MESSAGE FROM THE MINISTER OF EDUCATION

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

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

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

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

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

Hon. E. Othello Gongar
MINISTER
INTRODUCTION

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

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

AIMS AND OBJECTIVES

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

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

**PERIOD:** I

**GRADE:** 10

**TOPIC:** AFRICAN HISTORY - INTRODUCTION

**SPECIFIC OBJECTIVES:**

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students should be able to: | 1. Definition & purpose of history  
2. Sources of African History  
3. Peoples and Cultures of Africa  
4. Myths and realities about Africa  
5. Problems encountered in the Writing of African history  
6. Sources of African History  
7. Peoples & Cultures of Africa  
8. Myths & Realities about Africa  
9. Problems encounter in the writing of African History | 1. Invite a historian to discuss the sources of history.  
2. Invite an oral historian to explain their role in historic socialization. | **A. Primary Texts**  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
**B. Secondary Text**  
History in Diagram for West Africa - Pearson  
**C. Other Resources/Supplementary Readings**  
- African history text  
- World history text  
- Maps  
- Handouts | **Fundamental tasks students should be able to do:**  
1. Discuss the nature & purpose of history.  
2. Discuss the myths and realities about Africa.  
3. Identify the major sources of African History.  
4. Discuss the myths and realities of Africa.  
**Other essential evaluation tools:**  
- Quizzes  
- Assignments  
- Tests  
- Examinations |
**SEMESTER: ONE**

**PERIOD: I**

**GRADE: 10**

**TOPIC: AFRICAN HISTORY / NORTH AFRICA**

**SPECIFIC OBJECTIVES:**

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

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

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Students will be able to: | 1. The barbers or original Inhabitants of North Africa. 2. Sources of African History. 3. Sources of the Egyptian history. 4. The Nile and the rise of Egypt. 5. The old kingdom. 6. The middle kingdom. 7. Socio-economic development. 8. Decline and fall of Egypt. 9. Egypt in African history. | 1. Organize group discussions on the impact of Egypt and sub Sahara Africa. 2. Group discussion on Egypt’s contribution to religion and philosophy. 3. Visit achieves and museums to study Egyptian artifacts. 4. Discuss the three types of writing in ancient Egypt. | **A. Primary Texts**  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
**B. Secondary Text**  
History in Diagram for West Africa - Pearson  
**C. Other Resources/Supplementary Readings**  
- African history text  
- World history text  
- Maps  
- Handouts | Fundamental tasks students should be able to do: 1. Identify the original inhabitants of North Africa. 2. Explain the place of the Nile in the history of Egypt. 3. Explain the achievements of the three kingdoms of Egypt. 4. Discuss the place of Egypt in the African History. |

**Other essential**
** evaluation tools:**
- Quizzes
- Assignments
- Texts
- Examinations
- Observations

**SEMESTER: ONE**

**PERIOD:** I

**GRADE:** 10

**TOPIC:** AFRICAN HISTORY / KUSH (CUSH, CASH)

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

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

<table>
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</tr>
</thead>
</table>
| Students will be able to: Discuss the origin and expansion of Kush. Explain the administration and achievements of Kush Discuss the decline and fall of Kush | 1. The beginning of Kush 2. Conquest of Kush by Egypt 3. Conquest of Egypt by Kush 4. The great cities of Meroe and Napata 5. Decline and fall of Kush | 1. Invite a historian to speak on the civilization of ancient Sudan. 2. Organize the class into groups to discuss the part played by Meroe and Napata in Kushitic history. | A. Primary Texts  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
**B. Secondary Text**  
History in Diagram for West Africa - Pearson | Fundamental tasks students should be able to do: 1. Explain the mythological and historical origin of Kush. 2. Explain the conquest of Egypt by Kush and its impact. 3. Discuss the main events in Kushitic history. |
### SEMESTER: ONE

**PERIOD:** 1  
**GRADE:** 10  
**TOPIC:** AFRICAN HISTORY / ETHIOPIA

**SPECIFIC OBJECTIVES:**

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

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

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students will be able to:  
Discuss the mythological and historical origins of Ethiopia.  
Discuss the administration of Ethiopia up to the emergence of the Solenoid | 1. The mythological origin of Ethiopia.  
2. The historical origin of Ethiopia.  
3. The growth and expansion of Africa.  
4. The solenoid dynasty. | 1. Hold a group discussion on the role played by the Queen of Sheba and King Solomon in Ethiopian history.  
2. Students should discuss why the Solenoid dynasty stayed so long in power. | A. Primary Texts  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
B. Secondary Text | Fundamental tasks students should be able to do:  
1. Discuss the mythological and historical origins of Ethiopia.  
2. Discuss the |
dynasty.
Discuss the role of Ethiopia in African History.

5. Ancient Ethiopia in African history.

administration of Ethiopia up to the emergence of the Solenoid dynasty.

3. Discuss the role of Ethiopia in African History.

Other essential evaluation tools:
- Quizzes
- Assignments
- Tests
- Examinations
- Observation

C. Other Resources/Supplementary Readings
- African history text
- World history text
- Maps
- Handouts

History in Diagram for West Africa - Pearson

SEMESTER: ONE

PERIOD: 1
GRADE: 10

TOPIC: AFRICAN HISTORY / THE SWAHILI CIVILIZATION

SPECIFIC OBJECTIVES:

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

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

<table>
<thead>
<tr>
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</table>

10
Students will be able to:

1. Discuss the founders of the Swahili civilization.
2. Explain the literary contributions of the Swahili civilization.

<table>
<thead>
<tr>
<th>1. The East African coast as a melting point for cultures.</th>
<th>1. Name the countries in which Swahili is one of the official languages.</th>
<th>A. Primary Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Trade and commence in the region.</td>
<td>2. Discuss the part which the Portuguese played in the decline and fall of the Swahili civilization.</td>
<td>History of Africa (Revised Edition) - Pearson</td>
</tr>
<tr>
<td>3. Cultural and literary achievements in the region.</td>
<td>3. Swahili culture in African History.</td>
<td>Introduction to Liberian Government (Saye Guanno)</td>
</tr>
<tr>
<td>4. Decline and fall of the Zeny Empire.</td>
<td></td>
<td>B. Secondary Text</td>
</tr>
</tbody>
</table>

**SEMESTER: ONE**

**PERIOD: 1**

**GRADE: 10**

**TOPIC:** LIBERIAN HISTORY / THE NEW STATE AND ITS GOVERNMENT

**SPECIFIC OBJECTIVES:**

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

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

**Other essential evaluation tools:**

- Quizzes
- Assignments
- Tests
- Examinations
- Observation

**Fundamental tasks students should be able to do:**

1. List the names of Africans, Asians, Chinese and Arabs who developed the Swahili civilization and culture.
2. Discuss the literary contributions of the Swahili civilization to African history.
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<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to:</td>
<td>1. <strong>The Declaration of Independent and the making of the Constitution.</strong></td>
<td>1. Students should conduct a tour of the First Baptist Church, birth place of the nation.</td>
<td><strong>A. Primary Texts</strong></td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td>Discuss the Declaration of Independent and the Constitution of Liberia.</td>
<td>2. <strong>The kind of state and system of government.</strong></td>
<td>2. Students should tour the National Museum which once housed the three branches of government.</td>
<td><strong>History of Africa (Revised Edition) - Pearson</strong></td>
<td>1. Discuss the background of the Declaration of Independence.</td>
</tr>
<tr>
<td>Discuss the three branches of government and their functions.</td>
<td>3. <strong>The organization and functions of the Executive.</strong></td>
<td>4. <strong>The organization and duties of the Legislature.</strong></td>
<td><strong>Introduction to Liberian Government (Saye Guanno)</strong></td>
<td>2. List and describe the branches of government and other socio-political institutions.</td>
</tr>
<tr>
<td>Explain presidential succession and expansion of presidential powers.</td>
<td>5. <strong>Presidential succession.</strong></td>
<td><strong>B. Secondary Text</strong></td>
<td><strong>History in Diagram for West Africa - Pearson</strong></td>
<td><strong>Other essential evaluation tools:</strong></td>
</tr>
<tr>
<td></td>
<td>6. <strong>Expansion of presidential powers.</strong></td>
<td><strong>C. Other Resources/Supplementary Readings</strong></td>
<td><strong>- African history text</strong></td>
<td>• Quizzes</td>
</tr>
<tr>
<td></td>
<td>7. <strong>The structure and functions of the Judiciary.</strong></td>
<td></td>
<td>• World history text</td>
<td>• Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Maps</td>
<td>• Tests</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Handouts</td>
<td>• Examinations</td>
</tr>
</tbody>
</table>

**SEMESTER: ONE**

**PERIOD: 1**

**GRADE: 10**

**TOPIC:** LIBERIAN HISTORY / TERRITORIAL EXPANSION AND ENCROACHMENT

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:
1. Discuss the driving forces of Liberia expansion.
2. Explain the driving forces of European encroachment.
3. Discuss the impact of expansion and encroachment.

<table>
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</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
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<td>Fundamental tasks students should be able to do:</td>
</tr>
</tbody>
</table>
| Explain the economic and strategic reasons for expansion. | **1. Reasons for Liberia’s expansion.**  
2. Reasons for European encroachment.  
3. Territorial gains by Liberia.  
4. Territorial losses to Liberia and the impact of expansion. | 1. Discuss Liberia’s response to the Berlin Conference of 1884/1885;  
2. Explain the economic motives for expansion.  
3. Explain the strategic motives for expansion. | **A. Primary Texts**  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
**B. Secondary Text**  
History in Diagram of West Africa - Pearson  
**C. Other Resources/Supplementary Readings**  
- African history text  
- World history text  
- Maps  
- Handouts | 1. Explain the economic and strategic reasons for expansion.  
2. Discuss the territorial losses to the colonial powers.  
3. Discuss the impact of expansion on Liberia.  
**Other essential evaluation tools:**  
- Quizzes  
- Assignments  
- Tests  
- Examinations |
**SEMESTER: ONE**

**PERIOD:** 1  
**GRADE:** 10  
**TOPIC:** LIBERIAN HISTORY / SOCIAL CONDITION

**SPECIFIC OBJECTIVES:**

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

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

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

**PERIOD: I**

**GRADE: 10**

**TOPIC: LIBERIAN HISTORY / THE LIBERIAN ECONOMY**

**SPECIFIC OBJECTIVES:**

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

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

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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>1. Type of economic system.</td>
<td>1. Invite an official of the ministries of Finance, planning and Commerce to discuss the Liberian economy.</td>
<td>A. Primary Texts History of Africa (Revised Edition) - Pearson</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td>Discuss the extractive industries.</td>
<td>2. The extractive industries.</td>
<td>2. Invite a private Liberian person to discuss the state of the Liberian economy</td>
<td>Introduction to Liberian Government (Saye Guanno)</td>
<td>1. Discuss the principal economic activities of the nation.</td>
</tr>
<tr>
<td>Discuss the agricultural sector.</td>
<td>3. The agricultural industries.</td>
<td></td>
<td>B. Secondary Text History in Diagram for West Africa - Pearson</td>
<td>2. Explain the strengths and weaknesses of the Liberian economy.</td>
</tr>
<tr>
<td>Discuss the involvement of foreign concessions.</td>
<td>4. Foreign concessions.</td>
<td></td>
<td>C. Other Resources/Supplementary Readings</td>
<td></td>
</tr>
<tr>
<td>Discuss the problems being experienced by the Liberian economic system</td>
<td>5. Liberalization policy.</td>
<td></td>
<td>• African history text</td>
<td>Other essential evaluation tools:</td>
</tr>
<tr>
<td></td>
<td>6. Problems and prospects of the Liberian economy.</td>
<td></td>
<td>• World history text</td>
<td>• Quizzes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Maps</td>
<td>• Assignments</td>
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<td></td>
<td>• Examinations</td>
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<td>• Group Work</td>
</tr>
</tbody>
</table>
SEMESTER: **ONE**

**PERIOD:** 1

**GRADE:** 10

**TOPIC:** LIBERIAN HISTORY / FOUR SELECTED PRESIDENTS

**SPECIFIC OBJECTIVES:**

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

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

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</tr>
</thead>
</table>
| Students will be able to: | 1. The unique contributions made by the following presidents:  
   a) Joseph J. Jenkins Roberts  
   b) William David Coleman  
   c) Arthur Barclay  
   d) Daniel Edward Howard | 1. Invite a historian to discuss the special and other contributions of these presidents.  
2. Let each student write a short biography of each of the four presidents. | A. Primary Texts  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
**B. Secondary Text**  
History in Diagram for West Africa - Pearson  
**C. Other Resources/Supplementary Readings**  
- African history text  
- World history text  
- Maps  
- Handouts | Fundamental tasks students should be able to do:  
1. Explain the unique contributions made by each of the five selected presidents.  
2. Discuss the place which each president holds in Liberian history.  
Other essential evaluation tools:  
- Quizzes  
- Assignments  
- Tests |
**SEMESTER: ONE**

**PERIOD: 1**

**GRADE: 10**

**TOPIC: LIBERIAN HISTORY / FOREIGN RELATIONS**

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

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

<table>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students should be able to: Discuss the foreign policy of Liberian between 1848 and 1911; 1911 and 1945; and 2010. | 1. **Objectives of foreign policy.** 2. **Formation and implementation of foreign policy.** 3. **Relations with Europe.** 4. **Relation with America.** 5. **Relation with the League of Nations.** 6. **Relations with Asia.** 7. **Relations with Africa.** | 1. Invite an ambassador to speak to a class on the relations between his government and government of Liberia. 2. Invite an official of the Ministry of Foreign Affairs to speak on the current status of Liberian foreign policy. | A. **Primary Texts**  
History of Africa (Revised Edition) - Pearson  
B. **Secondary Text**  
History in Diagram for West Africa - Pearson  
C. **Other Resources/Supplementary Readings**  
- African history text | Fundamental tasks students should be able to do: 1. Discuss Liberia’s vital and non-vital interests throughout the years up to 1980. 2. Explain the policy adopted to pursue these interests. Other essential evaluation tools:  
- Quizzes  
- Assignments |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>World history text, Maps, Handouts</th>
<th>Tests, Examinations</th>
</tr>
</thead>
</table>


SEMESTER: ONE

PERIOD: I
GRADE: 10

TOPIC: LIBERIAN HISTORY / THE COUP OF 1980

SPECIFIC OBJECTIVES:

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

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

<table>
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<th>MATERIALS / RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| Students will be able to:  
Discuss the causes of the coup of 1980.  
Discuss the difference between the coups of 1980 and 1871.  
Explain the organization of the People’s Redemption Council. | 1. The coup makers and their social background  
2. Organization of the People’s Redemption Council (PRC).  
3. The first few weeks of the coup. | 1. Have each student write a short biography of each of the original members of the PRC.  
2. Discuss why the coup was accepted by some states and why others rejected the coup? | A. Primary Texts  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
B. Secondary Text  
History in Diagram for West Africa - Pearson  
C. Other Resources/Supplementary Readings  
- African history text  
- World history text  
- Maps  
- Handouts | Fundamental tasks students should be able to do:  
1. Explain the root causes of the coup of 1980.  
2. Analyze the shortcomings of the coup makers.  
3. Explain the challenges which faced the coup makers.  
Other essential evaluation tools:  
- Quizzes  
- Assignments  
- Tests  
- Examinations  
- Group Work |
**SEMESTER: ONE**

**PERIOD: II**

**GRADE: 10**

**TOPIC:** THE GHANA EMPIRE

**SPECIFIC OBJECTIVES:**

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

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

<table>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to:</td>
<td>1. Black African founders of Ghana.</td>
<td>1. Students should locate Ghana on the map of Africa.</td>
<td>A. Primary Texts</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td>Discuss the background to the rise of the Ghana Empire.</td>
<td>2. Contributions of Islamized Berbers.</td>
<td>2. A group discussion on the strategic importance of Ghana.</td>
<td>History of Africa (Revised Edition) - Pearson</td>
<td>1. Discuss the background to the rise of the Ghana Empire.</td>
</tr>
<tr>
<td>Explain the economic and political achievements of Ghana.</td>
<td>3. Growth and expansion of Ghana.</td>
<td>3. A group discussion on the Liberian ethnic groups that claimed to have come from Ghana.</td>
<td>Introduction to Liberian Government (Saye Guanno)</td>
<td>2. Explain the economic and political achievements of Ghana.</td>
</tr>
<tr>
<td>Explain the decline of Ghana and the place of Ghana in African History.</td>
<td>4. Organization/Administration.</td>
<td>4. List the Liberian ambassadors to the Republic of Ghana in the past five years.</td>
<td>B. Secondary Text</td>
<td>3. Explain the decline of Ghana and the place of Ghana in African History.</td>
</tr>
<tr>
<td></td>
<td>5. Trade and Commerce.</td>
<td>5. Provide reasons why the Gold Coast chose the name Ghana upon</td>
<td>C. Other Resources/Supplementary Readings</td>
<td>Other essential</td>
</tr>
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<td></td>
<td>6. Decline and fall of Ghana.</td>
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<td>• African history text</td>
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<td>7. Ghana in African History.</td>
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<td>• World history text</td>
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<td>• Maps</td>
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18
Gaining independence in 1957.

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<tr>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sundiata Keita and the founding of the Mali Empire.</td>
<td>1. Teacher describes the origins of the Mali Empire, and encourages students to contribute.</td>
<td>A. Primary Texts&lt;br&gt;History of Africa (Revised Edition) - Pearson</td>
<td>Fundamental tasks students should be able to do: 1. Outline the origins of the Mali Empire.</td>
</tr>
<tr>
<td>2. Expansion and administration Mansa Musa.</td>
<td>2. Students role-play Mansa Musa at the height of his power.</td>
<td></td>
<td>2. Briefly describe the process of expansion of Mali.</td>
</tr>
<tr>
<td>3. The circumstances leading to the fall of Mali.</td>
<td>3. Students are assigned to collect information (library and Internet) on Sundiata, Mansa Musa and other kings of Mali.</td>
<td>B. Secondary Text&lt;br&gt;Introduction to Liberian Government (Saye Guanno)</td>
<td>3. Describe the administrative structure of the Mali Empire.</td>
</tr>
<tr>
<td>4. The importance of Mali in African history.</td>
<td>4. Students’ assignments are discussed.</td>
<td>C. Other&lt;br&gt;History in Diagram for West Africa - Pearson</td>
<td>4. Discuss the importance of trade and commerce in the Mali.</td>
</tr>
</tbody>
</table>
commerce of Mali.
Describe the circumstances leading to the decline of Mali.
Analyze the importance of Mali in African history.

- **Resources/Supplementary Readings**
  - African history text
  - World history text
  - Maps
  - Handouts

5. Describe the circumstances leading to the decline of Mali.
6. Briefly state why Mali is important in African history.

**Other essential evaluation tools:**
- Quizzes
- Assignments
- Tests
- Examinations
- Observation of role play

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**SEMESTER: ONE**

**PERIOD: II**

**GRADE: 10**

**TOPIC: THE SONGHAI EMPIRE**

**SPECIFIC OBJECTIVES:**

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

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

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to: Describe the origins of the Songhai Empire and its</td>
<td></td>
<td></td>
<td><strong>A. Primary Texts</strong> History of Africa (Revised Edition) - Pearson</td>
<td><strong>Fundamental tasks students should be able to do:</strong> 1. Discuss the origins of the Songhai Empire. 2. Outline the developments</td>
</tr>
<tr>
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<td>3. Discuss the exploits of Sunni</td>
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</tbody>
</table>
incorporation into Mali.
Discuss the expansion of Songhai, and its relations with other states.
Discuss the decline and fall of the Songhai Empire, and the place she held in African history.

3. **Cessation of Gao from Songhai; expansion and administration.**
4. **Decline and fall of Songhai.**
5. **Importance in African History.**

4. Students organize themselves into two groups; one group to discuss Songhai under Sunni Ali II and the others after Sunni Ali I.

Introduction to Liberian Government (Saye Guanno)

**B. Secondary Text**
History in Diagram for West Africa - Pearson

**C. Other Resources/Supplementary Readings**
- African history text
- World history text
- Maps
- Handouts

3. Analyze the factors that led to the decline of Songhai.

Other essential evaluation tools:
- Quizzes
- Assignments
- Tests
- Examinations
- Observation of role-play

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**SEMESTER: ONE**

<table>
<thead>
<tr>
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<th>GRADE: 10</th>
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</table>

**TOPIC: KARNEM BORNU**

**SPECIFIC OBJECTIVES:**

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

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

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</thead>
<tbody>
<tr>
<td>Students should be able to: Discuss the origins, administrative structure, and</td>
<td><strong>1. The founding peoples of Karnem Bornu.</strong></td>
<td><strong>1. Students should locate Karnem Bornu in modern West Africa.</strong></td>
<td><strong>A. Primary Texts</strong> History of Africa (Revised Edition) - Pearson</td>
<td><strong>Fundamental tasks students should be able to do:</strong> 1. Discuss growth and development</td>
</tr>
<tr>
<td></td>
<td><strong>2. The expansion and administration of the kingdom.</strong></td>
<td><strong>2. Discuss how Islam was introduced and</strong></td>
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</tr>
</tbody>
</table>
3. **Trade, commerce, and external relations with her neighbors.**

4. **Impact of Islam on Karnem Bornu.**

5. **Decline and the fall of the kingdom.**

how it impacted that kingdom.

<table>
<thead>
<tr>
<th>Expansion of Karnem Bornu</th>
<th>Discuss the trade and commerce of the kingdom and the role of Islam in the society.</th>
<th>Discuss the place Karnem Bornu in African History.</th>
<th>Describe the expansion of Karnem Bornu, and its relation with other states.</th>
<th>Discuss the factors for the decline and fall of Karnem Bornu.</th>
</tr>
</thead>
</table>

### SEMESTER: ONE

**PERIOD: III**

**GRADE: 10**

**TOPIC: THE HAUSA STATES**

**SPECIFIC OBJECTIVES:**

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to: Discuss the growth and</td>
<td><strong>1. Origins of the Hausa States.</strong></td>
<td>1. Have students discuss the influence of Berbers and the</td>
<td><strong>A. Primary Texts</strong> History of Africa (Revised)</td>
<td>Fundamental tasks students should be able to</td>
</tr>
</tbody>
</table>

**Other essential evaluation tools:**

- Quizzes
- Assignments
- Tests
- Examinations
- Observation
<table>
<thead>
<tr>
<th>2. Ousman dan Fodio and the expansion of Hausaland.</th>
<th>2. Students locate the Hausa States on the map of modern Africa.</th>
<th>Edition) - Pearson Introduction to Liberian Government (Saye Guanno) B. Secondary Text History in Diagram for West Africa - Pearson C. Other Resources/Supplementary Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Administrative structure of the Hausa States.</td>
<td>3. Compare the administrative structure of the Hausa states with any other kingdom in West Africa during the same period.</td>
<td>African history text World history text Maps Handouts</td>
</tr>
<tr>
<td>4. Decline and fall the states.</td>
<td></td>
<td>Other essential evaluation tools: Assignments Tests Examinations Observation</td>
</tr>
<tr>
<td>5. The Hausa States in African history.</td>
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<td>SEMESTER: ONE</td>
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</tbody>
</table>

PERIOD: III
GRADE: 10

TOPIC: THE MOSSI AND AKAN STATES

SPECIFIC OBJECTIVES:

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

1. Discuss the origins and expansion of these states
2. The importance of these states in African History
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| Students will be able to Explain the origins and expansion of the Mossi and Akan states. | 1. Growth and administration of the states.  
2. Trade and commerce.  
3. Relations with other states.  
4. Administrative structure.  
5. Decline and fall of the states.  
6. The Hausa states in African history. | 1. Students should locate these states on the maps of old and new Africa.  
2. The source of the strengths of these states. | A. Primary Texts  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
B. Secondary Text  
History in Diagram for West Africa - Pearson  
C. Other Resources/Supplementary Readings  
- African history text  
- World history text  
- Maps  
- Handouts | Fundamental tasks students should be able to do:  
1. Explain the origins and expansion of the Mossi and Akan states.  
2. Describe the administration and achievements of the states.  
3. Analyze the factors responsible for the decline and fall of the states.  
4. Assess the place of these states in African History Quizzes  
Other essential evaluation tools:  
- Assignments  
- Tests  
- Examinations  
- Observation |

**SEMESTER: ONE**

**PERIOD: III**

**GRADE: 10**

**TOPIC: OYO AND BENIN**

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

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

<table>
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<tr>
<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
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<tr>
<td>Explain the origin and expansion of Oyo and Benin.</td>
<td>1. Mythological origins of these states.</td>
<td>1. Organize the class into groups to discuss the following:</td>
<td>A. Primary Texts History of Africa (Revised Edition) - Pearson</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td>Discuss the administrative structure of the states and the role religion played in these societies.</td>
<td>2. Historical origins of these states.</td>
<td>a) Oba and Alafin</td>
<td>Introduction to Liberian Government (Saye Guanno)</td>
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<tr>
<td>Explain the decline and fall of these states and the place they occupy in African history.</td>
<td>3. Religion and Administrative structure.</td>
<td>b) The place of religion in the states</td>
<td>B. Secondary Text History in Diagram for West Africa - Pearson</td>
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<td></td>
<td>4. Decline and fall of Oyo and Benin.</td>
<td>c) Administrative structures</td>
<td>C. Other Resources/Supplementary Readings</td>
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<td>5. Benin and Oyo in African history.</td>
<td>d) Factors for the decline of the states</td>
<td>- African history text</td>
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<td>e) Benin and Oyo in African history</td>
<td>- World history text</td>
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<td>- Maps</td>
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<td>- Handouts</td>
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Other essential evaluation tools:
- Assignments
- Tests
- Examinations
- Observation
**SEMESTER: ONE**

**PERIOD: III**

**GRADE: 10**

**TOPIC: BAKONGO EMPIRE**

**SPECIFIC OBJECTIVES:**

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

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

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
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<tr>
<td>Students will be able to</td>
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<tr>
<td>Discuss the origins and expansion of Bakongo.</td>
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<tr>
<td>Explain the kind and extent of trade and commerce in the empire.</td>
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<tr>
<td>Explain the decline and fall of Bakongo and the place it holds in African history.</td>
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<tr>
<td>1. From Mayonbe kingdom to Bakongo Empire.</td>
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<td>2. Expansion and Administration.</td>
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<td>3. Trade and commerce</td>
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<td>4. Relations with foreign nations.</td>
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<td>5. Decline and fall of Bakongo.</td>
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<tr>
<td>1. Locate Bakongo on the map of old Africa</td>
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<td>2. Have the class discuss Bakongo’s relations with Portugal and Rome and why the relations were severed in 1884.</td>
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<tr>
<td>A. Primary Texts</td>
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<td>History of Africa (Revised Edition) - Pearson</td>
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<td>B. Secondary Text</td>
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<td>History in Diagram for West Africa - Pearson</td>
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<tr>
<td>C. Other Resources/Supplementary Readings</td>
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<td>Fundamental tasks students should be able to do:</td>
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<tr>
<td>1. Discuss the origins and expansion of Bakongo.</td>
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<td>2. Explain the kind and extent of trade and commerce in the empire.</td>
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<td>3. Explain the decline and fall of Bakongo and the place it holds in African history.</td>
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<td>Other essential evaluation tools:</td>
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<td>• Quizzes</td>
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<td>• Assignments</td>
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</table>
6. Bakongo in African History

- African history text
- World history text
- Maps
- Handouts

SEMESTER: ONE

PERIOD: III
GRADE: 10

TOPIC: MONOMOTAPA EMPIRE

SPECIFIC OBJECTIVES:

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

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

OUTCOMES

Students will be able to

Discuss the origins and expansion of Monomotapa.

Explain why Monomotapa succeeded in expansion.

Discuss the place of Monomotapa in African history.

1. Founders of the empire.
2. Civil war and division of the empire.
3. The Great Zimbabwe.
4. Decline and fall of the empire.
5. The place of Monomotapa in African history.

ACTIVITIES

1. Invite a historian to discuss the origins of Monomotapa and the contribution of iron technology to its expansion.
2. Discuss the part which the Portuguese played in the decline and fall of Monomotapa.

MATERIALS / RESOURCES

A. Primary Texts
   - History of Africa (Revised Edition) - Pearson
   - Introduction to Liberian Government (Saye Guanno)
B. Secondary Text
   - History in Diagram for West Africa - Pearson
C. Other Resources/Supplementary Readings

EVALUATION

Fundamental tasks students should be able to do:

1. Discuss the origins and expansion of Monomotapa.
2. Explain why Monomotapa succeeded in expansion.
3. Discuss the place of Monomotapa in African history.

Other essential
### SEMESTER: TWO

**PERIOD: IV**

**GRADE: 10**

**TOPIC: THE GREAT SLAVE TRADE**

**SPECIFIC OBJECTIVES:**

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

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

<table>
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<tbody>
<tr>
<td>Students will be able to:</td>
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<td>A. Primary Text</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td>Identify the peoples of Southern Africa and when South Africa was inhabited.</td>
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<td>History of Africa (Revised Edition) - Pearson</td>
<td>1. Identify the peoples of Southern Africa and when South Africa was inhabited.</td>
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<tr>
<td>Explain the relations which existed between Africans and other groups.</td>
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<td>Introduction to Liberian Government (Saye Guanno)</td>
<td>2. Explain the relations which existed between Africans and other groups.</td>
</tr>
<tr>
<td>Explain the nature and impact of Apartheid on the society.</td>
<td></td>
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<td>B. Secondary Text</td>
<td>3. Explain the nature and impact of Apartheid on the society.</td>
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<td>History in Diagram for West Africa - Pearson</td>
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<td>C. Other Resources/Supplementary Readings</td>
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<td>• African history text</td>
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<td>• World history text</td>
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<td><strong>Other essential evaluation</strong></td>
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<td><strong>Evaluation tools:</strong></td>
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1. Migration into the sub-region.
2. Shaka and the Zulu nations.
3. Coming of the Europeans.
4. From colony to independent state.
5. Apartheid
**SEMESTER: TWO**

**PERIOD: V**

**GRADE: 10**

**TOPIC: THE AFRICAN EXPLORATION**

**SPECIFIC OBJECTIVES:**

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

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

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to discuss the major African explorations and the leading explorers.</td>
<td><strong>1. Leading exploring nations and explorers.</strong></td>
<td>1. Students should list the names of some places and water bodies named after the explorers.</td>
<td>A. <strong>Primary Texts</strong> History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno) <strong>B. Secondary Text</strong> History in Diagram for West Africa - Pearson</td>
<td><strong>Fundamental tasks students should be able to do:</strong> 1. Explain the motives of Europe exploration of Africa. 2. Discuss the leading explorers and areas explored. 3. Analyze the impact of exploration on Africa.</td>
</tr>
<tr>
<td>Explain the major objectives for which Europe embarked on the exploration of Africa.</td>
<td><strong>2. Major objectives of exploration.</strong></td>
<td>2. Students should discuss the motives for exploring Africa by Europeans.</td>
<td><strong>C. Other</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss the impact of exploration on Africa.</td>
<td><strong>3. Impact of exploration on Africa.</strong></td>
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<th>tools:</th>
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<th>Examinations</th>
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<tbody>
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</table>
### SEMESTER: TWO

**PERIOD:** Y  
**GRADE:** 10  
**TOPIC:** THE AFRICAN COLONIZATION

#### SPECIFIC OBJECTIVES:

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students will be able to: Explain the motives for colonization. Discuss the major colonial powers, their colonies and policies. Discuss the internal and external factors. Discuss the impact of colonization on | 1. Economic, social and political motives of colonization. 2. Colonial powers, possessions and policies. 3. Decolonization - internal and external factors. 4. Impact of colonization on | 1. Students should identify former colonies and their colonizers. 2. Students should be divided into groups to discuss whether Liberia was a colony of America. | A. Primary Texts  
History of Africa (Revised Edition) - Pearson  
Introduction to Liberian Government (Saye Guanno)  
B. Secondary Text  
History in Diagram for | Fundamental tasks students should be able to do: 1. Explain the socio-economic motives of African colonization. 2. Explain the internal and external factors that paved the way for decolonization. |

<table>
<thead>
<tr>
<th>Resources/Supplementary Readings</th>
<th>Other essential evaluation tools:</th>
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</thead>
</table>
| - African history text  
- World history text  
- Maps  
- Handouts | - Assignments  
- Tests  
- Examinations  
- Observation |
<table>
<thead>
<tr>
<th>External factors of decolonization.</th>
<th><strong>Africa.</strong></th>
<th>West Africa - Pearson C. Other Resources/Supplementary Readings</th>
</tr>
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<tbody>
<tr>
<td>Explain the impact of colonization on Africa</td>
<td></td>
<td>- African history text</td>
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<tr>
<td></td>
<td></td>
<td>- World history text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Handouts</td>
</tr>
</tbody>
</table>

3. Analyze the impact of colonization on Africa. **Other essential evaluation tools:**

- Quizzes
- Assignments
- Tests
- Examinations
- Observation
SEMMSTER: TWO

PERIOD: IV
GRADE: 10

TOPIC: AFIRICAN HISTORY – PROBLEMS AND PROSPECTS

SPECIFIC OBJECTIVES:

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
SEMESTER: ONE

PERIOD: 1
GRADE: 11

TOPIC: EUROPEAN HISTORY

SPECIFIC OBJECTIVES:

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

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

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<tr>
<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students will be able to: | 1. Definition and purpose of history. 2. Prehistory. 3. The three periods in history and their characteristics. 4. The three pillars of Western civilization. | 1. Invite a historian to speak on the influence of the Greeks, Romans, and the Christian faith on Western civilization. | A. Primary Text  
World History in the 20th Century - Longman  
B. Secondary Text  
Africa South of the Sahara - Longman  
C. Other Resources/Supplementary Readings  
• Long Word Atlas | Fundamental tasks students should be able to do: 1. Give an acceptable definition of history. 2. Discuss its main purpose and the periods in history. 3. Identify the three pillars of European history. Other essential evaluation tools:  
• Term paper on the civilizations of Romans and Greeks.  
• Quizzes  
• Tests |
**SEMESTER: ONE**

**PERIOD: I**

**GRADE: 11**

**TOPIC:** EUROPEAN HISTORY / THE FERTILE CRESENT

**SPECIFIC OBJECTIVES:**

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

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

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<tr>
<td>Student will be able to Discuss the Fertile Crescent as a center of Western civilization.</td>
<td><strong>1. The Fertile Crescent as the cradle of Western civilization.</strong></td>
<td>1. Students should locate the Fertile Crescent on the map of the Middle East.</td>
<td><strong>A. Primary Text</strong> World History in the 20th Century - Longman</td>
<td><strong>Fundamental tasks students should be able to do:</strong> 1. Discuss the Fertile Crescent as a center of Western civilization.</td>
</tr>
<tr>
<td>Explain the main factors in the growth of Western civilization.</td>
<td><strong>2. The civilizations of Sumer, Akkahad, Babylon, Assyria, Persia, and their unique contributions.</strong></td>
<td>2. Organize the class into groups to discuss the achievements of the ancient Fertile Crescent.</td>
<td><strong>B. Secondary Text</strong> Africa South of the Sahara - Longman</td>
<td>2. Explain the main factors in the growth of Western civilization.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>C. Other Resources/Supplementary Readings</strong></td>
<td><strong>Other essential evaluation tools:</strong> 1. Term paper on civilization of the Romans and Greeks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Long Word Atlas</td>
<td>2. Quizzes</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Examinations</td>
</tr>
</tbody>
</table>
**SEMESTER: ONE**

**PERIOD:** II

**GRADE:** II

**TOPIC:** EUROPEAN HISTORY / ANCIENT GREECE

**Specific objectives:**

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

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

<table>
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<tr>
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<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| Students will be able to: | 1. Migration and settlement of the Greeks. | 1. Organize the class into three groups and have each group discuss pre-Socratic philosophy. | **A. Primary Text**  
World History in the 20th Century - Longman | **Fundamental tasks students should be able to do:**  
1. Discuss the migration and settlement of the Greeks.  
2. Explain the rivalry between Athens and Sparta.  
3. Identify the various schools of Greek philosophy.  
**Other essential evaluation tools:**  
- Assignments  
- Quizzes  
- Class work  
- Tests  
- Examination  
- Observation |
| Explain the rivalry between Athens and Sparta. | 2. Greek social and political institutions. | 2. Student should organize themselves into three groups. Explain the social economic and political institutions of ancient Greece. | **B. Secondary Text**  
Africa South of the Sahara - Longman |
| Identify the various schools of Greek philosophy. | 3. The rise and fall of Athens and Sparta. | | **C. Other Resources/Supplementary Readings**  
- Long Word Atlas |
| | 4. Pre-Socratic philosophy. | | |
| | 5. Socrates and the sophists. | | |
**SEMESTER: ONE**

**PERIOD: II**

**GRADE: 11**

**TOPIC: EUROPEAN HISTORY / MACEDONIA**

**SPECIFIC OBJECTIVES:**

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Student should be able to: Discuss the origins of Macedonia and its spread of Greek culture. | 1. The rise of Macedonia and its conquest of Greece.  
2. The campaign of Alexander the Great.  
3. The Hellenistic age. | 1. Locate the place on the maps of ancient and or modern Asia and Africa.  
2. Trace the military campaign of Alexander the Great. | A. Primary Text  
World History in the 20th Century - Longman  
B. Secondary Text  
Africa South of the Sahara - Longman  
C. Other Resources/Supplementary Readings  
- Long Word Atlas | Fundamental tasks students should be able to do:  
1. Discuss the rise of Macedonia and its conquest of Greece.  
2. Recount the exploits of Alexander the Great  
3. Describe the features of the Hellenistic age.  
Other essential evaluation tools:  
- Assignments  
- Quizzes  
- Group work |
**SEMESTER: ONE**

**PERIOD: II**

**GRADE: 11**

**TOPIC: EUROPEAN HISTORY / ROME**

**SPECIFIC OBJECTIVES:**

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

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

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<th>MATERIALS / RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| Students should be able to:    | 1. The origins of Rome.               | 1. Students should identify Latin tribes, Julius Caesar, Pompey Augustus Caesar and Charlemagne. | **A. Primary Text** World History in the 20th Century - Longman  
**B. Secondary Text** Africa South of the Sahara - Longman  
**C. Other Resources/ Supplementary Readings**  
• Long Word Atlas | **Fundamental tasks students should be able to do:**  
1. Give a short explanation of the mythological and historical origins of Rome.  
2. Briefly discuss the growth and achievements of the Roman republic and empire.  
3. Discuss the Barbarian exploit and the impact of the church on the conquerors.  
4. Present a brief Analysis of the contribution of Rome to Western civilization.  
**Other essential evaluation tools:**  
• Practical work on Julius Caesar and Augustus Caesar  
• Quizzes |
| Discuss the growth and expansion of the Roman republic and the empire. | 2. Expansion and administration of the republic and the empire. |                                                                     |                                                                                   |                                                                          |
| Discuss the Barbarian invasion and its impact on the Roman republic. | 3. Christianity and the empire.       | 1. Students should identify Latin tribes, Julius Caesar, Pompey Augustus Caesar and Charlemagne. |                                                                     |                                                                          |
| Discuss how law constitutes the major Roman contribution to Western civilization. | 4. The Barbarian invasion.            | 1. Students should identify Latin tribes, Julius Caesar, Pompey Augustus Caesar and Charlemagne. |                                                                     |                                                                          |
| 5. The fall of the empire.     |                                       |                                                                          |                                                                                   |                                                                          |
### Specific Objectives:

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

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

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<th>Materials / Resources</th>
<th>Evaluation</th>
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<tr>
<td>Students will be able to:</td>
<td>Explain the origin of the Christian faith.</td>
<td>1. Invite a Roman Catholic prelate to speak on the origins of Christianity and its basic truths.</td>
<td><strong>A. Primary Text</strong>&lt;br&gt;World History in the 20th Century - Longman</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td>Describe the basic teachings of its founders.</td>
<td>Jesus Christ the man.</td>
<td>2. Invite a Protestant prelate to speak on the origins and basic beliefs of Christianity.</td>
<td><strong>B. Secondary Text</strong>&lt;br&gt;Africa South of the Sahara - Longman</td>
<td>1. Explain the origin of the Christian faith.</td>
</tr>
<tr>
<td>Explain the rise and fall of Papacy.</td>
<td>His basic teachings.</td>
<td></td>
<td><strong>C. Other Resources/Supplementary Readings</strong></td>
<td>2. Describe the basic teachings of its founders.</td>
</tr>
<tr>
<td>Explain the rise and fall of nationalism in Europe</td>
<td>The rise and the decline of the papacy.</td>
<td></td>
<td>• Long Word Atlas</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>The rise of nationalism in Europe.</td>
<td></td>
<td></td>
<td>4. Explain the rise and fall of Papacy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Explain the rise and fall of nationalism in Europe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other essential evaluation tools:</strong></td>
<td></td>
</tr>
</tbody>
</table>
SEMMESTER: TWO

PERIOD: IV
GRADE: 11

TOPIC: EUROPEAN HISTORY / INTORDUCTION

Specific objectives:

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The students should be able to: Explain why the Middle Ages are called the age of faith. Discuss why it is also called the dark ages.</td>
<td>1. Three periods of the Middle Ages. 2. The social characteristics of each period. 3. The economic characteristics of each period. 4. The political characteristics of each period. 5. The middle ages of each period</td>
<td>1. A historian should speak to the class on the social, economic and the political organization of medieval society</td>
<td>A. Primary Text World History in the 20th Century - Longman B. Secondary Text Africa South of the Sahara - Longman C. Other Resources/Supplementary Readings - Long Word Atlas</td>
<td>Fundamental tasks students should be able to do: 1. Identify three periods in the middle Ages. 2. Discuss the social, economic and political characteristics of each period. Other essential</td>
</tr>
</tbody>
</table>
6. The middle ages as the dark ages.

<table>
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<th>SEMESTER: TWO</th>
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<td>PERIOD: IV</td>
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<td>GRADE: 11</td>
</tr>
<tr>
<td>TOPIC: EUROPEAN HISTORY / MIDDLE AGES: 500 AD – 1000 AD</td>
</tr>
</tbody>
</table>

**SPECIFIC OBJECTIVES:**

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

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

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<tr>
<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student should be able to:</td>
<td>1. Period of the barbarian invasions.</td>
<td>1. Teacher to invite a historian to speak on the Holy Roman Empire, and of the barbarian invasion and its impact on the Roman Empire.</td>
<td>A. Primary Text \nWorld History in the 20th Century - Longman</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td>Discuss the barbarism conquest of Europe.</td>
<td>2. Period of the formation of the Germanic nation and the consolidation of the German holy nation.</td>
<td>2. A historian should speak to the class on how the Germans conquered the Romans and were themselves conquered by the church.</td>
<td>B. Secondary Text \nAfrica South of the Sahara - Longman</td>
<td>1. Discuss the barbarian invasion and its impact on Europe.</td>
</tr>
<tr>
<td>Student will be able to explain the conversion of the Germans to Christianity.</td>
<td>3. Socialization of the Germans by the church.</td>
<td></td>
<td>C. Other Resources/Supplementary Readings</td>
<td>2. Explain the relationship between the church and the invaders.</td>
</tr>
<tr>
<td></td>
<td>4. Establishment of the Holy Roman Empire.</td>
<td></td>
<td></td>
<td>Other essential</td>
</tr>
</tbody>
</table>

**evaluation tools:**

- Quizzes
- Term paper by each student
- Tests
- Examination
### SEMESTER: TWO

**PERIOD: IV**

**GRADE: 11**

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

**SPECIFIC OBJECTIVES:**

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

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

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<tr>
<th>OUTCOMES</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
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<th>EVALUATION</th>
</tr>
</thead>
</table>
| Students will discuss how universities arose during this period. Explain the expansion of trade. Discuss the factors responsible for the supremacy of the church. | 1. **The rise of universities.** 2. **Expansion of trade.** 3. **Scholasticism.** 4. **Period of great church influence.** | 1. Student groups should research and write on the establishment of the universities of Paris and Oxford. 2. Students should discuss a contribution of St. Thomas Aquinas to scholasticism. | A. **Primary Text** World History in the 20th Century - Longman  
B. **Secondary Text** Africa South of the Sahara - Longman  
C. **Other Resources/Supplementary Readings**  
   - Long Word Atlas | | **Fundamental tasks students should be able to do:**  
   1. Discuss university scholasticism.  
   2. Discuss the growth of towns and expansion of trade in Europe. |

**evaluation tools:**

- Assignments
- Practical work based on class discussion
- Quizzes
- Tests
- Examination
**evaluation tools:**
- Assignments
- Classwork
- Quizzes
- Tests
- Examination
**SEMESTER: TWO**

**PERIOD: V**

**GRADE: 11**

**TOPIC:** EUROPEAN HISTORY / THE PROTESTANT AND THE CATHOLIC REFORMATION

**SPECIFIC OBJECTIVES:**

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>1. Developments leading to the Protestant Reformation.</td>
<td>1. Students should conduct a group discussion on Martin Luther, John Calvin and St. Ignatius of Loyola.</td>
<td>A. Primary Text World History in the 20th Century - Longman B. Secondary Text Africa South of the Sahara - Longman C. Other Resources/Supplementary Readings - Long Word Atlas</td>
<td>Fundamental tasks students should be able to do: 1. Discuss the Protestant Reformation in terms of its causes and major actors. 2. Discuss the Catholic Reformation as a response to malpractices. Other essential evaluation tools: - Quizzes - Practical work on lectured notes - Class work - Tests - Examination</td>
</tr>
<tr>
<td>Discuss the root causes of the Protestant Reformation.</td>
<td>2. Result of the protest.</td>
<td>2. Invite a Roman Catholic Priest to speak on the Catholic Reformation and the changes it introduced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the reforms introduced by the Catholic Church in response to the Protestant Reformation.</td>
<td>3. Root causes of the Catholic Reformation.</td>
<td>3. Invite a Protestant prelate to speak on the prospects of a Protestant-Roman Catholic reconciliation.</td>
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<tr>
<td>4. Impact of the Catholic Reformation.</td>
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**SEMESTER:** TWO

**PERIOD:** V

**GRADE:** 11

**TOPIC:** EUROPEAN HISTORY / THE INDUSTRIAL REVOLUTION

**SPECIFIC OBJECTIVES:**

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

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

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</thead>
<tbody>
<tr>
<td>Students should be able to:</td>
<td>1. Contributing factors of Industrial Revolution.</td>
<td>1. Student should discuss the impact of the Industrial Revolution on American plantation and industry.</td>
<td>A. Primary Text World History in the 20th Century - Longman</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td></td>
<td>2. Centers of the Industrial Revolution in Europe.</td>
<td>2. Student should discuss how the Industrial Revolution impacted European factories.</td>
<td>B. Secondary Text Africa South of the Sahara - Longman</td>
<td>1. Discuss the factors which accounted for the Industrial Revolution.</td>
</tr>
<tr>
<td></td>
<td>3. Impact of the Industrial Revolution on European industry and plantations in America.</td>
<td>3. Students should conduct a group discussion on the impact of the Industrial Revolution on the slave trade.</td>
<td>C. Other Resources/Supplementary Readings • Long Word Atlas</td>
<td>2. Explain how the Revolution impacted the industrial sector of European societies and plantations.</td>
</tr>
<tr>
<td></td>
<td>4. Impact of the Industrial Revolution on the great slave trade.</td>
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<td>Other essential evaluation tools:</td>
</tr>
</tbody>
</table>

- Quizzes
- Practical work based on the lectured notes
- Group work
**TOPIC:** EUROPEAN HISTORY / THE ENLIGHTMENT

**SPECIFIC OBJECTIVES:**

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

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

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<td>Students should be able to:</td>
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</tr>
<tr>
<td>Discuss the characteristics of</td>
<td>1. The Enlightenment as an intellectual movement.</td>
<td>1. Conduct group discussion on the works of Locke, Hobbes, Rousseau, Voltaire and Montesquieu.</td>
<td>A. Primary Text World History in the 20th Century - Longman B. Secondary Text Africa South of the Sahara - Longman C. Other Resources/Supplementary Readings - Long Word Atlas</td>
<td>Fundamental tasks students should be able to do: 1. Discuss the characteristics of the Enlightenment. 2. Compare the contribution of John Locke, Thomas Hobbes and J J Rousseau to political thought.</td>
</tr>
<tr>
<td>the Enlightenment.</td>
<td></td>
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<tr>
<td>John Locke, Thomas Hobbes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and J J. Rousseau to political thought.</td>
<td>3. Some French representatives of the Enlightenment – Rousseau, Voltaire and Montesquieu.</td>
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</tr>
</tbody>
</table>
PERIOD: IV
GRADE: 11

TOPIC: EUROPEAN HISTORY / WESTERN IMPERIALISM

SPECIFIC OBJECTIVES:

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>1. The social and political roots of Western imperialism.</td>
<td>1. Invite a political scientist to discuss imperialism and its impact.</td>
<td>A. Primary Text</td>
<td>Fundamental tasks students should be able to do:</td>
</tr>
<tr>
<td></td>
<td>2. The major Western imperial powers.</td>
<td>2. Invite a historian and anthropologist to explain the impact of imperialism.</td>
<td>B. Secondary Text Africa South of the Sahara - Longman</td>
<td>1. Discuss the social, political and economic motives of imperialism.</td>
</tr>
<tr>
<td></td>
<td>3. Colonialism as an offshoot of imperialism.</td>
<td>3. Invite an economist to discuss the impact of imperialism.</td>
<td>C. Other Resources/Supplementary Readings</td>
<td>2. Discuss the impact which imperialism had.</td>
</tr>
<tr>
<td></td>
<td>4. Social impact of imperialism.</td>
<td>4. Students should organize into groups to discuss the colonial powers and their policies.</td>
<td></td>
<td>Other essential evaluation tools:</td>
</tr>
<tr>
<td></td>
<td>5. Political impact of imperialism.</td>
<td>5. The internal and external factors of decolonization.</td>
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<td>• From the group report, let students debate on the concept of imperialism.</td>
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<td></td>
<td>6. Economic impact of imperialism.</td>
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<td>• Quizzes</td>
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<td></td>
<td>7. The political benefits of imperialism to the masses.</td>
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<td></td>
<td>8. The cultural benefits to the masses.</td>
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<td></td>
<td>9. The colonial powers, their colonies and possessions.</td>
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<td></td>
<td>10. The internal and external factors of decolonization.</td>
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</tbody>
</table>

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| 11. The social and economic impact of colonization. | 6. The impact of colonization | • Tests  
• Examination |
**SEMESTER:** TWO

**PERIOD:** IV

**GRADE:** 11

**TOPIC:** EUROPEAN HISTORY / THE AGE OF REVOLUTION

**SPECIFIC OBJECTIVES:**

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

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

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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The students will be able to:</td>
<td>1. The social, political and economic roots of the French Revolution.</td>
<td>1. Students should identify and discuss five leading figures of the French Revolution.</td>
<td>A. Primary Text World History in the 20th Century - Longman</td>
<td>Fundamental tasks students should be able to do: 1. Discuss analytically the causes and impact of the French Revolution. 2. Explain the root causes and impact of the American Revolution.</td>
</tr>
<tr>
<td></td>
<td>2. Impact of the French Revolution on French society.</td>
<td>2. Students should identify and discuss five leading figures of the American Revolution.</td>
<td>B. Secondary Text Africa South of the Sahara - Longman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The social, political and economic roots of the American Revolution.</td>
<td>3. Students should carry out a textbook research to identify the impacts of the two revolutions.</td>
<td>C. Other Resources/Supplementary Readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Impact of the American Revolution on American society.</td>
<td></td>
<td>• Long Word Atlas</td>
<td></td>
</tr>
</tbody>
</table>

**Other essential evaluation tools:**
- Practical work/textbook research report
- Assignments
- Quizzes
- Tests
- Examination
**SEMESTER: ONE**

**PERIOD:** 1  
**GRADE:** 12  
**TOPIC:** LIBERIAN HISTORY / THE PERIOD 1980-1990

**SPECIFIC OBJECTIVES:**

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

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

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<tr>
<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students should be able to: | **1. Organization of the Council.**
2. Alliances within the Council.
3. Factions within the Council.
4. Primary focus of the INA.
6. The four years of the second Republic. | 1. Invite a historian to speak on the major causes of the coup.
2. Examine the PRC decrees and show the extent to which they protected or abused human rights and fundamental freedom. | **A. Primary Text**
History of West Africa From A.D 1000 (Longman)  
**B. Secondary Text**
Liberian Civics  
**C. Other Resources/Supplementary Readings**  
- Liberian History since 1980.  
- The Rise and Fall of the First Republic.  
- Handouts | **Fundamental tasks students should be able to do:**
1. Discuss the organization of the People’s Redemption Council (PRC) and Interim National Assembly (INA).
2. Explain the internal and external challenges faced by the PRC and INA.
3. Identify the successes and failures of the Second Liberian Republic.

**Other essential evaluation tools:**  
- Quizzes  
- Assignments  
- Tests  
- Examination  
- Observation
**SEMESTER: ONE**

**PERIOD: 1**

**GRADE: 12**


**SPECIFIC OBJECTIVES:**

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

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

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<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>1. <strong>Major causes of the war.</strong></td>
<td>1. Have the class discuss the reasons which gave rise to the emergence of the warring factions.</td>
<td><strong>A. Primary Text</strong>&lt;br&gt;History of West Africa From A.D 1000 (Longman)</td>
<td><strong>Fundamental tasks students should be able to do:</strong>&lt;br&gt;1. Critically discuss the root causes of the First Liberian Civil War.</td>
</tr>
<tr>
<td>Critically discuss the root causes of the First Liberian Civil War.</td>
<td>2. <strong>The major domestic players:</strong>&lt;br&gt;a. National Patriotic Front of Liberia&lt;br&gt;b. Independent National Patriotic Front of Liberia&lt;br&gt;c. United Liberation Movement for Democracy in Liberia&lt;br&gt;d. The Liberia Peace Council&lt;br&gt;e. Lofa Defense Force&lt;br&gt;f. Armed Forces of Liberia</td>
<td>2. Students should know the leadership of each faction.</td>
<td><strong>B. Secondary Text</strong>&lt;br&gt;Liberian Civics</td>
<td>2. Explain the longevity of the war.</td>
</tr>
<tr>
<td>Explain the longevity of the war.</td>
<td></td>
<td></td>
<td><strong>C. Other Resources/Supplementary Readings</strong>&lt;br&gt;• Liberian History since 1980.</td>
<td>3. Discuss the major internal players of the war.</td>
</tr>
<tr>
<td>Discuss the major internal players of the war.</td>
<td></td>
<td></td>
<td>• The Rise and Fall of the First Republic.</td>
<td><strong>Other essential evaluation tools:</strong>&lt;br&gt;• Quizzes&lt;br&gt;• Assignments&lt;br&gt;• Tests&lt;br&gt;• Examination</td>
</tr>
</tbody>
</table>
PERIOD: II
GRADE: 12

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

SPECIFIC OBJECTIVES:

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

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

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<th>ACTIVITIES</th>
<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students will be able to: | **1. Role of the Economic Community of West African States (ECOWAS).** | 1. Discuss how and why ECOWAS became involved in the Liberian conflict. | **A. Primary Text**
History of West Africa From A.D 1000 (Longman) | **Fundamental tasks students should be able to do:**
1. Discuss the part played by ECOWAS in the Liberian Civil War. |
| Discuss the part played by ECOWAS in the Liberian Civil War. | **2. Role of the United States of America.** | 2. Explain the interest of Libya, France, America and La Cote D’Ivoire in the First Liberian Civil War. | **B. Secondary Text**
Liberian Civics |
| Explain the role of France, USA, Libya, and La Cote D’Ivoire in the Liberian Civil War. | **3. Roles of France, Libya La Cote D’Ivoire.** | | **C. Other Resources/Supplementary Readings**
- Liberian History since 1980. |
| | | | - The Rise and Fall of the First Republic. |
| | | | - Handouts |
| | | | **Other essential evaluation tools:**
- Quizzes |
- Assignments |
- Tests |
### SEMESTER: ONE

**PERIOD:** III  
**GRADE:** 12  
**TOPIC:** LIBERIAN HISTORY / THE INTERIM GOVERNMENT OF NATIONAL UNITY (IGNU)

**SPECIFIC OBJECTIVES:**

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

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

<table>
<thead>
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<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students will be able to: Discuss organization and mandate of the Interim Government of National Unity. Explain the challenges that faced the IGNU | 1. The formation of IGNU.  
2. The mandate of IGNU.  
3. The internal and external challenges of IGNU. | 1. Invite an ambassador from an ECOWAS State to explain his country’s contribution to bringing peace to Liberia.  
2. Name the countries that contributed troops the Liberian Civil War.  
3. The class should discuss the historic and political basis for America’s involvement in the Liberian Civil War. | A. Primary Text History of West Africa From A.D 1000 (Longman)  
B. Secondary Text Liberian Civics  
C. Other Resources/Supplementary Readings  
• Liberian History since 1980.  
• The Rise and Fall of the First Republic.  
• Handouts | Fundamental tasks students should be able to do:  
1. Discuss organization and mandate of the Interim Government of National Unity.  
2. Explain the challenges that faced the IGNU.  
Other essential evaluation tools:  
• Quizzes  
• Assignments  
• Tests  
• Examination |

- Examination  
- Observation
**SEMMESTER**: TWO

**PERIOD**: IV

**GRADE**: 12

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

**SPECIFIC OBJECTIVES:**

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

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

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<thead>
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<th>MATERIALS / RESOURCES</th>
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<tr>
<td>Students will be able to:</td>
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</table>
| Discuss each of the three transitional governments. | 1. **The Kpormakpor Council.** | 1. Students should discuss the key issues with which each Council was faced. | **A. Primary Text**  
History of West Africa From A.D 1000 (Longman) | **Fundamental tasks students should be able to do:**  
1. Discuss each of the three transitional governments. |
| Explain the challenges which each of the three governments faced. | 2. **The Sankawolo Council.** | 2. Students should discuss the issues surrounding the replacement of each Council. | **B. Secondary Text**  
Liberian Civics | 2. Explain the challenges which each of the three governments faced. |
| | 3. **The Perry Council.** | 3. Students should write the names of the members of each Council. | **C. Other Resources/Supplementary Readings**  
- Liberian History since 1980.  
- The Rise and Fall of the First Republic. | **Other essential evaluation tools:**  
- Quizzes  
- Assignments |
**SEMIESTER: TWO**

**PERIOD: IV**

**GRADE: 12**


**SPECIFIC OBJECTIVES:**

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

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

<table>
<thead>
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<th>OUTCOMES</th>
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<th>MATERIALS / RESOURCES</th>
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</tr>
</thead>
</table>
| Students will be able to: | 1. The presidential candidates in the elections of 1997. 2. The issues in the elections of 1997. 3. The Taylor Presidency. 4. The challenges. 5. The failures. 6. The successes | 1. Students should discuss the merits and demerits of the platform of each political party. 2. Invite a historian to discuss the place which Charles Taylor holds in Liberian history. | A. Primary Text History of West Africa From A.D 1000 (Longman)  
B. Secondary Text Liberian Civics  
C. Other Resources/Supplementary Readings  
   - Liberian History since 1980.  
   - The Rise and Fall of the First Republic. | Fundamental tasks students should be able to do:  
1. Name the parties and their presidential candidates in the election of 1997  
2. Discuss the factors which influenced the electorates in 1997.  
Other essential evaluation tools: |
**Topics and Objectives**

**Semester:** Two  
**Period:** V  
**Grade:** 12  
**Topic:** Liberian History / The Second Liberian Civil War: 1999-2003

**Specific Objectives:**

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

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

<table>
<thead>
<tr>
<th><strong>Outcomes</strong></th>
<th><strong>Contents</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Materials / Resources</strong></th>
<th><strong>Evaluation</strong></th>
</tr>
</thead>
</table>
| Students will be able to: | 1. Major cause of the war.  
2. Key domestic players.  
3. Liberia United for Reconstruction and Democracy.  
5. Major external players.  
7. The OAU/AU  
8. The United States.  
9. European Union  
10. ECOWAS  
12. The Accra Peace Conference.  
13. Resignation of Charles Taylor. | 1. Students should discuss the specific cause of the war.  
2. Each student should explain his/her experiences during the war | A. Primary Text  
History of West Africa From A.D 1000 (Longman)  
B. Secondary Text  
Liberian Civics  
C. Other Resources/Supplementary Readings  
- Liberian History since 1980.  
- The Rise and Fall of the First Republic. | Fundamental tasks students should be able to do:  
1. Discuss the root cause of the second civil war.  
2. List the actors and describe their role in the war.  
3. Discuss the events leading to the resignation of Charles Taylor and the few months of President Moses Blah. |

Other essential evaluation tools:  
- Quizzes  
- Assignments
| 14. The Blah Administration. | • Handouts | • Tests
|  |  | • Examination
|  |  | • Observation |
**SEMESTER: TWO**

**PERIOD: VI**

**GRADE: 12**

**TOPIC:** LIBERIAN HISTORY / ELECTION 2005 AND POST ELECTION ISSUES

**SPECIFIC OBJECTIVES:**

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

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
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<td><strong>Fundamental tasks students should be able to do:</strong></td>
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<tr>
<td>Discuss the election of 2005 in terms of the candidates’ participant platforms.</td>
<td>1. The Election of 2005.</td>
<td>1. Students should write the names of all the parties and their presidential candidates.</td>
<td><strong>A. Primary Text</strong>&lt;br&gt;History of West Africa From A.D 1000 – (Longman)</td>
<td>1. Discuss the major issues of the elections of 2005.</td>
</tr>
<tr>
<td>Explain the conduct of the Election.</td>
<td>2. The issues.</td>
<td>2. Students should write the name of the chairman of the National Election Commission and other high officials.</td>
<td><strong>B. Secondary Text</strong>&lt;br&gt;Liberian Civics</td>
<td>2. Critically analyze the nature of the outcome of the elections.</td>
</tr>
<tr>
<td>Identify and discuss the major past conflict issues</td>
<td>3. The parties.</td>
<td>3. Class discussion of each of the issues under contents.</td>
<td><strong>C. Other Resources/Supplementary Readings</strong>&lt;br&gt;- Liberian History since 1980.</td>
<td><strong>Other essential evaluation tools:</strong></td>
</tr>
<tr>
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<td>4. The candidates.</td>
<td></td>
<td>- The Rise and Fall of the First Republic.</td>
<td>- Quizzes</td>
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<td>5. Burning past conflict issues.</td>
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<td>- Handouts</td>
<td>- Assignments</td>
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<td>6. Reconciliation.</td>
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<td>- Tests</td>
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<td></td>
<td>7. Security.</td>
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<td>- Examination</td>
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<td></td>
<td>8. Corruption.</td>
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<td>- Observation</td>
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