causes and impact of the American Revolution.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>The students will be able to:</p> <p>Discuss the French Revolution in terms of its national and international impact.</p> <p>Analyze the American Revolution and its impact on the society.</p>	<ol style="list-style-type: none">1. The social, political and economic roots of the French Revolution.2. Impact of the French Revolution on French society.3. The social, political and economic roots of the American Revolution.4. Impact of the American Revolution on American society.	<ol style="list-style-type: none">1. Students should identify and discuss five leading figures of the French Revolution.2. Students should identify and discuss five leading figures of the American Revolution.3. Students should carry out a textbook research to identify the impacts of the two revolutions.	<p><u>A. Primary Text</u> World History in the 20th Century - Longman</p> <p><u>B. Secondary Text</u> Africa South of the Sahara - Longman</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none">• Long Word Atlas	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Discuss analytically the causes and impact of the French Revolution.2. Explain the root causes and impact of the American Revolution. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none">• Practical work/textbook research report• Assignments• Quizzes• Tests• Examination

SEMESTER: ONE

PERIOD: I

GRADE: 12

TOPIC: LIBERIAN HISTORY / THE PERIOD 1980-1990

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the organization of the People's Redemption Council (PRC) and Interim National Assembly (INA).
2. Explain the internal and external challenges faced by the PRC and INA.
3. Identify the successes and failures of the Second Liberian Republic.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students should be able to: Discuss the organization of the People's Redemption Council and the Interim National Assembly. Explain the internal and external challenges faced by the PRC and INA.	1. Organization of the Council. 2. Alliances within the Council. 3. Factions within the Council. 4. Primary focus of the INA. 5. The elections of 1985. 6. The four years of the second Republic.	<ol style="list-style-type: none">1. Invite a historian to speak on the major causes of the coup.2. Examine the PRC decrees and show the extent to which they protected or abused human rights and fundamental freedom.	<u>A. Primary Text</u> History of West Africa From A.D 1000 (Longman) <u>B. Secondary Text</u> Liberian Civics <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none">• Liberian History since 1980.• The Rise and Fall of the First Republic.• Handouts	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Discuss the organization of the People's Redemption Council (PRC) and Interim National Assembly (INA).2. Explain the internal and external challenges faced by the PRC and INA.3. Identify the successes and failures of the Second Liberian Republic. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Quizzes• Assignments• Tests• Examination• Observation

SEMESTER: ONE

PERIOD: I

GRADE: 12

TOPIC: LIBERIAN HISTORY / THE FIRST LIBERIAN CIVIL WAR (1989-1997)

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the root causes of the First Liberian Civil War.
2. Discuss why the war lasted for so long and how destructive it was.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Critically discuss the root causes of the First Liberian Civil War. Explain the longevity of the war. Discuss the major internal players of the war.	1. Major causes of the war. 2. The major domestic players : a. National Patriotic Front of Liberia b. Independent National Patriotic Front of Liberia c. United Liberation Movement for Democracy in Liberia d. The Liberia Peace Council e. Lofa Defense Force f. Armed Forces of Liberia	<ol style="list-style-type: none">1. Have the class discuss the reasons which gave rise to the emergence of the warring factions.2. Students should know the leadership of each faction.	<u>A. Primary Text</u> History of West Africa From A.D 1000 (Longman) <u>B. Secondary Text</u> Liberian Civics <u>C. Other Resources/Supplementary Readings</u> <ul style="list-style-type: none">• Liberian History since 1980.• The Rise and Fall of the First Republic.• Handouts	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Critically discuss the root causes of the First Liberian Civil War.2. Explain the longevity of the war.3. Discuss the major internal players of the war. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Quizzes• Assignments• Tests• Examination

				• Observation
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SEMESTER: ONE

PERIOD: II

GRADE: 12

TOPIC: LIBERIAN HISTORY / KEY EXTERNAL PLAYERS IN THE FIRST LIBERIAN CIVIL WAR

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. List the major actors of the First Liberian Civil War.
2. Critically discuss the interest of the external players in the crisis.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Discuss the part played by ECOWAS in the Liberian Civil War.</p> <p>Explain the role of France, USA, Libya, and La Cote D'Ivoire in the Liberian Civil War.</p>	<ol style="list-style-type: none"> 1. Role of the Economic Community of West African States (ECOWAS). 2. Role of the United States of America. 3. Roles of France, Libya La Cote D'Ivoire. 	<ol style="list-style-type: none"> 1. Discuss how and why ECOWAS became involved in the Liberian conflict. 2. Explain the interest of Libya, France, America and La Cote D'Ivoire in the First Liberian Civil War. 	<p><u>A. Primary Text</u> History of West Africa From A.D 1000 (Longman)</p> <p><u>B. Secondary Text</u> Liberian Civics</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Liberian History since 1980. • The Rise and Fall of the First Republic. • Handouts 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the part played by ECOWAS in the Liberian Civil War. 2. Explain the role of France, USA, Libya, and La Cote D'Ivoire in the Liberian Civil War. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests

				<ul style="list-style-type: none"> • Examination • Observation
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SEMESTER: ONE

PERIOD: III

GRADE: 12

TOPIC: LIBERIAN HISTORY / THE INTERIM GOVERNMENT OF NATIONAL UNITY (IGNU)

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the developments leading to the formation of IGNU
2. Explain the mandate of the IGNU.
3. Describe the administration of the IGNU and the challenges it faced.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Discuss organization and mandate of the Interim Government of National Unity.</p> <p>Explain the challenges that faced the IGNU</p>	<ol style="list-style-type: none"> 1. The formation of IGNU. 2. The mandate of IGNU. 3. The internal and external challenges of IGNU. 	<ol style="list-style-type: none"> 1. Invite an ambassador from an ECOWAS State to explain his country's contribution to bringing peace to Liberia. 2. Name the countries that contributed troops the Liberian Civil War. 3. The class should discuss the historic and political basis for America's involvement in the Liberian Civil War. 	<p><u>A. Primary Text</u> History of West Africa From A.D 1000 (Longman)</p> <p><u>B. Secondary Text</u> Liberian Civics</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Liberian History since 1980. • The Rise and Fall of the First Republic. • Handouts 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss organization and mandate of the Interim Government of National Unity. 2. Explain the challenges that faced the IGNU. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examination

				• Observation
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SEMESTER: TWO

PERIOD: IV

GRADE: 12

TOPIC: LIBERIAN HISTORY / THE LIBERIAN NATIONAL TRANSITIONAL GOVERNMENT (1994-97)

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Name the Chairman of each Council of Sates.
2. Explain the successes and failures of each Council of State.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Discuss each of the three transitional governments.</p> <p>Explain the challenges which each of the three governments faced.</p>	<p>1. The Kpormakpor Council.</p> <p>2. The Sankawolo Council.</p> <p>3. The Perry Council.</p>	<p>1. Students should discuss the key issues with which each Council was faced.</p> <p>2. Students should discuss the issues surrounding the replacement of each Council.</p> <p>3. Students should write the names of the members of each Council.</p>	<p><u>A. Primary Text</u> History of West Africa From A.D 1000 (Longman)</p> <p><u>B. Secondary Text</u> Liberian Civics</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Liberian History since 1980. • The Rise and Fall of the First Republic. 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss each of the three transitional governments. 2. Explain the challenges which each of the three governments faced. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments

			<ul style="list-style-type: none"> • Handouts 	<ul style="list-style-type: none"> • Tests • Examination • Observation
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SEMESTER: TWO

PERIOD: IV

GRADE: 12

TOPIC: LIBERIAN HISTORY / THE ELECTIONS OF 1997 AND THE TAYLOR YEARS, 1997-2003

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Name the parties and their presidential candidates in the election of 1997.
2. Discuss the factors which influenced the electorates in 1997.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Name the presidential candidates of the election of 1997 and their platforms.</p> <p>Discuss the Taylor administration in terms of its successes and failures.</p>	<ol style="list-style-type: none"> 1. The presidential candidates in the elections of 1997. 2. The issues in the elections of 1997. 3. The Taylor Presidency. 4. The challenges. 5. The failures. 6. The successes 	<ol style="list-style-type: none"> 1. Students should discuss the merits and demerits of the platform of each political party. 2. Invite a historian to discuss the place which Charles Taylor holds in Liberian history. 	<p><u>A. Primary Text</u> History of West Africa From A.D 1000 (Longman)</p> <p><u>B. Secondary Text</u> Liberian Civics</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Liberian History since 1980. • The Rise and Fall of the First Republic. 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Name the parties and their presidential candidates in the election of 1997 2. Discuss the factors which influenced the electorates in 1997. <p><u>Other essential evaluation tools:</u></p>

			<ul style="list-style-type: none"> • Handouts 	<ul style="list-style-type: none"> • Quizzes • Assignments • Tests • Examination • Observation
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SEMESTER: TWO

PERIOD: V

GRADE: 12

TOPIC: LIBERIAN HISTORY / THE SECOND LIBERIAN CIVIL WAR: 1999-2003

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Explain the root causes of the Second Liberian Civil War.
2. Discuss the conduct and resolution of the war.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Students will be able to:</p> <p>Discuss the root cause of the second civil war.</p> <p>List the actors and describe their role in the war.</p> <p>Discuss the events leading to the resignation of Charles Taylor and the few months of President Moses Blah.</p>	<ol style="list-style-type: none"> 1. Major cause of the war. 2. Key domestic players. 3. Liberia United for Reconstruction and Democracy. 4. Movement for Democracy in Liberia. 5. Major external players. 6. The United Nations. 7. The OAU/AU 8. The United States. 9. European Union 10. ECOWAS 11. The National Transitional Government of Liberia. 12. The Accra Peace Conference. 13. Resignation of Charles Taylor. 	<ol style="list-style-type: none"> 1. Students should discuss the specific cause of the war. 2. Each student should explain his/her experiences during the war 	<p><u>A. Primary Text</u> History of West Africa From A.D 1000 (Longman)</p> <p><u>B. Secondary Text</u> Liberian Civics</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Liberian History since 1980. • The Rise and Fall of the First Republic. 	<p><u>Fundamental tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the root cause of the second civil war. 2. List the actors and describe their role in the war. 3. Discuss the events leading to the resignation of Charles Taylor and the few months of President Moses Blah. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Quizzes • Assignments

	14. The Blah Administration.		<ul style="list-style-type: none">• Handouts	<ul style="list-style-type: none">• Tests• Examination• Observation
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SEMESTER: TWO

PERIOD: VI

GRADE: 12

TOPIC: LIBERIAN HISTORY / ELECTION 2005 AND POST ELECTION ISSUES

SPECIFIC OBJECTIVES:

Upon completion of this topic, students will be able to:

1. Discuss the major issues of the elections of 2005.
2. Critically analyze the nature of the outcome of the elections.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the election of 2005 in terms of the candidates' participant platforms. Explain the conduct of the Election. Identify and discuss the major past conflict issues	1. The Election of 2005. 2. The issues. 3. The parties. 4. The candidates. 5. Burning past conflict issues. 6. Reconciliation. 7. Security. 8. Corruption. 9. Reconstruction.	<ol style="list-style-type: none">1. Students should write the names of all the parties and their presidential candidates.2. Students should write the name of the chairman of the National Election Commission and other high officials.3. Class discussion of each of the issues under contents.	<u>A. Primary Text</u> History of West Africa From A.D 1000 – (Longman) <u>B. Secondary Text</u> Liberian Civics <u>C. Other</u> <u>Resources/Supplementary</u> <u>Readings</u> <ul style="list-style-type: none">• Liberian History since 1980.• The Rise and Fall of the First Republic.• Handouts	<u>Fundamental tasks students should be able to do:</u> <ol style="list-style-type: none">1. Discuss the major issues of the elections of 2005.2. Critically analyze the nature of the outcome of the elections. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none">• Quizzes• Assignments• Tests• Examination• Observation



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