



REPUBLIC OF LIBERIA

MINISTRY OF EDUCATION



NATIONAL CURRICULUM FOR GRADES 7 TO 9

SOCIAL STUDIES

February 2011

MESSAGE FROM THE MINISTER OF EDUCATION

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

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

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

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

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

Hon. E. Othello Gongar
MINISTER

INTRODUCTION

The understanding of how human beings interact with their physical and social environments is important for living a stable and productive life. This curriculum on Social Studies has been designed to foster this understanding. It is an Integrated Subject that contains elements of Geography, History, Sociology, Psychology, Economics, Government, Health Science, and Religion, among many others. The overall goal of the curriculum is to nurture in students at the Junior High School with the knowledge, skills, competencies, attitudes and values that would enable them live as functional citizens who understand their physical environment, can interact with it productively and in a sustainable way; and who live at peace with others and help preserve the values of their society.

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, among other things, be able to:

1. Appreciate their physical environment and acquire the knowledge and skills needed to interact with it in a productive but sustainable manner.
2. Embrace those positive values and attitudes that make for peaceful coexistence in society.
3. Become aware of the socio-economic as well as political problems of their country and how to solve them for sustainable development.
4. Understand the importance of democratic values and how these foster national unity, peace and prosperity.
5. Understand the socializing agencies and their roles, and develop the ability to cope with social change.

SEMESTER: ONE

GRADE: 7

PERIOD: I

UNIT I: ELEMENTS OF GENERAL GEOGRAPHY

TOPIC: THE EARTH IN THE SOLAR SYSTEM

SPECIFIC OBJECTIVES:

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

1. Discuss the solar system.
2. Locate the position of the earth in the solar system.
3. Explain the size and movements of the earth and other heavenly bodies.
4. Discuss the effects of movements – axis of the earth, equator, etc.
5. Explain the principles that the earth is round.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Pupils will become sensitized of the solar system</p> <p>Pupils will understand the axis of the Earth.</p> <p>pupils will know about the equator.</p> <p>appreciate</p>	<ol style="list-style-type: none">1. The Solar System.2. Planets.3. Satellites.4. Size a shape.5. Axis of the Earth.6. Revolution7. Rotation.8. The Equator.	<ol style="list-style-type: none">1. Display the Globe in class.2. Explain the axis of the earth.3. Display a chart of the Solar System.4. Demonstrate movement of the earth.5. Display the globe in class.6. Explain the movement of the earth by using the globe.7. Demonstrate the eclipse of the sun,	<p><u>A. Primary Text</u> <i>New Geography for Liberia</i> (Pearson)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none">• Globe• World Map	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. State what the solar system is.2. Locate the position of the earth in the solar system.3. Explain the size and movements of the earth and other heavenly bodies.4. Describe the effects of movements – axis

	<p>9. Movement of the Earth and its effects.</p> <p>10. Eclipse of the Moon and the sun as well as the earth.</p> <p>11. Land and Water distribution.</p> <p>12. Continents, Oceans, Islands, Seas, etc.</p>	<p>moon and the earth.</p> <p>8. Display World Map and discuss with the pupils</p>		<p>of the earth, equator, etc.</p> <p>5. Show proof of the principle that the earth is round.</p>
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SEMESTER: ONE

GRADE: 7

PERIOD: II

UNIT II: ELEMENTS OF GENERAL GEOGRAPHY

TOPIC: RELIEF AND TOPOGRAPHY OF THE EARTH

SPECIFIC OBJECTIVES:

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

1. Define topography.
2. Explain the formation of mountains and mountain chains.
3. Discuss the location of the world's major rivers, lakes, seas, oceans, mountains, islands, etc.
4. Name and locate the types of desert in the world

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will acquire a general idea of the topography of the earth.	<p>1. Vegetation</p> <p>a) Savannah</p> <p>b) Sahara</p>	1. Visit any forest land around your school and describe what students see.	<p>. Primary Text</p> <p><i>New Geography for Liberia</i> (Pearson)</p>	<p>Essential tasks students should be able to do:</p>

<p>i.e. mountains, rivers, lakes, capes, etc.</p>	<p>c) Swamp d) Guinea High Forest</p> <p>2. Topography</p> <p>a) Mountains b) Lakes c) Deserts</p> <p>3. Importance of rivers</p> <p>a) Major rivers b) Oceans c) Seas</p> <p>4. Names & location of::</p> <p>a) Mountains b) Deserts c) Lakes d) Rivers e) Capes f) islands</p>	<p>2. Relief and physical maps should be displayed in class for discussion.</p> <p>3. Take the students to a river and explain the importance:</p> <ul style="list-style-type: none"> • Darm • Electricity <p>1. Ask pupils to list, locate and name, etc.</p>	<p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Relief and Physical maps • World Map 	<p>1. Define topography.</p> <p>2. Explain the formation of mountains and mountain chains.</p> <p>3. Discuss the location of the world's major rivers, lakes, seas, oceans, mountains, islands, etc.</p> <p>4. Name and locate the types of desert in the world</p> <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Questions and answers , • Home work, etc. • Group assignment & quiz • Test <p>Test/examination</p>
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SEMESTER: ONE

GRADE: 7

PERIOD: III

TOPIC: THE FAMILY IN LIBERIA

SPECIFIC OBJECTIVES:

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

1. Identify and describe the types of family – nuclear and extended.
2. Discuss the role of the family.
3. State the importance of clan and tribe.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Students will be able to define the family, describe the structure of the Liberian family, and demonstrate understanding and appreciation of the roles of the family	<ol style="list-style-type: none"> 1. The structure of the Liberian Family <ol style="list-style-type: none"> a) Family type b) Constituents c) members 2. Division of Labor in the Family: <ol style="list-style-type: none"> a) the function of the family b) relationship in the family c) responsibilities of bring up of the child/children 3. Clan and Tribe <ol style="list-style-type: none"> a) the place of the family in the tribe the place of the clan in the tribe 	<ol style="list-style-type: none"> 1. Draw a family cycle and <ul style="list-style-type: none"> • explain • nuclear • extended 2. Ask pupils to state what is the role/function of their family 3. Visit a clan or tribe to discuss where they belong (position) 	<p><u>A. Primary Text</u> <i>New Geography for Liberia</i> (Pearson)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Picture of a family 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Identify and describe the types of family – nuclear and extended. 2. Discuss the role of the family. 3. State the importance of clan and tribe. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Questions & answers • assignments • quiz • Test/Examination

SEMESTER: ONE

GRADE: 7

PERIOD: IV

TOPIC: THE ECONOMIC ACTIVITIES OF THE FAMILY

SPECIFIC OBJECTIVES:

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

1. Discuss types of occupation: farming, fishing, hunting, weaving, etc.
2. Discuss the system of trade; barter
3. Explain the system of trade and commerce
4. Discuss the cultural differences among the tribes

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will be aware of the different economic activities that Liberian families engage in.	<ol style="list-style-type: none">1. Farming<ol style="list-style-type: none">a) mechanicalb) agroc) traditional2. Fishing<ol style="list-style-type: none">a) traditionalb) modern3. Hunting<ol style="list-style-type: none">a) traditionalb) modern	<ol style="list-style-type: none">1. Visit Salala Rubber Plantation and relate economic activities to:<ul style="list-style-type: none">• settlements• location• migration2. Prepare a hunting game.	<p><u>A. Primary Text</u> <i>New Geography for Liberia</i> (Pearson)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none">• Latex• Net• Hook• Guns• Bows & arrows• Dogs and nets	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Discuss types of occupation: farming, fishing, hunting, weaving, etc.2. Demonstrate how trade in barter is carried out.3. Explain the system of trade and commerce currently practiced in Liberia.4. Discuss the cultural differences among the

	3. Weaving 4. System of Trade a) barter b) monetary 1. Others a) Logging b) Mining	3. Display a country cloth in class. 4. Visit the market places. 5. Take the pupils to logging and mining sites	thread Goods <ul style="list-style-type: none"> • Gold • Diamond • Chairs • Tables 	tribes. <u>Other essential evaluation tools:</u> <ul style="list-style-type: none"> • Oral questions & answers • Group Assignment • Homework • Quiz • Class work • Test • Test/Examinations
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SEMESTER: ONE

GRADE: 7

PERIOD: V

TOPIC: POPULATION OF THE FAMILY

SPECIFIC OBJECTIVES:

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

1. Explain the rules governing marriage in Liberia.
2. Discuss the process of courtship in the Liberia setting.
3. Explain what is meant by taboos in the Liberian society.
4. Discuss the relationship that exists among the In-laws.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will appreciate the value of marriage	<ol style="list-style-type: none"> 1. Age of marriage 2. Choice of partner 3. The marriage ceremony 4. Marriage Taboos 	<ol style="list-style-type: none"> 1. Visit the elderly people 2. Father's authority explain how to choose a partner and when to marry 3. Visit a wedding ceremony 4. Who selects the partner 5. What is father's authority 6. Ask the pupils to list some marriage taboos and ceremonial rites. 	<p><u>A. Primary Text</u> <i>New Geography for Liberia</i> (Pearson)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Kola nut • Marriage Certificate • Customary objects of marriage 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the rules governing marriage in Liberia. 2. Discuss the process of courtship in the Liberia setting. 3. Explain what is meant by taboos in the Liberian society. 4. Discuss the relationship that exists among the In-laws. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Oral questions & answers • Quiz • Assignment • Tests

SEMESTER: ONE

GRADE: 7

PERIOD: VI

TOPIC: THE RESPONSIBILITIES AND RIGHTS OF THE FAMILY

SPECIFIC OBJECTIVES:

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

1. Explain the responsibilities of the father, mother, and children.
2. State clearly the rights of the husband, wife, and child/children.
3. Discuss the formal and informal education of the family.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will better understand their „rights“ and protect them.</p> <p>Pupils will understand their roles and duties And perform them properly.</p> <p>Pupils will be aware of the difference between formal and informal education.</p>	<ol style="list-style-type: none"> 1. The roles/duties and ‘rights’ of the man. 2. The roles/duties and ‘rights’ of the woman 3. The Roles/Duties and ‘Rights’ of the child. 4. Traditional Education <ol style="list-style-type: none"> a) Formal b) Informal c) Liberian Literature 	<ol style="list-style-type: none"> 1. Group identifies “rights” and duties of family members. 2. Group discusses how to protect these “rights” and duties of the family members 3. Discuss the roles/duties and rights of the child. 4. Debate on the issue. 5. Let pupils debate on formal and informal education, and compare and contrast both. 	<p><u>A. Primary Text</u> <i>New Geography for Liberia</i> (Pearson)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Constitution & Universal Rights documents • Curriculum • Mat • Basket • Rattan Chair 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the responsibilities of the father, mother, and children in the family. 2. State clearly the rights of the husband, wife, and child/children. 3. Discuss the formal and informal education of the family. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Assignment • Oral questions & answers

				<ul style="list-style-type: none"> • Quiz • Home Assignment • Test • Group Assignment
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SEMESTER: ONE

GRADE: 7

PERIOD: VI

TOPIC: TRADITIONAL ARCHITECTURE

SPECIFIC OBJECTIVES:

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

1. Explain the types of houses based on tribal architectural design.
2. Discuss the materials used to construct traditional houses.
3. Describe the arts and crafts of Liberia.
4. Discuss the types of houses built in a particular environment according to the tribal background.
5. Discuss the painting, culture, music, dances and arts of Liberia.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will learn how traditional houses are built.</p> <p>Pupils will be aware of the various architectural designs in Liberia.</p> <p>Pupils will know the different arts and crafts of Liberia..</p> <p>Pupils will appreciate traditional architecture..</p>	<ol style="list-style-type: none"> 1. Types of <ul style="list-style-type: none"> • Houses • Materials • Permanent or temporary • Style • Building process 2. Architecture Design according to tribes 3. Arts and Crafts of Liberia <ul style="list-style-type: none"> • painting • sculpture • music • dances • dress • songs 4. Contribution of Architecture in the African Society 	<ol style="list-style-type: none"> 1. Allow pupils to visit a building site using traditional architecture and make a report on what they observe. 2. Take pupils to a nearby tribal setting to see the architectural design. 3. Plan a field trip to an Arts and Crafts shop/store. 4. Let pupils write a report on their visit. 	<p><u>A. Primary Text</u> <i>New Geography for Liberia</i> (Pearson)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Round Pole Thatch • Zinc • Mud • Pictures of designs • Paintings • Sculpture work • Dresses 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the types of houses based on tribal architectural design. 2. Discuss the materials used to construct traditional houses. 3. Describe the arts and crafts of Liberia. 4. Discuss the types of houses built in a particular environment according to the tribal background. 5. Discuss the painting, culture, music, dances and arts of Liberia. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Group Assignment • Oral questions & answers • Quiz • Test • Home Assignment • Test and Examination.

SEMESTER: ONE

GRADE: 7

PERIOD: VI

TOPIC: TRADITIONAL ARCHITECTURE

SPECIFIC OBJECTIVES:

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

1. Define religion and give examples of major religions.
2. Discuss the similarities and differences between Christianity and Islam (stress similarities).
3. Discuss African traditional religion – Animism.
4. Explain the different religious practices in the Liberian society.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	EVALUATION
<p>Pupils will understand the tenets of the major religions, including tradition religion.</p> <p>Pupils will develop religious tolerance.</p>	<ol style="list-style-type: none"> 1. Christianity 2. Animism 3. Islam 4. Others <ul style="list-style-type: none"> • Buddism 	<ol style="list-style-type: none"> 1. Visit a church or Bible study group. 2. Take pupils to the sites where they could observe traditional rituals. 3. Visit a mosque near the school or the town/city 4. Invite a religious leader to class to explain the practices of his/her religion. 	<p><u>A. Primary Text</u> <i>New Geography for Liberia</i> (Pearson)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Bible • Pictures of Jesus • Kolanuts • Cooked rice • Quran 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Define religion and give examples of major religions. 2. Discuss the similarities and differences between Christianity and Islam (with a stress on the similarities). 3. Discuss African traditional religion – Animism. 4. Explain the different religious practices in the Liberian society. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Oral questions & answers • Group Assignment • Quiz • Test • Examination

SEMESTER: ONE

GRADE: 7

PERIOD: I

UNIT: HISTORY

TOPIC: HISTORY OF LIBERIA BEFORE 1847

SPECIFIC OBJECTIVES:

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

1. Explain the ethnic and linguistic distribution of people of the region
2. Discuss the history of the region before 1822 – migration of tribes, civilization, society and culture.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	EVALUATION
<p>Pupils will understand the reasons for migration.</p> <p>Pupils will develop greater love for their country, and for each other</p>	<ol style="list-style-type: none">1. Linguistic and ethnic distribution of people.2. Migration of different tribes3. Early kingdoms, civilization and culture4. Contact the outside world and its effects	<ol style="list-style-type: none">1. Define migration and give reasons.2. Ask pupils views about migration in recent times.3. Let pupils give some examples of civilizations and cultures they know.4. Discuss the effects of migration, and the rise of early kingdoms.	<p><u>A. Primary Text</u> <i>Liberian History Up to 1847</i> (Longman)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p>	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none">1. Explain the ethnic and linguistic distribution of people of the region2. Discuss the history of the region before 1822 – migration of tribes, civilization, society and culture <p><u>Other essential evaluation tools:</u> Assignment Oral questions & answers Quiz Class work Test</p>

SEMESTER: ONE

GRADE: 7

PERIOD: II

TOPIC: GEOGRAPHICAL FEATURES OF LIBERIA

SPECIFIC OBJECTIVES:

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

1. Discuss the geographical features of the country
2. List the names of rivers, lakes, islands, mountains, etc.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIAL/RESOURCES	EVALUATION
Pupils will know the location and names of some geographical features of Liberia	<ol style="list-style-type: none"> 1. The geographical feature of Liberia. 2. Locating the geographical features on a large map of the country. 3. The different vegetation zones: <ul style="list-style-type: none"> • Savannah • Sahel • Swamp • The Guinea forest 	<ol style="list-style-type: none"> 1. Ask pupils to name and locate some of the lectures. 2. Let pupils list and name the vegetations in Liberia and the neighboring countries. 3. Organize a field trip to observe some of the features being studied. 	<p><u>A. Primary Text</u> <i>Liberian History Up to 1847</i> (Longman)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Physical and relief maps of Liberia 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the geographical features of the country 2. List the names of rivers, lakes, islands, mountains, etc. 3. Locate the different physical features of Liberia on a map. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Group assignment

Pupils will love and appreciate the topography of Liberia Pupils will protect the rivers	4. Topography of Liberia. 5. Usages of rivers.	6. Visit the hydro plant at Mount Barclay	Relief Map	<ul style="list-style-type: none"> • Oral questions and answers • Class work • Field work report • Quiz • Test
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SEMESTER: ONE

GRADE: 7

PERIOD: III

TOPIC: SOURCES OF LIBERIAN HISTORY

SPECIFIC OBJECTIVES:

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

1. Explain the various sources of history - oral traditions, archeology, and written historical resources.
2. Define and discuss *primary sources, secondary sources, archival materials, carbon-dating*.
3. State the advantages and the disadvantages of the different historical sources.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
pupils will appreciate the strength and weaknesses of each of the sources of history	<ol style="list-style-type: none"> 1. Oral tradition 2. Written record <ul style="list-style-type: none"> • Primary • secondary 3. Advantages and disadvantages of these sources 4. Archival Materials 5. Carbon dating 	<ol style="list-style-type: none"> 1. Ask for pupils' views on how historical information could be obtained. 2. Guide pupils to discuss the sources identified. 3. Explain the advantages and disadvantages of each source. 4. Let pupils be divided into two groups to discuss the sources, their merits and demerits. 	<p><u>A. Primary Text</u> <i>Liberian History Up to 1847</i> (Longman)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Artifacts • Archival materials 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the various sources of history - oral traditions, archeology, and written historical resources. 2. Define and discuss <i>primary sources, secondary sources, archival materials, carbon-dating.</i> 3. State the advantages and the disadvantages of the different historical sources. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Group Assignment • Class work • Quiz
				Test
				Examination

SEMESTER: ONE

GRADE: 7

PERIOD: IV

TOPIC: ATLANTIC SLAVE TRADE

SPECIFIC OBJECTIVES:

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

1. Describe the circumstances that gave rise to the Atlantic Trade.
2. Describe the route of the trade.
3. Discuss the social and economic consequences of the trade.
4. State the reasons for the abolition of the trade.
5. Explain Domestic Slave Trade.
6. Discuss the establishment colonies along the coast of Africa

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will show greater appreciation for the abolition of the Slave Trade; and develop respect for the ideal of freedom.	<ol style="list-style-type: none"> 1. Background to the Trans-Atlantic Slave Trade. 2. The nations involved in the trade. 3. The method of the trade. 4. The route of the trade. 5. The social, economic and political 	<ol style="list-style-type: none"> 1. Ask pupils to recount what they know about the Slave Trade. 2. Give a description of how the trade started, and its method and route. 3. Organize role play of how slaves were bought and exported. 4. Ask for pupils' views on the social, economic 	<p><u>A. Primary Text</u> <i>Liberian History Up to 1847</i> (Longman)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Artifacts • Archival materials • Copy of Treaty 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Write a short description of the circumstances that gave rise to the Atlantic Trade. 2. Trace on a map of the world the route of the trade. 3. Discuss the social and economic consequences of the trade. 4. State the reasons for the abolition of the trade. 5. Explain Domestic Slave

	<p>consequences of the trade.</p> <p>6. The abolition of the Slave Trade.</p> <p>7. The coming of the settlers to West Africa.</p> <p>8. Growth of colonization.</p> <p>9. Domestic Slave Trade.</p>	<p>and political consequences of the trade.</p> <p>5. Guide panel discussion on these consequences.</p> <p>6. Give an account of why the trade lasted so long, and how it came to an end.</p> <p>7. Discuss how the settlers came to Liberia, and other West African countries..</p> <p>8. Guide a discussion of the origins of colonization.</p> <p>9. Let pupils define Domestic Slave Trade, and provide examples.</p>		<p>Trade.</p> <p>6. Discuss the establishment colonies along the coast of Africa</p> <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Home Assignment • class work • Quiz • Test
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SEMESTER: ONE

GRADE: 7

PERIOD: V

TOPIC: THE COLONIAL PERIOD

SPECIFIC OBJECTIVES:

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

1. Discuss the structure of the colonial government.
2. Discuss the achievements of Ashmun.
3. State the relationship between the colonists and the local people.
4. Explain the Battle of Crown Hill.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	EVALUATION
Pupils will demonstrate a greater understanding and of the early administrators of Liberia and other West African countries.	<ol style="list-style-type: none"> 1. The administration of the settlement. 2. The Agents of the settlement and their achievements. 3. The Battle of Crown Hill. 4. Relationship between the Colonists and the local people. 	<ol style="list-style-type: none"> 1. Ask pupils' views on the administration of the settlement. 2. Ask pupils to list the names of the agents of the settlement. 3. Teacher should explain the factors leading to the Battle of Crown Hill. 4. Discuss the relationship between the local people and colonists along with the pupils. 	<p><u>A. Primary Text</u> <i>Liberian History Up to 1847</i> (Longman)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Artifacts • Archival materials <p>Copy of Treaty</p>	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Briefly describe how the early Liberian settlement was governed.. 2. Discuss the achievements of Ashmun. 3. State the relationship between the colonists and the local people. 4. Explain the Battle of Crown Hill. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Assignment • Questions

				<ul style="list-style-type: none"> • Answers • Questions • Answers • Group Assignment • Quiz • Quiz • Test
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SEMESTER: ONE

GRADE: 7

PERIOD: VI

TOPIC: THE COMMONWEALTH PERIOD

SPECIFIC OBJECTIVES:

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

1. Discuss the establishment of the Commonwealth.
2. Explain the circumstances leading to the Declaration of Independence.
3. State reasons and methods used for expansion of the settlement.
4. Explain the reactions of the local people to the expansion.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will appreciate the declaration of Independence.</p> <p>Pupils will be able to recount the reasons for expansion.</p>	<ol style="list-style-type: none"> 1. The Commonwealth of Liberia. 2. Declaration of Independence. 3. Reasons for Expansion. 4. Methods used for expansion. 	<ol style="list-style-type: none"> 1. Guide pupils to define what a commonwealth is. 2. Let pupils discuss the purpose of the Commonwealth of Liberia. 3. Ask pupils to describe the circumstances leading to Independence, and provide explanation. 4. Ask pupils to state the methods for expansion 	<p><u>A. Primary Text</u> <i>Liberian History Up to 1847</i> (Longman)</p> <p><u>B. Secondary Text</u></p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Artifacts • Archival materials <p>Copy of Treaty</p>	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Discuss the establishment of the Commonwealth. 2. Explain the circumstances leading to the Declaration of Independence. 3. State reasons and methods used for expansion of the settlement. 4. Explain the reactions of the local people to the expansion. <p><u>Other essential evaluation tools:</u></p> <p>Class work Question Answers Quiz Test Test Examine</p>

SEMESTER: ONE

GRADE: 8

PERIOD: I

TOPIC: GEOGRAPHICAL LOCATION OF LIBERIA

SPECIFIC OBJECTIVES:

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

1. Locate Liberia on the map of West Africa, and identify her neighbors.
2. Discuss Liberian boundaries with her neighbors.
3. State and describe the physical features and natural resources of Liberia;
4. Draw political and physical maps of Liberia and label the sub-political divisions.
5. Discuss the geographical regions of Liberia and her neighbors.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will be able to locate Liberia on a map of West Africa, and draw the map of Liberia.</p> <p>Pupils will appreciate and preserve the physical features and natural resources of Liberia.</p> <p>Pupils will understand the geographical Regions of Liberia</p>	<ol style="list-style-type: none"> 1. Location of Liberia on the map of West Africa. 2. Liberia’s boundaries with her neighbors. 3. Liberia’s physical features. 4. The major natural resources of Liberia. 5. The political divisions of Liberia. 	<ol style="list-style-type: none"> 1. Display maps of West Africa and Liberia. 2. Ask pupils to locate Liberia on the map of West Africa 3. Pupils should identify and name the countries bordering Liberia. 4. Discuss the physical features and natural resources of Liberia. 5. Guide pupils to identify the political sub- 	<p><u>A. Primary Text</u> <i>Introduction to Liberian Government</i></p> <p><i>New Geography For Liberia</i></p> <p><u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847</i> (Longman)</p> <p><u>Other Materials/Supplementary Readings</u></p>	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Locate Liberia on the map of West Africa, and identify her neighbors. 2. Discuss Liberian boundaries with her neighbors. 3. State and describe the physical features and natural resources of Liberia; 4. Draw political and physical maps of Liberia

		<p>divisions of the country.</p> <p>6. Let pupils draw their own maps of Liberia and West Africa.</p> <p>7. Organize a field trip for pupils to observe the physical features and the natural resources of the country.</p>	<ul style="list-style-type: none"> • Artifacts • Archival materials • Copy of Treaty • West Africa and Liberia maps • Posters • Pens • Pencils • Sheets 	<p>and label the sub-political divisions.</p> <p>5. Discuss the geographical regions of Liberia and her neighbors.</p> <p><u>Other essential evaluation tools:</u> Class work Homework Oral questions & answers Assignments Quiz Fieldwork report</p>
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SEMESTER: ONE

GRADE: 8

PERIOD: II

TOPIC: WEATHER AND CLIMATE OF LIBERIA

SPECIFIC OBJECTIVES:

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

1. Define the meanings of *weather* and *climate*.
2. Discuss the differences between weather and climate.
3. Prepare an elementary weather chart using weather instruments.
4. State the factors that influence climate in Liberia.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will know how to prepare and use weather instruments.</p> <p>Pupils will know the elements of Weather.</p> <p>Pupils will understand how meteorological instruments are prepared and used.</p> <p>Pupils will know the effect of the sun movement.</p> <p>Pupils will understand the causes of rain.</p>	<ol style="list-style-type: none"> 1. Weather and Climate – definitions and differences. 2. Elements of Weather. 3. Instruments of meteorology and their usage. 4. Effect of the apparent movement of the sun on weather and climate. 5. Rainfall and its causes. 6. The effects of extreme 	<ol style="list-style-type: none"> 1. Ask pupils to define weather and climate. 2. Show examples of weather charts, and ask pupils to prepare theirs. 3. Ask pupils to list the elements of Weather. 4. Display the instruments meteorology, and let pupils tell what they are used to measure. 5. Discuss the effect of the sun movement with the pupils. 	<p><u>A. Primary Text</u> <i>Introduction to Liberian Government</i></p> <p><i>New Geography For Liberia</i></p> <p><u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847</i> (Longman)</p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • West Africa and Liberia maps 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Define the meanings of <i>weather</i> and <i>climate</i>. 2. Discuss the differences between weather and climate. 3. Prepare an elementary weather chart using weather instruments. 4. State the factors that influence climate in Liberia. <p><u>Other essential evaluation tools:</u></p> <ul style="list-style-type: none"> • Construction of weather

<p>Pupils will know the effects of climate on human life, appreciate how human activities contribute to climate change.</p>	<p>climate and human life.</p> <p>7. The effects of human activities on climate change.</p>	<p>6. Ask pupils to discuss rain fall and its causes.</p> <p>7. Help pupils to explain the effect of climate on human life.</p> <p>8. Guide pupils to state the ways in which human activities contribute to climate change.</p>	<ul style="list-style-type: none"> • Posters • Pens • Pencils • Sheets • Pieces of meteorological instruments • Weather Charts <p>New Geography For Liberia Instruments of meteorology. Use the Textbook</p>	<p>instruments using local materials</p> <ul style="list-style-type: none"> • Assignment • Class work • Quiz • Home sssignment • Class work • Group Assignment • Test
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SEMESTER: ONE

GRADE: 8

PERIOD: III

TOPIC: AGRICULTURE AND ANIMAL HUSBANDRY

SPECIFIC OBJECTIVES:

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

1. Describe the different farming methods practiced in Liberia.
2. Name and discuss the factors that influence food crops production in Liberia.
3. Discuss the operation of Firestone Rubber Plantation.
4. State the different kinds of crops in Liberian agriculture (i.e. principal food crops, export cash crops, commercial, etc.)

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will appreciate the various farming methods in Liberia.</p> <p>Pupils will be able to name and identify the kind of crops grown in Liberia.</p> <p>Pupils will understand the operation of Firestone Rubber Plantation.</p>	<p>1. Farming Methods in Liberia</p> <p>2. Factors that influence agricultural production in the country.</p> <p>3. Operations of the Firestone Rubber Plantation.</p> <p>4. Types of crops</p>	<ol style="list-style-type: none"> 1. Encourage pupils to describe the farming methods they know. 2. Organize a visit to a rice, cassava or plantain farm to observe the methods of farming. 3. Discuss the Operations of Firestone, with the aid of appropriate photographs. 	<p><u>A. Primary Text</u> <i>Introduction to Liberian Government</i></p> <p><i>New Geography For Liberia</i></p> <p><u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847</i> (Longman)</p>	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Describe the different farming methods practiced in Liberia. 2. Name and discuss the factors that influence food crops production in Liberia. 3. Discuss the operation of Firestone Rubber

<p>Pupils will learn poultry farming method(s).</p> <p>Pupils will know how cattle are reared, and how fishing is done.</p>	<p>produced in Liberia.</p> <p>5. Poultry Farming</p> <p>6. Cattle Rearing a) Traditional b) Modern</p> <p>7. Fishing a) Traditional b) Modern c) Commercial</p>	<p>4. Show samples of the different crops produced in the country and let pupils name them.</p> <p>5. Ask pupils to bring to class various kinds of crops.</p> <p>6. Take a field trip to Firestone to study the production of latex.</p> <p>7. Take pupils to poultry Farm.</p> <p>8. Visit where cattle is reared.</p> <p>9. Take pupils for a fishing game or to a fish pond.</p>	<p><u>Other</u> <u>Materials/Supplementary</u> <u>Readings</u></p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Pens • Pencils • Sheets • Pieces of meteorological instruments • Weather Charts • Sample of crops grown in Liberia • Latex • rubber cup • knife • live chicken or pictures • Pictures of cattle • Fishing Net • Fish 	<p>Plantation.</p> <p>4. State the different kinds of crops in Liberian agriculture (i.e. principal food crops, export cash crops, commercial, etc.)</p> <p><u>Other essential evaluation tools:</u> Oral questions & answers Home work Quiz Home assignments Class work Group assignment Short answer tests</p>
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SEMESTER: ONE

GRADE: 8

PERIOD: IV

TOPIC: NATURAL MINERAL RESOURCES

SPECIFIC OBJECTIVES:

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

1. Use the physical map of Liberia to locate the major natural mineral resources – forest and water resources.
2. Locate Liberia’s agricultural areas and major produce of each area.
3. Discuss the meaning of renewable and non-renewable resources.
4. Discuss the natural mineral resources importance to the economic development of Liberia.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will appreciate the values of the resources Pupils will know about the Forest Resources	1. Liberia’s Resources <ul style="list-style-type: none"> • Iron ore • Gold • Diamond, etc. 2. Forest Resources <ul style="list-style-type: none"> • Timber • Wood • Building materials • animals 3. Water Resources <ul style="list-style-type: none"> • Fish • Hydroelectricity • Off-shore oil, sand, etc. 	1. Use a map and color the areas where natural mineral resources are found.	A. Primary Text <i>Introduction to Liberian Government</i> <i>New Geography For Liberia</i> B. Secondary Text <i>A Short History of the First Liberian Republic</i> <i>Liberian History Up to 1847 (Longman)</i>	<u>Essential tasks students should be able to do:</u> 1. Use the physical map of Liberia to locate the major natural mineral resources – forest and water resources 2. Locate Liberia’s agricultural areas and major produce of each area 3. Discuss the meaning of renewable and non-renewable resources 4. Discuss the natural
		2. List the usages of natural mineral resources. 3. Discuss their economic importance. 4. Visit a forest. 5. Take pupils to a sawmill industry. 6. Visit hydro-electricity site, oil factory and		

		<p>fishing industry</p> <p>7. Use the physical map of Liberia for pupils to locate the different natural resources.</p>	<p><u>Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Pens • Pencils • Sheets • Sample of crops grown in Liberia • Latex • Rubber cup • Knife • Pictures of cattle • Fishing Net • Fish • Pieces of gold and diamond 	<p>mineral resources importance to the economic development of Liberia.</p> <p><u>Other essential evaluation tools:</u></p> <p>Oral questions & answers Home work Quiz Home assignments Class work Group assignment Short answer tests</p>
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SEMESTER: ONE

GRADE: 8

PERIOD: V

TOPIC: POPULATION AND SETTLEMENT

SPECIFIC KOBJECTIVES:

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

1. Describe the population pattern of Liberia.
2. Explain the factors that affect human settlements and migration in Liberia.
3. Discuss the classification of rural settlements.
4. Discuss the problem of urban migration.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Pupils will demonstrate a better understanding of the problems associated with population and settlement.	<ol style="list-style-type: none"> 1. Liberia’s Population Pattern – Population density, regional and ethnic population distribution, etc. 2. Factors that Affect Human Settlement and Migration in Liberia. 3. Classification of Rural Settlements. 4. Problems Associated With Urban migration. 	<ol style="list-style-type: none"> 1. Display a large population map of Liberia and encourage pupils to describe the population patterns they see. 2. Guide pupils to name areas they know that are densely populated and those that are sparsely populated. Let them provide reasons for this. 3. Guide pupils to prepare a classification 	<p><u>A. Primary Text</u> <i>Introduction to Liberian Government</i></p> <p><i>New Geography For Liberia</i></p> <p><u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847</i> (Longman)</p> <p><u>Other Materials/Supplementary Readings</u></p> <ul style="list-style-type: none"> • West Africa and Liberia 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Describe the population pattern of Liberia. 2. Explain the factors that affect human settlements and migration in Liberia. 3. Discuss the classification of rural settlements. 4. Discuss the problem of urban migration. <p><u>Other essential evaluation tools:</u></p> <p>Oral questions & answers Home work Quiz Home assignments</p>

		table of rural settlements. 4. Let pupils brainstorm the problems associated with urban migration in Liberia.	maps <ul style="list-style-type: none"> • Posters • Population census reports. • Pictures/illustrations of urban and rural settlements • Pens • Pencils • Sheets 	Class work Group assignment Short answer tests
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SEMESTER: ONE

GRADE: 9

PERIOD: I

UNIT: REGIONAL GEOGRAPHY OF WEST AFRICA

TOPIC: LOCATION, TOPOGRAPHY CLIMATE OF THE WEST AFRICAN REGION

GENERAL OBJECTIVES:

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

1. Describe the topography of West Africa.
2. Interpret the political and relief maps of West Africa.
3. Use a simple meteorological instrument (like maximum thermometer, barometer, hydrometer, water vane, etc).
4. Recognize the major areas of West Africa noted for production in agriculture, mining, forestry, fishing, and industries, and
5. Know the important cities, towns, sea and airports and communication routes of West Africa.

SPECIFIC OBJECTIVES:

At the end of this period, pupils will be able to:

1. Discuss the political and physical maps of the African region;
2. Explain the formation of the various land forms in the West African region;
3. Discuss the factors that influence the weather and climate of the West Africa Region

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will learn to locate their country on the Atlas Map</p> <p>Pupils will know other countries in West Africa</p> <p>Pupils will understand the Relief map of West Africa</p> <p>Pupils will understand the Weather Condition of West Africa</p> <p>Pupils will know the influence of the climate</p>	<ol style="list-style-type: none"> 1. Cameroon and Nigeria 2. Ghana and Benin 3. Togo and Ivory Coast 4. Guinea and Sierra Leone 5. Gambia and Guinea Bissau, etc. 	<ol style="list-style-type: none"> 1. Let pupils locate their country on the map of an Atlas. Let them say if it a small or large country? 2. Pupils should name other countries of West Africa. 3. Let pupils study the relief model of West Africa, and note the ups and downs of the land. 4. Guide pupils to trace a map of West Africa from their Atlas and insert the names of theirs and other countries. 5. Ask pupils to construct a Wind Vane 	<p>A. Primary Text <i>Introduction to Liberian Government</i> <i>Liberia Civics (PLC)</i> <i>New Geography For Liberia</i></p> <p>B. Secondary Text <i>A Short History of the First Liberian Republic</i> <i>Liberian History Up to 1847 (Longman)</i></p> <p>Other Materials/Supplementary Readings <i>Adu Boahen, Topics in West Africa History (Pearson)</i> <i>Africa History in Maps (Pearson)</i></p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Population census reports. • Pictures/illustrations of urban and rural settlements • Pens • Pencils • POP/FLE Manuel 	<p>Essential tasks students should be able to do:</p> <ol style="list-style-type: none"> 1. Discuss the political and physical maps of the African region; 2. Explain the formation of the various land forms in the West African region; 3. Discuss the factors that influence the weather and climate of the West Africa Region <p>Other essential evaluation tools: Oral questions & answers Home work Quiz Home assignments Class work Group assignments Short answer tests</p>

SEMESTER: ONE

GRADE: 9

PERIOD: II

UNIT: REGIONAL GEOGRAPHY OF WEST AFRICA

TOPIC: AGRICULTURAL AND MINERAL RESOURCES OF WEST AFRICA

GENERAL OBJECTIVES

Upon completion of this period, pupils will:

1. Know the major areas of West Africa noted for production in agriculture, mining, Forestry, Fishing, and Industries;
2. Recognize the importance of West African Mineral resources;
3. Learn to explain the geographical factors that favor agriculture in West Africa.

SPECIFIC OBJECTIVES:

At the end of this period, pupils will be able to:

1. Explain the geographical factors that favor agriculture in West Africa.
2. Name and discuss the major mineral resources of West Africa.
3. Discuss the contribution of resources to the economic development of West Africa.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will recognize forest products and the major industries of the country and West Africa. Pupils will know the geographical factors favoring agriculture Pupils will recognize the contribution of minerals to	1. Forest Products and Industries 2. Geographical Factors Favoring Agriculture. 3. Major Minerals and their Contribution to Economic and Political Development	1. Let pupils name and list forest products and industries. 2. Let pupils locate these on a map of West Africa. 3. Ask pupils to prepare a weather chart using appropriate	<u>A. Primary Text</u> <i>Introduction to Liberian Government</i> <i>Liberia Civics (PLC)</i> <i>New Geography For Liberia</i> <u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i>	<u>Essential tasks students should be able to do:</u> 1. Explain the geographical factors that favor agriculture in West Africa. 2. Name and discuss the major mineral resources of West Africa. 3. Discuss the

<p>the economic and political development</p>		<p>measurement.</p> <p>4. Visit the farm.</p> <p>5. Ask pupils to discuss and list the contribution of mineral to economic and political development in West Africa.</p>	<p><i>Liberian History Up to 1847</i> (Longman)</p> <p><u>Other Materials/Supplementary Readings</u> <i>Adu Boahen, Topics in West Africa History</i> (Pearson)</p> <p><i>Africa History in Maps</i> (Pearson)</p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Population census reports • Photos of forest products and Industries 	<p>contribution of resources to the economic development of West Africa.</p> <p><u>Other essential evaluation tools:</u> Oral questions & answers Home work Quiz Home assignments Class work Group assignments Short answer tests Questions and Answers Group Assignment Test</p>
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SEMESTER: ONE

GRADE: 9

PERIOD: III

UNIT: REGIONAL GEOGRAPHY OF WEST AFRICA

TOPIC: PEOPLES AND ETHNIC GROUPS

GENERAL OBJECTIVES

Upon completion of this unit, pupils will:

1. Understand the life style of the peoples of West Africa.
2. Know the different occupation of the peoples of West Africa.
3. Recognize the problems of trade and communication in West Africa.
4. Know the political and economic activities of the West Africa.

SPECIFIC OBJECTIVES:

At the end of this period, pupils will be able to:

1. Explain the life styles and occupation of the people of West Africa.
2. Discuss the common problems of the people of West Africa.
3. Explain the economic and political activities of the people of West Africa.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will know the people and ethnic groups of the African Region.	1. People and Ethnic Groups of the African Region.	1. Pupils will name the peoples of West Africa.	<u>A. Primary Text</u> <i>Introduction to Liberian Government</i>	<u>Essential tasks students should be able to do:</u> 1. Explain the life styles and occupation of the people of West Africa.
Pupils will understand the life and life style of the people.	2. Life and Life Style of the Peoples in West Africa.	2. Prepare a chart on population.	<i>Liberia Civics (PLC)</i>	2. Discuss the common problems of the people of West Africa.
Pupils will choose	3. Occupation and	3. Pupils will discuss the life and life style of the	<u>B. Secondary Text</u> <i>New Geography For Liberia</i>	

<p>appropriate occupations and trades.</p> <p>Pupils will understand communication problems in West Africa.</p> <p>Pupils will know the common problems and solutions of peoples of West Africa.</p>	<p>Trade.</p> <p>4. Communication - Common Problems and Solution</p> <p>5. HIV/AIDS</p>	<p>peoples.</p> <p>4. Pupils will list and choose occupations and trades.</p> <p>5. Pupils will discuss the communication problems in West Africa.</p> <p>6. Pupils will list the problems commonly faced by West Africans, and suggest solutions to them.</p>	<p><i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847</i> (Longman)</p> <p><u>Other Materials/Supplementary Readings</u></p> <p>Adu Boahen, <i>Topics in West Africa History</i> (Pearson)</p> <p><i>Africa History in Maps</i> (Pearson)</p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Population census reports • Photos of forest products and Industries 	<p>3. Explain the economic and political activities of the people of West Africa.</p> <p><u>Other essential evaluation tools:</u></p> <p>Oral questions & answers</p> <p>Home work</p> <p>Quiz</p> <p>Home assignments</p> <p>Class work</p> <p>Group assignments</p> <p>Short answer tests</p> <p>Questions and Answers</p> <p>Group Assignment</p> <p>Test</p>
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SEMESTER: TWO

GRADE: 9

PERIOD: IV

UNIT: REGIONAL GEOGRAPHY OF WEST AFRICA

TOPIC: THE SIXTEEN COUNTRIES OF WEST AFRICA

GENERAL OBJECTIVES

Upon completion of this unit, pupils will:

1. Understand the political and economic problems of West Africa.
2. Know the location and boundaries of West African States.
3. Know the importance of the natural resources, mining, power industry and industry areas.
4. Be aware of the landforms, mountains system and topography effect.
5. Recognize the political and economic development/achievement of the sixteen countries of West Africa.

SPECIFIC OBJECTIVES:

At the end of this period, pupils will be able to:

1. State the location of their country and its boundaries.
2. Describe landforms, mountains, topography effects of West Africa.
3. Identify the rivers and lakes of West Africa and their importance.
4. Describe the vegetation and land use of West Africa.
5. State the natural resources, mining, and power, industry and industry areas of the region.
6. Describe the population distribution and settlements; and name the sea and airports, etc.
7. Analyze the political structures and problem of development common to West African countries, and suggest solutions to them.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will understand the political and economic development of these countries.	1. Sene-Gambia, Guinea Bissau, Guinea and Sierra Leone	1. Build up a small album, of at least four to five countries, of postage stamps, pictures and	<u>A. Primary Text</u> <i>Introduction to Liberian Government</i> <i>Liberia Civics (PLC)</i>	<u>Essential tasks students should be able to do:</u> 1. State the location of their country and its boundaries. 2. Describe landforms, mountains,

<p>Pupils will recognize the importance of rivers, lakes, and power resources of West Africa.</p> <p>Pupils will understand the economic, political problems common to West African countries.</p>	<p>2. Burkina Faso, Ivory Coast, Ghana, Togo, and Benin</p> <p>3. Nigeria, Cameroon, Niger, Mali and Mauritania</p>	<p>newspapers from the different West African countries.</p> <p>2. Trace two blank maps of at least three of the countries, inserting rivers, cities, ports and dams.</p> <p>3. Physical/Relief</p> <ul style="list-style-type: none"> • Display the food and crops of some West African countries • Make a list of the key minerals in West Africa. 	<p><i>New Geography For Liberia</i></p> <p><u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847</i> (Longman)</p> <p><u>Other Materials/Supplementary Readings</u> <i>Adu Boahen, Topics in West Africa History</i> (Pearson)</p> <p><i>Africa History in Maps</i> (Pearson)</p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Population census reports • Photos of forest products and Industries 	<p>topography effects of West Africa.</p> <p>3. Identify the rivers and lakes of West Africa and their importance.</p> <p>4. Describe the vegetation and land use of West Africa.</p> <p>5. State the natural resources, mining, and power, industry and industry areas of the region.</p> <p>6. Describe the population distribution and settlements; and name the sea and airports, etc.</p> <p>7. Analyze the political structures and problem of development common to West African countries, and suggest solutions to them.</p> <p><u>Other essential evaluation tools:</u> Oral questions & answers Home work Quiz Home assignments Class work Group assignments Short answer tests Questions and Answers Group Assignment Quiz Test Question and Answers Test</p>
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SEMESTER: TWO

GRADE: 9

PERIOD: V

UNIT: WEST AFRICAN HISTORY FROM THE EARLIEST TIME TO THE PRESENT

TOPIC:

GENERAL OBJECTIVES

Upon completion of this unit, pupils will:

1. Discuss the view once spread by the European colonial powers that Africa had no history as a myth.
2. Know and understand the cultural heritage of West Africa.
3. Recognize the location of the major tribes/ethnic groups of West Africa.
4. Know the geographical zones of West Africa.

SPECIFIC OBJECTIVES:

At the end of this period, pupils will be able to:

1. Define the history of West Africa.
2. Disprove the myth that Africa had no history.
3. Explain the geographical zones of West Africa.
4. Discuss the location of the major tribes/ethnic groups of West Africa.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
<p>Pupils will name and list major geographical features and vegetation belts of West Africa.</p> <p>Pupils will understand the ethnic /linguistic distribution and cultural patterns of West African peoples.</p> <p>Pupils will gain awareness of the pre-history of Africa.</p> <p>Pupils will know more and appreciate the <i>Nok</i> Culture and its contribution to West Africa.</p>	<p>Major geographical features and vegetation belts of West Africa.</p> <p>Ethnic, linguistic distribution and cultural patterns of West Africa.</p> <p>A brief Pre-history of Africa – the Stone Age and the focal revolution of Nok Culture.</p>	<ol style="list-style-type: none"> 1. Ask pupils to discuss and list some features and vegetation belts in West Africa. 2. Teachers should explain the ethnic/linguistic distribution and cultural pattern and give examples. 3. Ask pupils to discuss briefly the pre-history of Africa by giving facts gathered themselves. 4. Let pupils name and discuss some of things that went on during that period. 5. Display some West African artifacts and get pupils to discuss them. 	<p><u>A. Primary Text</u> <i>Introduction to Liberian Government</i></p> <p><i>Liberia Civics (PLC)</i></p> <p><i>New Geography For Liberia</i></p> <p><u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847 (Longman)</i></p> <p><u>Other Materials/Supplementary Readings</u> <i>Adu Boahen, Topics in West Africa History (Pearson)</i></p> <p><i>Africa History in Maps (Pearson)</i></p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Population census reports • Relief Map of West Africa • West African art and artifacts. 	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Define the history of West Africa. 2. Disprove the myth that Africa had no history. 3. Explain the geographical zones of West Africa. 4. Discuss the location of the major tribes/ethnic groups of West Africa. <p><u>Other essential evaluation tools:</u> Oral questions & answers Home work Quiz Home assignments Class work Group assignments Short answer tests Questions and Answers Group Assignment Quiz Test Question and Answers Test</p>

SEMESTER: TWO

GRADE: 9

PERIOD: VI

UNIT: WEST AFRICAN HISTORY FROM THE EARLIEST TIME TO THE PRESENT

TOPIC: EARLY WEST AFRICAN STATES – GHANA, MALI & SONGHAI

SPECIFIC OBJECTIVES:

At the end of this period, pupils will be able to:

1. Explain the origins of the early states in West Africa.
2. Discuss the achievements of this early state in West Africa.
3. Explain the factors that led to the rise and fall of the states.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Pupils will understand and appreciate the achievements of these early West African states – Ghana, Mali and Songhai.	<ol style="list-style-type: none"> 1. Ghana 2. Mali 3. Songhai 	<ol style="list-style-type: none"> 1. Ask pupils to report on Ghana (researching into written materials). 2. Divide the class into two 3. and let pupils explain the history of Mali with the help of the teacher. 4. Explain the position of Songhai and its leaders. 5. Guide pupils to 	<p><u>A. Primary Text</u> <i>Introduction to Liberian Government</i></p> <p><i>Liberia Civics (PLC)</i></p> <p><i>New Geography For Liberia</i></p> <p><u>B. Secondary Text</u> <i>A Short History of the First Liberian Republic</i></p> <p><i>Liberian History Up to 1847 (Longman)</i></p> <p><u>Other Materials/Supplementary</u></p>	<p><u>Essential tasks students should be able to do:</u></p> <ol style="list-style-type: none"> 1. Explain the origins of the early states in West Africa. 2. Discuss the achievements of this early state in West Africa. 3. Explain the factors that led to the rise and fall of the states. <p><u>Other essential evaluation tools:</u> Oral questions & answers</p>

		dramatize the pomp of Mansa Musa during his visit to the Middle East.	<p><u>Readings</u> Adu Boahen, <i>Topics in West Africa History</i> (Pearson) <i>Africa History in Maps</i> (Pearson)</p> <ul style="list-style-type: none"> • West Africa and Liberia maps • Posters • Population census reports • Relief Map of West Africa • West African art and artifacts. 	Home work Quiz Home assignments Class work Group assignments Short answer tests Assessment of dramatization.
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