

# **REPUBLIC OF LIBERIA**

# **MINISTRY OF EDUCATION**



# NATIONAL CURRICULUM FOR GRADES 10 TO 12

# **HISTORY**

February 2011

#### MESSAGE FROM THE MINISTER OF EDUCATION

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

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

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

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

May I conclude by once again saving 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.

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

**TOPIC:** AFRICAN HISTORY - I NTRODUCTION

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students should be able to:	1. Definition & purpose of	1. Invite a historian to discuss	A. Primary Texts	<b>Fundamental tasks students</b>
	history	the sources of history.	History of Africa (Revised	should be able to do:
Discuss the nature &	2. Sources of African History		Edition) - Pearson	1 D: 41 4 0
purpose of history.	3. Peoples and Cultures of	2. Invite an oral historian to		1. Discuss the nature &
	Africa	explain their role in historic	Introduction to Liberian	purpose of history.
Discuss the myths and	4. Myths and realities about	socialization.	Government (Saye Guanno)	2. Discuss the myths and
realities about Africa.	Africa		B. Secondary Text	realities about Africa.
	5. Problems encountered in the		History in Diagram for West	3. Identify the major sources
Discuss the major sources	Writing of African history		Africa - Pearson	of African History.
of African History.	6. Sources of African History		C. Other	4. Discuss the myths and
Diggues the meeths and	7. Peoples & Cultures of Africa		Resources/Supplementary	realities of Africa.
Discuss the myths and	8. Myths & Realities about		Readings	Other essential evaluation
realities of Africa.	Africa			tools:
	9. Problems encounter in the		African history text	• Quizzes
	writing of African History		World history text	Assignments
	·		Maps	Tests
			<ul><li>Handouts</li></ul>	• Examinations

PERIOD: I

**GRADE:** <u>10</u>

TOPIC: AFRICAN HISTORY / NORTH AFRICA

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students will be able	1. The barbers or original	1. Organize group	A. Primary Texts	Fundamental tasks
to:	<b>Inhabitants of North</b>	discussions on the impact	History of Africa (Revised Edition) -	students should be able
	Africa.	of Egypt and sub Sahara	Pearson	to do:
1. Identify the original	2. Sources of African History.	Africa.		
inhabitants of North	3. Sources of the Egyptian		Introduction to Liberian Government	1. Identify the original
Africa.	history.	2. Group discussion on	(Saye Guanno)	inhabitants of North
2. Explain the place of	4. The Nile and the rise of	Egypt's contribution to	B. Secondary Text	Africa.
the Nile in the history	Egypt.	religion and philosophy.	History in Diagram for West Africa -	2. Explain the place of
of Egypt.	5. The old kingdom.		Pearson	the Nile in the history
3. Explain the	6. The middle kingdom.	3. Visit achieves and	C. Other	of Egypt.
achievements of the	7. Socio- economic	museums to study	Resources/Supplementary	3. Explain the
three kingdoms of	development.	Egyptian artifacts.	Readings	achievements of the
Egypt.	8. Decline and fall of Egypt.	37.1		three kingdoms of
4. Discuss the place of	9. Egypt in African history.	4. Discuss the three types	African history text	Egypt.
Egypt in the African	, and the second	of writing in ancient	World history text	4. Discuss the place of
History.		Egypt.	Maps	Egypt in the African
			Handouts	History.
			Trandouts	Other essential

		evaluation tools:
		• Quizzes
		<ul> <li>Assignments</li> </ul>
		• Texts
		<ul> <li>Examinations</li> </ul>
		<ul> <li>Observations</li> </ul>

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

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

#### **SPECIFIC OBJECTIVES:**

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

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

6. Kush in African History	C. Other	of Meroe and Napata
	Resources/Supplement	Kushtic history
	ary Readings	Other essential evaluation
		tools:
	African history text	• Quizzes
	World history text	<ul> <li>Assignments</li> </ul>
	• Maps	• Tests
	Handouts	<ul> <li>Examinations</li> </ul>
		Observation

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

**TOPIC: AFRICAN HISTORY / ETHIOPIA** 

#### **SPECIFIC OBJECTIVES:**

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

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

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

dynasty.		History in Diagram for	administration
	5. Ancient Ethiopia in African	West Africa - Pearson	of Ethiopia up
Discuss the role of	history.	C. Other	to the
Ethiopia in African		Resources/Suppleme	emergence of
History.		ntary Readings	the Solenoid
			dynasty.
		African history	<b>3.</b> Discuss the
		text	role of
		World history text	Ethiopia in
		Maps	African
		Handouts	History.
		Trandouts	Other essential
			evaluation tools:
			• Quizzes
			<ul> <li>Assignments</li> </ul>
			• Tests
			<ul> <li>Examinations</li> </ul>
			Observation

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

TOPIC: AFRICAN HISTORY / THE SWAHILI CIVILIZATION

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	

Students will be able to:  Discuss the founders of the Swahili civilization.  Explain the literary	<ol> <li>The East African coast as a melting point for cultures.</li> <li>Trade and commence in the region.</li> </ol>	<ol> <li>Name the countries in which Swahili is one of the official languages.</li> <li>Discuss the part which the Portuguese played in the</li> </ol>	A. Primary Texts History of Africa (Revised Edition) - Pearson  Introduction to Liberian Government (Saye	Fundamental tasks students should be able to do:  1. List the names of Africans, Asians, Chinese and Arabs who
contributions of the Swahili civilization.	<ul><li>3. Cultural and literary achievements in the region.</li><li>4. Decline and fall of the Zeny Empire.</li></ul>	decline and fall of the Swahili civilization.  3. Swahili culture in African History.	Guanno)  B. Secondary Text  History in Diagram for  West Africa - Pearson  C. Other  Resources/Supplementar  y Readings  African history text  World history text  Maps  Handouts	developed the Swahili civilization and culture.  2. Discuss the literary contributions of the Swahili civilization to African history  Other essential evaluation tools:

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

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

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES		CONTENTS		ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students should be able to:	1.	The Declaration of Independent and	1.	Students should conduct a tour of the	A. Primary Texts	Fundamental tasks
Discuss the Declaration of		the making of the Constitution.		First Baptist Church, birth place of the	History of Africa (Revised Edition) -	students should be able to do:
Independent and the	2.	The kind of state and system of		nation.	Pearson	
Constitution of Liberia.		government.	2.	Students should tour the National	Introduction to	1. Discuss the background of the
Discuss the three branches of	3.	The organization and functions of		Museum which once housed the three	Liberian Government	Declaration of
government and their functions.		the Executive.		branches of government.	(Saye Guanno) <b>B. Secondary Text</b>	Independence.
Explain presidential	4.	The organization and duties of the Legislature.			History in Diagram for West Africa - Pearson	2. List and describe the branches of
succession and expansion of presidential powers.	5.				C. Other Resources/Suppleme ntary Readings	government and other socio-political
	6.	Expansion of presidential powers.			African history	institutions.
	7.	The structure and functions of the Judiciary.			<ul><li>text</li><li>World history text</li><li>Maps</li></ul>	Other essential evaluation tools: • Quizzes
					• Handouts	<ul><li>Assignments</li><li>Tests</li></ul>
						<ul><li>Tests</li><li>Examinations</li></ul>

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

TOPIC: LIBERIAN HISTORY / TERRIOTORIAL EXPANSION AND ENCROACHMENT

## **SPECIFIC OBJECTIVES:**

- Discuss the driving forces of Liberia expansion.
   Explain the driving forces of European encroachment.
   Discuss the impact of expansion and encroachment.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to:	1. Reasons for Liberia's expansion.	1. Discuss Liberia's response to the Berlin Conference of 1884/1885;	A. Primary Texts History of Africa	Fundamental tasks students should be
Explain the economic and strategic reasons for expansion.	2. Reasons for European encroachment.	<ol> <li>Explain the economic motives for expansion.</li> <li>Explain the trategic motives for</li> </ol>	(Revised Edition) - Pearson Introduction to	able to do:  1. Explain the
Discuss the territorial losses to the colonial powers.  Discuss the impact of	<ul><li>3. Territorial gains by Liberia.</li><li>4. Territorial losses to Liberia and the impact of expansion.</li></ul>	expansion.	Liberian Government (Saye Guanno)  B. Secondary Text  History in Diagram of	economic and strategic reasons for expansion.  2. Discuss the
expansion on Liberia.			West Africa - Pearson C. Other Resources/Suppleme	territorial losses to the colonial powers.
			<ul><li>ntary Readings</li><li>African history</li></ul>	3. Discuss the impact of expansion on Liberia.
			<ul><li>text</li><li>World history text</li><li>Maps</li></ul>	Other essential evaluation tools: • Quizzes
			Handouts	<ul><li> Assignments</li><li> Tests</li><li> Examinations</li></ul>

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

**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.

- Explain the contributions of religious denominations to the building of the state.
   Discuss the strength and weaknesses of the educational system.

OUTCOMES		CONTENTS		ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to:	1.	The educational system and a few	1.	Invite a church leader to speak	A. Primary Texts	Fundamental tasks students
Discuss the educational		educational institutions.		none the activities of his	History of Africa	should be able to do:
				denomination in Liberia.	(Revised Edition) -	1. Discuss the educational
system in terms of its organization.	2.	Christian missionary contribution to	_		Person	system in terms of its
Organization.		education.	2.	Invite an Imam to discuss the	T . 1	organization.
Discuss the contributions of				role of Islam in the Liberian	Introduction to	organization.
missionaries to education in	3.	Other missionary social services.		society.	Liberian Government	2. Discuss the contributions
Liberia.			2	0, 1, , 1, 111; , 4	(Saye Guanno) <b>B. Secondary Text</b>	of missionaries to
E1-in the energy of	4.	Islam in Liberian society.	3.	Students should list the	History in Diagram	education in Liberia.
Explain the growth and development of educational				number of elementary, junior and high schools in their	for West Africa -	2 Explain the growth and
institutions in Liberia.	5.	8		communities.	Pearson	3. Explain the growth and development of
mistrations in Liberia.		educational system.		communities.	C. Other	educational institutions in
					Resources/Suppleme	Liberia
					ntary Readings	Other essential evaluation
						tools:
					<ul> <li>African history</li> </ul>	• Quizzes
					text	Assignments
					World history text	• Tests

• Maps	• Examinations
• Handouts	Group Work

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

TOPIC: LIBERIAN HISTORY / THE LIBERIAN ECONOMY

#### **SPECIFIC OBJECTIVES:**

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

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

	• Handoute	
	<ul> <li>Handouts</li> </ul>	

PERIOD: I

**GRADE:** <u>10</u>

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

#### **SPECIFIC OBJECTIVES:**

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

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to: Discuss the administration of each of the four presidents.  Explain the place which these presidents hold in Liberian history.	1. The unique contributions made by the following presidents:  a) Joseph J. Jenkins Roberts b) William David Coleman c) Arthur Barclay d) Daniel Edward Howard	<ol> <li>Invite a historian to discuss the special and other contributions of these presidents.</li> <li>Let each student write a short biography of each of the four presidents.</li> </ol>	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	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.
			<ul><li> African history text</li><li> World history text</li><li> Maps</li><li> Handouts</li></ul>	Other essential evaluation tools:  Ouizzes Assignments Tests

• Examinations
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PERIOD: <u>I</u>

**GRADE:** <u>10</u>

TOPIC: LIBERIAN HISTORY / FOREIGN RELATIONS

#### **SPECIFIC OBJECTIVES:**

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

1. Discuss Liberia's vital and non-vital interests throughout the years up to 1980.

2. Explain the policy adopted to pursue these interests.

OUTCOMES		CONTENTS		ACTIVITIES	MATERIALS /	EVALUATION
					RESOURCES	
Students should be able to:	1.	Objectives of foreign policy.	1.	Invite an ambassador to speak to a	A. Primary Texts	Fundamental tasks
Discuss the foreign policy of	2.	Formation and implementation of		class on the relations between his	History of Africa	students should be
Liberian between 1848 and		foreign policy.		government and government of	(Revised Edition)	able to do:
1911; 1911 and 1945; and	3.	Relations with Europe.		Liberia.	Pearson	1. Discuss Liberia's
2010.	4.	Relation with America.				vital and non-vital
	5.	Relation with the League of Nations.	2.	Invite an official of the Ministry of	Introduction to	interests
	6.	Relations with Asia.		Foreign Affairs to speak on the	Liberian Government	throughout the
	7.	Relations with Africa.		current status of Liberian foreign	(Saye Guanno)	years up to 1980.
				policy.	<b>B. Secondary Text</b>	
					History in Diagram for	2. Explain the policy
					West Africa - Pearson	adopted to pursue
					C. Other	these interests.
					Resources/Suppleme	
					ntary Readings	Other essential
						evaluation tools:
					<ul> <li>African history</li> </ul>	• Quizzes
					text	<ul> <li>Assignments</li> </ul>

	•	• World history text	• Tests
	•	Maps	<ul> <li>Examinations</li> </ul>
	•	Handouts	

PERIOD: <u>I</u>

**GRADE:** <u>10</u>

**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.

- Analyze the shortcomings of the coup makers.
   Explain the challenges which faced the coup makers

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
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.	<ol> <li>The coup makers and their social background</li> <li>Organization of the People's Redemption Council (PRC).</li> <li>The first few weeks of the coup.</li> </ol>	<ol> <li>Have each student write a short biography of each of the original members of the PRC.</li> <li>Discuss why the coup was accepted by some states and why others rejected the coup?</li> </ol>	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/Supplementar y 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

PERIOD: II

**GRADE:** <u>10</u>

**TOPIC:** THE GHANA EMPIRE

#### **SPECIFIC OBJECTIVES:**

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

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

gaining independence in 1957.	Handouts	evaluation tools:
		• Quizzes
		<ul> <li>Assignments</li> </ul>
		Tests
		<ul> <li>Examinations</li> </ul>
		Observation

PERIOD: II

**GRADE:** <u>10</u>

**TOPIC:** THE MALI EMPIRE

## **SPECIFIC OBJECTIVES:**

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

OUTCOMES		CONTENTS		ACTIVITIES	MATERIALS /		EVALUATION
					RESOURCES		
Students will be able to:	1.	Sundiata Keita and the	1.	Teacher describes the origins of the	A. Primary Texts	Fu	ndamental tasks students
		founding of the Mali Empire.		Mali Empire, and encourages	History of Africa	sh	ould be able to do:
Trace the origins of the Mali				students to contribute.	(Revised Edition) -	1.	Outline the origins of the
Empire.	2.	Expansion and	2.	Students role-play Mansa Musa at	Pearson		Mali Empire.
Explain the process of		administration Mansa Musa.		the height of his power.		2.	Briefly describe the process
expansion of Mali.			3.	Students are assigned to collect	Introduction to Liberian		of expansion of Mali.
expansion of Man.	3.	The circumstances leading to		information (library and Internet) on	Government (Saye	3.	Describe the administrative
Describe the administrative		the fall of Mali.		Sundiata, Mansa Musa and other	Guanno)		structure of the Mali
structure of the Mali Empire.				kings of Mali.	B. Secondary Text		Empire.
1	4.	The importance of Mali in	4.	Students' assignments are discussed.	History in Diagram for	4.	Discuss the importance of
Discuss the trade and	"	African history.			West Africa - Pearson		trade and commerce in the
		Thirtem motory.			C. Other		Mali.

commerce of Mali.  Describe the circumstances leading to the decline of Mali.  Analyze the importance of	Resources/Supplement ary Readings       African history text     World history text     Maps	<ul><li>5. Describe the circumstances leading to the decline of Mali.</li><li>6. Briefly state why Mali is important in African history.</li></ul>
Mali in African history.	• Handouts	Other essential evaluation tools:

PERIOD: II

**GRADE:** <u>10</u>

**TOPIC:** THE SONGHAI EMPIRE

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students will be able to:	1. Gao and the rise of the	<ol> <li>Students should discuss how</li> </ol>	A. Primary Texts	Fundamental tasks students
5 7 4	Songhai people.	Sunni Ali I liberated Gao.	History of Africa	should be able to do:
Describe the origins of the		2. A group discussion on why	(Revised Edition) -	1. Discuss the origins of the
Songhai Empire and its	2. Annexation of Gao by	Morocco invaded Songhai.	Pearson	Songhai Empire.
	Songhai.	3. Discuss the exploits of Sunni		2. Outline the developments

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.	<ul> <li>3. Cessation of Gao from Songhai; expansion and administration.</li> <li>4. Decline and fall of Songhai.</li> <li>5. Importance in African History.</li> </ul>	Ali II.  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	leading to the greatness of the Songhai Empire.  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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PERIOD: II

**GRADE:** <u>10</u>

**TOPIC:** KARNEM BORNU

**SPECIFIC OBJECTIVES:** 

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

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

expansion of Karnem Bornu			how it impacted that kingdom.	Introduction to	of Karnem Bornu
	3.	Trade, commerce, and external		Liberian Government	2. Explain the major
Discuss the trade and		relations with her neighbors.		(Saye Guanno)	factors that led to
commerce of the kingdom		9		<b>B. Secondary Text</b>	the decline and fall
and the role of Islam in the	4	Impact of Islam on Karnem Bornu.		History in Diagram for	of Karnem Bornu
society.	"	impact of Islam on Ital nem Borna.		West Africa - Pearson	Other essential
Discuss the place Verner	_	Decline and the fall of the kingdom.		C. Other	evaluation tools:
Discuss the place Karnem Bornu in African History.	3.	Decline and the fail of the kingdom.		Resources/Suppleme	• Quizzes
Bolliu III Afficali History.				ntary Readings	Assignments
Describe the expansion of					• Tests
Karnem Bornu, and its				<ul> <li>African history</li> </ul>	Examinations
relation with other states.				text	Observation
				World history text	- Observation
Discuss the factors for the				Maps	
decline and fall of Karnem				Handouts	
Bornu.				Trandouts	

PERIOD: III

**GRADE:** <u>10</u>

**TOPIC:** THE HAUSA STATES

**SPECIFIC OBJECTIVES:** 

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

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

development of the Hausa	2.	Ousman dan Fodio and the		Arabs on the Hausa States.	Edition) - Pearson	do	:
States.		expansion of Hausaland.					Discuss the growth and
			2.	Students locate the Hausa States	Introduction to Liberian		development of the
Explain the expansion and	3.	Administrative structure of the		on the map of modern Africa.	Government (Saye Guanno)		Hausa States.
administration of the states.		Hausa States.			<b>B. Secondary Text</b>	2.	Explain the expansion
Discuss the achievements of			3.	Compare the administrative	History in Diagram for West		and administration of
the states.	4.	Decline and fall the states.		structure of the Hausa states with	Africa - Pearson		the states.
the states.				any other kingdom in West	C. Other	3.	
Discuss the importance of	5.	The Hausa States in African		Africa during the same period.	Resources/Supplementary		achievements of the
the Hausa states in African	"	history.			Readings		states.
history.		1115001 y.				4.	Discuss the importance
-					<ul> <li>African history text</li> </ul>		of the Hausa states in
					World history text		African history.
					• Maps		Quizzes
					Handouts		her essential evaluation
						to	<u>ols</u> :
						•	Assignments
						•	Tests
						•	Examinations
						•	Observation

PERIOD: III

**GRADE:** <u>10</u>

**TOPIC:** THE MOSSI AND AKAN STATES

#### **SPECIFIC OBJECTIVES:**

- Discuss the origins and expansion of these states
   The importance of these states in African History

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

PERIOD: III

**GRADE:** <u>10</u>

TOPIC: OYO AND BENIN

**SPECIFIC OBJECTIVES:** 

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

OUTCOMES		CONTENTS		ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to:  Explain the origin and expansion of Oyo and Benin.  Discuss the administrative structure of the states and the role religion played in these societies.  Explain the decline and fall	<ol> <li>3.</li> </ol>	Mythological origins of these states.  Historical origins of these states.  Religion and Administrative structure.  Decline and fall of Oyo and Benin.	_	ize the class into groups to s the following:  Oba and Alafin The place of religion in the states Administrative structures Factors for the decline of the states Benin and Oyo in African history	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	Fundamental tasks students should be able to do:  1. Explain the origin and expansion of Oyo and Benin. 2. Discuss the administrative structure of the states and the role religion played in these
of these states and the place they occupy in African history.	5.	Benin and Oyo in African history.			<ul> <li>Resources/Supplementar y Readings</li> <li>African history text</li> <li>World history text</li> <li>Maps</li> <li>Handouts</li> </ul>	societies. 3. Explain the decline and fall of these states and the place they occupy in African history. Quizzes  Other essential evaluation tools:  Assignments Tests Examinations Observation

PERIOD: III

**GRADE:** <u>10</u>

**TOPIC: BAKONGO EMPIRE** 

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES		CONTENTS		ACTIVITIES	MATERIALS / RESOURCES		EVALUATION
Students will be able to  Discuss the origins and	1.	From Mayonbe kingdom to Bakongo Empire.	1.	Locate Bakongo on the map of old Africa	A. Primary Texts History of Africa (Revised Edition) -	sł	undamental tasks students nould be able to do:  Discuss the origins and
expansion of Bakongo.  Explain the kind and extent	2.	Expansion and Administration.	2.	Bakongo's relations with	Pearson		expansion of Bakongo.  Explain the kind and extent of
of trade and commerce in the empire.	3.	Trade and commerce	the relations were severed in Gov	Introduction to Liberian Government (Saye Guanno)	2.	trade and commerce in the empire.	
Explain the decline and fall of Bakongo and the place it holds in African history.	4.	Relations with foreign nations.			B. Secondary Text History in Diagram for West Africa - Pearson	3.	Explain the decline and fall of Bakongo and the place it holds in African history.
	5.	Decline and fall of Bakongo.			C. Other Resources/Supplementa ry Readings		Other essential evaluation tools:  Quizzes Assignments

6. Bakon	ngo in African History			• Tests
		•	African history text	<ul> <li>Examinations</li> </ul>
		•	World history text	<ul> <li>Observation</li> </ul>
		•	Maps	
		•	Handouts	

PERIOD: III

**GRADE:** <u>10</u>

**TOPIC:** MONOMOTAPA EMPIRE

**SPECIFIC OBJECTIVES:** 

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

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students will be able to	1. Founders of the empire.	1. Invite a historian to discuss the origins	A. Primary Texts	Fundamental tasks
	-	of Monomotapa and the contribution	History of Africa	students should be
Discuss the origins and	2. Civil war and division of the empire.	of iron technology to its expansion.	(Revised Edition) -	able to do:
expansion of Monomotapa.	•		Pearson	1. Discuss the origins
Explain why Monomotapa	3. The Great Zimbabwe.	2. Discuss the part which the Portuguese		and expansion of
succeeded in expansion.		played in the decline and fall of	Introduction to	Monomotapa.
succeeded in expansion.	4. Decline and fall of the empire.	Monomotapa.	Liberian Government	
Discuss the place of	4. Decline and fan of the empire.	•	(Saye Guanno)	2. Explain why
Monomotapa in African	5 The alone of Menone dance in African		B. Secondary Text	Monomotapa
history.	5. The place of Monomotapa in African		History in Diagram	succeeded in
mstory.	history.		for West Africa -	expansion.
			Pearson	2 Diama da alas
			C. Other	3. Discuss the place
			Resources/Suppleme	of Monomotapa in
			ntary Readings	African history
			ntary readings	Other essential

	•	African history	evaluation tools:
		text	<ul> <li>Assignments</li> </ul>
	•	World history text	<ul><li>Tests</li></ul>
		Maps	<ul> <li>Examinations</li> </ul>
	•	Handouts	<ul> <li>Observation</li> </ul>

PERIOD: IV

**GRADE:** <u>10</u>

**TOPIC:** THE GREAT SLAVE TRADE

**SPECIFIC OBJECTIVES:** 

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

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

OUTCOMES		CONTENTS		ACTIVITIES	MATERIALS /		EVALUATION
OCTOMILS.		CONTENTS		110111111111111111111111111111111111111	RESOURCES		EVILLOITION
Students will be able to:	1.	Migration into the sub-region.	1.	Name the major African extinct	A. Primary Texts	Fu	ındamental tasks
				groups in southern Africa.	History of Africa (Revised	stu	udents should be able to
Identify the peoples of	2.	Shaka and the Zulu nations.			Edition) - Pearson	<u>do</u>	<b>:</b>
Southern Africa and when			2.	1		1.	Identify the peoples of
South Africa was inhabited.	3.	Coming of the Europeans.		English went to South Africa.	Introduction to Liberian		Southern Africa and
Explain the relations which					Government (Saye		when South Africa was
existed between Africans	4.	From colony to independent	3.	Discuss the Boer Wars.	Guanno)		inhabited.
and other groups.		state.			<b>B. Secondary Text</b>	2.	Explain the relations
and other groups.					History in Diagram for		which existed between
Explain the nature and	5.	Apartheid			West Africa - Pearson		Africans and other
impact of Apartheid on the	•	1 par encia			C. Other Resources/		groups.
society.	6	Imposition and abolition in			Supplementary Readings	3.	Explain the nature and
	0.	South Africa and African					impact of Apartheid on
		history.			<ul> <li>African history text</li> </ul>		the society.
		1115001 y •			<ul> <li>World history text</li> </ul>	<u>O</u> 1	ther essential evaluation

	• Maps	tools:
	<ul> <li>Handouts</li> </ul>	Assignments
		Tests
		• Examinations
		Observation

PERIOD: <u>V</u>

**GRADE:** <u>10</u>

**TOPIC:** THE AFRICAN EXPLORATION

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
Students will be able to	1 Loading avalouing nations and	Students should list the names of	RESOURCES	Fundamental tasks
Students will be able to	1. Leading exploring nations and explorers.	some places and water bodies	A. Primary Texts History of Africa	Fundamental tasks students should be able to
Discuss the major African	•	named after the explorers.	(Revised Edition) -	do:
explorations and the leading	2. Major objectives of exploration.		Pearson	1. Explain the motives of
explorers.	3. Impact of exploration on Africa.	2. Students should discuss the motives for exploring Africa by Europeans.	Introduction to	Europe exploration of Africa.
Explain the major objectives			Liberian Government	2. Discuss the leading
for which Europe embarked			(Saye Guanno)	explorers and areas
on the exploration of Africa.			<b>B. Secondary Text</b>	explored.
			History in Diagram for	3. Analyze the impact of
Discuss the impact of			West Africa - Pearson	exploration on Africa.
exploration on Africa.			C. Other	4.

Resources/Supplemen	Other essential evaluation
ary Readings	tools:
	<ul> <li>Assignments</li> </ul>
African history text	• Tests
World history text	<ul> <li>Examinations</li> </ul>
• Maps	<ul> <li>Observation</li> </ul>
Handouts	

PERIOD: <u>V</u>

**GRADE:** <u>10</u>

TOPIC: THE AFRICAN COLONIZATION

#### **SPECIFIC OBJECTIVES:**

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

1. Explain the socio-economic motives of African colonization.

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

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

external factors of	Africa.	West Africa - Pearson	3. Analyze the impact of
decolonization.		C. Other	colonization on Africa.
		Resources/Supplement	Other essential evaluation
Explain the impact of		ary Readings	tools:
colonization on Africa			<ul> <li>Quizzes</li> </ul>
		African history text	<ul> <li>Assignments</li> </ul>
		World history text	• Tests
		• Maps	<ul> <li>Examinations</li> </ul>
		Handouts	<ul> <li>Observation</li> </ul>

PERIOD: <u>IV</u>

**GRADE:** <u>10</u>

TOPIC: ARFICAN HISTORY – PROBLEMS AND PROSPECTS

#### **SPECIFIC OBJECTIVES:**

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

1. Explain the problems of African history.

2. Discuss the prospects of African history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to	1. Problems of African History.	Invite a Historian to speak on the problems with the writing of	A. Primary Texts History of Africa	Fundamental tasks students should be
Explain the problems of African history.	2. Prospects of African History	African history.	(Revised Edition) - Pearson	able to do:  1. List and discuss
Discuss the prospects of African history.		2. Let each student write three pages on the prospects of Africa history.	Introduction to Liberian Government (Saye Guanno)	the problems of African history.
Tantoun motory.			B. Secondary Text History in Diagram for	
			West Africa - Pearson  C. Other  Resources/Suppleme	African history.  Other essential
			ntary Readings	evaluation tools:
			African history	• Assignments
			<ul><li>text</li><li>World history text</li></ul>	<ul><li> Tests</li><li> Examinations</li></ul>
			<ul><li> Maps</li><li> Handouts</li></ul>	Observation

PERIOD: <u>I</u>

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY

#### **SPECIFIC OBJECTIVES:**

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

1. Define history; discuss its main purpose and the periods in history.

2. Identify the three pillars of European history.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to:	1. Definition and purpose of history.	1. Invite a historian to speak on the influence of the Greeks,	A. Primary Text World History in the	Fundamental tasks students should be able
Discuss the purpose of history.	2. Prehistory.	Romans, and the Christian faith on Western civilization.	20 <sup>th</sup> Century - Longman <b>B. Secondary Text</b>	to do: 1. Give an acceptable
Explain three foundations	3. The three periods in history and their characteristics.		Africa South of the Sahara - Longman	definition of history.
upon which Western civilization is built.	4. The three pillars of Western civilization.		C. Other Resources/Supplement ary Readings Long Word Atlas	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.
				<ul><li> Quizzes</li><li> Tests</li></ul>

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PERIOD: <u>I</u>

**GRADE:** <u>11</u>

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

#### **SPECIFIC OBJECTIVES:**

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

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Student will be able to  Discuss the Fertile Crescent as a center of Western civilization.  Explain the main factors in the growth of Western civilization.	<ol> <li>The Fertile Crescent as the cradle of Western civilization.</li> <li>The civilizations of Sumer, Akkahad, Babylon, Assyria, Persia, and their unique contributions.</li> </ol>	<ol> <li>Students should locate the Fertile Crescent on the map of the Middle East.</li> <li>Organize the class into groups to discuss the achievements of the ancient Fertile Crescent.</li> </ol>	A. Primary Text World History in the 20 <sup>th</sup> Century - Longman	Fundamental tasks students should be able to do:  1. Discuss the Fertile     Crescent as a center of     Western civilization.  2. Explain the main     factors in the growth of     Western civilization.  Other essential evaluation tools:      Term paper on     civilization of the     Romans and Greeks.      Quizzes     Tests     Examinations

PERIOD: II

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY / ANCIENT GREECE

#### **Specific objectives:**

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

1. Discuss the migration and settlement of the Greeks.

- 2. Discuss the nature of the Greek mind.
- 3. The Greek contribution of philosophy to Western civilization.

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

PERIOD: II

**GRADE:** <u>11</u>

**TOPIC: EUROPEAN HISTORY / MACEDONIA** 

## **SPECIFIC OBJECTIVES:**

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

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Student should be able to:  Discuss the origins of	1. The rise of Macedonia and its conquest of Greece.	Locate the place on the maps of ancient and or modern Asia and Africa.	A. Primary Text	Fundamental tasks students should be able to do:
Macedonia and its spread of Greek culture.	<ul><li>2. The campaign of Alexander the Great.</li><li>3. The Hellenistic age.</li></ul>	2. Trace the military campaign of Alexander the Great.	Longman  B. Secondary Text Africa South of the Sahara - Longman C. Other Resources/ Supplementary Readings  Long Word Atlas	<ol> <li>Discuss the rise of Macedonia and its conquest of Greece.</li> <li>Recount the exploits of Alexander the Great</li> <li>Describe the features of the Hellenistic age.</li> <li>Other essential evaluation tools:         <ul> <li>Assignments</li> <li>Quizzes</li> <li>Group work</li> </ul> </li> </ol>

	• Tests
	<ul> <li>Examination</li> </ul>

PERIOD: II

**GRADE:** <u>11</u>

**TOPIC:** EUROPEAN HISTORY / ROME

#### **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS		MATERIALS /	EVALUATION
		<b>ACTIVITIES</b>	RESOURCES	
Students should be able to:	1. The origins of Rome.	1. Students should	A. Primary Text	Fundamental tasks students should be able to
		identify Latin tribes,	World History in the	<u>do</u> :
Discuss the growth and	2. Expansion and	Julius Caesar,	20 <sup>th</sup> Century -	1. Give a short explanation of the mythological
expansion of the Roman	administration of the	Pompey Augustus	Longman	and historical origins of Rome.
republic and the empire.	republic and the	Caesar and	<b>B. Secondary Text</b>	2. Briefly discuss the growth and achievements
	empire.	Charlemagne.	Africa South of the	of the Roman republic and empire.
Discuss the Barbarian			Sahara - Longman	3. Discuss the Barbarian exploit and the impact
invasion and its impact on	3. Christianity and the		C. Other Resources/	of the church on the conquerors.
the Roman republic.	empire.		<b>Supplementary</b>	4. Present a brief Analysis of the contribution
	•		Readings	of Rome to Western civilization.
Discuss how law constitutes	4. The Barbarian		<ul> <li>Long Word Atlas</li> </ul>	Other essential evaluation tools:
the major Roman	invasion.			<ul> <li>Practical work on Julius Caesar and</li> </ul>
contribution to Western	: 552-5			Augustus Caesar
civilization.	5. The fall of the empire.			• Quizzes

	Term paper
6. Roman contribution to	• Tests
Western civilization.	<ul> <li>Examination</li> </ul>

PERIOD: III

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY / CHRISTIANITY

# **SPECIFIC OBJECTIVES:**

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

1. Discuss Christianity in terms of its Judaic origins, its founder and its teachings

2. Discuss the spread of Christianity, the rise of Papal infallibility and the modification of Papal infallibility.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students will be able to:	1. The Judaic origin of	1. Invite a Roman Catholic prelate	A. Primary Text	Fundamental tasks students
	Christianity.	to speak on the origins of	World History in the 20 <sup>th</sup>	should be able to do:
Explain the origin of the		Christianity and its basic truths.	Century - Longman	1. Explain the origin of the
Christian faith.	2. Jesus Christ the man.	,	<b>B. Secondary Text</b>	Christian faith.
		2. Invite a Protestant prelate to	Africa South of the	
Describe the basic teachings	3. His basic teachings.	speak on the origins and basic	Sahara - Longman	2. Describe the basic
of its founders.	g	beliefs of Christianity.	C. Other	teachings of its founders.
	4. The rise and the decline of		Resources/Supplementa	3
Explain the rise and fall of	the papacy.		ry Readings	4. Explain the rise and fall of
Papacy.	the pupusy:		<ul> <li>Long Word Atlas</li> </ul>	Papacy.
Explain the rise and fall of	5. The rise of nationalism in			5 Evaluin the rise and fall of
Explain the rise and fall of nationalism in Europe	Europe.			5. Explain the rise and fall of nationalism in Europe.
nauonansin in Europe				Other essential evaluation
				tools:

		<ul><li> Quizzes</li><li> Term paper</li></ul>
		• Tests
		<ul> <li>Examination</li> </ul>

PERIOD: IV

**GRADE:** <u>11</u>

**TOPIC: EUROPEAN HISTORY / INTORDUCTION** 

**Specific objectives:** 

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

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

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

6. The middle ages as the dark ages.	evaluation tools:
	• Quizzes
	Term paper by
	each student
	• Tests
	Examination

PERIOD: IV

**GRADE:** <u>11</u>

**TOPIC:** EUROPEAN HISTORY / MIDDLE AGES: 500 AD - 1000 AD

## **SPECIFIC OBJECTIVES:**

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

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Student should be able to:	1. Period of the barbarian	1. Teacher to invite a historian to	A. Primary Text	Fundamental tasks
	invasions.	speak on the Holy Roman	World History in the	students should be able
Discuss the barbarism		Empire, and of the barbarian	20 <sup>th</sup> Century -	to do:
conquest of Europe.	2. Period of the formation of the	invasion and its impact on the	Longman	1. Discuss the barbarian
	Germanic nation and the	Roman Empire.	<b>B. Secondary Text</b>	invasion and its
Student will be able to	consolidation of the German		Africa South of the	impact on Europe.
explain the conversion of the	holy nation.	2. A historian should speak to the	Sahara - Longman	2. Explain the
Germans to Christianity.	3. Socialization of the Germans by	class on how the Germans	C. Other	relationship between
	the church.	conquered the Romans and were	Resources/Supplem	the church and the
		themselves conquered by the	entary Readings	invaders.
	4. Establishment of the Holy Roman	church.	<ul> <li>Long Word Atlas</li> </ul>	
	Empire.			Other essential

3. Have a leading prelate speak on the Holy Roman Empire or the German nation.	<ul> <li>evaluation tools:</li> <li>Assignments</li> <li>Practical work based on class discussion</li> </ul>
	• Quizzes
	• Tests
	<ul> <li>Examination</li> </ul>

PERIOD: <u>IV</u>

**GRADE:** <u>11</u>

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

**SPECIFIC OBJECTIVES:** 

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

1. Discuss university scholasticism.

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

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

		evaluation tools:
		<ul> <li>Assignments</li> </ul>
		<ul> <li>Classwork</li> </ul>
		<ul> <li>Quizzes</li> </ul>
		• Tests
		<ul> <li>Examination</li> </ul>

PERIOD:  $\underline{\mathbf{V}}$ 

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY / THE PROTESTANT AND THE CATHOLIC REFORMATION

#### **SPECIFIC OBJECTIVES:**

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

1. Discuss the Protestant Reformation in terms of its causes and major actors.

2. Discuss the Catholic Reformation as a response to malpractices.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to:  Discuss the root causes of the Protestant Reformation.  Discuss the reforms introduced by the Catholic Church in response to the Protestant Reformation.	<ol> <li>Developments leading to the Protestant Reformation.</li> <li>Result of the protest.</li> <li>Root causes of the Catholic Reformation.</li> <li>Impact of the Catholic Reformation.</li> </ol>	<ol> <li>Students should conduct a group discussion on Martin Luther, John Calvin and St. Ignatius of Loyola.</li> <li>Invite a Roman Catholic Priest to speak on the Catholic Reformation and the changes it introduced.</li> <li>Invite a Protestant prelate to speak on the prospects of a Protestant-Roman Catholic reconciliation.</li> </ol>	A. Primary Text World History in the 20 <sup>th</sup> Century - Longman B. Secondary Text Africa South of the Sahara - Longman C. Other Resources/Supplement ary Readings  • Long Word Atlas	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:

PERIOD:  $\underline{\mathbf{V}}$ 

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY / THE INDUSTRIAL REVOLUTION

#### **SPECIFIC OBJECTIVES:**

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

1. Discuss the social and economic conditions which led to the Industrial Revolution.

2. Analyze the impact of the Industrial Revolution on Europe and America.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Discuss the factors which accounted for the Industrial Revolution.	<ol> <li>Contributing factors of Industrial Revolution.</li> <li>Centers of the Industrial Povolution in Europe</li> </ol>	Student should discuss the impact of the Industrial Revolution on American plantation and industry.	A. Primary Text World History in the 20 <sup>th</sup> Century - Longman B. Secondary Text Africa South of the	Fundamental tasks students should be able to do:  1. Discuss the factors which accounted for the Industrial Revolution.
Explain how the Revolution impacted the industrial sector of European societies and plantations.	Revolution in Europe.  3. Impact of the Industrial Revolution on European industry and plantations in America.	<ol> <li>Student should discuss how the Industrial Revolution impacted European factories.</li> <li>Students should conduct a group discussion on the impact of the Industrial</li> </ol>	Sahara - Longman  C. Other  Resources/Supplementa  ry Readings  Long Word Atlas	2. Explain how the Revolution impacted the industrial sector of European societies and plantations.
	4. Impact of the Industrial Revolution on the great slave trade.	Revolution on the slave trade.		<ul> <li>Other essential evaluation tools:</li> <li>Quizzes</li> <li>Practical work based on the lectured notes</li> <li>Group work</li> </ul>

		• Tests
		<ul> <li>Examination</li> </ul>
		<ul> <li>Observation</li> </ul>

PERIOD: <u>V</u>

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY / THE ENLIGHTMENT

## **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
Students should be able to:  Discuss the characteristics of the Enlightenment.  Compare the contribution of John Locke, Thomas Hobbes and J. J. Rousseau to political thought.	<ol> <li>The Enlightenment as an intellectual movement.</li> <li>Some English representatives of the Enlightenment – John Locke and Thomas Hobbes.</li> <li>Some French representatives of the Enlightenment – Rousseau, Voltaire and Montesquieu.</li> </ol>	Conduct group discussion on the works of Locke, Hobbes, Rousseau, Voltaire and Montesquieu.	A. Primary Text World History in the 20 <sup>th</sup> Century - Longman B. Secondary Text Africa South of the Sahara - Longman C. Other Resources/Suppleme ntary Readings Long Word Atlas	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.
				Other essential evaluation tools: • Quizzes

• Examination					<ul><li>Assignments</li><li>Tests</li><li>Examination</li><li>Group Report</li></ul>
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PERIOD: IV

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY / WESTERN IMPERIALISM

## **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students will be able to:	1. The social and political roots of	1. Invite a political scientist	A. Primary Text	Fundamental tasks
	Western imperialism.	to discuss imperialism and	World History in the 20 <sup>th</sup>	students should be able to
Discuss the social,	2. The major Western imperial powers.	its impact.	Century - Longman	<u>do</u> :
political and economic	3. Colonialism as an offshoot of	2. Invite a historian and	<b>B. Secondary Text</b>	1. Discuss the social,
motives of imperialism.	imperialism.	anthropologist to explain	Africa South of the	political and economic
	4. Social impact of imperialism.	the impact of imperialism.	Sahara - Longman	motives of imperialism.
Discuss the impact	5. Political impact of imperialism.	3. Invite an economist to	C. Other	2. Discuss the impact
which imperialism had.	6. Economic impact of imperialism.	discuss the impact of	Resources/Supplementa	which imperialism had.
	7. The political benefits of imperialism	imperialism.	ry Readings	Other essential evaluation
	to the masses.	4. Students should organize	<ul> <li>Long Word Atlas</li> </ul>	tools:
	8. The cultural benefits to the masses.	into groups to discuss the		• From the group report,
	9. The colonial powers, their colonies	colonial powers and their		let students debate on
	and possessions.	policies.		the concept of
	10. The internal and external factors of	5. The internal and external		imperialism.
	decolonization.	factors of decolonization.		• Quizzes

11. The social and economic impact of	6. The impact of colonization	•	Tests
colonization.		•	Examination

PERIOD: IV

**GRADE:** <u>11</u>

TOPIC: EUROPEAN HISTORY / THE AGE OF REVOLUTION

## **SPECIFIC OBJECTIVES:**

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

1. Discuss analytically the causes and impact of the French Revolution.

2. Explain the root causes and impact of the American Revolution.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
The students will be able to:  Discuss the French Revolution in terms of its	1. The social, political and economic roots of the French Revolution.	<ol> <li>Students should identify and discuss five leading figures of the French Revolution.</li> </ol>	A. Primary Text World History in the 20 <sup>th</sup> Century - Longman B. Secondary Text	Fundamental tasks students should be able to do:  1. Discuss analytically the causes and impact of the
national and international impact.  Analyze the American	2. Impact of the French Revolution on French society.	2. Students should identify and discuss five leading figures of the American Revolution.	Africa South of the Sahara - Longman C. Other Resources/Supplementa	French Revolution.  2. Explain the root causes and impact of the American
Revolution and its impact on the society.	3. The social, political and economic roots of the American Revolution.	3. Students should carry out a textbook research to identify the impacts of the two revolutions.	<ul><li>ry Readings</li><li>Long Word Atlas</li></ul>	Revolution.  Other essential evaluation tools:
	4. Impact of the American Revolution on American society.			<ul> <li>Practical work/textbook research report</li> <li>Assignments</li> <li>Quizzes</li> <li>Tests</li> <li>Examination</li> </ul>

PERIOD: <u>I</u>

**GRADE:** <u>12</u>

**TOPIC:** LIBERIAN HISTORY / THE PERIOD 1980-1990

## **SPECIFIC OBJECTIVES:**

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

1. Discuss the organization of the People's Redemption Council (PRC) and Interim National Assembly (INA).

- 2. Explain the internal and external challenges faced by the PRC and INA.
- 3. Identify the successes and failures of the Second Liberian Republic.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students should be able to:  Discuss the organization of the People's Redemption Council and the Interim National Assembly.  Explain the internal and external challenges faced by the PRC and INA.	<ol> <li>Organization of the Council.</li> <li>Alliances within the Council.</li> <li>Factions within the Council.</li> <li>Primary focus of the INA.</li> <li>The elections of 1985.</li> <li>The four years of the second Republic.</li> </ol>	<ol> <li>Invite a historian to speak on the major causes of the coup.</li> <li>Examine the PRC decrees and show the extent to which they protected or abused human rights and fundamental freedom.</li> </ol>	A. Primary Text History of West Africa From A.D 1000 (Longman) B. Secondary Text Liberian Civics C. Other Resources/Suppleme ntary 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

PERIOD: <u>I</u>

**GRADE:** <u>12</u>

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

## **SPECIFIC OBJECTIVES:**

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

1. Explain the root causes of the First Liberian Civil War.

2. Discuss why the war lasted for so long and how destructive it was.

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

PERIOD: II

**GRADE:** <u>12</u>

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

## **SPECIFIC OBJECTIVES:**

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

1. List the major actors of the First Liberian Civil War.

2. Critically discuss the interest of the external players in the crisis.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students will be able to:	1. Role of the Economic Community of	1. Discuss how and why ECOWAS	A. Primary Text	Fundamental tasks
	West African States (ECOWAS).	became involved in the Liberian	History of West	students should be able
Discuss the part played by		conflict.	Africa From A.D	to do:
ECOWAS in the Liberian	2. Role of the United States of America.		1000 (Longman)	
Civil War.		2. Explain the interest of Libya,	<b>B. Secondary Text</b>	1. Discuss the part
	3. Roles of France, Libya La Cote	France, America and La Cote	Liberian Civics	played by ECOWAS
Explain the role of France,	D'Ivoire.	D'Ivoire in the First Liberian Civil	C. Other	in the Liberian Civil
USA, Libya, and La Cote	2 1,0110	War.	Resources/Suppleme	War.
D'Ivoire in the Liberian			ntary Readings	2. Explain the role of
Civil War.			Liberian History	France, USA, Libya,
			since 1980.	and La Cote D'Ivoire
				in the Liberian Civil
			The Rise and Fall	War.
			of the First	
			Republic.	Other essential
			Trop wo fro.	evaluation tools:
			Handouts	• Quizzes
				Assignments
				• Tests

		Examination
		Observation

PERIOD: III

**GRADE:** <u>12</u>

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

#### **SPECIFIC OBJECTIVES:**

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

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

		• Observation

PERIOD: IV

**GRADE:** <u>12</u>

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

## **SPECIFIC OBJECTIVES:**

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

1. Name the Chairman of each Council of Sates.

2. Explain the successes and failures of each Council of State.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to:	1. The Kpormakpor Council.	Students should discuss the key issues with which each Council was faced.	A. Primary Text History of West Africa	Fundamental tasks students should be
Discuss each of the three	2. The Sankawolo Council.		From A.D 1000	able to do:
transitional governments.		2. Students should discuss the issues	(Longman)	1. Discuss each of
	3. The Perry Council.	surrounding the replacement of each	<b>B. Secondary Text</b>	the three
Explain the challenges which		Council.	Liberian Civics	transitional
each of the three			C. Other	governments.
governments faced.		3. Students should write the names of the	Resources/Suppleme	2. Explain the
		members of each Council.	ntary Readings	challenges which
			Liberian History	each of the three
			since 1980.	governments
				faced.
			• The Rise and Fall	
			of the First	Other essential
			Republic.	evaluation tools:
			r	• Quizzes
				<ul> <li>Assignments</li> </ul>

		• Handouts	• Tests
			<ul> <li>Examination</li> </ul>
			<ul> <li>Observation</li> </ul>

PERIOD: IV

**GRADE:** <u>12</u>

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

# **SPECIFIC OBJECTIVES:**

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

1. Name the parties and their presidential candidates in the election of 1997.

2. Discuss the factors which influenced the electorates in 1997.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to:  Name the presidential candidates of the election of 1997 and their platforms.  Discuss the Taylor administration in terms of its	<ol> <li>The presidential candidates in the elections of 1997.</li> <li>The issues in the elections of 1997.</li> <li>The Taylor Presidency.</li> <li>The challenges.</li> </ol>	<ol> <li>Students should discuss the merits and demerits of the platform of each political party.</li> <li>Invite a historian to discuss the place which Charles Taylor holds in Liberian history.</li> </ol>	A. Primary Text History of West Africa From A.D 1000 (Longman) B. Secondary Text Liberian Civics C. Other Resources/Suppleme	Fundamental tasks students should be able to do:  1. Name the parties and their presidential candidates in the election of 1997
successes and failures.	<ul><li>5. The failures.</li><li>6. The successes</li></ul>		<ul> <li>ntary Readings</li> <li>Liberian History since 1980.</li> <li>The Rise and Fall of the First</li> </ul>	<ul><li>2. Discuss the factors which influenced the electorates in 1997.</li><li>Other essential</li></ul>

	• Handouts	<ul> <li>Quizzes</li> <li>Assignments</li> <li>Tests</li> <li>Examination</li> <li>Observation</li> </ul>
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PERIOD: <u>V</u>

**GRADE:** <u>12</u>

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

## **SPECIFIC OBJECTIVES:**

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

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS /	EVALUATION
			RESOURCES	
Students will be able to:	1. Major cause of the war.	1. Students should discuss the	A. Primary Text	Fundamental tasks students
	2. Key domestic players.	specific cause of the war.	History of West	should be able to do:
Discuss the root cause of the	3. Liberia United for Reconstruction		Africa From A.D	1. Discuss the root cause of the
second civil war.	and Democracy.	2. Each student should explain	1000 (Longman)	second civil war.
	4. Movement for Democracy in Liberia.	his/her experiences during	<b>B. Secondary Text</b>	2. List the actors and describe
List the actors and describe	5. Major external players.	the war	Liberian Civics	their role in the war.
their role in the war.	6. The United Nations.		C. Other	3. Discuss the events leading
	7. The OAU/AU		Resources/Suppleme	to the resignation of Charles
Discuss the events leading to	8. The United States.		ntary Readings	Taylor and the few months
the resignation of Charles	9. European Union		Liberian History	of President Moses Blah.
Taylor and the few months	10. ECOWAS		since 1980.	
of President Moses Blah.	11. The National Transitional			Other essential evaluation
	Government of Liberia.		• The Rise and Fall	tools:
	12. The Accra Peace Conference.		of the First	Quizzes
	13. Resignation of Charles Taylor.		Republic.	Assignments

14. The Blah Administration.		• Tests
	• Handouts	• Examination
		Observation

PERIOD: <u>VI</u>

**GRADE:** <u>12</u>

TOPIC: LIBERIAN HISTORY / ELECTION 2005 AND POST ELECTION ISSUES

## **SPECIFIC OBJECTIVES:**

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

1. Discuss the major issues of the elections of 2005.

2. Critically analyze the nature of the outcome of the elections.

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



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