

HISTORY

MODULE 1

GRADE 9

History

Module 1

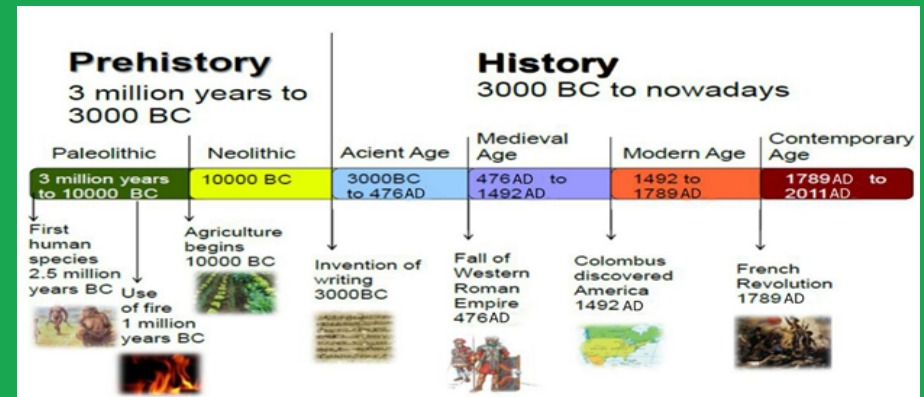
GRADE 9



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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
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HISTORY

MODULE 1

GRADE 9

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

ADDIS ABABA, ETHIOPIA

First Published _____ by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

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The Ministry of Education wishes to thank the many individuals, groups and other bodies involved—directly or indirectly—in publishing this learning material. Special thanks are due to Hawassa University for their huge contribution in the development of this learning material in collaboration with Addis Ababa University, Bahir Dar University and Jimma University.

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Printed by:

P.O.Box :

ADDIS ABABA, ETHIOPIA

Under Ministry of Education Contract no. :

ISBN:

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Symbols using in Module:



This tells you there is an overview of the unit and what the unit is about.



This tells you there is an in-text question to answer or think about in the text.



This tells you to take note of or to remember an important point.



This tells you there is a self-test for you to do.



This tells you there is a checklist.



This tells you there is a written assignment.



This tells you that this is the key to the answers for the self-tests.



This tells you that this is the Unit Summary

MODULE 1

History Grade Nine

Module Introduction



Dear Learner, welcome to module one!

Dear learner! Welcome to the history subject. As a material producer, we are highly concerned about you. In preparing these materials we have tried to consider your needs and knowledge you have already acquired experience and previous learning.

This module focuses on the ancient and medieval era of Ethiopian, African, and global history. It spans the years 3000 BC through 1500 AD. This module introduces you to ancient (3000 BC -500 AD) and medieval history (500 AD – 1500). These periods saw a significant change in Ethiopia, Africa, and the rest of the world in the political, economic, and social realms of life. The module gives you background knowledge on history, human evolution, ancient civilization, peoples, languages and state formation, the Middle Ages, early modern worlds, and the developments of early capitalism. It discusses the historical perspective of the relations of Africa with Europe during the age of exploration and discovery. Finally, the module explores the changing pattern of relations between Africa and the countries of Europe during the Industrial revolution.

There are 5 units in the module. Unit 1 examines the Discipline of History and Human Evolution. Unit 2 explores the Ancient World Civilizations up to 500 AD. Unit 3 discusses Peoples and States in Ethiopia and the Horn to the end of the 13th C. Unit 4 examines the Middle Ages and Early Modern World, C. 500 to 1750s. Unit 5 discusses about the peoples and states of Africa to 1500. There are subsection parts within each unit, which include objectives that are followed by conversations. Each section includes various self-check exercises and complementary activities. At the conclusion of each unit, there are answers to all the tasks. Each unit of this module's assignment will be covered. Please attempt to complete all the questions.

Module Contents

Unit 1: The Discipline of History and Human Evolution

Section 1: Meaning of Prehistory and History

Section 2: The Discipline of History

Section 3: The Evolution of Human Beings

Section 4: Africa and Human Evolution

Section 5: The Stone Age

Section 6: The Emergence of States

Unit 2. Ancient World Civilizations up to c. 500 CE

Section 1: Ancient Civilization of Africa

Section 2: Ancient Civilization of Asia

Section 3: Ancient Civilization of Latin America

Section 4: Ancient Civilization of Europe

Section 5: The rise and spread of Christianity

Unit 3. Peoples & States in Ethiopia & the Horn to the end of 13th C

Section 1: Languages families and Settlement Patterns

Section 2: Major Religions of Ethiopia

Section 3: Early States in Ethiopia and the Horn

Unit 4. The Middle Ages and Early Modern World, C. 500 to 1750s

Section 1: The Middle Ages in Europe

Section 2: The Middle Ages in Asia

Section 3: Development of Early Capitalism

Section 4: The Age of Explorations and Discoveries

Section 5: The Renaissance

Section 6: The Reformation

Section 7: Industrial Revolution

UNIT 5. Peoples and States of Africa to 1500

Section 1. Languages and Peoples of Africa

Section 2. States in North Africa

Section 3. Spread of Islam and its impact in West Africa

Section 4. States in Western Africa

Section 5. Equatorial, central and Eastern Africa

Section 6. Southern Africa

Section 7. Africa's Intra and Inter-continental Relations

Module Assessment Methods

Assessment tasks enable you to demonstrate the extent to which you have attained and exceeded the intended learning outcomes. Across the module, various assessment methods are suggested to test different knowledge and skills. When you read this module, you will see activities,

self-test exercises, checklists, and self-check questions at the end of each unit. They are means by which you check whether you have understood the issues discussed in the section about the stated objectives at the beginning of the units and sections. Try to answer them. You will also have at least a written assignment, a test, and a final exam to be marked by the tutor. Thus, complete them accordingly and send them to your tutor.

There is a self-test exercise at the end of each section. Try to answer them without referring to your notes. Answers to the activities and self-test exercises will be given at the end of each module. Finally, after you complete them check your answer with the answer key given at the end of the module. Please only look up the answers after trying your best to answer the activities and self-check exercises supplied at the end of the module. You will have a written assignment which constitutes 30%, mid - examination (20%), and final examination. (50%. Complete them and send them to your tutor. They also provide you with opportunities to apply your previous knowledge.

UNIT 1: THE DISCIPLINE OF HISTORY AND HUMAN EVOLUTION

Unit Introduction



Dear learner! How do you define history? Well, I think you have said that history is about human interaction, the growth of civilizations, and the invention of new technology, and man's relationship with the environment in the past.

The unit intends to familiarise you with the elementary methodology of history, which helps you learn the subsequent units more successfully. Accordingly, the lessons in this unit cover meaning of pre-history and history, the discipline of history, the evolution of human beings, theories on the origin of human beings, Africa and human evolution, the Stone Age, and the emergence of states. Major points and arguments are illustrated with examples and images to facilitate your learning and make it attractive to you. Finally, the unit closes with a summary of the main points of each lesson, followed by review questions that enable you to measure your achievements in the objectives of the unit.

Unit Learning Outcomes

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

- discuss the objectives of studying history.
- evaluate the place of Africa and Ethiopia in human evolution.
- summarise the theories of the origin of the state and its major features.

Contents of the Unit

Section 1: Meaning of Prehistory and History

Section 2: The Discipline of History

Section 3: The Evolution of Human Beings

Section 4: Africa and Human Evolution

Section 5: The Stone Age

Section 6: The Emergence of States

The Required Study Time: You need ____ Study Hours to Complete this unit.

Unit Learning Strategies

Dear learner, as you go through this module, you will find learning outcomes

stated at the beginning of the unit and each section. In order to achieve them, please read the material thoroughly. As you read the material you will see activities, self-test exercises, and checklists. These will help you to check whether you have understood the issues discussed in the unit and the sections. You are advised to answer them without referring to the answer keys given. Let me repeat, “please do not refer to the answer keys before you have tried. Finally, after you have completed them, check your answers. with the answer keys given at the end of the module.

Section 1. Meaning of Prehistory and History



Section Overview

The term history, derived from the Greek word *Istoria*, means “inquiry” or “an account of one’s inquiries.” History is the study of humans in the past. It tells what they did and what happened to them. Historians are people who study and write about the human past. They tell us that history began about 5,500 years ago when people first began to write. However, the study of the human past begins in prehistory. Prehistory is the study of the distant past. Prehistory was the time before people developed the art of writing. Archaeologists and Anthropologists have worked to find clues about early human life.

Section Learning Competencies

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

- define the discipline of History.
- explain the difference between prehistory and history.

Only a small part is studied of these events and deeds of the past. This small part, which is studied, is also called history. Unlike prehistory, however, the subject of history mainly deals with the past, beginning from when writing and recording started.

History is about human interaction, the growth of Civilizations, the invention of new technology, man’s relationship with the environment etc. One of the significant concerns of history is the study of humans’ interaction with the natural environment in the past. However, the other disciplines do it in the present. Man interacts with the natural environment to produce his primary needs, such as food, shelter, and cloth. In the production process,

human beings improved the production tools; the quality and quantity of the produce.

**Activity 1.1.**

1. What is the difference between prehistory and history?
2. Define the term 'Istoria'.

History as a body of knowledge accounts for the past based on historical facts and evidence. Historical fact refers to information or statements about the past that are known or proven true. History is all about providing an interpretation of what happened, why it happened, and how it happened based on sources. Therefore, history is both the facts of the past and inquiry made into the past facts. Thus, history is not an opinion or novel writing. Identifying historical facts from opinion requires critical thinking.

Distinguishing between fact and opinion is one of the most important skills you can learn from studying history. A fact is a statement that can be proved with supporting information. On the other hand, an opinion is what a writer believes based on his or her viewpoint. History writers can keep their opinions with facts, but an opinion is something that cannot be proved.

**Note to remember:**

- ☞ *Historians are people who study and write about the human past.*
- ☞ *History is the study of humans' interaction with the natural environment in the past.*
- ☞ *History is not an opinion or novel writing and identifying historical facts from opinion requires critical thinking.*

**Activity 1.2.**

1. Distinguish facts from opinions with an example.

**Self-test Exercise – 1.1.**

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. The term history, derived from the Roman word Istorica, means “inquiry”.
2. History is the study of humans' interaction with the natural environment in the past.
3. History is simply written like a novel writing.

Part II: Read the following statements carefully and circle the letter of your choice.

1. Which of the following is TRUE about the use of history?
 - A. History helps us better understand the present
 - B. History provides a sense of identity
 - C. History provides the basic background for other disciplines
 - D. History supplies endless sources of fascination
 - E. All of the above are correct answers
2. Which one is an incorrect explanation of history?
 - A. It mainly focuses on the human past before writing is developed
 - B. It is about change in the development of the past societies
 - C. It deals with the socioeconomic and political life of the past
 - D. It focuses on what past societies did in their lifetime

Part III: Answer the Following Questions

1. What is the difference between history and other disciplines?
2. What are the main differences between fact and opinion



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the ‘Yes’ or ‘No’ box.

Activities	Yes	No
Can I define the discipline of History?		
Can I explain the difference between prehistory and history?		
Dear learner, did you mark any box under the ‘No’ column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 2. The Discipline of History



Section overview:

Dear learner, can you explain what history means? We hope you said that

as it is a body of knowledge, History is a branch of social science that deals with what human beings did in the past. It studies changes in the development of past societies' political, economic, social, and cultural life.

Section Learning Competencies

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

- describe the importance of learning history.
- identify different sources of history.
- examine pieces of historical sources closely.
- appreciate the role of history in understanding societal development.
- discuss the level of accuracy of data obtained from other sources.

1.1.1 The importance of History

History helps us know about the past, understand the present, and foresee future developments. It also allows us to understand national and international issues, including democratic principles and nationalism. History can also help us develop the necessary skill for collecting and analysing information to reach conclusions. So, it helps us live our lives as conscious citizens actively participating in shaping our future.

History teaches us critical skills. Studying History helps learner to develop essential research skills. History helps us understand the present better and provides a sense of identity.

1.1.2 Historiography and Historical Interpretations

A. Historiography

Historiography is studying how knowledge of the past is attained and transmitted. The world's oldest written History comes from China. Archaeologists have discovered records of Chinese History written before 1000 BC. Ancient Greek historians, notably Herodotus and Thucydides, introduced the organized study and narration of the past. The term's first use is attributed to Herodotus (c. 484-425 BC), often the "father of history." Thucydides wrote critically and accurately.

History emerged as an academic discipline in the second half of the 19th century, first in Europe and other parts of the world. Leopold Von Ranke (1795-1886), the German historian, established History as an independent discipline. Ranke is considered the “father of modern historiography” for his effort in the scientific study of the past.

Ethiopia has an indigenous tradition of history writing. It made some changes from the chronicle tradition in the early 20th century. History emerged as an academic discipline in the 1960s. This decade is vital in the growth of Ethiopian historiography.

B. Historical Interpretation

What happened in the past is endless. Thus, historians select topics or problems they desire to study. History is a systematic and objective study of the past as a field of discipline. It is a systematic study because historical study follows established rules, procedures, and standards. Historians use specific basic methods in writing History. The study of History also refers to the objective pursuit of truth. In principle, historians are expected to avoid bias though it is difficult in practice. Historical interpretation is the process by which we describe, analyse, evaluate, and create an explanation of past events. We base our interpretation on primary or secondary, or both sources.

1.1.3 Sources of History

History is the study of the past supported by evidence arising from sources. Where there are no sources, there is no history. Sources are, therefore, key to the study and writing of History. Most commonly, historians divide sources into two broad groups. These are primary and secondary.

Primary sources are those that are contemporary with the events under study. They are original materials that have direct relations to the events they describe. Examples of primary sources are Monuments, tools, ornaments, artifacts (coins, fossils, inscriptions, weapons, utensils, and ruins of buildings), written materials (manuscripts or handwritten materials, chronicles, diaries, letters, minutes, codes of laws, court records and administrative files, travel documents), photographs, maps, video and audiovisual materials.



a)



b)

Figure 1.1. a) Silver Coins of Enudybis, b) Archives,

Secondary sources are sources that contain information that is derived from primary sources. In addition, they provide us with second-hand or indirect information. Secondary sources include articles, books, textbooks, biographies, oral traditions and published stories or movies about historical events.

Oral traditions are historical sources transmitted by word of mouth from one generation to the next. Oral data can qualify the position of primary or secondary sources based on the nature of the informants.

History can only be written based on data collected from the abovementioned sources. However, whatever the source of information, it should be subjected to critical evaluation before being used as evidence. Primary sources have to be verified for originality and authenticity to avoid forgery. Secondary sources have to be examined for the reliability of their reconstructions. Oral data should be cross-checked with other sources, such as written documents, to determine its truth; because it may lose its authenticity due to distortion through time.



Activity 1.3.

1. Why do we study about the past although we are living in the present.
2. What is the importance of learning history?

1.2.1 Dating in History

In recording the past, historians try to determine when events occurred. That is what we call it dating. Dating is figures or numerical statements

that express the time of historical events or processes. The duration of time could be short or long. Therefore, historians describe the period of events using certain subdivisions or units of time. Hence, the figurative expression expresses the exact dates on which events occurred.

For example:

- the battle of Adwa took place on March 1, 1896.
- Ethiopian Renaissance Dam was initiated on April 2, 2011.

Dating in history is expressed in numerical statements such as a decade, century, and millennium. A decade refers to a period of ten years. A century is one hundred years, whereas a millennium refers to a thousand years.

For example:

- The years from 1900 to 1909 are the first decade of the twentieth century.
- The years from 1900 to 1999 are the twentieth century.
- The years from 1000 to 1999 are the second millennium.

The primary purpose of dating in history is to organize past events according to their sequence of occurrence by using calendars. This is what we call chronology. The two widely used calendars worldwide are the Gregorian and Islamic. According to the Gregorian calendar, time is counted forward and backwards from the time of the birth of Jesus Christ. The time before the birth of Christ is referred to as BC (Before Christ), whereas the time after the birth of Jesus Christ is expressed in AD (anno Domini), a Latin term meaning "The Year of the Lord". Ethiopia uses its calendar and periodization. The Ethiopian Calendar is seven to eight years behind the Gregorian calendar.

The Islamic Calendar follows the event called the Hijra to count time forwards and backwards. The Hijra was the flight of the prophet Mohammed and his early followers from Mecca to Medina in 622 AD. Hence, BH is the years before the Hijra, and AH refers to the years after the Hijra.



Activity 1.4.

1. Explain the difference between decade, century, and millennium.
2. When did Christianity and Islam in introduced to Ethiopia.

Historians sometimes use a timeline. A timeline is a graphic representation

of events in chronological order or periods of history. It is a horizontal or vertical lineup of historical events. A historical timeline enables quick civilization and forms a clear idea of the passage of time about events. In addition, the timeline shows you when and where events happened during the discussion period. See the timeline below.

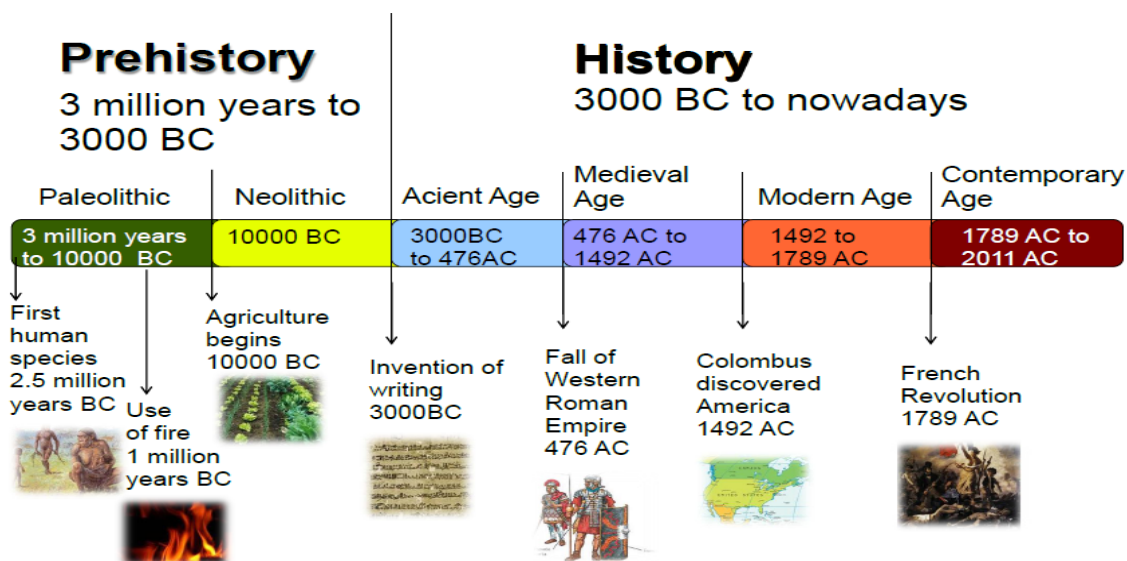


Figure 1.2 Historical timeline

Because of the length of time, historians organise the human past into separate periods after identifying significant developments and giving a label to each period. This is what we call periodisation in history. Accordingly, history is conventionally divided into ancient, medieval, and modern history.



Note to remember

- ☞ The term's first use is attributed to Herodotus.
- ☞ Ethiopia has an indigenous tradition of history writing.
- ☞ Historical interpretation is the process by which we describe, analyse, evaluate, and create an explanation of past events.



Activity 1.5.

1. Read the following events. Then put them in chronological order. Finally show them on a historical timeline.
 - A. Cities built on Indus valley
 - B. Democracy evolved
 - C. Pyramid Age begins
 - D. Rise of Chinese Civilization
 - E. Romans set up a Republic
 - F. Sumerians developed cuneiform



Self-test Exercise – 1.2.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Historiography studies how knowledge of the past is attained and transmitted.
2. A timeline is a graphic representation of events in chronological order or periods of history.
3. Oral traditions are historical sources always transmitted in a written form from one generation to the next.

Part II: Read the following statements carefully and circle the letter of your choice.

1. All are important primary sources of Ethiopian history except one. Which one?

A. Ruins of buildings and fossils	C. travel documents
B. Books	D. Chronicles
2. Which of the following explains historiography?
 - A. It is the history of historical writing
 - B. It studies the course of the growth of historical writing
 - C. It deals with how knowledge of the past is obtained and transmitted
 - D. All of the above are correct answers

3. From the following personalities who contributed to history to be studied as an independent discipline
 - A. Herodotus
 - B. Thucydides
 - C. Leopold Von Ranke
 - D. Sima Qian
4. Primary sources of history are:
 - A. characterize by the originality of the event they describe
 - B. characterized by its direct relation to the event
 - C. firsthand in their proximity to the event both in time and in space
 - D. sources happened long after the event has occurred
 - E. All Except "D" are correct answer
5. Which one of the following sources of history differs from the others?
 - A. manuscripts
 - B. letters
 - C. History books
 - D. Monuments



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I describe the importance of learning history?		
Can I identify different sources of history?		
Can I examine pieces of historical sources closely?		
Can I appreciate the role of history in understanding societal development?		

Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.

Section 3. The Evolution of Human Beings



Section overview:

According to evolutionist theory, all human beings now living in the world belong to the species *Homo sapiens*, which descended from a common ancestor or a genus known as *Homo*. That is why it is said that humans belong to the Hominid family.

Section Learning Competencies

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

- appraise the major theories of human evolution.
- draw a chart showing major stages of human evolution.
- debate on the theories of the origin of mankind.

Hominids are humans and other creatures that walk upright. Although the hominid families no longer exist, we know that their representatives lived in the past. We know this from the discovery of many fossils that represent them. All hominids are characterised by what is known as bipedalism, i.e., walking on two feet with an upright position.

The earliest hominid to be found in Ethiopia is named *Ardipithecus ramidus*. It was discovered at Aramis in the Middle Awash of the Afar Regional State. It is described by a team of Paleontologists led by Tim White, and it is dated to around 4.4 million years ago. This species was followed by another fossil called *Australopithecus afarensis*. Finally, in 1974, Donald Johanson found the oldest complete human skeleton in Ethiopia. He named his find 'Lucy' after a Beatles' song.

The second stage in early human development occurred with the appearance of *Homo erectus* ("upright human being"), a species that emerged around 2 million years ago. *Homo erectus* made use of larger and more varied tools. These hominids were the first to leave Africa and move into Europe and Asia. They could do so because they learned to use fire to keep warm in colder areas.

The three different species that belong to the genus *Homo* are:

- *Homo habilis*,
- *Homo erectus* and
- *Homo sapiens*.

Homo habilis is a handy human being and is considered the oldest human being. Fossils of *Homo habilis* were found in the Omo valley in Ethiopia. The second stage in early human development occurred with the appearance of *Homo erectus* ("upright human being"), a species that emerged around 2 million years ago. *Homo erectus* made use of larger and more varied tools. These hominids were the first to leave Africa and move into Europe and Asia. They could do so because they learned to use fire to keep

warm in colder areas. Fossils of this species were found in the Omo Basin, Melka-Kunture, Konso – Gardula, and Middle Awash in Ethiopia. Homo sapiens were wise human beings and very similar to modern human beings. Fossils of this species were found in the Awash and Omo valleys and the areas near Dire Dawa. Therefore, Ethiopia is proved to be the land where these species were discovered.

Modern Human beings (*Homo sapiens sapiens*) appeared around 100,000 years ago. They are different in many ways from their ancestors. They have large brains, are bipedal and walk upright. They think and execute complicated ideas. They use language, develop culture, invent tools, and use them effectively. They transmit knowledge from generation to generation.

Notably, Ethiopia and the Horn have sites illustrating all three sub-species of the Homo family that appeared in succession: *Homo habilis*, *Homo erectus* and *Homo sapiens*. These successive stages marked the progressive refinement in making tools and the mastery of the technology of making a fire that *Homo erectus* accomplished. Time and again, the hominids that have been found so far were found in Ethiopia. Thus, these areas have continued to attract archaeologists.

Key: - Hominid sites

□ Aramis:

Ardipithecus ramidus
(4.4 million years)

□ Maka:

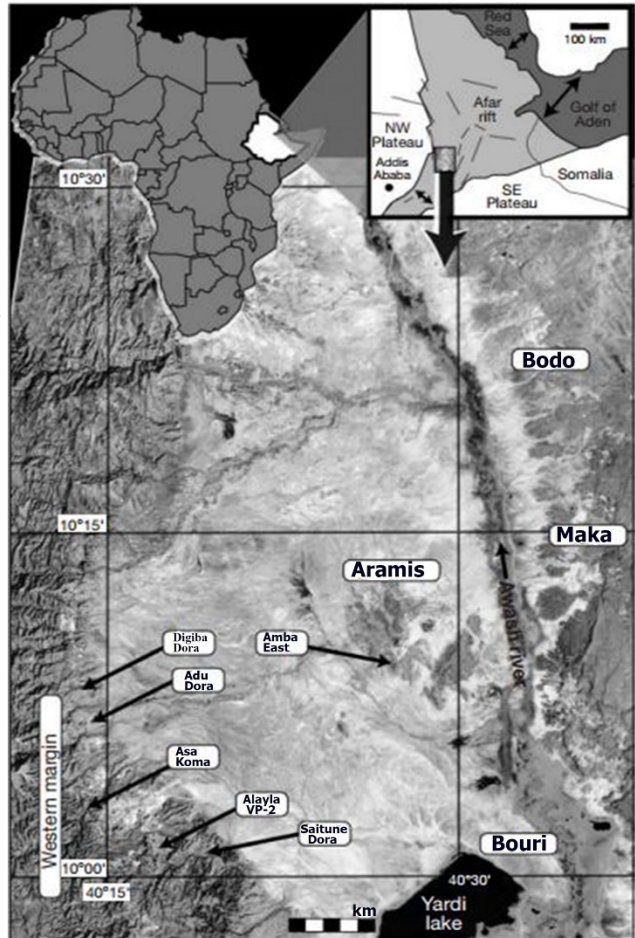
Australopithecus afarensis
(3.4 million years)

□ Bouri:

Australopithecus garhi
(2.5 million years)

□ Bodo:

Homo (0.64 million years)



Source: Yohannes Haile-Selassie (Cleveland Museum of Natural History) and others;
Geology and Paleontology of the Late Miocene Middle Awash Valley, Afar Rift, Ethiopia;
[Obtained from ResearchGate]

Map 1.1 Hominids' sites in Ethiopia Afar region

Theories of Human Evolution

There are two major opposing theories on the origin of human beings. These are the creationist and the evolutionist (scientific) theories. The creationist view advocates the notion that man, including all living things, was created by God or a supernatural being.

The scientific theory explains that all living things, including humans, result from a gradual succession process and variation from earlier forms. This slow and natural process is called evolution. Thus, this theory is called evolutionist. This theory was formulated by the English scientist Charles Darwin (1809 - 1882). Eventually, it was widely accepted by the scientific communities. Currently, though this theory dominates thinking about human origins in

the scientific world, a large number of people across the globe believe in the creationist view.

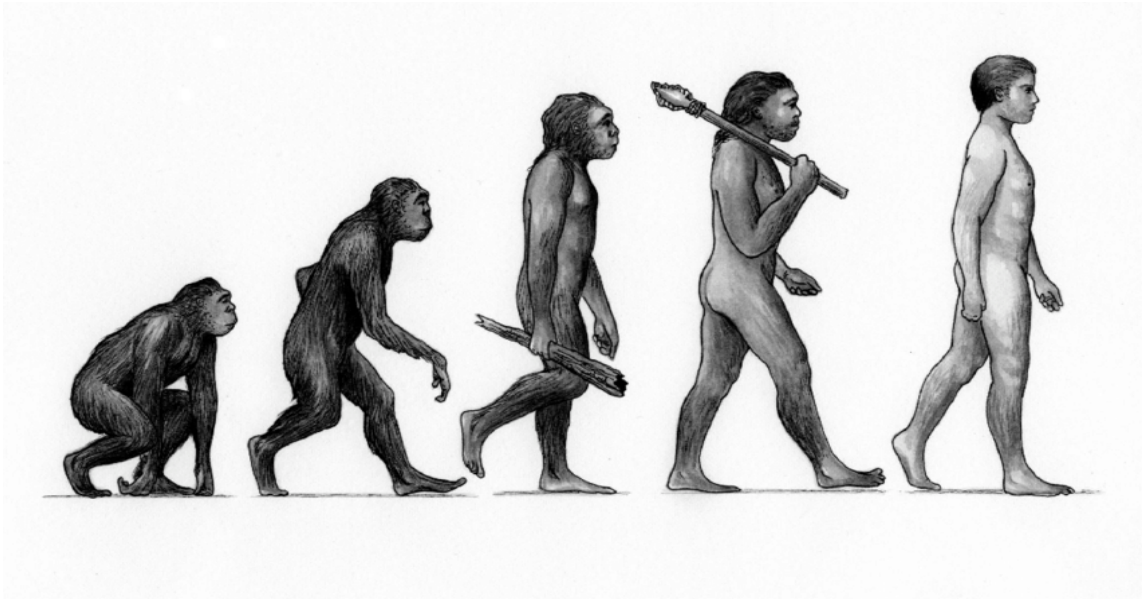


Figure 1.3 The Evolution of Human Beings



Note to remember:

- ☞ Hominids are humans and other creatures that walk upright.
- ☞ Modern Human beings (*Homo sapiens sapiens*) appeared about 40,000 years ago.
- ☞ Scientific theory was formulated by the English scientist Charles Darwin.



Activity 1.6.

1. Explain the three sub-species of the Homo family.
2. What are the differences between the creationist and evolutionist theories of Human Evolution?



Self-test Exercise – 1.3.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. The evolutionist view says that human beings were created by God.

2. The evolutionist theory was formulated by the English scientist, Charles Darwin.
3. *Homo erectus* was the first to leave Europe and move to Africa.

Part II: Read the following statements carefully and circle the letter of your choice.

1. Which one of the following is false about the origin of mankind?
 - A. Creationist view argue that human beings were created by God
 - B. Scientific theory argues that human beings evolved from lower being
 - C. Charles Darwin advocated the theory of evolution by natural selection
 - D. Scientific theory lack acceptance by modern world scientists
2. From the following family of the Genus *homo*, one thinks and executes the complicated idea.
 - A. *Homo Erectus* B. *Homo sapiens sapiens* C. *Australopithicus*
 - D. *Homo Habilis*



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I debate on the theories of the origin of mankind?		
Can I appraise the major theories of human evolution		
Can I draw a chart showing major stages of human evolution		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 4. Africa and Human Evolution



Section overview:

Africa is, in a profound sense, the source of human evolution. The earliest humanlike creatures lived in Africa as far back as six or seven million years ago. One group of hominids was called *Australopithecines* (Southern apes). *Australopithecines*, so-called by their discoverer, Donald Johanson, flourished in eastern and southern Africa. *Australopithecines* were the first hominids to make simple stone tools. *Australopithecines* had small brains

and large faces and jaws. Hominids and Homo sapiens first appeared in Africa and later moved into Asia, Europe, and the Americas.

Section Learning Competencies

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

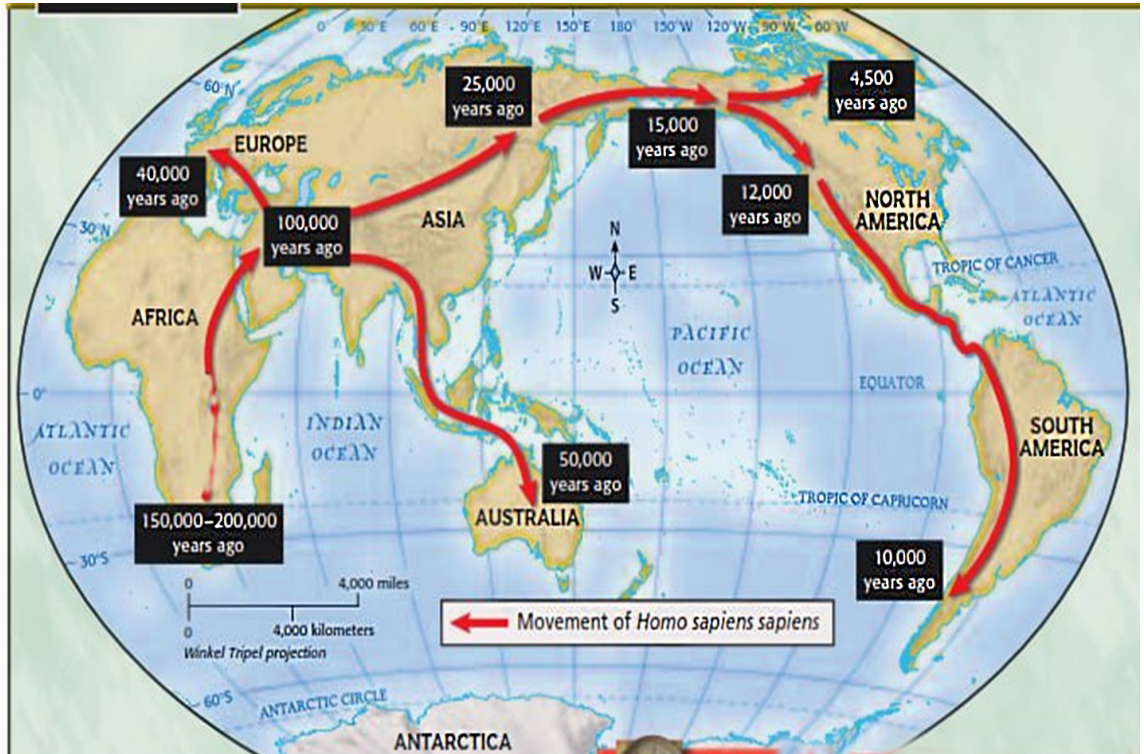
- draw a chart showing major stages of human evolution.
- show the different archaeological sites of Africa, including Ethiopia, using a map.

The oldest Australopithecines, discovered in northern Chad in 2001, is Sahelian chadensis. It is estimated to be between 7 and 6 million years old. Fossils of Australopithecus ramidus, aged 4.4 million years, were discovered in the Afar region in Ethiopia in 1994. The fossil remains of Australopithecus afarensis, also known as Lucy (Dinkinesh), were found at Hadar in the Afar region in 1974. It is estimated to be 3.18 million years old. They were first described by an American scientist Donald Johanson and his colleagues. Lucy's fossils are the most complete so far found. Australopithecus afarensis was bipedal and appeared to have been the ancestor of human beings from among the Australopithecines.



Figure 1.4. Picture of Lucy (Dinkinesh), adopted from World history

Remains of *Australopithecus africanus*, aged 2.5 million years, were discovered in 1924 at Taung, South Africa. The East African Rift Valley has been the home of human evolution due to its rich archaeological evidence. For instance, Fossils of *Homo habilis* were found at Olduvai Gorge in Tanzania and Lake Turkana in Kenya.



Note to remember:

- ☞ Hominids and *Homo sapiens* first appeared in Africa and then later moved out into Asia, Europe and the Americas
- ☞ Lucy's fossils are the most complete so far found.
- ☞ East African Rift Valley seems to have been the home of human evolution.

**Activity 1.7.**

1. Explain the importance of East Africa in the study of human origin.
2. Draw a map of Africa and show the major archaeological sites.

**Self-test Exercise – 1.4.**

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Australopithecines were the first hominids to make simple stone tools.
2. Hominids first appeared in Europe and then later moved out into Africa.
3. East African Rift Valley seems to have been the home of human evolution.

Part II: Read the Following Statements Carefully and Circle the Letter of Your Choice.

1. Which of the following factors contributed to human beings' way of sedentary life?
 - A. Making and using tools from crude stone
 - B. The invitation of fire
 - C. Beginning of domestication of animals and plants
 - D. The beginning and use of bone as a tool
2. Among the following archeological sites, one is a place where the remains of fossil of Lucy are discovered. Which one?
 - A. Hadar
 - B. Aramis
 - C. Herto
 - D. Dikika
3. The archaeological site where Australopithecus Afarensis was found at
 - A. South Africa
 - B. West Africa
 - C. Ethiopia
 - D. Lake Chad
4. Historians agree that the Great East African Rift Valley is the cradle of mankind.

Because:

- A. The oldest civilization took place in the region
- B. The oldest written history comes from this region
- C. many hominid fossils were excavated in the region
- D. the world's first state formation took place in the region



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I draw a chart showing major stages of human evolution?		
Can I show the different archaeological sites of Africa, including Ethiopia, using a map?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 5. The Stone Age



Section overview:

Stone Age is a period of a prehistoric human culture characterized by the use of stone tools. It is typically broken into three distinct periods: the Paleolithic, Mesolithic, and Neolithic Periods. Divided into three periods: Paleolithic (or Old Stone Age), Mesolithic (or Middle Stone Age), and Neolithic (or New Stone Age), this era is marked by the use of tools by our early human ancestors. People in the Stone Age were hunter-gatherers and lived in caves. There were no permanent settlements during the Stone Age. Instead, people moved from place to place to get the food and shelter they needed. The Stone Age lasted until about 3,300 B.C., when the Bronze Age began.

Section Learning Competencies

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

- analyse stages of the Stone Age.
- discuss the achievements during the Stone Age.

One of the basic distinguishing features of the human species is the ability to make tools. The earliest tools were made of stone. In the transition from hunting and gathering to the period of civilization, human beings passed through several stages of development. These stages include the time when tools were made of stone. This period took a long time. The Stone Age is divided into three periods: the Paleolithic Age, the Mesolithic Age,

and the Neolithic Age.

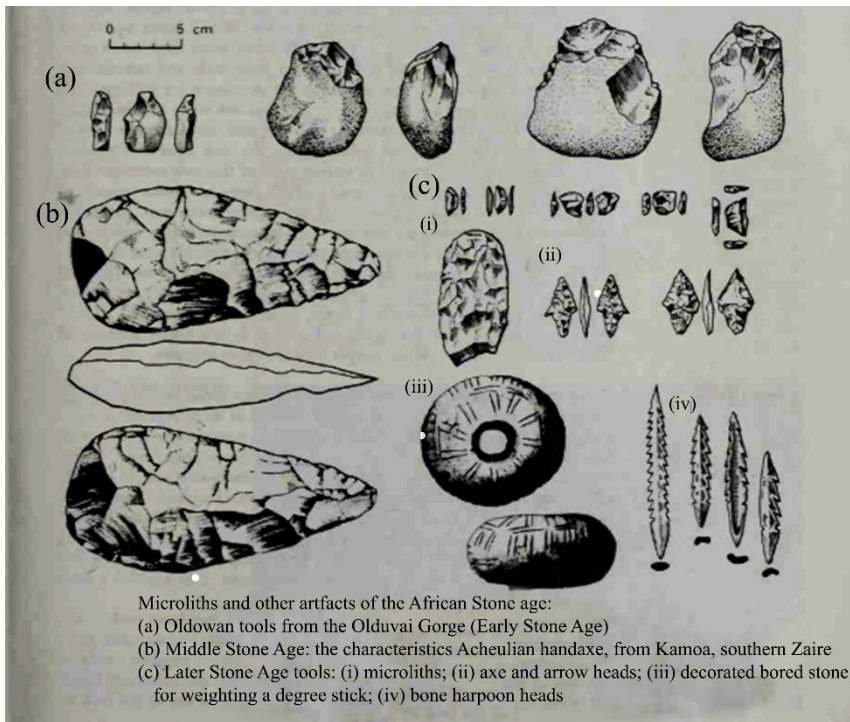


Figure 1.5. Stone tools, (adopted from Kevin Shillington 1995:7)

Paleolithic is Greek for “old stone,” The Paleolithic Age is also called the Old Stone Age. The Paleolithic Age was the longest of the stone ages that lasted until about 11,000 years ago (around 9,000 BC). During this period, early human beings made the first crude stone tools known as hand – axes, lived in caves and discovered fire. They also began to use language.

The Mesolithic age (Middle Stone Age) was a transitional period between the Paleolithic and Neolithic Ages. It lasted from 9000 BC to 8000 BC years ago. Stone tools were slightly improved and more adaptable for different uses during this age.



Activity 1.8.

1. Explain the ways in which the making of simple tools changed human lives.

The Neolithic Age (New Stone Age) started around 8,000 BC and lasted until about 4,000 BC. A great revolution took place during this age.

The Neolithic Age brought about the so-called Neolithic Revolution or Agricultural revolution. The real change in the Neolithic Revolution was the shift from the hunting of animals and gathering food to keeping animals and growing crops regularly, which we call systematic agriculture.

The Neolithic agricultural revolution had far-reaching consequences. The prerequisites for civilisation were laid during this age. Agriculture was introduced and transformed the lives of Neolithic people. As a result, human beings began to produce food. This was followed by a sedentary way of life and a complex social organisation. Stone houses were built. Religious places and granaries were constructed. New and better tools like the hoe, the yoke, and the wheel appeared, and animal use in farming helped humans produce more food. The change had such dramatic effects that historians call it the Neolithic Agricultural revolution. In short, the Neolithic Revolution made human beings food producers and community dwellers.

The Neolithic revolution occurred at different times in various places. The earliest evidence of the Neolithic came from the Middle East about 11,000 years ago. The major archaeological sites are found in Palestine, Mesopotamia, the Nile valley in Egypt, Tropical Africa, the Yangtze Kiang valley in China, the Indus valley in India, and parts of the Americas.

It is believed that the Neolithic age occurred in parts of Ethiopia about 7000 years ago. Then, agriculture began and among the domesticated plants were teff, dagussa, nug and enset.

People also started making and using pottery. Several archaeological sites in Ethiopia are representative of the Neolithic age. These archaeological sites are found in Aksum, Lalibela, and near Chercher in Hararghe and Metehara.



Note to remember:

- ☞ *The Paleolithic Age was the longest of the stone ages.*
- ☞ *The Neolithic Age brought about the Agricultural revolution.*
- ☞ *The earliest evidence of the Neolithic comes from the Middle East.*



Activity 1.9.

1. Describe the characteristic features of Paleolithic, Mesolithic, and Neolithic stone Ages.
2. Explain the major changes that resulted from the development of systematic agriculture.



Self-test Exercise – 1.5.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. The Paleolithic Age is also called the Middle Stone Age.
2. The Neolithic revolution occurred at different times in various places.
3. The Neolithic agricultural revolution had far-reaching consequences.

Part II: Read the following statements carefully and circle the letter of your choice.

1. A socio-economic transformation that made human beings food producers and community dwellers is commonly known as:
 - A. Neolithic revolution
 - B. Paleolithic age
 - C. Mesolithic age
 - D. Old age
2. Before the period of civilization human beings obtained their daily food mainly by:
 - A. Taming animal
 - B. Domesticating plants
 - C. Collecting wild fruits
 - D. Cultivating fruits



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I analyse stages of the Stone Age?		
Can I discuss the achievements during the Stone Age?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 6. The Emergence of States



Section overview:

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, 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.

Section Learning Competencies

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

- identify the features of the state.
- explain possible factors for the emergence of states.
- identify the major theories on the origin of the state.

As discussed above, the Neolithic age led to sedentary ways of life among human communities. Through time, these communities would become enormous. However, human societies did exist in some simple forms of an organisation before the emergence of complex societies, i.e., the state. A state may be defined as a politically organised body of people occupying a defined territory with an organised legitimate government and free from all forms of external control to exercise its sovereignty within its area of rule. It must be noted that a state differs from a kingdom and an empire. For a state to exist, it must have the following features: population, territory, government, sovereignty, and recognition.

Regarding the emergence of states, scholars put forward different theories. One of these theories is related to religion. As religion developed, priests appeared in early societies. They began to play central roles in the administrative spheres of society. Such early states were known as theocratic states. They were ruled by priests.

Others say that agriculture was the major reason for the emergence of the state. As early society was divided economically into higher and lower classes, those who produced surplus became elites. Elites are rich people with higher social status due to their wealth. As a result, they would have control over others, thus leading to the emergence of the state.

Others insist that control over trade and trade routes was the principal reason for the emergence of the state. As a result, village chiefs who controlled the trade gradually replaced priests with the emergence of markets. In addition, these chiefs had the power to collect tributes and keep the security of villages and their needs. This development marked the appearance of states.

War or conflict also occurred when small villages combined to establish states under powerful local chiefs by force.



Activity 1.9.

1. List the differences between state and society.
2. Explain the major theories of the origin of the state.



Self-test Exercise – 1.6.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. The Palaeolithic age led to sedentary ways of life among human communities.
2. Agriculture was the major reason for the emergence of the state.
3. The early states that were ruled by priests were known as theoretic states.

Part II: Short Answer.

1. Define State.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I identify features of the state?		
Can I explain possible factors for the emergence of states?		
Can I identify the major theories on the origin of the state		

Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.



Unit Self-Assessment Exercise

Part I: Write true if the statement is correct and write false if the statement is incorrect.

1. Prehistory refers to the long period after people invented the system of writing.
2. History is about everything that will happen in the human past.
3. Secondary sources include original materials like manuscripts and artifacts.
4. Oral traditions are historical sources that are transmitted through words of mouth.
5. The scientific theory of human evolution argues that human beings are created by God.

Part II: Choose the correct answer from the given alternatives.

1. The invention of _____ is the period when human prehistory ends.
A. Fire B. Writing C. wheels D. Plough
2. When did human beings domesticate plants and animals?
A. Mesolithic stone age C. Neolithic stone age
B. Middle stone age D. Palaeolithic stone age
3. In human evolution, which species appeared first?
A. *Homo sapiens* C. *Homo habilis*
B. *Homo erectus* D. Modern human
4. All are artifacts, except
A. chronicles C. utensils
B. inscriptions D. ruins of buildings
5. Which one is not a characteristic of modern human beings?
A. bi-pedal C. large jaws
B. large brain D. use language
6. Which one of the following is a specific feature of the state?
A. Population C. Definite territory
B. Government D. All of the above

Part III: Give brief answers to the following.

1. What is the importance of studying history?
2. What is the place of Africa in human evolution?
3. What are the major theories of the origin of the state?



Unit Summary

Prehistory refers to the long period before people invented the system of writing. History refers to everything that happened in the human past after the beginning of the art of writing. History helps us know about the past, understand the present, and foresee future developments. Historiography is studying how knowledge of the past is attained and transmitted. The past signifies events that have taken place and the facts of the past, which are kept in writing. Sources are critical to the study and writing of history. Most commonly, historians divide sources into two broad groups. These are primary and secondary sources.

There are two major opposing theories on the origin of human beings. These are the creationist and the evolutionist theories.

One of the basic distinguishing features of the human species is the ability to make tools. The earliest tools were made of stone. Before the technology of devices, human beings got their food by hunting wild animals and gathering wild fruits. Human beings pass through several stages of development. These stages include the time when tools were made of stone. The Stone Age is further divided into three periods. These are the Paleolithic Age, the Mesolithic Age, and the Neolithic Age.

UNIT 2: ANCIENT WORLD CIVILIZATIONS UP TO 500 AD

Unit Introduction



Dear learner! How do you define civilisation? Civilisation is the process by which a society or place reaches an advanced social and cultural development and organisation stage. This unit focuses on some of the most important Civilizations of the ancient world that developed in Africa, Asia, America, and Europe. It consists of five lessons. In lesson one, you will study two old Civilizations of Africa, Egypt and Nubia and their economic, social and political features and enduring achievements. In lesson two, you will examine the Civilization of Mesopotamia, India and China in Asia. In lesson three, you will examine the Civilisation of the Inca, Maya and Aztecs in America. In the last lessons, you will learn about Greece and Rome's civilisations and achievements. The learner will also learn about the rise and spread of Christianity. Major points and arguments are illustrated with examples and images to facilitate your learning and make it attractive to you. The unit closes with a summary of the main points of each lesson, followed by review questions that enable you to measure your achievements of the objectives of the unit.

Unit Learning Outcomes

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

- explain the major ancient world civilization with their major achievements.
- compare and contrast the ancient civilization of Africa with the ancient world civilization of Asia.
- discuss how the ideas of civilizations were disseminated all over the world.
- examine the ways in which ancient civilizations shaped the life of humankind.
- write on the rise and spread of Christianity into different parts of the world.

Contents of the Unit

Section 1: Ancient Civilization of Africa

- Egypt

- Kush- Meroe

Section 2: Ancient Civilization of Asia

- Mesopotamia
- Persia
- India
- China

Section 3: Ancient Civilization of Latin America

- Maya
- Inca
- Aztecs

Section 4: Ancient Civilization of Europe:

- Greece
- Rome

Section 5: The rise and spread of Christianity

The Required Study Time: You need____Study Hours to Complete this unit.

Unit Learning Strategies

Dear learner, as you go through this module, there are learning outcomes stated at the beginning of the unit and each section. In order to achieve them, please read the materials thoroughly. You will see activities, self-test exercises, and checklists as you read the materials. By means of this, you check whether you have understood the issues discussed in the unit and sections. I advise you to answer them without referring to the answer keys given. Once again, please only look up the answer keys after you have tried your best. Finally, after you complete them check your answer with the answer key given at the end of the module.

Section 1. Ancient Civilization of Africa



Section Overview

Dear learner, can you explain ancient civilization of Africa? We hope you said that, Africa is one of the continents where ancient civilizations began. Of those, Egypt and Nubia are examples. The Egyptian and Nubian civilizations influenced each other politically and culturally. The civilization of ancient Egypt, which began in the Nile valley about 3000 BC, was the most remarkable in the history of human beings. Egyptian

achievements include the building of the pyramids. Ancient Egyptians developed hieroglyphics, one of the world's oldest forms of a writing system. It contributed to the scientific and cultural development of ancient Egypt. It also helped ancient Egyptians to keep their administrative records and diplomatic letters. The need to extend farming land and control irrigation projects led to the development of mathematics and astronomy. The ancient Egyptians had close cultural and commercial contact with the Ethiopian region.

The name Kush/Nubia has existed in Egyptian sources since 2000 B.C. It was the name ancient Egyptians gave to the region of the upper Nile or roughly the present-day Republic of Sudan. Nubia was known for being a centre of iron production and dissemination. Kush was conquered by Egypt in the 1500's B.C. Moreover, the Kushites adopted Egyptian art, language, and religious elements. The Kushites conquered Egypt in about the eighth century B.C. When the Assyrians destroyed Napata, the capital of Kush, the Kushites moved southwards and moved their capital to Meroe. Ezana, the Aksumite king, destroyed Meroe at about 350 AD.

Section Learning Competencies

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

- outline the major achievements of ancient African civilization.
- analyse major achievements of ancient African civilizations.
- evaluate the impact of the ancient African civilizations on modern society.
- appreciate the ways in which ancient African civilizations shaped the life of mankind.
- appreciate the importance of the ancient African civilizations to modern society, as this will develop the learner's spirit of working hard.

• Ancient Egypt

The civilization of Ancient Egypt began at about 3000 BC. It flourished in the Nile Valley. According to tradition, Upper and Lower Egypt were unified by Menes around 3200 BC.

Agriculture was the basis of the Egyptian economy. The silt from the Nile

replenished the fertility of the soil and allowed the production of large amounts of crops. The Egyptian peasantry produced wheat and barley. Livestock also formed an integral part of the economy. Trade was another important economic activity in the empire.

The Egyptian empire was a large state ruled by an absolute king called a pharaoh. The king ruled Egypt through officials named Viziers. The Viziers acted as mayors, tax collectors and judges. The pharaohs were regarded as kings and gods. He was believed to be an incarnated god and would indeed be a god after death, watching over Egypt's welfare. The Egyptians were polytheists. They worshipped many gods. Ancient Egyptians believe in life after death.

The process of preserving the body is called mummification. Mummification later developed into skilled art. As a result, ancient Egyptians also advanced in medicine. Egyptian society was structured hierarchically.

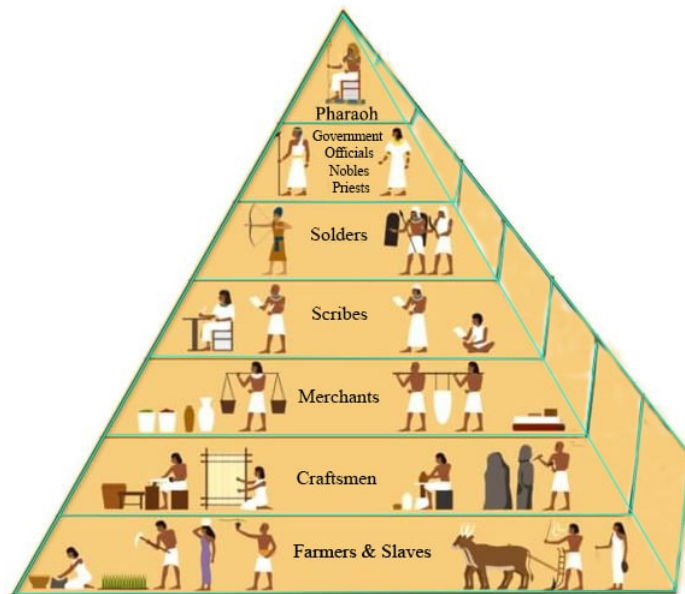
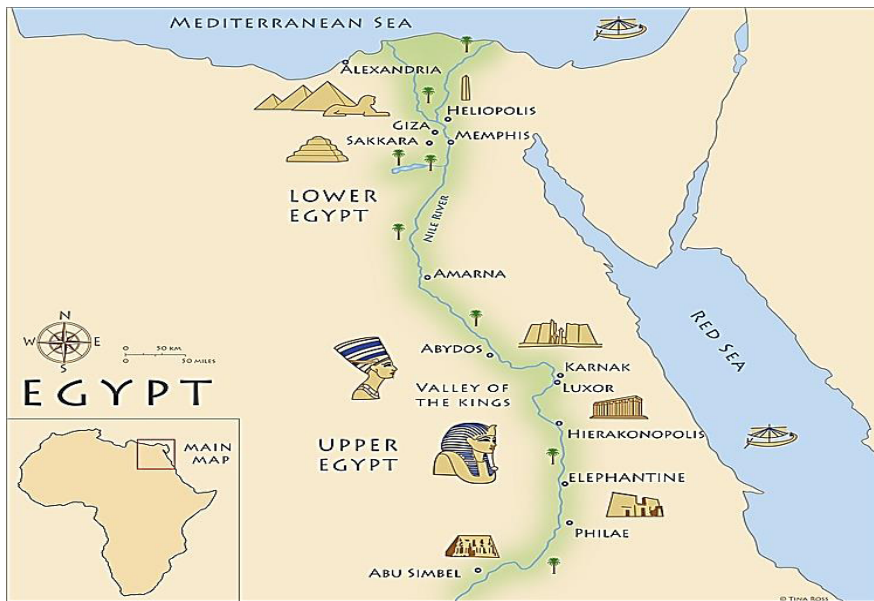


Figure: 2.1. Ancient Egyptian Social Hierarchy

Peasants undertook irrigational activities. They also constructed palaces, massive temples, and tombs for the Pharaohs. These tombs are known as pyramids.

Ancient Egyptians developed the art of writing known as hieroglyphics around 3000 BC. It was a combination of pictograms, ideograms, phonograms, and determinatives. Next, Egyptians introduced papyrus

which was a paper-like substance.



Map 2.1. Map of ancient Egypt, showing the major cities and archaeological sites (source: worldhistory.org)



Activity 2.1

1. What are the contributions of the ancient Egyptian civilization?

• Nubia

Kush was a kingdom along the Nile River in what is now northeastern Sudan. It existed as early as 2000 BC and lasted until about 350 AD. Agriculture was an important basis for social differentiation and stratification. The Nubians cultivated cereals, vegetables and dates fruit. In addition, pastoralism formed another important base of the subsistence economy. Finally, trade was another important source of wealth and power for Nubian states. At different times, Egypt conquered and ruled lower Nubia.

Absolute kings and queens ruled the Nubian states. Nubian kings and queens were considered like the Egyptian pharaohs as divine rulers.

Nubia was also known for its metal technology. Meroe was an important center of metal products such as gold, copper, silver, and iron. This indicates

that Meroe had a flourishing iron industry.

The Kushites conquered Egypt in about the eighth century BC. Then, at about 350 AD, the Aksumite king, Ezana, invaded and destroyed Meroe.



Note to remember:

- ☞ The civilization of Ancient Egypt began at about 3000 BC and flourished in the Nile Valley.
- ☞ The Egyptian empire was a large state ruled by an absolute king called a pharaoh.
- ☞ Nubia was also known for its metal technology.



Activity 2.2

1. What are the effects of the ancient African civilizations on modern society?



Self-test Exercise – 2.1.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Civilization is the sum total of human achievements in economic, political, social and cultural spheres of life.
2. The ancient world contributed nothing to the life of human beings.
3. Africa is one of the centers of culture and civilization of the ancient world.

Part II: Match column "A" with column "B" according to their relationship.

"A"

1. Advanced the construction of Pyramids
2. known for its metal technology

"B"

- A. Kush
- B. Egypt



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I explain ancient Egyption civilization?		

Can I explain the difference between Egyptian and Nubian civilization?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 2. Civilizations in Asia



Section overview:

Dear learner, can you explain ancient civilization of Asia? We hope you said that, Asia has four main old civilisations: Mesopotamia, Persia, India and China. The lesson introduces you to environmental conditions and these civilisations' civilisations economic, social, and political organisations. In the Greek language, Mesopotamia means "land between rivers". Sumerians began to build the first cities here. They also invented cuneiform, the world's first writing system. The Persians called the "Land of the Aryans" land, including present-day Iran and Afghanistan. The Persians built an empire that lasted for over two hundred years. Ancient Indian civilisation began in the Indus valley at about 2500 BC. Mesopotamian (Sumerian) civilisation developed in the fertile regions between the Euphrates and Tigris. They were also skilled builders of temples using mud bricks.

The Indian people had systems of counting, measuring, weighing and writing. They also developed their religion. Buddhism emerged from Hinduism as a reform movement. Buddhism was founded by Siddhartha Gautama (c.563-483 BC).

The Civilization of ancient China first developed in the Yellow River Region of Northern China. Ancient Chinese civilisation reached the highest stage at about-3000BC in the Hwang Ho valley. Confucianism teaches the importance of a well-ordered society where parents rule their children, men rule women, and the educated rule the common people. Ancient Chinese developed their system of writing and also constructed the Great wall.

Section Learning Competencies

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

- outline the major achievements of ancient Asian civilization.
- analyze major achievements of ancient Asian civilizations.
- evaluate the impact of the ancient Asian civilizations on the modern society.
- appreciate the ways in which ancient Asian civilizations shaped the life of mankind.
- appreciate the importance of the ancient Asian civilizations to the modern society, as this will develop the learner's spirit of working hard.

• Mesopotamia

Mesopotamia included eastern Syria, Southern Turkey and Most Parts of Iraq. The earliest of the great river valley civilisations was the Sumerians' civilisation between Tigris and Euphrates. The Sumerians began to build the first cities in the world. Sumerians used mud bricks dried in the sun in their buildings. Large temples of this kind were called Ziggurats (stepped towers).



Figure: 2.2. The Ziggurat of Ur (source: ResearchGate.net)

The soil of southern Mesopotamia was very fertile, and with flood control and irrigation, large crops were possible. The Sumerian kings had divine authority. A king ruled as representative of his city's major god. The Sumerians were Polytheists. The plough and the potter wheel first appeared in Mesopotamia. The Sumerians may have been the first to use bronze.

The Sumerians developed a writing system around 3200 BC. Their writing system was known as cuneiform. Cuneiform was not an alphabet system. Instead, it was a highly complex system of ideographs. They also developed mathematics, astronomy, medicine and metalworks.

• **Persia**

Persia was a land that included parts of the area now called Iran and Afghanistan. The Persians called the region the "Land of Aryans", from which the name Iran was coined. The Persians called their language Aryan. They established a dynasty known as the Persian Empire, the largest empire in the ancient world.

The first Persian Empire, founded by Cyrus the Great around 550 BC, became one of the largest empires in history, stretching from Europe's Balkan Peninsula in the West to India's Indus Valley in the East. It also included parts of North Africa. They made an important contribution to government, law and religion. They built many new roads and developed the world's first postal service. Their religion was known as Zoroastrianism, founded by a prophet called Zoroaster.



Activity 2.3

1. What is the contribution of ancient Mesopotamian civilization?

• **India**

The first Indian Civilization began in the Indus Valley in Pakistan and Western India at about 2500 BC and reached its apex at about 1500 BC. The people had their counting, measuring, weighing, and writing systems. They dug ditches and canals around the cities to irrigate their farms. The people traded with one another and also with other civilizations like Mesopotamia. The Indus artisans used copper and bronze to make tools, mirrors, pots, and pans and crafted gold ornaments. Ancient Indian society

was hierarchically divided into different social hierarchies according to their work and birth; it goes back some 3,000 years.

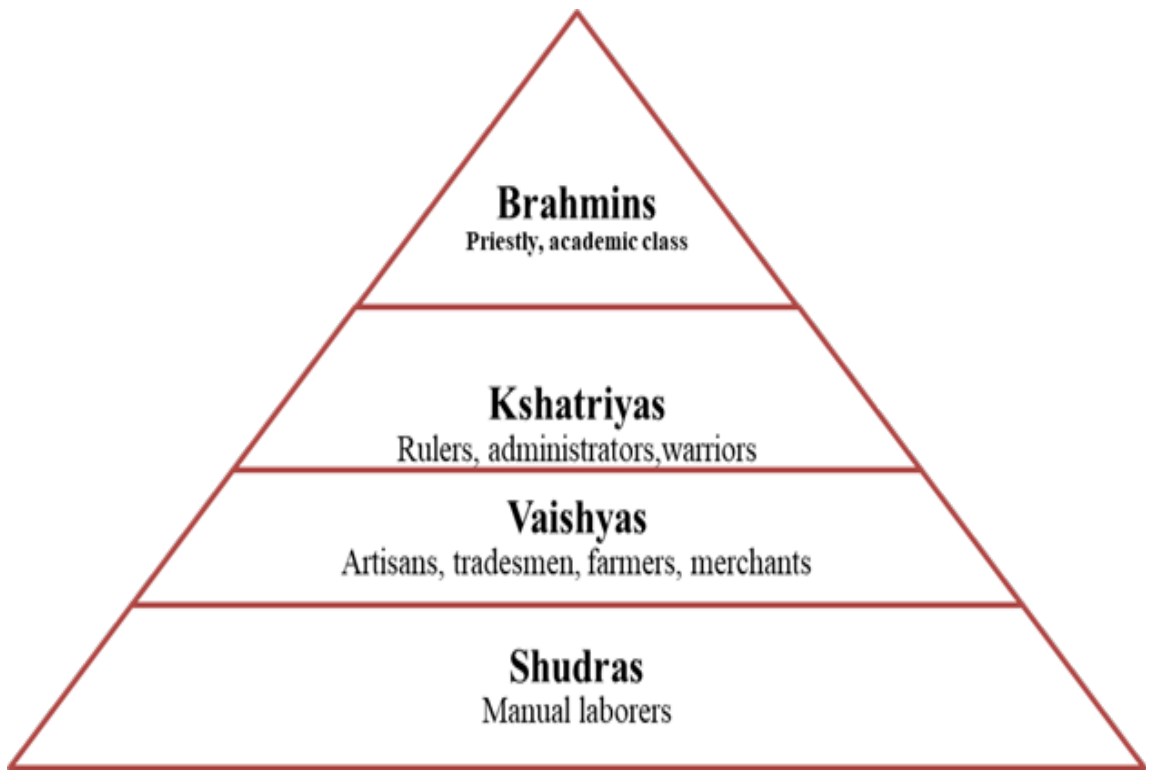


Figure 2.3 Social hierarchy of ancient India

The Hindu religion was developed from the beliefs of the early Indo-Aryans. Buddhism emerged from Hinduism as a reform movement. It spread outside of India to South East Asia, China and Japan.

- **China**

The civilization of ancient China first developed in the Yellow River Region of Northern China in the third millennia BC. After that, Chinese civilization expanded to present-day China's central and southern parts. Ancient Chinese civilization reached its height about 3000 BC. in the Valley of Hwang Ho. The first dynasty in China was called the Shang dynasty (c. 1700-1122 BC). Its achievements included the creation of bronze vessels, war chariots, and a writing system.

At about 1122 BC., the Chon dynasty overthrew the Shang dynasty and established its own rule over China until 256 BC. As a result, Chinese literary classics developed, and Chinese philosophy emerged.

Confucius (551-479 BC) was the most influential and respected philosopher in Chinese history, and his teaching was Confucianism. Confucianism teaches the importance of a well-ordered society where parents rule their children, men lead women, and the educated judge ordinary people.

The ancient Chinese constructed the Great Wall of China to keep out invaders from central Asia. It extends about 7,400 Kilometers across southern China.



Figure 2.4 The Great Wall of China (Source: arrajol.com)

The Chinese developed their system of writing called logographic, which meant the use of pictorial symbols to represent words of the Chinese language.



Note to remember:

- ☞ The earliest of the great river valley civilizations was the civilization of Sumerian found between the rivers Tigris and Euphrates.
- ☞ The ancient Persian religion was known as Zoroastrianism, founded by a prophet called Zoroaster.
- ☞ The ancient Indian society was hierarchically divided into different social hierarchies.



Activity 2.4

1. Why did the Chinese construct the Great Wall? Is there a tradition of constructing walls among your society?



Self-test Exercise – 2.2.

Part I: Read the following statements carefully and circle the letter of your choice.

1. The major civilisations of Mesopotamia developed around the following two rivers.

A. Tigris and Euphrates	C. Tigris and Nile
B. Nile and Euphrates	D. Amazon and Mississippi
2. If we say papyrus for Egyptian to write past deeds, then we can say ____ to Mesopotamia.

A. Paper	B. Sun-baked clay	C. Wall	D. Stone
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Part II: Match column “A” with column “B” according to their relationship.

“A”

1. Zoroastrianism
2. Invented the world's first system of writing(cuneiform)
3. Invented the writing system known as logographic
4. the first to use bronze

“B”

- A. Kush
- B. Persia
- C. Sumerians
- D. Mesopotamia
- E. China
- F. Egypt



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the ‘Yes’ or ‘No’ box.

Activities	Yes	No
Can I describe the ancient Mesopotamian civilization?		
Can I identify the achievements of ancient Persians?		
Can I examine ancient Indian Civilization?		
Can I appreciateancient Chine's civilization?		

Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.

Section 3. Ancient Civilization of Latin America



Section overview:

The Maya were Native American people who developed a magnificent civilization in the western hemisphere before the coming of the Europeans. The Mayan civilization reached its peak from about 250 to 900 A.D. in Central America and southern Mexico. The Maya, an American Indian people, developed an accurate calendar.

The Inca were a South American native people. They ruled one of the largest and richest empires in the Americas. The Inca Empire included present-day Colombia, Ecuador, Peru, Bolivia, Chile and Argentina. Its capital was Cusco in southern Peru. Spanish forces conquered the Inca Empire after 1532.

The Aztecs were another Native American people who ruled a powerful empire in Mexico during the 15th and 16th centuries. The center of the Aztec civilization was the valley of Mexico. Its economy was based on agriculture. The Aztecs worshipped hundreds of gods and goddesses. The Spaniards destroyed the Aztec empire in 1521.

Section Learning Competencies

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

- outline the major achievements of Latin American civilizations.
- analyse major achievements of Latin American civilizations.
- evaluate the impact of the Latin American civilizations on modern society.
- appreciate how Latin American civilizations shaped the life of mankind.
- appreciate the importance of the Latin American civilizations to contemporary society.

• Maya

The Maya were Native American people who developed a magnificent

civilization in the western hemisphere before the coming of the Europeans. This civilization was at its peak from about 250-900 AD. The Maya produced remarkable architecture, painting, pottery, and sculpture. They made outstanding achievements in astronomy and mathematics and developed an accurate yearly calendar. They developed an advanced form of writing. The Maya worshipped many gods and goddesses.

The Maya built tall pyramids of limestone with small temples on top. The Spanish had captured the southern part of the area in the 16th Century. Spanish domination of the entire Maya region was completed in the late 17th Century.

- **Inca**

The Inca were a South American native people. They ruled one of the largest and richest empires in the Americas. The Inca Empire began to expand in about 1438. It included present-day Colombia, Ecuador, Peru, Bolivia, Chile and Argentina. Its capital was Cusco, in southern Peru.

The Inca were skilled in engineering and crafts. For example, they built a network of roads. Inca craftworkers made fine artifacts from gold, silver and other materials. The Inca also wove fine cotton and woollen cloth. Spanish forces conquered the Inca Empire after 1532.

- **Aztecs**

The Aztecs were another Native American people who ruled a powerful empire in Mexico during the 15th and 16th centuries. The center of the Aztec civilization was the valley of Mexico. The Aztec empire included many cities and towns. The largest city was the capital Tenochtitlan, which stood on the site of present-day Mexico-City.

Agriculture formed the basis of the Aztecs economy. The Aztecs worshipped hundreds of gods and goddesses. They used a form of writing called pictographic writing. Unfortunately, their empire was destroyed by the Spaniards in 1521.

**Note to remember:**

- ☞ The Maya built tall pyramids of limestone with small temples on top.
- ☞ The Inca were skilled in engineering and crafts.
- ☞ The Aztecs worshipped hundreds of gods and goddesses.

**Activity 2.5**

1. Mention the major achievements of ancient American civilizations.
2. What were the arts that the Aztecs practice?
3. The Spanish destroyed Mayan culture in_____.

**Self-test Exercise – 2.3.**

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. The ancient Mayans developed an advanced form of writing.
2. The Incas ruled one of the largest and richest empires in the Americas.
3. The Aztecs They used a form of writing called heirogliphics writing.

Part II: Fill Blank Space.

1. The Spaniards destroyed the Aztec empires in _____.
2. The center of the Aztec civilization was the valley of _____.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I explain the major achievements of ancient Mayas?		
Can I appraise the major achievements of ancient Incas and Aztec?		

Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.

Section 4. Ancient Civilizations of Europe



Section overview:

The Greeks and Romans were European people who developed a magnificent civilization in Europe. The birthplace of western civilization was ancient Greece about 2500 years ago. Greek civilization developed mainly in a small city-state called the polis. The best-known city-states were Athens and Sparta. Ancient Greeks made great achievements in architecture, pottery and sculpture. They also developed drama and originated western philosophy. Ancient Greece was the birthplace of western civilization. Greek cultural achievements, on which our civilizations are still based, reached great heights in the 5th century BC and later, in the Hellenistic period, in Alexandria. Greek cultural achievements were great in the classical period and were the ancient legacy of Europe and the world.

Around 753 BC, the Latin people settled on the hills above the river Tiber in central Italy. The city and empire of Rome originated in this same place. Ancient Romans were farmers. Latin, the language of ancient Romans, became the basis of French, Italian, Spanish and other languages. Roman law had become the foundation for the legal systems of most western European and Latin American countries. The Roman Republic was established in 509 BC and lasted nearly 500 years until 27 BC. The Roman Empire was established after the republic was destroyed and lasted until Rome fell in 476 AD.

Section Learning Competencies

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

- outline the major achievements of ancient European civilization.
- analyse major achievements of European civilizations.
- evaluate the impact of the ancient European civilizations on modern society.
- appreciate how ancient European civilizations shaped the life of humankind.

• Ancient Greek Civilization

Ancient Greece, which emerged about 2500 years ago, was the

birthplace of western civilization. Greeks' culture developed chiefly in small city-states called Polis. A city-state consists of a city, town, surrounding villages, and farmland. The best-known city-states were Athens and Sparta. The city-states never became united into a nation. However, they all had a common language, religion and culture. The Greeks called themselves Hellens and their land Hellas.

Greek cultural achievements were outstanding in the classical period and were the ancient legacy of Europe and the world. Some of the accomplishments were:-

- Architecture. The temple of Athena in Athens (the Parthenon) is the finest example.
- Literature and Drama. The Greeks invented drama (theatre).
- Sculptures. The Greeks made statues of gods and heroes in marble and bronze.
- History writing. The two great Greek historians were Herodotus and Thucydides. Herodotus wrote about countries and civilizations outside Greece but is also our best source for the Persian Wars. Thucydides wrote a good account of the Peloponnesian War without bias though he was Athenian.
- Medicine. Hippocrates began the tradition of modern medicine in Europe. He identified symptoms, classified diseases and suggested sensible remedies (for example, fresh air and a good diet).
- "Democracy", "Psychology", "Olympic", and "Marathon" all have Greek origins.
- Philosophy. The two greatest philosophers of ancient Greece, who taught in Athens, were Plato and later Aristotle. The modern philosopher Bertrand Russell stated, "Plato and Aristotle were the most influential of all philosophers, ancient, medieval or modern."



Activity 2.6

1. How did the ancient Greece civilizations shape the life of mankind?
2. List the most historic contributions of ancient Greece to the present world.

- **Ancient Roman Civilization**

The Roman civilisation started in present-day Italy around 753 BC on the hills above the river Tiber. Ancient Rome had a significant influence on the development of western civilisation. Roman law became the foundation for the legal systems of most countries in Western Europe and Latin America. Roman roads, bridges, and aqueducts served as a model for engineering. Ancient Romans built public baths and amphitheatres (outdoor arenas). The most famous theatre in the city of Rome was the Coliseum.



Figure 2.5 The Coliseum (oval Amphitheatre in the center of the city of Rome) (Source: Euro-royal.com)

A series of kings ruled ancient Rome at the beginning. The Roman Republic was established in 509 BC after the Roman nobles overthrew the king. Two elected officials called Consuls headed the government of the republic. A Consul served for only a year. The Senate was the most powerful government body of the Roman Republic, and senators served for life. The Roman Republic lasted nearly 500 years, until 27 BC. The Roman Empire was established after the republic was destroyed by the twenty years of civil war. The empire lasted until Rome fell in 476 AD.



Activity 2.7

1. Explain the ways in which Roman's law ensured the rule of law.

Rome expanded beyond Italy in aggressive wars. The bloodiest wars of Rome were the repetitive Punic wars (264-146) fought against Carthage. Rome then extended its empire, step by step, all around the Mediterranean Sea and beyond (Gaul, which is modern France, Britain, Belgium and the Netherlands).

The main difference between the Roman Republic and the Roman Empire was that the former was a democratic society, and the latter was run only by one man. Also, the Roman Republic was in an almost constant state of war, whereas the Roman Empire's first 200 years were relatively peaceful.

Rome left behind an important legacy, which it passed on to the world in its culture and institutions. Some of the most important ones include the following:

- The Latin Language. Latin developed into the “Latin languages” of Europe and Latin America.
- Latin literature, authors like Cicero, Caesar (he wrote the history of his wars) and the poets Vergil, Horace and others.
- Roman law was revived in the European Middle Ages.
- The Julian calendar, introduced by Julius Caesar, is the base for the current Gregorian calendar.



Note to remember

- ☞ *Greeks' culture developed chiefly in small city-states called Polis.*
- ☞ *The Greeks called themselves Hellens and their land Hellas.*
- ☞ *Ancient Rome had a significant influence on the development of western civilization.*



Activity 2.8

1. List the differences between the Roman Republic and the Roman Empire.
2. What are the contributions of ancient Roman civilization?



Self-test Exercise – 2.4.

Part I: Write ‘True’ if the statement is correct and write ‘False’ if the statement is incorrect.

1. Greek culture was developed chiefly in small city-states called Polis.
2. The Roman Empire was established after the republic was destroyed by the twenty years of civil war.
3. The Olympics and Marathon have a Roman origin.

Part II: Short Answer.

1. What is the important legacy that Rome left behind?
2. What are the main differences between the Roman Republic and the Roman Empire?



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the ‘Yes’ or ‘No’ box.

Activities	Yes	No
Can I describe the achievements of ancient Greece and Rome?		
Can I show ancient Greece and Rome, using a map?		

Dear learner, did you mark any box under the ‘No’ column? If so, please look at the corresponding item to the left and go back to your text and read about it.

Section 5. The Rise and Spread of Christianity



Section overview:

Christianity, as a religion based on the life and teachings of Jesus Christ, emerged in Palestine in the first century A.D. The teachings of Jesus

included a belief in a single God, brotherly love and eternal salvation in heaven. The Romans persecuted Christians for more than two centuries. After 312 AD, however, Christianity became the Roman Empire's official religion. In 395 A.D., the church was divided into western and eastern churches. Christianity replaced the Roman Empire as a unifying force in Western Europe during the Middle Ages.

Section Learning Competencies

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

- describe the origin of Christianity.
- explain spread of Christianity into different parts of the world.

Christianity began in Palestine in the first century AD. It was a religion based on the teaching of Jesus Christ. Jesus was born in Bethlehem, in the Judea part of Palestine, under the Roman Empire. The Roman governments considered the Christians a threat to the unity of the Empire and persecuted them. The Roman government began persecuting Christians during the reign of Nero (AD 54–68).

In 312, Emperor Constantine became a Christian and made Christianity the favoured religion of the Roman Empire. So naturally, this made Christianity spread even faster. Finally, in the fourth century AD, Emperor Constantine ordered religious toleration in the Edict of Milan in 313 AD. Thus, Christians gained freedom from persecution. Then, under Theodosius the Great, who ruled from 378 to 395, the Romans adopted Christianity as their official religion in 392 AD.

Christianity replaced the Roman Empire as a unifying force in Western Europe during the Middle Ages. During the early Christian era, Rome and Constantinople competed for religious power. The Pope or Bishop of Constantinople asserted authority over Church affairs in the East. They also had conflicting views on the Church language and rituals. These disagreements finally created a split in the Christian Church. In 1054 the Church split into two distinct parts the Roman Catholic Church in Rome and Eastern Orthodox Church in Constantinople.

**Note to remember:**

- ☞ Christianity began in Palestine in the first century AD.
- ☞ Christianity replaced the Roman Empire as a unifying force in Western Europe during the Middle Ages.
- ☞ Under Theodosius the Great, the Romans adopted Christianity as their official religion in 392 AD.

The Roman Catholic Church and Eastern Orthodox Churches retained separate identities. In 1517, a Reformation movement began, and Western Christianity was divided into the Roman Catholic Church and Protestantism.

**Activity 2.9**

1. Describe the term monotheism.
2. What are the major reasons for the spread of Christianity?

**Self-test Exercise – 2.5.**

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. Christianity began in Egypt in the first century AD.
2. Christianity based on the life and teachings of Jesus Christ.
3. The Roman government persecuted Christians during the reign of Nero.

Part II: Blank Space

1. _____ replaced the Roman Empire as a unifying force in Western Europe during the Middle Ages.
2. Emperor _____ ordered religious toleration in the Edict of Milan in 313 AD.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I explain how Christianity expanded?		
Can I discuss the treatments of Romans towards Christianity?		

Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.



Unit Summary

This unit showed that Egypt had a long civilization dating from the early 4th millennium BC. The civilization was divided into Pre-dynastic and Old, Middle and New Kingdoms, during which successive Egyptian pharaohs supported by civilian officials ruled the kingdom. The Egyptians were polytheists; the pharaohs were themselves considered gods. The Egyptians made important contributions in the areas of building technology and writing. Nubia was also a vital kingdom ruled by powerful kings and queens. Like Egypt, its economy was dependent on agriculture, pastoralism and trade. In addition, Egypt and Nubia influenced each other politically and culturally. Besides its building technology, Nubia was famous for its iron industry.

Like Egypt, Sumerian civilization developed in the fertile regions between the Euphrates and Tigris. Unlike Egypt, however, Sumerian civilization was a civilization of warring city-states rather than one unified kingdom. The Sumerians invented the plough, a writing system and the wheel. They were also skilled builders of temples using mud bricks. The unit also added to your knowledge of ancient Greece by learning about the wars of Greece against Persia, the Peloponnesian War and Greek culture in the classical and the Hellenistic Ages. Many provincials, but not the Jews of Palestine, felt loyalty to Rome, and later, all free males became Roman citizens. Finally, the unit explained how Christianity rose and spread, especially after Constantine became the Roman Empire's official religion.



Unit Self-Assessment Exercise

Part I: Write true if the statement is correct and write false if the statement is incorrect.

1. Ancient Egyptian did not believe in life after death.
2. Chinese religion developed from the beliefs of the early Hindu.
3. During the Shang dynasty the Chinese built the Great Wall of China.
4. In 905 BC the king overthrew nobles and the Roman Republic was established.
5. In the first century AD, Christianity began in Palestine.

Part II: Match major achievements of world civilization under column "A" with peoples or areas under column "B".

<u>A</u>	<u>B</u>
1. Made advanced iron tools and weapons of bronze	A. Phoenicians
2. Invented the system of writing called cuneiform	B. China
3. They developed an efficient system of postal service	C. Greece
4. Their government declared Christianity as a state religion	D. Egyptians
5. Birthplace of Western Civilization	E. Nubia
	F. Romans
	G. Persians
	H. Sumerians

Part III: Choose the correct answer from the given alternatives for the questions.

1. Mesopotamia used sunbaked clay to write whereas Egyptians used Paper B. Papyrus C. Wall of caves D. Stone
2. The Roman Emperor who ordered religious toleration to stop the Christians' persecution was:
 - A. Theodosius
 - B. Herodotus
 - C. Nero
 - D. Constantine
3. Which one of the following is not correct about ancient civilization of the world?
 - A. It began over the world at different time.
 - B. Most of the ancient civilizations were found in southern hemisphere.

- C. Most of them were confined near and around river valleys.
 - D. They had significant effect on current development.
4. Identify the wrong statement about the year 1054 AD. It was:
- A. When the church split into two
 - B. found in the 10th century
 - C. found in the opening of second millennium
 - D. found in the 11th century
5. Which one is a politico-religious creation of the ancient Egyptian civilization?
- A. Hieroglyphics
 - B. Papyrus
 - C. Pharaohs
 - D. Pyramids
6. The body of government that headed the Roman Republic for one year was:
- A. Senators
 - B. Consuls
 - C. Senate
 - D. Noble

UNIT 3: PEOPLES AND STATES IN ETHIOPIA AND THE HORN TO THE END OF 13th C.

Unit Introduction



This unit shows that Egypt's long civilisation dates from the early 4th millennium BC. The civilisation was divided into Pre-dynastic and Old, Middle and New Kingdoms, during which successive Egyptian pharaohs supported by civilian officials ruled the kingdom. The Egyptians were polytheists; the pharaohs were themselves considered gods. The Egyptians made important contributions in the areas of building technology and writing. Nubia was also a vital kingdom ruled by powerful kings and queens. Like Egypt, its economy was dependent on agriculture, pastoralism and trade. In addition, Egypt and Nubia influenced each other politically and culturally. Besides its building technology, Nubia was famous for its iron industry.

Like Egypt, Sumerian civilisation developed in the fertile regions between the Euphrates and Tigris. Unlike Egypt, however, Sumerian civilisation was a civilisation of warring city-states rather than one unified kingdom. The Sumerians invented the plough, a writing system and the wheel. They were also skilled builders of temples using mud bricks. The unit also added to your knowledge of ancient Greece by learning about the wars of Greece against Persia, the Peloponnesian War and Greek culture in the classical and the Hellenistic Ages. Many provincials, but not the Jews of Palestine, felt loyalty to Rome, and later, all free males became Roman citizens. Finally, the unit explained how Christianity rose and spread, especially after Constantine became the Roman Empire's official religion.

Unit Learning Outcomes:

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

- differentiate the main language super families of Ethiopia.
- list the major religions of Ethiopia.
- examine the nature of interaction among different peoples of Ethiopia to the end of the thirteenth century.
- analyse the major achievements of the Pre-Aksumite and Aksumite kingdoms.
- evaluate the main political-economic, social and cultural

features of peoples and states of Ethiopia to the end of the thirteenth century

- evaluate the success and failure of the Zaguwe Dynasty.

Contents of the Unit

Section 1: Languages, families and Settlement Patterns

Section 2: Major Religions of Ethiopia

Section 3: Early States in Ethiopia and the Horn

The Required Study Time: You need ____ Study Hours to Complete this unit.

Unit Learning Strategies

Dear learner, as you go through this module, learning outcomes are stated at the beginning of the unit and in each section. In order to achieve them, please read the materials thoroughly. You will see activities, self-test exercises, and checklists as you read the materials. By means of this, you check whether you have understood the issues discussed in the unit and sections. I advise you to answer them without referring to the answer keys given. Once again, please only look up the answer keys after trying your best. Finally, after you complete them check your answer with the answer key given at the end of the module.

Section 1. Languages families and Settlement Patterns



Section Overview

Ethiopia and the Horn region is marked by ethnic and linguistic diversity. The Horn of Africa is inhabited by people who speak various languages and follow different religions. In addition, there are over 80 languages with many dialects. Yet, there is a strong unity beyond cultural and linguistic diversity.

Section Learning Competencies

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

- analyse how language influenced Ethiopia's relationship with neighbouring countries.
- draw a map showing the distribution pattern of the various languages of Ethiopia.
- show respect and tolerance to the different languages of Ethiopia.
- discuss the settlement patterns of Ethiopian peoples.
- draw a map showing the distribution pattern of the various languages of Ethiopia.

• Language Families

Linguists classify the languages of Ethiopia and the Horn into two major superfamilies. These are Afro-Asiatic and Nilo-Saharan. Speakers of the Afro-Asiatic superfamily are further divided into Cushitic, Omotic and Semitic language families. The speakers of the Nilo-Saharan superfamily are also divided into Chari – Nile and Koman-speaking families.

I. Afro-Asiatic Superfamily

This superfamily covers the largest sector of Ethiopia's population. It can be further divided into three linguistic families. These are Cushitic, Semitic and Omotic.

A. Cushitic: –

The vast majority speak the Cushitic language family regarding both areal coverage and size of speakers. There is a spillover into neighbouring countries. The Cushitic languages have sub-divisions: North, Central, and Eastern Cushitic.



Chart 3.1: Afro-Asiatic Language families spoken in Ethiopia and the Horn

North Cushitic was widely spread between the Red Sea and the Nile Valley in ancient times. North Cushitic is represented only by the Beja people's language, spoken in Northwestern Eritrea. **Central Cushitic** spread during ancient times and is represented by the Bilen in Eritrea and the Agaw languages (Qimant, Himitagna and Awign) in Ethiopia.

Eastern Cushitic is Ethiopia's largest and most diverse branch of the Cushitic family languages. For this reason, it has been subdivided into Highland and Lowland East Cushitic. People under Lowland Cushitic, for instance, include Oromo, Afar, Somali, Konso, Gidole, Erbore, Dassenech and Saho. They are called so because most speakers originally lived in the eastern lowlands of Ethiopia and the Horn. This language family became one of the largest in the region following population movements in the 16th century. The speakers of Eastern Highland Cushitic people are: Hadiya, Kambata, Tambaro, Halaba, Sidama, Gedeo, and Burji live in the highlands of central Ethiopia. Thus, they have the collective name "Eastern Highland Cushitic".

Southern Cushitic represented by Dhalo in Kenya and Nbugua in Tanzania.

B. Semitic:

It is divided into Northern Semitic and Southern Semitic. **Northern Semitic:** Ge'ez is an ancient language of northern Ethiopia. Ge'ez is now confined to use in the Ethiopian Orthodox Church. Others are Tegra, in the Eritrean lowlands and Tigrigna, spoken in southern Eritrea and Tigray. **Southern Semitic** consists of Amharic, Argobba, Gafat (now extinct), Guraghigna, Silte, Harari and Zay languages.

C. Omotic:

Most of the Omotic speakers live in and around the Omo River basin. In earlier times, it had extended much further to the north. The Shinasha in the Benishangul-Gumuz region and Anfillo in Wallaga are good examples of this movement. This is because so many different Omotic languages are spoken in Ethiopia today. Some examples of the Omotic language-speaking peoples are Ari, Banna, Basketo, Bench, Chara, Dawuro, Dime, Dizi, Dorze, Gamo, Ganza, Gayil, Gofa, Hamer, Hozo, Kachama Ganjule, Karo, Keficho, Konta, Korete, Male, Melo, Nayi, Oyda, Sezo, Shekkacho, Sheko, Wolaita, Yem, Zayse etc. Omoto includes Wolaita and Gamo among its groups, while the main Gonga is Keficho.

II. Nilo - Saharan Super – Family:

In Ethiopia, the Nilo-Saharan superfamily speakers mainly live on the Ethio-Sudanese border. However, some of these people live in the Abay gorge and along the banks of the tributaries of Abay in Wallaga. This superfamily has two families:

A. Chari-Nile: this family includes the languages of the people of Anuak, Nuer, Mi'en, Majang, Benishangul, Kunama, Mursi, Surma and Tirma.

B. Koman: includes the peoples of Gumuz, Koma, Sese, Ma'o, and Komo.

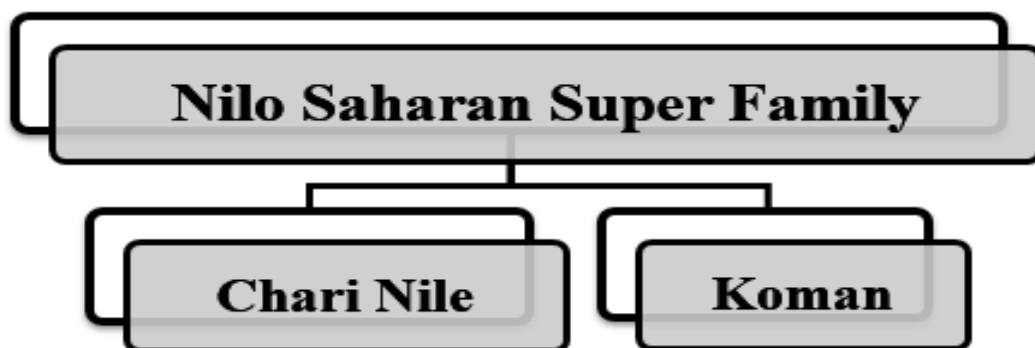


Chart 3.2: Nilo-Saharan Language families spoken in Ethiopia and the Horn

Out of the significant number of the languages of Ethiopia, few have become extinct and others are in danger of extinction. This is because of the decreasing number of their speakers. Gafat is an example of a language that has disappeared.



Activity 3.1.

1. Describe how language and cultural diversity of people came into existence if human race originated from the same species.

• Settlement Patterns

A settlement pattern is the distribution of peoples across the landscape. It results from long historical processes in northeast Africa. Regardless of the territories they inhabit now, the people in Ethiopia have traditions that trace their origin. The peopling of Ethiopia results from an extensive process of movement due to pull or push factors. For example, the shortage

of resources pushes people, whereas availability pulls. Consequently, individuals or small groups of people migrate to and from places.

Studies show that the settlement pattern of people in Ethiopia was profoundly changed and modified by environmental, socioeconomic, and political factors. The settlement varied in density, from dense in some regions to sparse in others. Some people lived in vast heights, while others lived in lowlands. The Cushitic and Semitic language-speaking peoples had long since resided between the Red Sea in the east and the Blue Nile in the west before dispersing in various directions. The main linguistic group in Ethiopia and the Horn is now composed primarily of Cushitic speakers, followed by Semitic speakers.

Most Omotic peoples, except the Shinasha and South Mao speaking groups, have lived in southwest Ethiopia along the Omo River valley. In the west, the Nilotic-speaking peoples are largely inhabited along the Ethiopia-Sudanese border, although some of the Chari-Nile family settled as far as Southern Omo.



Note to remember

- ☞ *Ge'ez is now confined to the Ethiopian Orthodox Church.*
- ☞ *Most of the Omotic speakers live in and around the Omo River basin.*
- ☞ *the Nilo-Saharan superfamily speakers mainly live on the Ethio-Sudanese border*



Self-test Exercise – 3.1.

Part I: Write "True" if the statement is correct and write "false" if the statement is incorrect.

1. Ge'ez is now confined to be used in the Ethiopian Orthodox Church.
2. Most of the Omotic speakers live in and around the Awash River basin.
3. The Nilo-Saharan superfamily speakers mainly live on the Ethio-Somalia border.

Part II: Read the following statements carefully and circle the letter of your choice.

1. The following languages belongs to the Southern Semitic except?

A. Amharic B. Argobba C. Silte D. Ge'ez

2. Identify Odd in terms of language classification?

A. Bench B. Erbore C. Chara D. Dawuro



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I analyse how language influenced Ethiopia's relationship with neighbouring countries?		
Can I draw a map showing the distribution pattern of the various languages of Ethiopia?		
Can I discuss the settlement patterns of Ethiopian peoples?		
Can I draw a map showing the distribution pattern of the various languages of Ethiopia?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 2. Major Religions of Ethiopia



Section overview:

Dear learner, can you explain the three Monotestic Religions in Ethiopia? We hope you said that, Ethiopia has also religious complexity, forming a competing platform for religious beliefs and practices. The major religions practised by diverse people of Ethiopia are indigenous religions, Judaism, Christianity and Islam.

Section Learning Competencies

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

- point out factors for the introduction and expansion of Christianity and Islam in Ethiopia.
- show respect and tolerance to the various religions in Ethiopia.

A. Indigenous Religion

Indigenous religions are beliefs that are practiced only within a given culture. Since ancient times, they have been native to the region and followed by the locals. Sedentary settlement and agricultural development saw the

emergence of priests who conduct praying for rainfall, thanksgiving and safety from natural hazards. Farmers paid tributes for the services of priests. They laid the foundation for indigenous religions. They either worship or provide sacrifices to them. People of Indigenous Religion also owe special reverence to their ancestors. Followers of traditional religions believe that their supreme deity is the creator.

A distinctive mark of indigenous religion is the belief in one Supreme Being, but special powers are attributed to natural phenomena considered sacred. Spiritual functionaries officiate over rituals, propitiate divinities, and are held in much respect as intermediaries between society and spirits. For example, the Waqeffanna of the Oromo is based on the existence of one Supreme Being called Waqa. Waqa's power is manifested through the spirits called Ayyana. Revered experts, Qallu (male) and Qallitti (female), have maintained a link between the Ayyana and the believers. An exciting feature of indigenous religion is its practices and beliefs are fused with Christianity and Islam. This phenomenon of mixing religions is known as syncretism.



Activity 3.2

1. Mention the major religions in your locality.

B. Judaism

Judaism has been practiced in Ethiopia since ancient times, according to sources. A group of people known by the name Bete-Israel—literally, “house of Israel”—and who descend from the Israelite tribes who came to Ethiopia during the Exodus from Israel practice it. The Bete-Israel people formerly resided in northwest Ethiopia until their large flight back to Israel in the 1980s and 1990s. The Bete-Israel managed to maintain their Jewish tradition for many generations despite constant pressure from their Christian neighbours.

The Judaism and Ethiopian Orthodox Church both adhere to the teachings of the Old Testament section of the Bible. Both employ Geez for the liturgy and adhere to Old Testament customs. Similar in appearance, symbolism, behaviour, and hierarchy were their priests. They were hence akin. The Bete Israel, however, clung persistently to Judaic rituals and doctrines.

Northern Ethiopia was mostly where the faith existed. There are currently only a few Jews left in Ethiopia.

C. Christianity

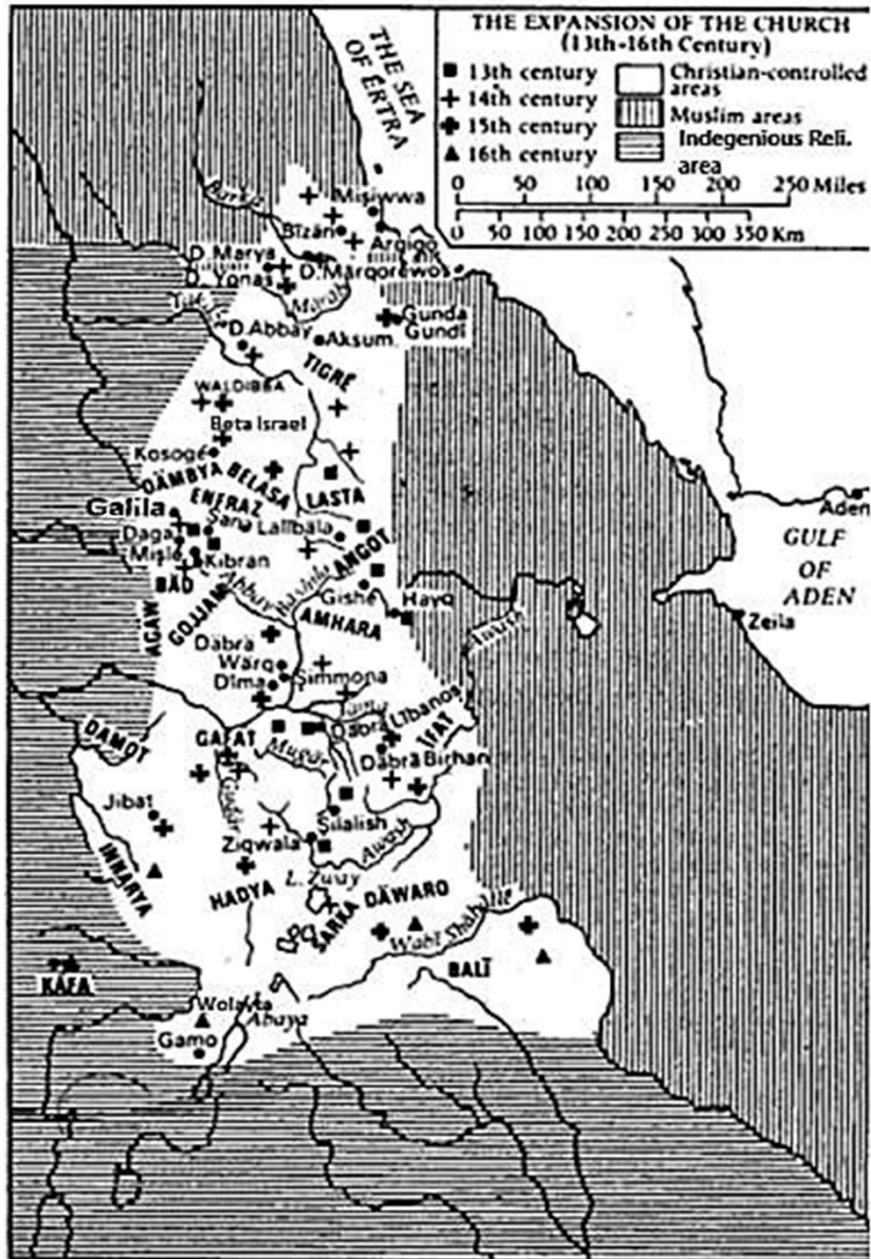
Christianity was introduced to Ethiopia around 330 AD by Frumentius (also known as Freminatos), who converted king Ezana (r.320 - 350 AD) and his close associates. Consequently, Christianity secured royal support and became the state religion that later helped its expansion. With the coming of monks called the 'Nine Saints' towards the end of the fifth century, Christianity spread more among the broad masses. Churches were built, and monasteries were established, the first being the monastery of Debre-Damo. The Bible was translated into Ge'ez, and since then, Ge'ez began to serve as the language of the Church in Ethiopia.



Figure 3.1 Aksum Tsion Mariam

The expansion of Christianity continued during the Zagwe period (1150-1270) and chiefly gained fresh momentum during the Early Medieval Period (1270-1527) when many churches and monasteries were constructed across territories newly incorporated into the Christian highland kingdom.

Some churches and monasteries played an essential role as centers of learning and launching pads for expanding the Church. These include the Rock-hewn churches of Lalibela in lasta; Debra-Bizan of Hamasen in Eritrea; Debra-Hayiq in Wollo; Debre-Dima and Debre-Werq in Gojjam; Debra-Libanos in Shewa; Birbir Mariam in Gamo; and Debre-Asabot on the way to Harar. Among the most prominent religious figures that played an outstanding role in expanding Christianity in the Ethiopian areas outside of the traditionally Christian regions of early medieval Ethiopia include Abba Iyesus Moa, Abba Giyorgis Zegasicha, and Abune Tekle-Haymanot. Because of the works of these and other religious leaders and their disciples, Christianity spread into regions as far as Gamo in southern Ethiopia. The expansion of Christianity was accompanied by the development of art, literature, architecture, and music in the country.



Map 3.1. The Expansion of Orthodox Church (13th - 16th C) adopted from Church and State, 1972.

At the end of the fifteenth century, Portuguese voyages of discovery opened the way for the contact between Catholicism and Ethiopia. From the mid-sixteenth to the early seventeenth centuries, the Catholics, namely the Jesuits, unsuccessfully tried to convert Ethiopian Orthodox Christians to Catholicism. In the mid-16th century, Ethiopian rulers allowed

Jesuits to preach in the country. In 1622, Susneyos publicly announced his adherence to Catholicism, a strategy to reinforce his political power. The Portuguese Jesuit Alfonso Mendes was appointed Patriarch of Ethiopia in 1622 by Pope Urban VII, and imposed changes against the former Orthodox religious practices. These actions led to uprisings, social unrest and civil war in Gondar. It was concluded with the expulsion of the Jesuits from the country. As a result, Susneyos was forced to resign. His son, Emperor Fasilidas, expelled the Patriarch and the European missionaries in 1636. This action led to the complete closure of Ethiopia to further contact with Europeans until the early 19th century.

At the opening of the 19th century, Catholic and Protestant missionaries started evangelisation activities in Ethiopia. The Catholic missionaries led by Giuseppe Sapeto, Giustino De Jacobis, and Cardinal Massaja were active. A systematic approach by trained Protestants enabled them to win the confidence of the local people. Protestant missions included the Anglican Church Missionary Society, the Church Missionary Society of London and the Wesleyan Methodist Society led by Samuel Gobat, C.W. Isenberg and J. L. Krapf. In the early 20th century, the Sudan Interior Mission started its work in Wolaita, Hadiya and Kambata. However, the missionaries were forced to leave the regions due to the Italian occupation. They returned after Italians were expelled from Ethiopia, and Protestantism expanded further.

Both Catholic and protestant missionaries made use of various means to spread Christianity. For example, they translated spiritual books into first languages, adopted local names for God, established schools and medical centers for the locals and preached the faith. Eventually, continuous and systematic indoctrinations have resulted in the grafting of new teaching on indigenous religion. As a result, large numbers of followers were attracted.

D. Islam

Islam arose in the early 7th century in the Arabian Peninsula and spread to other parts of the world. When Prophet Mohammed began teaching Islam in Mecca, he came into a series of conflicts with the Quraysh tribe. When the persecution against his followers became serious, the Prophet sent a small group of his followers, including his daughter, to the kingdom of Aksum in 615 AD. Jafar Abu Talib led this first group of refugees. In his

advice to his followers, the Prophet said of Ethiopia, "...a king under whom none are persecuted. It is a land of righteousness, where God will relieve you from suffering." As a result, the Aksumite king, Armah Ella Seham (Ahmed al-Nejash in Arabic sources), gave them asylum from 615-28.

The king of Aksum's warm reception and good attitude towards the Muslim refugees moved Prophet Mohammed not to conduct jihad against Ethiopia. After returning the Muslim immigrants to Arabia safely around 628 AD, the Prophet maintained closer links and exempted the kingdom of Aksum from jihad in the future.



Figure 3.2 Al-Nejashi Mosque

Islam was introduced to the Horn through peaceful means following the trade routes. Muslim clerics and merchants served as missionaries of Islam in the Horn of Africa. Islam was introduced to the region through three main gateways. These were:-

- the Red Sea in the north,
- the Gulf of Aden in the east and
- the Indian Ocean in the southeast.

After the destruction of Adulis in 702 AD, the Muslim Arabs occupied Dahlak Islands. By then, Islam had already been firmly established in the Islands. Later in the tenth century, the Muslim sultanate of Dahlak was established.

Muslim communities began to settle on the Red Sea coastal regions

about the same time. They converted many pastoral peoples living in the lowlands of the Red Sea coast to Islam. However, Islam failed to penetrate the interior of northern Ethiopia from the lowlands. This was mainly because Christianity was well-established in the highland regions since the mid-fourth century AD. Consequently, Islam was confined to lowland regions in northern Ethiopia.

The other direction through which Islam entered and gradually spread into the Ethiopian interior was the port of Zeila, on the coast of the Gulf of Aden. After the destruction of Adulis, the importance of the Zeila port began to increase. Several Arab Muslim merchants started to come to the Horn through this port. The Zeila trade route linked this port with the rich interior of the Horn. So, the Muslim Arab merchants used this route to spread the religion of Islam to the interior. As a result, Islam successfully spread into eastern Harar, Shewa and Wollo regions. Later, Islam spread to south-central Ethiopia's Bale, Arsi and Hadya regions. The third gateway of Islam to the Horn was the Indian Ocean coast, from where it penetrated the Somali region. Islam reached the Somali communities through the coastal towns of Mogadishu, Brava and Merca. Arabs and non-Arab Muslim merchants started to settle in these towns.

The rise of a series of Muslim sultanates or states followed the introduction of Islam to the Horn of Africa. Generally, Islam and trade led to the emergence of several Muslim sultanates along the trade routes deep into the interior. Islam and Christianity have coexisted peacefully in Ethiopia. The establishment and growth of Islam contributed to the development and enrichment of the cultures of the regions. The mosques and Islamic centers of learning developed. The city of Harar, which flourished from the first quarter of the 16th century, is one very good example of such an Islamic cultural center. At the same time, Ethiopian Muslims maintained close links with Islamic centers of Arabia, Egypt and Yemen through trade, pilgrimage, and visits for religious training.



Note to remember

- ☞ The followers of indigenous religions believe that their supreme deity is the creator.
- ☞ Christianity was introduced to Ethiopia around 330 AD by Frumentius.
- ☞ The introduction of Islam to the Horn of Africa was followed by the rise of a series of Muslim sultanates or states.



Self-test Exercise – 3.2.

Part I: Write "True" if the statement is correct and write "false" if the statement is incorrect.

1. The followers of indigenous religions believe that their supreme deity is the creator.
2. Christianity was introduced to Ethiopia around 330 AD by Frumentius.
3. Islam was introduced to the Horn through peaceful means following the trade routes.

Part II: Short Answer

1. Who was the first bishop of the Ethiopian Orthodox Church?
2. List the three main gateway of Islam to the horn region.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I point out factors for the introduction and expansion of Christianity and Islam in Ethiopia?		
Can I show respect and tolerance to the various religions in Ethiopia?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 3. Early States in Ethiopia and the Horn



Section overview:

Ethiopia is a region that has a long history of state formation. Punt was an ancient and historically known state in the Horn of Africa. Aksum emerged in the first century AD with its nucleus at Aksum. Therefore, the Aksumite civilization resulted from the fusion of Cushitic and Semitic cultures. The Zagwe dynasty came from the local Agaw ruling class in Lasta, part of the Aksumite Empire. The emergence of a series of Muslim states since the ninth century AD followed the introduction of Islam to the Horn.

Section Learning Competencies

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

- list down the names and achievements of the Pre Aksumite states.
- identify major factors for the rise and fall of the Aksumite Kingdom.
- appreciate the place of Ethiopia among the great civilization of the world.
- identify major factors for the rise and fall of the Zagwe Dynasty.
- identify major factors for the rise and fall of the Sultanate of Shewa.

A) The pre-Aksumite States and their Geographical Setting

Punt: Punt was an ancient and historically known state in the Horn of Africa. However, Punt's exact location and territorial limits are not well known. Historians suggest that its territory falls in the Red Sea and Indian Ocean coastal parts of present-day Djibouti, Eritrea, Ethiopia and Somalia.

According to an Egyptian hieroglyphic, the land of Punt was located south of Egypt and had trade relations with Egypt since the third millennium BC. The trade was conducted by land and sea routes.

Egyptian inscriptions and pictorial reliefs from early times indicate the objects that Punt supplied to Egypt. The land of Punt was commercially important for the goods it provided to Egypt. These exports originated in the interior, which later became Ethiopia and the Horn of Africa. Such goods include gold, undoubtedly from the Ethiopian

interior, mainly in western Ethiopia. Others, such as ivory, panther and other skins, myrrh and myrrh trees, ostrich feathers etc., could have come from anywhere in the Horn. In addition, the Egyptians sent hatchets, daggers, necklaces etc. Other pre-Aksumite states emerged in 1000 BC. These include Yeha, Hawlti-Melazo, Addi-Seglemani, Metera, Kaskase, Coloe, etc.

Yeha: is located 30 km northeast of Aksum and was the oldest of these centers. It began as a modest bazaar circa 1000 BC. Its wealth peaked between 750 and 500 BC. Remains of walls of some of its buildings and stone masonry and still standing temple and inscriptions indicate Yeha's glory.

Hawulti Melazo: is situated southeast of Aksum, where stone tablets inscribed have been excavated.

Damat: existed prior to Aksum's rise. Its center was a little to the south of the town of Aksum. Local archaeological sources provide information about this state. Damat's rulers adopted the South Arabian political and religious title Mukarib. Damat appears to have established external relations with South Arabia. This is supported by local inscriptions left by one of its rulers in the fifth century BC. Damat used the Red Sea coast port of Adulis.



Activity 3.3

1. List the pre-Aksumite states.
2. Tell the part of the world that the early states of Ethiopia interacted with.

B) Aksumite Kingdom

As discussed above, in the pre-Aksumite period, Aksum was not the first state that emerged in Ethiopia. Aksum emerged in the first century AD with its nucleus at Aksum. The City of Aksum was its political and religious center. Several temples and stone monuments, like the monolithic steles of Aksum, adorned the city. Initially, Aksum was a small state between the fourth and sixth centuries. Then, Aksumite kings expanded the kingdom significantly to include territories bounded in the east beyond the Red Sea (southern Arabia), the River Abay in the west, the northern tip of Eritrea in

the north and north Shewa in the south.

Economically, the Aksumites depended on plough agriculture. Aksum, as a kingdom, was a powerful state with a well-demarcated social structure. The link between the king and the people was the payment of tribute. The state also generated considerable income from local and external trade conducted via the port of Adulis on the Red Sea coast.

To facilitate trade, coins of bronze, silver and gold were minted. In the first three centuries, Ge'ez evolved as a written language. Inscriptions and coins show that Sabeian and Greek languages were used in Aksum before Ge'ez. The use of the Greek language possibly resulted from trade contact with the Greco-Roman world. By then, Greek was the lingua-franca of the Red Sea and the Mediterranean region. The Aksumites had beliefs in indigenous religions before the introduction of Christianity in the 4th century AD and Islam in the early 7th Islam.



Figure 3.3 Obelisks of Aksum (Source: UNESCO site)

Initially, Aksum was a small state. Between the fourth and sixth centuries, Aksumite kings expanded the kingdom significantly to include territories bounded in the east beyond the Red Sea (southern Arabia), the river Abay in the west, the northern tip of Eritrea in the north and north Shewa in the south.

However, gradually, Aksum deteriorated. The process of decline started when the Red Sea came under the control of Muslim Arabs and the subsequent destruction of the port of Adulis in 702 AD. The loss of trade led to the decline of its economic, political and military power. Internally, rebellion against king Kaleb (r.500 - 535 AD) broke out. Kaleb had once controlled South Arabia in 525 AD. Nevertheless, the South Arabians finally expelled Aksumite governors and soldiers from their region between 580 and 590 AD. Thus, Aksum lost its control of the other side of the Red Sea trade.

The decline continued in the following centuries, with internal political disturbances contributing as an additional factor. Finally, unable to check the rebellions of the Beja people from the north, the Aksumite state was pushed southward to Kubar in southern Tigray. By the late ninth century, it took refuge in the area predominantly inhabited by the Agaw people.



Activity 3.4

1. Mention the legacies of the Aksumite civilization and discuss their importance to the people of Ethiopia.
2. What is the way in which Christianity was introduced?

C) Zagwe Dynasty

The Zagwe dynasty came from the local Agaw ruling class in Lasta, part of the Aksumite Empire. The Zagwe dynasty was founded around 1150 AD by Mera Tekle Haymnot. He established a new capital at Adefa (Roha) in Lasta. The founding of the Zagwe dynasty is not a new kingdom, but it is all about a political power shift. The economy of the Zagwe dynasty was based on agriculture. Trade brought additional income to the state. The Zeila port was the main outlet during the Zagwe time. The Dahlak Islands on the Red Sea coast served as an outlet.



Map 3.2. Christian territories during Zagwe Dynasty, adopted from Church and State, 1972.

The Zagwe dynasty is known in Ethiopian history for its remarkable architectural achievement. This was the technology of building the monolithic rock-hewn Churches at Roha; later, the capital was renamed Lalibela. The surviving pieces of evidence are the eleven rock-hewn churches constructed during the reign of Emperor Lalibela in the first half of the thirteenth century. The presence of these beautiful Churches made the town of Lalibela one of Ethiopia's most important centers of learning and Christian culture.



Figure 3.4 Rock - hewn Churches of Lalibela

Many factors contributed to the downfall of the Zagwe dynasty. The first one was the problem of succession to the throne among the Zagwe princes. Most of the time, they settled this issue by force of arms. However, they could not arrange a smooth succession to the throne. Secondly, there had been strong opposition to the Zagwe kings throughout their rule. This opposition was from the regions of Tigray and Amhara. Particularly in Tigray, the leading clergy members of the Churches of Aksum and Debre Damo spread anti-Zagwe propaganda about the legend of the Queen of Sheba and King Solomon of Israel.

Hence, the Zagwe kings were seen as illegitimate successors of Aksum. This legend's intention was to restore the ancient dynasty of Aksum. However, despite the strong opposition in Tigray, the initiative to overthrow the Zagwe came from the Amhara region. The Amhara region was located south of Lasta, around southern Wollo and northern Shawa. An Amhara

chief Yekuno Amlak organised a movement against the Zagwe rule. He defeated Yetbarek, the last Zagwe king, on the battlefield in 1270 AD.

Yekuno Amlak established a genealogy that made him a descendant of the last Aksumite king, Dil Naod, who was deposed by the Zagwe dynasty around 1150 AD. Yekuno Amlak (r. 1270-1285) declared himself an Emperor and, at the same time, became the restorer of the so-called “Solomonic dynasty”. Yekuno Amlak and his successors used this legend as an ideological arm to legitimise their political power. The tradition of identifying the Christian kings of Ethiopia with ancient Israel continued until 1974.



Activity 3.5

1. What was the role of Ethiopia in the great civilizations of the world?
2. What are the similarities between the rulers of the Aksumite and Zagwe dynasties?

D) The Sultanate of Shewa

The emergence of a series of Muslim states since the ninth century AD followed the introduction of Islam to the Horn. The northern Ethiopian trade declined due to the Arab control of the Red Sea and the destruction of Adulis. Thus, Zeila, on the coast of the Gulf of Aden, emerged as a primary port for south-eastern Ethiopian trade. This port became the most crucial gateway for Islam into the Horn of Africa. Several Muslim states were formed along the Zeila trade route, which linked the port with the rich interior.

After the spread of Islam at the beginning of the eighth century, viable Muslim communities and states had been established at many locations, especially along the main trade routes from Zeila and its many branches penetrating the interior. The first to be established was the sultanate of Shawa in 896 AD. Since the founders of this sultanate claimed descent from the Makhzunmite clan of southern Arabia, the dynasty became known as the Makhzunmite dynasty. Its location was in the hot lowland region on the left of the Awash River. The ruling family of this state had an internal power struggle which later led to its final decline.

Ifat that emerged to the south of Shewa, founded by Umar Walasma (hence the Walasma dynasty) in 1285 AD, would have destroyed the older Makhzumite dynasty. Instead, it became the strongest Muslim sultanate in the region. Ifat controlled a vast territory through which the long-distance trade routes of Zeila passed. Therefore, most of the profitable Zeila trade came under the control of Ifat. Eventually, Ifat became the strongest rival of the Christian highland state. Since 1270 the Christian highland state had also developed a great interest in the Zeila trade and trade routes. Therefore, the need to control the Zeila trade became the main source of conflict between the two states.



Activity 3.6

1. What are the major factors that contributed for the emergence of the Sultanate of Shewa?



Note to remember

- ☞ Aksumite civilization resulted from the fusion of Cushitic and Semitic cultures.
- ☞ The Zagwe dynasty is known in Ethiopian history for its remarkable architectural achievement.
- ☞ The first Muslim Sultanate to be established was the sultanate of Shawa.



Self-test Exercise – 3.1.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Aksum was the first state that emerged in Ethiopia.
2. The Zagwe dynasty was founded around 1150 AD by Mera Tekle Haymnot.
3. Ifat was founded by Ahimed ibn Ibrahim al-Gazi.

Part II: Short Answer

1. What are the factors that contributed for the downfall of the Zagwe dynasty?
2. Which Muslim Sultante first established in Ethiopian region?



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I identify major factors for the rise and fall of the pre-Axumite and Aksumite Kingdom?		
Can I identify major factors for the rise and fall of the Zagwe Dynasty?		
Can I identify major factors for the rise and fall of the Sultanate of Shewa?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		



Unit Summary

Ethiopia is inhabited by people who speak various languages and practice different religions. The languages of Ethiopians belong to Afro - Asiatic and Nilo -Saharan Superfamilies. Like diversity in languages, diverse religious beliefs characterise Ethiopia. The major religions are indigenous Judaism, Christianity, and Islam. Indigenous religions are beliefs practiced only within a given culture and native religious ideology of the lands. Although there is continuing debate over how and when Judaism was introduced to Ethiopia, it has been followed by a community of people known as Bete-Israel. It is established in the teachings of the Old Testament part of the Bible and has similarities with Ethiopian Orthodox Christianity. Christianity was introduced to Ethiopia in the early fourth century AD. An attempt to introduce Catholicism began from the royal court in the second half of the 16th century. It bore a minor fruit in the 17th century. Protestantism was introduced to Ethiopia mainly in the early 19th century but widely spread in the 20th century through missionary activities.

Islam was founded by Prophet Mohammed around 610 AD. When the Quraysh tribe planned to attack, many Muslim refugees arrived in Ethiopia. Islam penetrated the interior of Ethiopia through the port of Zeila, along which Muslim sultanates were formed, the Sultanate of Shewa being the earliest. Ethiopia's peopling and ethnocultural groups' formation resulted from a long-drawn-out process of fission and fusion.

In the past, it used to be widely believed that Aksum was the first centralised polity in Ethiopia and the Horn. However, there are many indications that several principalities had emerged and declined before the emergence of Aksum. Punt, Hawlti-Melazo, Addi-Seglemani, Metera, Kaskase and Damat are to mention a few. The Aksumite state derived much of its income from agriculture. However, later, the Red Sea trade became the primary source of income for Aksum. Territorially, outside Africa, Aksum also expanded to bring part of the Arabian Peninsula under its control. The founding of the Zagwe dynasty marked the shift of state power from Semitic-speaking Aksumite rulers to the Cushitic-speaking Agaw people. Thus, it is all about the political power shift, not the new Kingdom.



Unit Self-Assessment Exercise

Part I: Match the language families under “A” with their speakers under column “B”.

<u>A</u>	<u>B</u>
1. Chari-Nile	A. Ma'o
2. Semitic	B. Argoba
3. Koman	C. Erob
4. Omotic	D. Konta
5. Cushitic	E. Mursi

Part II: Choose the correct answer from the given alternatives for the questions.

- The state that was formed first in Ethiopia and the Horn of Africa was____.
A. Punt B. Damat C. Aksumite D. Hawelti
- The languages that are spoken along Ethio-Sudnese border belong to____.
A. Chari-Nile and Koman
B. Omotic and Cushitic
C. Omotic and Koman
D. Cushitic and Semitic
- Which one of the following is not spoken in southern Ethiopia?
A. Burji B. Hadiya C. Agaw D. Sidama
- Which language family is not mainly spoken in Ethiopia?
A. Cushitic B. Omotic C. Koman D. Semitic
- The Zagwe dynasty was known in Ethiopian history for its
A. large scale territorial expansion
B. monolithic churches
C. monopoly over the Red Sea trade
D. rivalry with Muslim Arabs

UNIT 4: THE MIDDLE AGES AND EARLY MODERN WORLD, C. 500 TO 1750s

Unit Introduction



Dear learner! What do you know about the Middle Ages?

Well, I am sure you have said that the Middle Ages, the period in European history from the collapse of Roman civilization in the 5th century BC to the period of the Renaissance. This unit discusses major themes in world history during the Middle Ages and the early modern period. This unit has seven sections: Middle Ages in Europe, Middle Ages in Asia, Development of Early capitalism, the Age of Exploration, Renaissance, Reformation and Industrial Revolution. Major points and arguments are illustrated with examples and images to facilitate your learning and make it attractive to you. The unit closes with a summary of the main points of each lesson, followed by review questions that enable you to measure your achievements throughout the unit.

Unit Learning Outcomes

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

- identify the major characteristics of European feudal society of the medieval period.
- examine the main features of the Byzantine Empire.
- discuss the rise and expansion of Islam during the period.
- explain the relationship between Europe and the Ottoman Turkish Empire.
- evaluate the major changes that took place during the medieval ages and the early modern times.

Contents of the Unit

Section 1: The Middle Ages in Europe

Section 2: The Middle Ages in Asia

Section 3: Development of Early Capitalism

Section 4: The Age of Explorations and Discoveries

Section 5: The Renaissance

Section 6: The Reformation

Section 7: Industrial Revolution

The Required Study Time: You need ____ Study Hours, to Complete this unit.

Unit Learning Strategies

Dear learner, as you go through this module, learning outcomes are stated at the beginning of the unit and in each section. In order to achieve them, please read the materials thoroughly. You will see activities, self-test exercises, and check lists as you read the materials. By means of this, you check whether you have understood the issues discussed in the unit and sections. I advise you to answer them without referring to the answer keys given. Once again, please do not look up the answer keys before you have tried your own best. Finally, after you complete them check your answer with the answer key given at the end of the module.

Section 1. The Middle Ages in Europe



Section Overview

Dear learner, what do you know about the “Dark Ages”?

We hope you said that the “Dark Ages” were a period of mainly poverty and insecurity. It covers a period of European history from 500 AD to 1500 AD. It covers the period from the fall of the Western Roman Empire and the rise of feudalism to capitalism in 1500 AD. It was called the Dark Ages because Civilization in Western Europe declined during this period. Feudal society, which emerged from the Dark Ages, comprised three estates: the clergy, the feudal lords, their vassals, and the ordinary people. Feudalism worked as a political, economic and social system in Western Europe. The ruling class comprised monarchs, nobles, knights and the higher clergy. They were the owners of the land. A system of vassalage tied together the lords of the land from high to low. The smallest administrative, political and economic units were known as manors. The lords of manors lived in their fortified castles as masters of their peasant- serfs. The religious and feudal ideology propagated by the Roman Catholic Church inculcated fatalism among both high and low sections of society. The feudal system was oppressive and exploitative. The Byzantine Empire was the continuation of the East Roman Empire.

Section Learning Competencies

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

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

4.1.1 Dark Age

The “Dark Age” was a period of West European history from 500 AD to 1000 AD. It was called the Dark Ages because civilization declined in Western Europe during this period. The Western Roman Empire was destroyed both by internal and external problems. Internally the empire suffered division and decay. In the 5th Century AD, it was invaded by the Anglo-Saxons and Franks from the Germanic tribes, the Huns and the Magyars from the Asiatic tribes.

The invasions brought many changes in Western Europe. The Greco-Roman civilization declined. The societies became rural, and cities declined. Feudalism became the socio-economic and political order. Churches, castles and palaces were built. Bishops and monks kept records; The Knights practiced chivalry. In addition, there was much war among rulers and lords in Europe, and even for ordinary people, there were murders and blood feuds. Nevertheless, by c. 1000 AD, more stability was returning. Feudal Society emerged from the Dark Ages.

4.1.2 Feudal Society

As Western Europe fell apart, the number of separate powerful lords and vassals increased. Thus, from 500 to 1500, a new socio-political system called feudalism emerged. The ruling class was composed of kings, nobles, knights (soldiers) and the higher clergy. The vassalage system relates a higher lord to a lower lord in feudalism. In this system, the higher lord gave a fief to the lower lord. Then, the lower lord became a vassal of the higher one. A fief or feud is a piece of land. Thus, feudalism was a system of holding land and providing service in exchange.



Figure 4.1 Hierarchy of feudal society

The basic units of European feudalism were Manors (villages). Manorial lords exercised political, judicial, and military power over peasants of their Manor in feudal Europe. The mass of feudal society comprised peasants, craftsmen and traders. They had no political or economic power. West European feudal society was exploitative.

During feudalism, the Church had authority over the ruling class and the ordinary people. The Roman Catholic Church-owned land. It was responsible not only for religion but also for education and culture.



Activity 4.1.

1. What does feudalism mean?
2. What were the economic and social impacts of Feudalism?

4.1.3 Byzantine Empire

The Byzantine Empire was the East Roman Empire which continued after the fall of the West Roman Empire. The capital of the Byzantine Empire was Constantinople (modern Istanbul). The official language of the Empire became Greek. The Orthodox Church was officially separated from the Roman Catholic Church in 1054. It became the national church of the Empire and supported the emperor.

The economic base of the Empire was agriculture, trade and crafts. Byzantine architecture made use of domes and beautifully coloured glass. The society was divided into a social hierarchy: the emperor, the higher clergy, the nobility who owned land and the peasants who cultivated it. The Byzantine Empire was at the height of its territory and power under Emperor Justinian (r. 527-565).

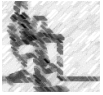


Map 4.1 Byzantine Empire: Encyclopedia, Britannica

The Seljuk Turks, who began military occupation in Asia Minor in 1040 AD, challenged the Byzantine Empire. This event was followed by the crusades that began in the 1090s. The crusades waged wars of Christian Europe against Seljuk Turks to liberate Christian holy lands. There were eight major Crusades, the first of which was started in 1096. The crusades failed to crush Muslim power in the holy lands but protected Western Europe from foreign invasions in the east. The Byzantine Empire suffered a disastrous defeat at the Battle of Manzikert in 1071. It lost most of Asia Minor to Seljuk Turkish rulers and later to Ottoman Turks.

**Note to remember:**

- ☞ *"Dark Ages" were a period of mainly poverty and insecurity*
- ☞ *In Western Europe, a new socio-political system called feudalism emerged from 500 to 150.*
- ☞ *The Byzantine Empire was the East Roman Empire which continued after the fall of the West Roman Empire.*

**Self-test Exercise – 4.1.**

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

- The "Dark Age" was a period of West European history before 500 AD.
- Manors were the basic units of European feudalism.
- The Byzantine Empire suffered a disastrous defeat at the Battle of Manzikert in 1071.

Part II: Short Answer.

- List the three economic bases of the Byzantine Empire.
- _____ was a system of holding land and providing service in exchange.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I describe the main features of the medieval period?		
Can I analyse the components of medieval world civilizations?		
recognize the merits and demerits of the medieval period?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 2. The Middle Ages in Asia**Section overview:**

Dear learner, can you explain how the religion of Islam began?

We hope you said that Islam began in the Arabian Peninsula with the life and teaching of the Prophet Mohammed in Mecca. The Arab Caliphates developed a high civilization. The Arab Caliphates were wealthy and sophisticated civilizations. 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 into Istanbul, then made it their capital city.

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) and then the Han dynasties (206 BC-220 AD). The Chinese believed in a cycle (repetition) of dynasties rising and falling, called the “dynastic cycle”.

Section Learning Competencies

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

- describe the main features of the medieval period in Asia.
- explain the rise and expansion of Islam throughout the world.

4.2.1 The Rise and Expansion of Islam

The rise of Islam in the early seventh century AD was a great event in the history of the world. Islam began in the Arabian Peninsula with the life and teaching of the Prophet Mohammed in Mecca around 610 AD. Islam means “submission to the will of Allah (God)”. Islam is a worship in Allah, and those who worship Allah are called Muslims.

Islam was opposed by the Quraysh Arabs, who began to persecute Prophet Mohammed and his followers. As a result, in 622 AD Prophet Mohammed and his followers moved from Mecca to Medina. This travel is called Hejira, and it marked the beginning Year of the Islamic Calendar.

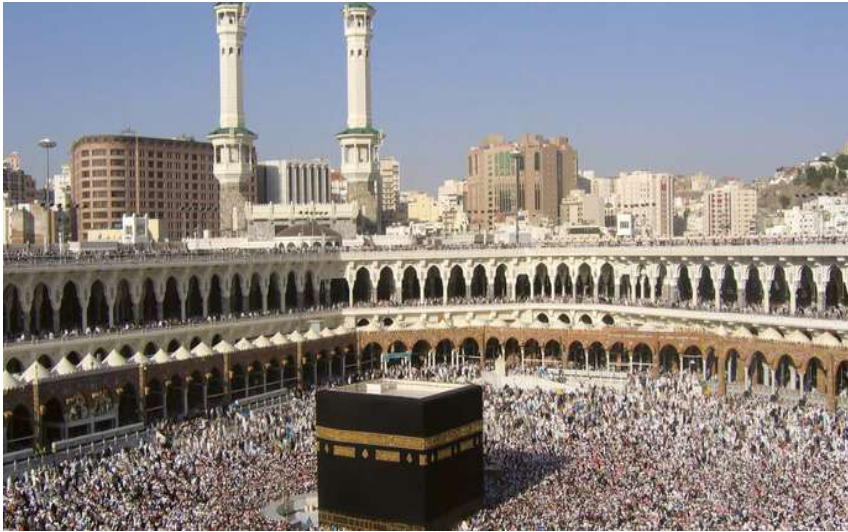


Figure 4.2 Kaaba, Mecca, Surrounded by pilgrims during the Hajj, Saudi Arabia, (Source: Islamic Monitor)

The Muslim Arabs changed the Near East and Middle East countries' political, religious, and social structures. Following the death of the Prophet, Muslims came under the Arab Caliphates of the Umayyad and Abbasid dynasties in the Middle Ages. The death of the Prophet was followed by the great Arab conquests establishing a Muslim Arab empire from North Africa and Spain in the west to Central Asia in the east.

The Seljuk and Ottoman Turk's military occupation in Palestine, Asia Minor, and Arabia contributed to Islam's expansion. They spread throughout the areas under their domain and other parts of the world.

4.2.2 The Expansion of the Ottoman Empire

The Seljuk Turks began military occupation in Palestine, Asia Minor and Arabia in 1040. Ottoman Turks replaced the Seljuk Turks in the area by the end of the 13th C. The Ottoman Turks were named after their chief, Osman or Othman.

The Ottoman Empire was centered in what is now Turkey. Thus, it was called as Ottoman Turkish Empire. They seized Anatolia in 1336, which became their capital. The empire captured Adrianople (1356) and Salonika (1387) in its heyday. They defeated the Serbs in 1389 and the Bulgarians in 1393. So, by the 15th century, the Balkan Peninsula, including Greece, was

predominantly conquered.

The Ottomans conquered Constantinople in 1453, renamed it Istanbul and made it their capital. The Ottomans conquered Syria in 1516 and Egypt in 1517. In 1529, European forces successfully defended Vienna, the capital of Austria, from the Turkish attack. The Turkish expansion in Europe ended in 1571, when European fleets defeated the Turkish navy at the Battle of Lepanto, near Greece.



Map 4.2. The Ottoman Turkish Empire

The Ottomans formed a group of highly trained soldiers called janissaries. They spread Islam throughout the empire. They also gained wealth from trade and controlled the trade route from Europe to Asia. They banned European merchants from going to the Far East.

The Ottoman Turkish Society was divided into four social groups: Sultan, grand viziers (bureaucrats), janissaries (soldiers), and occupational groups. The culture of the Ottoman Empire was that of the Islamic world.



Activity 4.2.

1. Explain how Islam expanded.

4.2.3 Dynastic Cycle in China

The Chinese created a great civilization in the world. This civilization greatly impacted other countries in East Asia, particularly Korea and Japan. In politics, the Chinese accepted the idea of a “dynastic cycle”. This was as practiced in the following. When a new dynasty took power, it used to be strong, ruled well and had the support of the people. However, when it became corrupt and weak and lost the support of the people, it would lose the “mandate of Heaven”, meaning its authority and legitimacy to rule China. So, it would be replaced by another new dynasty, probably founded by a rebel, and the cycle would be repeated. Nevertheless, a long succession of imperial dynasties ruled China from the Qin to the Qing dynasty, which was ended by a revolution in 1911/1912.



Activity 4.3.

1. Did the dynastic cycle and the “Mandate of Heaven” encourage rebellion in China? Give reasons.



Note to remember

- ☞ *China was united as an empire under the Qin (221-210 BC).*
- ☞ *Islam began in the Arabian Peninsula with the life and teaching of the Prophet Mohammed.*
- ☞ *The Ottomans formed a group of highly trained soldiers called janissaries.*



Self-test Exercise – 4.2.

Part I: Write “True” if the statement is correct and write “False” if the statement is incorrect.

1. The travel of Prophet Mohammed and his followers from Mecca to

Medina is called Hejira.

- The Ottomans conquered Constantinople in 1453, and renamed it Ankara.
- The Ottoman Turkish Society was divided into three social groups.

Part II: Short Answer.

- The Ottoman Turks were named after their chief called _____.
- Discuss the “dynastic cycle” of China.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the ‘Yes’ or ‘No’ box.

Activities	Yes	No
Can I describe the main features of the medieval period in Asia?		
Can I explain the rise and expansion of Islam throughout the world?		
Dear learner, did you mark any box under the ‘No’ column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 3. Development of Early Capitalism



Section overview:

Dear learner, can you explain how Early capitalism began? Early capitalism in Europe took shape between 1500 and 1700 after a slow transition in the 14th century. Some of the developments of early capitalism had their genesis in the last years of the feudal Medieval Period. Trade began slowly to revive, and old Roman towns like London revitalized, and new commercial centres arose in places like Venice and the Low Countries (Belgium and parts of the Netherlands). These towns were the centre of production and exchange.

Section Learning Competencies

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

- explain the development of early capitalism.
- value the importance of early capitalist relations to the modern world.

The development that distinguished capitalism from previous systems used accumulated capital to enlarge productive capacity rather than invest in economically unproductive enterprises, such as pyramids and cathedrals. This characteristic was encouraged by several historical events.

Most ancient cities and towns in Europe had been ruined following the collapse of the Roman Empire. However, trade revived slowly, and old Roman cities were restored. The towns were the centers of production and exchange. Merchants learned how to buy raw materials and have workers manufacture and sell finished products at the best prices.

After the discoveries, the new long-distance international trade was important, and big profits could be made. However, trade problems were chiefly transport difficulties, insecurity caused by war and robbery, and heavy tolls (taxes) often charged on the transit of commodities.



Activity 4.4.

1. What is the importance of early capitalist relation?



Note to remember

Towns were the centers of production and exchange in Europe during the Early Capitalism period.



Self-test Exercise – 4.3.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Ancient cities in Europe had been flourished following the collapse of the Roman Empire.

2. Early capitalism had its genesis in the last years of the feudal Medieval Period.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I explain the development of early capitalism?		
Can I value the importance of early capitalist relations to the modern world?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 4. The Age of Explorations and Discoveries



Section overview:

Dear learner, what do you know about the Age of Explorations and Discoveries? and how it was started? We hope you said that Europeans were driven to start exploring activities due to their need to pursue long-distance trade with the rest of the world and their general interest in studying human beings and their surroundings. The explorations were, in part, instigated by the need to circumvent the Ottoman-Turkish blockade of the old long-distance trade route from Europe to the Far East. Spain and Portugal led the exploration and discoveries 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 explorations and discoveries were: Europeans' interest in long-distance trade, new inventions like the compass, better maps and ships, growing interest in geographical knowledge, and Prince Henry the Navigator (1394-1460) of Portugal and Queen Isabella (1451-1504) of Spain who supported the voyages of explorers.

Section Learning Competencies

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

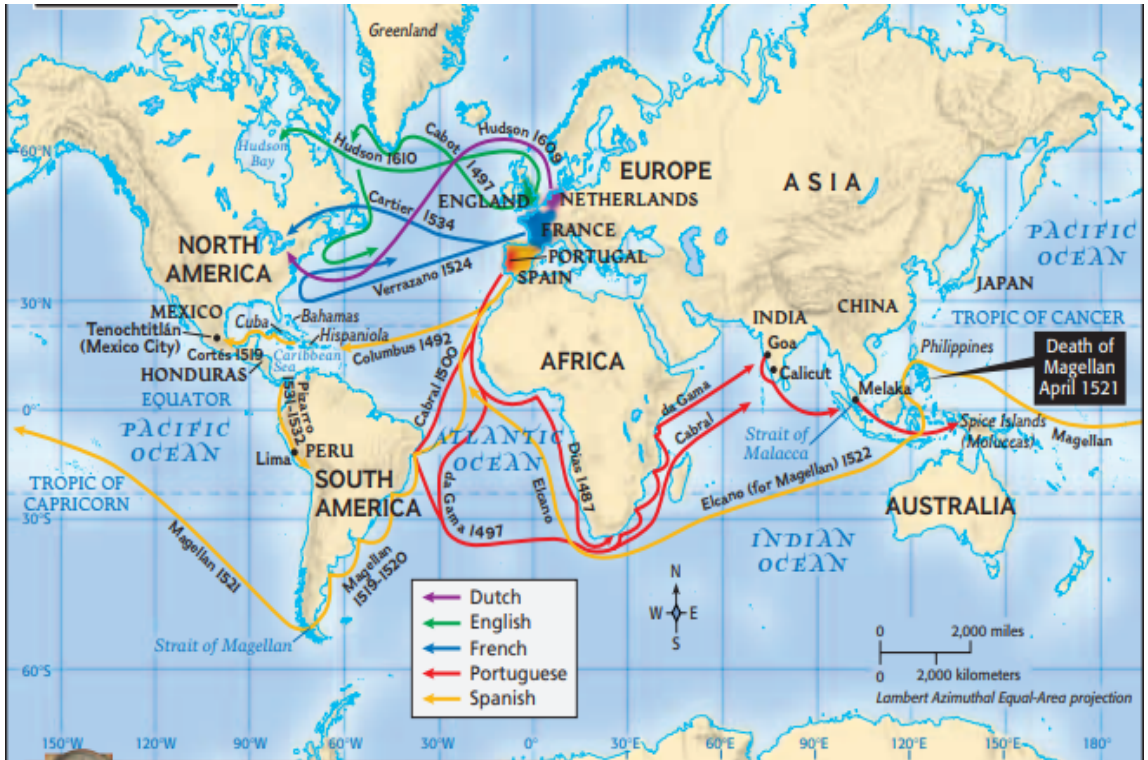
- draw a map showing the early routes of Explorations and Discoveries.

The age of European explorations and discoveries was in the fifteenth and sixteenth centuries. The explorations were, in part, initiated by the need to bypass the Ottoman Turkish blockade of the old long-distance trade route from Europe to the Far East.

Factors that encouraged explorations and discoveries were:-

- European interest in long-distance trade and new inventions like the compass.
- In addition, the development of better maps and ships and the growing interest in geographical knowledge fueled the idea of exploration.
- Prince Henry, the Navigator (1394-1460) of Portugal and Queen Isabella (1451-1504) of Spain, who supported the voyages of explorers, also inspired the exploration. They sponsored voyages for the sake of their economy, religion and glory. Spain and Portugal led the exploration and discoveries in the 15th and 16th centuries. Holland, Britain, France and Russia closely followed them.

Portuguese explorer Vasco da Gama discovered a new sea route to India and the Far East in 1498. Christopher Columbus was the first European explorer to reach America in 1492 while he was in service of Spain. Unfortunately, Columbus died without knowing that he had found new lands. The land found came to be known as America from the name of an Italian mapmaker, Amerigo Vespucci. The newly "discovered" areas also became known as the "New World". The Portuguese, Ferdinand Magellan, circumnavigated the world between 1519 and 1522 in the service of Spain. The newly discovered lands were later conquered and became colonies of European powers.



Map 4.3. European Voyages of Discovery

There are economic impacts of the age of exploration and discoveries. Economically, Europeans gained huge profits from local trade networks, which enhanced the globalising process. Moreover, with the subsequent colonial conquest, the voyages promoted the faster development of capitalism.



Activity 4.5.

1. What were motives of the European rulers to sponsor early explorers?



Note to remember

- ☞ Portugal was the leader in exploration and discoveries.
- ☞ Christopher Columbus was the first European explorer to reach America.



Self-test Exercise – 4.4.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. Columbus died after knowing that he had found new lands.
2. Spain and Portugal were the leaders in the exploration and discoveries of the 15th and 16th centuries.
3. The Portuguese and Spanish explorations were initiated by the need to strengthen the Ottoman-Turkish blockade.

Part II: Short Answer.

1. List the the main factors that encouraged explorations and discoveries:
2. The Portuguese explorer Ferdinand Magellan circumnavigated the world between 1519 and 1522 in the service of_____.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I draw a map showing the early routes of Explorations and Discoveries?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 5. The Renaissance



Section overview:

Dear learner, what is Renaissance, and how was it started? We hope you said that the word renaissance indicates the "rebirth" of learning. It began in the 4th century and ended in the 17th century. Renaissance began in Italy and spread to Europe, mainly England, France, Germany, Spain and Holland. The Renaissance idolized the study of human beings and their world and freedom of thought and action. It produced great literature, painting, sculpture, architecture and science. Among the great names of the Renaissance were Dante Alighieri, Thomas More, Cervantes,

Shakespeare, Martin Luther, Leonardo da Vinci, Michael Angelo, Titian, Raphael, Botticelli, Donatello, Vesalius and Nicholas Copernicus.

Section Learning Competencies

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

- compare and contrast the ideals of the renaissance on today's world thinking.

Renaissance was an intellectual movement. The word renaissance indicates the “rebirth” of learning. It began in the 14th century and ended in the 17th century. Renaissance began in Italy and spread to Europe, mainly England, France, Germany, Spain and Holland.

First, Renaissance Italy was essentially an urban society. Second, the Renaissance was an age of recovery from the disasters of the fourteenth century. This revival affected both politics and art. Third, a new view of human beings emerged as people in the Italian Renaissance began to emphasise individual ability. The Renaissance had the following characteristics:-

- The study of ancient Rome and Greek languages, literature, arts and the use of reason.
- The support of freedom of thought and questioning mind.
- The use of the vernacular, or the national language such as the Italian and the English language rather than Latin in writing.



Chart 4. 1. Five characteristics of renaissance art that changed the world forever (source: theartist.me)

The outstanding persons of the Renaissance produced great works of literature, painting, sculpture, architecture and science. In literature: Divine Comedy was written by Italian Dante Alighieri; Utopia by Englishman Thomas More; Don Quixote by the Spaniard Cervantes; Holy Bible was translated into German by Martin Luther and various great plays by Englishman William Shakespeare. In arts: Italian Leonardo da Vinci painted Last Supper and Monalisa; Italian Michael Angelo painted the Creation of Adam and made statues of David, Moses and the Virgin & the dead Christ. In science, the Belgian Vesalius studied human anatomy. The Polish Nicholas Copernicus declared that the earth revolved around the sun.

Previously, it was thought that planets revolved around the earth. The Renaissance profoundly influenced the development of modern society and culture, and since it is a natural extension of both, artistic expression. The Renaissance influence in the world brought about a new focus on humanism and, as a result, a subsequent turning away from the church's dominant ideas. The dawning recognition of human potential and scientific inquiry shaped world history and still influences contemporary societies' culture today.



Activity 4.6.

1. Discribe the influences of renaissance?



Note to remember

- ☞ Renaissance was an age of recovery from the disasters of the 14th century.
- ☞ The Renaissance had a profound influence on the development of modern society.



Self-test Exercise – 4.5.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Renaissance began in France.
2. Renaissance was a religious movement.
3. The Renaissance brought about a new focus on humanism

Part II: Short Answer.

1. What are the characteristics of Renaissance?



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
------------	-----	----

Can I compare the ideals of the renaissance on today's world thinking?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 6. The Reformation



Section overview:

Dear learner, can you explain the Reformation and how it started? We hope you said that Reformation was a religious movement that separated Protestants from the Catholic Church at the beginning of the 16th century. It was a religious movement that began in Germany and was led by Martin Luther. The Protestant reformers broke away from the Catholic Church, protesting against what they considered to be malpractices in the Catholic Church. The religious differences between Catholics and Protestants led to violent conflicts. In Catholic countries such as Spain and France, many anti-Catholics were put to death with the sanction of the Catholic Church. In Germany, a civil war was fought. Major wars were fought between Catholic and Protestant European states in the sixteenth and seventeenth centuries.

Section Learning Competencies

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

- compare and contrast the ideals of reformation with today's world thinking

The Reformation was a religious movement that led to the emergence of Protestantism from the Catholic Church at the beginning of the 16th century. It began in Germany, led by Martin Luther, in 1517. The causes were: social, political, religious, and economic.

Look at the cause of the Reformation in the chart below.

Causes of the Reformation

Social	Political	Economic	Religious
<ul style="list-style-type: none"> • The Renaissance values of humanism and secularism led people to question the church. • The printing press helped to spread ideas critical of the church. 	<ul style="list-style-type: none"> • Powerful monarchs challenged the church as the supreme power Europe. • Many leaders viewed the pope as a foreign ruler and challenged his authority. 	<ul style="list-style-type: none"> • European princes and kings were jealous of the church's wealth. • Merchants and others resented having to pay taxes to the church. 	<ul style="list-style-type: none"> • Some church leaders had become corrupt. • Many people found church practices such as the sale of indulgences unacceptable.

Chart 4.2. Causes of Reformation

The Protestant reformers supported the principles of capitalism, individualism, and nation-states. They established various Protestant Churches. For instance: French protestant Jean Calvin, who lived in Switzerland, established a Calvinist protestant church in Switzerland. The Calvinist followers in French were called Huguenots. The Scottish John Knox founded his type of Calvinist Protestantism called Presbyterian in 1560. King Henry VIII and Queen Elizabeth I separated the English Protestant Church from the Roman Catholic Church in England. Nevertheless, the English Protestants managed to establish a national church which came to be called Anglican Church.

Protestantism enforced the Catholic Church into Counter-Reformation. The Catholic Church carried out the (Catholic) Counter-Reformation to reform itself in response to the Protestant challenge of the time. Ignatius Loyola formed a missionary organisation called the Society of Jesus in Spain in 1534 to reform Catholics in America, Asia and Africa. The members of the society were called Jesuits and were active in the Americas. Anti-Catholics were attacked and even killed. The peasants' wars of Germany against

Catholics were fought between 1524 and 1525. Reformation played an essential role in the Thirty Years' War (1618-1648). The Peace of Westphalia ended the war in Germany in 1648.



Activity 4.7.

1. Why did Protestant revolt against the Roman Catholics?
2. How did the Peace of Westphalia impact the Roman Empire?



Note to remember

The Protestant reformers supported the principles of capitalism, individualism, and nation-states.

Protestantism enforced the Catholic Church into Counter-Reformation.



Self-test Exercise – 4.6.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Reformation began in Italy.
2. Reformation was an intellectual movement.
3. The Catholic Church carried out the Counter-Reformation.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I compare and contrast the ideals of reformation with today's world thinking?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 7. Industrial Revolution



Section overview:

Dear learner, can you explain how and where Industrial Revolution was started? We hope you said that Industrial Revolution began in Britain; it eventually touched every nation on Earth. During the Industrial Revolution, Europe saw a shift from an economy based on farming and handicrafts to an economy based on manufacturing by machines in factories.

Section Learning Competencies

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

- define industrial revolution
- list the contributions of the industrial revolution to the modern world.

The term Industrial revolution means the invention and use of machines in place of hard labour. Machines now do work done previously by hand with simple tools and equipment. Europe saw a shift from an economy based on farming and handicrafts to an economy based on manufacturing by machines in factories. It began in Great Britain in the 1780s and took several decades to spread to other Western nations.

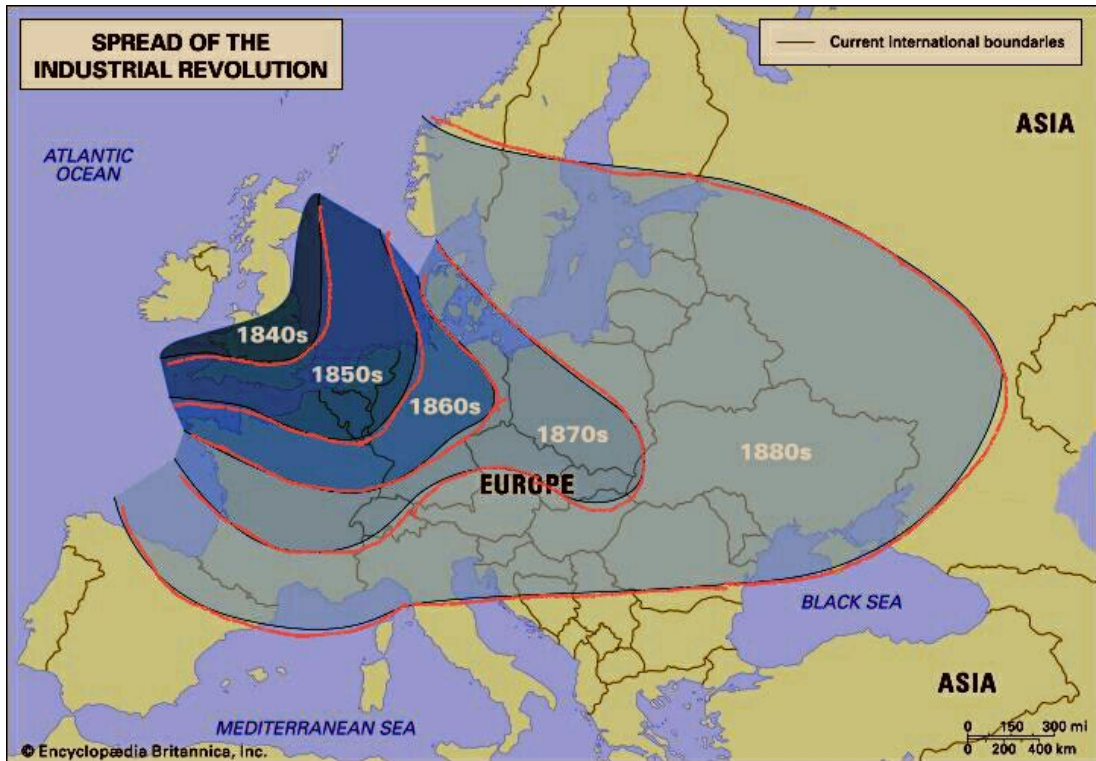
The machine of the Industrial Revolution was operated by a new form of power known as steam power, replacing the early wind and water power. Savry (1698) and Newcomer (c.1705-1711). James Watt (1782-84) improved the steam engines and adopted them to operate all kinds of machinery, including machines in factories.

Then steam power was applied to transport, the first steamboat on the rivers and steamships at sea. Finally, steam power was used to land transport through railways. The first railway locomotive was built in 1804.

By the mid-nineteenth century, Great Britain had become the world's first and richest industrial nation. Its cotton industry alone in 1850 was equal in size to the industries of all other European countries combined.

The Industrial Revolution spread to the rest of Europe at different times and speeds. The first to be industrialised in continental Europe were Belgium,

France, and German.



Map 4.4 Expansion of industrial Revolution: Encyclopedia, Britannica

The Industrial Revolution also occurred in the United States in 1800. Britain was the leading industrial nation in the early and mid-nineteenth century, but countries like the United States eventually surpassed Britain in industrial production.



Activity 4.9.

1. Who built the first steam locomotive?



Note to remember

- ☞ Industrial revolution means the invention and use of machine in place of hard labour.
- ☞ Great Britain had become the world's first and richest industrial nation.



Self-test Exercise – 4.7.

Part I: Write “True” if the statement is correct and write “False” if the statement is incorrect.

- 1. Industrial Revolution began in the USA.
- 2. Britain was the leading industrial nation in the early and mid-nineteenth century.
- 3. Industrial Revolution spread to the rest of Europe at the same times and speed.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the ‘Yes’ or ‘No’ box.

Activities	Yes	No
Can I define industrial revolution?		
Can I list the contributions of the industrial revolution to the modern world?		
Dear learner, did you mark any box under the ‘No’ column? If so, please look at the corresponding item to the left and go back to your text and read about it.		



Unit Summary

The Dark Ages were followed by feudal society in Europe when the Catholic Church and feudal lords-controlled land and people and therefore had power. The economy was dominated by agriculture with low but rising productivity. At the same time, the Byzantine Empire, an Orthodox imperial autocracy, continued in part of Europe and Western Asia. It fell to the Ottoman Turks in 1453.

Islam arose in the Arabian Peninsula when the Arabs accepted the monotheist revelations of the Prophet Mohammed. Following the death of the Prophet, the Arabs expanded to create a great and powerful empire and civilisation under the Umayyad and then Abbasid Caliphs. The Ottoman Sultanate continued this Islamic civilisation, and the Ottoman Empire was a superpower of the time.

Far away in China, the Chinese created their distinct civilisation. It was an imperial autocracy administered by officials who were highly educated Confucian scholars. The concepts of the dynastic cycle and the "mandate of Heaven" were basic to the Chinese understanding of history. In the early modern period, Europe's population lived in extreme poverty. These towns were the center of production and exchange. The crusades contributed to the revival of trade in the Middle Ages. City-states were the political, economic, and social life centres in Renaissance Italy. Martin Luther's religious reforms led to the emergence of Protestantism. The Discoveries enhanced the pace of globalisation among the world community.



Unit Self-Assessment Exercise

Part I. True/False

1. The Calvinist Protestants in France were called Anglicans.
2. In 1453, the Ottomans occupied Constantinople and renamed it Istanbul.
3. The Byzantine Empire was the East Roman Empire, which continued after the fall of the West Roman Empire.
4. During the age of discoveries, the Spanish were interested in conquest and plunder.

Part II. Matching

A

1. Qin
2. Leonardo da Vinci
3. Knights
4. Constantinople
5. Polytheism

B

- A. Monalisa
- B. Istanbul
- C. First Chinese imperial dynasty
- D. Medieval European soldiers
- E. Arabia before Islam

Part III: Multiple choice questions

1. The Byzantine Empire was a/an _____ government.
A. autocratic B. theocratic C. democratic D. oligarchic
2. In 1453, the Ottoman Turks captured _____.
A. Constantinople B. London C. Paris D. Hungary
3. Under the emperor, imperial China was administered by _____.
A. Confucian priests B. elected councils
C. Feudal lords D. civilian officials
4. In Britain, the followers of Protestants established their church during Reformation known as:
A. Lutherans B. Jesuits C. Presbyterian D. Anglican
5. Which one of the following factors did not contribute to making Great Britain the starting place of the Industrial Revolution?
A. presence of abundant natural resources
B. large labour force to work in the new factories
C. The readiness of Britain to invest in the new industrial machine

- D. None of the above
6. Which of the following explorers discovered America in 1492?
- | | |
|-------------------------|------------------------|
| A. Vasco Da Gama | C. Ferdinand Magellan |
| B. Christopher Columbus | D. Henry the Navigator |

Part IV. Fill in the blank spaces with the correct word or words.

1. The infantry of the Ottoman army was the_____.
2. The 'Dark Age' was a period of West European history from _____ to_____.
3. The two leading European nations in exploration and discoveries during the 15th and 16th Century were _____ and _____.
4. Reformation was a religious movement that led to the separation of Protestant from the Catholic church at the beginning of the 16th century by _____.

UNIT 5: PEOPLES AND STATES OF AFRICA TO 1500

Unit Introduction



Dear Learner! What are linguistic classifications? Well, I am sure you have said that language classification is grouping related languages into the same category. This unit deals with the linguistic classifications of peoples of Africa. In unit two, you learned about ancient Egypt, Kush and Carthage. The civilization of these peoples and states is discussed as part of ancient and classical world civilizations. Apart from these peoples and states, several civilizations flourished in different parts of the continent. In this unit, we shall briefly discuss the civilizations of these peoples and states.

Unit Learning Outcomes:

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

- outline the major economic, cultural, social and political developments in pre-colonial Africa.
- describe the peoples and language families of Africa.
- analyze inter-connections and inter-dependence among Africans as a result of trade, population movements and wars.
- evaluate the factors for the rise and decline of various empires in Africa to the beginning of the 16th Century.
- explain the origin of Islam and the role it played during the expansion of the West African Empires.

Contents of the Unit

Section 1. Languages and Peoples of Africa

Section 2. States in North Africa

Section 3. Spread of Islam and its impact in West Africa

Section 4. States in Western Africa

Section 5. Equatorial, central and Eastern Africa

Section 6. Southern Africa

Section 7. Africa's Intra and Inter-continental Relations

The Required Study Time: You need ____ Study Hours to Complete this unit.

Unit Learning Strategies

Dear learner, as you go through this module, there are learning outcomes stated at the beginning of the unit and each section. In order to achieve

them, please read the materials thoroughly. You will see activities, self-test exercises, and checklists as you read the materials. By means of this, you check whether you have understood the issues discussed in the unit and sections. I advise you to answer them without referring to the answer keys given. Once again, please only look up the answer keys after you have tried your best. Finally, after you complete them check your answer with the answer key given at the end of the module.

Section 1. Languages and Peoples of Africa



Section Overview

Dear learner, can you name African language superfamilies? We hope you said that, Africa is inhabited by people who speak various languages that belong to Niger-Congo, Afro –Asiatic, Nilo-Saharan and Khoisan Super –Families. The super-families are further subdivided into families.

Section Learning Competencies

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

- describe languages and peoples of Africa.
- appreciate the diversity of the languages of Africa.

Africa is a vast continent inhabited by people who speak various languages. Linguists have stated that over 1000 diverse and interrelated languages are currently spoken all over the continent. Languages that belong to the same group share certain vocabulary or words. Linguists describe the degree of the relationships among these languages. Based on this, they classify the peoples of Africa into speakers of four super-families of languages. These are Congo-Kordofanian, Afro-Asiatic, Nilo-Saharan and Khoisan.

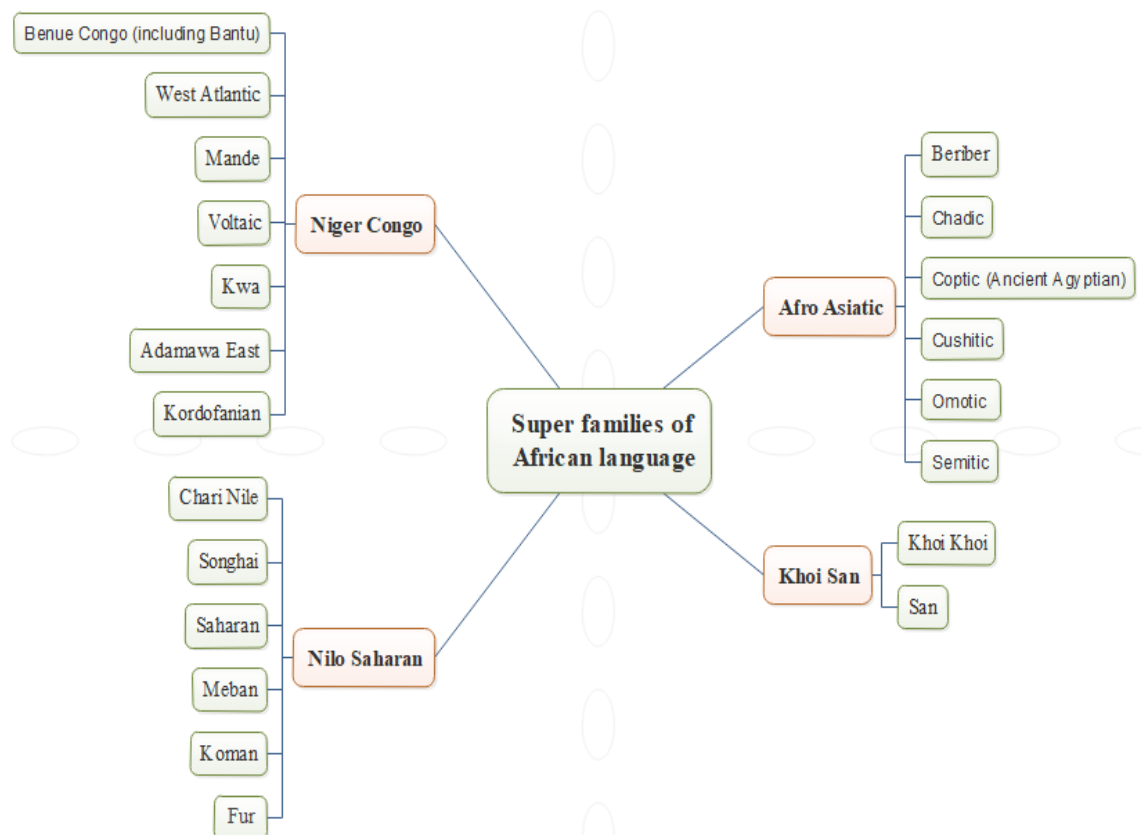


Chart 5.1 Super Families of African Languages

The speakers of the Afro-Asiatic super-family live in northern Africa, the Sahara, the Horn of Africa and around Lake Chad. This super-family is divided into six sub-groups: Berber, Chadic, Coptic (Ancient Egyptian), Cushitic, Omotic and Semitic. The Semitic language sub-group is spoken mainly in the Horn of Africa. The Omotic sub-family is spoken only in Ethiopia. The Cushitic branch extends from the Red Sea coast, through the Horn of Africa, and into central Kenya and Tanzania.

Based on rough estimates, the Niger-Congo super-family has the most significant number of speakers, followed by the Asiatic Super –Family. This super-family has two main branches: Niger-Congo and Kordofanian. Niger-Congo covers much of West Africa and all of Bantu Africa. Bantu speakers live across much of sub-Saharan Africa. There are over 450 languages that are grouped in the Bantu family. Kiswahili, one of the most widely spoken African languages and a mixture of African and Arab cultures, belongs to the Bantu language group. Kordofanian languages

are spoken in a small area in the Nuba hills, south of the Republic of Sudan.

Nilo-Saharan Super-Family is the third majority in terms of the number of speakers and is divided into six subgroups: Chari-Nile, Songhay, Saharan, Meban, Koman and Fur.

Khoisan Super-Family has two subgroups: the Khoikhoi and the San. The speakers of these languages live in and around the Kalahari Desert of northern South Africa, Southwestern Botswana and Namibia.



Map 5. 1 Distribution of the four-language superfamilies of Africa:
Wikimedia Commons

Not all languages spoken in Africa are native to the continent. For instance, many people in northern Africa speak the Arabic language. This language was brought to Africa by the Muslim Arabs between the seventh and eleventh centuries. Afterwards, the European colonial powers brought their languages to their respective colonies of Africa.



Activity 5.1.

Case study: living along the border

The Horn of Africa is inhabited by peoples who speak various languages. Above all, living along the border allows people to interact with other people of diverse cultures and languages. For example, in this region, a girl named Neima lives in Moyale, along the Ethio-Kenyan border. Due to her exposure to various languages, Neima can communicate in Afan-Oromo, Amharic, Somali, Swahili, and English. In addition to school, she participates in local trade activities to earn a living. Based on the case study above, answer the following questions.

1. How many languages does she speak?
2. Are all languages native to the continent of Africa?



Note to remember

- ☞ *The Omotic sub-family is spoken only in Ethiopia.*
- ☞ *Niger-Congo super-family has the most significant number of speakers, followed by the Asiatic Super-Family.*
- ☞ *Not all languages spoken in Africa are native to the continent.*



Self-test Exercise – 5.1.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. The speakers of Khoikhoi and the San languages live in and around the Sahara Desert.
2. The Semitic language sub-group is spoken mainly in the Horn of Africa.
3. All languages spoken in Africa are native to the continent.

Part II: Read the following statements carefully and circle the letter of your choice.

1. Identify the Odd in terms of language classification
A. Berber B. Chadic C. Cushitic D. Meban



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I describe describe languages and peoples of Africa?		
Can I appreciate the diversity of the languages of Africa?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 2. States in North Africa



Section overview:

Dear learner, can you explain how the Mamluk dynasty was established? We hope you said it was between 969 and 1171 AD. Egypt was ruled by a dynasty called Fatimid. The Fatimid declared Egyptian independence from the rule of Baghdad in 969 AD. The Mamluks finally took power militarily and founded their dynasty. This dynasty ruled Egypt from the thirteenth to the sixteenth centuries. During Mamluk, Egypt's relations with Ethiopia were full of conflicts. This continued until Zara Yaeqob (r.1434-1468) established good relations with the Mamluk rulers of Egypt.

Nevertheless, due to the Nile question, the Ethio–Egyptian tension has always given an additional problem to the Ethio – Egyptian relations. Under the Mamluk rulers, Egypt was a very active state in the Red Sea Trade. It maintained commercial relations with the northern Ethiopian region. The founders of Funj were cattle keepers and horsemen from the southern part of upper Nubia in the present-day Republic of Sudan. By the beginning of the sixteenth century, the people of Funj accepted Islam and established their capital, Sennar.

Section Learning Competencies

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

- explain the Mamluk Egypt
- discuss the Funj Kingdom.

A) Mamluk Egypt

The Fatimid rulers used soldiers called Mamluks and declared Egyptian independence from the rule of Baghdad in 969 AD. The Mamluks were of Turkish origin. They gradually became military commanders and took power militarily. They founded their dynasty that ruled Egypt from 1250 to 1517. After that, they expanded into Palestine, Syria, Europe and Asia. Besides, Egypt, under the Mamluk, witnessed critical economic developments.

During the rule of the Mamluks, Ethio-Egyptian relations were full of conflicts. However, the Ethiopian ruler, Zera Yacob (r. 1434 - 1468), tried to create smooth relations. But their relation short-lived. The Mamluk power started to decline because of corruption, the decline in agricultural productivity, the cattle plague and drought. Firearms helped the Ottoman Turks defeat the Mamluk force in Palestine and occupy Egypt in 1517.

B) The Funj Sultanate

In the present-day Republic of Sudan, the Funj sultanate was established in 1504 by cattle-keeping nomads in northeast Africa. The Funj established their Sultanate in 1504, with its capital at Sennar. Like the Mamluks, the Funj sultanate fought against the Christian kingdom of Ethiopia due to rivalry over trade routes. As a result, the army of King Susenyos destroyed them in about 1620. However, the Funj Sultanate continued until Muhammed Ali of Egypt conquered it in the 1820s.



Activity 5.2.

1. What are the reasons for the emergence of Mamluk Egypt and Funj Sultanate?



Note to remember

- ☞ The Mamluks were of Turkish origin.
- ☞ The army of King Susenyos destroyed Funj sultanate in about 1620.



Self-test Exercise – 5.2.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. Egypt, under the Mamluk, witnessed critical economic developments.
2. Ethio- Egyptian relations were peaceful during the rule of the Mamluks.
3. The Funj established their Sultanate at Sennar.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I explain the Mamluk Egypt?		
Can I discuss the Funj Kingdom?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 3. Spread of Islam and its impact in West Africa



Section overview:

Dear learner, can you explain how Islam promoted trade? We hope you said that Islam promoted trade between West Africa and the Mediterranean. The religion developed and widened the trans-Saharan Caravan trade. The trade enriched the West African and Muslim traders. North African Muslims came in their numbers and settled in the commercial centres. Islam in Africa has linked together diverse peoples through better cultural understanding and a spirit of cooperation and commonwealth. The historical impact of Islam on trade, particularly in West Africa, greatly increased the wealth of African people and helped form many great African empires.

Section Learning Competencies

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

- explain the origin of Islam and the role it played during the expansion of the West African Empire.
- recognise the role of Islam in the expansion of the various empires in West Africa to develop the respect of the religions in the society.

After the birth of Islam early in the 7th century, the Muslim Arabs conquered Egypt in 642 AD. Later in the century, they went on from Egypt to the rest of North Africa. By the end of the century, the Arab empire had reached Morocco and even conquered southern Spain. After politico-religious rivalries in the 11th century, there was a revival of Islam in North Africa, accompanied by a further wave of Arab immigration. This was also followed by the expansion of the West African Empires.

Islam promoted trade between West Africa and the Mediterranean. The religion developed and widened the trans-Saharan Caravan trade. The work enriched the West African and Muslim traders. Muslims from North Africa came and settled in the commercial centers. Islam in Africa has also linked together diverse peoples through better cultural understanding and a spirit of cooperation and commonwealth. The historical impact of Islam on trade, particularly in West Africa, significantly increased the wealth of African people and helped the rise of great African empires. The coming of Islam to Africa facilitated the rise of political empires that encouraged trade and wealth. Islam was also more attractive to kings because of its concept of the caliph's combined political power with religious authority.



Activity 5.3

1. Mention the impacts of Islam when it spread into West Africa.



Note to remember

 Islam promoted trade between West Africa and the Mediterranean.



Self-test Exercise – 5.3.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. The coming of Islam to Africa facilitated the rise of political empires.
2. The revival of Islam in North Africa accompanied by a further wave of Arab immigration.
3. The religion of Islam developed and widened the trans-Saharan Caravan trade.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I explain the origin of Islam and the role it played during the expansion of the West African Empire?		
Can I recognise the role of Islam in the expansion of the various empires in West Africa to develop the respect of the religions in the society?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 4. States in Western Africa



Section overview:

Dear learner, can you explain the territorial extent of ancient Ghana? We hope you said that the territorial extent of ancient Ghana included present-day Southern Mauritania and Mali. It was mainly inhabited by the Soninke people. They were speakers of the Soninke language, which belongs to the Niger-Congo language family. The Soninke people once controlled the main source of gold and ivory. The strongest West African state was Mali-which was founded by the Mandinka-speaking people under the leadership of a man called Sundiata. The economy of Mali was based on farming, iron working and trade. Songhay was located along the middle Niger River, southeast of Gao. Its principal peoples were

farmers and hunters. The revival of the Trans-Saharan trade increased the wealth of the Songhay economy. Two Songhay kings, Sunni Ali and Askia Mohammed, strengthened the empire.

The state of Kanem emerged around the ninth century in the region to the north of Lake Chad. It was founded by a group of pastoral communities. The Sefuwa royal family ruled Kanem from the ninth to the nineteenth centuries. After Bornu became a province of Kanem, the empire was often called Kanem-Bornu. The Hausa city-states emerged between 1000 and 1200 AD in present-day Nigeria. The Hausa people used to build walled villages in order to defend themselves from raiders. Their economy was based on agriculture and the trans-Saharan trade.

Section Learning Competencies

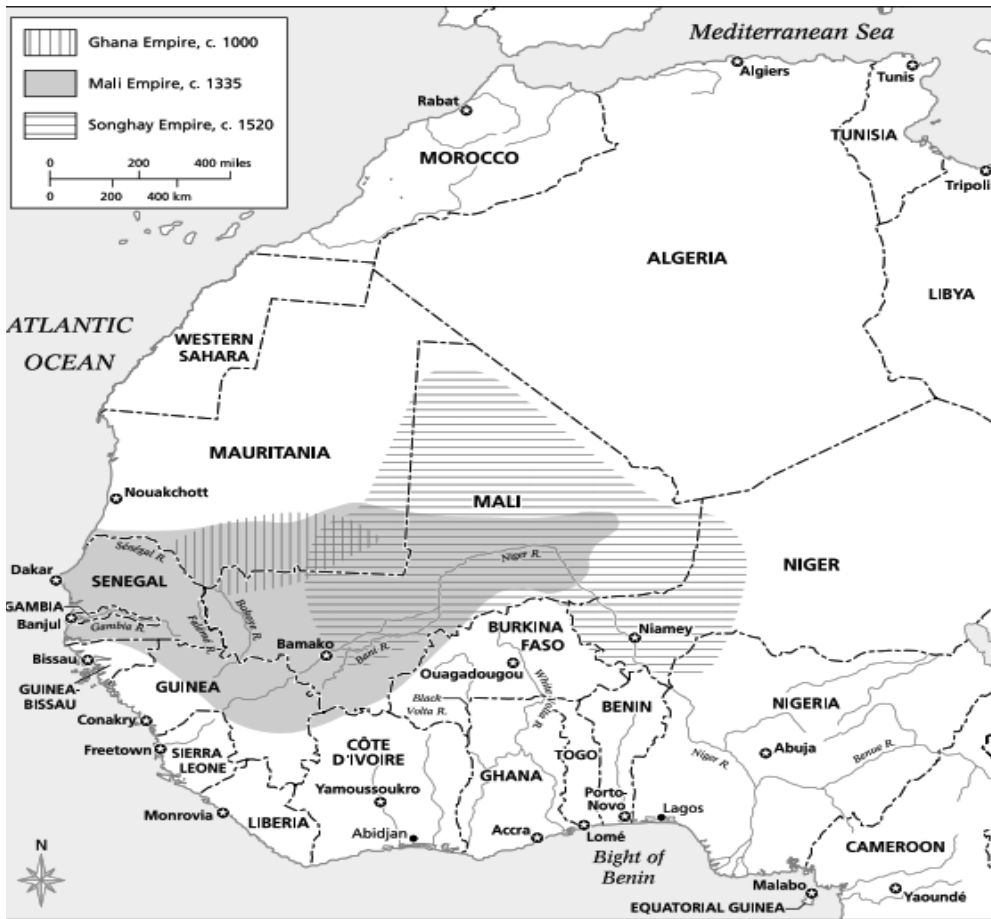
At the end of this section, learners will be able to:

- write the origin, rise, and fall of various empires of West Africa.
- appreciate the achievements of the African kings towards the rise of various empires in West Africa.
- recognise the role of Islam in expanding the various empires in West Africa to develop the respect of the religions in the society.

Many states and kingdoms were flourished in western Africa. More than ten modern African nations, including Mali, Guinea, and Senegal, have a geographical connection to the three medieval African empires of Ghana, Mali, and Songhay.

A) Ghana

The Ancient Ghana Empire was located in parts of what are now called Mauritania, Mali and Senegal. It was founded by the Soninke people in the fourth century AD and reached the height of its power at about 1000 AD. Ghana relied on Trans - the Saharan trade, and its rulers were able to build a vast empire. However, the rise of Islam was the main factor for the greatness and decline of Ghana. Ancient Ghana came to an end in 1076 when the Islamic Empire of Almoravids invaded and captured its capital, Kumbi Saleh.



Map 5.2 Empires of West Africa (Source: ReasearchGate)

B) Mali

Mali emerged after the fall of Ghana. Sundiata Keita founded the Mali Empire of the Mandinka people. The Mali Empire had many profound cultural influences on West Africa, allowing the spread of its language, laws and customs along the Niger River. The greatest king of Mali was Mansa Musa (1312-1337), who made a pilgrimage to Mecca. During his time, Islam expanded the Empire vastly.



Figure 5.1. Cartoon of Mansa Musa (Source: historyhustle.com)

Mali was famous for its Islamic studies. Timbuktu, the capital of Mali, became one of the most important Islamic learning and culture centers.

After Mansa Musa, there was no king as powerful as he was. The great kingdom of Mali weakened due to inefficient leadership and attacks from the neighbouring peoples, such as Tuareg. Although Mali fell, another advanced African kingdom, the Kingdom of Songhai, took its place.

C) Songhai

The Songhai people established the Empire named after them, with its capital at Gao. The Songhai people had been subject to Ghana and Mali at various times. However, towards the end of the 14th century, they threw off the over-lordship of Mali. The Empire extended from the central area of today's Nigeria to the Atlantic coast. Songhai became powerful by controlling the Trans-Saharan trade. The Songhai had trading connections with the Berbers. Its kings accepted Islam early in the 11th century. Their prosperity grew as gold began to come from the forest region. The Empire ended in 1591 when a Moroccan army defeated Songhai in the battle of Tondibi.

D) The Kingdoms Kanem-Bornu

There were many other kingdoms in the grassland region of Africa. One of these was Kanem-Bornu. The ruling family was a Muslim dynasty. Trade was

important for Kanem's greatness. Kanem's army kept the trade routes safe and collected taxes from traders. After Bornu became a province of Kanem, the Empire was often called Kanem-Bornu. Kanem-Bornu probably began to decline because trade centers shifted from inland routes to the Atlantic coast of West Africa.

E) The Hausa States

The Hausa city-states emerged in Nigeria between 1000 and 1200 AD. The people were both pastoralists and farmers. These city-states were Kano, Katsina, Zazzau (Zaria), Gobir, Kebbi, Rano and Zamfara. The economy of the Hausa city-states was based on agriculture and the trans-Saharan trade. Hausa cities were noted for their leather goods, craft technology and textiles. The most famous of them was the walled city of Kano. Islam spread to Hausa land from Kanem-Bornu.



Activity 5.4.

1. What were the major empires of West Africa?
2. Why were West African empires so powerful?



Note to remember

- ☞ The great kingdom of Mali weakened due to inefficient leadership.
- ☞ The Songhai people established the Empire named after their name.



Self-test Exercise – 5.4.

Part I: Write "True" if the statement is correct and write "False" if the statement is incorrect.

1. Ancient Ghana relied on Trans - the Saharan trade
2. The greatest king of Mali was Mansa Musa
3. The economy of Mali was only based on Trans - the Saharan trade



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I write the origin, rise and fall of various empires of West Africa?		
Can I appreciate the achievements of the African kings towards the rise of various empires in West Africa		
Can I recognise the role of Islam in the expansion of the various empires in West Africa to develop the respect of the religions in the society		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 5. Equatorial, central and Eastern Africa



Section overview:

Dear learner, can you explain the states in Equatorial, central and Eastern Africa? and how they evolved? We hope you learn it in this section. In this lesson, learner will learn about the states of Central and Eastern Africa. First, they will learn that the Kingdom of Kongo was located on the lower bank of the Zaire River. It was founded by the Bakongo people in the late fourteenth century. Portuguese explorers reached the Kongo in 1482. The east coastal region of Africa had received a great impetus from Muslim Arabic-speaking merchants who married into local Bantu-speaking people. Subsequently, the language and culture developed distinctly African but with Islamic and Arabic influences. This generally mixed Bantu-Arab stocks, their language and culture referred to as Swahili. Commercial centres emerged on the east coast of Africa called Swahili city-states.

Section Learning Competencies

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

- analyse the nature of relationships among the different regions of Africa.

In eastern Africa, a variety of states and small societies emerged. Islam strongly influenced many of them. Some became extremely wealthy as a result of trade. Beginning in the 1st millennium BC, new peoples migrated into eastern Africa from the west. Farming peoples who spoke dialects of

the Bantu family began to move from the region of the Niger River into East Africa and the Congo River basin. They moved slowly, not as invading hordes but as small communities.

A) Kongo

The Kingdom of Kongo was located on the lower bank of the Zaire River. Bantu people founded it in the late 14th century. The people were hunters and warriors. They were also clever smiths. Apart from agriculture, trade played an important role in the kingdom's economy. The explorers reached the Kongo in 1482 and 1491. Missionaries who were converted to Catholicism arrived having such footsteps. The Portuguese colonised the kingdom.

B) Swahili city-states

About 2000 years ago, Bantu-speaking people established small village settlements along the coast of the Indian ocean. After the rise of Islam, the region received a great impetus from Muslim Arabic-speaking merchants who married into local ruling families. Subsequently, the language and culture were developed distinctly African but with Islamic and Arabic influences. These mixed Bantu-Arab stocks their language called Swahili, meaning "coasters" in Arabic. Swahili is now a common language in East African countries.

The Swahili civilisation is an example of cultural diffusion formed by interacting with Arabic, Persian and Bantu traditions. There were several important coastal commercial centers called Swahili city-states. Among the most important and influential coastal cities or ports were Mogadishu (in Somalia), Malindi and Mombasa (in Kenya), Zanzibar and Kilwa (in Tanzania), Brava Pate, Pemba and Sofala. The most famous and imposing was Kilwa, situated on a small island. Kilwa became the main center of the East African gold and ivory trade.

Wealthy Muslim elites ruled the Swahili cities. Evidence suggests that their commercial relations with Arabia, the Persians, Indians and the Chinese existed long before the Portuguese arrived in the area. From the beginning, the Portuguese aimed to destroy the growing power of Muslims in East Africa. Impressed by east Africa's gold and ivory trade, the Portuguese established a trading fort at Sofala in 1505.



Activity 5.5.

1. Explain how the Swahili is an example of cultural diffusion.



Note to remember

- ☞ The Kingdom of Kongo was founded by Bantu people in the late 14th century
- ☞ The Swahili civilization is an example of cultural diffusion formed from the interaction between Arabic.



Self-test Exercise – 5.5.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. Swahili city-states were an important commercial center in the coastal region of west Africa
2. The Swahili civilization is an example of cultural diffusion between the Arabic, Persian and Bantu traditions.
3. The Portuguese established a trading fort at Sofala in 1505.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I analyse the nature of relationships among the different regions of Africa?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 6. Southern Africa



Section overview:

Dear learner, can you explain how the kingdom of Great Zimbabwe flourished? We hope you said that it was found in southern Africa. Great

Zimbabwe was built by the Shona people and was known for its gold mines. Mwene Mutapa was founded by Mutota at the end of the fifteenth century. Mwene Mutapa dominated the long-distance trade, which led to the Indian Ocean coast. Then there will be a discussion about the Khoisan. The Khoi-Khoi was originally hunters. However, the change from hunting way of life to that of sheep/cattle breeding had taken place since 1000 AD. The Europeans called them Hottentots. The San lived in parts of present-day Angola and Namibia before the European settlers pushed them out of their land. The San were hunter-gatherers. They were called Bushmen by the Europeans. They speak Khoisan languages.

Section Learning Competencies

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

- describe the different kingdoms of Southern Africa.
- explain the nature of the southern African people.

In the southern half of the African continent, states were formed more slowly than in the north. However, these independent villages gradually consolidated in some parts of southern Africa, starting in the eleventh century. Out of these groupings came the first states.

A) Zimbabwe

The founders of Great Zimbabwe were the Bantu-speaking people of Shona who began their rule about AD 1000. They built Great Zimbabwe. In the thirteenth or fourteenth century, stone houses and walls were built in Great Zimbabwe. Great Zimbabwe was a medieval African city known for its large circular wall and tower. It was part of a wealthy African trading empire that controlled much of the East African coast from the 11th to the 15th centuries.

With an economy based on cattle husbandry, crop cultivation, and the trade of gold on the coast of the Indian Ocean, Great Zimbabwe was the heart of a thriving trading empire from the 11th to the 15th centuries. Zimbabwe's namesake is a Shona (Bantu) word meaning "stone houses."

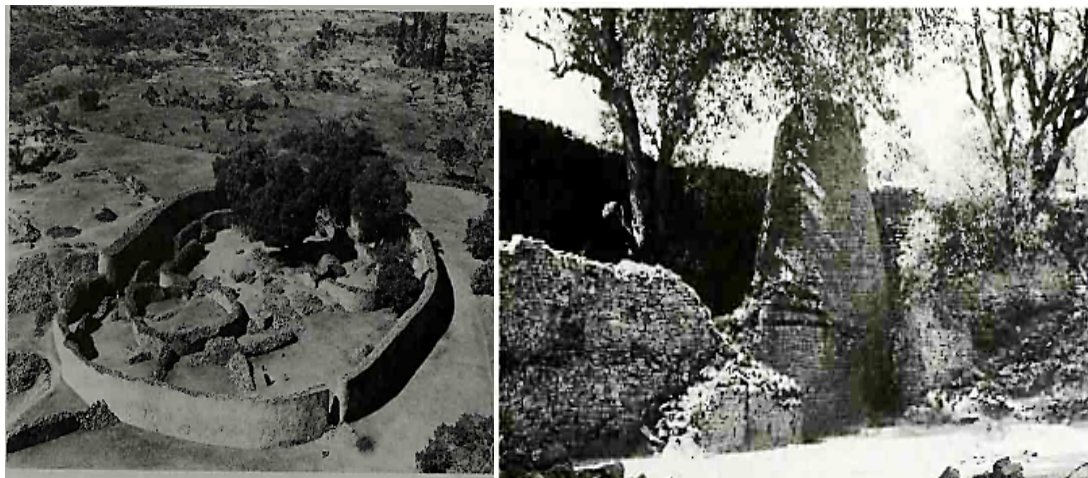


Figure 5.2. Ruins of Great Zimbabwe (adopted from Kevin Shillington, 1995:148-150)

It maintained trade relations with the Swahili states. Great-Zimbabwe was known for its gold mines. After 1450 AD, the Rozwi clan kings of the Shona people established the empire called Mwene Mutapa. However, later on, the Portuguese conquered Mwene Mutapa in the late sixteenth century.

B) The Khoi - Khoi

Initially, the Khoi- Khoi people were hunters. Since 1000 AD., however, they changed from the hunting way of life to that of sheep and cattle breeding. Beginning in 1300 AD, the Khoi - Khoi expanded from present-day Botswana. They were well-established in southern Africa by the fifteenth century. However, after the Dutch settlers landed in South Africa in the mid-seventeenth century, the Khoi-Khoi people were driven out of their land to the Kalahari Desert. As a result, the Europeans called them Hottentots.

C) The San

Before they were driven out of their land by the European settlers, the San lived in parts of present-day Angola and Namibia. Europeans called them Bushmen. The San lived by hunting and gathering. Men hunted animals with bows and poison-tipped arrows. The Dutch farmers pushed the San to the Kalahari Desert, where they still lived as hunters. The San have yellowish-brown skin and tightly coiled black hair. They speak Khoisan languages, which are characterised by clicking sounds.



Activity 5.6.

1. Explain features of the kingdom of Great Zimbabwe.



Note to remember

☞ Great Zimbabwe was founded by the Bantu-speaking people of Shona.

☞ Shona people established an empire called Mwene Mutapa.



Self-test Exercise – 5.6.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. Great Zimbabwe was a medieval African city known for its large circular wall and tower.
2. Great-Zimbabwe was known for its gold mines.
3. The economy of the San people was animal husbandry.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I describe the different kingdoms of Southern Africa?		
Can I explain the nature of the southern African people?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		

Section 7. Africa's Intra & Inter-continental Relations



Section overview:

Dear learner, can you explain the pre-existing intra and inter contacts of the peoples of various regions in Africa? We hope you learn in this lesson. Learner is going to learn about how the pre-existing intra and inter contacts

peoples of various regions in Africa. The most important link was trade. First, they will learn about the Trans-Saharan trade. It contributed to the development of strong economic and political systems on both sides of the Sahara. The spread of Islam in Africa further strengthened the relation with peoples of Arabs. Trade contacts facilitated the exchange of ideas and technology. For example, North Africa become Arabized.

Since the mid-fifteenth century the turn of global events brought Africa into closer association with rest of the world. Europeans, especially Portugal and Spain, were determined to dominate international trade. The exploration and subsequent contact with European powers contributed to the ever-changing African economy, culture, language, politics and environment. The outcome of Afro-European contact during exploration era was the opening of the Trans-Atlantic Slave Trade.

Section Learning Competencies

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

- describe the Intra Relations among African states.
- show the major Inter-continental Relations of Africa.
- evaluate the impacts of slave trade on Africa.
- indicate routes of the Trans Saharan trade by sketching a map.
- evaluate the impact of the slave trade on Africa's development.

Intercontinental relation occurs between two or more continents, while intracontinental occurs within a continent. People who lived north and south of the Sahara Desert had a long history of irregular contact before developing the trans-Saharan trade route. Trade between these peoples became better organised after the introduction of the camel. The trans-Saharan caravan trade began regularly beginning in the fourth century as an expanded version of the pre-existing intra- and inter-regional trade among peoples of various regions in Africa. The trans-Saharan trade contributed to the development of strong economic and political systems on both sides of the Sahara. The spread of Islam in tropical Africa further strengthened the relationship with the peoples of North Africa.

The Arabs traded with societies in North and East Africa. Trade contacts facilitated the exchange of ideas. The exploration and subsequent

contact with European powers contributed to the ever-changing Africa. The outcome of Afro-European contact during the exploration era was the opening of the Trans-Atlantic Slave Trade.

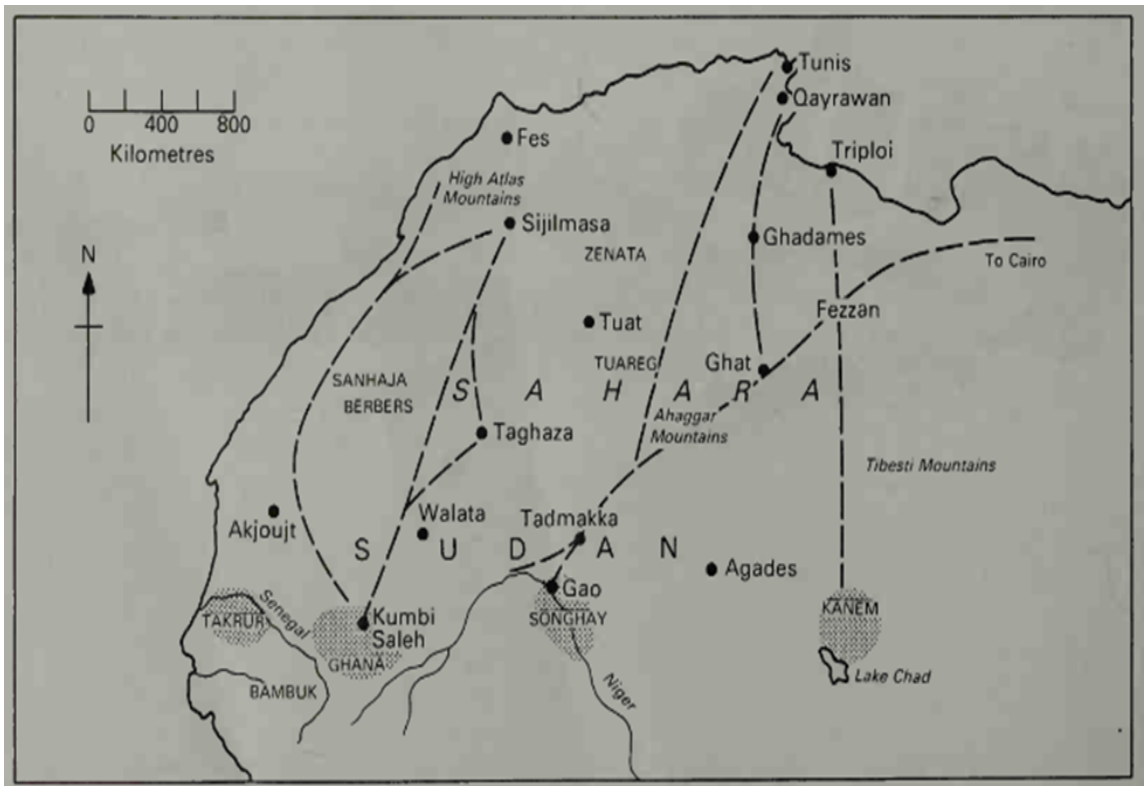
**Activity 5.7.**

1. Explain Africa's Intra-continental Relations.

- **Trans-Saharan trade**

As mentioned earlier, people across the African continent are diverse. Nevertheless, there are also some things that African peoples share in common. The trans-Saharan trade can be a good example. We are still determining when the trans-Saharan trade began exactly. Two important trade routes connected west and west-central Africa with north-central and north-west Africa. They linked the major ancient and medieval states of West Africa. The other route crossed the central Sahara and connected North Africa with the kingdom of Kanem. A sub-branch linked West Africa and Egypt. The trade routes across the desert also connected Africa with

the outside world.



Map 5. 2 Trans-Saharan trade routes (Source: Kievin Shillington, 1995)

The trans-Saharan trade network played a key role in the movement of people, materials and ideas. The important traded items of the trans-Saharan trade were gold from the regions of West Africa and salt mined in northwest Africa. In addition, enslaved people became important trade goods after the emergence of the Arabs in the 7th century AD.

The trans-Saharan trade contributed to the developing of robust economic and political systems on both sides of the Sahara. For example, the great West African empires of Ghana, Mali and Songhai became powerful because they could control the trans-Saharan trade route. In addition, the trade facilitated the spread of Islam and Islamization in West and West-Central Africa.

• Early contacts with the outside world

Due to the accessibility of the East African coast, there was wide spread interaction between it and the people from the outside world. The early contacts were mainly with Arabs, Greeks, Persians, Romans, Chinese, and

Indians, Spain and Portuguese.

What is Europe's perception of Africa? Europeans created an image of Africa that was the perverse opposite of Europe's. By comparison with and in contrast to this image, Europe's general superiority would be self-evident. Europe's idea of itself was thus predicated on its image of Africa.

Since the mid-fifteenth century, the turn of global events brought Africa closer to the rest of the world. Europeans, especially Portugal and Spain, were determined to dominate international trade. To this end, both countries sponsored navigators. The exploration and subsequent contact with European powers enormously contributed to the ever-changing African economy, culture, language, politics, and environment. The outcome of Afro-European contact during the exploration era was the opening of the Trans-Atlantic Slave Trade.



Activity 5.8.

1. Explain why did Europeans consider Africans uncivilised.



Note to remember

- ☞ *In the mid-fifteenth century Portugal and Spain were dominant in international trade.*
- ☞ *The spread of Islam in tropical Africa further strengthened the relationship with the peoples of North Africa.*



Self-test Exercise – 5.7.

Part I: Write 'True' if the statement is correct and write 'False' if the statement is incorrect.

1. Intercontinental relation occurs within one continent.
2. The Arabs trade with societies in North and East Africa facilitated the exchange of ideas.

3. The trans-Saharan trade contributed to the development of strong economic and political systems on both sides of the Sahara.



Check List: Dear learner, we hope you enjoyed working on this section. Now it is time to check your understanding. Read each question and put a tick (✓) mark either in the 'Yes' or 'No' box.

Activities	Yes	No
Can I describe the Intra Relations among African states?		
Can I show the major Inter-continental Relations of Africa?		
Can I evaluate the impacts of slave trade on Africa?		
Can I indicate routes of the Trans Saharan trade by sketching a map?		
Can I evaluate the impact of the slave trade on Africa's development?		
Dear learner, did you mark any box under the 'No' column? If so, please look at the corresponding item to the left and go back to your text and read about it.		



Unit Summary

Africa is a vast continent inhabited by peoples who speak various languages that belong to Niger-Congo, Afro-Asiatic, Nilo-Saharan and Khoisan.

Indeed, all languages spoken in Africa are not native to the continent. Arabic, English, French, Spanish, and Portuguese are a few.

Before 1500 AD, several historical developments occurred in different parts of Africa. Consequently, some big Islamic empires were established in the northern African region.

In North Africa, Egypt became great under the Turkish origin Mamluk rule, who founded the dynasty that ruled Egypt from 1250 to 1517. However, the Funj state was a loosely united sultanate and continued to exist until Egypt conquered it in the 1820s. During Mamluks, Ethio- Egyptian relations were full of conflicts. Like the Mamluks, the Fuji sultanate fought against the Christian kingdom of Ethiopia due to rivalry over trade routes.

After politico-religious rivalries in the 11th century, there was a revival of Islam in North Africa. This was also followed by the expansion of the West African Empires. By controlling the Trans-Saharan trade, several small states grew into powerful empires in western Africa: Ancient Ghana, Mali, Songhay, Hausa States and Kanem Bornu. In southern Africa, the civilization in great Zimbabwe was of a high standard. After 1450 AD, the Rozwi clan kings of the Shona people established an empire called MweneMutapa.

Nevertheless, the Portuguese conquered Mwene Mutapa in the late sixteenth century. The trans-Saharan trade contributed to the development of robust economic and political systems on both sides of the Sahara. The spread of Islam in tropical Africa further strengthened the relationship with the peoples of North Africa. Africa has maintained relations with the outside world since ancient times. The most important link was trading. Next, the introduction of Christianity and Islam to Africa shaped Africa's relations with the outside world. Europeans, especially Portugal and Spain, were determined to dominate Africa. Most of the kingdoms and empires of Africa came to an end in the sixteenth century, which was also when the Atlantic slave trade began.



Unit Self-Assessment Exercise

Part I: True/ False Item. Write TRUE if the statement is correct and FALSE if it is not correct.

1. All languages spoken in Africa are foreign to the continent.
2. Mamluk rulers founded their dynasty from 1250 to 1517 in Egypt.
3. Several small states in the Saharan region grew into powerful empires by controlling the Trans-Saharan trade.
4. Spain and France were the first countries determined to dominate Africa.

Part II: Match items under column “A” with those under “B” .

A

1. Mansa Musa
2. Kano
3. Mwene Mutapa
4. Khoisan

B

- A. The first phase of the Atlantic slave trade
- B. Hausa city-state
- C. King of Mali Empire
- D. King of Songhai empire
- E. Language spoken by the Khoi-Khoi and San people
- F. Great Zimbabwe

Part II: Multiple Choice Item. Choose the **correct** answer

1. The main factor that contributed to the greatness of Ghana was _____.
 - A. The trans-Saharan trade
 - B. The trans-Atlantic trade
 - C. Tax income
 - D. Agricultural
2. Between 969 and 1171 Egypt was ruled by _____.
 - A. Fatimids
 - B. the British
 - C. Mamluks
 - D. Ottoman Turks
3. The European country that reached the Congo first was _____.
 - A. Germany
 - B. Spain
 - C. Portugal
 - D. Belgium
4. The Khoi-Khoi people mainly practiced:
 - A. hunting
 - B. cattle breeding
 - C. fishing
 - D. farming



POSSIBLE ANSWERS FOR ACTIVITIES, SELF -TEST EXERCISE AND UNIT REVIEW QUESTIONS

UNIT ONE

Possible Answers for Activities

Activity 1.1

1. Prehistory refers to the time before people invented the writing system. History is the discipline that studies the chronological record of events (affecting a nation or people) based on a critical examination of source materials and usually presenting an explanation of their causes. The difference between History and Prehistory is explained here in brief. Prehistory studies past events before human society started to keep records. Human prehistory is the period between using the first stone tools and the invention of writing systems. History is the study of the past, starting from the period when the writing system was introduced, and written records were maintained.
2. The term Istoría is derived from the Greek word, which means “inquiry” or “an account of one’s inquiries.”

Activity 1. 2.

1. A fact is a statement that can be proven to be true or false. An opinion, on the other hand, expresses a personal belief, viewpoint, or emotion. Because opinions are subjective, we cannot prove or disprove them. Opinions often include qualifying words and phrases such as I think, I believe, probably, seems to be, may, might, could, ought, in my judgment or view. Also, look for expressions of approval or disapproval, such as good, bad, poor, and satisfactory. Be aware of superlatives such as greatest, worst, finest, and best. Also, identify generalizations such as none, every, always, and never.

Activity 1.3

1. We all live in the present and plan for the future – but how do we understand where we’re going and what progress looks like? To know exactly where you’re going, you must first understand your origins. For that, you need an appreciation of history.
2. Knowing the past enables someone to understand the present and

to foresee future developments. It also helps us to have a broad understanding of national and international issues, including democratic principles and nationalism. In addition, supports learner in searching for the importance of history and its interpretation.

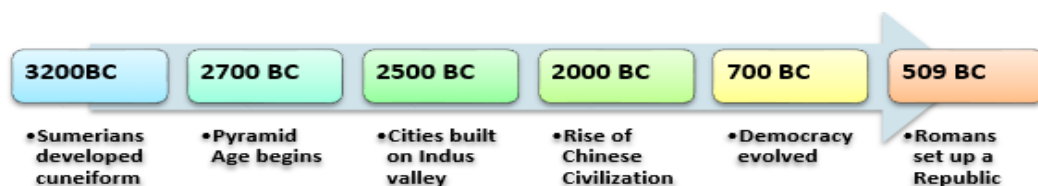
Activity 1.4

1. A decade refers to a period of ten years. A century is a period of one hundred years whereas millennium refers to a period of thousand years.
2. Christianity arrived in 4th century AD and Islam arrived in the 7th century AD in Ethiopia. For detail refer unit three in the textbook about the arrival of Christianity and Islam in to Ethiopia.

Activity 1.5

1. The following historical events are arranged in chronological order from ancient to recent.
 - A. Sumerians developed cuneiform c. 3200BC
 - B. Pyramid Age begins c. 2700 BC
 - C. Cities built on Indus valley c. 2500 BC
 - D. Rise of Chinese Civilization c.2000 BC
 - E. Democracy evolved after 700 BC
 - F. Romans set up a Republic 509 BC

The historical timeline of the above events is the following



Activity 1.6

1. Human evolution is the lengthy process of change by which people originated from apelike ancestors. Scientific evidence shows that the physical and behavioural traits shared by all people originated from apelike ancestors and evolved over a period of approximately six million years. There are two major opposing theories on the origin of human beings. These are the creationist and the evolutionist (scientific) theories. The creationist view advocates the notion that man, including all living things, was created by God or a supernatural being.

2. Homo habilis, Homo erectus and Homo sapiens

Activity 1.7

1. The fact that East Africa has produced a large number of hominid fossils ever found, some dating back over 3.5 million years ago. Teacher, help learner to write a report on why east Africa is important for the study of human origin.
2. Show the major archaeological sites in Africa using map. And then, help them to sketch the map archaeological sites in Africa.

Activity 1.8

1. Just as people do today, Palaeolithic people used technological innovations, including stone tools, to change their physical environment. The technology available at the beginning of human history was quite simple. It consisted primarily of the ability to make stone tools. Early people used very hard stones, such as flint, to make such tools. They used one stone to chip away parts of another, creating an edge. Hand axes of various kinds—pointed tools with one or more cutting edges—were the most common. Eventually, axes were set into wooden handles, making them easier to use. By attaching wooden poles to spear points and hardening the tips in fire, humans created spears to kill large animals. Over time, tool technology evolved, and ever-smaller stone points and blades were made. Near the end of the Paleolithic period, there was evidence of such refined tools as bone needles. Needles formed from animal bones could be used to make nets and baskets and even sew hides together for clothing. The first tools served a variety of purposes. Humans used stone weapons to kill animals and butcher their meat. Other sharp-edged tools were used to cut plants, dig up roots, and cut branches to build simple shelters. Scraping tools were used to clean animal hides for clothing and shelter.

Activity 1.9

1. Stone Age is a prehistoric cultural stage characterized by the making and using of stone tools. The Stone Age, whose origin coincides with the discovery of the oldest known stone tools: is usually divided into three periods –Paleolithic, Mesolithic and Neolithic – based on the degree of sophistication in the fashioning and use of tools. The Paleolithic age was the longest of the stone ages, whereas the Mesolithic age was a

transitional period to Neolithic Age. During the Paleolithic period, early human beings made the first crude stone tools known as hand – axes, lived in caves, and discovered fire. They also began to use language. During the Mesolithic age, stone tools were slightly improved while in the Neolithic period, agriculture was introduced and transformed the lives of Neolithic people.

2. A civilization is a complex culture in which large numbers of human beings share a number of common elements. Historians have identified the basic characteristics of civilizations. Six of the most important characteristics are cities, government, religion, social structure, writing, and art.

Activity 1.10

1. Society is wider in scope than the State. Society is prior to State. The state is a politically organized unity of the people; Society is a natural unity of people bound together in social relationships.
2. Various theories describe the origin of state. One of these theories is related to religion. The other is related to agriculture and trade, through which social consensus was established and led to the emergence of the state. Others insist that force (war) was the factor for the emergence of the state.

Self –Test Exercise

Possible Answers for Self –Test Exercise -1.1.

Part I: True/False Items

1. False
2. True
3. False

Part II: Multiple-Choice Items

1. E
2. A

Part III: Short Answer

3. The main difference between history and other disciplines is that history is the study of humans' interaction with the natural environment in the past. However, the other disciplines do it in the present.
4. The main difference between fact and opinion is that fact is a statement that can be proven with supporting information. On the other hand, an opinion is what a writer believes based on his or her viewpoint. History writers can keep their opinions with facts, but an opinion is something that cannot be proved.

Possible Answers for Self –Test Exercise -1.2.

Part I: True/False Items

1. True
2. True
3. False

Part II: Multiple Choice Items

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

Possible Answers for Self –Test Exercise 1.3

Part I: True/False Items

1. False
2. True
3. False

Part II: Multiple Choice Items

1. D
2. B

Possible Answers for Self –Test Exercise -1. 4.

Part I: True/False Items

1. True
2. False
3. True

Part II: Multiple Choice Items

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

Possible Answers for Self –Test Exercise -1. 5.

Part I: True/False Items

1. False
2. True
3. True

Part II: Multiple Choice Items

1. A
2. C

Possible Answers for Self –Test Exercise -1. 6.

Part I: True/False Items

1. False
2. True
3. True

Part II: Short Answer

1. State is a politically organized body of people occupying a defined territory with an organized legitimate government and free from all forms of external control to exercise its sovereignty within its area of rule.

Possible Answers for Unit 1 Review Questions

Part I: True/False Items

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

Part II: Multiple Choice Items

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

Part III: short answer

1. Studying history aims to help learner understand the present social, political, religious and economic conditions of the people. The present

is, in fact, the child of the past. It is a development of the past. Without the knowledge of history, we cannot have the background of our religion, customs, institutions, administration, etc. Our present conditions are thus the result of past problems. In addition, the study of history is very important to our society. It:

- satisfies man's instinct of curiosity about the lives lived by our forefathers
 - and stresses the continuity of human consciousness from generation to generation.
 - enables us to know the truth about the past by sifting facts from myths, legends, or fairy tales
 - helps people to know their places of origin and relationship with others people's environment.
 - Through the study of history, we can understand contemporary economic and political problems of a nation.
2. Archaeologists have found startling evidence of early human beings in East Africa in the last few decades. In 1959, Mary and Louis Leaky found pieces of bone embedded in ancient rock at Olduvai Gorge in Tanzania. In 1974, Donald Johansson found the oldest complete human skeleton in Ethiopia. He named his find "Lucy" after a Beatles song. Because of such evidence, scientists think the earliest people lived in East Africa. Later, their descendants migrated to Europe and Asia. In time, people reached the Americas, Australia, and the islands of the Pacific.
 3. The oldest theory about the origin of the state is the divine origin theory. It is also known as the theory of religion. The exponents of this theory believe that the state did not come into being by any effort of man. The King who rules over the state is an agent of God on earth. So, the state is created by God. Another early theory of the origin of the state is the theory of force. The exponents of this theory hold that wars and aggressions by some powerful tribes were the principal factors in the creation of the state. They rely on the saying "war created the ruler" as the historical explanation of the origin of the state. The most famous theory concerning the origin of the state is the social contract theory. The theory tells that the state came into existence out of a contract

between the people and the sovereign at some point. According to this theory, there were two divisions in human history – one period is before the establishment of the state, called the “state of nature,” and the other is one subsequent to the foundation of the state, called the “civil society”. The state of nature was bereft of society, government and political authority. There was no law to regulate the relations of the people in the state of nature.

Unit Two

Possible Answers for Activities

Activity 2.1

1. The many achievements of the ancient Egyptians include: the building of monumental pyramids and temples; a system of mathematics, a practical and effective system of medicine, irrigation systems and agricultural production techniques.

Activity 2.2

1. Show on the map, illustrated in the textbook for that purpose, where ancient Egyptian and Nubian civilizations are located.
2. They developed a solar calendar of 365 days that modern society uses today. Egyptian hieroglyphs, along with cuneiform, gave birth to English alphabets we use today. Ancient Egyptians laid the foundations for internal medicine due to their experience in mummification. African contribution to civilization in burial methods such as mummification is worth mentioning. Human burial is an important part of every society, and the development of mummification as a way of burying humans shows the evolution of cultural thought in relation to the concept of death. The African contribution to medicine, specifically surgical procedures, also deserves to be noted. Civilization in Africa is also evident in the field of mathematics. The African contribution to the Iron Age is also significant and is another aspect of African Civilization that spread worldwide. Africa did not even have a Bronze Age and went from the Stone Age straight into unique iron. Africa's buildings and monuments stand as witnesses of Civilization in Africa in the field of Architecture in Ancient Times.

Activity 2.3

1. Mesopotamia housed some of the world's most ancient states

with highly developed social complexity. Mesopotamian people developed many technologies, including metalworking, writing system, textile weaving, pottery, agriculture, and irrigation. They were also one of the first Bronze Age people in the world.

Activity 2.4

1. The Great Wall of China is a series of fortifications built across the historical northern borders of ancient Chinese states and Imperial China to protect against nomadic groups from the Eurasian steppe. Several walls were built as early as the 7th century BC. We can learn from this that ancient states like China built a large walls along their borders mainly for protection and to defend their territories. Such a tradition of the construction of walls was also known in many parts of Ethiopia. Example: the Harar Jegoule, king Halala Kella (fortification in local term), etc.

Activity 2.5

1. The more we learn about Inca, Maya and Aztec cultures, the more we can appreciate what was special about each of them. The Mayas, for example, made notable advances in writing, astronomy, and architecture. Both the Mayas and the Aztecs created highly accurate calendars. The Aztecs adapted many ideas from earlier groups, including their calendars and pyramids. The Aztec system of writing used both glyphs and pictographs. The Incas showed great skill in engineering and in managing their huge empire. The Incas' greatest technological skill was engineering.
2. Art was an important part of Aztec life. They used some forms of art, such as music, poetry, and sculpture, to honour and praise their gods. Other forms of art, such as jewellery and featherwork, were worn by the Aztec nobility to set them apart from the commoners.
3. The Spanish destroy Mayan culture in 1532 AD.

Activity 2.6

1. Greek culture influenced the Roman Empire and many other civilizations and continues to influence modern cultures today. For example, the Greeks made important contributions to philosophy, mathematics, astronomy, and medicine. Literature and theatre were important aspects of Greek culture and influenced modern drama.

2. Athens and Sparta, among the city-states of Greek, have the most historic contribution to the present world in terms of government, politics, the Olympics, marathon, military ... etc.

Activity 2.7: help learner to think critically about peace education

The Romans developed the principle that people should be ruled by law rather than by leaders' wishes. Law is a code of conduct and rights recognized by society. It provides social control, order, and justice, enabling people to know their rights and responsibilities. Law is also the cornerstone of a constitutional government, helping to ensure justice and fair treatment of all citizens. "Where law ends, tyranny begins," said William Pitt, an English leader in 1770.

The rule of law is key to coordinating peace-building activities. Finally, the prevalence of the rule of law entails the peaceful transfer of political power. **A case study: Laying foundation for Republic (dear teacher, use this idea as guide in the answering question)**

Around 451-450 BC, a group of judges posted 12 tablets in Rome's main forum or marketplace. According to legend, the common people of Rome had demanded that the laws be written down for all to see so that they would then know their rights. As they were called, the Twelve Tables remained in effect for almost 1,000 years. When Roman armies conquered other nations, they brought their laws with them. By 120 AD, Roman law governed the entire Mediterranean world. The Romans developed important legal principles: the law applied to all people regardless of wealth or power, and people should be ruled by law rather than the whims of their leaders. In 533-534 AD, the Byzantine emperor Justinian consolidated all Roman law into a single written code. The Justinian Code, The Body of Civil Law as properly named, became the foundation of today's civil law system. (Jackson J. Spielvogel, 2005, Glencio World History (Glencio / McGraw-Hill School Company), p.13.

Activity 2.8

1. The main difference between the Roman Republic and the Roman Empire was that the former was a democratic society and the latter was run by only one man. Also, the Roman Republic was in an almost constant state of war, whereas the Roman Empire's first 200 years were relatively peaceful.

2. Rome left behind an important legacy, that is, what Rome passed on to the world in its culture and institutions. Some of the most important ones include the following:
- The Latin Language. Latin developed into the “Latin languages” of Europe and Latin America.
 - Latin literature, authors like Cicero, Caesar (he wrote the history of his own wars) and the poets Vergil, Horace and others.
 - Roman law, which was revived in the European Middle Ages.
 - The Julian calendar, introduced by Julius Caesar, on which the present Gregorian calendar is based.

Activity 2.9

1. Monotheism is the doctrine or belief that there is but one God.
2. People were attracted by the ideals of Christianity, such as “equality of men before God”, which appealed especially to the poor and oppressed. The Christian missionaries travelled and preached through the Roman Empire. The early Churchmen displayed courage, sincerity and ability in their deeds. People were impressed by many early Christians, who, rather than renounce their faith, suffered persecution and died as martyrs. Thus, Christianity continued to grow stronger and gain converts.

Self –Test Exercise

Possible Answers for Self –Test Exercise -2.1.

Part I: True/False Items

1. True
2. False
3. True

Part II: Matching Items

1. B
2. A

Possible Answers for Self –Test Exercise -2.2.

Part I: Multiple Choice

1. A
2. B

Part II: Matching Items

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

Possible Answers for Self –Test Exercise -2.3.

Part I: True/False Items

1. True
2. True
3. False

Part II: Fill Blank Space.

1. 1521.
2. Mexico

Possible Answers for Self –Test Exercise -2.4.

Part I: True/False Items

1. True
2. True
3. False

Part II: Short Answer.

1. Rome left behind an important legacy, which it passed on to the world in its culture and institutions. Some of the most important ones include the following:
 - The Latin Language. Latin developed into the “Latin languages” of Europe and Latin America.
 - Latin literature, authors like Cicero, Caesar (he wrote the history of his wars) and the poets Vergil, Horace and others.
 - Roman law was revived in the European Middle Ages.
 - The Julian calendar, introduced by Julius Caesar is the base for the current Gregorian calendar.
2. The main difference between the Roman Republic and the Roman Empire was that the former was a democratic society, and the latter was run only by one man. Also, the Roman Republic was in an almost constant state of war, whereas the Roman Empire's first 200 years were relatively peaceful.

Possible Answers for Self –Test Exercise -2.5.

Part I: True/False Items

1. False
2. True
3. True

Part II: Blank Space

1. Christianity
2. Constantine

Possible Answers for Unit 2 Review Questions

Part I: True/False Items

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

Part II: Matching Items

1. E
2. H
3. G
4. F
5. C

Part III: Multiple Choice Items

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

UNIT THREE

Possible Answers for Activities

Activity 3.1.

1. Tracing the race of people is very difficult compared to language or culture for various reasons. Race is a biological factor that is naturally given, while culture is a dispositional factor that can be learned. Species of *Homo erectus* spread out to the rest of the world: first to Africa, then Eurasia and later to the Western Hemisphere. On their way, they conducted a constant struggle to master the natural environment that has different features. The struggle to master the natural environment and the movement from one part of the globe to another is a constant phenomenon of human beings.

This constant struggle of humans in different geographical settings created different cultures, the sum of learned and socially transmitted behaviour. The expeditions to obtain raw materials and competition for scarce natural resources have increased the distance people had to travel from their original place over time.

Then, the initial medium of communication diversified over time in such a way as to produce the multiplicity of languages that we see in the world today. Similarly, the Horn is marked by ethnic and linguistic diversity. Estimates of the number of languages in the region are as high as 100. Nevertheless, there is a considerable interrelationship among these seemingly diverse languages.

Activity 3.2

1. Indigenous religions, Judaism, Christianity and Islam.

Activity 3.3

1. Addi-Seglemani: is located 10 kms southwest of Aksum, where a stone slab is fetched, and the oldest Ethiopian monumental inscription is discovered. These sites were initiated by the Habashat and Agazi tribes who migrated to Ethiopia from Saudi Arabia.
2. Looking at any map of Africa, it is easy to understand that Ethiopia is geographically located at the centre of the Horn of Africa. The Ethiopians have tried to establish formal relations with the outside world since ancient times. Ethiopia played an active role in regional and global politics and

continued to do so even before Aksum.

Activity 3.4.

1. The Kingdom of Aksum is notable for a number of achievements, such as its own alphabet, the Ge'ez alphabet. The architectural legacy observed from the giant obelisks. Known for its monumental obelisk, Axum became one of the important centres for tourist attraction. Due to their historical value, UNESCO added Axum's archaeological sites to its list of World Heritage Sites. Under Emperor Ezana, Aksum adopted Christianity, which gave rise to the present-day Ethiopian Orthodox Tewahedo Church and Eritrean Orthodox Tewahdo Church. With its position next to the Red Sea, Axum became a major centre for international trade by then.
2. Refer to the introduction to Christianity from the lesson given above. For instance, Christianity was introduced 4th century AD during Aksumite king Ezana.

Activity 3.5. Critical thinking:

1. This question is designed to develop learner's life skills in valuing their society and decision-making. Let learner know the place of Ethiopia among the world's great civilizations in terms of historical achievements. Consider the following points to enable learner to value Ethiopia's role and place among the world's great civilizations. Until the late 19th century, Christian influence on African architecture was minimal, except for the remarkable rock-hewn churches of Lalibela, Ethiopia.
2. The Zagwe dynasty is renowned in Ethiopian history for its remarkable architectural achievement. This was the technology for building the monolithic rock-hewn Churches. The aim was to reproduce the holy city of Jerusalem in the mountains of Wag and Lasta and to discourage pilgrims from journeying to Jerusalem. The Zagweans left their deepest imprint in history by constructing eleven monolithic rock-hewn churches. It was built during Lalibela, who was one of the most famous among Zagwean kings. Thenceforth, the churches were called as Laibala churches. The capital, Roha (Adefa), was renamed Lalibala and continues today. The churches are regarded finest architectural achievements of the world. That is why UNESCO has recognized them as part of the world's cultural heritage. The Zagwe kings were further

distinguished from the Aksumite kings in that they did not belong to the same ethnic and linguistic group as the Aksumites. These kings were, therefore, strongly opposed by the supporters of Aksumite rulers. Tigray and Amhara, who saw themselves as heirs to Aksum, denied the Zagwe to stay in power.

Activity 3.6

- The introduction of Islam to Ethiopia led to the formation of sultanate of Shewa in the ninth century AD. In the 13th century A.D the Ifat ousted the sultanate of Shewa.

Self –Test Exercise

Possible Answers for Self –Test Exercise -3.1.

Part I: True/False Items

1. True
2. False
3. False

Part II: Multiple Choice Items

1. C
2. B

Possible Answers for Self –Test Exercise -3.2.

Part I: True/False Items

1. True
2. True
3. True

Part II: Short Answer

1. Abuna Salam
2. The Red Sea in the north, the Gulf of Aden in the, east and the Indian Ocean in the southeast.

Possible Answers for Self –Test Exercise -3.3.

Part I: True/False Items

1. False
2. True
3. False

Part II: Short Answer

1. First, Succession problem to the throne among the Zagwe princes. Second, there had been strong opposition to the Zagwe kings throughout their rule from the regions of Tigray and Amhara.
2. Sultanate of Shawa

Possible Answer for Unit 3 Review Questions

Part I: Matching Items

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

Part II: Multiple Choice Items

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

UNIT FOUR

Possible Answers for Activities

Activity 4.1

1. Feudalism is a social system that existed in Europe during the Middle Ages in which people worked and fought for nobles who gave them protection and the use of land in return.
2. Feudalism appeared in Western Europe during the Dark Ages. Societies became rural. Political fragmentation took place. The only two large empires that were found were the Carloginian Empire (481 – 882) and the Holy Roman Empire (962 – 1806). However, these were in no way equal to the old Roman Empire. Arab and Northern invasions greatly troubled Western Europe.

Activity 4.2

1. Islam spread through military conquest, trade, pilgrimage, and missionaries. Arab Muslim forces conquered vast territories and built imperial structures over time. The caliphate, a new Islamic political structure, evolved and became more sophisticated during the Umayyad and Abbasid caliphate.



Activity 4.3

1. The Chinese created the Mandate of Heaven: the idea that there could be only one legitimate ruler of China at a time and that this ruler had the blessing of the gods. They used this Mandate to justify their overthrow of the Shang and their subsequent rule. Therefore, the idea

of rebellion is discouraged. It also helped them to a peaceful transfer of political power.

Activity 4.4

1. Early capitalism relied on individual entrepreneurship to organize productive activities, and businesses flourished as outputs were consumed and traded. Capitalism, undoubtedly, is a major driver of innovation, wealth, and prosperity in the modern era. In addition, competition and capital accumulation incentivize businesses to maximize efficiency, which allows investors to capitalize on that growth and consumers to enjoy lower prices on a wider range of goods.

Activity 4.5

1. They sponsored for the sake of their economy, religion and glory. They wanted to improve their economy by acquiring more spices, gold, and better and faster trading routes. Also, they believed in the need to spread their religion, Christianity. For example, in 1497, Henry VII of England sponsored an expedition to the New World headed by John Cabot.

Activity 4.6

1. The Renaissance profoundly influenced the development of modern society, culture, and, since it is a natural extension of both, artistic expression. Introducing a new realism allowed the common person to enjoy tales, and this tradition has continued in today's society.

Activity 4.7

1. The Protestant reformers broke away from the Catholic Church, protesting against what they considered to be malpractices in the Catholic Church. These were corruption and immorality. They were also against the great powers exercised by the papacy. Monarchs and princes of some European national states and the peasants of Germany supported the Protestant movement.
2. The Peace of Westphalia ended the Thirty Years' War in 1648. It stated that all German states, including the Calvinist ones, should determine their own religion. The states that made up the Holy Roman Empire were recognized as independent states, ending the Holy Roman Empire as a political entity. It helps to prevent the detrimental effects of unresolved international trade conflicts and to mitigate the imbalances between

stronger and weaker players by having their disputes settled based on rules rather than having the power to determine the outcome.

Activity 4.8

1. The first steam engines were invented by Savry (1698) and Newcomer (c.1705-1711). James Watt (1782-84) improved the steam engines and adopted for operating all kinds of machinery, including machines in factories.

Self –Test Exercise

Possible Answers for Self –Test Exercise -4.1.

Part I: True/False Items

1. False
2. True
3. True

Part II: Short Answer

1. Agriculture, trade and crafts.
2. Feudalism

Possible Answers for Self –Test Exercise -4.2.

Part I: True/False Items

1. True
2. False
3. False

Part II: Short Answer

1. Osman or Othman.
2. Dynastic cycle was practiced in China. When a new dynasty took power, it used to be strong, ruled well and had the support of the people. However, when it became corrupt and weak and lost the support of the people, it would lose the “mandate of Heaven”, meaning its authority and legitimacy to rule China.

Possible Answers for Self –Test Exercise -4.3.

Part I: True/False Items

1. False
2. True

Possible Answers for Self –Test Exercise -4.4.

Part I: True/False Items

1. False
2. True
3. False

Part II: Short Answer

1. a) European interest in long-distance trade and new inventions like the compass. b) In addition, the development of better maps and ships and the growing interest in geographical knowledge fueled the idea of exploration. c) Prince Henry, the Navigator (1394-1460) of Portugal

and Queen Isabella (1451-1504) of Spain, who supported the voyages of explorers, also inspired the exploration. They sponsored voyages for the sake of their economy, religion, and glory. Spain and Portugal led the exploration and discoveries in the 15th and 16th centuries. Holland, Britain, France, and Russia closely followed them.

2. Spain

Possible Answers for Self –Test Exercise -4.5.

Part I: True/False Items

1. False
2. False
3. True

Part II: Short Answer

1. a) The study of ancient Rome and Greek languages, literature, arts and the use of reason. b) The support of freedom of thought and questioning mind. c) The use of the vernacular, or the national language such as the Italian and the English language rather than Latin in writing

Possible Answers for Self –Test Exercise -4.6.

Part I: True/False Items

1. False
2. False
3. True

Possible Answers for Self –Test Exercise -4.7.

Part I: True/False Items

1. False
2. True
3. False

Possible Answer for Unit 4 Review Questions

Part I: True/False Items

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

Part II: Matching Items

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

Part III: Multiple Choice Items

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

Part IV: Fill the Blank Space

1. Janissaries
2. 500 AD to 1000 AD
3. Portuguese and Spanish
4. Martin Luther

UNIT FIVE

Possible Answers for Activities

Activity 5.1, from case study in the textbook:

1. Five
2. English is an imported language, whereas Afan-Oromo, Amharic, Somali, and Swahili are native to Africa.

Activity 5.2

1. Between 969 and 1171 AD, Egypt was ruled by a dynasty called Fatimid. The Fatimid declared Egyptian independence from the rule of Baghdad in 969 AD. The Mamluks finally took power militarily and founded their own dynasty. This dynasty ruled Egypt from the thirteenth to the sixteenth centuries. The founders of Funj were cattle keepers and horsemen from the southern part of upper Nubia in the present-day Republic of Sudan. By the beginning of the sixteenth century, the people of Funj accepted Islam and established their capital, Sennar.

Activity 5.3

1. Islam promoted trade between West Africa and the Mediterranean. The religion developed and widened the trans-Saharan Caravan trade. The trade enriched the West African and Muslim traders. North African Muslims came in their numbers and settled in the commercial centres.

Activity 5.4

1. The development of such major Sudanic kingdoms and empires as Ghana, Mali, Songhai, the Hausa states, and Kanem-Bornu along the southern fringes of the Sahara had a number of important consequences for the history of western Africa as a whole.
2. Rapidly growing trade brought a lot of wealth and power to West Africa just as the Ghana Empire was getting its start. The Ghana Empire, in particular, grew rich from the trans-Sahara trade. It certainly helped that the empire had control over the three major gold fields to the south of them.

Activity 5.5

1. The Swahili civilization is an example of cultural diffusion that formed from the interaction between Arabic, Persian and Bantu traditions. Several

Muslim independent city-states flourished along the Swahili Coast. They were directly connected to the long-distance trade network of the Indian Ocean since the 8th century. After the rise of Islam, the region received a great impetus from Muslim Arabic-speaking merchants who married into local ruling families. Subsequently, the language and culture were developed quite African but with Islamic and Arabic influences. This generally mixed Bantu-Arab stocks, their language and culture referred to as Swahili meaning “coasters” in Arabic. Swahili has now remained the common language in East African countries.

Activity 5.6

1. Great Zimbabwe was a medieval African city known for its large circular wall and tower. It was part of a wealthy African trading empire that controlled much of the East African coast from the 11th to the 15th centuries C.E. With an economy based on cattle husbandry, crop cultivation, and the trade of gold on the coast of the Indian Ocean, Great Zimbabwe was the heart of a thriving trading empire from the 11th to the 15th centuries.

Activity 5.7

1. An intra-African relation is critical to the development of the respective African states in particular, and the continent in general. At the political and security end of the relations, African states need each other to reinforce political stability and security in the region. As a result of the porous borders within Africa, and governments' inability to secure those borders, positive relations between neighbouring states are critical to stability and development in the region. It is often the case that most serious threats of states within Africa start from the fringes of those states. Thus, collaborative effort by neighbouring states to ensure the establishment of effective democratic political systems and good governance is imperative. These relations could also have some security benefits as states watch out for their neighbours and disrupt any rebel activities across their common borders.

Activity 5.8

1. Europeans created an image of Africa that was the perverse opposite of Europe's— its mirror image. Europe's general superiority would be self-evident by comparison with and in contrast to this image. Europe's

own idea of itself was thus predicated on its image of Africa.

Self –Test Exercise

Possible Answers for Self –Test Exercise -5.1.

Part I: True/False Items

1. False 2. True 3. False

Part II: Multiple Choice Item

1. D.

Possible Answers for Self –Test Exercise -5.2.

Part I: True/False Items

1. True 2. False 3. True

Possible Answers for Self –Test Exercise -5.3.

Part I: True/False Items

1. True 2. True 3. True

Possible Answers for Self –Test Exercise -5.4.

Part I: True/False Items

1. True 2. True 3. False

Possible Answers for Self –Test Exercise -5.5.

Part I: True/False Items

1. False 2. True 3. True

Possible Answers for Self –Test Exercise -5.6.

Part I: True/False Items

1. True 2. True 3. False

Possible Answers for Self –Test Exercise -5.7.

Part I: True/False Items

1. False 2. True 3. True

Possible Answer for Unit 5 Review Questions

Part I: True/False Items

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

Part II: Matching Items

1. C 2. A 3. C 4. E

Part III: Multiple Choice Items

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



Written Assignment

Dear learner, this part reminds you have a written assignment. You tutor will give you as of you have finished this module. Therefore, you have to write your assignment according to the instruction given and send it.

GLOSSARY

- Abbaa** -----father, master of a ceremony/ religion.
- Abbaa Gadaa**-----Prime Councilor, Master of Gadaa period, Gadaa leader
- Abbaa Muudaa** -----father of anointing
- Abba Duulaa**-----commander in chief
- Balabbat** -----hereditary owner of rist land; or is an appointee at district level by the state to serve as subordinate land administrator or local land lord.
- Balambaras** -----‘head of the amba’ a low-level administrative title.
- Butta ceremony**-----the ceremony occurred every eight years by the Oromo, when power transferred from one Gadaa grade to the next.
- Chaffe**-----the Oromo Gadaa assembly.
- Dajäzmäch**-----a higher warrior title of the Amhara.
- Etege** -----equivalent to Queen
- Fitäwräri** -----a warrior title literally means “leader of the vanguard army.”
- Gäbbar**-----tribute paying peasants either in kind or many.
- Gadaa** -----an Oromo indigenous, traditional socio-political system through which the Oromo society exercise self-governance
- Geber** -----agrarian tribute, invariably paid in kind, tax
- Gult** -----is a right given to an official to share in the produce of the peasantry.
- Guddifacha**-----a form of parent adopting a child Oromo family.
- Grazmach** ----- a warrior title of the Amhara literally means “left leader”.
- Jabarti**-----the Ethiopian Muslim merchants of the 19th the and early 20 centuries.
- Janissaries**----- a member of the Turkish infantry forming the Sultan’s guard between the 14th and 19th centuries.
- Kawo** ----- Tittle for King of Wolaita, Gamo and other Omotic people
- Luwa**----- is an age grade system of Sidama where each grade

rotates every 8 years

Mannor ----- Villages during the medieval European

Moggasa -----was a system of adopting non-Oromo community into Oromo.

Odaa ----- a sycamore tree chosen for the performance of religious rituals as well as political actions.

Nagadras -----head of merchant, later chief government official in charge of the collection of customs.

Negus ----- King.

Qaalluu ----- Oromo religious leader. He leads ritual performances and prayers, anoint the participants as a religious piety. His gosa and he are believed to be the 'eldest'. He is seen as a custodian of the waqeffanna and the guardian of the harmonious functioning of the Gadaa system.

Qannazmach -----an Amharic warrior title literally means "right leader", or commander of the right.

Ras ----- 'head', the highest traditional title next to negus.

Rist -----a lineage system of land ownership, giving usufruct right to the claimant; in the 20th century, and rist assumes the meaning of absolute private property.

Tato----- tittle for King of Kafa and Yem People

Serra ----- a set of cultural norms regulating the social structure of the society among Cushitic peoples (Law).

Woma -----Tittle for King among Kambata, Sidama, Tambaro, Halaba and others

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