



HISTORY

DISTANCE MODULE I

Grade 11



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



HISTORY DISTANCE MODULE

Grade 11

MODULE ONE

Semester I

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



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There are a number of symbols in this module to guide you as you study.



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



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



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



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



This tells you there is a checklist.



This tells you there is a written assignment



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

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Module Introduction

🌀 Dear learner,

This module comprises of five units each having sections and topics. In the first unit you will come to learn methods of teaching history, historiography, sources of history, and the origin of human beings including the evolution of early human cultures. The second unit focuses on the places of the ancient world in Africa, Asia, Europe, and America where cultural and technological advancements flourished that significantly transformed human life. The third unit deals the most important centers of culture and civilization in Ethiopia and the Horn that flourished before the Aksumite, during the Aksumite, and in the post-Aksumite periods. The fourth unit on the other hand focuses on two major periods in the history of the world. They are the “Middle Ages” (Medieval Period) in Europe, the Middle East and the Far East, that covers the period from about 500 A.D to 1500; and Early Modern World, which spans from about 1500 A.D to 1789. The fifth unit, which is the last unit in this module, focuses on the major cultural and technological developments that happened in the different parts of Africa.

Objectives

After completing this module, you will be able to:

- identify the meanings of history;
- describe some of the key elements in studying history;
- show the major centers of human evolution on a map of the world;
- appreciate the use of historiography in studying history;
- examine the factors that made civilizations in the ancient world possible;
- analyze the common features of civilizations of the ancient world;
- point out the main reasons for the fall of civilizations of the ancient world;
- draw a map of the world to locate major centers of ancient culture and civilization;
- appreciate the major achievements of ancient civilizations of the world;
- compare and contrast the achievements of the Pre-Aksumite, Aksumite and Post-Aksumite civilizations;
- investigate the nature of contact with the outside world;
- appreciate the culture of tolerance and respect that existed in Ethiopia among the different ethnic, linguistic and religious groups;

- outline the main features of the Dark Age (early middle Ages) in Europe;
- identify the causes and effects of the Crusades;
- examine the lasting heritages of the Byzantine Empire;
- analyze how the Ottoman Empire expanded;
- appreciate the achievements of the Tang and Song dynasties in China;
- analyze early Portuguese and Spanish explorations;
- explain the things that the renaissance brought to the world of the time;
- appreciate the major changes that took place during the early modern world;
- identify the major language groups and their distribution in Africa;
- understand the economic basis of Peoples and States in Africa;
- analyze the kind of relationships that existed among the different states and kingdoms of Africa;
- realize the ways in which Islam entered and spread in North and West Africa;
- sketch the Trans-Saharan-Trade Route to locate important market centers;
- appreciate the achievements of the ancient and medieval states of Africa.

Module Assessment Methods: - As you are well aware, the module contains questions in the form of activities, checklist activities and self-test exercises. Please do not look up the answers at the end of the module before you have tried your level best to answer the activities and self-test exercises. You will have a written assignment which constitutes 30%, mid - examination 20%, and final examination 50%.

UNIT ONE

HISTORY, HISTORIOGRAPHY, AND HUMAN EVOLUTION

🌀 Introduction

Dear learner! Every discipline has its methodology, which is also true for history. Methodology refers to the sum total of rules, principles, procedures and techniques applied or followed in acquiring new knowledge or transforming the old one in a given discipline. This unit focuses on basic historical methodology and historiography, which helps you understand the nature of history as an academic discipline. The other focus area the unit addresses is the current scientific knowledge on human origins, including the evolution of early human cultures.

Objectives

After completing this unit, you will be able to:

- identify the meanings of history;
- identify the main reasons why history is studied as an academic discipline;
- describe some of the key elements in studying history;
- show the major centers of human evolution on a map of the world;
- analyze the specific features of each stage of human evolution.
- appreciate the use of historiography in studying history.

SECTION ONE

HISTORY AND HISTORIOGRAPHY

Overview

Dear learner! In this section, you will learn about history as an academic discipline.

Moreover, you will learn about the meanings of history and historiography or the evolution of historical writing as well as the sources of history. Periodization in history is also included in the section.

Learning Competencies

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

- explain the importance of studying history as an academic discipline;
- demonstrate understanding of the uses and abuses of history;
- appreciate the role of history in the study of society;
- Compare and contrast the study of history with other sciences.
- classify the sources of history;

1. History as an Academic Discipline

Dear learner! In this lesson of the unit, you will learn about the meanings and uses of history as an academic discipline.



What do you know about history from your previous experience?

1.1. The Meaning of History

Dear learner, history is a branch of knowledge that deals with all things (including thoughts, sayings and deeds) done by people who lived in the past. This is the ordinary meaning of history. The term history itself is derived from the Greek word “*istoria*” (*historia*) which means inquiry or knowledge acquired by investigation.

In its academic definition, history is an organized and critical study of the past based on interpretation of evidence. History, as an academic discipline, refers to the study of past events, present situations and prediction of the future relating to social, economic, technological and

political developments. It also deals with the change and continuity of historical developments over time, and the patterns of cause and effect that determine change and continuity.

In studying the human past historians usually attempt to answer questions such as **what** happened? **When** did it happen? **How** did it happen? **Why** did it happen? And **what consequences** did it have?

1.2. The Use and Abuse of History

History helps us learn about what people did in the past. In doing so, we try not to repeat the mistakes of the past. Since history enables us to understand the past society, we will be able to better understand the present society and make predictions about the future society. History is also important for establishing the identity of families, social groups, institutions, and countries. The study of history also provides skills that are essential for our intellectual growth. This is to mean that the rigorous selection and examination of evidence to arrive at conclusions is an important training of the mind. Thus, learning history enables students to analyze and solve problems. It enables students to understand the crucial issues (problems) confronting human society, and to give an informed, reasoned, and intelligent response to these problems.

However, just as history is useful to humanity, it can also be abused. Selection is made from the past to justify the present. Judging the past from the perspectives (values) of the present is a serious problem in many countries including Ethiopia. This is wrong and does not give us an objective picture of the past.

1.3. History and Other Sciences

Dear learner, history has differences and similarities with other sciences. Natural sciences study the phenomena of the physical world, while history studies human beings and human societies in the past. History does not conduct controlled experiments that are common in natural sciences. Natural scientists report the results of their findings in a neutral way. However, historians commonly make value judgments or combine their personal views the results of their findings. On the other hand, both scientist and historians are concerned with discovery, shedding light on new knowledge, and solving current problems in society. Both of them also use systematic methods that involve rigorous checks, the use of evidence, and drawing conclusions. Therefore, history is a science because it must be proved through the use of reliable sources. It has a methodology which

is followed by all historians. Scholars also commonly categorize history under the social sciences, such as anthropology, sociology, psychology, economics and so on. Historians examine every aspect of the lives of human beings including economic and social conditions, and the development of religion, art and other elements of culture. But still, there are differences between historians and social scientists. Unlike historians, social scientists use experimental data in the form of samples. In addition, social scientists far more regularly use theoretical models and hypotheses than do historians.



History is a systematic and organized study of the past in time and place perspective.

Check List

Put a tick if you have understood about:

1. What is history?	
2. What does history study?	
3. Change and continuity of historical developments	
4. The uses of studying history	
5. Similarity and difference between history and natural sciences	



Self-Test Exercise 1

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect

- _____ 1. Historians and social scientists study human society in the same way.
- _____ 2. Judging the past from the perspectives (values) of the present give us an objective picture of the past.
- _____ 3. All historians use the same methodology when studying history.

Part II: Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided.

- _____ 4. In its ordinary meaning, history is the study of:
- A. Only the written past
 - B. The past political events alone
 - C. All things that happened in the human past
 - D. Only about ancient civilizations
- _____ 5. The Greek term “*istoria*” (*historia*) means _____.
- A. inquiry or investigation about the past
 - B. the study about Greek civilization
 - C. knowledge acquired by investigation
 - D. A and C are answers
- _____ 6. As an academic discipline, history deals with:
- A. Change and continuity
 - B. Cause –Effect relations
 - C. interpretation of evidences
 - D. All are answers
- _____ 7. One of the followings is **not** the importance of studying history. That is:
- A. Repeating the mistakes of the past.
 - B. Establishing the identities of families, social groups, institutions, and countries.
 - C. It provides skills that are essential for our intellectual growth.
 - D. It enables students to understand the crucial issues (problems) confronting human society
- _____ 8. Which one of the following statements shows the similarities between history and natural sciences?
- A. Natural sciences conduct controlled (laboratory) experiments.
 - B. Historians commonly make value judgments.
 - C. Natural scientists report the results of their findings in a neutral way.
 - D. The use of systematic methods involving rigorous checks, the use of evidence, and drawing conclusions.

2. Historiography

Dear learner! In the previous lesson, you have seen about history as an academic discipline, and the meanings and uses of learning history. Now, in this lesson, you will learn about the evolution of the writing of history at the global and national levels.

Learning Competencies

At the end of this lesson, you will be able to:

- describe the meaning of historiography;
- explain the relationship between history and historiography;
- outline the development of history as a discipline;
- compare and contrast the development of historiography in different parts of the world.

2.1. World Historiography

Dear learner, historiography refers to the history of historical writing. It can also be said that historiography is a discipline dealing with the methods of writing history, including the techniques of historical research and documentation. Some scholars state that historiography is the science of the study of history. History as a functional social activity stretches back to the beginning of human society. But the organized and systematic study of the past emerged largely with the rise of civilization particularly with the beginning of the technique of writing.

The beginning of western (European) historical tradition is often associated with the ancient Greek historian named **Herodotus** (c. 484-425 B.C). He wrote a long account, “*Histories*”, of the wars between the Greeks and the Persians. Herodotus is generally regarded as the “father of history”. His most famous successor was **Thucydides** (c. 455 – 400 B.C) who chronologically, critically and accurately wrote about the war between Athens and Sparta known as the Peloponnesian War (c. 431-408 B.C).

Historical writing took a relatively sophisticated shape in the period of classical antiquity (Greco-Roman civilization). However, after the fall of the ancient Western Roman Empire in around 476 A.D., historical writing lapsed into conditions dominated by religion and myth. Later, it achieved a higher level of rational perception and a more advanced methodology during the Renaissance (15th century) and Enlightenment (18th century) periods.

As time went on, the content and quality of history writing improved. During the 1800s, the methods of modern academic historical study were developed and history became a field of study in many schools. It was **Leopold von Ranke** (1795-1886) from the German Historical School who laid the foundations of modern academic history. Ranke is generally considered to be the “father of modern historiography”.

2.3. Key Elements in the Study of History

Modern historical study involves a number of key elements of history. They include:

- **Sources:** No one can write history without sources. In history every statement must be supported by evidence.
- **Interpretation of historical evidences:** Before we start writing history, it is necessary to have a clear understanding of the originality and meaning of our evidences.
- **Writing history.** The quality of historical writing is highly affected by the manner of presentation.
- **Objectivity:** Objectivity involves not only identifying the real or significant facts based on reliable primary sources but also presenting what all the facts say without any bias for or against. Only history that tells the truth as accurately as possible can guide us accurately to avoid pitfalls in the future.
- **Method:** Historical methods comprise the techniques and guidelines by which historians use primary sources and other evidence to conduct research and then write history. The major steps in writing history are gathering historical information (evidence), criticizing sources, interpreting sources and writing objectively.

2.4. Ethiopian Historiography

Ethiopia is one of the countries in the world that have indigenous tradition of historical writing. Chronicle writing is one example of this indigenous tradition. A series of chroniclers from the 14th to the early 20th centuries wrote almost exclusively about the achievements of Ethiopian emperors. Hagiographers also made their own contributions to the development of the recorded history of the country. However, both hagiographies and chronicles have their own limitations. Hence, historians and students of history should be very careful and critical in using them to write history.

In Europe, Ethiopian studies were founded in the last quarter of the 17th century by a German historian named Job Ludolf (1624-1704). Ludolf also wrote the first modern history of Ethiopia,

which was published in 1684. After the middle of the 19th century several other Europeans took part in Ethiopian studies. Ethiopian history writers also appeared towards the end of the 19th century.

Until the early 1960s, Ethiopian studies focused mainly on the northern part of the country. Very few scholars were interested in the southern part of the country, while many writers were attracted to the north, where one could get a variety of sources. It was the establishment of the Institute of Ethiopian Studies (IES) in 1963 at the then Haile Sellassie I University that changed this pattern. Lack of comprehensiveness and objectivity was another feature of Ethiopian historiography of the period including the north.



Historiography can be defined as the history of historical knowledge production, which includes the methods of writing history and people who contributed in the task of historical knowledge production. While Herodotus is generally referred as the father of history Leopold Von Ranke is regarded as the father of modern historiography.

Check List

Put a tick if you have understood about:

1. What is historiography?	
2. Greek historians Herodotus and Thucydides	
3. The German historian Leopold von Ranke	
4. Key elements in the study of history	
5. Chronicle writing in Ethiopia	
6. Hagiographies in Ethiopia	
7. The German historian Job Ludolf and his contribution	



Self-Test Exercise 2

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect

- _____ 1. Historiography refers to the history of historical writing.
- _____ 2. Historical writing assumed sophisticated shape following the decline of the West Roman civilization.
- _____ 3. The German **Leopold von Ranke** laid the foundations of modern academic history.
- _____ 4. It is possible to write history without sources
- _____ 5. Ethiopia had an indigenous tradition of chronicle writing since the 14th century.

Part II: Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided.

- _____ 6. Who did critically and accurately write about the Peloponnesian War (c. 431-408 B.C)?
- | | |
|----------------------|---------------|
| A. Herodotus | C. Thucydides |
| B. Leopold von Ranke | D. Job Ludolf |
- _____ 7. Which one of the followings is a key element of historical writing?
- | | |
|----------------|-------------------------------|
| A. Objectivity | C. Interpretation of evidence |
| B. Method | D. All are answers |
- _____ 8. Who was the founder of Ethiopian studies in Europe in the last quarter of the 17th century?
- | | |
|----------------------|---------------|
| A. Leopold von Ranke | C. Thucydides |
| B. Job Ludolf | D. Herodotus |
- _____ 9. Which one of the followings was the characteristic feature of history writing in Ethiopia before the early 1960s?
- | | |
|------------------------|------------------------------|
| A. Northern focused | C. Lack of comprehensiveness |
| B. Lack of objectivity | D. All are answers |

Part III: Fill in the Blank

Direction: Fill the blank space with the correct answer

10. _____ is generally considered to be the “father of modern historiography”.
11. In which century did history emerge as the modern academic discipline in Europe?
12. What are chronicles?

3. Sources of History

Dear learner! In the previous lesson, you have learned about the evolution of historical writing. Now in this lesson, you will learn about the sources of history. Sources are key to historical study. They link the historian with the past.

Learning Competencies

At the end of this lesson, you will be able to:

- identify different sources of history;
- examine closely pieces of historical sources;
- discuss the level of accuracy of data obtained from different sources;
- reconstruct a short local history using different sources;
- appreciate the use of appropriate sources in writing history.

3.1. Types of Sources

Dear learner, historians use two main types of sources in their research. They are primary and secondary sources. Primary sources have a direct relationship to the event they describe. Hence, they are nearer in time and place to the event under investigation. The most important examples of primary sources are monuments, inscriptions, coins, letters, diaries, memoirs, chronicles, documents of contracts and agreements, photographs, films and eyewitness accounts. By contrast, secondary sources do not have a direct relation to or nearness to the event they describe. Most of them are **historical reconstructions**. Most history books are good examples of secondary sources of history.

Oral sources could be taken as either primary or secondary sources. For instance, eyewitness information is a primary source. But the information recounted by informants who obtained information from other sources (hearsay) is a secondary source.

Activity 1

Can you mention any primary historical evidences that are found in your locality?

3.2. Source Criticism

Dear learner, a critical examination of both primary and secondary sources is very important for establishing their authenticity (originality) and for a clear and deep understanding of their meaning and essence. Before we start writing history, it is necessary to have a clear understanding of the meaning of our evidence. Otherwise, there is the possibility of misrepresentation or the wrong interpretation of historical evidence.



Primary sources are original or first-hand information that comes from the period being studied. Primary sources are, therefore, more reliable than secondary sources.

Check List

Put a tick if you have understood about:

1. What are sources of history?	
2. Primary sources	
3. Secondary sources	
4. Oral sources	
5. Source criticism	



Self-Test Exercise 3

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect.

- _____ 1. Primary sources have a direct relationship to the event they describe.
- _____ 2. Most of the secondary sources are historical reconstructions.
- _____ 3. Critical examination of primary sources is important, but not of secondary sources.

Part II: Matching

Direction: Match items under column “B” with those items under column “A”

- | | |
|---|---------------------|
| “A” | “B” |
| _____ 4. The rock hewn churches of Lalibela | A. Primary source |
| _____ 5. A history book | B. Secondary source |

_____6. Eyewitness account

C. Oral source

_____7. A photograph of Emperor Haile Silassie I

_____8. Chronicles

Part III: Short Answer

Direction: Write a short answer to each of the following questions

9. What are the sources of history?

10. What is the importance of source criticism?

11. In what way can oral sources be either primary or secondary?

4. Periodization in History

Dear learner! In the previous lesson, you have learned about the sources of history. Now, in this lesson you will learn about periodization in history. Because of the vastness of the human past, it is necessary to divide it into segments or units. This is called periodization in history.

Learning Competencies

At the end of this lesson, you will be able to:

- point out the importance of dating in establishing chronology;
- analyze the reason why different countries of the world do have different calendars and periodizations;
- appreciate the importance of periodization in historical study.

4.1. Meaning of periodization

History is commonly studied on the basis of periodization, which means the division of the entire human past into chronologically arranged shorter periods of time. The division of the past into shorter periods also simplifies the work of historians.

4.2. Approaches to the periodization of history

Historians follow different approaches to divide the entire history of humankind into different periods. The following table shows some of these.

Table 1.1 Approaches to the Periodization of History

<i>No</i>	<i>Approach</i>	<i>Stage of development</i>	<i>Date</i>
1	The Human behavior approach	Savagery	2.5 million-8,000 B. P
		Barbarous	8,000-5,000 B. P
		Civilization	5,000 B.P to the present
2	The human tool making approach	Stone Age	2.5 million – 5,000 B. P
		Bronze Age	5,000- 4000 B.P
		Iron Age	4,000 B.P to the present
3	The Human economic life approach	Hunting and gathering	Up to 8,000 B. P
		Farming and animal husbandry	8,000 B.P -1750 A. D
		Age of Industry	1750 A.D to the present

The history of humankind is also generally divided into two major periods called **pre-history** and **history**. The beginning of the technique of writing around 4000 B.C. marked the dividing line between the two periods. The prehistoric period (before 4000B.C) overlapped with a period known as the Stone Age, which lasted from 2.5 million BP - up to 5000 B.P. (before present). Stone tools were used as labor tools during this time period.

History also includes events that occurred after 4000 B.C. However, only a tiny part of the human past has been recorded so far. In addition, since the technique of writing emerged at different times in different parts of the world, the distinction between pre-history and history varies from one country, region or continent to another.

The period of history is further divided into three minor periods called **ancient**, **medieval** and **modern**; mostly in European history. There are no uniform time gaps for divisions throughout the world. Every continent or country followed the periodization that fits with its own civilization or state formation. For instance, the ancient period of European history started from the rise of civilization in ancient Greece about 1, 250 B.C and lasted up to 476 (end of the 5th century A.D) when the west Roman Empire collapsed. The medieval period lasted from the end of the 5th century AD up to the 1500 when early capitalist relations began in Europe. The modern period also dates from about 1500 up to the present.

Dear learner, periodization in African history is expressed in terms of **pre-colonial**, **colonial** and **post-colonial** periods. The periodization of Ethiopian history is different from the periodization of

the rest of Africa because Ethiopia is the only African state that averted European colonialism and maintained its own statehood. The ancient period of Ethiopian history falls between the time when the process of state formation began about 1000 B.C and 1270 A.D. The medieval period lasted from 1270 up to 1855 A.D. The period since 1855 is also called the modern period of Ethiopian history.



Periodization as one important element of history refers to the division of historical time into distinct periods. Chronology on the other hand stands for the sequence of events in the order in which they happened.

Check List

Put a tick if you have understood about:

1. What is periodization?	
2. Approaches to periodization	
3. Pre-history and history	
4. The Stone Age	
5. Ancient, medieval and modern periods	



Self-Test Exercise 4

Part I: Multiple Choices

Direction: Choose the best answer and write the letter of your choice in the space provided.

- _____ 1. The division of the past into shorter periods is important because:
- countries around the world achieved civilization at different times.
 - it simplifies the work of historians.
 - the technique of writing emerged at different times in different parts of the world.
 - All are answers

- _____2. The main factor for the difference between the periodization of Ethiopia and that of the rest parts of Africa is _____.
- A. the long history of written records in Ethiopia.
 - B. the development of industrial economy in some other parts of Africa.
 - C. the ancient origin of Ethiopian civilization.
 - D. colonialism
- _____3. The division of the past into the Stone Age, Bronze Age and Iron Age refers to:
- A. Human behavior approach
 - B. Human economic life approach
 - C. Human tool making approach
 - D. Human civilization approach.
- _____4. The medieval period of Ethiopian history covers the period _____.
- A. 1000 B.C. – 1270 A.D.
 - B. 1527 A.D. – 1855
 - C. 1270 A.D - 1855
 - D. 1527 - 1896
- _____5. The distinction between _____ and _____ varies because the technique of writing emerged at different times in different parts of the world.
- A. Ancient and medieval periods
 - B. Pre-colonial and colonial periods
 - C. Stone age and Bronze Age
 - D. Pre-history and history

Part II: Short Answer

Direction: Write the correct answer for the following questions

1. Explain the importance of periodization in the study of history.
2. Why do different countries of the world have different periodization?

Section 2

Human Evolution

Overview

Dear learner! In the previous section, you have learned about the methodology of studying history. The most important sections of the unit were the meanings of history, the evolution of historical writing, and periodization. Now, in this section, you will learn about the theories and stages of human evolution.

Learning Competencies

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

- appraise the major theories of human evolution;
- draw a chart showing the major stages of human evolution;
- show the different archaeological sites of Ethiopia using a map;
- analyze how human society was organized from simple to complex;
- appreciate the major contributions of the Neolithic Revolution to modern human beings.

1. Theories of the Origin of Human Beings

Dear learner! In this lesson, you will learn about the origins of human beings. The question of the origin of human beings has attracted human thought for centuries. Since the middle of the 19th century, in particular, there has been a constant growth in the scientific knowledge of the origin of human beings. This was the result of the efforts made by scholars attached to a number of newly emergent disciplines, like archaeology and anthropology. The appearance of human beings is explained on the basis of the scientific view of the theory of evolution.

Learning Competencies

At the end of this lesson, you will be able to:

- debate on the different views on the origin of human beings;
- explain the different theories about human evolution;
- appreciate the role of Charles Darwin in the development of the scientific view of the theory of evolution.

1.1. Theories of Origin

Currently, there are two major views concerning human origin.

1. Creationist View

Dear learner, the term ‘Creationism’ refers to the religious belief that the universe, Earth, life, and humans originated with supernatural acts of divine creation. Accordingly, Creationists believe that the earth and life on it including human beings, with their complete physical shape and structure, was created by a supernatural force.

2. Scientific View

Dear learner, the scientific view about the human origin is also called the theory of evolution. Evolution is the idea that the universe and life on earth were created by a process of evolution in that simple things developed into complex things over a very long time (millions or billions of years). Those who believe in this view are called evolutionists.

Since the emergence of the scientific view particularly in the 19th century, there has been a strong debate over the origin of human beings between the creationist and evolutionist groups. This debate climaxed in the middle of the 19th century with the publication of Charles Darwin’s book entitled: “*The Origin of Species by Natural Selection*” in 1859. This theory explains that human beings developed from lower beings through a gradual and natural process of change. Darwin’s scientific work described evolution and natural selection as a theoretical explanation for evolutionary philosophy. Eventually, Darwin’s theoretical explanation became the most convincing of all theories of evolution.

Activity 2

Which one do you think is correct between the creationist and evolutionist views?

Check List

Put a tick if you have understood about:

1. The Creationist view of human origin	
2. Supernatural acts of divine creation	
3. The theory of evolution	

4. Charles Darwin	
5. The “Origin of Species by Natural Selection”	



Self-Test Exercise1

Part I: Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided.

_____ 1. _____ believe that the earth and life on it including human beings were created by a supernatural force.

- | | |
|-------------------|------------------|
| A. Charles Darwin | C. Evolutionists |
| B. Creationists | D. Archeologists |

_____ 2. The theoretical explanation of Charles Darwin`s evolutionary philosophy is based on:

- | | |
|----------------------|------------------------|
| A. Evolution | C. Super natural force |
| B. Natural selection | D. A and B are answers |

_____ 3. The scientific view of human origin is called _____.

- | | |
|------------------------|----------------------|
| A. Creationism | C. Natural selection |
| B. Theory of evolution | D. Stone Age |

Part II: Short answer

Direction: Write the correct answer for the following questions

4. What is the difference between creationism and evolution?
5. Who was the author of the book: “Origin of Species by Natural Selection”?

2. Stages of Human Evolution

Dear Learner! In the previous lesson, you have learnt about the theories of the origin of human being. Now, in this lesson of the unit, you will also learn about the different stages of human evolution.

Learning Competencies

At the end of this lesson, you will be able to:

- point out the different stages of human evolution;
- show the different archaeological sites of Ethiopia using a map;

- appreciate how do cultural remains help us to interpret human evolution?

2.1. Hominids

Hominid is a general biological term referring to members of the scientific family consisting of human beings and extinct prehistoric period human like creatures with enlarged brains and the ability to walk upright on two legs. The two African apes, gorillas and chimpanzees, are the closest living relatives of humans. These species are classified as members of a separate zoological family called *pongidae*. Anthropologists believe that human beings, gorillas and chimpanzees all developed from a common ancestor that lived between 8 and 5 million years ago.

2.2. Australopithecines: The First Humans

The name Australopithecine literally means the “southern ape” in reference to South Africa, where the first known Australopithecine fossils were excavated by archaeologists. These earliest human species are believed to have evolved in Africa around 6 million years ago. Two of their important traits distinguished them from apes: small canine teeth and bipedalism - that is, walking on two legs as the primary form of locomotion. Countries where fossil remains of genus *Australopithecus* were excavated include Ethiopia, Tanzania, Kenya, South Africa and Chad.

Table 1.2 The seven species of Australopithecines

	Name of species	Place of discovery	Age (Estimated time)	Year of Discovery
1	<i>Australopithecus anamensis</i>	Kenya	4.2 - 3.9 million years ago	1994
2	<i>Australopithecus afarensis</i>	Ethiopia (Hadar in Afar region)	3.9 - 2.9 million years ago	1974
3	<i>Australopithecus bahrelghazali</i>	Central Africa (around Lake Chad)	3.5 – 3 million years ago	1995
4	<i>Australopithecus aethiopicus</i>	Lake Turkana region in Kenya	2.9 – 2.6 million years ago	1985
5	<i>Australopithecus africanus</i>	Southern Africa	3 – 2.5 million years	1924
6	<i>Australopithecus boisei</i>	East Africa	2.5 - 1.5 million years	1959
7	<i>Australopithecus robustus</i>	Southern Africa	2.5 – 1.5 million years	1938

2.3. Genus Homo and Appearance of Modern Humans

Of the Hominid species, the immediate ancestor of human beings was the species of the Genus Homo. It is probably in Africa where the genus Homo originated about 2.5 million years ago. Modern human being is similar to the species of Homo sapiens that appeared about 100,000 years ago. Compared to the species of Australopithecus, members of genus Homo had larger brains and smaller jaws.

Homo habilis (handy human) – were the first of the genus Homo, lived in eastern and southern Africa about 2 million years ago. Homo habilis made the first stone tools which consisted of flakes and cores. They are known as Oldowan technology, named after the Olduvai Gorge in Tanzania where they were first discovered. A partial skull of Homo habilis dated to about 1.9 million years ago was unearthed in the lower Omo basin in Ethiopia. Other important archeological sites of Homo habilis include Olduvai Gorge in Tanzania, Sterkfontein in South Africa and Lake Turkana area in northern Kenya.

Homo erectus (upright human) – seems to have originated in Africa and became the earliest hominid to move out of Africa into Asia and Europe. The oldest fossils of this species are about 1.7 – 1.8 million years old. Homo erectus had slightly smaller brain and slightly larger teeth than what modern human beings have. The species stood over 1.5 m and walked upright on two legs.

Homo erectus was the first hominid to make little and precise stone tools with precise shape mainly the “hand axe”. These tools are usually referred to as “Acheulian” after the name of a small town in northern France, Saint-Acheul, where one of them was first discovered. Homo erectus was probably the first hominid to master the use of fire around 1.5 million years ago. Fossil remains of Homo erectus have been unearthed at several sites in Ethiopia including Lower Omo Basin, Melka-Kunture, Konso-Gardula, Middle Awash (central Afar) and Gedeb (Gedeo zone). Homo erectus fossils were also found in Indonesia, Germany and China.

Homo sapiens - are classified into “archaic” and “modern” Homo sapiens. The first seems to have evolved from Homo erectus sometimes between 300,000 and 600,000 years ago, and occupied much of Africa and Europe. A partial cranium and other bones of archaic Homo sapiens were uncovered at Bodo in Middle Awash. Fossil remains and microlithic stone tools of archaic Homo sapiens have also been found at different sites in Africa and Eurasia.

“Modern” Homo sapiens include all living humans plus fossil populations from about at least 100,000 years. The oldest dated sites of modern Homo sapiens are found in Africa, Near East (western Asia), Middle East as well as Europe. Fossil remains of this hominid including a complete skull dated to be more than 100, 000 years old have been uncovered at Kibish in the Lower Omo Basin. A lower jaw dated about the same age has also been uncovered from a cave site of Porc Epic near Dire Dawa. Modern human beings lived across Africa, Eurasia and Australia some 35,000 years ago. Much later, they also spread into the Americas. They led hunting and gathering way of life.



Hominids are the ancestors of human beings. Modern human being appeared about 100,000 years ago. Homo Habilis (handy human), Homo Erectus (upright human), and Homo Sapiens (modern human) are the well-known examples of the Genus Homo.

Activity 3

On a map of Ethiopia, mark the locations where Homo erectus fossils have been discovered.

Check List

Put a tick if you have understood about:

1. Hominids	
2. Genus Australopithecus	
3. Homo habilis (handy human)	
4. Homo erectus (upright human)	
5. Homo sapiens	



Self-Test Exercise 2

Part I: Multiple Choices

Direction: Choose the best answer and write the letter of your choice in the space provided.

_____ 1. Hominids are:

- | | |
|-------------------------------|---|
| A. The earliest human species | C. Zoological family called <i>pongidae</i> . |
| B. Ape like creatures | D. Human being and human like creatures |

_____ 2. The important trait that distinguished the species of Australopithecus from apes is:

A. Small canine teeth

C. Bipedalism

B. Small brain size

D. A and C are answers

_____ 3. The first stone tools known as Oldowan technology were made by _____.

A. Australopithecus

C. Homo erectus

B. Homo habilis

D. Homo sapiens

_____ 4. Of the hominids, which one was the earliest to move out of Africa into Asia and Europe?

A. Homo erectus

C. Homo habilis

B. Australopithecus

D. Homo sapiens

_____ 5. Which species of the Genus Homo did spread into the Americas?

A. Homo sapiens

C. Homo habilis

B. Australopithecus

D. Homo erectus

_____ 6. Early Hominids and Homo sapiens first appeared in _____.

A. Americas

B. Australia

C. Africa

D. Eurasia

Part II: Short answer

Direction: Write the correct answers to the following questions

1. What are Acheulian tools?
2. Mention the names of the archeological sites where fossil remains of Homo sapiens have been excavated.

3. Early Cultural Developments

Dear learner! In the previous lesson, you have learned about the stages of human evolution. Now, in this lesson, you will also learn about the early cultural developments. Pre-historic humans succeeded in entering the first stage of cultural development by making tools from stone. This is called the Stone Age (2.5 million - 5000 years ago).

Learning Competencies

At the end of this lesson, you will be able to:

- show the different archaeological sites of Ethiopia using a map;
- analyse how human society was organized from simple to complex;
- appreciate the major contributions of the Neolithic Revolution to modern human beings;

3.1. The Stone Age

The entire human past is divided into two major periods known as the period of hunting-gathering and that of civilization. Based on the types of tools and tool making techniques, archaeologists commonly divide the Stone Age (period of hunting and gathering) into three stages.

1. Paleolithic (Old Stone Age)

During the Old Stone Age (2.5 million – 8000 B.P), in addition to stone tool and weapon making, human being discovered fire, learned to live in caves and make clothing of skins, and painted pictures on the walls of caves. Paleolithic people were hunter-gatherers. Oldowan and Acheulean tool making technologies mentioned above characterized the **early stage** of the Old Stone Age.



NB: Oldowan tools were made by Homo habilis; and Acheulean tools were made by Homo erectus. Homo erectus also mastered the use of fire.

Table 1.3 Archeological sites of Oldowan technology

<i>Country</i>	<i>Site</i>	<i>Age</i>
Ethiopia	Gona, Afar, Omo	2.5 million years 2.3 million years
Kenya	Lokalalei, Koobi For a	2.3 million years 1.9-1.4 million years
Tanzania	Olduvai Gorge	1.9 – 1.2 million years
Algeria	Ain Hanech	1.7 million years
South Africa	Sterkfontein, Swartkrans	2-1.5 million years

Acheulean stone tools refer to the “hand axe” technology that developed in Africa, the Near East, Europe and Asia dating from 1.5 million – 200,000 B.P. Acheulean tools are known as “bifaces”

(flaked on both side), and usually had sharp edges and pointed end. The oldest Acheulean sites in Ethiopia include Konso-Gardula, Gedeb and Melka –Kunture.



Figure 1.1. Oldowan tool



Acheulean tool

During the **middle** of the Paleolithic period (300,000 – 40,000 B.P) Homo erectus evolved into Homo sapiens. Archaeological sites are often found in the deposits of caves and rock shelters for they were important to defend against predators, provide warmth and shelter. There was further refinement and standardization of tool making techniques. Hominids began to make a wide variety of smaller tools based on flake technology. Some of these tools were used as spear point and knives. This may have enabled hominids to further exploit the environment. Gademotta, Melka-Kunture, Porc Epic and Kone in Ethiopia; and Midhishi and Gud Gud in Somalia are other important archeological sites of the middle Paleolithic period.

The **later** part of the Paleolithic period lasted from about 40,000 years ago until the end of the last “ice age” about 10,000 years ago. Standardized blade technology appeared and became more widespread than in previous times. Microliths (small, geometric-shaped blade segments) became increasingly common in many areas. They were fitted into handles and used as “composite tools” in arrows and bows. Bone was also commonly used to make tools of many types.

2. Mesolithic (Middle Stone Age) Period - It is a transitional period.

Archeologists could not find the exact demarcating line between the Old Stone Age and Middle Stone Age tools.

3. Neolithic Revolution

Sometimes after 11, 000 years ago hunting and gathering ways of life was replaced by food production through the domestication of plants and animals. This is referred to as the Neolithic Revolution. This revolution in subsistence is considered as a turning point in the history of human being. Scientists assume that the Neolithic Revolution independently started in different parts of the world at different times.

One of the better-known places in the world where agriculture first started is the Middle East particularly the Fertile Crescent, which covers what is now Lebanon, part of Iran, Iraq, Israel, Jordan, Syria and Turkey. We observe sites of sedentary life, domestication of plants and animals, new tools and diversification of human diets that implies the existence of divisions of labour. As a result of sedentary life, there emerged families and communities who inhabited defined territorial areas. Communities built stone houses and other kind of structures, which transformed into villages and very small towns. This was followed by the appearance of organized societies who were divided into classes of priests, chieftains, merchants, craftsmen, shepherds, etc.

Neolithic humans invented the hatchet and millstone to grind cereals. They also made pottery for food cooking and storage. Artifacts were increasingly exchanged. Sacred places and traditional religions emerged during this period.

Finally, the first conflicts started among human beings during the Neolithic period. When a village lost its crop, its herds and when its population increased, it would be tempted to take the resources of nearby communities which led to conflict.

The Neolithic Revolution in the Ethiopian Region

Archaeological evidences show the existence of a Neolithic type of culture in Ethiopia and the Horn beginning from 4,000 B.C. The evidences include some of the characteristics of Neolithic culture such as the existence of a ceramic tradition, polished stone tools, domestication of plants and animals, and sedentary life.

Fauna remains of dental fragments of a camel dated to 2,500 B.C come from Gobedra, near Aksum. Remains of chick peas and vegetables dated to 500 B.C have also been excavated at Lalibela Cave. Another archaeological evidence of possible domestication of cattle dated to the 2nd millennium B.C has been found at the Lake Beseka site of central Ethiopia. Grinding stones and polished axes have also been found at Akordat and Barentu in Eritrea. The excavation of Neolithic material cultural remains at these sites including axes, ceramics, grinding stones, beads, stone figures, etc., indicates the development of Neolithic culture in Ethiopia and the Horn of Africa. This paved the way for the emergence of complex societies in the region.

Communities in the Ethiopian region evidently started sedentary life, domesticated plants and animals, and used ceramics for cooking and storage. The presence of a diverse environment in

Ethiopia and the Horn made the region the homeland of many plant species, which brought about the cultivation of root plants like *enset* and crops such as *teff*, *noog*, finger millet, and coffee.



The Neolithic Revolution transformed the life of human beings from hunter gatherer to sedentary life as human beings began the domestication of plants and animals that gradually enabled them to have surplus production that supported settled life.

Check List

Put a tick if you have understood about:

1. The Stone Age	
2. Paleolithi and Mesolithic periods	
3. The Neolithic Revolution	
4. Oldowan and Acheulian tools	
5. Microliths	



Self-Test Exercise 3

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect

- _____ 1. Acheulian tools are identified with Homo habilis.
- _____ 2. Hominids painted pictures on the walls of caves after the Neolithic Revolution.
- _____ 3. Paleolithic period people were hunter-gatherers.
- _____ 4. The Neolithic Revolution started in the Middle East and then diffused to the rest parts of the world.

Part II: Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided.

- _____ 5. At which of stage/period of cultural development did hominids discovered fire?
 A. Neolithic B. Paleolithic C. Mesolithic D. Later part of Paleolithic
- _____ 6. Microliths (small, geometric-shaped blade segments) became increasingly common in

many areas during _____.

- A. The Neolithic period
- B. Later part of the Paleolithic period
- C. Mesolithic period
- D. Early part of Paleolithic period

_____7. Which one of the following started during the Neolithic period?

- A. The first conflict
- B. Making cloth of skins
- C. Oldowan technology
- D. Hunting and gathering way of life

_____8. _____ used as “composite tools” in arrows and bows.

- A. Microliths
- B. Bones
- C. Acheulian tools
- D. Flakes

_____9. Which one of the following is **not** a characteristic feature of Neolithic Revolution?

- A. Emergence of complex societies
- B. Sedentary life
- C. Cooking and storage
- D. Hominids learned to live in caves

Part III: Short Answer

Direction: Write the correct answers to the following questions

10. What are the four main types of hominids that scientists identified based on fossil evidence?
11. Describe the major revolutionary changes of the Neolithic Revolution.

Section 3

The Emergence of State

Overview

Dear learner! In the previous section, you have learned about early cultural developments including tool making, domestication of plants and animals, and emergence of complex societies. Now, in this section you will learn about the theories and major characteristic features of early states. Early states emerged when human society maintained an organized existence in the form of family, clan, tribe, etc. The earliest known states in the world emerged around some 6,000 years ago. The process of state formation was almost certainly different in different societies.

Learning Competencies

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

- explain how agriculture led to state formation;
- discuss how the first states emerged.
- explain the main features of early states.
- show the location of early states on a wall map of the world.

1. The Theories of Emergence and Main Features of Early States

Dear learner! In this lesson, you will learn the theories of emergence of early states. You will also be introduced about the major features of early states.

Learning Competencies

At the end of this lesson, you will learn about:

- mention some of the theories of emergence of state;
- explain possible factors for the emergence of states;
- identify the main features of early states.

1.1. The Theories of the Emergence of State

Dear learner, there are different theories for the emergence of ancient states. Religion was one of the important factors for the emergence of states in antiquity. Religion gave some feeling of security in the ancient world, where humankind was exposed to famine, war, diseases, and natural

disasters. It was also believed to secure the fertility of crops, animals and women. So, priests who mediated between the gods and humankind were important. It is possible to assume that they combined religious power with political functions, and ultimately, became kings whose authority was based on religion. Kings were considered as representatives of the supreme god on earth. Thus, this theory is called the “Divine Right Theory”.

War leadership was another factor in the emergence of kingship in ancient times. With the frequent existence of fierce and bloody wars, a permanent war leader would be needed. A successful permanent war leader would gain loyal followers and emerge as a king.

Although trade existed long before the emergence of ancient states, it is very probable that it served as a factor for the emergence of states. Chiefs of localities along trade routes could collect tolls on goods to give protection to merchants and trade routes. In time, such taxes might become regular tribute that would increase the wealth of a chief. It was easy for a wealthy chief to have followers and make his power permanent as a king.

Finally, there is the “oriental despotism” theory of the origin of ancient states. Scholars apply this theory regarding the origin of oriental states, particularly ancient Egypt, whose civilization depended on the Nile River and that of Mesopotamia, which was located in the valleys of the Tigris and Euphrates. In such civilizations where agriculture depended on large scale irrigation, a strong state power emerged because despotic state power was needed to organize labour for great irrigation and flood control works.

1.2. Main Features of the Early States

Early states of the world came into existence primarily as a result of the development of agriculture. This was because it was only agriculture that could provide regular surplus food to the farmers, and supported other classes, and state officials and soldiers. States in antiquity had populations with divisions into classes, and with specialized skills such as craftsmen, soldiers, officials, etc.

Ancient states were different in size, power and level of “civilization”. The term “civilization” comes from the Latin words for citizen and city. In this context, civilized states were states with cities where there were literacy, reasonably developed technology by the standards of the time and

enough wealth to create great monumental architecture, like in ancient Egypt and Aksum. There would also be a developed religion or secular philosophy like that in ancient China.

Ancient empire states were seen as divinely created institutions, and their kings and emperors were regarded as representatives of gods (later God) on earth. The position of the individual in the social hierarchy was determined on the basis of birth, and was believed to be god-given and thus immutable.



Religion, war leadership, trade and “Oriental Despotism” are the assumed factors for the emergence of the earlier states on earth.

Check List

Put a tick if you have understood about:

1. Devine right theory	
2. War leadership	
3. Oriental despotism theory	
4. Civilization	
5. Priests, Chiefs, kings and emperors	



Self-Test Exercise 3

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect

- _____ 1. The process of state formation was almost certainly the same in different societies.
- _____ 2. War leadership was one of the factors in the emergence of kingship in ancient times.
- _____ 3. A successful permanent war leader would gain loyal followers and emerge as a king in the ancient world.
- _____ 4. Trade emerged with the emergence of ancient states.
- _____ 5. Ancient Egyptian civilization depended on the Nile River.

Part II: Short Answer

1. Mention the major theories about the emergence of ancient states.
2. Explain the major characteristic features of ancient states.

Unit Summary

History is a branch of knowledge which deals with past events and deeds. It sheds light on events of the past so that the present society can learn from them. History is as old as the existence of humanity on earth. But the systematic and organized study of the past emerged with the beginning of civilization and improved in content and quality as time went on. At the beginning of the 19th century, in Europe, history emerged as an independent professional field of study being taught at schools and university levels. History has also been made part of the school curriculum since the introduction of modern education to Ethiopia. The study of history involves several key elements including critical evaluation of evidence, writing objectively, and attractive and readable presentation. On the other hand, as history is useful to humanity, it is often abused to justify current political or any other reality.

Based mainly on archaeological evidences, the study of history also covers the prehistoric period, during which there was no technique for writing. The theory of evolution claims that modern human beings evolved from human-like primitive creatures. The physical, mental and cultural evolution of human beings was partly made possible by the development of tool making. Tools and weapons were made mainly from stone using different archaic technology, and thus, the period was called the Stone Age (2.5 million- 8000 B.P). Some other tools were also made from wood, bone and the like. During this very long period, humankind led hunting and gathering ways of life.

However, in time, humankind learnt to domesticate plants and animals which led to the beginning of agriculture. This was what has been termed as the Neolithic Revolution by scholars. It is generally thought to have occurred sometime after 11,000 years ago in some parts of the world. The development of agriculture may have been completed by about 6000 B.C when the Old Stone Age came to an end in different parts of the world. Food production led to a sedentary way of life, the emergence of communities and bigger societies as well as division of labour and specialization. The development of agriculture and surplus food production constituted the primary factor for the rise of the early states in antiquity, initially along river valleys.

Further Reading

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UNIT TWO

MAJOR SPOTS OF ANCIENT WORLD CIVILIZATIONS UP TO c. 500

🌀 Introduction

Dear learner,

The ancient world experienced major cultural and technological advancements that significantly transformed human life. The continent of Africa is one of the centers of culture and civilization of the ancient world. In addition to Africa, Asia, Europe and Latin America are some of the places of the ancient world where ancient cultures and civilizations flourished. The major factor that made the emergence of ancient civilizations possible was the Neolithic/Agricultural Revolution. In this unit, we will learn about the major centers of culture and civilization of the ancient world that thrived in Africa, Europe, Asia, and Latin America. We will also briefly learn about how Christianity rise and spread into different parts of the world.

Objectives

After completing this unit, you will be able to:

- examine the factors that made civilizations in the ancient world possible;
- analyze the common features of civilizations of the ancient world;
- point out the main reasons for the fall of civilizations of the ancient world;
- draw a map of the world to locate major centers of ancient culture and civilization;
- appreciate the major achievements of ancient civilizations of the world;
- trace the beginning and spread of Christianity .

SECTION ONE

ANCIENT CIVILIZATIONS OF AFRICA

Overview

Dear learner;

The continent of Africa was one of the places of the ancient world where culture and civilizations flourished. It is quite interesting that archaeological excavations confirmed that Africa is the cradle of man as well. In this section, therefore, we will learn about two important centers of culture and civilization. The first one was the civilization of ancient Egypt and the second that of the civilization of Kush/Meroe. To your wonder, the civilizations of ancient Egypt and Kush/Meroe flourished along the Nile River valley.

Learning Competencies

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

- analyze the major achievements of ancient Egyptian and Kushitic civilizations;
- realize the value of the waters of the White and Blue Nile rivers;
- name some contributions of the civilization of ancient Egypt and that of Kush/Meroe;
- appreciate the medical and architectural exploits of ancient Egyptians.

1. Ancient Egypt

Dear learner;

In this lesson, you will learn about the civilization of ancient Egypt. As you continue learning about the civilization of ancient Egypt, you will come to realize the contribution of the waters of the Blue Nile River. I am sure you will enjoy everything you will learn in this lesson!



Egypt, in the words of the Greek historian, is "the gift of the Nile."
What relationship do you observe between the saying and civilization?

Learning Competencies

At the end of this lesson, you will be able to:

- describe the significance of the waters of the Nile for Egyptian civilization;

- explain the major achievements of Egyptian civilization;
- sketch the region of Africa where the civilization of Egypt flourished;
- appreciate the contributions of ancient Egyptians to the rest of the world.

Dear learner, one of the places of the ancient world where culture and civilization thrived in Africa is Egypt. The ancient Greece historian by the name Herodotus (about 484- 425 B.C) aptly described Egypt as “The Gift of the Nile,” a pointer to the high degree of importance that the river had for ancient Egyptians. The annual flood that particularly comes from the highlands of Ethiopia supplies them with a significant amount of water and fertile soil along the river and the delta area. Without the Nile, therefore, Egypt would be an infertile desperate desert. The political unity of Egypt was also made possible by the Nile River. Ancient Egyptians also used the Nile as a highway linking north and south. The kings could send officials or armies to towns along the river. The Nile thus helped make Egypt one of the world’s unified states. The river also served as a trade route. Merchants voyaged up and down the Nile in sailboats, exchanging the products of Africa, the Middle East, and the Mediterranean region.

Ancient Egypt had two distinct regions, Upper Egypt in the south and Lower Egypt in the north that covered the delta region. About 3,100 B.C., Menes, the king of Upper Egypt, united the two regions. He founded Egypt’s first capital Memphis located in the delta.



Figure 2.1. The Nile River Valley

Dear learner, scholars divide the history of ancient Egypt into three main periods: the Old Kingdom (c. 2,686 B.C.-2,181 B.C.), the Middle Kingdom (c. 2,040- 1,730 B.C.), and the New Kingdom (c. 1,550-1,080 B.C). There were also the First and the Second Intermediate periods when central political authority broke down, followed by reunification. There were a total of 31 dynasties of indigenous rulers in Egypt. After the New Kingdom, however, indigenous rule ended in Egypt with the final Persian conquest in 343 B.C. Alexander the Great conquered Egypt from the Persians in 332B.C. Macedonia-Greek rule continued until Egypt became part of the Roman Empire in 30 B.C.

Egyptian kings played key roles in government and religion. The people believed each pharaoh was a god. He held absolute power owning and ruling all the land in the kingdom. They were seen as human as well as divine. Ancient Egyptians believed in “life after death.” Accordingly, kings would continue their function of keeping the land and the people safe even after they passed away. Since the period of the New Kingdom (about 1550-1080 B.C), the king of Egypt was called Pharaoh. The word "Pharaoh" literally means "great house". This term refers to both the royal house in which the king dwelled and also the respect the people held for the position.

During the Old Kingdom, the kings who made their capital in Memphis organized a strong, centralized state. They took pride in preserving justice and order. They did so using a bureaucracy- a system of government that includes different job functions and levels of authority. In the Egyptian bureaucracy, the pharaoh depended on a vizier or chief minister, to supervise the business of the government. Under the vizier, various departments looked after such matters as tax collection, farming, and the all-important irrigation system. Thousands of scribes carried out the vizier’s instruction. During the Middle and the New Kingdoms, the capital was moved to Thebes, much farther to the south. Ancient Egypt was divided into 42 provinces called nomes. The Pharaohs appointed government officials called nomarch to rule over the 42 nomes.

The peoples of ancient Egypt were divided into a hierarchy of social classes. At the top of the social ladder was the Pharaoh. Next to the Pharaoh were government officials and religious leaders. These were the high priests and priestesses (the female ones), who served the gods and goddesses. The class of merchants, scribes, and artisans formed the next hierarchy. They provided service for the rich and the powerful. At the bottom of the social ladder were the peasants who made up the majority of Egyptian society. They were farmers who worked the land. Of these,

slaves formed the majority. They provided free labor services of various kinds and were the backbone of the economy.

Egyptian women generally enjoyed a higher status and greater independence than women elsewhere in the ancient world. Under Egyptian law, women could inherit property, enter business deals, buy and sell goods, go to court, and obtain a divorce. They were not thus confined to the home. They manufactured perfumes and textiles, managed farming estates, and serve as doctors. Women could also enter the priesthood, especially in the service of the goddesses. The few women who learned to read and write were, however, excluded from becoming scribes or holding government jobs.

Religion is a major force that significantly shaped life in ancient Egypt. The people worshipped many gods and goddesses. Pharaohs, who were considered gods as well as monarchs were said to have received their right to rule from the gods. Amon-Re, Osiris, and Isis were the gods and goddesses that they worshipped. Osiris was particularly significant to the Egyptians since he was the god of the Nile, who controlled the annual flood that fertilized the land.

During the Old Kingdom, Egyptian pharaohs built many necropoleis or cemeteries containing majestic pyramids near Memphis. These are the oldest and largest stone structures in the world registered by UNESCO as world heritage sites. The largest one, built for the pharaoh Khufu, is the Great Pyramid erected at Giza. The age of pyramids gave way to the age of monuments during the Middle Kingdom, which reached its climax during the New Kingdom period.

The New Kingdom saw powerful pharaohs that ruled and expanded the territory until it became a major world power. It was in this period that Egypt's first female ruler, Queen Hatshepsut (circa 1473-1458 B.C.), assumed power. From about 1472 to 1458 B.C., she encouraged trade with the eastern Mediterranean lands and along the Red Sea coast of Africa. Her successor, Thutmose III (1479-1425 B.C.), was a great military general who expanded the territory of ancient Egypt to its greatest extent. He conquered Palestine and Syria in the north and Kush and Nubia in the south.

To the south of Egypt, Nubia had developed along the Nile. For centuries, Egyptians traded/ fought with Nubia from which they acquired ivory, cattle, gold, slaves and ebony. Nubians served in the Egyptian army and left their mark on Egyptian culture. Much Egyptian art of this period shows Nubian soldiers and musicians as well as prisoners. Ancient Egyptians contributed a lot in the

fields of architecture, writing systems (hieroglyphic), medicine, mathematics, calendar, and irrigation agriculture. After 1100 B.C., the power of Egypt gradually declined. Invaders, such as the Assyrians and the Persians conquered the Nile region. In 332 B.C., the last Egyptian dynasty ended as the Greeks took control. In 30 B.C., Egypt had become a Roman province.



The waters of the Nile made civilization in ancient Egypt possible. Ancient Egypt was ruled by kings known as Pharaohs. The people of ancient Egypt were divided into social hierarchy. The people believed in many gods. Ancient Egyptians contributed a lot in the fields of architecture, writing systems (hieroglyphic), medicine, mathematics, calendar, and irrigation agriculture.

Check List

Put a tick if you have understood about:

1. The different periods of ancient Egyptian history
2. Political history of ancient Egypt
3. Hieroglyphics
4. Upper and Lower Egypt
5. Pharaohs
6. Achievements of ancient Egyptians
7. Religion in ancient Egypt
8. Role of the Nile River in ancient Egyptian civilization
9. The commercial activities of ancient Egypt
10. Factors for the decline and fall of the civilization of ancient Egypt

**Self-Test Exercise 1****Part I. True or False**

Direction: Write “true” for the correct historical information and “false” for the wrong one.

- _____ 1. Under Egyptian law, women could inherit property.
- _____ 2. The people of ancient Egypt worshipped many gods and goddesses.
- _____ 3. Slaves took the top of the ancient Egyptian social hierarchy.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice in the space provided.

- _____ 4. The god that controlled the flow of the Nile was;
C. Osris B. Amon-Re C. Isis D. Aphrodite
- _____ 5. A ruler that united upper and lower Egypt was;
C. Thutmose III B. Menes C. Hatshepsut D. Alexander the Great
- _____ 6. Which one of the following Greek historian named Egypt as the gift of the Nile?
C. Livy B. Thucydides C. Herodotus D. Homer
- _____ 7. An Egyptian queen who is known to have conducted commerce along the Red-Sea was;
E. Sheba B. Cleopatra C. Nefertiti D. Hatshepsut
- _____ 8. To which period of Egyptian history is the great pyramid erected at Giza related?
E. Old Kingdom B. Middle Kingdom C. New Kingdom D. Nubian
- _____ 9. Identify the one which is not the contribution of ancient Egyptians.
A. Developed a writing system called hieroglyphics
B. Introduced irrigation agriculture
C. Developed a calendar
D. Construction of pyramids and canals E. None of the above
- _____ 10. When did Egypt become a Roman province?
A. 332 B.C B. 1100 B.C C. 30 B.C D. 600 B.C.

2. Kush-Meroe

Dear learner; In the previous lesson, you have learned about the civilization of ancient Egypt, which contributed a lot in the fields of literature, architecture, astronomy, mathematics, medicine and irrigation agriculture. In lesson two, you will learn about the civilization of Kush/Meroe. It is quite interesting that the civilization of both Egypt and Kush/Meroe flourished along the Nile River. As you continue to learn about the history of Kush/Meroe, I am sure, you will easily recognize the cultural and technological relationships that existed in the civilizations of ancient Egypt and Kush/Meroe. I hope you will enjoy the lesson in this section!



What interesting story do you remember about the 25th dynasty of ancient Egypt?
How do you relate the 25th dynasty with the civilization of Kush/Meroe?

Learning Competencies

At the end of this lesson, you will be able to:

- Trace the most important periods of the civilization of Kush/Meroe;
- explain the major achievements of the civilization of Kush/Meroe;
- compare and contrast the civilizations of Egypt and Kush/Meroe;
- appreciate the cultural and technological achievements of Kush/Meroe.

Dear learner, Nubia is the name of a geographic region of Africa that extended from the southern boundary of Egypt southward to include present-day Sudan. Its southern boundary was south of the Nile River's sixth cataract. Like Egypt, Nubia was divided into upper and lower areas and situated along the Nile. However, in southern Nubia, unlike in Egypt, a climate that provided greater moisture meant farming was not limited to the Nile valley.

There had been cultural and technological relationships between Egypt and Kush. Egypt influenced the art and architecture of the Nubian region. The Nubians also worshiped some of the gods of Egyptians. They also adopted the customs and clothing styles of the Egyptians. They brought back royal rituals and a hieroglyphic writing system to Kush. However, the language has not yet been translated. They also adopted Egyptian pyramids.

In Nubia, women played an important role as Queens. Kush rose to power in the 700s B.C. The Nubian kingdom of Kush conquered all upper and lower Egypt. In 751 B.C., Piankhi, a Kushite

king, attacked the Egyptian city of Memphis. In the space of 15 years since the first conquest, Piankhi had gained control of Egypt. From this time on, two periods make up the history of Kush. Each period is based on the location of the capital and the king's tomb. The city of Napata was the capital during this first period. Meroe was the capital during the second. Piankhi united Egypt and Kush and established Egypt's 25th dynasty. Nubia was rich in goods that were scarce in Egypt: ivory, animal skins, timber, and minerals. This led to a lively trade along the Nile. Napata was the center for the spread of Egyptian goods and culture to Kush's other trading partners in Africa and beyond.

In about 590 B.C, Meroe took the place of Napata as the capital. Meroe was located on the Nile and on trade routes leading from the Red Sea to the interior of Africa. It had access to gold and iron. The defeat of Kush by the Assyrians (8th century B.C) taught the Kushites that they needed iron weapons. Therefore, they learned iron smelting technology. Meroe was an ideal location for producing iron as it was located close to iron ore deposits. The prosperity of Meroe largely depended on trade. The main export items included ivory, slaves, skins, ostrich feathers, ebony and gold.

The power of Meroe reached its climax from the middle of the 3rd century B.C to the 1st century A.D. During this period, the people of Meroe developed new styles of art and architecture, used their own language, invented a system of writing and worshipped their own gods. The decline of Meroe began in the middle of the 1st century A.D. This was because of the rise of a rival empire, Aksum. In the middle of the 4th century A.D, the Aksumite king called Ezana invaded Meroe, whose army sacked and burned Meroe and thereby brought the ancient kingdom of Kush to its end.



There had been cultural and technological relationships between ancient Egypt and Kush. Following a successful military conquest, the Kushites established the 25th dynasty of ancient Egypt. In Nubia, women assumed important positions even as queens. In about 590 B.C, Meroe took the place of Napata as the capital.

Activity 1

1. Explain briefly the cultural and technological similarities that existed between the Civilizations of ancient Egypt and Kush/Meroe.
2. What were the strategic and economic advantages of Meroe to Kush?

Check List

Put a tick if you have understood about:

1. Location of Nubia
2. Cultural and technological relationships between Egypt and Kush
3. Military conquests of Kush
4. Status of women in Kushite society
5. Piankhi
6. The 25th dynasty of Egypt
7. Major items of trade of the Kushite kingdom
8. Basis of the prosperity of Meroe
9. Lesson that Kush/Meroe got from the Assyrians
10. Factors for the decline and fall of the civilization of Meroe



Self-Test Exercise 2

Part I. True or False

Direction: Write “true” for the correct historical information and “false” for the wrong one.

- _____ 1. In ancient Kush, women played important roles by being queens.
- _____ 2. The economy of Meroe was based on agriculture.
- _____ 3. There had been cultural and technological relationships between ancient Egypt and Kush/Meroe.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. A Kushite king that established the 25th dynasty of Egypt was;
- _____ D. Ezana B. Narmar C. Piankhi D. Menes
- _____ 2. Identify the wrong information regarding the cultural and technological similarities of ancient Egypt and Kush/Meroe.
- _____ A. The Kushites learned the technology of iron working from the Egyptians

- B. Both developed a culture of building pyramids.
- C. The people of ancient Egypt and Kush/Meroe worshipped same gods.
- D. The Kushites adopted hieroglyphic writing system from ancient Egyptians.

_____3. Which one of the following is true about Kush and Meroe?

- A. The prosperity of Meroe largely depended on trade.
- B. Kush was rich in iron resource.
- C. The civilization of Kush was destroyed by the Aksumite kingdom.
- D. The civilization of Meroe flourished before that of Kush.

_____4. Invaders that conquered Kush in the 8th century were;

- A. Greeks
- B. Assyrians
- C. Persians
- D. Romans

_____5. The civilization of Meroe depended largely on the waters of the Nile.

- A. True
- B. False

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

- 5. What was the capital of the kingdom of Kush until about 590 B.C?
- 6. What did king Ezana of Aksum do to Meroe in the middle of the 4th century A.D?

SECTION TWO

CIVILIZATIONS IN ANCIENT ASIA

Overview

Dear learner;

You have surely accomplished a great job in the previous section while you learned about the cultural and technological achievements of ancient Egypt and Kush/Meroe. In this section, we shall turn our attention outside of Africa to look into the major civilizations that emerged in both the Near and Far East, the most notable being the Mesopotamian, Indian, and Chinese civilizations. Like the civilization of ancient Egypt, the Mesopotamian, Indian, and Chinese civilizations flourished along river valleys. You will find this section as interesting as the previous one. Let us look into them in the order in which they appeared.

Learning Competencies

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

- analyze the major achievements of the Mesopotamian, Indian, and Chinese civilizations;
- realize the value of river valleys or the development of culture and civilization;
- name some contributions of the civilizations that flourished in Mesopotamia, India and China;
- appreciate the contributions of ancient Mesopotamian, Indian, and Chinese civilization.

1. Mesopotamian Civilization

Dear learner;

In the lessons of the previous section, you gained insight into the civilizations of ancient Egypt and Kush/Meroe. In this lesson, you will learn about the civilization of Mesopotamia that flourished along the Tigris and Euphrates river valleys. As you continue learning the civilization of Mesopotamia, you will come to further realize the contributions of river valleys in supporting many of the civilizations of the ancient world. Let me assure you in advance that you will find learning this lesson very interesting, too!



I think you are familiar with rivers named Tigris and Euphrates.
How do you relate them to the civilizations of Mesopotamia?

Learning Competencies

At the end of this lesson, you will be able to:

- identify the major civilizations that flourished in Mesopotamia;
- appreciate the achievements of the Sumerians;
- differentiate the positive and negative aspects of the codes of Hammurabi;
- tell the meaning of a city-state;
- Draw a sketch map of the Near East and locate the area located between the Tigris and Euphrates rivers.

Dear learner, Asia is another home to several civilizations of the ancient world. Many of these earliest civilizations were based on city states. By about 2900 B.C, civilization flourished in Sumeria (in present day Southern Iraq) located between the Tigris and Euphrates rivers. The name Mesopotamia comes from a Greek word meaning between rivers, a pointer to the Tigris and the Euphrates Rivers that encircle Mesopotamia.

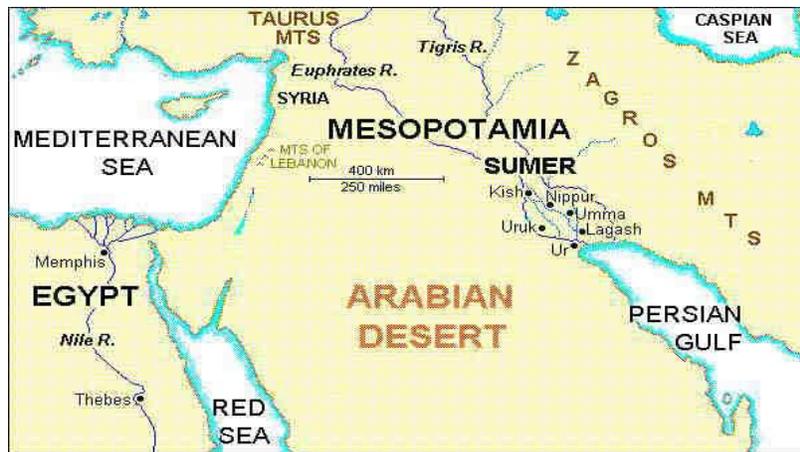


Figure 2.2. The Tigris and Euphrates river valleys

The rulers of Sumerian city-states were absolute kings called lugal. The king ruled as the representative of the city-state's chief god. He was not a god himself as was true in Egypt. He was responsible for seeing that the worship of god was properly carried out. It was believed that the prosperity and security of the state were ensured by the proper worship of the god.

Many inhabitants of the city-states lived within the walls of the cities. However, the majority of

these were farmers who were going out to work on the land daily. The other inhabitants were priests, officials, soldiers, craftsmen, and traders. The city-states used to import various commodities, including timber and metals. Some supplies were also brought in by military expeditions or obtained as tribute. Unlike Egypt, there were no great monuments built for the kings and numerous gods in Mesopotamia. This was because stone and good timbers were not available for construction. However, archeologists have excavated mounds of important structures made of mud bricks dried in the sun.

According to some writers, the plow was first used in Sumeria before the establishment of the city-states. The Sumerians became experts in metal work and their bronze artifacts displayed the wonderful abilities they had acquired. Like the ancient Egyptians, the Sumerians developed skills in astronomy and mathematics which they used for the preparation of a calendar, land measurement and administration. We got 60 minutes in an hour and 360° in a circle from the Sumerians.

Between about 3200-2900 BC, the Sumerians developed a writing system. The system used word pictures called cuneiform. Cuneiform was written on a tablet or soft clay. The clay then dried in the sun and became hard. Cuneiform was a complex, difficult, non-alphabetic writing system like hieroglyphics.

The Sumerians made remarkable contributions to law, arts, and science. The Mesopotamians made a careful study of the celestial bodies. They recognized the difference between planets and fixed stars. This laid the foundation for the study of modern astronomy.

Babylon was a great city in the ancient world located on the banks of the Euphrates River near the present day city of al-Hillah, Iraq. It was the capital of the kingdom of Babylonia. The city was both an important trading center and religious center. The word Babylon means gate of the god. Records first mention Babylon in about 2200 B.C. King Sumuabum, the first important Babylonian ruler, founded a dynasty in 1894 B.C. The best known king of that dynasty was Hammurabi who ruled from 1792 to 1750 B.C. and was famous for developing a fair code of law. The economic laws show buying, selling, lending at interests and the existence of private property. The criminal laws were harsh and discriminatory across social classes and genders. Punishments for ordinary people were more severe and physical. Hammurabi's code of laws became a model for later codes.

In the struggle for power and empire by conquest, the Assyrians emerged on top and established

the largest empire in the Middle East since the 9th century B.C. Its civilization was similar in many ways to that of ancient Babylonia, its neighbor to the south.

The Assyrians have been called the Romans of Asia. Like the Romans, they were great conquerors. They won their victories in the Roman way, with excellent organization, weapons, and equipment. The Assyrians were Semitic speakers and their homeland was in what is now northern Iraq. Their capital was at first Ashur, named after the chief god, and later Nineveh both cities on the Tigris River. The king of Assyria had absolute power. He ruled as the representative of the chief Assyrian god, Ashur. The Assyrian army, which consisted of cavalry, chariots and infantry, was efficient and well-organized. The Assyrians used well-developed siege techniques. The army was using iron weapons rather than bronze. Assyrian society consisted of nobles, free small-scale landowners, private traders, hired people and a few slaves. Trade was important and a large part of the state's revenues came from taxation on trade.

Assyria declined after the mid-7th century B.C. The Medians and the Babylonians attacked Assyria. In 612 B.C., Ashur and Nineveh were captured and destroyed. The internal struggle for succession weakened the Assyrian empire thereby creating an opportunity for its enemies both within and outside the empire.

The Assyrian Empire was replaced by the New Babylonian Empire, which, however, did not last long. The New Babylonian Empire began in 626 B.C. when the Babylonian military leader Nabopolassar became king of Babylon. Attacks by the Babylonians and their Median allies in 614 and 612 B.C., put an end to the Assyrian Empire. Under Nabopolassar, who reigned until 605 B.C., the New Babylonian Empire controlled much of the Middle East.

Babylon achieved its greatest glory under the New Babylonian Empire. Nabopolassar and his son Nebuchadnezzar II rebuilt the city on a grand scale. During the reign of Nebuchadnezzar (605 - 562 B.C.), workers built walls almost 26 meters thick. Nebuchadnezzar's main palace and fortress stood along the Euphrates River. The famous Hanging Gardens is one of the Seven Wonders of the Ancient World. In addition, the area included the ziggurat, a monument that was known in later times as the Tower of Babel. Nebuchadnezzar's successors were unpopular, and the empire became weak. In 539 B.C. Persian invaders captured Babylon and overthrew the New Babylonian Empire.

Ancient Persia was a land that included parts of what is now Iran and Afghanistan. The name

Persia came from *Persis*, which was the Greek name for the region. The Persians called the region as the land of the Aryans, from which the name Iran comes, and their language Aryan. The founder of the Persian Empire was Cyrus the Great (557-530 B.C.). His successors further extended the empire until it was the largest of all ancient empires. The Persian Emperor was an absolute ruler, ruling as the representative of the Persian god, Ahura Mazda. The empire was divided into provinces called *satrapies*, each governed by an official called a *satrap*. The Persians taught their sons to ride horses, shoot bows and speak the truth. To lie and being in debt are considered disgraceful in Persian society.

The early Persians were farmers and traders. The Persian peasants used irrigation to grow wheat, barley, oats and vegetables. They used underground tunnels to avoid evaporation, and brought water from distant places. Caravans carried goods from many parts of the world through Persia to the Mediterranean Sea. A gold currency called *darics* was used all over the empire. The Persian *darics* were named after the emperor Darius I (5th century B.C.) who first issued them.

Zoroaster or Zarathustra was a Persian prophet who lived in the sixth century B.C. He introduced the religion of Zoroastrianism. He preached that there were two opposing principles, good and evil. The good was represented by the supreme god called Ahura Mazda, and the evil by Ahriman. Alexander the Great conquered the Persian Empire in 331 B.C., and the region became part of Alexander's empire.



Civilization in Mesopotamia flourished about 2900 B.C. The Sumerians were the first to develop civilization in Mesopotamia followed by the Akkadians, Assyrians, Babylonians and the Persians. The Sumerian writing system and the Codes of Hammurabi are two major contributions of the Mesopotamian civilization.

Activity 2

1. I hope you have come across similar features of the different civilizations that flourished in Mesopotamia. To give you just an example, many of them developed

Check List

Put a tick in the box if you have understood about:

1. Geographical location of Mesopotamia
2. Cultural and technological achievements of the Sumerians, Assyrians, Babylonians, and Persians
3. Sumerian writing system
4. Belief systems of the people of Mesopotamia
5. Codes of Hammurabi
6. City-State
7. Factors for the fall of empires in Mesopotamia
8. Social structure in the Sumerian city-states and others
9. Forms of governments
10. Chronology of state formation in Mesopotamia



Self-Test Exercise 3

Part I: True or False

Direction: Write "true" for the correct historical information and "false" for the wrong one.

- _____ 1. Most kings in Mesopotamia exercised absolute power.
- _____ 2. The construction of pyramids was a mark of Mesopotamian civilization.
- _____ 3. Assyrian army was known for its excellent organization, weapon, and equipment.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is correct about the Sumerian civilization?
 - A. It developed a writing system known as cuneiform.
 - B. We got 60 minutes in an hour and 360° in a circle from the Sumerians.
 - C. Farmers constituted the majority in Sumerian society.
 - D. The Sumerians were known for their metalworking skills.
 - E. All.
- _____ 2. Identify the wrong information regarding the Assyrians.

- A. They were Semitic people who had lived in what is now southern Iraq.
- B. Built their capital first in Nineveh.
- C. A large part of Assyrian revenue came from taxation on trade.
- D. In the mid-7th c B.C., the power of Assyria declined due to succession struggle.

_____ 3. Which one of the following is true about the codes of Hammurabi?

- A. The first fair code of law ever.
- B. The economic laws show buying, selling, lending at interest.
- C. The criminal laws were harsh and discriminatory across social classes and gender.
- D. Punishments for ordinary people were more severe and physical. E. All are correct.

_____ 4. Identify the correct information about the Persian Empire;

- A. Founded by Cyrus the Great (r. 557-530 B.C).
- B. Used a gold coin known as *darics* throughout the empire.
- C. The empire was divided into provinces called *satrapies*.
- D. In 331 B.C. Alexander the Great conquered the Persian Empire. E. All are correct

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

In your reading, I am sure that you have come across with such names as Ziggurat, Zoroastrianism, Ahura Mazda, and Ahiriman. Can you please describe them very briefly?

2. India

Dear learner;

In lesson 1, you have learned the major civilizations that flourished along the Tigris and Euphrates river valleys. In this lesson, we will see another Asian civilization that flourished in ancient India. Like the previous civilizations in Egypt and Mesopotamia, the civilization in India flourished along river valleys. That is why civilizations of the ancient world are sometimes called river valley civilizations. I hope you will feel greater comfort in learning this lesson because there are many similarities in the social, economic, and political developments that happened in the history of the ancient world that you learned before.



As you remember, the civilizations of ancient Egypt and Mesopotamia flourished along the Nile and Tigris/Euphrates river valleys, respectively. What river do you think is related to the civilization of India?

Learning Competencies

At the end of this lesson, you will be able to:

- realize the main idea behind the “Middle Way” in Buddhist religious teaching;
- explain about the “cycle of rebirths” in Hindu religious teaching;
- tell the different assumptions on the destruction of the civilization of India;
- appreciate the achievements of ancient Indians in the field of mathematics;
- sketch the Indian sub-continent and locate the Indus and Ganges river valleys where the civilization of India thrived.

Dear learner, the first Indian civilization began in the Indus Valley at about 2500 B.C, and reached its height at about 1500 B.C. This civilization was started by the people called Dravidians who were indigenous to northern India. Archaeologists have discovered two major cities of the Indus Valley civilization: Mohenjo-Daro and Harappa. It is not known whether Mohenjo-Daro was the capital of one single empire or an independent city-state. The two cities appear to be large and the rectangular pattern of the streets and the buildings suggests some kind of urban planning. There were also good water supplies and drainage systems. The buildings were constructed of bricks that were baked in furnaces.

Different kinds of explanations have been given for the destruction of the Indus Valley civilization. But seemingly reasonable suggestions have included environmental degradation caused by deforestation, epidemic diseases like malaria, changes in the course of the Indus River and climatic changes. After the destruction of the Indus Valley civilization, there was a movement of Indo-Aryan people who had lived in Northern India and Persia into the interior of Northern India. These people conquered the Dravidians and drove them out of northern India. The Indo-Aryans moved into the great plains of northern India, settled there and established the civilized states of ancient and medieval India. Southern India remained largely Dravidian.

The religion of Hinduism developed from the beliefs of the early Indo-Aryans. One basic and common idea of Hinduism is that mankind is condemned to a cycle of rebirths. A person can be reborn as someone spiritually higher and better or as someone (or even an animal) lower and worse. Salvation can be achieved in different ways. For instance, it can be attained by giving up the pleasures of the material world and seeking spiritual enlightenment under the guidance of a *guru* (holy man). Buddhism emerged from Hinduism as a reform movement. Buddhism was

founded by Siddhartha Gautama (c. 563- 483 B.C.). Buddhism taught the "middle way" to salvation by avoiding the extremes of asceticism on one side and materialism on the other. It spread outside India to Southeast Asia, China, and Japan.

Indian scholars increased the world's store of knowledge. Learned Indians concerned themselves with various fields of science and mathematics. Indian physicians made progress in surgery and introduced the use of herbs to cure diseases. In the field of chemistry, Hindu scientists made it possible for craftsmen to tan leather, dye cloth, and produce soap, cement, glass, and finely hardened steel. Indian scientists made their greatest contributions to mathematics. What we call Arabic numerals (1, 2, 3, etc.) were first used in India, later taken over and developed by the Arabs. The Indians also introduced the decimal system and the symbol for zero.



The first Indian civilization began in the Indus Valley at about 2500 B.C. The peoples of ancient India contributed a lot in the fields of surgery, mathematics, and chemistry.

Activity 3

1. List three achievements of the civilization of ancient India.

Check List

Put a tick in the box if you have understood about:

1. Location of the Indus and Ganges river valleys
2. Cultural and technological achievements of ancient Indians
3. Major cities of the Indus Valley civilization
4. Hinduism and Buddhism
5. Cycle of rebirths
6. Reasons for the destruction of the Indus valley civilization
7. The middle way in Buddhism
8. The *gurus* in ancient India
9. Dravidian civilization
10. Indo-Aryan civilization

**Self-Test Exercise 4****Part I. True or False**

Direction: Write “true” for the correct historical information and “false” for the wrong one.

- _____ 1. The Indo-Aryans developed the first civilization along the Indus valley.
- _____ 2. Hinduism emerged from Buddhism as a reform movement.
- _____ 3. The *gurus* were holy men who gave spiritual guidance to ancient Indian society.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice in the space provided.

- _____ 1. Which one of the following is correct about the contributions of ancient Indian civilization?
- A. developed what are known as Arabic numerals.
 - B. introduced the decimal system and the symbol for zero.
 - C. produced soap, cement, glass, and finely hardened steel.
 - D. introduced the use of herbs to cure diseases. E. All of the answers are correct.
- _____ 2. Identify the wrong information regarding Hinduism and Buddhism.
- A. Hinduism was developed by the Dravidians.
 - B. According to Hinduism, mankind is condemned to a cycle of rebirths.
 - C. Buddhism taught the "middle way" to salvation.
 - D. Buddhism was founded by Siddhartha Gautama.
- _____ 3. Which one of the following is a city established by the people of ancient India?
- A. Kish B. Ur C. Mohenjo-Daro D. Lagash.

Part III: Attempt the Questions

Direction: Give the correct answer for the following question.

- Salvation was central to the religious practices of ancient Indians. How did people get salvation in Hinduism and Buddhism? Explain briefly.

3. China

Dear learner;

In lesson two, you learned about the civilization that flourished along the Indus and Ganges river valleys. In this lesson, you will learn another Asian civilization that flourished in ancient China. Like the previous civilizations of Egypt, Mesopotamia, and India, the civilization of China flourished along river valleys. At this point, I am confident that you will further internalize the socio-economic and political developments that happened in the ancient world.



What similar stories do you observe in the government systems, social structures, and religious practices of people living in the ancient world? I hope the sections you studied earlier will help you attempt the question.

Learning Competencies

At the end of this lesson, you will be able to:

- exercise the five human relationships of Confucian philosophy;
- explain the achievements of the different periods of ancient Chinese history;
- make a contrast between Confucianism and Legalism;
- appreciate the cultural and technological achievements of ancient China.

Dear learner, the earliest centers of civilization and states in China were in the northern part of the region. Chinese civilization and the Chinese state expanded over time to the centers and south of present-day China. The first dynasty in China was called the Shang dynasty (c.1700 – 1122 B.C.). The Shang kingdom was centered in the Huang-He valley. It became a highly developed society governed by a hereditary class of aristocrats. The dynasty's accomplishments included the creation of magnificent bronze vessels, the development of horse-drawn war chariots and the establishment of a system of writing.

The earliest forms of Chinese script were pictographs. They were drawings or pictures of the objects they represented. As the Chinese script developed, characters became more simplified and less pictographic. The language consists of about 50,000 characters. The Chinese writing system is logographic. About 1122 B.C. the Zhou (Chou) people of western China overthrew the Shang and established their dynasty and ruled China until 256 B.C. The last period of the Zhou was a period of intensive wars between the rulers of rival Chinese states. In fact, it is called

the "warring states period" (403-221 B.C.).

Despite these wars, Chinese literary classics developed, and Chinese philosophy emerged. Confucius (551-479 BC) was the most influential and respected philosopher in Chinese history. His real name was Kong Qiu or K'ung Fu-Tzu which means Great Master Kong. His ideas, which are called Confucianism, stress the need to develop moral character and responsibility. No book exists that was written by Confucius. His conversations and sayings were recorded by his disciples in a book called the *Analects*. His influence grew after his death so that in the end, Confucianism became the official and dominant ideology of China from about 100 B.C. to the revolution of 1911. The Confucian tradition was further developed by Mencius, 372 - 289 B.C., the most important early Confucian philosopher. Confucianism was basically a secular philosophy not a religion. Confucius accepted the existence of "Heaven" but based his ideas on human reason. He taught that society and states would be happy and prosperous if each individual kept to his or her proper place. For Confucius, there are five cardinal human relationships: ruler to subject; father to son; husband to wife; elder brother to younger brother, and friend to friend. All these relationships except the last were relations of authority on one side and obedience and subordination on the other. However, Confucianism put great emphasis on personal ethics; summarizing ethics as "Do not do to others what you do not want done to you". Mencius believed people were born well. He stressed the need to pressure "the natural compassion of the heart" that makes people human. Mencius emphasized the past as an ideal age and a model for examining present problems.

During the later Zhou period, the rulers of the eastern states fought one another for control of all China. In 221 B.C., the Qin (Chin) state defeated all its rivals and established China's first empire under the First Emperor, Qin Shi Huang. The ruler believed in a philosophy called Legalism. Legalism emphasized the importance of authority, efficient administration and strict laws. A combination of legalistic administrative practices and Confucian moral values helped the Chinese empires endure for more than 2000 years.

The ancient Chinese are credited for many discoveries and inventions. The use of coal was first started by the Chinese. The Chinese were also the first to produce porcelain or Chinaware. The wheelbarrow was also a Chinese invention. The varnish used to give a hard, glossy finish to wood, leather, and other surfaces originated in China. Another Chinese discovery is silk that could be made from the cocoons of silkworms. The Chinese started the silk industry and trade.

Even more valuable was the manufacture of paper from cotton, a process invented about 150 A.D. The Chinese were the first to develop the technology of printing. Another Chinese invention was gun powder, which was used in China as early as 600 A.D.



Figure 2.3. Qin dynasty porcelain vases



The ancient Chinese are credited for many discoveries and inventions. They were the first to use coal, produce porcelain, invented the wheelbarrow and varnish, discovered silk and started the silk industry, manufactured paper from cotton, developed the technology of printing, and invented gun powder, which was used in China as early as 600 A.D.

Activity 4

1. In the earlier sections of this unit, you have gained insight into the writing systems that ancient Egyptians and Sumerians developed. The people of ancient China also developed their own writing system. What common feature do you see in these writing systems?
2. List down at least three of the achievements of ancient China.

Check List

Put a tick if you have understood about:

1. The Shang Dynasty
2. Cultural and technological achievements of ancient China
3. Writing system of ancient China
4. Warring states period (403-221 B.C.).

5. Confucius and the Analects
6. The five basic human relationships in Confucian ideology
7. The philosophy of Legalism



Self-Test Exercise 4

Part I. True or False

Direction: Write “true” for the correct historical information and “false” for the wrong one.

- _____ 1. The Shang was the first dynasty of ancient China.
- _____ 2. The people of ancient China developed a writing system known as Cuneiform.
- _____ 3. Confucianism shaped and dominated the moral character of ancient Chinese society to the revolution of 1911.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is wrong about Confucius and Confucianism?
 - A. Confucianism is a secular philosophy.
 - B. Confucius published his teachings in the form of a book. .
 - C. According to Confucian philosophy most relations of human beings are relation of authority and obedience and subordination.
 - D. Confucianism put great emphasis on personal ethics.
- _____ 2. Which one of the following Chinese philosophers summarizes ethics as "Do not do to others what you do not want done to you"?
 - A. Siddhartha Gautama
 - B. Zoroaster
 - C. Mencius
 - D. Confucius

_____ 3. Which one of the following is correct about the dynasties of ancient China?

- A. Shang kingdom was governed by a hereditary class of aristocrats
- B. The last period of the Zhou was called the “warring states period.”
- C. The Qin (Chin) state established China's first empire.
- D. Qin rulers believed in a philosophy called Legalism. E. All are correct.

_____ 4. Which one of the following is the contribution of ancient China?

- A. Paper B. Gun powder C. Silk D. Printing Machine E. All

Part III: Attempt the Questions

Direction: Give correct answer for the following question.

1. List the three areas of emphasis in the philosophy of Legalism.

SECTION THREE

CIVILIZATIONS IN EUROPE

Overview

Dear learner;

How do you get started learning about the Mesopotamian, Indian, and Chinese civilizations? I hope you learned important lessons from the previous sections and topics. In this section, we will focus on the cultural and technological advancements that occurred in Europe. Let me assure you in advance that the history of civilizations that flourished in ancient Greece and Rome will promote your understanding of the ancient world in a more entertaining manner. Unlike the previous centers of culture and civilization, the civilizations of Greece and Rome will help you realize that civilizations can also flourish outside of river valleys. You will find this lesson as interesting as the previous ones. Let us consider them one after the other.

Learning Competencies

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

- evaluate the forms Greek and Roman governments;
- realize the economic bases the Greek and Roman governments;
- realize the social structure prevalent in Greek and Rome;
- explain about the relationships that existed between the major powers of the time;
- appreciate the philosophical, historical, political, architectural, and medical advancements of the ancient Greek and Romans;
- Sketch the relative location of ancient Greek and Rome.

1. Ancient Greece

Dear learner;

In the previous sections and lessons, you learned important lessons from the civilizations that flourished along river valleys. In this lesson, however, you will learn the civilization of ancient Greece that did not flourish along river valleys. As you continue learning about the civilization of the Greeks, you will come to realize that they were great people who contributed a lot for the rest of the world.



Ancient Greece is known to have produced great personalities.
What comes to your mind when you hear the name Herodotus?
How do you relate Herodotus to the history subject?

Learning Competencies

At the end of this lesson, you will be able to:

- realize the form of Athenian government;
- appreciate the philosophical, historical and medical advancements of the ancient Greeks;
- differentiate between direct and representative democracy;
- comment on the merits and demerits of Athenian democracy;
- explain the relationships that existed between Greece city-states;
- mention some features of the Hellenistic Age.

Dear learner, the ancient Greek developed the earliest civilization in Europe sometime around 2500 B.C. The political, scientific, philosophical, historical, and artistic exploits of the ancient Greeks has continued to influence the modern world. Unlike many of the ancient civilizations that thrived along river valleys, civilization in Greece flourished in different independent city-states. Historically, the first recognized city-states evolved during the 4th and 5th centuries B.C. A city-state is a small, independent country consisting of a single city where the government exercised full sovereignty over itself and all territories within its borders. The single city functioned as the center of political, economic, and cultural life.

The Greek term for city-states is *polis*. It is derived from the Acropolis of the 5th century, which served as the center of Athenian government. The form of government was oligarchy (rule by a few powerful people). During the 5th century B.C, some city-states began to exercise democracy. They granted citizens, except women and slaves, the right to vote on government policies, hold political office. Athens and Sparta were the well known city-states of ancient Greece. Athens was the largest of the Greek city-states in size and population. In the 5th century B.C, the population reached between 25,000 to 40,000. Athens had good olive oil and wine but little fertile land for grain. Because of this, it imported grain from the coastal areas of northern Black Sea. Of the city-states, Athens was known for its strong navy.

Athens introduced the principle of direct democracy where all adult citizens, except women and slaves, took part in decision making processes. Accordingly, citizens could attend, speak and vote in the general meeting of the citizens called the Assembly. The Assembly passed laws and determined government policies. It also elected Athenian generals.

During the 5th century B.C, Athens became the center of Greek culture. Philosophy originated in ancient Greece during this time. Socrates, (470-399 B.C), Plato (427-347B.C), and Aristotle (384-322B.C) are considered the most important Greek philosophers. The pursuit of truth or reality by the power of human reason was at the center of Greek philosophy. The ancient Greeks pioneered in medicine, physics, biology and mathematics. Greek architects, sculptors and painters made important contributions to the arts. The leading Greek architects and sculptors built the Parthenon (temple) on the Acropolis. The ancient Greek dramatists, Aeschylus, Sophocles and Euripides, wrote many of their master pieces. The Greek historians, Herodotus (484-425 B.C) called (Father of History) and Thucydides, (460-400B.C) established proper historiography. Modern medicine also sees its founder in the Greek doctor, Hippocrates (460-357B.C). In many medical school today, doctors take the "Hippocratic Oath" at graduation, the oath first applied by Hippocrates on his pupils that they would practice their profession in the proper manner.



Figure 2.4. The Parthenon in ancient Greece

The glorious days of Athens ended with the outbreak of the Peloponnesian War (431- 404B.C), a series of wars made among the different city-states, in which Athens was defeated by Sparta. Due to these wars, their power considerably declined paving the way for external attack. Macedonia, a country north of Greece, was becoming stronger as the Greece city-states grew weaker. In 353 B.C, Philip II, king of Macedonia, set out to conquer Greece. The independence of Greece city-states ended in 338 B.C, when Philip II defeated them and brought them all under his control.

Upon his death, his son and successor, Alexander the Great (336 – 323B.C), led a Greek and Macedonian army and conquered the entire Persian Empire. His conquest furthered the spread of Greek ideas and language in Egypt and the Near East. Following his death in 323 B.C., the empire was divided among his generals. The period of Greece history from the death of Alexander the Great to the Roman conquest of Greece in 30 B.C is known as the Hellenistic Age. The Hellenistic Age was a time when Greeks came in contact with outside people and their Hellenic, classic culture blended with cultures from Asia and Africa.



The ancient Greek developed the earliest civilization in Europe sometime around 2500 B.C. Instead of empires, the Greeks established different city-states, which they called *Polis*. One of these was Athens where democracy first practiced. The Peloponnesian War made among the different city-states from 431 to 404 B.C greatly weakened the power of Athens. The Greeks contributed a lot in the fields of architecture, philosophy, medicine, and historiography. The Hellenistic Age was a time when Greeks came in contact with outside people and their Hellenic, classic culture blended with cultures from Asia and Africa.

Activity 5

1. Make a list of some contributions of the ancient Greek civilization.

Check List

Put a tick if you have understood about:

1. Major Greece City-States
2. Oligarchy
3. Greece philosophy
4. The Parthenon
5. Peloponnesian War
6. Hellenistic Age
7. Achievements of ancient Greece
8. Direct democracy

1. Ancient Rome

Dear learner;

In the previous lesson, you gleaned important information from the ancient Greek civilization. Now, you will learn the civilization of Rome that, like ancient Greece, flourished on the continent of Europe. The people of ancient Rome established one of the largest empires in the world. Like that of Greece, the civilization of ancient Rome did not flourish along river valleys. As you continue learning about the civilization of the Romans, you will come to realize that the continent of Europe is home to civilizations of the ancient world.



Ancient Rome is credited to have introduced a republican form of government? What kind of government do you think is a republic?

Learning Competencies

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

- recognize the achievements of different governments;
- appreciate the achievements of the Etruscans;
- realize the social structure of Roman society;
- recognize the place of slaves in Roman bureaucracy; and
- explain the military exploits of Rome.

Dear learner, very little is known of the early history of ancient Rome. Tradition has it that about 753 B.C., twin brothers by the name of Romulus and Remus established a settlement on the Palatine Hill, the first nucleus of the Roman Empire. Since 1000 B.C, the Latins, the first settlers of ancient Rome, have lived in this hilly area.

Beginning from the 7th century B.C., the Etruscans who had lived north of the Palatine hills controlled Rome. They are best remembered for the finely constructed roads, temples, and public buildings in Rome. They also promoted trade and introduced the idea of the citizen assembly. The Latins drove out the Etruscans, overthrew the monarchy and established the Roman Republic in 509 B.C. The Senate was the most powerful government body in the Roman Republic. It conducted foreign policy, passed decrees, and handled the treasury of the republic.

Roman social structure was hierarchical. Citizens were divided into three classes: the *patricians* (nobles), the *Equites*, and the *plebeians* (common people). The *patricians* were members of Rome's oldest and richest families who held all the important political positions in the state. All senators were *patricians*. The *equites* were the richest of the non-nobles. They also owned land but were sometimes businessmen as well. The *plebeians*, the ordinary citizens, were small farmers in the country side but also craftsmen, shopkeepers, and laborers. They cultivated the *latifundia* (a large landed estate) of the upper classes. Common to other places, slaves under the Roman republic were often harshly treated. Slave revolts were rare because they were crushed in the bud and the punishment for slave resistance and revolt was so violent. One of such unsuccessful slave revolt was the one led by Spartacus that was staged from 73 to 71 B.C. Slaves were seldom set free by their masters by a system known as *manumission* (enfranchisement).

By 270 B.C, Rome controlled most of Italy. The colonial expansion made Rome a mighty empire during the second and the first centuries B.C. In the process, however, Rome came into conflict first with Carthage, a sea power and trading center on the coast of northern Africa. Rome and Carthage fought for mastery of the Mediterranean Sea in three struggles called the Punic Wars. The war lasted from 264 to 146 B.C. After the Carthagian defeat, Rome controlled the Mediterranean coasts of Spain and Africa. Rome then turned to the east and conquered the Hellenistic monarchies, including Egypt. By the end of the first century B.C, Rome controlled the whole of the lands around the Mediterranean Sea.

Though Rome scored important victories that expanded its empire, conflicts among leaders caused upheaval in the Roman Republic during its last 100 years. Finally, a successful general, Julius Caesar (100 B.C – 44 B.C), became sole ruler of the Roman world. In 44 B.C, a group of senators who feared his growing power assassinated Caesar. After his assassination, power was divided between Octavian (Julius Caesar's adopted son) and Mark Antony (Julius Caesar's friend). Octavian and Antony then fought each other for control of Rome. Antony sought the support of Cleopatra, Queen of Egypt (47 - 30 B.C). In 31 B.C, Octavian defeated the forces of Antony and Cleopatra and made Egypt a Roman province. In 27 B.C, Octavian became the first Roman emperor and took the title Augustus, thus named Augustus Caesars..

The reign of Augustus marked the beginning of a long period of stability, which became known as the *Pax Romana* (Roman peace). It was a roughly 200-year-long timespan of Roman history

which is identified as a period and golden age of increased as well as sustained Roman imperialism, order, prosperous stability, domineering power and expansion.

The Romans did not attain the cultural and intellectual advancements that the people of ancient Greek registered. But they developed some fine Latin literature in poetry and prose. The Romans excelled in war, the arts of government, and law. Roman law became the base of many legal systems in Western Europe and Latin America. The Romans are remembered for the fine civil and military roads that they built to link the empire, and for the great aqueducts built to carry water to towns and cities. Some of the most famous Roman architecture includes the Roman Forum, the Temple of Venus and Rome, and the Roman Colosseum. We owe the modern Latin alphabet to the Romans who themselves adapted it from the Etruscans and the Greeks.



Figure 2.5. Roman Colosseum

In 395 A.D, the Roman Empire was split into the West Roman Empire centered at Rome and the East Roman Empire or the Byzantine Empire centered at Constantinople (now Istanbul). After this time on, the West Roman Empire witnessed decline and shrink. Such Roman provinces as Spain, Gaul (now France), and North Africa were controlled by such Germanic peoples as the Vandals and Visigoths. In 410 A.D, the Visigoths looted Rome. In 476 A.D, the West Roman empire formally collapsed. The East Roman Empire survived until 1453, the time when the Ottoman Turks captured Constantinople.



Romulus and Remus were the legendary founders of Rome. In 509 B.C, the Latins established the Roman Republic. From 270 B.C on, they established a vast empire. From 204 to 146 B.C, Rome and Carthage fought the Punic war. Though Rome became victorious, a period of power rivalry ensued following the death of Julius Caesar in 44 B.C. The reign of Augustus that began in 27 B.C marked the beginning of *Pax Romana* (Roman peace). The period lasted for 200 years, which is identified as a period and golden age of increased as well as sustained Roman imperialism, order, prosperous stability, domineering power, and expansion.

Activity 6

1. What war was the Punic War? How do you relate it to Africa?

Check List

Put a tick if you have understood about:

- | | |
|--|--|
| 1. First settlers of ancient Rome <input type="checkbox"/> | 6. <i>Manumission</i> <input type="checkbox"/> |
| 2. The Etruscans <input type="checkbox"/> | 7. <i>Pax Romana</i> <input type="checkbox"/> |
| 3. Roman social structure <input type="checkbox"/> | 8. Punic war <input type="checkbox"/> |
| 4. <i>Latifundia</i> <input type="checkbox"/> | 9. East Roman empire |
| 5. Spartacus <input type="checkbox"/> | 10. Colosseum <input type="checkbox"/> |

Self-Test Exercise 6

Part I. True or False

Direction: Write “true” for the correct historical information and false for the wrong one.

- _____ 1. Romulus and Remus were the legendary founders of the city of Rome.
- _____ 2. *Latifunda* was a large landed estate cultivated by the plebeians.
- _____ 3. The Etruscans introduced the idea of citizen assembly in the Roman government.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Identify the correct information regarding the Roman social structure.
- A. The Patricians enjoyed economic and political privileges.
- B. The plebeians constituted the under privileged sections.
- C. The *equites* were the richest of the non-nobles.
- D. All
- _____ 2. Which one of the following is correct about Spartacus in ancient Rome?
- A. Leader of slave revolt.
- B. One of the ablest war generals of ancient Rome.

- C. Fighting between offenders and dangerous animals.
- D. A unit of the Roman army.

_____3. A system by which slaves were set free in ancient Rome was;

- A. *Manumission* B. *Franchise* C. Bondage D. Emancipation

_____4. A period of increased as well as sustained Roman imperialism, order, prosperous stability, domineering power and expansion that lasted for 200 years since 27 B.C was;

- A. Golden Age B. *Pax Romana*
C. Roman Peace D. B and C

-----5. Which one of the following greatly weakened the power of ancient Rome?

- B. External attack B. The Peloponnesian war C. Succession problem D. A and C

-----6. The war that Rome and Carthage fought between 204 to 146 B.C was;

- A. Peloponnesian B. Punic C. Olympic D. None

-----7. Which one of the following represents the most impressive Roman architecture?

- A. Colosseum B. The Temple of Venus C. The Roman Forum D. All

Part III: Attempt the Questions

Direction: Give correct answer for the following question.

1. List down at least three achievements of ancient Rome.

SECTION FOUR

CIVILIZATIONS IN LATIN AMERICA

Overview

Dear learner;

In the previous sections, you got insight into the cultural and technological achievements of ancient Greece and Rome. In this section, you will learn about the civilizations that flourished in Latin America. Section 4 has a total of 3 lessons. The first lesson deals with the civilization of the Mayas. The second focuses on the civilization of the Aztecs and the third one presents the Incas. Remember that the different lessons in this unit provided good coverage of the major civilizations of the ancient world that flourished in Africa, Asia, Europe, and America. What wonderful exposure you are experiencing!

Learning Competencies

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

- appreciate the farming methods, medical knowledge, and ways of gold extraction of the Maya, Aztecs and Inca respectively;
- name some achievements of the Maya, Aztecs and Incas;
- explain the social hierarchy and government structure of Mayas, Aztecs, and Incas;
- describe the religious practices of the Maya, Aztecs, and Incas;

1. The Maya

Dear learner;

The Maya were one of the peoples of the ancient American world that developed an outstanding civilization. The Mayas made cultural and technological developments that were similar in some ways to those of the civilizations that flourished in Africa, Asia, and Europe. I am sure that you will find learning about the Maya very interesting. You will also realize that there were great personalities who contributed a lot in the fields of agriculture, architecture, writing systems, astronomy, and mathematics.



I hope you are familiar with the countries of Central and Latin America.
To which country do you think the civilization of Maya flourished?

Learning Competencies: After learning this lesson, you will be able to:

- appreciate the farming methods of the Maya;
- name some achievements of the Maya;
- explain the social hierarchy of Maya society as well as government structure;
- describe the religious practices of the Maya.

Dear learner, the Maya were the earliest people to build large cities by 300 B.C in what is now Guatemala. By about 250 A.D., the Maya Golden Age also known as the Classic Period, began, with city-states flourishing from the Yucatan Peninsula in Southern Mexico through much of Central America.

Before the Maya developed large population centers, they lived scattered across the land. They developed two farming methods that allowed them to thrive in the tropical environment. The people had to clear the forest in order to plant on it. Along the banks of rivers, farmers built raised fields to lift crops up above the annual floodwaters, which allowed them to produce enough maize and other crops to support the rapidly growing cities.

The Maya cities that developed before and during the Classic Period never formed an empire. There were many city-states of which the most powerful were Tikal and Calakmul. Conflicts and wars were common among the different city-states. City-states maintained regular contact through trade, which generated a great deal of wealth. Trade goods include items of daily use such as honey, salt, and cotton and nonessential but prized items such as feathers, precious stones, and jaguar hides, which might have been used in ceremonies or to show status.

Maya society displayed distinct social hierarchy. Each Maya city had its own ruler, who was usually male. Maya records and carvings show that women occasionally governed on their own or in the name of young sons. Nobles were given many functions such as military leadership, management of public works, collection of taxes, and enforce laws. Scribes, painters, and sculptors were also highly respected. Merchants formed a middle class in society; the wealthiest and most powerful merchants were certainly nobles. The majority of the Maya were farmers. They grew maize, beans, and squashes well as fruit trees, cotton and flowers. There were also slaves in some cities that had been captured in war.

The cultural life of the Maya included impressive advances in learning and the arts. In addition, they developed a complex polytheistic religion. The cities of Maya today are known for their

towering temples and palaces built from stone. Temples rested on pyramid shaped platforms were the edifices where priests performed rites and sacrifices. Some temples also serve as burial places for rulers, nobles and priests. The Maya also developed a hieroglyphic writing system, which scholars did not interpret until recent decades.



Figure 2.6. An edifice of Mayan Temple

Maya priests needed to measure time accurately in order to hold ceremonies at the correct moment. As a result, many priests became expert mathematicians, and astronomers. They developed an accurate 365 day solar calendar. Priests also invented a numbering system that included the concept of zero.

About 900 A.D., the Maya stopped building cities, and their civilization began to decline. However, no one knows why the power of Maya declined. Some suggest that over population, disease, or drought disrupted Maya life. Others think that peasants revolted against the priests and nobles. By the time the Spanish arrived in the 1500s, the Maya mostly lived in farming villages.



By about 250 A.D., the Maya Golden Age also known as the Classic Period, began. Like the Greeks, the Maya established city-states. Its economy was based on farming and trade. The Maya contributed a lot in the fields of agriculture, architecture, mathematics and astronomy. Over population, drought, and disease are the assumed factors for the collapse of Mayan civilization.

Activity 7

1. Make a list of some of the contributions of the Maya.

☑ Check List

Put a tick ☑ if you have understood about:

1. Maya Golden Age
2. Mayan economy and farming methods
3. Social structure
4. Major crops cultivated
5. Cultural and technological achievements
6. Suggested factors for the end of Maya civilization

**Self-Test Exercise 7****Part I. True or False**

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The Golden Age of Maya began in 250 B.C.
- _____ 2. Conflicts and wars were common among the different city-states of Maya.
- _____ 3. The Mayan society was divided into different classes.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. What was the economic basis of Maya?
A. Trade B. Agriculture C. Craft D. A and B
- _____ 2. Which one of the following is wrong about the achievements of Mayan civilization?
A. Developed an accurate 365 day solar calendar.
B. Developed a hieroglyphic writing system which is easy to interpret.
C. Built fine temples and palaces from stones.
D. Invented a numbering system that included the concept of zero.
- _____ 3. Identify the one which is correct about the social structure of Maya.
A. Nobles and scribes assumed respected positions.

- B. Gave some rights to women.
- C. Merchants formed a middle class in society.
- D. Farmers constituted the majority in Maya society. E. All

_____4. Which one of the following is wrong about the religious practices of Maya society?

- A. They practiced polytheistic religion.
- B. Believed in one god.
- C. Priests were good at mathematics and astronomy.
- D. Priests performed rites and sacrifices.

-----5. Which one of the following was the main reason for the decline of Maya civilization?

- A. Over population
- B. Drought
- C. Epidemic
- D. It is not clearly known.

1. The Aztecs

Dear learner;

In the previous lesson, you have gained interesting insight into the Mayan civilization. Following the decline and final collapse of the civilization of the Maya, another civilization flourished in Latin America. This was the civilization of the Aztecs. As we proceed to learn this section, we will come to realize the similarities and differences between the achievements of the Maya and those of the Aztecs. You will also realize that there were great personalities who contributed a lot in the field of medical services.



I am sure that you remember the major achievements of the Romans. In what area of technological achievement did the Romans and the Aztec relate?

Learning Competencies: After learning this lesson, you will be able to:

- name some achievements of the Aztecs;
- explain the social hierarchy of Aztec society as well as government structure;
- describe the religious practices of the Aztecs;
- appreciate the medical knowledge of Aztec priests in curing health disorders.

Dear learner, following the decline of Maya, other people such as the Zapotec and Toltec fought for control of Southern Mexico. They also built large cities and pyramid temples. Then, in the 1200s A.D., the Aztecs pushed their way into the valley of Mexico.

The Aztecs were a warlike people. In 1325 A.D., they established a capital named Tenochtitlan.

They then conquered neighboring towns and cities. The Aztecs forced the conquered people to pay tribute in the form of food, feathers, gold, cotton, and slaves. The Aztec empire reached its height under Montezuma II (1502-1521), who collected tribute from 371 states. The emperor had supreme power. He appointed officials to administer justice and regulate trade.

Like the Romans, the Aztec built roads to link distant outposts to the capital. Soldiers were stationed at strategic spots along the roads to protect travelers such as merchants, who carried on a brisk trade. In the 1500s, Tenochtitlan was a bustling city with about 100,000 inhabitants. As the population of the city grew, they expanded their island capital. Engineers built walkways, roads made of packed earth, to connect the island to the mainland. Farmers filled in parts of the lake and dug drainage canals to create more farmland. They anchored reed baskets filled with earth in the shallow lake. They then planted crops in the baskets, which became floating gardens. A huge pyramid temple and the emperor's palace dominated Tenochtitlan. The palace served as a storehouse for tribute. It also housed the royal family, thousands of servants and officials, a zoo, and a library of history books and accounting records. Like the Romans, the Aztec adopted ideas from the people they conquered. Aztec priests used the knowledge of astronomy and mathematics. Like the Maya, they developed a 365-day solar calendar. Aztec priests used herbs and other medicines to treat fevers and wounds. Its physicians could set broken bones in place and treat dental cavities. They also prescribed steam baths as cures for various ills, a therapy still in use today.

The Aztec worshipped many gods, including the gods of corn, rain, sun, and war. Their calendar was like a religious text. It told the people which month was sacred to each god and goddess. A large class of priests performed the ceremonies that were meant to ensure the good will of the gods. Aztec religious practices included human sacrifices offered to the sun god. The victims in these sacrifices were prisoners of war.



The Aztecs were people in Latin America who developed civilization in what is now Mexico. In 1325 A.D., they established a capital named Tenochtitlan. The Aztec empire reached its height under Montezuma II (1502-1521). Like the Romans, the Aztecs established excellent roads. Aztec priests used the knowledge of astronomy and mathematics. Like the Maya, they developed a 365-day solar calendar. Its priests used herbs to treat fevers and wounds. Aztec physicians could set broken bones in place and treat dental cavities.

Activity 8

1. Make a list of some contributions made by the Aztecs.

☑ Check List

Put a tick ☑ if you have understood about:

1. Capital of the Aztecs
2. Montezuma II
3. Similarity between Aztec and Roman empires
4. Floating gardens
5. Cultural and technological achievements of the Aztecs
6. Religious life of the Aztecs
7. Achievements of ancient Greek
8. Direct democracy

**Self-Test Exercise 8****Part I. True or False**

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. Like the Mayas, Aztec society worshipped many gods.
- _____ 2. The Aztecs and the Romans developed an excellent road building technology.
- _____ 3. Aztec religious practices included human sacrifices.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following was the capital of the Aztec empire?
A. Mexico B. Cuzco C. Tenochtitlan D. Toltec.
- _____ 2. Identify the correct historical information regarding the cultural and technological achievements of the Aztecs.
A. They had good knowledge of Mathematics and Astronomy.

- B. Like the Mayans, the Aztecs developed a 365-day solar calendar.
C. Priests used herbs and other medicines to treat fevers and wounds.
D. Aztec physicians could set broken bones in place and treat dental cavities. E. All.

_____3. Which one of the following is wrong about religious practice in Aztec society?

- A. Worshipped many gods.
B. Their calendar was like a religious text.
C. Aztec religious practices included human sacrifices.
D. None of the above.

_____4. A king whose reign was related to the height of Aztec empire was;

- A. Montezuma I
B. Montezuma II
C. Zapotec I
D. Zapotec II

Part III: Attempt the Questions

Direction: Give correct answer for the following question.

1. Mention some of the major cultural and technological achievements of the Aztecs.

2. The Inca

Dear learner;

This lesson is the final topic that we are going to learn about civilizations of the ancient world in this unit. The Incas succeeded the Aztecs as the last important center of culture and civilization in Latin America. At this point, you are expected to have a comprehensive understanding of the civilizations that flourished in Latin America, Europe, Asia and Africa. You are also expected to identify the similarities and differences that were evident in the cultural and technological achievements of the Maya, Aztec and Inca civilizations.



What do you think are the characteristics of an absolute ruler? Explain briefly.

Learning Competencies: After learning this lesson, you will be able to:

- appreciate the ways through which the Incas extracted gold;
- name some achievements of the Incas;
- explain the social hierarchy of the Incas society as well as the government structure;

- describe about the religious practices of the Incas.

Dear learner, in about 1450 A.D., the Inca founded the last great empire in the Andes region of Latin America. The Inca empire stretched from what is today Ecuador through Peru, Bolivia, Chile, and Argentina.

The Incas developed an efficient system to govern their huge empire. The emperor was an absolute ruler. The emperor divided the empire into provinces and appointed nobles to govern them. Governors were responsible for taking a census so people could be taxed. The government was sensitive to the aged, sick and poor.

Like many other peoples of the time, the Incas worshipped gods and looked to their priests to tell them the will of the gods. The Incas believed that the emperor was the son of the sun god, inti, the chief god of the land. As a result, they called themselves the “children of the sun.” In Cuzco, the capital of the empire of Inca, priests and priestesses performed outdoor ceremonies in the Great Sun Temple.

The Incas developed advanced technology in many areas. They diverted streams and rivers to mine for gold, which artisans then made into fine ornaments. They also invented a system of measurement. Inca priests had enough medical knowledge to perform successful brain surgery. They also learned to treat victims of malaria with quinine. Europeans did not understand the value of quinine until the 1800s.

The Inca were able to drag huge stone blocks to build magnificent temples and palaces. They shaped the stones to fit perfectly without applying cement between them. During the violent earthquakes that occasionally rock the Andes, Inca stone walls sway, but they do not tumble down. They also built roads that linked distant provinces to Cuzco. The Inca also used their building skills for farming. Farmers built terraces, or flat areas, on steep mountainsides to create land that could be planted.

The Inca had no system of writing. Certain people, however, memorized their history and taught it to the next generation. In addition, the government recorded census data, the size of harvests and historical events. In the early 1500s, the Inca Empire reached its greatest size. When the Spanish soldiers arrived in the coast of Peru in 1532, internal power rivalry significantly weakened the empire, which paved the way for easy conquest.



In the mid-15th century, the Inca established the last great empire in Latin America. It was ruled by absolute rulers. The capital of the Inca empire was Cuzco. Their architectural skill displays impressive perfection, which sustained even the violent earthquakes.

Activity 9

1. What were the three civilizations that flourished in Mesoamerica?
2. What architectural feature characterized Mayan, Aztec, and Inca civilizations?
3. On what was the Mayan, Aztec, and Inca economy based?

Check List

Put a tick if you have understood about:

1. The last great empire in Latin America
2. Absolute ruler
3. Religious life of the Inca
4. Cuzco
5. Achievements of the Incas
6. Spanish conquest



Self-Test Exercise 9

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The Incas developed a writing system.
- _____ 2. Like the Mayans and the Aztecs, the Incas worshipped many gods.
- _____ 3. The Incas developed an efficient government.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____1. Which one of the following was the last great empire in Latin America?
A. Maya B. Aztec C. Inca D. Olmec.
- _____2. What kind of government did the Inca establish?
A. Oligarchy B. Absolutism C. Democratic D. Theocratic
- _____3. Which one of the following is correct regarding the cultural and technological achievements of the Incas?
A. They also built roads that linked distant provinces to Cuzco.
B. Diverted streams and rivers to mine for gold.
C. Invented a system of measurement.
D. Performed successful brain surgery and treated victims of malaria with quinine. E. All
- _____4. Inca religious practice was different from the religious practices of the Maya and Aztec in that the Incas;
A. Believed in many gods.
B. Presented human sacrifices for the gods.
C. Considered the emperor as the children of the sun god.
D. Believed in a single god.
- 5. What was the reason for the collapse of the civilization of Inca?
A. External attack B. Crop failure C. Spanish conquest D. Portuguese conquest

Part III: Attempt the Questions

Direction: Give correct answer for the following question.

1. In what ways did the civilizations of Latin America show similarity?

SECTION FIVE

THE RISE AND SPREAD OF CHRISTIANITY

Overview

Dear learner;

In the previous lessons of section 4, you got useful lessons regarding the cultural and technological achievements of the Maya, Aztec, and Inca civilizations that flourished in central and Latin America. Unlike the previous sections and lessons, in this section we have only one lesson, i.e., the rise and spread of Christianity.

Learning Competencies

At the end of this lesson, you will be able to:

- realize how religious leaders, the Romans and the public understood the advent of Jesus Christ;
- memorize the decisions that were passed in the councils of Nicaea and Constantinople.



What books are the Old and New Testaments?

Dear learner, in 63 B.C., the Romans had conquered Judea, the southern part of Palestine where most Jews of the time lived. The Jews had long believed in a monotheistic religion, Judaism. To avoid violating the Jewish belief in one God, the Romans allowed them religious freedom as they did elsewhere in the vast empire. While most Jews were reluctantly willing to live under Roman rule, others called zealots were not. They called on Jews to revolt against Rome. Some believed that a messiah (anointed king sent by God) would soon appear to lead their people to freedom. However, the rebellion did not last long. In 70 A.D., the Romans crushed the revolt and then destroyed the Jewish temple that ushered in a gloom period of Jewish enslavement and dispersal.

Over the centuries since the destruction of Jerusalem, Jewish religious teachers called *rabbis* have extended and preserved the Jewish law and Judaism has survived. As turmoil engulfed the Jews in Palestine, a new religion, Christianity, arose among them. It began among the followers of a Jew named Jesus. Almost all the information we have about the life of Jesus comes from the Gospel, the first four books of the New Testament of the Christian Bible, which early Christians attributed the writing of these books to four followers of Jesus named St. Matthew, St. Mark, St. Luke, and

St. John. According to Jesus, a person's major duties were "to love the Lord your God with all your heart" and "to love your neighbor as yourself." He also emphasized the importance of forgiveness. Some Jews welcomed Jesus to Jerusalem. Others regarded Him as a dangerous troublemaker. Jewish priests, in particular, felt that he was challenging their leadership. To the Roman authorities, He was seen as a revolutionary who might lead the Jews in a rebellion against Roman rule. At about 30 A.D., He was arrested and was tried and then condemned to death by crucifixion.

The first Christians were Jews in Palestine and Syria. Soon, many gentiles (non-Jews) were converted to Christianity. The number of gentile Christians gradually exceeded that of the Jewish Christians. Finally, Jewish Christians were either assimilated into gentile Christianity or went back to Judaism and ceased to be Christian. The head of each local Christian community was the bishop. In time, archbishops appeared who had spiritual authority over the bishops, other clergy and laity of a large area. Then the rank of patriarch emerged. A patriarch had spiritual authority over the archbishops, bishops, other clergy and laity of very large regions called patriarchates. There were five patriarchates: Rome, Alexandria, Antioch, Constantinople and Jerusalem. Earlier, the Patriarch of Rome, also called the Pope, was claiming leadership over the other patriarchs. From about the middle of the third century onwards, monasteries where monks and nuns lived in separate communities were established. Those monks who lived together had a leader called abbot and those monks who lived alone were called hermits.

Doctrines which were rejected and condemned by the Church were called heresies and the followers of these doctrines were called heretics. The Church's doctrines were approved by Church councils, which were meetings of the patriarchs, archbishops and bishops of the Church. The Council of Nicaea in 325 A.D. established the doctrine of the Holy Trinity and this doctrine was confirmed by the Council of Constantinople in 385 A.D. The doctrine of the Holy Trinity says that one God exists in three persons: God the Father, God the Son (Jesus) and God the Holy Spirit and that all these persons are equal. The council condemned Arianism, a belief that rejected the divine nature of Jesus.

The early Christians faced serious persecution from the Roman rulers because Christians would not make sacrifices in honor of the emperor. But refusal to sacrifice was considered as political disloyalty by the Roman government. However, the number of Christians and the Christian churches increased from time to time in the midst of severe persecution. With the conversion of

Constantine (the Roman) to Christianity, the persecution of Christians came to an end in 313 A.D. The emperor issued the Edict of Milan, which guaranteed freedom of worship to all Roman Empire inhabitants. Later, the Emperor Theodosius I (r. 379-395) declared Christianity the official religion of the Roman Empire and repressed the practice of other faiths. Christianity had a Western and an Eastern Church since 395 A.D. The center of the Western Church was in Rome under the leadership of the Pope, and the Eastern center was in Constantinople under the Patriarch. In 1054 A.D, Christianity was spilt into the Catholic West and the Orthodox East.



The Jews had long believed in a monotheistic religion known as Judaism. In the 1st century A.D, Christianity arose among them. It began among the followers of a Jew named Jesus. As the number of Christians and Christian churches grew, the rank of patriarch emerged, which in time grew to five patriarchates namely Rome, Alexandria, Antioch, Constantinople and Jerusalem. The Council of Nicaea in 325 A.D. established the doctrine of the Holy Trinity. The early Christians faced serious persecutions. With the conversion of Constantine (the Roman) to Christianity, the persecution of Christians came to an end in 313 A.D. The emperor issued the Edict of Milan, which guaranteed freedom of worship to all Roman Empire inhabitants.

Activity 10

1. Define the following terms and concepts: Messiah, gentiles, abbot, hermits, heretics, and Arianism.

Check List

Put a tick if you have understood about:

7. Monotheistic religion
8. Messiah, gentiles, abbot, hermits, heretics, Arianism
9. Destruction of the Jewish temple
10. Persecution
11. Edict of Milan
12. Official religion

**Self-Test Exercise 10****Part I. True or False**

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The Romans gave religious freedom to the Jews.
- _____ 2. The teachings of Jesus gained acceptance both among the Romans, and the gentiles.
- _____ 3. Emperor Theodosius I declared Christianity the official religion of the Roman Empire.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice in the space provided.

- _____ 1. What do we mean when we say Judaism is a monotheistic religion? It means that;
- A. The people believed in one God.
 - B. There were many diets worshipped by the people.
 - C. The religion required believers to provide human sacrifices.
 - D. The kings were considered the children of the gods.
- _____ 2. The council that established the doctrine of the Holy Trinity was;
- A. Nicaea
 - B. Constantinople
 - C. Milan
 - D. A and B
- _____ 3. Which one of the following decisions was passed in the Edict of Milan?
- A. Arianism.
 - B. Freedom of worship.
 - C. Division of the Roman Empire into east and west.
 - D. Excommunication of Jesus.
- _____ 4. A Roman emperor who made Christianity the official religion of his empire was;
- A. Constantine
 - B. Augustus
 - C. Theodosius I
 - D. Julius Caesar

Part III: Attempt the Questions

Direction: Give the correct answer to the following question.

1. What were the five patriarchates of the Christian world? List them down.

Unit Summary

Humanity has benefited greatly from the cultural and technological advancements that the ancient world developed in almost all parts of the globe. This was particularly true on the continents of Africa, Asia, Europe, and America. The ancient world contributed a lot in many fields that significantly transformed the lives of human beings. In the field of agriculture, for example, the ancient world domesticated a variety of plants and animals that have continued to be an important component of human nutrition. In this connection, the ancient world is credited with the introduction of irrigation agriculture, which has become a viable complement to rain-fed agriculture in many parts of the world today. Politically, the modern world has gained important lessons from ancient government systems and the administration of justice. At present, trade is the major economic sector of many countries, which had its beginnings in the ancient world. Such scientific and technological advancements as astronomy, mathematics, medicine, the calendar, sculpture, architecture, jewelry, iron working, and many others are attributed to the ancient world. Of all the belief systems of the ancient world, the introductions of monotheistic religions like Judaism, Christianity, and Islam greatly shaped the moral and ethical foundations of the modern world. Indigenous knowledge that has currently gained greater importance in solving multifaceted social problems had gained a good deal of attention in the ancient world. The 365-days calendar, which is in use in many parts of the Christian world, the use of a variety of herbs or medicinal plants to cure different health disorders, and the treatment of wounds and broken body parts as well as surgery are the best examples of indigenous knowledge that we have gained from the ancient world.

Further Reading

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UNIT THREE

PEOPLES AND STATES IN ETHIOPIA AND THE HORN TO THE END OF THE THIRTEENTH CENTURY

❁ Introduction

Dear learner,

Ethiopia is one of the places of the ancient world where culture and civilization flourished. In this unit, therefore, you will learn the most important centers of culture and civilization in Ethiopia and the Horn that flourished before the Aksumite, during the Aksumite, and in the post-Aksumite periods. The unit has two sections. In the first section, we will come to look into the different languages and religions that the people of Ethiopia and the Horn speak and practice. The second section focuses on the pre-Aksumite, Aksumite, and post-Aksumite centers of culture and civilization in Ethiopia and the Horn. As you continue learning the different sections and lessons of this module, you will come to realize how and where our history begins and will get the motivation to know more about the cultural and technological achievements of our ancestors. The fact that Ethiopia is the “cradle of man” and a “mosaic of people” will bring to you feelings of appreciation for the diversity and common history that Ethiopians have had and pride in the achievements of our forefathers.

Objectives

After completing this unit, you will be able to:

- examine the socio-political, economic and cultural organizations of the states,
- compare and contrast the achievements of the Pre-Aksumite, Aksumite and Post-Aksumite civilizations,
- assess the major factors for the rise and fall of states,
- distinguish the main political economic, social and cultural features of states,
- investigate the nature of contact with the outside world,
- sketch a map of Ethiopia at about 1270s to locate languages and states,
- recognize the place of Ethiopia among the great civilizations of the world
- appreciate the culture of tolerance and respect that existed in Ethiopia among the different ethnic, linguistic and religious groups.

SECTION ONE

LANGUAGES, RELIGIONS AND PEOPLES OF ETHIOPIA AND THE HORN

Overview

Dear learner;

In this section, you will learn three themes namely language, religion, and people of Ethiopia and the Horn. I hope you will enjoy it because you will learn the language you speak and the religion you follow. Like elsewhere in Africa, the people of Ethiopia speak different languages and practice a variety of religions. However, it is quite interesting that this diversity has never been a problem for the people of Ethiopia to live together.

Learning Competencies

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

- differentiate the main language supper families of Ethiopia;
- examine the nature of interaction among different peoples of Ethiopia to the end of the thirteenth century;
- list down the major religions of Ethiopia.
- Appreciate the cultural tolerance that the people of Ethiopia have demonstrated over the years.

1. Languages of Ethiopia

Dear learner;

In this lesson of the unit, you will learn about the different languages that the people of Ethiopia speak. As you continue learning the languages of the Ethiopian people, you will come to understand the location of people who speak a specific language. I am sure you will enjoy everything you will learn in this section!



What do you think are the advantages and disadvantages of having many languages spoken in a given country?

How many languages in Ethiopia have an indigenous script?

What is the difference between spoken and written language?

Learning Competencies

At the end of this lesson, you will be able to:

- identify the major language families of Ethiopia and the Horn;
- make a list of languages grouped under each language family;
- develop a sense of pride in the Ethiopian alphabet;
- place their mother tongue in its proper language family;
- appreciate the linguistic diversity of Ethiopia and the Horn.

Dear learner, the people of Ethiopia and the Horn speak a variety of languages. Ethiopia is perhaps the only country in Africa to have its written alphabet, the Ge'ez/Amharic script. However, we are not pretty certain to provide the accurate number of languages spoken by the peoples of Ethiopia. Linguistic evidence informs us that there are about 85 languages spoken in the region. Languages that belong to the same group share certain basic vocabulary that traces back to a common origin. Linguists refer to this shared origin as the proto-language or the ancestral language. The peoples of Africa in general speak languages that belong to four super-families or proto-languages namely Afro-Asiatic, Nilo-Saharan, Niger-Congo and Khoisan. Of these proto-languages, Afro-Asiatic and Nilo-Saharan are spoken in the Ethiopian region and the Horn of Africa. The Afro-Asiatic is the most important in terms of geographical distribution. It is spoken in northern, central, northeastern and the Horn of Africa. This super-family has six families. They are Cushitic, Omotic, Semitic, Berber, Chadic, and ancient Egyptian. Of these, the first three are spoken in Ethiopia and the Horn, while the remaining three are spoken in North East Africa.

The majority of the peoples of Ethiopia and the Horn are speakers of the Cushitic family, which is subdivided into four branches. They are North Cushitic, Central Cushitic, East Cushitic and Southern Cushitic. Southern Cushitic is spoken outside the Horn of Africa in Tanzania. The North Cushitic is represented by a single language spoken by the Beja people of north-western Eritrea and the adjoining districts of the Republic of the Sudan. The Central Cushitic languages are spoken by the Bilen, Agaw of Lasta (Hamtang is the language), Qimant and Awi people. The languages of this branch are sometimes called the Agaw languages, since they have an Agaw background. Bilen is spoken in the Bogos or Keren area of Eritrea. The highly endangered Qimant language is spoken in the Chilga area of Central Gondar, and Awgni in Agaw Midir and Metekel areas.

Among the Cushitic branches, the most diversified and the largest in the region is the East Cushitic. This branch is further divided into two sub-branches named Lowland East Cushitic and Highland East Cushitic. Highland East Cushitic speakers live in the south-central highlands of Ethiopia. The speakers of this sub-branch include Hadiya, Kambata, Sidama, Gedeo, Alaba, Burji and Libido. The Lowland East Cushitic sub-branch includes the Oromo, Afar, Somali, Konso, Gidole, Erboore, Dassanach, and Saho. Though Afan Oromo belongs to the East lowland Cushitic, since the 16th century population movement the Oromo people came to live in a very wide area of the Ethiopian region.

The Omotic family is spoken mainly by the peoples living in the Omo valley in Southern and Southwestern Ethiopia. But in ancient times, they seem to have been widely distributed in the region further north. Evidence for this is the existence of the speakers of this family outside the Omo river basin. For instance, the Shinasha in Benishangul-Gumuz Regional state and the South Ma' o in Southwestern Wellaga are the speakers of the languages of the Omotic family. The main speakers of this family are Wolaita, Gamo, Gofa, Dawuro, Konta, Dizi, Kafa, Maji, Ari, Sheko, Dorze and Yam. The other languages of this family are spoken by very small other groups of people in Southern Ethiopia. This language family is spoken only in Ethiopia.

The Semitic languages of Ethiopia and the Horn are generally known as Ethio- Semitic. This is mainly to distinguish the Semitic languages of the region from the Semitic languages spoken in other parts of the world, particularly in the Middle East, such as Arabic and Hebrew. The Ethio- Semitic languages are sub-divided into two: North Ethio- Semitic and South Ethio- Semitic. The North Ethio- Semitic languages are Tigre (in Eritrea), Tigrigna and Ge'ez. Ge'ez had long ceased to be a spoken language of the region. But it still survives as a literary language of the Orthodox Tewahido Church of Ethiopia. Tigrigna is spoken in Tigray as well as in Eritrea. Tigre is spoken only in Eritrea. The South Ethio- Semitic is represented by the Gafat, now dead, (extinct), because no one speaks it, the Gurage, Amhara, Argoba, Harari, and Silti people.

The languages of the Nilo-Saharan super family are also spoken in Ethiopia. The majority of the speakers of these languages live in the present Regional States of Beni-Shangul Gumuz and Gambella. Most of them live in the hot lowlands and valleys between Ethiopia and the Sudan from north to south. The main speakers of this super-family in Ethiopia are Anuak, Nuer, Majang, Mien, Berta, Gumuz, Komo, and Ma' o. The Kunama of Western Tigray and South Western Eritrea also

belong to the Nilo-Saharan super-family. However, the great majority of the speakers of this language superfamily live outside Ethiopia in the Eastern Sahara, the upper Nile valley, areas around Lake Victoria in east and central Africa, and the Democratic Republic of Congo.



The Ethiopian people speak many languages. With the exception of the Ge'ez/Amharic language, the rest are spoken languages. The Afro-Asiatic language super-family which has six families namely Cushitic, Omotic, Semitic, Berber, Chadic, and ancient Egyptian, is the most widely spoken in Ethiopia and the Horn.

Activity 1

1. How many languages are spoken in Ethiopia?
2. Which language in Ethiopia has its alphabet?
3. What do you think is the main reason for the extinction of languages?

☑ Check List

Put a tick ☑ if you have understood about:

11. Alphabet, the Ge'ez/Amharic script
12. Number of languages spoken in Ethiopia
13. Proto-language spoken in Ethiopia and the Horn
14. Language Super Family
15. Branches of the Semitic, Cushitic, and Nilo-Saharan language families



Self-Test Exercise 1

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. There are about 85 languages spoken by the peoples of Ethiopia and the Horn.
- _____ 2. The languages of the Nilo-Saharan super-family are spoken in the present Regional States of Beni-Shangul Gumuz and Gambella.
- _____ 3. The majority of the peoples of Ethiopia and the Horn are speakers of the Semitic family.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice in the space provided.

- _____ 1. Identify the one which is different from the others.
E. Guraghe B. Amharic C. Harari D. Oromo
- _____ 2. Which one of the following is not a language among the north Ethio-Semitic?
D. Tigre B. Tigrigna C. Guraghe D. Ge'ez.
- _____ 3. Which one of the following is different from the other?
D. Wolaita B. Somali C. Gamo D. Dizi
- _____ 4. The most diversified and the largest Cushitic is;
F. North B. Central C. East D. South
- _____ 5. To which language super-family is the Kunama of west Tigray and southwestern Eritrea belonged?
F. Afro-Asiatic B. Semitic C. Nilo-Saharan D. Niger-Congo

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Identify as many languages as possible that are spoken by the people of your region and then write a report to be submitted to the subject teacher.

2. Religion

Dear learner;

In this lesson, you will learn about the different religions that the people of Ethiopia have been practicing over the years. This lesson is made up of such themes as Christianity, Islam, Judaism, other indigenous religions, and settlement pattern. As you continue learning about this lesson you will come to realize how much the Ethiopian state and people have been tolerant of different religious practices while they have been living in Ethiopia. I am sure you will enjoy everything you will learn in this section, too!



Can you name some religions practiced by the Ethiopian people?

Learning Competencies

At the end of this lesson, you will be able to:

- realize the role of religion in shaping people's moral character.
- explain the role of the Nine Saints in spreading Christianity;
- appreciate the socio-cultural, and political roles that the Ethiopian Orthodox Tewahido Church played.
- explain the different assumptions given for the introduction of Judaism to Ethiopia;
- appreciate the *Bete-Israel* custom of ritual ablution.
- appreciate the warm welcome and protection that the king of Ethiopia gave to the followers of the Prophet Muhammad;
- realize the ways through which Islam entered to Ethiopia;
- develop the culture of religious toleration.

Indigenous Religions

Dear learner, the peoples of Ethiopia follow different religious practices. They practice monotheistic religions; that is, a religion based on the belief in one supreme God. Religious practices can be divided into two categories: indigenous and those introduced from other regions of the world. Indigenous religious practices predated monotheistic religions that were introduced into Ethiopia. However, we do not know their origin and we cannot establish their evolutions across different periods. They are many in number owing to cultural and linguistic differences. Among indigenous religious systems, the names of certain deities and spirits reappear frequently, especially among groups speaking related languages. Certain features of these traditional belief systems are broadly similar--for example, the existence of a supreme being identified with the sky addressed through spirits. Despite the above outward similarities, the arrangement of the accepted list of spirits, the ceremonies or rituals addressed to them, the social units participating in the officiating of specific rituals, and the nature and functions of religious specialists are peculiar to each ethnic group or sub-section.

Dear learner, *Waqefanna* is one of the indigenous religions in Ethiopia practiced by the Oromo people. Since *Waqefannais* associated with community life, there is no element of conversion or

evangelization. Therefore, a person has to be born in a particular society to be a follower of the religion of the society to which he/she belongs. The participants in the Oromo religion learn the religious traditions from their forefathers. Among the Oromo, the Qallu (the male) and Qallities (the female) priests hold places of honor. The position of Qallu/Qalliti is much like that of a high priest. There is also another office that is of importance known as the *Abba Muda*, the spiritual leader whose blessings took special place among the Oromos.

The Oromo religion focuses on one god known as *Waq*. *Waq* is the source of all life and is the Creator. *Waq* is infinite and omnipresent. Everything has been placed in order by *Waq* and he is its designer and guardian. *Waq* is not the only spiritual being recognized by the Oromo religion. There are numerous divinities called *Ayyana*, which are manifestations of *Waq's* creative spirit. These are not additional gods, but rather part of the divine essence of *Waq*. The *Qallus/Qallities* maintain a line of communication between the *Ayyana* and the Oromo community which they serve. The institution of the *Qallu/Qalliti* and its connection to *Waq* are the central aspects of Oromo religion.

About Oromo's identity there are several aspects of the religious system that are significant. The continued adherence to the shared religion that worshiped *Waq*, the recognition of the Qallu/Qalliti, and the recognition of a place where the *Abba Muda* dwell were strong mechanisms that allowed the Oromo to maintain a unified identity.

Pilgrimage to the *Abba Muda* is an important aspect of the Oromo indigenous religion. The pilgrims to *Abba Muda* were delegates, who were the representatives of Oromo confederacies. Those who went to *Abba Muda* received his blessings and anointments on the ceremonial practice of *Jila*. *Jila* was considered the link between the spiritual father and the nation. *Abba Muda* anointed the *Jila* and commanded them to be righteous, not to recognize any leader who tried to get absolute power and not to fight each other.

The Hadiya also had an equivalent to the Oromo *Waq* known as *Waa*, followed in the hierarchy by spirits who attracted most of the prayers and the sacrifices. He is believed to be the first being and creator of the universe. The sun and the moon are perceived as the eyes of the *Waa*. The Hadiya known by the name *Worqimene*, are believed to have the power to send rain in droughts. *Fandanano* (singular, *Fandancho*) practice is believed to be introduced by spiritual leaders, *Itto* and *Albaja*, or *Boyamo*, father of five Hadiya clans. The *Kambata*, *Guraghe*, *Wolaita*, *Kafa*, the *Nuer*, and *Konso* also practiced a much similar indigenous religion to the Oromo and Hadiya.

Judaism

Traditions in the early churches of Ethiopia maintain that much of the country once held Jewish beliefs and culture as part of its religious legacy. Judaism entered Ethiopia as early as the 8th century B.C. Although not written until the early medieval era, it was around this time that the story of the affair between King Solomon and the Queen of Sheba emerged. Eager to see the wisdom of King Solomon, the legend goes on to say, the Queen made a pilgrimage to Jerusalem. After having seen her, the king felt in love with her. Then she bore King Menelik I of Solomon. In his second sojourn to Israel that he made to visit his father, he came back to Ethiopia escorted by Jewish priests and soldiers. Despite little knowledge about these early Jewish emigrants, traditionally the Judaized people of Ethiopia claim to be descended from the companions of Menelik I and also from those Jews who fled to Egypt during the Babylonian Captivity of the 6th century B.C.

The tradition that they are descended from the Egyptian diaspora may not be without grounds because they know nothing of the Babylonian and Jerusalem Talmud (the central text of Rabbinic Judaism and the primary source of Jewish religious law) compiled between the 3rd and 5th centuries A.D.

Probably pre-exilic Jews settled in Ethiopia and eventually converted to Agaw groups. They were absorbed by the Agaw, but they left a lasting impression on their culture. They had lived a life of warlike independence in their highland stronghold of Semen until the last politically independent groups were finally incorporated by Susenyos. Recent studies identify them as the *Bete-Israel* (Ethiopian Jews).

Christianity

In the 4th century A.D., Christianity was introduced into Ethiopia from the eastern Mediterranean region. The introduction of Christianity as the state religion of Ethiopia came about not as the result of organized evangelical activity from outside the country, but because it was the desire of the king. The story of the conversion of the Aksumites has come down to us in the work of the contemporary Church historian, Rufinus (d. 410 A.D.). Accordingly, Meropius, a philosopher from Tyre, set out to visit India accompanied by two young relatives, Frumenties and Aedeses. In the course of their journey, they run short of provisions and are put in at a port on the African side of the Red Sea coast. The local inhabitants, however, were hostile to Roman citizens, as they massacred Meropius and all onboard the ship, sparing only the two boys, who were taken to the

king. They soon gained his interest and won his confidence. The younger, Aedesius, became his cup-bearer, while the elder, Frumentius, who showed signs of wisdom and maturity, became his treasurer and secretary. The king died early, leaving his wife and an infant son as heir to the throne. The Queen-Mother, who was left as regent, begged them to remain and administer the kingdom until her son grew up. The young men agreed and stayed to carry out the task faithfully.

The thoughts of Frumentius then began to turn towards matters of faith. He sought out Christians among the Roman merchants settled at Aksum and encouraged them to establish meeting-places for prayer, helping them in every way he could, according to the favors and benefits, and gradually spreading the seed of Christianity among the people. The young king, Ezana (Abreha after baptism), himself became the first convert. When he was old enough to rule the country alone, Frumentius and Aedesius asked him for permission to leave Aksum. Aedesius returned to Tyre, but Frumentius went to Alexandria and laid the whole affair before the newly-appointed patriarch, Athanasius, begging him to appoint a bishop to minister to the needs of the growing Christian community in Ethiopia. The patriarch consecrated Frumentius as the first Bishop of Aksum. Thus he returned to propagate the faith in the land he knew so well. A letter from Emperor Constantine, written in 356 A.D. to Ezana and Saezana, rulers of Aksum, concerns Bishop Frumentius. Furthermore, the inscriptions and coins of Emperor Ezana testify to his adoption of Christianity. In his earlier inscriptions, he styles himself "Son of unconquered Mahrem", but in the inscription after his victory over Nubia, he employed a new terminology, speaking of "the Lord of heaven and earth", and describing how he had destroyed the "images in their temples", thus affirming his detachment from the worship of the gods. A recently discovered Greek inscription belonging to Ezana begins: "in the faith of God and the power of the Father, the Son, and the Holy Ghost." Likewise, the coins minted in the early part of Ezana's reign bear the pagan symbol of the crescent and disc, while those minted in the latter part of his reign bear the sign of the cross.

Dear learner, the introduction of Christianity as the state religion marked a turning point in Ethiopia's history. Christianity does not constitute a purely religious phenomenon in the country but plays an integral role in all aspects of national life. The Church is not only a religious institution, but has for many centuries been the repository of the cultural, political, and social life of the people. The true feelings of the people who first received Christianity seem to have been expressed in the names they bestowed upon Frumentius, which are Abba Selama, Kesate Birhan, "Father of Peace and Revealer of Light." It is interesting to note that Ezana and Saezana appear to

have been baptized with names also signifying illumination – Abreha (he illuminated) and Atsbeha (he brought the dawn).

In Ethiopia, the diffusion of Christianity did not follow the same pattern as in the Greco-Roman world, where Christianity was confined to the lower levels of society for three centuries while the ruling classes rejected it. Only at the beginning of the 4th century did it begin to gain a few converts among members of the royal family. In Ethiopia the converse was true. Christianity was introduced first into the royal court, and from there gradually penetrated among the common people. Likewise, in the Roman Empire, the Apostles and later the Church fathers were actively engaged in the evangelization of the people; in Ethiopia, Christianity was voluntarily adopted.

The Ethiopian church holds Athanasius in special veneration. He was canonized as a saint, and his work, *The Life of Saint Anthony*, was translated into Ge'ez. According to the chronological lists of the Ethiopian bishops, Frumentius was succeeded by Bishop Minas. He was apparently of Egyptian origin. From this time onward began the peculiar Alexandrian jurisdiction over the Ethiopian Church, which was to last for sixteen hundred years. Throughout this period, Ethiopians were not considered to be eligible for consecration as bishops.

It was, however, after the coming of the Nine Saints that Christianity was spread among a large section of the population. Their names were (*Abba Aregawi* or *Ze Mikael*, *Abba Penṭelewon*, *Abba Gerima* (Issac, or *Yeshaq*), *Abba Aftse*, *Abba Guba*, *Abba Alef*, *Abba Yem'ata*, and *Abba Liqanos*, and *Abba Sehma*). They came to Aksum towards the end of the 5th century A.D, and were well received by the emperor, Ella Amida, and by the inhabitants of the city. As their names indicate, they came from different parts of the Eastern Roman Empire, such as Constantinople, Asia Minor (now Turkey), and Syria. They went first to Egypt and lived for some years, before proceeding to Ethiopia. In Aksum, they studied the language and became familiar with the people and customs. After this preparation, they set out in different directions to preach and introduce monastic institutions. Only two of them, *Abba Liqanos* and *Abba Penṭelewon*, remained near Aksum itself. The others went further east of the capital and founded hermitages in the old indigenous religious centers. *Abba Aregawi* went to Debra Damo where the worship of the serpent had long flourished. He succeeded in eradicating the cult and founded a monastery there. *Abba Penṭelewon* transformed a pagan temple into a church. *Abba Aftse* went to Yeha, the renowned Sabeen center, and likewise transformed the famous temple there into a church. The efforts of the Nine Saints to wipe out

paganism did not result in their persecution, as had happened in the Roman Empire since in Aksum they had the protection and support of the sovereign.

The Nine Saints also contributed greatly to the development of the Ge'ez liturgy and literature. But their major contribution was undoubtedly their great work of Biblical translation into Ge'ez. The Nine Saints undertook the massive task of translating the whole Bible. Their good command of the Ge'ez language significantly helped in the work of translation.

The coming of the Nine Saints inaugurated a new era in the liturgical life of the Ethiopian Church and in cultural development in general. Music and art flourished. The creation of Ethiopian church music is attributed to Saint Yared, a contemporary of the period. He was a disciple of the Nine Saints, probably of Aregawi, and composed music, which is still used in the Ethiopian church. The influence of the Nine Saints extended also to art and architecture. The ruins of basilicas found in the ancient cities of Aksum, Adulis and Hawlti may show a resemblance to Syriac churches. Debre Damo is the oldest existing example of Christian architecture in Ethiopia.

Dear learners, after the expansion of Christianity, dioceses headed by a bishop were established, the chief being the metropolitan of Aksum. As we have already mentioned, all the bishops were of Egyptian origin. They sent bishops to Ethiopia whenever necessary until the rise of Islam. To perpetuate his Egyptian authority over the Ethiopian church, it became necessary to offer legal justification. The Egyptians, therefore, inserted the forty-second Pseudo-Canon of the Council of Nicea that prohibits Ethiopians from occupying hierarchical positions. Thus, an Egyptian bishop always remained at the head of the Ethiopian Church from its foundation up to the second half of the 20th century, more precisely until 1959. This is a unique phenomenon in the history of the Christian Church.

Due to political or religious problems, contacts were sometimes not possible for long periods. For example, during the 10th and 11th centuries, for more than a hundred and fifty years, no bishop was sent from Egypt. The Coptic Abuna was largely responsible for ordinations and theological issues. The abbot of the monastery of Debra Libanos in Shewa, called *Echege*, was responsible for administration and the properties of the church. Today, the patriarch of the Ethiopian Orthodox Tewahedo Church has the title of Archbishop of Aksum and Eçhegé of the See of Saint Tekle Haymanot. In 1959, *Abba* Basilios was ordained as the first Ethiopian patriarch.

Islam

Dear learner, Islam is the third monotheistic religion after Judaism and Christianity, which the Prophet Muhammed preached as of the 7th century A.D. This is a religion based on the worship of one God, whom they call Allah, and Mohammed, His messenger. However, he and his followers faced serious opposition and then persecution by the Quraysh Arabs, to whom the prophet is related. As the persecution became worse, in 615 A.D., the prophet decided to send some of his followers, including one of his daughters, Fatuma, to the kingdom of Aksum. The leader of this emigration was the cousin of the prophet named Jafar.

The Prophet believed that if his followers moved to a place where Christianity was practiced, they would be adequately cared for. This was not a mistake on the prophet's part. They were warmly welcomed by the Aksumite king and offered the much sought asylum at Aksum. When the Quraysh Arabs heard this, they were very much annoyed and decided to follow them. They came to Ethiopia and accused them of making trouble in Arabia. In the ensuing debate between the two parties that was held in the presence of the king of Aksum, the Quraysh were defeated by Jafar, the representative of the Muslims. After this humiliating defeat, the Quraysh returned to Arabia. Back home, they had to resist the ever increasing power of the prophet and his followers. However, Jafar and his friends stayed in Ethiopia peacefully under the king's protection until the Prophet Mohammed entered Mecca triumphantly in 634 A.D. As a result of this, the prophet Mohammed gave orders to his followers to the effect that they should not attack and convert the Ethiopians by force in the future. As noted earlier, unlike the situation in other parts of the world, Islam entered to Ethiopia peacefully. After these early contacts, Islam then began to enter Ethiopia and the Horn on a larger scale through two directions: Dahalak Islands on the Red sea, and the port of Zeila on the Gulf of Aden. By the beginning of the 8th century A.D., Islam was firmly established in the Dahlak Islands. Two centuries later, the prosperous Muslim community on the islands developed into a sultanate. At about the same time, other places on the Red Sea coast were settled by Muslims. It was from this coastal center that Islam gradually spread among the predominantly pastoral communities of the interior, largely through the agency of preachers and traders. The Dahalak trade route, however, played a minor role in the introduction of Islam to the interior. Because, Christianity was deeply seated in the northern part of Ethiopia, long before the introduction of Islam. However, the introduction of Islam into the interior parts of Ethiopia through the port of Zeila was significant.

Settlement of Peoples of the Region

A settlement pattern is the distribution of peoples across the landscape. It is a function of long historical processes. In some areas, settlement is dense and in other areas it is sparse. Some people inhabited extensive highlands and others in the lowlands. Based on historical and linguistic criteria, studies indicate that environmental, socio-economic, and political processes significantly shaped and reshaped the spatial distribution of peoples.

The Cushitic and Semitic people settled in the area between the Red Sea in the East, and the Blue Nile in the West, from where they expanded into different directions. They expanded over large areas and eventually came to dwell in Northern, North-Central, North-Eastern, South-Central, and Eastern parts of Ethiopia and the Horn.

Except the Shinasha, who live in Benishangul-Gumuz, and the South Mao, who inhabited in Wollaga, the majority of the Omotic people have inhabited south-western Ethiopia along the Omo River basin. In the west, the Nilotes are largely settled along the Ethio-Sudanese border although some of the Chari-Nile family inhabited as far as Southern Omo area.



The Ethiopian people practice a variety of indigenous religions. In addition to this, Ethiopians practice such religions as Judaism, Christianity, and Islam that were introduced from the outside world. Many of the indigenous religions and those introduced from the outside world are similar in that they worshipped one God.

Activity 2

1. What are the places of worship of indigenous religions? Do they erect a well-defined structure like a Church, Mosque, and *Masjid*?
2. What are the roles of the *Ayyaana*, *Qallu*, and Abba Muda in *Waqefanna* religion?
3. What common idea you trace in all indigenous religions of Ethiopia?
4. What is the name of the Christian king who finally subdued the *Bete-Israel*?
5. Who was the first person to accept Christianity in Ethiopia?

☑ Check List

Put a tick ☑ if you have understood about:

1. Monotheistic Religion
2. Judaism, Christianity, and Islam
3. Nine Saints
4. Role of religion
5. Settlement pattern of the Ethiopian people
6. Five Pillars of Islam
7. Gate ways Islam
8. Quraysh Arabs



Self-Test Exercise 2

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. *Waqefanna* is a religion practiced by the Oromo people.
- _____ 2. The majority of the Omotic people have inhabited south-western Ethiopia.
- _____ 3. Islam introduced into Ethiopia peacefully.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice in the space provided.

- _____ 1. Identify the one which is different from the others.
 A. Christianity B. Judaism C. Islam D. *Waqefanna*
- _____ 2. Which one of the following is correct about indigenous religions of Ethiopia?
 A. Indigenous religious practices predated religions introduced from the outside world.
 B. Believe in the existence of a supreme being identified with the sky addressed through spirits.
 C. The nature and functions of religious specialists are similar across ethnic groups.
 D. All.
- _____ 3. The central text of Rabbinic Judaism and the primary source of Jewish religious law is
 A. Old Testament B. Talmud C. New Testament D. Kibre Negest

_____4. Which one of the following is correct about Christianity?

- A. Introduced in the 4th Century A.D.
- B. Spread into many areas of the Aksumite Kingdom after the coming of the 9 Saints.
- C. Combined indigenous and Judaic religious practices.
- D. Received royal acceptance before it became the religion of the ordinary people as well.
- E. All.

_____5. Identify the incorrect historical information about the settlement pattern of the people of Ethiopia.

- A. environmental, socio-economic, and political processes significantly shaped and reshaped the spatial distribution of peoples
- B. The Cushitic people settled in the area between the Red Sea and the Blue Nile.
- C. The Semitic people dwell in Northern, North-Central, North-Eastern, South-Central, and Eastern parts of Ethiopia and the Horn.
- D. None.

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Identify indigenous religious practices in your birthplaces and write a report on their major features. You are expected to make a comparison and contrast to other monotheistic religions that were introduced from the outside world (Judaism, Christianity, and Islam).

SECTION TWO

PRE-AKSUMITE, AKSUMITE, AND POST-AKSUMITE STATES AND THEIR GEOGRAPHICAL SETTING

Overview

Dear learner;

As you remember from the introductory part of this unit, Ethiopia is the “land of origins” and a “mosaic of people.” In addition to this, your country is one of the places of the ancient world where culture and civilization flourished. In this section, therefore, we will look into the pre-Aksumite, Aksumite, and post-Aksumite states that emerged in Ethiopia and the Horn. Let me assure you in advance that you will develop feelings of pride as you understand the cultural and technological achievements of our ancestors and remorse as you realize how much we are far behind our ancestors, who established great kingdoms and sultanates.

Learning Competencies

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

- explain the pre-Aksumite centers of culture and civilization;
- trace the cultural ties of states in Ethiopia and the Horn with the outside world;
- appreciate the literary and architectural achievements of states;
- describe the ways through which Islam reached the Ethiopian region;
- develop a sense of pride in the achievements of the ancestors;
- realize the historical development that forced the people to migrate;
- appreciate the multidimensional skills that the *Bete-Israel* possessed;
- elucidate on the nature of the relationships that existed between the *Bete-Israel* and the Christian Highland Kingdom.

1. Punt and Damat

Dear learner;

In this lesson, you will learn the pre-Aksumite centers of culture and civilization in Ethiopia and the Horn. In this first lesson, we will focus on Punt and Damat. Accounts of state formation in Ethiopia and the Horn begin with these pre-Aksumite states. First, we will look at Punt, and then

we will proceed to Damat. I am sure that you will not get bored, as this is the shortest section of the unit.



What do you think is the importance of Punt and Damat for our understanding of the history of the region?

Learning Competencies

At the end of this lesson, you will be able to:

- explain about the pre-Aksumite centers of culture and civilization;
- describe the economic relationship between Egypt and Punt;
- make a list of pre-Aksumite centers of culture and civilization;
- appreciate the achievements of the pre-Aksumite civilizations.

Punt

Dear learner, Punt was the earliest historically known state in the Horn of Africa. Information about the existence of a cultural center in the Horn of Africa under this name comes from Egyptian sources that tell us about a series of naval expeditions that the Egyptian Pharaohs sent to the land of Punt. It was, therefore, a trading partner of ancient Egypt. Pharaoh Sahure (r. 2743-2731 B.C.) sent an expedition to collect myrrh, ebony and electrum (gold and silver alloy). However, the best described and illustrated expedition was the one undertaken by the order of the famous Egyptian Queen Hatshepsut (1490-1468 B.C.), whose expedition is documented at her tomb in Dier El Bahri. The expedition was warmly welcomed by the royal family and by the king's followers. The expedition was able to return collecting frank incense, cinnamon, sweet smelling woods (sandal), spices, ivory, rhinoceros horn, leopard and leopard skins, ostrich feathers and eggs, live monkeys, and giraffes. Iron, bronze, asses, foxes; cattle, animal's fur, dying and medicinal plants were also exported from Punt to Egypt. In return, axes, daggers, swords, knives, sickles, clothes, bracelets, necklaces, and beads were imported from Egypt to the land of Punt.

No one knows the territorial limits of the land of Punt. The varieties of incense and myrrh mentioned in the writings suggest northern or northeastern Somalia to some scholars while others are inclined more towards Northern Ethiopia because of the reference to gold, ebony and monkeys. The latter assumption seems more plausible because Egyptian sailboats might not have been strong

enough to pass through the Strait of Bab-el Mandeb into the Gulf of Aden and the Indian Ocean. An alternative assumption makes the location from Swakim or Massawa to Babel Mandeb.

Damat

Dear learner, Da'amat (980 B.C.-400 B.C.) was the first historically known state in Ethiopia located a little to the south of Aksum. The capital of Da'amat was Yeha, located 30 kms to the northeast of Aksum and was the oldest of these centers. It probably emerged around 1,000 B.C. as a small commercial center, evolved into a capital where South Arabian merchants and their agents bought and stored ivory, rhinoceros horn and other commodities coming from the interior. It seems that the period of its prosperity was from about 750 to 500 B.C. Remains of walls of some of its buildings and stone masonry as well as the still standing temple and inscriptions indicate Yeha's glory. The Kingdom of Da'amat was very important because it made iron tools, weapons, and grew millet. It traded gold, silver, slaves, ivory and tortoise shells with South Arabian merchants. The Kingdom was able to do this because the location of its capital Yeha had good access to both the Red Sea and to Yemen in the East. Other cities that played a role in the Kingdom of Da'amat include Qohaito and Matara. In fact, both these cities thrived as a stop on the trade route between Adulis and Aksum during the Empire of Aksum (100 B.C-940 A.D.).As we shall consider below, cultural and technological advancements after Damat continued with the kingdom of Aksum.



Punt was the first historically known state in the Horn of Africa that had commercial contact with ancient Egypt. But Damat was the first locally known state in Ethiopia.

Activity 3

1. Name at least three pre-Aksumite centers of culture and civilization.
2. What important story is recorded in the *Kibre Negest*?
3. Make a list of items of trade exchanged between Egypt and the land of Punt?

Check List

Put a tick if you have understood about:

1. Location of Punt and Damat
2. Relation between Punt and Damat with Egypt
3. Items of trade exchanges
4. Queen Hatshepsut
5. Yeha and other historic sites in Ethiopia



Self-Test Exercise 3

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. Punt is the first historically known state in the Horn of Africa.
- _____ 2. Damat is the first locally known state in the Ethiopian region.
- _____ 3. Ancient Egypt established commercial contact with the land of Punt and Damat.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. The capital of Damat was
- A. Qohaito B. Yeha C. Matara D. Adulis
- _____ 2. An Egyptian queen who conducted a commercial fleet to the land of Punt was
- A. Cleopatra B. Hatshepsut C. Sahure D. Narmar.
- _____ 3. Which one of the following is correct about Damat?
- A. It probably emerged around 1,000 B.C.
- B. It made iron tools, weapons, and grew millet.
- C. Traded gold, silver, slaves, ivory and tortoise shells with South Arabian merchants.
- D. All.
- _____ 4. Identify the one which is wrong about Punt.
- A. Information about the land of Punt comes from Egyptian sources.
- B. It was a trading partner of ancient Egypt.

C. Frank incense, spices, ivory, rhinoceros horn, leopard, ostrich feathers, dying and medicinal plants were exported from Punt to Egypt.

D. None

_____5. No one knows the territorial limits of the land of Punt.

A. True

B. False

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

1. Make a list of trading items imported from Egypt to the land of Punt.

2. The Aksumite Kingdom

Dear learner;

In this lesson, you will learn the Aksumite Kingdom, which was an important center of culture and civilization of the ancient world. As you continue learning this section, you will come to realize the cultural and technological legacies of the Aksumite civilization for the rest of the world. I am sure that the accounts about the kingdom of Aksum will fascinate you very much.



What evidence can you provide about Aksum's maritime activities in the Red Sea and beyond? What place was Adulis? How do you relate it to the economy of Aksum?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the exploits of the Aksumite kingdom;
- trace the cultural ties of Aksum with the outside world;
- describe the economic basis of the Aksumite kingdom;
- appreciate the literary and architectural achievements of the Aksumite civilization.

Dear learner, the nucleus of the Aksumite state was formed around 200-100 B.C. Initially, its power was limited to a relatively small area comprising the town of Aksum and its environs.

Gradually, however, it expanded to include large territories in all directions. In its heyday, its territory extended from the Red Sea coast in the East to the Western edge of the Ethiopian plateau overlooking the vast Nile Valley in the west and from the northern most corner of Eritrea and possibly as far south as northern parts of Shewa.

According to *the Periplus of Eritrean Sea*, Adulis on the western coast of the Red Sea was the major port of Aksum. The long distance trade routes from Adulis and other posts on the Red Sea coast passed inland through such centers as Kaskasse, Coloe, Maṭara and even further west across the Tekeze River. The document also mentioned the ports of Aden (Eudaemon), Avalites (Zeila), and Malao (Berbera), and the Indian Ocean Benadir Coasts like Serapion (Mogadishu), Nicon (Brava), and Merca.

The major items of trade exported from Aksum include natural products such as ivory, myrrh, emerald, frankincense, and some spices (like ginger, cassia and cinnamon), gold, rhinoceros horns, hippopotamus hides, tortoise shells, and apes. A number of manufactured products like garments and textiles from Egypt, India, the Roman Empire, and Persia; glassware and jewelry from Egypt and other places; metallic sheets, tools or utensils of various kinds, oil and wine from the Roman Empire and Syria were imported. Zoscales (c.76-89A.D.), the then king of Aksum, is said to have had a good knowledge of the Greek language, which at that time was the most widely spoken language in the Greco-Roman world. Aksum also had relations with Ceylon (now Sri Lanka) and Laodicea or Asia Minor (now Turkey).

The Adulis inscription written in Greek about an unknown king and published in Cosmas Indicopleustes' book, the *Christian Topography*, describes the commercial activities of the Red Sea areas. It also mentions the internal long distance trade between Aksum and Sasu, most probably in Beni Shangul and the adjoining lands beyond the Blue Nile. A big caravan made up of close to five hundred merchants, some of them commercial agents of the kings of Aksum carried to Sasu cattle, lumps of salt (probably salt blocks) and iron, which they exchanged for gold. Yet, as they did not speak each other's language, and did not even trust to be near to each other to bargain through signs and gestures, the whole exchange was done without one side seeing the other. This was a good example of a silent trade.

Aksumite kings had extensive contacts with the outside world notably with the South Arabian region, leading to exchange of ideas, material and spiritual culture. Sometimes such contacts involved conflicts between the two regions. One of such known recorded conflict between areas

on both sides of the Red Sea took place around 200 A.D. Accordingly, peoples in Southern Arabian Peninsula, in present day Yemen, had difficulties in defending themselves against the army of the Aksumite king, Gadarat.

From the 3rd to 7th centuries, Aksumite kings minted and issued different kinds of coins made of gold, silver and bronze for both overseas and local transactions. Aksum was one of the four great powers in the world at the time. The other three were Rome, Persia, and China. It was a major naval and trading power from the 1st to the 7th centuries. Aksum developed ship building technology at Adulis. It had a large fleet of ships, which were used not only for trade but also for war purposes across the Red Sea.

King Kaleb (r. 500-535 A.D.) expanded the overseas territories of Aksum beyond Himyar and Saba, but the local prince, Dhu-Nuwas, was converted to Judaism, marched to Zafar and Nagran, and killed many Christians. Kaleb defeated Dhu-Nuwas with the assistance of a Byzantine fleet sent by Justinian (r. 527-565), and appointed Abreha as governor until 570 A.D. Kaleb was succeeded by his son Gebre Mesqel (535-548), who built the church of Zur Amba Aregawin Gayint. It was during Gebre Mesqel that Yared developed the Ethiopian Orthodox Church's liturgical songs and hymns.



Figure 3.1. One of the still standing steles of Aksum pre and post Christian Aksumite coins respectively

The Aksumite state had begun to decline since the late 7th century because of internal and external challenges. Environmental degradation, a decline in agricultural productivity, and possibly a plague infestation started to weaken it. With the destruction of the port of Adulis by the Arabs around 702, her economic artery was cut. The whole network of Aksumite international trade came under the control of the rising and expanding Arab Muslims and the Aksumite state was isolated from its old commercial and diplomatic partners. Consequently, the Aksumite state declined

economically. This naturally led to the decline of its political and military power not only on the Red Sea coast but also in its interior provinces. The recurring rebellions of the Beja, the Agaw and Queen Bani al Hamwiyah (Yodit) finally sealed the collapse of the Aksumite state. However, as a civilization, Aksum had a profound impact on the peoples of the Horn of Africa and beyond.

The Aksumites developed the technology of coin mintage. The period of Aksum is also remembered for its fine architectural achievement. The still standing and several ruined steles witness this magnificent architectural development. The entire structure is grouped under three types- well-made and decorated, half completed, and megaliths. As local tradition says, the steles were engraved specifically at Gobodara from which they were transported and erected in Aksum. The longest one of these steles measures 33 meters. It is highly decorated on all of its four sides. It represents a 14 storied building with many false windows and a door at the bottom. It also bears pre-Christian symbols, which are a disc and a crescent at the top.

The second major contribution is related to the art of writing. The Sabeian language had an alphabet with reversed letters of paleographical (writing on hard surfaces like papyrus, and parchment) writing from left to right and right to left alternatively. The earliest Sabeian inscriptions in Eritrea and Ethiopia date to the 9th century B.C. One peculiar feature of Sabeian inscriptions is the absence of vowels. For instance, Da'mat was described as D'mt. After the seventh and sixth centuries B.C, however, variants of the script arose, evolving in the direction of the Ge'ez script. This evolution can be seen most clearly in evidence from inscriptions, mainly writings/drawings on rocks and caves. By the 1st century A.D., the Ge'ez alphabet was developed, 26 consonant letters, written left-to-right with letters identical to the first-order forms of the modern vocalized alphabet. Ethiopia's ancient indigenous writing system has made an immense contribution to the development of literature, art and the writing of history.

The other contribution from this period is the invention of a calendar having 12 months of 30 days plus 5 or 6 (is added every 4 years). A gap of 7–8 years exists between the Ethiopic and the Gregorian calendars. Thus, the first day of the year, the first Meskerem (*Enquṭaṭash*), is usually September 11 (Gregorian). The Ethiopic solar calendar has evolved to become the official calendar of the country. Numerals appeared in Ethiopia and the Horn at the beginning of the fourth century A.D. Ge'ez uses a numeral system comparable to the Hebrew, Arabic and Greek numerals. Numbers are over and underlined in proper typesetting showing separate bars above and below each character.



The *Periplus of the Eritrean Sea*, the *Christian Topography*, Obelisks, and coins formed primary sources about the kingdom of Aksum that emerged about 200 to 100 B.C. The economy of Aksum was based on agriculture and trade. Adulis was the main port of Aksum for its external trade. In the 4th century A.D, Christianity was introduced from the eastern Mediterranean region. The kingdom began to decline in the 7th century due to Beja revolt and the destruction of Adulis by the Muslim Arabs.

Activity 4

1. What factors lead to the decline and collapse of the Aksumite kingdom?
2. What were the economic bases of the kingdom of Aksum?
3. When did Aksum emerge as an important center of culture and civilization?

Check List

Put a tick if you have understood about:

1. Evidences about the kingdom of Aksum
2. Economic basis of the Aksumite kingdom
3. Aksum's external contact
4. King Kaleb's military exploits
5. Causes for the decline of the Aksumite kingdom
6. Cultural and technological achievements of Aksum



Self-Test Exercise 4

Part I. True or False

Direction: Write "true" for the correct historical information and "false" for the wrong one.

- _____ 1. The civilization of Aksum flourished along the Tekeze River.
- _____ 2. Kaleb was the first Aksumite king to embrace Christianity.
- _____ 3. There never was a time when Aksum established itself beyond the Red Sea.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is evidence about the kingdom of Aksum?
A. Obelisk B. Coin C. Inscription D. All
- _____ 2. Which one of the following is not an export item of Aksum?
A. Ivory B. Myrrh C. Gold D. oil and wine.
- _____ 3. Identify the country that was Aksum's trading partner.
A. Egypt B. Roman Empire C. Persia D. Syria E. All
- _____ 4. An Aksumite king who expanded its territory beyond the Red Sea was
A. Ezana B. Kaleb C. Zoscales D. Mahem.
- _____ 5. Which one of the following is correct about Aksum's cultural and technological achievements?
A. Minted coins C. Developed a 365 days calendar
B. Developed a writing system D. Built magnificent obelisks E. All

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Explain briefly the internal and external factors that contributed to the Aksumite kingdom's decline and fall.

3. The Sultanate of Shewa

Dear learner;

Do you know what a Sultanate is? A Sultanate is the Islamic counterpart of the Christian kingdom. As you remember from the previous section, Ethiopia is one of the places where the Islamic religion spread early. Following this, Islamic states were established in different parts of the country. One of these early Islamic states was the Sultanate of Shewa, which is our focus in this section.



What ruling families were the Welasma and the Maxumite?

Learning Competencies

At the end of this lesson, you will be able to:

- define the term Sultanate;
- explain the relationships between the Sultanate of Shewa and the Sultanate of Ifat.

The sultanate of Shewa was one of the earliest Muslim Sultanates in the Ethiopian region. Its location was extended roughly from the present day northeastern Shewa to northern Hararge. The Sultanate's first ruler, Khalid ibn al-Walid, came to power around 896 A.D. The ruling dynasty of this sultanate was called Makhzumite because they claimed descent from the Makhzumi clan of South Arabia. The Sultanate's capital was Walele, which was located in northern Hararge.

The kind of relationship that existed between the Sultanate of Shewa and the Zagwe kingdom was not clearly known. But it is known that the sultanate was often at war with the Kingdom of Damot in the southwest, which weakened its power. In the 13th century, Damot extended its power over the Sultanate of Shewa. Above all, the rulers of neighbouring sultanate of Ifat to the east wanted to extend their rule over the sultanate of Shewa. Because of this, they led constant campaigns against it. In 1285 A.D., the Makhzumite dynasty of Shewa was overthrown by the Walasma dynasty of Ifat. This marked the end of the Sultanate of Shewa.

Check List

Put a tick if you have understood about:

1. Meaning of a sultanate
2. Location of the Sultanate of Shewa
3. First rule of the Shewa Sultanate
4. Capital of the Shewa Sultanate
5. Relation between Shewa and Damot
6. Walasma and Makhzumite Dynasties



Self-Test Exercise 5

Part I. True or False

Direction: Write "true" for the correct historical information and "false" for the wrong one.

- _____ 1. A Sultanate is an Islamic state ruled by a Sultan.
- _____ 2. The territory of the Sultanate of Shewa encompassed the present-day north Shewa.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. The first ruler of the Sultanate of Shewa was?
- A. Khalid ibn al-Walid B. Mukar C. Ali D. Hashim
- _____ 2. What was the capital of the Sultanate of Shewa?
- A. Harar B. Debre Birhan C. Walele D. Ankober.
- _____ 3. Identify the wrong information about Shewa's relation with neighboring states.
- A. Conducted commerce with the Zagwe kingdom.
- B. The sultanate was often at war with the Kingdom of Damot.
- C. In 1285 the Walasma dynasty of Ifat defeated the Makhzumites.
- D. None.
- _____ 4. Which one of the following is the ruling dynasty of the Sultanate of Shewa?
- A. Solomonic B. Zagwe C. Makhzumite D. Walasma

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Draw a sketch map of Ethiopia and locate the Sultanate of Shewa

4. The Zagwe Dynasty

Dear learner;

I hope you have heard about the rock-hewn churches of Labella. Some of you may have even visited this outstanding tourist attraction, Christian center. In this lesson, therefore, we will come

to look into another important period of the history of Ethiopia known as the Zagwe dynasty. There are many fascinating historical accounts in this section that will interest you very much.



What do you know about the idea of establishing a second Jerusalem in Ethiopia? Whose project was it? What motivated him to embark on this project?

Learning Competencies

At the end of this lesson, you will be able to:

- identify the continuities and changes witnessed from the period of Aksum;
- make a list of the achievements of the period;
- appreciate the architectural advancements of the period;
- develop a sense of pride in the achievements of the ancestors.

Dear learner, the Zagwe dynasty was founded around the mid-12th century by Mera Tekle Haymanot. He was born in the province of Lasta, which was his power base. Originally, he was the general of Dil Na'od, the last Aksumite king. He was married to the king's daughter by the name of Masobe Worq. Later, Mera Tekle Haymanot overthrew his father-in-law and founded a new ruling family, the Zagwe dynasty (r. 1050-1270).

The Zagwe Dynasty made its center in the district of Bugna, within Wag and Lasta, at a place called Adafa near Roha (Lalibela). The territory of the Zagwe kingdom extended from most of the highland provinces of the ancient Aksumite kingdom in the north down to northern Shewa in the south; the Lake Tana region and the northern part of what is today Gojjam in the west. The Agaw maintained the ancient Aksumite traditions almost intact. The Zagwe rulers renewed cultural and trade contact with the eastern Mediterranean region. The most important export items were slaves, ivory, and spices, while cotton, linen, silver and copper vessels, and newly minted coins were imported.

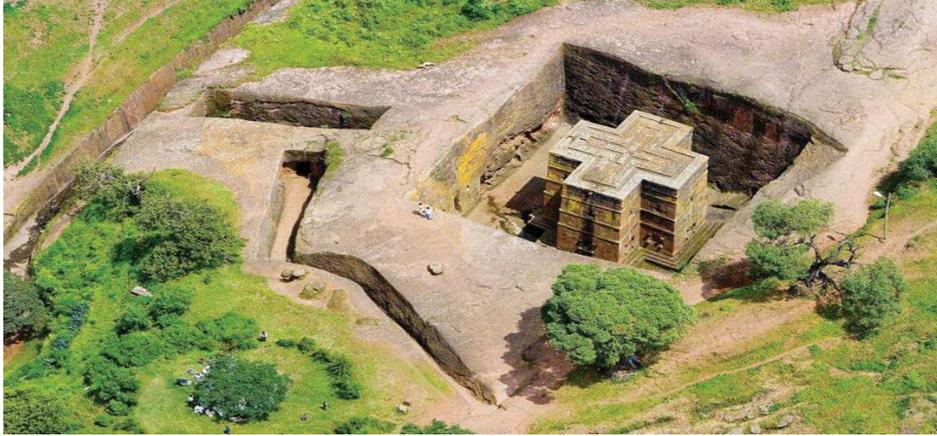


Figure 3.2 Bete-Giyorgis, one of the 11 Rock-Hewn Churches of Lalibela

Furthermore, the Zagwe period was a golden age of Ethiopia's paintings and the translation of some religious works from Arabic into Ge'ez. The Zagwe rulers were best known for the construction of cave, semi-hewn, and monolithic churches. *Bete Giyorgis*, built in the shape of a perfect cross, is the best of all that shows the extraordinary architectural skill of the period. The Lalibella churches are regarded as some of the finest structures in the Christian world, registered as a UNESCO world heritage site in 1978. Further refinement can be observed in the construction and decoration of the rock hewn churches. The builders utilized softer materials like sandstone, which was squarely cut and shaped into a variety of delicately decorated churches.

Once the Muslim Arabs controlled the lands along the Red-Sea and the North Africa, they made it impossible for Ethiopian Christian pilgrims to visit Jerusalem. Therefore, in order to mitigate this problem, the Zagwe kings, especially Lalibela, took the initiative to establish the second Jerusalem in Ethiopia.

The Zagwe Dynasty came to an end due to internal problems of royal succession and opposition from groups claiming descent from the ancient rulers of Aksum. The latter considered Zagwe kings "illegitimate rulers" based on the legend inserted in the *Kibre Negest* that tells us the union of King Solomon of Israel with the Queen of Sheba. Based on the legend, the power claimants contend that the Solomonic Dynasty ruled the Aksumite state until its power was taken over by the Zagwe dynasty. Yekuno-Amlak (r.1270-1285), who claimed descent from the last Aksumite king, Dilna'od, organized his forces assisted by some influential churchmen like Abune Teklehaymanot of Debre Asbo (later Debre Libanos), and engaged the last king of the Zagwe dynasty, Yetbarek in battle. Yetbarek (r.1260-68) was killed in Gaynt and Yekuno-Amlak assumed power in 1270. That marked the end of the Zagwe period, and the restoration of the Solomonic dynasty.



By the mid-11th century, the Zagwe dynasty was established by Mera Teklehaymanot. The Agaw maintained the ancient Aksumite traditions almost intact. The remarkable feature of the period was the establishment of the 11 rock-hewn churches registered in UNSECO.

Activity 5

1. What continuities and changes do you observe from the period of Aksum?
2. Mention some of the remarkable achievements of the Zagwe period?
3. What do you feel when you learn about the literary and architectural achievements of the period?

Check List

Put a tick if you have understood about:

1. Founder of the Zagwe Dynasty
2. Territorial extent of the kingdom
3. Continuities and changes from the period of Aksum
4. Political center of the Zagwe dynasty
5. Relation With the outside world
6. King Lalibela and the rock-hewn churches



Self-Test Exercise 6

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. Zagwe kings followed the Christian and technological traditions of the Aksumite kingdom.
- _____ 2. The Zagwes and the Aksumites were of the same ethnic origin.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. The first ruler of the Zagwe dynasty was
A. Dil-Na'od B. Mea Teklehaymanote C. Lalibela D. Harbe
- _____ 2. The Zagwe period is best remembered for
A. Recurrent power struggle C. Expansion of Christianity.
B. Establishment of the 11 rock-hewn churches. D. All
- _____ 3. What was the first political center of the Zagwe dynasty?
A. Wag B. Lasta C. Adafa D. Roha
- _____ 4. Which one of the following was the cause for the fall of the Zagwe period?
A. Drought and famine.
B. Internal power struggle.
C. Opposition from the Solomonic groups. D. B and C.

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

1. Make a list of the achievements of the Zagwe dynasty.

5. The Kingdom of Damot

Dear learner;

You have gained important lessons from the history of the Aksumite and Zagwe periods. In this lesson, we will turn our attention from the north, cross the Blue Nile River and focus on one of the medieval kingdoms that flourished south of the Abbay (Blue Nile) River. Can you guess what this kingdom is? Yes! You are not mistaken. It was the kingdom of Damot. I am sure we will have a fruitful lesson.



How do you explain the relationships between the Kingdom of Damot and the Oromos?

Learning Competencies

At the end of this lesson, you will be able to:

- locate the location of the kingdom of Damot against the Abay (Blue Nile) River;
- explain its relationship with other kingdoms and peoples;
- realize the historical development that forced the people of Damot to migrate north of the Abay (Blue Nile) River in what is now Gojjam.

The Kingdom of Damot was a medieval kingdom located south of the Abay (Blue Nile) River. It was a powerful state that forced the Sultanate of Shewa to pay tribute. It also annihilated the armies of the Zagwe dynasty that were sent to subdue its territory. Damot conquered several Muslim and Christian territories. The Muslim state of Shewa and the new Christian state under Yekuno Amlak formed an alliance to counter the influence of Damot in the region. However, Damot's history as an independent entity ended after King Amda Tsiyon subdued it in the 14th century and it remained under the influence of the Solomonic dynasty. Under the pressure of Oromo attacks, some sections of the people of Damot were forced to move north of the Abay and settled in southern Gojjam during the last quarter of the 16th and early years of the 17th centuries.

Activity 6

1. How did the Oromo population movement and expansion influence the settlement pattern of the people of Damot?

6. The *Bete-Israel* (Ethiopian Jews)

Dear learner;

This is the final lesson of this unit as well as this section.



In what aspect of the *Bete-Israel* social life were the Stephenites and Ewoŝtaŝians related? How do you relate the name *Felasi* to the decree of king Yishaq? What do you think the economic implications are?

Learning Competencies

At the end of this lesson, you will be able to:

- briefly describe the cause and the nature of conflict between the Christian Highland kingdom and the *Bete-Israel*;
- make a list of the roles that the *Bete-Israel* played in the social and political life of the Christian kingdom;
- appreciate the multidimensional skills that the *Bete-Israel* possessed.

Dear learner, the *Bete-Israel* were one of the occupational castes in Ethiopia. Occupational castes are people who were ostracized because of their occupation, which the larger community considered it lowly. The roots of caste formation date as far back as the 13th century, when the "Solomonic Monarchy" began its process of imperial expansion. More specifically, this period may be divided into two distinct phases, before and after the reign of Yisshaq (r. 1413-1430). The relationship between the Christian Kingdom and the *Bete-Israel* was not peaceful. The conflicts of the early phase were inconclusive, but after 1413, the *Bete-Israel* were conquered and their land expropriated. Despite their defeat, they attempted to maintain a degree of societal integrity by developing new economic bases through the adoption of handicrafts.

The immediate impetus for the activities of the Christian empire in the *Bete-Israel* regions of the northwest derived from theological controversies within Ethiopian Orthodoxy during the 14th century which resulted in the exile of monks to the remote islands and region of Lake Tana. These exiled monks began the evangelization of *Beta-Israel*, especially in the Begemdir region just east of Lake Tana. In conjunction with this religious work among them, the *Bete-Israel* faced economic and political pressures. Secular officials were appointed to watch over the exiled monks. These officials were granted *gult* ("fief") lands by the emperor in order to support themselves and simultaneously extend the administrative arm of the state. As *bale-gult* ("owners of the gult right") they collected taxes and required services from the local inhabitants, among whom were the *Beta-Israel*. Their revolts against the increased religious, economic and political pressure before 1413 prevented the realization of the Ethiopian claims to rule over the entire region between Lake Tana and the Tekeze River.

During the period between 1413 and 1478, the type of Ethiopian pressure changed dramatically from gradual encroachment to full-scale wars led by the emperors personally. Indeed, the most serious war ever for the *Bete-Israel* was that against Yisshaq, soon after 1413. Aided by splits among the *Bete-Israel*, he personally led the army which conquered them in Wegera. As a result of their severe defeat, they were forced to convert or lose their land. Yisshaq proclaimed that: "He who is baptized in the Christian religion may inherit the land of his father; otherwise let him be a *Felasi*" ("exile") from which the name Felasha might be derived. To further Christianize the area, Yisshaq built many churches in Wegera and Dembiya, the most famous of which was Yisshaq Debir at Kosoge in Wegera. Despite the coercion, the *Beta-Israel* generally refused to convert and, therefore, were deprived of their rights to inheritable land. In order to survive, the *Bete-Israel* developed handicrafts. They probably received an additional incentive to become blacksmiths from Yisshaq's desire to improve the weaponry of the Christian army.

From the reign of Zera Ya'iqob (1434-1468) on, a group of blacksmiths traveled with the royal court. Other *Beta-Israel* survived by withdrawing to their coreligionists in economically marginal parts of Qwara, Qolla Wegera, Ṭegeday, Welqayt, and Simen.

In the field of religion, most of the texts and prayers which were either adapted from the equivalent Orthodox work or were indigenous creations—such as the most important *Beta-Israel* text, the *Te'ezaza Senbet*—probably date from the period of Zera Ya'iqob. The "Hebraic-Jewish" influences on Ethiopian Orthodoxy include the Saturday Sabbath, circumcision, dietary rules, and the physical structure of the churches—developed over a long period of time. But the 5th century was a particularly active period of religious ferment, interaction and conflict between Christian and Judaic-Christian groups, such as the Stephanites who refused to venerate St. Mary or prostrate themselves before the cross, and the Ewostaṭhians who advocated the Saturday Sabbath.

From the reign of Zar'a Ya'eqob to the reign of king Suseneyos, they made repeated efforts to maintain their independence. During the reigns of Zera Ya'eqob and Be'ide Maryam (r. 1468-1478), they aided the rebellious governors of Simen, Ṭellemt, and Dembiya. During the wars of *Imam Ahmad*, they first aided the Muslims in the 1530s and then turned to the Portuguese in the early 1540s. Finally, during the reign of Susinyos (1607-1632), they aided rebel pretenders to the throne at first and then supported the forces of Orthodoxy against the Catholic Emperor. Other wars and slave-raiding expeditions, such as those during the reigns of Minas (r. 1559-1563) and Sertse Dingil (r. 1563-1597), were occurred because of their refusal to pay taxes or their refusal

to be converted. They were gradually crushed by king Suseneyos and lost all political independence, even in the Simen, as a result of these wars.

Economically, after 1540, they broadened their range of crafts from blacksmiths to builders and were increasingly incorporated into Ethiopian society as an artisan group. Though the evidence is suggestive rather than conclusive, they probably began to be builders during the reigns of Gelawdewos (r. 1540-1559) and Sertse Dingil (r. 1563-1597). Gelawdewos is well remembered in *Bete-Israel* traditions because he liked them very much. Sertse Dingil built the first stone castle in the Gondar region at Guzara, for which he probably used *Bete-Israel* masons. Likewise, Suseneyos and the Portuguese built several churches and castles at Gorgora and Azezo which must have employed *Bete-Israel* workers. Thus, by the early 17th century the *Bete-Israel* had been subjugated, but were beginning to develop a new economic base which was to be even more significant during the Gondar era. They had also maintained a high degree of religious integrity and social self-isolation owing to their ceremony of ritual ablution.



The *Bete-Israel* were one of the occupational castes in Ethiopia. Mostly, the relationship between the Christian Kingdom and the *Bete-Israel* was not peaceful. A Christian Highland king who subdued *Bete-Israel* resistance was Suseneyos. Having lost their lands, they became potters, blacksmiths, and tanners, thus occupational castes.

Activity 7

1. Compare and contrast the relationships between the *Bete-Israel* and the kings of the Christian Highland Kingdom before and after their rebellion was suppressed by Aṭe Suseneyos.
2. Make a list of Christian kings who were involved in suppressing the *Bete-Israel* rebellion.

☑ Check List

Put a tick ☑ if you have understood about:

1. Occupational caste
2. Dwelling places of the *Bete-Israel*

3. Nature of relationships between the *Bete-Israel* and the Christian Highland Kingdom
4. Economic basis of the *Bete-Israel* before and after they were subdued
5. Role of the *Bete-Israel* in the political economy of the Christian Highland Kingdom
6. Religious belief and Customs of the *Bete-Israel*

Self-Test Exercise 7

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The Ethiopian Orthodox Church adopted some religious practices of the *Bete-Israel*.
- _____ 2. The *Bete-Israel* were people ostracized because of their occupation.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is correct about the *Bete-Israel*?
- A. Their relationship with the Christian Highland Kingdom was not peaceful.
 - B. Followed a monotheistic religion known as Judaism.
 - C. The Christian kings made repeated attempts to convert the *Bete-Israel*.
 - D. Played a crucial role in the economic life of the Christian Highland Kingdom.
 - E. All.
- _____ 2. Why did some Christian kings like Gelawdewos like the *Bete-Israel*? B/se
- A. They entertained him.
 - B. They were skillful artisans and masons.
 - C. They fought his wars.
 - D. All
- _____ 3. A Christian Highland King who finally subdued the *Bete-Istael* was
- A. Zar'a Yaiqob
 - B. Yishaq
 - C. Suseneyos
 - D. Sertse Dingil.

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Make a list of occupations performed by the *Bete-Israel*.

Unit Summary

The geographic region of the Horn of Africa is made up of Somalia, Djibouti, Ethiopia and Eritrea. Recent archaeological findings confirmed the region as the cradle of mankind. It is also one of the places in the ancient world where culture and civilization flourished. It hosts the lowest point in Africa and some of its highest mountains. It is inhabited by people practicing a range of economic activities who speak different languages. If we single out the case of Ethiopia, the people speak more than 85 languages grouped under the Cushitic, Semitic, Omotic, and Nilo-Saharan super families. Besides, it is one of the places where the three monotheistic religions were first introduced. While agriculture constituted above 85 percent of the Gross Domestic Product, the people of this region used to conduct viable maritime commercial activity along the Ethiopia, Egypt, and Yemen triangle using the waters of the Red Sea and Indian Ocean. Such pre-Aksumite states as Punt and Damat, the Aksumite state and other sultanates and states that came after Aksum thrived in Ethiopia and the Horn, each of which contributed a lot to the rest of the world in the fields of religion, literature, art, and architecture.

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UNIT FOUR

THE MIDDLE AGES AND EARLY MODERN WORLD, C. 500 AD -1789

🌀 Introduction

Dear learner! This unit focuses on two major periods in the history of the world. They are the “Middle Ages” (Medieval Period) in Europe, the Middle East and the Far East, covering the period from about 500 A.D to 1500; and Early Modern World, which occurred from about 1500 A.D to 1789.

Objectives

After completing this unit, you will be able to:

- outline the main features of the Dark Age (early middle Ages);
- identify the causes and effects of the Crusades;
- explain how the revival of trade revolutionized commerce in Europe.
- examine the lasting heritages of the Byzantine Empire;
- describe the advances that Muslims made in indigenous learning.
- analyze how the Ottoman Empire expanded;
- appreciate the achievements of the Tang and Song dynasties in China.
- analyze early Portuguese and Spanish explorations
- explain the things that the renaissance brought to the world of the time;
- appreciate the major changes that took place during the early modern world;

SECTION ONE

THE MIDDLE AGES IN EUROPE

Overview

Dear learner! In this section of the unit, you will learn about the European “Middle Ages” and its main features. The “Middle Ages” was a period of about 1000 years from about 500 AD, when the West Roman Empire declined, to the beginning of early capitalist relations and the development of early capitalism in about 1500 A.D.

Learning Competencies

After completing this section, you will be able to:

- describe the main features of the Dark Age;
- demonstrate critical thinking skills in discussing about the “Dark Age”
- analyze the achievements of the Byzantine Empire;
- identify the merits and demerits of the medieval period.

1. The European Middle Ages

Dear learner! In this lesson of the unit, you will learn about the European “Middle Ages”.



What do you know about the history of Europe after the decline of the West Roman Empire? You will be able to explain this after carefully going through this lesson. Pay attention, please!

Learning Competencies

At the end of this lesson, you will be able to:

- Explain why it is difficult for historians of medieval Europe to accept the term “Dark Age”;
- outline the main features the “Dark Age”;
- describe the achievements of the Byzantine Empire.

1.1. The Fall of the Western Roman Empire



What were the factors for the collapse of the West Roman Empire in 476 A.D? You have already learnt about it in module two. Refer to it, please. You will learn below about the invasions of the empire by German tribes.

Dear learner, the Germanic tribes originally came from Scandinavia in northern Europe and moved to central Europe. By the 3rd century A. D., they occupied the northern and northeastern frontiers of the Roman Empire. Most Germans were organized into tribal lines, each being governed by a chief. The Romans called them ‘barbarians’.

In the 5th century A.D, Germanic tribes began invading Roman territory itself. The main reason for this was the fear of attacks by the Hun invaders from central Asia. The armies of the Roman Empire could not defend the longer frontier. As a result, the Visigoths invaded Spain in about 416 A.D; Angels, Jutes and Saxons began to settle in Britain in about 450 A.D; and the Franks established a kingdom in Gaul (now France) in the 480s A.D. At about the same time, the Ostrogoths invaded Italy. Finally, in 476 A.D, Rome fell into the hands of the Germanic tribes.

The invasions of Germanic tribes divided the huge Roman Empire into many Germanic feudal kingdoms. Most people in towns went to the country side and became peasants. Roman period strong local governments, urban life and trade virtually disappeared. Ancient literature, architecture, painting and sculpture have declined. However, Roman Empire passed on to Europe some important things, especially the Latin language and literature and Roman law. The Roman Christian church was the only surviving institution that provided leadership for the people and saved Western Europe from complete ignorance.

1.1. Western Europe During the “Middle Ages”

This period is often described as the “Dark Ages” because of the decline of classical period art and literature in Western Europe. However, historians nowadays recognize that it was the period during which Greco-Roman, Germanic and Christian traditions slowly blended, creating what came to be known as medieval civilization. Some of the achievements of the period includes Christianity became the religion of the western world, universities were founded, the modern nation states of Europe had their beginnings and the languages of present-day Europe developed.

As time went on, Germanic tribes established small kingdoms, including the kingdoms of Ostrogoths in Italy, Visigoths in Spain, Franks in Gaul, Burgundians in western Germany, and the Saxons in England. German kings ruled their kingdoms according to tribal customs. But, at the same time, they preserved much of the Roman legacy. One of them was the kingdom of the Franks which flourished in the former Roman province of Gaul since the end of the 5th century A.D. In the 8th century, one of the Frankish kings, Charles Martel, founded the **Carolingian Dynasty** and consolidated its power. He was converted to Christianity and gained the support of his subjects in Gaul and a powerful ally in the pope of the Roman church. He defeated Arabs at the Battle of Tours in 732 A.D. Because of this, although they continued to rule most of what is now Spain, Muslim Arab armies could not advance any further into Western Europe.

Much of the former Western Roman Empire was briefly reunited by Charles Martel's grandson, Charlemagne (r. 768-814 A.D) or Charles the Great. He built an empire that included what is now France, Germany and part of Italy. He also established a strong and efficient government by copying the Roman system of central administration. Charlemagne spent much of his reign fighting against Muslims in Spain, Saxons in the north, Avars and Slavs in the east and Lombards in Italy. In 800 A.D Pope Leo III crowned Charlemagne emperor of the Romans. Charlemagne also revived Latin learning as a means to unify his empire and created local schools. Together with the church, Charlemagne spread medieval Christian civilization into northern Europe.



What happened to Charlemagne's empire after the death of its founder?

After Charlemagne's death in 814 A.D, his successors struggled for power, and in 843 A.D, the empire broke up into three independent kingdoms. Muslim forces also continued to pose a threat to Christian Europe. In 911 A.D, the Norman, who belonged to the Vikings from Scandinavia, settled in what is now Normandy in northern France and in 1071 in most of southern Italy. Since about 900 A.D, the Magyars from Hungary have overrun Eastern Europe and plundered Germany, parts of France and Italy. Later, they were pushed back into Hungary, where they became ruling classes.

1.2. The Eastern Roman (Byzantine) Empire



Have you ever heard about the term Byzantine?

Dear learner, in 330 A.D, the Roman Emperor Constantine the Great moved his capital from Rome to the city of Byzantium. The city was renamed Constantinople after him. The Roman Empire was practically divided into the West Roman Empire and the East Roman Empire (Byzantine) in 395 A.D. The Byzantine Empire continued to exist for another one thousand years because it was not geographically so open to attacks by German tribes, except in the Balkans. It was also richer and had more population and more towns and cities with defensive walls than the west.

In the Byzantine Empire, the emperor was the absolute ruler and sole law maker. The government controlled every aspect of life and also had much influence over church officials. The people paid heavy taxes to support the government. Empress **Theodora** (497-548), who was Justinian`s wife, advisor, and co-ruler, contributed to the greatness of the empire. She sometimes challenged her husband, and pursued her own policies in government affairs. The Byzantine Empire reached its greatest size under Justinian I (r. 527-565A.D). During his reign, Italy, part of Spain, and the old Roman province of “Africa” (now Tunisia) in the west were conquered. The empire had already incorporated Asia Minor (now Turkey), the Balkan Peninsula, Egypt, Palestine and Syria.



Can you mention some of the achievements of the Byzantine Empire? Please, read the following paragraph and attempt to answer the question!

Dear learner, the Byzantines preserved ancient Greek literature and philosophy as well as Roman governmental and legal traditions. They organized many laws of the ancient Romans. This collection of laws was referred to as the *Justinian Code* and, ever since, has been the basis of the legal systems of many countries. Orthodox Christianity, Greek culture, and Roman customs flourished in the empire, which thus, served as a link between ancient and modern European civilizations. Christianity was the official state religion in the empire. It had a strong influence on Byzantine art, music and architecture. Emperor Justinian built the church of Hagia Sophia (St. Sophia), which was the empire`s largest and most splendid Christian church, in Constantinople

from 528 to 537 A.D. Byzantine missionaries spread Christianity throughout the empire, and converted the Russians and other Slavic peoples to Orthodox Christianity. They also translated church services and the Bible from Greek into the old Slavonic language, in addition to inventing an alphabet (Cyrillic) for it.

In the 11th century (1054 A.D), the Medieval Christian church split into the Western Catholic and the Eastern (Greek and Russian) Orthodox churches. One of the reasons for this division was the dispute over the authority of the church. The Eastern Orthodox Church did not accept that the pope of Rome had jurisdiction over the East as well as the West and the right to decide by himself on matters of Christian doctrine.



What happened to the Byzantine Empire after the death of Justinian?

Dear learner, after Justinian's death in 565 A.D, Germanic tribes attacked the Byzantine empire on all fronts. The empire was also highly threatened by Persian invasions. However, Heraclius (r. 610-642 A.D) ended the Persian threat by defeating them in the bloody, ravaging and exhausting war he waged on them between 624 and 626 A.D. But the empire lost much territory to the Arabs in the 7th century A.D.

The Byzantine Empire began to collapse in the 11th century. By 1071, the Normans (Vikings or Norsemen) from the kingdom of Frank had taken southern Italy. In the same year, the Seljuk Turks defeated the Byzantine army at the Battle of Manzikert. With this defeat began the decline of Byzantine control over Asia Minor. In addition, the Turks invaded the Holy Land. In 1095, Emperor Alexius I Comnenus (r. 1081- 1118) asked the Christians of Western Europe to help defend the empire against the Turks. The successive military expeditions of Christians against the invaders of the Holy Land became known as the Crusaders. Finally, the Byzantine Empire collapsed in 1453, when the Ottoman Turks conquered Constantinople. The last Byzantine Emperor, Constantine XI, died while defending the city.



Germanic tribes originally came from Scandinavia in northern Europe and moved to central Europe. In 476 A.D, Rome fell into the hands of the Germanic tribes. In the 8th century, Charles Martel founded the Carolingian Dynasty. He was converted to Christianity and defeated Arabs at the Battle of Tours in 732 A.D. Much of the former Western Roman Empire was briefly reunited by Charlemagne (r. 768-814 A.D) or Charles the Great. After the Western Roman empire collapsed in 476 AD, the Eastern Roman or the Byzantine empire continued to survive for the next 1000 years.



Figure 4.1. The Byzantine Empire

Check List

Put a tick if you have understood about:

1. The “Dark Age” and the “Middle Ages”	
2. Germanic tribes	
3. The Frankish Kingdom	
4. The Carolingian Dynasty	
5. Charlemagne (Charles the Great) and his empire	
6. Normans (Norsemen) of Vikings	
7. The Byzantine Empire	
8. Emperor Justinian and Empress Theodora	
9. The <i>Justinian Code</i>	
10. The Battle of Manzikert	
11. Emperor Constantine XI	

Part III. Short Answer

Direction: Write the correct answers to the following questions

1. What was the only surviving institution that provided leadership for the people in Western Europe following the invasions of Germanic tribes?
2. Mention the reason for the division of the medieval church into the Western Catholic and Eastern Orthodox churches.
3. In what situation did the Byzantine Empire finally collapse in 1453? Discuss.

2. Main Features of the “Middle Ages”

Dear learner! In the previous lesson you have learned about the historical developments in the ex-West Roman Empire during “Middle Ages”. In this lesson, you will also learn about the main features of the European “Middle Ages” (c. 500 A.D – 1500 A.D).

Learning Competencies:

At the end of this lesson, you will be able to:

- describe the main features of the “Middle Ages”;
- analyze the relations of the feudal society in Europe during the “Middle Ages”;
- identify the merits and demerits of the medieval period.

2.1. Main Features of the Middle Ages

Dear learner, feudalism was a loosely organized system of rule in which powerful local lords divided their landholdings among lesser lords. In exchange, the lesser lords or vassals became loyal and gave service to the greater lord. The time when feudalism developed and lasted varied from place to place and its practice showed change over time. For instance, in Russia, serfdom existed as late as 1861.

The manor (lord’s estate) was at the center of the medieval European economy. It was self-sufficient in that a manor produced almost everything needed by its people. Peasants lived and worked in the manor. Most of them were serfs. The serfs belonged to the lord and they could not leave the manor without his permission. If the manor was granted to a new lord, the serfs went

along with it. The lord kept part of the manor under his own direct control. This land was called *demesne* and was cultivated for the lord by the unpaid compulsory labor (*corvee labor*) of his serfs.



What other feudal obligations were imposed on peasants or serfs?

Peasants paid feudal dues, in kinds like cheese, eggs, cloth, honey, etc. or in cash, to the lord. Besides, peasants paid fees when they used the lord's wine press, flour mills and baking oven. They also repaired his fences, roads and bridges. A lord also had legal authority (jurisdiction) over his serfs. He or his agent could hear cases of crime and impose monetary fines as punishment or even hang a serf in cases of serious crimes like murder.

In return, peasants were allowed to cultivate some of the lands of the manor to support themselves and their families. They were also given protection by their lord from raids or warfare. Although they were not free to leave the manor without the permission of the lord, they could not be forced off the manor.

Dear learner, the feudal society in medieval Europe was hierarchically divided into two classes: the privileged upper class consisting of kings, nobles, higher clergy and knights; and the unprivileged lower class, composed of the great mass of peasants or serfs. On top of the hierarchy was the king. Below the king stood the powerful lords who pledged allegiance and military service in return for the fiefs (plots of land) granted to them by him. This relationship was called **Vassalage**. The peasants, or serfs, who were the largest group of people, were at the bottom of the social scale. They lived a hard-tedious life, had little opportunity for recreation and education, and were deprived of social mobility. Because kings were weak, local lords (nobles) assumed the functions of government within their territory. They governed people by their personal whim or desire.

The most numerous groups of nobles constituted the bulk of the feudal armies. In the Early Middle Ages, cavalry became increasingly important in war. Kings and great lords needed men who were experienced at fighting on horseback, wearing armour, and carrying a shield, lance (spear) and sword. These men were called *knights* (mounted warriors). In return for their military service, kings and great lords gave land to them. In the Late Middle Ages (1350-1500 A.D) *knights* adopted

a code of conduct (elaborate rules) called *chivalry*. *Chivalry* required knights to be brave, loyal and true to their word, and in warfare they had to fight fairly.



What was the condition of women?

Noble women played active roles in the medieval period warrior society. The lady of the manor took over the duties of her husband or father when he was away from the manor for a war. She supervised vassals, managed the household, and performed necessary agricultural and medical tasks. Sometimes, she might even have to go to war to defend her estate. A few medieval noble women were actively involved in politics particularly during the high (1000-1350) and late (1350-1500) “Middle Ages”. Women’s rights to inheritance were restricted under the feudal system. The land was usually passed to the eldest son in a family. Sometimes women did inherit fiefs, but a woman frequently received land as part of her dowry.

During the “Middle Ages” the influence of the church was so strong in most parts of Europe that Europe was referred to as Christendom. The church provided government services. During the 11th century, it became stronger, more independent and fully interfered in state affairs. Thus, the Roman Christian church (later Catholic Church) was one of the largest land holders in Western Europe during the Middle Ages. Rulers and many lords gave *fiefs* to the church in return for services performed by the clergy. Most bishops and other high-ranking clergymen were noblemen who ruled large fiefs and lived much like other noblemen.

Revival of Trade and Towns

Dear learner, the manorial system began to decline when trade and towns revived during the 11th century. Trade and urban business brought back an economic system based on money. Manorialism ended first in Western Europe. But it continued as late as the 19th century in some parts of central and Eastern Europe. Most early towns developed near a fortified castle, church or monastery, where merchants could stop for protection. The location of natural resources was another factor in the growth of towns.

Many people moved to towns in search of jobs. Peasants left the manors to seek a new life. Varieties of occupations grew in towns and cities. Weavers, shoemakers, bakers, butchers, carpenters, trailers, and other craftsmen flocked to the trading, fishing, and woolen towns. These

craftsmen produced goods for merchants to sell to the town's people. Some peasants farmed the land outside the towns and supplied the town's people with food. By 1000 AD, merchants, traders and artisans formed a new social class called the **middle class**, ranked between nobles and peasants.

In medieval towns and cities, the *guild* system appeared. Merchant *guilds* (association of artisans and merchants) appeared first. In time, artisans resented the powerful merchants and organized their own craft *guilds*. Each guild represented workers in one occupation, such as weavers, bakers, or goldsmiths. In some towns, there were fights between the craft guilds and the wealthier merchant guilds. Guilds made rules to protect their economic interests and the quality of their goods, regulate working hours, and set prices. In addition, Women engaged in crafts and trade, and might inherit the workshop of their husband or father if he died. They dominated some trades and even had their own guilds. For instance, in Paris, women far outnumbered men in the profitable silk and wool guilds.

Medieval Culture: Art, Architecture and Education

Town life encouraged a greater interest in art and learning. The two most important achievements of the period were the building of cathedrals and the growth of universities. Until the 12th century, most cathedrals erected in Western Europe followed the church architecture style called *Romanesque*. *Romanesque* cathedrals had massive walls, strong columns and rounded arches. Later, a new style of architecture called *Gothic* developed. This new style of architecture had high towers and walls, pointed arches and leaning arches called flying butt recess.



Figure 4.2. *Romanesque* Cathedral, Lund, Sweden



Gothic Cathedral, Milan, Italy

The Christian church played an important part in shaping the medieval period of European formal education. It was mostly controlled by religious authorities.



What type of subjects was taught in monastery and cathedral schools?

In the monastery and cathedral schools, students studied such subjects as church music, theology, and Latin (the official language of the western church). They were also taught subjects similar to those taught in ancient Greece and Rome collectively known as the Seven Liberal Arts, consisting of grammar, rhetoric, logic, arithmetic, geometry, astronomy and harmonics. Most European languages, except Greek and most Slav languages, adopted the Latin alphabet. Latin continued to be the language of many parts of Europe. Modern languages like Italian, Spanish, Portuguese, French and Rumanian developed from Latin. Many words of Latin origin are also found in the English language.

The first modern universities developed in Europe in the 1100s. The University of Paris, which became the largest and most famous university in Europe during the 13th century, served as a model for the majority of northern European universities. Medieval universities used Latin as a teaching language. Most of the universities in Europe developed from teachers' *guilds* (associations) at cathedral schools with certain privileges and responsibilities. The teachers' *guilds* charged a fee to train students and to grant degrees.

The Crusades (1096 – 1270)

Dear learner, the Crusades was the successive expeditions organized by the Christians of Western Europe to recapture Palestine (the Holy Land) from Seljuk Turks. The term crusade comes from the Latin word *crux*, meaning cross. Members of the expeditions sewed the symbol of the cross of Christ on their clothing. West European and Byzantine crusaders organized eight major expeditions on and off between 1096 and 1270. The expeditions were made in the years 1096-1099; 1147-1149; 1189-1192; 1202-1204; 1217-1221; 1228-1229; 1248-54; and 1270, respectively.

Therefore, in 1095, the Byzantine emperor Alexius I urgently asked Pope Urban II for Christian knights to help him fight the Muslim Turks. The Pope agreed, and at the Council of Clermont (1095), he gave a stirring sermon urging European Christians to stop fighting among themselves and recapture the Holy Land from Muslims. The kings of France, Germany and England; nobles and thousands of knights; and peasants and town people took part in the crusades. The crusaders

had two stated goals: (1) to gain permanent control of the Holy Land and (2) to protect the Byzantine Empire.



Was religious zeal the only factor that motivated the crusaders?

No it was not! The French knights wanted more wealth and land. Italian merchants intended to involve, and then, if possible, to control the trade of Middle Eastern ports. The pope wanted to increase his power, reduce the East-West division of the church and hoped that knights would fight Muslims instead of one another. Many priests and monks wanted valuable religious relics. A large number of poor people joined the expeditions simply to escape the hardships of their lives.

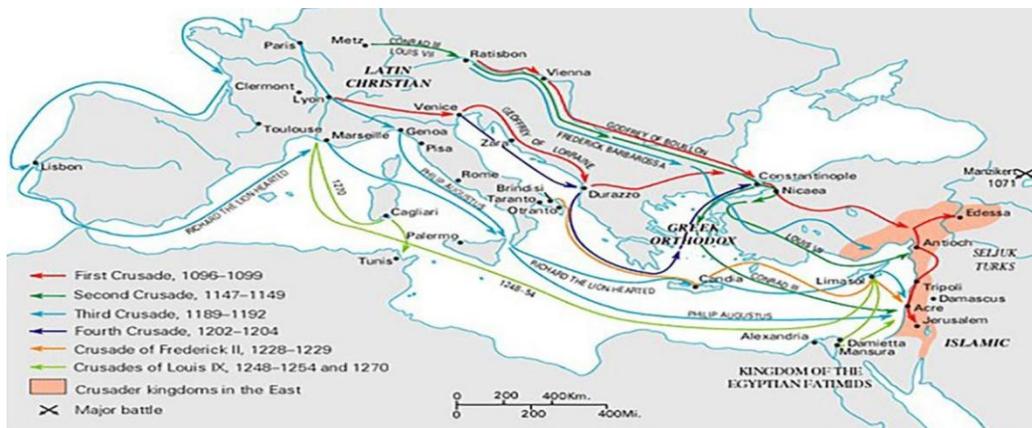


Figure 4.3. Routes of the Crusades

The Crusaders failed to accomplish their main goals; that is, they could not establish lasting control over the Holy Land. The Christian knights of the first crusade recaptured Jerusalem in 1099, but in 1187 Jerusalem fell to the Muslims led by an able leader named Salah al-Din (known to the Europeans as Saladin). Later on, after negotiation, however, Salah al-Din did reopen the holy city to Christian pilgrims.



Can you guess the most important impacts of the crusades?

Though the crusaders failed to keep control of Jerusalem, the crusades did have significant effects on life in Europe. Trade increased and expanded between cities that bordered the Mediterranean Sea. West Europeans learnt how to make better ships. Merchants from Venice and other northern Italian cities had built large fleets and transported the crusaders. Later, they used these fleets to carry on trade in goods such as sugar, cotton and rice with the Middle East.

Dear learner, the crusades facilitated a money economy. Nobles and knights collected taxes from peasants in cash instead of grain to support their journey to the Holy Land. Hence, peasants began to sell goods in town to earn money for their taxes. This practice helped to undermine serfdom in Europe. The crusades also increased the revenues and prestige of monarchs and the power of the pope. West Europeans made more accurate maps from their experience in the crusades and began to use magnetic compasses to give directions. The crusades also increased the curiosity of West Europeans to new places in the east. In 1271 a young Venetian named Marco Polo, with his merchant father and uncle, travelled to China and stayed there for many years. Up on his return to Venice, he wrote a book about the wonders of Chinese civilization. The Crusades and the travels of Marco Polo and others resulted in the revival of European contacts with the wider world. These achievements contributed to the expansion of early capitalist relations in Europe during the early modern period.



The socio-economic system that existed in Europe during the Middle Ages was Feudalism. Under this system, serfs, the unprivileged section that constituted the great majority of the feudal society, paid different kinds of feudal dues for their lords. One major development during the Middle Ages was the crusades where Christian states of western Europe made successive military expeditions to Palestine from 1096 to 1270 so as to recapture Palestine where the holy land of Jerusalem is located from the Siljuk Turks.

Check List

Put a tick if you have understood about:

1. The manorial system	
2. Vassalage	
3. Serfdom	
4. Chivalry	
5. Guild system	
6. <i>Romanesque and Gothic style architecture</i>	
7. Crusades	

8. The Council of Clermont (1095)	
9. Salah al-Din (Saladin)	
10. The impacts of the crusades	

Self-Test Exercise 2

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect

- _____ 1. Manors covered most of Europe during the “Middle Ages”.
- _____ 2. Demesne was a plot of land that was given to peasants or serfs who worked in a manor.
- _____ 3. The lord could force off unwanted peasants or serfs from his/ her manor in Europe during the “Middle Ages”.
- _____ 4. Medieval period mounted warriors were called *knights*.
- _____ 5. Vassalage was hereditary during the “Middle Ages”.

Part II. Multiple Choice

Directions: Choose the best answer and write the letter of your choice in the space provided

- _____ 6. Merchants, traders and artisans of Europe formed a new social class by 1000 AD. What was it?
- A. Guild B. Bourgeois C. Nobles D. Middle class
- _____ 7. Which one of the following languages did not emerge from Latin?
- A. English B. French C. Italian D. Spanish
- _____ 8. Kings, great lords and lesser lords were tied together in medieval period Europe through the system known as:
- A. Guild B. vassalage C. Chivalry D. Manorialism
- _____ 9. In the Late Middle Ages (1350-1500 A.D) European *knights* adopted a code of conduct called _____.
- A. Justinian code B. *Corvee* labour C. Chivalry D. Guilds
- _____ 10. The successive military expeditions organized by the Christians of Western Europe to recapture Palestine (the Holy Land) were collectively called _____.
- A. Knights B. Crusades C. Manor D. Pilgrimage

Part III. Short Answer

Direction: Write the correct answers to the following questions

11. What do we mean by a manor is self-sufficient?
12. Why was it difficult for the Europeans to keep control of Jerusalem?
13. The “Middle Ages” was divided into three stages. What are they?
14. What were the effects of the crusades?

SECTION TWO

THE MIDDLE AGES IN ASIA

Overview

Dear learner! In the previous section you have learned about the European “Middle Ages” and its major features. In this section you will also learn about the “Middle Ages” in Asia. The main themes include the rise and expansion of Islam in Arabia and the establishment of the Arab empire; rise and expansion of the Ottoman Empire and the dynastic cycle in China.

Learning Competencies

After learning this section, students will be able to:

- describe the main features of the medieval period in Asia;
- explain the rise and expansion of Islam throughout the world;
- analyze the components of medieval world civilizations in Asia;
- identify the merits and demerits of the medieval period in Asia.

1. The Rise and Expansion of Islam

Dear learner! In this lesson, you will learn about the rise and expansion of Islam during the “Middle Ages”. Islam was a religion, way of life and means of civilization of the Arab world during the period.

Learning Competencies

At the end of this lesson, you will be able to:

- explain the rise and expansion of Islam throughout the world;
- describe how Islam helped shape the way of life of its believers;
- appreciate the contributions of Islamic civilization to the world.

Dear learner, Islam is a religion preached in Arabia by Muhammad in the 7th century A.D. He was born in Mecca about 570 A.D. Muhammad preached that there is only one God; that is, *Allah*, and he, Muhammad, was His messenger. Muhammad began his preaching in Mecca around 610 A.D, and gathered around him a small community of followers. The annual pilgrimage to the *Ka`aba* (holy shrine) in Mecca by Arabs from all over Arabia had been a source of considerable income

for the merchants of Mecca. Thus, the Quraysh Arabs and wealthy merchants in Mecca considered his teachings as a threat to their religious and economic privileges.



What is *Hijira*?

Please, read the following paragraph and answer this question.

Dear learner, Muhammad and his followers faced persecution, and several attempts were made to kill him. Because of this, in 622 A.D Muhammad and his followers retreated into the town of Yatrib (Medina). This event is known as *Hijira* (retreat) and the Muslim era dates from the *Hijira* by which 622 became the first year in the Islamic calendar.

The inhabitants of Medina, *Ansars* (Helpers), and those who undertook the *Hijira* formed a community of Muslims known as *Umma*. Muhammad created rules that governed and united Muslims. In 630 A.D, after fighting battles with the Quraysh and their allies, Muhammad victoriously entered Mecca. He rededicated the Ka`aba to *Allah* and it became the holiest place in Islam. In the next two years, Muhammad worked to unite the Arabs under Islam, and established control over much of Arabia through both diplomacy and war. He died in 632 A.D, but the faith that he proclaimed continued to spread.



Who was the ruler of Arabia after the death of the Prophet?

The prophet`s immediate successors were called caliphs. The first four caliphs were Abu Bakr (632-34 A.D), Umar (634-44 A.D), `Uthman (644-56 A.D) and Ali (656-61 A.D), all of whom were tied to the Prophet through marriage. Ali`s election was not, however, accepted by some of his companions, particularly Muawya, governor of Syria. Eventually, Ali was murdered in 661 A.D by the followers of Muawiya.



Do you know the difference between Shi`ite and Sunni Islam?

Dear learner, before his death, the Prophet had practiced and indicated that governing the community should be based on *Shura* (mutual consultation). When he died, Muslims disagreed about who should be chosen to be the leader of the community. One group of Muslims felt that

Muhammad had designated his son-in-law, Ali (husband of Fatima), as his successor. They were known as Shi'at Ali (the party of Ali) or Shi'ites. The Shi'tes rejected the consensus of the community and replaced it with the doctrine that there was in every age an infallible *Imam* to whom alone *Allah* entrusted the guidance of humankind. Another group felt that any pious male Muslim from Muhammad's tribe could lead the community since there could be no prophet after Muhammad. This successor, called a caliph, was without any divine (prophetic) functions. They were called Sunnis because they followed the Sunna, that is, the way of the prophet. From the struggle among Muslims the Sunnis emerged victorious.

Today, Sunnis or Sunnites comprise 90% of the world's total Muslim population. Most Shi'ite live in Iran, Lebanon, Iraq and Yemen. The major doctrinal differences between Sunni and Shi'ite Islam are the following: the sources of Sunnite law are the Quran, the Hadith, the consensus of the community and analogy. The four bases of the Shi'ite law are the Quran, the Hadith of the Prophet and of the *Imams*, the consensus of the *Imams*, and reason. Besides, Sunni Islam accepts the belief in the coming of the *Mahdi* (the rightly guided one) who restores justice.



What do you know about *Sharia* Law?

Islamic law governs the daily lives of Muslims around the world, and Islamic traditions influence ethical behavior and family relations. Muslim scholars developed the *Sharia*. The term *Sharia* refers to a body of Islamic law that includes the interpretation of the Quran, examples of behavior from Muhammad's life, and Muslim traditions. Islamic religion also ensured the spiritual equality of all Muslims and gave rights and protection to women. Islam encouraged education for both men and women so that all Muslims could study the Holy Quran.

In the course of the 8th and 9th centuries, different interpretations of what Islamic law should be led to the emergence of different *fiqh* (schools of thought) or ways of studying and practicing Islam. Within Sunni and Shi'a Islam there are six main schools of Islamic law. The *Hanafi*, *Maliki*, *Shafi* and *Hanbali* schools of thought belong to Sunni Islam. The *Zaydi* and *Ja'fari* are the two important Sh'a schools in Shi'te Muslim countries.



Islam is a religion preached in Arabia by the Prophet Muhammad in the 7th century A.D. Followers worshipped one God whom they called Allah. The new religion annoyed the Quraysh Arabs to such an extent that they sought to kill him and his followers. In 622 A.D, the Prophet and his followers fled to Medina; an event known in history as the *Hijira*. The *Hijira* marked the beginning of the Islamic calendar.

Activity

1. From your readings of other materials, can you mention the countries where each of the Islamic schools of thought is predominant?

Check List

Put a tick if you have understood about:

1. Prophet Muhammad	
2. Umma	
3. Shura (mutual consensus)	
4. Sunni and Shi`te Islam	
5. Caliphs	
6. <i>Sharia</i> Law	
7. <i>Fiqh</i> (school of thought)	

Self-Test Exercise 3

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect

- _____ 1. The Quraysh tribes of Mecca were responsible for the rise and expansion of Islam.
- _____ 2. Prophet Muhammad's immediate successors were called caliphs.
- _____ 3. Shi`te Islam follows the Sunna, that is, the way of the prophet.
- _____ 4. The Shi`tes preferred Imam to the Caliph.

Part II. Matching

Direction: Match items under column “B” with those under column “A”

“A”	“B”
_____ 5. <i>Ansars</i>	A. The Sunna
_____ 6. <i>Fiqh</i>	B. Shafi
_____ 7. <i>Sharia</i>	C. Inhabitants of Medina
_____ 8. Mahdi	D. Islamic law
_____ 9. Sunni	E. the rightly guided Islamic leader

Part III. Short Answer

Direction: Write the correct answers to the following questions

10. Mention the different Islamic sects.
11. Why did the Quraysh oppose the teachings of the Prophet Muhammad?
12. What is the difference between the Caliph and *Imam* of the Muslim Community?

2. The Rise of Islamic Empire and Legacy of Muslim Civilization

Dear learner! In the preceding lesson you have learned the rise and expansion of Islamic religion. Now in this lesson, you will learn the establishment of Islamic Empire and its achievements.

Learning Competencies

At the end of this lesson, you will be able to:

- describe the achievements of the Umayyad and Abbasid dynasties;
- explain the legacies of Muslim civilization;
- recognize the merits and demerits of the Arab civilization.

2.1. The Rise of the Islamic Empire

Under the first four caliphs, Muslim Arabs expanded outside Arabia. Motivated by economic and political objectives, they won a series of victories over the Byzantine and Persian armies. As a result, between 634 and 650 A.D, they occupied Syria and Palestine (including Jerusalem) and Egypt from the Byzantine Empire; and the fertile lowlands of Iraq and Iranian highlands from Persia. By 650 A.D, they reached the borders of India, northern Iraq and Armenia (Central Asia).



What were the reasons for the rapid success of Arab armies?

Dear learner, one of the major reasons for the rapid success of Arab armies was the mutual exhaustion of the Byzantine and Persian empires as a result of long wars. Besides, the Byzantines were hated by their subjects because of their harsh taxation. The Christian population in Iran hated the Persian ruling class because of religious differences. The Persian Empire had also been weakened by dynastic wars before the conquest by the Arabs. On the other hand, the sense of unity Islam had created among its followers and the desire to glorify the new religion led the Muslim armies to victory.



What were the **Umayyad** and **Abbasid** dynasties?

Dear learner, after the murder of Ali in 661 A.D, Muawiya founded a new caliphate called Umayyad (661-750 A.D). The Umayyads transferred the capital from Medina to the ancient city of Damascus in Syria. Muslim Arab armies under the Umayyad caliphs won new victories. They fought Turkish tribes in central Asia, sent an expedition into Sindh in India and reached the borders of China. They also captured Sicily and completed the conquest of North Africa. The Umayyads then invaded Spain in 711 A.D.

They brought many non-Arab peoples under their rule. Early Umayyads imposed a special tax on non-Muslims which was vital to support Arab troops who settled in conquered areas as ruling classes. They allowed Christians, Jews and Zoroastrians to practice their own faith and follow their own laws. Many non-Muslims played key roles as officials and tax collectors, doctors, translators and tutors at the court. Many others have embraced Islam. In later centuries, Turkish and Mongol converts helped spread Islam across Asia, as the Berbers did in North and West Africa. As a result, an enormous amount of wealth flowed into Umayyad hands in the form of tax and tribute.

Eventually, political and economic contradictions led to a revolt. The leader of the revolution was Abu al-Abbas, who had descent from the Prophet. Supported by dissatisfied elements mostly of Shi`ites and non- Arab Muslims, he captured Damascus in 750 A.D. Abu al-Abbas then established the Abbasid dynasty centered in Baghdad, which lasted until 1258.

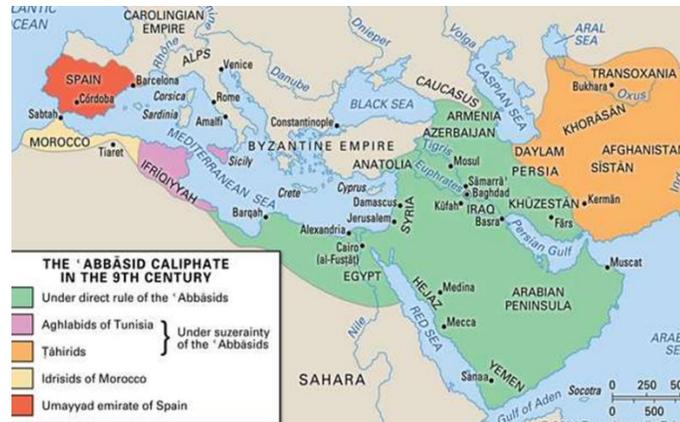


Figure 4.4. The Islamic Empire during the Abbasid Caliphate

Under the early Abbasids, the Arab military upper class lost its privileges, discrimination against non-Arab Muslims ended, the caliphate reached its greatest wealth and power and Muslim civilization flourished. Arabic continued to be the language of the state, literature and science. By 820 A.D. the power of the Abbasids was so extensive that it was felt throughout the Islamic empire.



What were the factors for the gradual decline and collapse of the Abbasid caliphate?

By 920 A.D, the power of the caliph had already diminished due to internal and external factors; but the internal one was most important factor. Abbasid control over the different regions of the empire fragmented because of rebellions caused by exploitation and over taxation. Eventually, in Egypt, Persia, Tunisia, the Maghreb and Spain independent dynasties emerged. Externally, the Seljuk Turks from central Asia controlled Baghdad making the Caliph the figure head of the Seljuk *Sultan*. In February 1258 Mongol troops led by Hulagu (grandson of Genghis Khan) burned and looted Baghdad to the ground, killing the last Abbasid caliph and his officials. The fall of Baghdad marked the end of the caliphate.

2.2. Legacy of Muslim Civilization

Dear learner, between 800 and 1200 A.D, Islamic civilization was in its “golden age”. It absorbed the traditions of many cultures and embraced all the people who lived under Muslim rule. Arabs, Greeks, Persians, Hindus, Jews, Persians, Turks, Egyptians, Berbers and Spaniards all contributed to the development of medieval Muslim culture. But it was, at the same time, creative and original. Arabic grammar, law and theology are some aspects of civilization with a typically Muslim character.

Merchants were respected in Muslim culture. Between 750 and 1350, Muslim merchants built a vast trading network across the Muslim empire and even beyond. Muslim merchants served as agents for the spread of products, technologies, knowledge and culture. They expanded the money economy. Muslim Arabs were also especially interested in agriculture during both the Umayyad and Abbasid dynasties.

Great advances were also made in the fields of mathematics, astronomy, botany, chemistry, medicine, history and geography in the Islamic world. Both boys and girls received elementary education which emphasized reading and writing skills to study the Quran. Schools of religious instruction and Islamic law offered higher-level learning. Baghdad, Cairo, Cordoba and Timbuktu were among the renowned centers of higher level scholarly learning in various fields. They also preserved ancient culture by translating Persian, Sanskrit, and Greek texts into Arabic.

Scientists and mathematicians have made great advances in the field of astronomy. Muslims, like other peoples, thought that heavenly bodies affected the lives of people, cities and states. So, many caliphs kept court astrologers as advisers. Muslim scientists also used astrolabes (devices for measuring the height of stars) and built primitive versions of the telescope. They observed the movements of stars and the earth. Muslim scientists knew that the earth was round and that it revolved around the sun, long before Copernicus or Galileo.

History was one of the major disciplines. Rulers demanded chroniclers either to publicize their own accomplishments or learn from the successes and failures of their predecessors. Muslim historians also liked to read the accounts of the early caliphs and their conquests for instruction as well as amusement. Medieval Muslim historians were the first to try to structure history by looking for patterns in the rise and fall of dynasties, peoples and civilizations. Above all, the philosopher and historiographer from Tunisia, **Ibn Khaldun** (1332-1406), set the rules for the scientific study of history. He emphasized economic and social factors as causes of historical events. Ibn Khaldun also wrote about the common mistakes of historians in writing history, such as bias, exaggeration, and overconfidence in the accuracy of sources. He advised historians to thoroughly examine sources before using them to write history.

Finally, in the field of architecture, the domed mosque with arches and high minarets became symbolic of Muslim architecture. Muslim architects originally adapted it from Byzantine

architecture. Some of the early great mosques still stand, but others do not. Muslim architects also showed their talents in the construction of palaces, schools and other buildings.



Muslim civilization contributed a lot for the rest of the world in the areas of grammar, law, mathematics, astronomy, botany, chemistry, medicine, architecture, history, geography, and theology. Ibn Khaldun (1332-1406), for example, set the rules for the scientific study of history like the thorough examination of sources before using them to write history.

Check List

Put a tick if you have understood about:

1. The Caliphate	
2. Umayyad and Abbasid dynasties	
3. Seljuk Turks control of Baghdad	
4. Mongol invasion and end of the Caliphate	
5. Legacies of the Muslim civilization	
2. Ibn Khaldun	



Self-Test Exercise 4

Part I. True or False

Direction: Write true if the statement is correct or false if it is incorrect

- _____ 1. The mutual exhaustion of the Byzantine and Persian empires as a result of long wars was one of the major reasons for the rapid success of Arab armies.
- _____ 2. The capital of the Caliphate under the Abbasid dynasty was Medina.
- _____ 3. Muslim civilization was basically original and did not absorb cultural elements from other earlier civilizations.
- _____ 4. Merchants were respected in Muslim culture.
- _____ 5. The domed mosque with arches and high minarets which became symbolic of Muslim architecture was adopted from Byzantine architecture.

Part II. Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided

- _____ 6. Who was the founder of the Umayyad dynasty?
A. Muawya B. Ibn Khaldun C. Abu al-Abbas D. Hulagu
- _____ 7. Which one of the followings took place under the early Abbasids?
A. Discrimination against non-Arab Muslims reached its greatest stage.
B. The caliphate reached its greatest wealth and power.
C. The Arab military upper class gained political and economic privileges.
D. All are correct.
- _____ 8. The Caliphate came to an end in 1258 because of _____.
A. Invasion by Seljuk Turks C. Mongol invasion
B. Revolt of the unprivileged. D. Internal power struggle
- _____ 9. Who was the Tunisian historiographer who set the rules for the scientific study of history?
A. Prophet Muhammad C. Ibn Khaldun
B. Galileo. D. Caliph Abubakr
- _____ 10. Which one of the followings is correct about Muslim civilization?
A. Muslim Arabs were especially interested in agriculture.
B. Muslim merchants built a vast trading network across the Muslim empire and even beyond.
C. Muslim merchants served as agents for the spread of products, technologies, knowledge and culture.
D. All are correct.

Part III. Short Answer

Direction: Write short answers to the following questions

11. Discuss the legacy of Muslim civilization in the field of education.
12. Mention the major reasons for the rapid success of Arab armies in process of creating the Islamic Empire.
13. Discuss the role of non-Muslims of the Islamic Empire.

3. Expansion of the Ottoman Empire

Dear learner! In the preceding lesson you have learned about the rise of the Islamic Empire and its legacies. Now in this lesson, you will learn about the expansion of the Ottoman Turkish Empire and its achievements.

Learning Competencies

At the end of this lesson, you will be able to:

- explain the rise and expansion of the Ottoman Turkish Empire;
- analyze the achievements of the Turkish empire state;
- assess the hierarchy of the society in the Ottoman Empire.

3.1. Origin and expansion of the Ottoman Empire

The Ottomans, like the Seljuks before them, were Turkish speaking pastoralists who migrated from central Asia. They were converted to Sunni Islam in the 10th century. Ottoman leaders commanded Turkish troops for the Abbasid Arab Caliphate. The term Ottoman comes from the name Osman or Othman I (r. 1299-1324) who was the founder and first *Sultan* of the Ottoman Turkish state and the dynasty that ruled it. Starting from 1280, the Ottomans spread across Asia Minor and the Balkan region in Eastern Europe. Ottoman expansion threatened the declining Byzantine Empire. Ottoman cannon and musket military technology outdated the Byzantine mounted warriors and played the greatest role in the success of the Ottoman army. Ottoman canons blasted the defensive walls of Constantinople. In 1453 *Sultan* Mehmet II, the Conqueror (r. 1451-1481) took control of the city. He renamed it Istanbul and made it the capital of the Ottoman Empire.

The Ottoman Empire continued to expand its territory for the next 200 years. Later additions were Iraq, Syria, Palestine, the Arabian Peninsula, Egypt, Cyprus, Crete and much of what is now southern Ukraine and Poland and most of Hungary. The Ottoman Empire was the greatest Muslim state in the world. The Ottoman Empire reached the height of its power under *Sultan* Suleiman I (r. 1520-1566). His people called him “the Lawgiver” while Europeans called him “the *Magnificent*”.

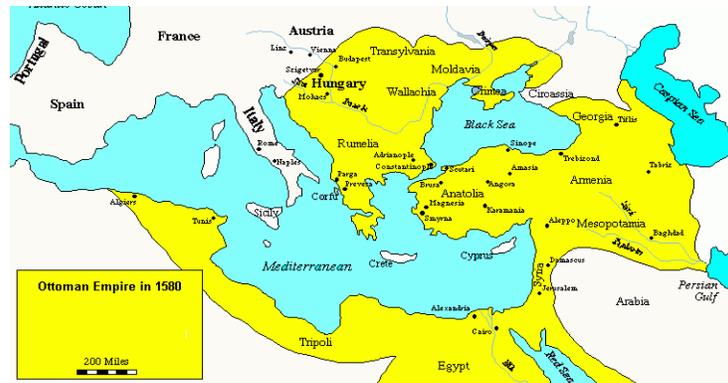


Figure 4.5. The Ottoman Empire at its height in the 16th century

3.2. Administration of the Ottoman Empire

Dear learner, the Ottomans ruled diverse people with different religions. They divided Ottoman society into classes. At the top were soldiers who guarded the *Sultan* and defended the state and officials such as lawyers, judges, and poets. Almost all of them were Muslims. Below these classes were merchants, tax collectors, and artisans. At the bottom of the social echelon were farmers and herders, which included non-Muslims. The people were organized into *millet*s (religious communities) of their own, including Muslims, Greek Christians, Armenian Christians, and Jews. *Millet* leaders were responsible for education and some legal issues in their community.

The Ottoman administrative system was simple, but effective. The Ottoman *Sultan* was an absolute autocrat. His power was only limited by the need to make his policies and decisions agree with *Sharia*, as interpreted by Muslim clerics and the *Ulema*. Below the Sultan was a chief minister called the *grand vizier*, who, also sometimes commanded the army. When Ottoman Sultans were less capable, particularly after Suleiman I, it was strong and competent *Grand Viziers* and their officials who held the empire together.

The Ottoman army was large and efficient. The infantry of *Janissaries* was the regular, professional and core of the Ottoman army. They were recruited from the regular tribute in Christian children paid by Christian families in the Balkans, and brought up as Muslims and highly trained as the best soldiers at the palace school. The *Janissaries* were respected and feared by the enemies of the Ottomans for their skill, discipline, courage and fanaticism. The Ottomans created this efficient infantry elite force in the early decades of the 15th century. It was armed with muskets and cannons. Another division of the Ottoman army was the *Sipahi*, Turkish cavalry. It was composed of holders of *timars* (fiefs) granted by the Sultan in Asia Minor and Europe. Turkish

cavalry was required to arm itself with horses and weapons using the resources obtained from *timars*. Ottoman *timars* became hereditary and were much like medieval European *manors* (fiefs). There was in fact military feudalism in the Ottoman Empire quite similar to Medieval Western Europe.

The expansive Ottoman Empire with its powerful and well-disciplined army and good navy was a dangerous enemy to European states, which were divided and often at war with each other. However, after the death of Sultan Suleiman I in 1566, the Ottoman Empire began to gradually decline. The Ottoman economic and military decline from the 17th century onwards made the empire weak and less dangerous to Europeans. In the 18th century, European advances in both commerce and military technology put the Ottomans far behind. European states especially Austria and Russia captured Ottoman lands, and pushed forward aggressively.



Osman or Othman I (r. 1299-1324) was the founder and first *Sultan* of the Ottoman Turkish state. In 1453 *Sultan* Mehmet II (r. 1451-1481) controlled Constantinople, capital of the Eastern Roman empire, which marked its end. The Ottoman Empire reached the height of its power under *Sultan* Suleiman I (r. 1520-1566).

Check List

Put a tick if you have understood about:

1. The Ottomans	
2. <i>Sultan</i> Mehmet II (the Conqueror)	
3. <i>Sultan</i> Suleiman I (the Law Giver or Magnificent)	
4. <i>Millet</i> administrative system	
5. <i>Grand Viziers</i>	
6. <i>Janissaries</i>	
7. <i>Timars</i>	

**Self-Test Exercise 5****Part I. Multiple Choice**

Direction: Choose the best answer and write the letter of your choice in the space provided

- _____ 1. Who was the founder of the Ottoman Turkish state and dynasty?
A. Suleiman I B. Mehmet II C. Othman I D. Suleiman I
- _____ 2. Which one of the followings is correct about the Ottoman Empire?
A. The Ottomans were followers of Sunni Islam
B. The Ottoman army was large and efficient.
C. The Ottoman administrative system was simple, but effective.
D. All are correct.
- _____ 3. When did Constantinople which was the capital of the Byzantine Empire fall into the hands of the Ottomans?
A. In the 16th century B. In 1453 C. In 1280 D. 1566
- _____ 4. As manors were to medieval period Europe, so were _____ to the Ottoman Turkish Empire.
A. *Janissaries* B. *Timars* C. *Millet* system D. *Sipahi*
- _____ 5. The origin of Ottoman *Janissaries* was:
A. Central Asia B. Mughal India C. The Balkan region C. South Arabia
- _____ 6. When the Ottoman Turkish Empire did begin to decline?
A. 16th century C. beginning of the 17th century
B. After the death of Suleiman I D. In the 18th century

Part II. Short Answer

Direction: Write the correct answers to the following questions

- 7 Who were Seljuk Turks?
- 8 What technology and techniques enabled the Ottomans to extend Ottoman rule?
- 9 What made the Ottomans international superpowers in the late 15th and early 16th centuries?
- 10 At its greatest extent, the Ottoman Empire stretched across three continents. What are they?
- 11 What were the four divisions of Ottoman society?

4. The Dynastic Cycle in China

Dear learner! In the preceding lesson you have learned about the expansion of the Ottoman Turkish Empire and its effective system of administration. Now in this lesson, you will learn about the dynastic cycle in medieval China and the major achievements of Chinese dynasties.

Learning Competencies

At the end of this lesson, you will be able to:

- explain about dynastic cycle and mandate of heaven in China;
- describe the achievements of Chinese dynasties;
- explain the hierarchy of the society in Medieval period China.

4.1. Dynastic Cycle

A number of dynasties have ruled China since ancient times. But between each dynasty, there was always a period of disunity. The Chinese believed that the rise, period of rule, and fall of governments or dynasties was determined by the “**Mandate of Heaven**”. This was the idea that heaven gave the monarch the mandate, or right, to rule over China. Accordingly, each Chinese dynasty rose to political power, achieved prosperity; and then, because of corruption, lost the Mandate of Heaven and fell down. Natural disasters were the symptoms of the loss of the Mandate of Heaven. A new ruler reunites China, founds a new dynasty, and gains the Mandate of Heaven. This was what is referred to as the Dynastic Cycle or Cycle of Chinese Dynasties. The Chinese dynastic cycle lasted until the end of the Ming Dynasty (r.1368-1644), but the idea of the Mandate of Heaven continued until the end of imperial rule in China in 1912.

After nearly 400 years of divisions, the **Sui** dynasty (r.581-618) received the “Mandate of Heaven” and reunified north and south China. By 605 A.D, Sui rulers rebuilt the Grand Canal that linked the Yangtze (Huang He) River in south China with the Chang River in north China. For centuries, the canal made grain and other products of the south easily available to support the political and military needs of the north.

The **Tang** Dynasty (618-907 A.D) ruled China for nearly 300 years. The Tang period was an age of prosperity and great cultural accomplishments. The first emperor of the dynasty was Li Yuan

(r. 618-626 A.D). His successors conquered territories deep into central Asia and expanded the empire. Tang capital, Chang`an (now Xian), was the largest city in the world. It attracted diplomats, traders, poets, scholars and students from all over Asia and the Mediterranean area. Buddhism had an enormous cultural influence, but followers adopted it to Chinese ways of life. In the 9th century A.D, however, a revival of Confucianism began in China.

Tang Emperors strengthened the government by restoring the Han system of uniform government throughout China. They extended the civil service system filled with officials selected on the basis of talent, encouraged education and increased government revenue by redistributing land among peasants. One of these strong Tang rulers was Empress **Wu Zhao** (r. 690-705 A.D) who became the only female Chinese to declare herself “**Son of Heaven**”.

The Tang Dynasty gradually weakened because of rebellions in 755 and 875-884, loss of territories in central Asia to the Arabs, corruption, draught and famine. The last Tang emperor was overthrown by the 907 A.D rebellion. A period of chaos entered during which five dynasties struggled for succession.



Figure 4.6. Empire of Medieval China

In 960, the **Song** Dynasty (r. 960-1279 A.D) reunified China. It was a period of great achievement. The Song completed the civil service system introduced by the Tang Dynasty, and introduced Neo-Confucianism as a state philosophy. Chinese economy expanded because of improved farming methods and an open border trade policy. More and more people were involved in commerce, learning, and arts. Foreign trade flourished as merchants from India, Persia and Arabia frequented Chinese markets. Song period merchants also travelled to South East Asia to exchange goods for

spices and special woods. Song period Chinese inventions include gunpowder, magnetic compass, and movable type of printing. Art, philosophy and literature flourished.

The Song dynasty suffered from frequent attacks by nomadic people from the north. In 1126, it lost northern China to invaders from Manchuria. The Song moved their capital from Kaiteng to Hangzhou in the wealthy lower Yangtze Delta, and the dynasty became known as the Southern Song. For several decades, since the early 13th century, Mongol warriors from the north attacked and eventually conquered northern China. In March 1279, for the first time in the history of China, organized resistance ceased, and Mongol invaders controlled the whole Chinese Empire.

Dear learner, the Mongol leader, Kublai Khan (grandson of Genghis Khan) established the **Yuan** Dynasty (r. 1279-1368) and ruled China up to 1294. He established the walled city of Khanbaliq (now Beijing) as his capital, and ruled all of China, Tibet and Korea. Mongols formed the upper-level ruling class, while provincial and other lower-level posts were seized by Chinese officials. Kublai Khan welcomed many foreigners to his court including the Venetian trader Marco Polo (1254-1324) in 1275. Marco Polo spent 17 years in Kublai Khan's service. Upon his return to Venice in 1292, Marco Polo wrote a vivid account of the wealth and civilization of China which he called "Cathay". The Moroccan Muslim traveler, Ibn Battuta (1304-1369) also visited the Yuan court in 1345 as an envoy to the Sultan of Delhi. Under the protection of the Mongols, trade expanded throughout Eurasia. Chinese products, including gunpowder, porcelain, paper, and playing cards moved to Europe.

The Yuan Dynasty began to decline after the death of Kublai Khan in 1294. Heavy taxes, corruption, and natural disasters have led to repeated uprisings. Besides, most Chinese despised the Mongols as "barbarians". In 1368, rebellions drove the Mongols out of China.

In China, a new local dynasty called the **Ming** (r. 1368-1644) received the "Mandate of Heaven". The Ming ruled China first from Nanjing and later from Beijing. The Ming period was another period of stability and prosperity. Literature and art flourished again. The Ming restored the civil service system and Confucian learning which had declined during the Yuan period. Early Ming rulers also carried out several naval expeditions into the coasts of Southeast Asia, India, the Red Sea and East Africa with the goal of promoting trade and collecting tribute.

In 1644, the Manchu people of Manchuria invaded China and established the **Qing** or **Ch'ing** Dynasty (r. 1644-1912) which permanently united Manchuria and China. Like the Mongols before them, Manchu rulers were initially confronted with the problem of legitimization that they did not receive the “Mandate of Heaven” because they belonged to the people whom the Chinese regarded as “barbarians”. But soon, Chinese landlords and the educated class accepted the dynasty because the new rulers were strong enough to suppress peasant revolts and encourage Chinese culture. Chinese administration continued much the same way as before, but the Qing government was strong and made the system function better. Although it gradually declined since the mid-19th century because of peasant revolts and continued pressure by Western powers, the Qing dynasty ruled China until 1912.



Several dynasties ruled China until 1911 which marked the end of Imperial rule in China. The Chinese believed that the rise, period of rule, and fall of governments or dynasties was determined by the “**Mandate of Heaven**”. This was the idea that heaven gave the monarch the mandate, or right, to rule over China.

Check List

Put a tick if you have understood about:

8. “Mandate of Heaven” and dynastic cycle	
9. Sui dynasty	
10. Tang dynasty	
11. Empress Wu Zhao (a “Son of Heaven”)	
12. Song dynasty	
14. Neo-Confucianism	
15. Manchu and Mongol invaders	
16. Kublai Khan and the Yuan dynasty	
17. Ming dynasty	
18. Qing or Ch'ing Dynasty	

 **Self-Test Exercise 6****Part I. Matching**

Direction: Match the items under column “B” with those under column “A”

“A”

- _____ 1. The Sui dynasty
- _____ 2. The Qing or Ch’ing Dynasty
- _____ 3. The Yuan Dynasty
- _____ 4. The **Song** Dynasty
- _____ 5. The Tang dynasty

“B”

- A. Neo-Confucianism
- B. The Manchu people
- C. Empress Wu Zhao
- D. The Great Canal
- E. Kublai Khan

Part II. Short Answer

Direction: Write the correct answers to the following questions

6. How did the Chinese dynasties rule under the “Mandate of Heaven”?
7. Which foreign travelers visited the court of Kublai Khan in China?
8. Why did Chinese economy expanded during the Song period?
9. Which dynasties were removed through rebellion? Why?
10. Whom did the Chinese consider “barbarians”?

SECTION THREE

DEVELOPMENT OF EARLY CAPITALISM: 1500-1789

Overview

Dear learner! In the previous sections you have learned about Europe and Asia during the “Middle Ages”, and about the major features of the “Middle Ages”. Now in this section you will learn about the development of Early Capitalist relations, which developed in Europe in the period between 1500 and 1789.

Learning Competencies

After learning this section, students will be able to:

- point out the major economic activities of early capitalism in Europe;
- discuss the growth of science and technology during the early capitalist period;
- value the importance of early capitalist relations to the modern world.

1. Development of Town and Long Distance Trade

Learning Competencies

At the end of this lesson, you will be able to:

- describe trade and urban growth between 1500 and 1700;
- explain the importance of the cash economy for the growth of towns;
- locate major trade routes and urban centers during the Developments of Early Capitalism.

Dear learner! In section two of this unit you have learned the revival and growth of long distance trade and towns in Europe in the period between 1000 A.D and 1300 A.D. Now in this lesson, you will learn the subsequent development of early capitalist relations in urban centers and in connection with the long-distance trade conducted by the merchants of these urban centers. These urban centers had large populations. Some great cities like Venice in Italy and Paris in France probably had a population of 100, 000.

An economic revival began in the Later Middle Ages Europe sometime in the second half of the 15th century. As trade increased and towns grew, new economic and social classes which consisted of merchants, shopkeepers, bankers, and professionals evolved. These people began accumulating capital for further investment.

1.1. Development of Town and Cities

Towns and cities were centers of different economic activities. All of them provided a market for the sale of goods. The countryside sold food to the towns and the towns sold manufactured goods to the countryside. The merchants of bigger urban centers also engaged in long distance trade across state frontiers and even outside Europe to the Muslim lands of the Mediterranean. Towns and cities were also the centers of manufactories, conducted in small craft workshops. In the bigger urban centers, merchants organized into merchant *guilds* and sold their products in distant markets. The craft workers were dominated by these merchant capitalists and many of the craft workers were wage workers. Some towns and cities have developed famous industrial specialties like the luxury woolen cloth of Flanders in Belgium.

Towns and cities were also the centers of local administration by feudal lords and royal admiration by kings. In addition to this, urban centers were religious and cultural centers. Archbishops and bishops always conducted their church administration from a city. Some towns and cities had famous churches and monasteries and were centers of pilgrimage. In the Medieval period, universities were located in towns and cities. As the money economy increased in Europe, banks appeared in some Italian cities. Some rich merchants lent money at interest and, through their agents all over Europe, they helped to finance trade.

As towns and cities became richer, the bigger towns gained the right to self-administration by their own officials. The greatest cities like Venice in Italy became completely independent city republics. In Germany important cities were “free cities” under the German Emperor and were able to manage their own affairs with almost no outside control. There was no serfdom in towns and cities. “City air is free air” was a German saying at the time.

Towns and cities were mostly surrounded by walls for defense and for collecting taxes at the gates. Their administration was controlled by the richest citizens (*bourgeoisie*), usually merchants. During the late “Middle Ages”, the *bourgeoisie* were growing in number and wealth, but they were not as rich or as politically and socially powerful as the big nobles. The richest merchants and the greatest cities engaged in long distance trade. Trade in expensive or luxury goods was the most profitable of all. Italian cities, above all Venice and Genoa, traded in eastern Mediterranean ports

and brought back silk, spices and other valuable commodities from the Middle East and beyond to Europe for sale.

Activity 2

1. In what ways does commerce affect urban life in your locality?
2. What is its contribution for the development that particular urban center?

Check List

Put a tick if you have understood about:

2. Long distance trade	
3. Merchant <i>guilds</i>	
4. Craft workshops	
5. City republics	
6. “free cities”	
7. Italian cities like Venice and Genoa	

Self-Test Exercise 7

Part I. Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided

- _____ 1. Which one of the following developments in late Medieval Europe was important for the emergence of early capitalist relations?
- A. Growth and expansion of towns and cities C. Serfdom
B. Expansion of long-distance trade D. A and B are answers
- _____ 2. Early capitalist relations developed in the womb of feudalism in Europe in:
- A. Manors B. Universities C. Towns and Cities D. Monasteries
- _____ 3. Which one of the followings was the activity of towns and cities in late “Middle Ages” Europe?
- A. Merchant *guilds* C. Centers of manufactories
B. Centers of local administration D. All are answers
- _____ 4. The late “Middle Age” saying “City air is free air” belonged to _____.

- _____ 5. Venice and Genoa were trading states in _____.
- A. Germans B. Italians C. French D. All
- A. Belgium B. Germany C. France D. Italy

2. Age of Explorations and Inception of Globalization

Learning Competencies

At the end of this lesson, you will be able to:

- examine the consequences of the European explorations;
- draw a map showing the early routes of Explorations;
- describe the adventures of European explorers.

Dear learner! In the previous lesson you have learned about the development of early capitalist relations in terms of the development of town, cities and long-distance trade. Now in this lesson, you will learn about the Age of Exploration which was a period during which Europe began exploring new areas of the world by sea in search of new trading routes, wealth, and knowledge.

2.1. The European Explorations

Dear learner, factors that encouraged exploration and discoveries were: Europeans` interest in long-distance trade particularly with the East, new inventions like the compass, better maps and ships, and growing interest in geographical knowledge; and Prince Henry the Navigator (r.1394-1460) of the Portugal and Queen Isabella (r.1451-1504) of Spain who supported the voyages of explorers.

The Portuguese and Spanish led the voyages of exploration in the 15th and 16th centuries. During the first half of the 15th century, Portuguese sailors set foot and occupied West African islands and eventually reached the southern tip of Africa which they named the Cape of Good Hope. In 1497-98, Vasco da Gama sailed to India round the Cape and returned back. He opened the “Cape route” round Africa and across the Indian Ocean to the East. Thus, he fulfilled the need of Europeans to bypass the Ottoman Turks and Arabs who had controlled the routes leading to the east.

Spain was another sea power and trading state next to Portugal. Spanish fleets conquered several North African coastal towns and islands. Spain also dreamed of finding new trade routes to the Far East. Christopher Columbus, an Italian in the service of the Spanish monarchy, made his first

journey in 1492. He was trying to sail round the world to reach India, China and the Far East. He did not know that the American continents were across his route. On his first and later voyages, Columbus had in fact reached not the East as he thought, but the West Indies (Caribbean islands) and coastal areas of main land of the American continents. Other Spanish voyages soon confirmed that a new continent had been discovered by Columbus. His journeys opened the door for the Spanish conquest of the Americas. In the early 16th century, Spanish adventurers such as Hernan Cortes and Francisco Pizarro destroyed the Aztecs of Mexico, the Incas of Peru, and other indigenous peoples of the Americas. Encouraged by the exploration by the Portuguese Captain Cabral in 1500, Portugal established its colony of Brazil in South America.

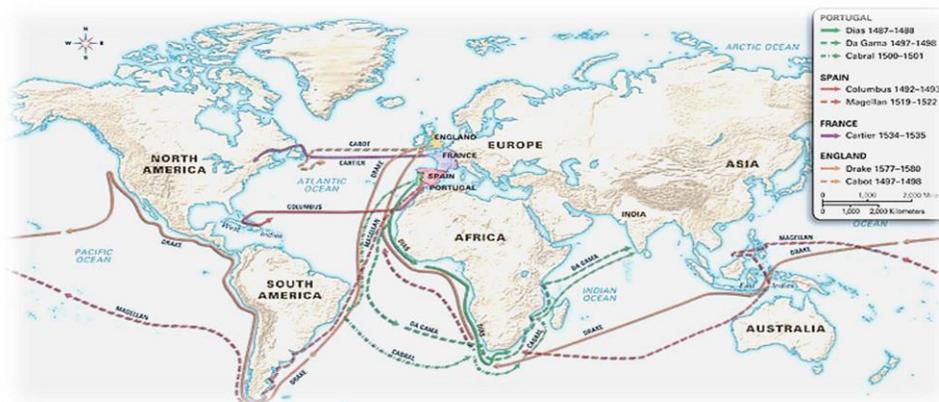


Figure 4.7. European voyages of explorations and discoveries

Dear learner, in 1519-22, Ferdinand Magellan first sailed round the world for Spain. At the head of 241 men and a fleet of 5 ships, Magellan sailed across the Atlantic Ocean to the coast of Brazil. He and his crew continued the voyage through a passage to the Pacific, a passage known ever since as the Strait of Magellan. Magellan named the ocean Pacific, across which he and his crew sailed, and then reached the Philippines where Magellan was killed in April 1521. The Victoria, one of the five ships, with the surviving members of the crew, finally reached Spain on Sept 6, 1522 nearly 3 years after the voyage had begun.

The Dutch, the French and the British took the lead in the 17th and 18th centuries. Great Britain and France began to explore new trade routes and lands across the ocean. In 1497, John Cabot, an Italian explorer working for the English, reached what is believed to be the coast of Newfoundland. A number of French and English explorers followed, including Giovanni da Verrazano, who

discovered the entrance to the Hudson River in 1524, and Henry Hudson, who mapped the island of Manhattan first in 1609.

In the 17th century, the French, Dutch and British rivaled for dominance in the New World. England established the first permanent colony in North America at Jamestown in 1607. Samuel du Champlain founded Quebec City in 1608 for France, and the Dutch (Holland) established a trading outpost in New Amsterdam (now New York City) in 1624.

The Spanish and Portuguese empires and British colonies in the New World were basically “settlement colonies”. By the early 17th century, permanent settlements and colonies were created in the New World. In Brazil, the Caribbean Islands and part of North America, “plantation colonies” were also established by European settlers, and worked by slave labour. World trade grew rapidly, which led to a “Commercial Revolution” that brought great changes.

Portugal was more interested in developing a network of profitable trading posts in Africa and Asia than in colonizing the New World. In the 16th century, they established trading posts in Asia, and controlled most of the profitable trade in the Far East. However, in 1580 Portugal was annexed by Spain for about sixty years. Thus, Portuguese colonies in Asia, except Macao and Goa, were taken over by other European nations particularly the ambitious Dutch. The Dutch also controlled the Dutch East Indies (now Indonesia), while the British East India Company controlled most of the trade in India. British control over India was nearly complete by 1763. The French also had a few trading posts in India. This created a network of communication and trade, therefore, largely ending the need to search for new routes.

The age of explorations had tremendous importance that significantly transformed the world. Methods of navigation and mapping improved. As technology advanced and known territory expanded, maps and mapmaking became more and more sophisticated. Besides, the Age of Exploration also extended geographic knowledge. More and more people began to see and study about various areas around the world. The explorations also resulted in what is called “Colombian Exchange”. There started an exchange of plants and animals between the Old and the New Worlds.



Spain and Portugal pioneered the ages of explorations followed by France, the Dutch, and England. The ages of explorations was prompted by the need to find out new sea routes to the east especially to India and China. The ages of explorations enabled the Europeans to expand their political and economic influence, which paved the way for the 19th century European colonial conquest.

Activity 3

1. What things do you think the Old and the New Worlds have exchanged?

Please, attempt this question by reading other relevant materials!

Check List

Put a tick if you have understood about:

1. The Age of Exploration	
2. Prince Henry the Navigator	
3. Vasco da Gama, Magellan and Christopher Columbus	
4. John Cabot and Giovanni da Verrazano	
5. Henry Hudson and Samuel du Champlain	
6. The New World	
7. "Settlement colonies"	
8. "Plantation colonies"	
9. Trading posts	
10. "Colombian Exchange"	

Self-Test Exercise 8

Part I. True or False

Direction: Write true if the statement is correct and false if it is incorrect

- _____ 1. Vasco da Gama sailed to India round the Cape for Italy.
- _____ 2. Ferdinand Magellan first sailed round the world for Spain.
- _____ 3. John Cabot was an Italian who could reach the coast of Newfoundland for England.
- _____ 4. In 1624, the French established a trading outpost in New Amsterdam (now New York).

_____ 5. Portugal was more interested in developing a network of profitable trading posts in Africa and Asia than in colonizing the New World.

Part II. Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided

_____ 6. Which of the following countries were the leading explorers in the 17th and 18th centuries?

- A. Portugal and Spain
B. Dutch, France and England
C. Italy and Belgium
D. Germany and Italy

_____ 7. Who did open the “Cape route” round Africa and across the Indian Ocean to the East?

- A. Christopher Columbus
B. Ferdinand Magellan
C. John Cabot
D. Vasco da Gama

_____ 8. Which European country did establish “settlement colonies” in the New World?

- A. Portugal
B. Spain
C. England
D. All

_____ 9. Which one of the followings was not an effect of the European explorations?

- A. Methods of navigation and mapping improved.
B. Geographic knowledge increased
C. Exchange of plants and animals between the Old and the New Worlds.
D. All are answers

_____ 10. Brazil in South America was the colony of _____.

- A. Portugal
B. England
C. Spain
D. The Dutch (Holland)

Part III. Short Answer

Direction: Write the correct answers to the following questions

1. What type of trade items do you think did Europeans want to obtain from the Far East?
2. Mention the factors that encouraged exploration and discoveries
3. In what ways did the conquest of the New World by European powers led to global “Commercial Revolution”?

3. The Renaissance

Learning Competencies

At the end of this lesson, you will be able to:

- appreciate the major developments of the Renaissance period;
- describe the prominent personalities of the Renaissance period;
- compare and contrast the ideals of the renaissance with today's world thinking.

Dear learner! In the previous lesson you have learned the European explorations and their impacts on the inception of global commerce. Now in this lesson, you will learn about the Renaissance. It was the period during which classical civilizations of Greece and Rome developed first in the city-states of Italy since the 1400s. This led to a period of great intellectual and artistic creativity. The Renaissance (“rebirth”) began in Italy and spread to the rest of Europe, mainly to England, France, Germany, Spain and Holland. The period ended in the 17th century. Renaissance artists, architects, scholars and writers, and scientists created a legacy of achievement that still influences us today.



Why did the Renaissance begin in Italy?

Dear learner, the Renaissance began in Italy in part because of its strategic location on the Mediterranean Sea. As trade between Asia and Europe increased, the cities of Italy emerged as centers of banking, commerce and handicrafts. The city-states of Milan, Florence, and Siena grew wealthy from banking, farming, and making goods. Besides, The Renaissance emerged in Italy, also because Italy was the center of classical civilization. Like the ancient Greeks, Renaissance thinkers believed in the power of human reason to explain the world. They looked at man as the focus of all things.

Major Features of the Renaissance

During the Renaissance, wealthy Italian merchants and nobles acted as patrons supporting artists, writers and scholars. Secularism increased as people began to show a greater interest in this world than in life after death. People used observation and experience to explain the world, rather than simply relying on traditional Church teachings.

Painting and sculpture: - In the 1300s, the painter Giotto (1267- 1337) had begun painting in an entirely new style, using scenes with figures in lifelike space. Giotto's figures were given depth by realistic shading, and showed emotions and gestures. During the Renaissance, each generation of Italian artists made improvements to make their paintings more realistic. Their challenge was to show three-dimensional space on a two-dimensional surface. Masaccio (1401-1428) and other artists also introduced shadows and other realistic effects.

Italian painting reached its peak during the "High Renaissance" with the paintings of Leonardo da Vinci, Michelangelo and Raphael. Leonardo Da Vinci (1452- 1519) was a sculptor and inventor as well as the painter of such works as the Mona Lisa and The Last Supper. Da Vinci discovered how to use shadows and blurred lines, especially on the eyes and mouth, to make his subjects appear incredibly lifelike. He also dissected human corpses in order to understand human anatomy. His notebooks include designs for a parachute and machine gun.

Michelangelo (1475-1564) was a Florentine artist. His major sculptures, such as David, Moses, and the Pieta, were astonishingly realistic, just like the paintings of the time. Each sculpture was carved from a single slab of marble. His giant mural painting of Bible scenes on the ceiling of the Sistine Chapel in Rome is considered one of the greatest works of art of all time. Michelangelo's sculptures and paintings equally glorified the human form.

Architecture: - Renaissance architects studied the ruins of buildings of ancient Rome to develop a new Renaissance style. They abandoned the pointed arches and ornamentation of the "Middle Ages". They used the columns and circular arches of ancient architecture for a simpler classical style. In early Renaissance Florence, Filippo Brunelleschi, who had studied Roman buildings, developed a dome that created an immense interior space. At the time, the cathedral in Florence was the largest church in the world. These accomplishments in art demonstrated the Renaissance fascination with this world rather than the next, as well as the technical achievements possible from the application of reason.

Learning and literature: - Renaissance humanists studied classical Roman and Greek literature, poetry and philosophy. The Italian scholar Petrarch, the "Father of Humanism," collected and studied ancient texts. New methods of criticizing texts led some, like Erasmus, to question the Church. Other Renaissance authors wrote on secular (non-religious) subjects. Renaissance writers

described the dignity of man, celebrated the pleasures of the senses and instructed nobles in how to behave at a prince's court. Many writers, like Boccaccio, wrote in the vernacular (local) language instead of Latin. As the Renaissance spread, writers such as Rabelais in France, William Shakespeare in England, and Cervantes in Spain completed works in their own native languages.

Discoveries in Science: - Nicholas Copernicus (1473 -1453), a Polish scientist, took careful measurements that led him to conclude that the Earth rotates around the sun. Galileo Galilei (1564-1642), a famous Italian scientist, laid the foundation for modern physics. His observations with one of the first telescopes strengthened his belief in Copernicus' theory. Johann Gutenberg developed a printing press with movable type in Germany around 1450. Gutenberg created individual letters of metal, which were held together in a frame. This allowed mass production of printed books for the first time. This encouraged the spread of new ideas. More people also began to learn to read.

Political Writings: - The renaissance had far-reaching political impacts. The Florentine politician, Niccolo Machiavelli, wrote a book entitled *The Prince* (1513). It was a guidebook in how to secure and maintain political power. Machiavelli argued that the most successful rulers were not those who acted according to laws or conscience, but those who were willing to do whatever was necessary to hold power: "the end justifies the means." Rulers justified taking whatever measures they needed to strengthen their state in order to survive.



The Renaissance was the revival of Greco-Roman classics started first in Italy. The period brought about great advancements in the areas of architecture, literature, sculpture, art, science, and political thinking.

Check List

Put a tick if you have understood about:

1. Renaissance	
2. Giotto, Masaccio	
3. Leonardo Da Vinci, Michelangelo and Raphael	
4. Filippo Brunelleschi	
5. Petrarch and Erasmus	

6. Boccaccio, Rabelais, William Shakespeare and Cervantes	
7. Nicholas Copernicus, Galileo Galilei, John Gutenberg	
8. Niccolo Machiavelli`s <i>The Prince</i>	



Self-Test Exercise 9

Part I. True or False

Direction: Write true if the statement is correct and false if it is incorrect

- _____ 1. The Renaissance was the period in which Greco-Roman culture revived.
- _____ 2. Renaissance first started in France.
- _____ 3. Secularism increased during the Renaissance.
- _____ 4. Each generation of Italian artists made improvements to make their paintings more realistic.
- _____ 5. *The Prince* was a guidebook in how to secure and maintain political power.

Part II. Matching

Direction: Match items under column B with those under column A

- | “A” | “B” |
|------------------------------|-----------------------------|
| _____ 6. Leonardo Da Vinci | A. Invented movable type |
| _____ 7. William Shakespeare | B. The Last Supper |
| _____ 8. Petrarch | C. Vernacular writers |
| _____ 9. Nicholas Copernicus | D. “Father of Humanism” |
| _____ 10. John Gutenberg | E. the Earth orbits the sun |

Part III. Short Answer

Direction: Write short answers to the following questions

11. Describe the conditions which contributed to the birth of the Renaissance in Italy.
12. How did Renaissance paintings differ from medieval paintings?
13. How far religious thinking was challenged by Renaissance ideas?

4. The Reformation

Learning Competencies

At the end of this lesson, you will be able to:

- analyze the reasons for the beginning of the Protestant revolt in Europe;
- compare and contrast the ideals of the Reformation on today's world thinking.

Dear learner! In the previous lesson you have learned about the Renaissance which was the period of rebirth of classical Greco-Roman art and architecture. Now in this lesson, you will learn about the Reformation, which was a religious movement that started in Germany in 1517 against the Roman Catholic Church.

4.1. The Reformation

Dear learner, the Reformation was a religious revolt that started in 1517, against the Roman Catholic Church. There were multiple causes for the Reformation. The spirit of inquiry of the Renaissance as well as knowledge of the widespread corruption of the Church led to new challenges to the Pope's authority. There were also oppositions against church taxes and church tax exemptions. Some educated people who were influenced by the Renaissance ideas, doubted church authority and church teachings on astronomy, history and Bible interpretation. There were also criticisms against some church practices, such as worldliness and nepotism which seemed unworthy of church leaders. People like Erasmus (1466-1536) in Holland and Sir Thomas Moore (1478-1535) in England sought reform within the Catholic Church, but Church leaders were slow to respond.

Dear learner, in 1517, protests against Catholic Church abuses transformed into a full-scale revolt. The leader of the reformation movement was a German, Martin Luther (1483-1546). Luther condemned the sale of indulgences by the Catholic Church; that is, accepting money for church pardons, without requiring true repentance. The statements of Luther's religious belief were called the **95 Theses** by which he denied the Pope's supremacy and proclaimed that the Bible is the final authority. He also developed the doctrine of justification by faith; that is, only through faith in God could a person be saved and go to Heaven.

The reformers became known as Protestants, and their new religion Lutheranism. Many German

princes adopted Protestantism and gave protection to Luther. They also used this as an opportunity to seize Church lands and close monasteries. Luther translated the New Testament into German and wrote a number of pamphlets to persuade others.

Lutheranism soon expanded to Scandinavian countries such as Norway, Sweden, and Denmark, and became an official state religion. Other reformers also helped spread Lutheranism to several other countries. The French religious reformer, John Calvin (1509-1564), introduced Protestantism called **Calvinism** in Geneva (Switzerland). He taught the doctrine of **predestination**; that is, only those “elected” beforehand by God would achieve salvation. The Calvinists encouraged hard work and a strict moral code. Calvinism spread rapidly; and became the Swiss Reformed Church in Switzerland, and the Dutch Reformed Church in Holland. In France Calvinism became the faith of small influential group called *Huguenots*.

In England, Protestantism spread since 1534, when King Henry VIII (r.1509-1547) was the ruler. Queen Elizabeth I (r. 1558-1603) established a moderate form of Protestantism known as **Anglicanism**. But the Puritans (Calvinists) opposed Anglicanism because it was episcopal (governed by bishops). They preferred the Presbyterian type of church government. Consequently, Catholicism was officially banned in England.

In Scotland, Calvinism was introduced by another religious reformer, John Knox (1505-1572, and in 1560 became the official state religion called the **Presbyterian** Church. Protestants also populated Northern Ireland and conflict started between Catholics and Protestants in the country.

4.2. The Catholic Church`s Counter-Reformation

So as to stop the spread of Protestantism, the Catholic Church introduced some reforms. This movement is known as the Catholic Counter Reformation. At the Council of Trent (1545-1563), the Church redefined Catholic beliefs and ended the sale of indulgences. The Church also banned Protestant books and established the *Inquisition* (a court) whose purpose was to punish heretics. In 1534 the former Spanish knight, Ignatius of Loyola (1491-1556), established the Society of Jesus. Missionaries of Sisterly Catholic orders such as Dominicans, Franciscans, Jesuits and members of other orders were sent to Africa, Asia, and the Americas to spread Catholicism.

4.3. The Historical Significance of the Reformation

Dear learner, as a result of the 16th century religious reformation, Europe was divided into the Catholic south and the Protestant north. France, Italy, Spain and Southern Germany remained Catholic, while Northern Germany, Holland, England and Scandinavian countries became Protestant.

The Wars between Catholics and Protestants began in the 1520s and lasted for more than a century. During the Thirty Years War (1618-1648) of religion and conquest among European nations, one-third of the German population was killed.

The Reformation tended to strengthen the power of secular rulers. In Protestant countries, people no longer had allegiance to the Pope: the secular ruler became the highest authority. In Catholic countries, the Church gave more power to secular rulers to help fight Protestantism. Queen Elizabeth I of England was a good example of a strong secular ruler.

The Reformation even affected art as different styles of art emerged in Catholic and Protestant countries. Catholic art glorified Jesus, Mary and the Saints. By creating art about secular subjects, Protestant artists could glorify God by portraying the natural beauty of God's creation.

The weakening of Papal authority may also have stimulated economic growth in Northern Europe, where the Church no longer collected taxes. Some of the protestant attitudes like economical living and wise use of material things may also have contributed to the growth of industry and commerce in Western Europe and elsewhere during the 18th and 19th centuries.



The Reformation was a religious movement that was made against the malpractices of the Catholic church. Martin Luther was the first to protest the Catholic Church. The doctrine of justification by faith and the Bible as the final authority of Christian faith are the center of Luther's new teachings. The movement enabled the Roman catholic Church to make a reform movement from within and to stop the spread of Protestantism in what was termed as the Counter Reformation.

- _____ 8. The Society of Jesus was founded by _____.
- A. Ignatius Loyola B. John Knox C. John Calvin D. Queen Elizabeth I
- _____ 9. The Thirty Years War (1618-1648) of religion and conquest was fought by:
- A. Britain and France C. Canada and U.S.A.
B. Catholic and Protestant nations D. South African Whites and Blacks
- _____ 10. Which one of the followings was a historical significance of the Reformation?
- A. The Wars between Catholics and Protestants
B. Protestant and Catholic developed their own religious arts
C. The power of secular rulers increased D. All

5. The Scientific Revolution and the Enlightenment

Learning Competencies

At the end of this lesson, you will be able to:

- analyze the impacts of the Scientific Revolution;
- explain the contributions of the Scientific Revolution to the Industrial Revolution;
- appreciate the contributions of Enlightenment ideas to Western Civilization.

Dear learner! In the previous lesson you have learned about the period of Reformation. Now in this lesson you will learn about the period of the scientific revolution and Enlightenment.

5.1. Scientific Revolution

Dear learner, the term 'scientific revolution' refers to a period during which modern science began to take shape. It roughly occurred from 1500 to 1700. It was a period of a new way of thinking about the natural world based on careful observation, experimentation and scientific reasoning. Improvements in technology began to undermine many long-held theories.

In 1543, a Polish cleric and astronomer named Nicholas Copernicus, challenged earlier theory and, formulated a new theory called a **heliocentric** or **sun-centered theory**. He reasoned that indeed the stars, the earth and other planets revolved around the sun. But his work was banned by the Catholic Church. In 1610 an Italian astronomer named Galileo Galilei, using a new, improved telescope, discovered four moons in orbit around Jupiter, thereby definitively showing that the Earth was not the center of all motion in the universe. In 1633, Galileo stood before the court in Rome because his findings went against the beliefs of the Church.

Later, the great English scientist **Isaac Newton** formulated a single **theory of motion**. This was his **law of universal gravitation**. According to this law, every object in the universe attracts every other object. The degree of attraction depends on the mass of the objects and the distance between them.

Scientists developed new tools and instruments to make the precise observations that the scientific method demanded. The first microscope was invented by a Dutch maker of eyeglasses, Zacharias Janssen in 1590. In the 1670s, a Dutch amateur scientist named Anton van Leeuwenhoek used a microscope to examine red blood cells for the first time. In 1643, one of Galileo's students, Evangelista Torricelli, developed the first mercury barometer, a tool for measuring atmospheric pressure and predicting the weather. In 1714, the German physicist Gabriel Fahrenheit made the first **thermometer** to use mercury in glass. Fahrenheit's thermometer showed water freezing at 32°. A Swedish astronomer, Anders Celsius, created another scale for the mercury thermometer in 1742. Celsius scale showed freezing at 0°.

Great advances were also made in the study of medicine, the human body and chemistry. A Flemish physician named Andreas Vesalius dissected human corpses and published his observations in his book: *On the Structure of the Human Body* (1543), which was filled with detailed drawings of human organs, bones and muscles. In the late 1700s, British physician Edward Jenner introduced a vaccine to prevent smallpox. Jenner used cowpox to produce the world's first vaccination.

Robert Boyle pioneered the use of the scientific method in chemistry. He is considered the founder of modern chemistry. Boyle proposed that matter was made up of smaller primary particles that joined together in different ways. Boyle's most famous contribution to chemistry is **Boyle's law**. This law explains how the volume, temperature, and pressure of gas affect each other.

5.2. The Enlightenment

Philosophers and scholars across Europe and North America also began to reevaluate long-held beliefs about the human condition, most notably the rights and liberties of ordinary citizens. They sought new insight into the underlying beliefs regarding government, religion, economics, and education. Their efforts spurred a new 18th-century intellectual movement known as the **Enlightenment** that stressed reason and thought and the power of individuals to solve problems.

It was also known as the **Age of Reason**. The movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

Dear learner, France was the center of the Enlightenment because France had become the intellectual and cultural center of Europe. The social critics of this period in France were known as philosophes, the French word for philosophers. They were journalists and propagandists as much as true philosophers. The philosophes believed that people could apply reason to all aspects of life, just as Isaac Newton had applied reason to science. Five concepts formed the core of their beliefs:

1. **Reason** -- Enlightened thinkers believed truth could be discovered through reason or logical thinking.
2. **Nature** -- The philosophes believed that what was natural was good and reasonable.
3. **Happiness** -- The philosophes rejected the medieval notion that people should find joy in the hereafter and urged people to seek well-being on earth.
4. **Progress** -- The philosophes stressed that society and humankind could improve.
5. **Liberty** -- The philosophes called for the liberties that the English people had won in their Glorious Revolution (1688) and Bill of Rights (1689).

Perhaps the most influential figure of the Enlightenment was John Locke (1632-1704), an English philosopher. Charles de Montesquieu (1689-1755), Denis Diderot (1717-1784), Jean Jacques Rousseau (1712-1778) and Francois Marie Arouet, in his pen name Voltaire (1694-1778) were some of the philosophers of France.

Major philosophers, their Ideas and Impacts

Thinker	Idea	Impact
Locke	Natural rights– life, liberty, property	Fundamental to U.S. Declaration of Independence
Montesquieu	Separation of powers	France, United States, and Latin American nations used separation of powers in new constitutions
Voltaire	Freedom of thought and expression	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduced or eliminated censorship
	Religious freedom	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduced persecution
Beccaria	Abolishment of torture	Guaranteed in U.S. Bill of Rights; torture outlawed or reduced in nations of Europe and the Americas
Wollstonecraft	Women`s equality	Women`s rights groups form in Europe and North America



The Enlightenment, which is also known as the Age of Reason was an intellectual movement that was started in France in the 17th century. The movement seriously challenged previously held socio-economic and political dogmas and calls for, among others, religious freedom, liberty, equality, separation of power, and government that gained the consent of the people.

Check List

Put a tick if you have understood about:

1. The scientific Revolution	
2. Heliocentric or sun-centered theory	
3. Galileo Galilei	
4. Isaac Newton`s law of universal gravitation	
5. Edward Jenner	
6. Boyle`s law	
7. The Enlightenment/ Age of Reason	
8. Philosophes	



Self-Test Exercise 10

Part I. Matching

Direction: Match items under column B with those under column A

“A”

- _____ 1. Wollstonecraft
- _____ 2. Voltaire
- _____ 3. Nicholas Copernicus
- _____ 4. Isaac Newton
- _____ 5. Gabriel Fahrenheit

“B”

- A. Theory of motion
- B. Heliocentric theory
- C. Women`s equality
- D. Invented the first thermometer
- E. Religious freedom

Part II. Multiple Choice

Direction: Choose the best answer and write the letter of your choice in the space provided

- _____ 6. Who did invent the first microscope in 1590?

A. Galileo Galilei

C. Zacharias Janssen

- B. Anders Celsius
D. Robert Boyle
- _____ 7. _____ developed the first mercury barometer.
- A. Evangelista Torricelli
C. Anton van Leeuwenhoek
B. Gabriel Fahrenheit
D. Andreas Vesalius
- _____ 8. Which one of the following countries was the center of the Enlightenment?
- A. German B. North America C. Dutch D. France
- _____ 9. The philosophes stressed that society and humankind could improve. This refers to:
- A. Reason B. Progress C. Happiness D. Liberty
- _____ 10. From among the *philosophes*, the idea of “Separation of powers” belonged to _____.
- A. John Locke B. Montesquieu C. Voltaire D. Rousseau

Unit Summary

The West Roman Empire collapsed in 476 A.D when Rome was conquered by the Germanic tribes. The huge West Roman Empire was divided into many small Germanic kingdoms. Much of classical literature, architecture, painting and sculpture have declined. The Roman Christian church remained the sole institution that provided centralized leadership.

By contrast, despite invasions and attacks, the East Roman (Byzantine) Empire continued for another nearly one thousand years. They preserved many aspects of Greco-Roman art and literature. The invasion of Byzantine`s territory including the Holy Land by Seljuk Turks during the 11th century led to the long series of wars known as crusades. Eventually, the Byzantine Empire collapsed in 1454 when its capital, Constantinople, was controlled by the Ottoman Turks.

Though politically divided and feudal in its economy, eventually, Greco-Roman, Germanic and Christian traditions slowly blended in Western Europe creating a new civilization known as medieval civilization. Much of Europe was covered by the manorial system. Kings and great lords gave land called manor (fief) to vassals in return for military service. Peasants, most of whom were tenants, cultivated and lived on manorial lands (fiefs or estates of lords). The manorial system began to decline when trade and town life revived beginning from the 11th century. This was important for the development of capitalist relations during the late medieval period.

The 7th century was also marked by the rise and expansion of Muslim Arabs and the Islamic religion. Within a period of one hundred years Muslim Arabs established a huge empire linking Asia, Africa and Europe. Damascus in Syria and Baghdad in Iraq were successive capitals of the Umayyad (661-750) and Abbasid (750-1270) caliphates. Islamic civilization had its own typical characteristics. But Muslim Arabs also borrowed freely from the cultures of earlier civilizations and the peoples with whom they came into contact.

During the late medieval period, the Ottomans from central Asia expanded westwards and established their own empire centered in Istanbul following the collapse of the Byzantine Empire. The Ottomans became powerful and founded their own version of Islamic civilization. They became powerful, closed the routes leading to the Far East and, as a result, forced West Europeans to find new sea routes in order to reach there.

In the Far East, several dynasties ruled imperial China. Chinese dynasties rose to power, and achieved economic and cultural prosperity under the Mandate of Heaven. The loss of the Mandate of Heaven led to the downfall of several Chinese dynasties. The Tang and Song Dynasties were particularly strong periods during which China was in its golden age.

As feudal economies deteriorated in Europe, capitalist relationships developed, particularly since the middle of the 14th century. The rise of towns and cities; the growth of the business, guild system, craft production and long-distance trade, and the progress in technology were very important in the development of capitalism within the womb of feudalism. Renaissance ideas, exploration of distant places and the consequent embellishment of West European colonies led to the development of global trade and commerce out of which Europe could prosper much.

Further Reading

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(Also, visit Thomson Learning Web Tutor).

Visit: [#Documentary](#) [#History](#) [#Medievaltimes](#) Example: YouTube.com. The middle Ages, the Great Schism, and the Crusades (600-1500 AD); [#Ottoman](#) [#Documentary](#) ; web.ung.edu/media/university-press/World%20History%20Textbook-082817.pdf; [The Industrial Revolution | BBC Documentary - YouTube](#)

UNIT FIVE

PEOPLES AND STATES OF AFRICA TO 1500

🌀 Introduction

Dear learner,

Archaeological studies and findings conducted in different parts of Africa confirmed the continent of Africa as the cradle of man. Africa is, among others, one of the centers of culture and civilization of the ancient and medieval world. Elsewhere in Africa, peoples, kingdoms, and empires contributed a lot to the rest of the world in the areas of cultural exchange, technological and scientific advancements, art, and literature. In this unit we will be looking into the diverse language super families that the people of Africa speak, the major peoples that developed states, kingdoms and empires, spread of Islam in the different parts of Africa, commercial transactions, and early contacts of Africa with the outside world.

Objectives

After completing this unit, you will be able to:

- Identify the major language groups and their distribution in Africa;
- Understand the economic basis of Peoples and States in Africa;
- Analyze the kind of relationships that existed among the different states and kingdoms of Africa;
- Realize the ways in which Islam entered and spread in North and West Africa;
- Examine the social origin of the slave trade in Africa;
- Sketch the Trans-Saharan-Trade Route to locate important market centers;
- Appreciate the achievements of the ancient and medieval states of Africa.

SECTION ONE

AFRICAN LANGUAGES, NORTH AFRICAN STATES AND ISLAM IN NORTH AFRICA

Overview

Dear learner;

In this section, you will learn about the different language super-families spoken by the peoples of Africa and their distribution, socio-economic and political developments in Egypt during the Mamluk period, and the introduction and spread of Islam in North Africa.

Learning Competencies

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

- recognize the linguistic diversity of the people of Africa;
- locate the geography of the language super families in Africa;
- appreciate the linguistic diversity of the people of Africa;
- explain the factors that helped the Mamluks to assume power in Egypt;
- mention the main features of the Mamluk rule;
- elucidate the factors that led to the end of Mamluk rule in Egypt;
- grasp the ways through which Islam reached North Africa;
- explain the roles of different religious movements to spread Islam in North Africa;
- appreciate the leadership qualities of individuals involved in the expansion of Islam.

1. Classification and Distribution of African Languages

Dear learner;

In this lesson, you will learn about the different languages that the people of Africa speak and their distributions. As you continue learning about the languages of Africa, you will come to realize the multiplicity of languages spoken by the people of Africa. I am sure you will enjoy everything you will learn in this section!



Which country in Africa do you think is the most diversified in terms of language?

Learning Competencies

At the end of this lesson, you will be able to:

- recognize the linguistic diversity of the people of Africa;
- locate the geography of the language super families in Africa;
- appreciate the linguistic diversity of the people of Africa.

Dear learner, Africa is a massive continent that comprises all sorts of topographies and its people speak a variety of languages. The number of languages spoken as a first language ranges between 1,000 and 2,000. This means that perhaps about one-third of the world's languages can be found in Africa alone. At least 75 of these languages are spoken by a million people or more. Nigeria itself has around 500 languages, making it one of the most linguistically diverse countries in the world.

There might be a few thousand languages spoken natively in Africa, but most of them fall neatly into just a few categories. Language scholars classify the languages of Africa into four different families, or phyla: the Niger-Congo languages, the Afro-Asiatic languages, the Nilo-Saharan languages, and the Khoisan languages.

The Niger-Congo Languages of Africa: -The Niger-Congo languages make up the largest language family in Africa. They are found across a wide area of the continent, mostly in the western, central, and southeastern regions. They are further subdivided into the Bantu and the non-Bantu languages depending mostly on their geography, with the Bantu tongues found more toward the southern part of the Niger-Congo linguistic territory.

One of the Niger-Congo languages of Africa you might recognize most is Swahili, whose different dialects are spoken by about 16 million people natively and 82 million as a second language. It was influenced heavily by Arabic due in no small part to the history of trade between Africa and people from Arab lands. It is sometimes considered the lingua franca of the African Great Lakes region because it is so widely used and taught, among others, in schools in places like Tanzania, Uganda, the Democratic Republic of the Congo, and Kenya.

Other Niger-Congo languages with populations of speakers in the millions include Yoruba (mostly in Nigeria), Kirundi (in Burundi), Lingala (in the Congo), Sesotho (in Lesotho and parts of

southern Africa) and Shona (in Zimbabwe). South Africa recognizes 9 Bantu languages - Xhosa, Ndebele, Zulu, Tswana, Swati, Sotho, Southern Sotho, Venda and Tsonga.

The Afro-Asiatic Languages of Africa: -The next biggest language family is the Afro-Asiatic language group, which includes between 200 and 300 languages. The most widely spoken of these by far is Arabic, which is estimated to have more than 150 million speakers, most of which are concentrated in northern African countries like Tunisia, Egypt, Morocco, Algeria, Chad and Sudan. The Afro-Asiatic family includes languages like Somali, Amharic and Afan Oromo in Ethiopia and the Horn, Berber in North Africa, and Hausa in West Africa.

The Nilo-Saharan Languages of Africa: -There are around 80 languages in the Nilo-Saharan family. These languages are spread throughout parts of central, eastern and northeastern Africa, including places like Chad, Uganda, Tanzania and Kenya. Examples of Nilo-Saharan languages include Lugbara in Uganda, Zarma in Niger and Dholuo in Kenya.

The Khoisan Languages of Africa: -The 40 to 70 languages in the Khoisan super language family include tongues that are mostly located in southern Africa - namely parts of Botswana, Namibia, South Africa and Angola. The Hadza language of Tanzania and the Naro language of Botswana are also belong to the Khoisan languages.



The Niger-Congo language family makes up the largest language family in Africa followed by the Afro-Asiatic family, which is the most widely spoken in Ethiopia and the Horn.

Activity 1

1. Mention two language super families in Africa.
2. In which part of Africa does the Khoisan language super family find its greatest speakers?

Check List

Put a tick if you have understood about:

16. Language families of Africa
17. Distribution of languages in Africa
18. Widely spoken language family in Africa

Self-Test Exercise 1

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. About one-third of the world's languages are found in Africa alone.
- _____ 2. The Somali language is a language that belongs to the Afro-Asiatic family.
- _____ 3. Nigeria has around 500 languages, making it one of the most linguistically diverse countries in the world.

Part II: Matching Item

Direction: Match the language super-families in "A" with individual languages that belong to the super-families in "B."

"A"

"B"

- | | |
|-----------------------|------------|
| _____ 1. Niger-Congo | A. Naro |
| _____ 2. Afro-Asiatic | B. Swahili |
| _____ 3. Nilo-Saharan | C. Arabic |
| _____ 4. Khoisan | D. Zarma |

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Draw a sketch map of Africa and then indicate the distribution of African languages.

2. Mamluk Egypt

Dear learner;

In this lesson, you will learn about the socio-economic and political history of Egypt under the Mamluks. As you know, Egyptians developed one of the earliest civilizations in the world. This happened long before the period of Mamluk rule. In this lesson, we will focus on historical developments that happened in Egypt in the post-dynastic period.



Who do you think were the Mamluks originally?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the factors that helped the Mamluks to assume power in Egypt;
- mention the main features of the Mamluk rule;
- Clarify the factors that led to the end of Mamluk's rule in Egypt.

Dear learners, the Mamluks were a military aristocracy that ruled Egypt from about 1250 to 1517. They were originally Turkish slaves first brought to Egypt in the late 12th century. Mamluk is an Arabic word meaning "owned" or "slave". The Mamluks were trained as soldiers and rose to the high army and government posts before they revolted and seized control of Egypt. Before the Mamluk's rise to power in 1250, Egypt was under the Ayyubid Sultanate from 1170 until its collapse in 1250. The major cause for the rise of the Mamluks was the power struggle within the Ayyubid family. Several provinces of Egypt were ruled by princes of the Ayyubid family. These princes always fought against each other to take the position of Sultan in Egypt. Thus, as a means to avoid such political rivalry the Ayyubid sultans began to depend on mercenary soldiers, who were loyal to them. The Mamluks were such mercenaries who succeeded in establishing their rule over Egypt. The Ayyubid Sultan who organized a mercenary Mamluk regiment was al-Malik al-Salih.

Dear learner, the historical development that enabled the Mamluks to seize power in Egypt was the Mongol invasion of the Middle East. Powerful armed bands moved to Syria and Palestine where they pillaged the provinces and massacred the Christians of Jerusalem in 1244. This incident led to a strong reaction among the Western Christian states. As a result, the army of the sixth Crusade led by King Louis IX of France invaded Egypt. At the time of the invasion, sultan al-

Malik al-Salih was killed. But, the Mamluks fought against the crusaders. In the ensuing war, the Mamluks defeated the crusaders and captured Louis IX. In 1250, the Sultan was assassinated that led to Mamluk's control of power in Egypt. In the 1250s, the Mongols attempted a second conquest of Egypt, but they were defeated by the Mamluks again, as they had been the prior time. This repeated victory against foreign invaders, though they themselves were outsiders, gave them prestige and acceptance as champions of Islam, which significantly helped them to control power. The Mamluk rule in Egypt witnessed economic prosperity and greatness. Under their rule architecture, craftsmanship, and scholarship flourished. They published artfully decorated military strategy manuals, and were passionate about polo (horseback ball game), due to its similarity to military battle. The economic prosperity of Mamluk Egypt was a function of her active involvement in the Trans-Saharan-Trade. Muslims in West Africa carrying a huge amount of gold had to pass through Cairo on their pilgrimage to Mecca, and the revenue that Egypt gained from the Spice Trade that linked the Far East with the Mediterranean world along the Red Sea. This economic growth in Egypt strengthened the military power of the Mamluks to launch military expeditions toward the south. One of such expeditions was the one that they made to Nubia in Sudan. In 1275, they controlled Nubia and converted the people to Islam.

By the dawn of the 15th century, the Mongols sought to attack Egypt. However, they had to fight with the Ottoman Turks whom they defeated. The latter, the major threats to the Mamluks, also sought to attack Egypt, but their power was heavily weakened at the hands of the Mongols. However, this temporary ease had to be challenged at the beginning of the 16th century. In 1516, the Ottoman Turks controlled Egypt. This marked the end of about 260 years of actual Mamluk rule in Egypt. The rivalry between the Portuguese and the Ottoman Turks over the control of the Red Sea and the Indian Ocean was the main reason that motivated the Ottoman Turks to control Egypt. From 1517 until the rise of Mohammed Ali in 1805, the Mamluks ruled Egypt under the suzerainty of the Ottoman Sultans of Istanbul.



The term Mamluk is Arabic which means owned or slave. Originally Turkish slaves, they assumed power in 1250, established their ruling family, and exercise real power until the Ottoman Turks controlled Egypt in 1517.

Activity 2

1. When did the Ottoman Turks control Egypt? How did this event influence Mamluk's rule in Egypt?
2. How do you relate Mamluk's rule to the Crusades?

☑ Check List

Put a tick ☑ if you have understood about:

1. Meaning of the term Mamluk
2. Features of Mamluk rule in Egypt
3. Mongol Invasion
4. Mercenary
5. Factors for the rise and fall of the Mamluks

🔧 Self-Test Exercise 2**Part I. True or False**

Direction: Write “true” for the correct historical information and “false” for the wrong one.

- _____ 1. The Mamluks were originally Egyptians.
- _____ 2. The word Mamluk in Arabic means owned or slave.
- _____ 3. Mamluk rule in Egypt came to an end in 1805.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is correct about Mamluk's rule in Egypt?
- A. Architecture, craftsmanship, and scholarship flourished.
- B. Mamluk economy was based on the Trans-Saharan-Trade.
- C. Established a strong military that controlled Nubia in 1275. D. All
- _____ 2. Which one of the following is wrong about the relationship of the Mamluks with the outside world?

- A. Invaded by the Mongols in the 15th century.
- B. Actual Mamluk rule in Egypt ended in 1516 when they came under Ottoman Control.
- C. Established a profitable trade contact with West African states.
- D. None of the above.

_____3. The dynasty that ruled Egypt immediately before the Mamluks was

- A. Omayyad B. Abbasid C. Ayyubid D. Caliphate

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

2. What was the main reason for the end of actual Mamluk rule in Egypt?

3. Spread of Islam in North Africa

Dear learner;

One of the places in Africa where Islam penetrated early is North Africa. In this lesson, therefore, you will learn about the ways in which Islam made a successful spread in North Africa. In this connection, you will come to know the people who contributed a lot in spreading Islam in North Africa, too.



What is your previous information about the Almoravids and the Almohads?

Learning Competencies

At the end of this lesson, you will be able to:

- grasp the ways through which Islam reached to North Africa;
- explain about the roles of different religious movements to spread Islam in North Africa;
- appreciate the leadership qualities of individuals involved in the expansion of Islam.

Dear learner, the western half of North Africa where the present states of Algeria, Tunisia, Morocco, and Mauritania are located is called the Maghreb, the name the Arabs gave to the region. The Almoravid movement began in the 11th century. They were nomads of the Maghreb region. The Lamtuna (nomadic Muslim and Berber clan) began the Almoravid movement. Ibin Yasin and later Emir Yahiya of Morocco were the most popular leaders. The movement called for a return to the primitive purity of Islam. In 1053 A.D, Ibin Yasin abdicated his power in favor of Yahiya to

lead the Almoravid movement. In 1056 A.D, he died and was succeeded by his brother Abu Bakar. During its formative period (1042-1053 A.D), they sought to establish a political community in which the ethical and judicial principles of Islam were strictly applied. In 1062, Marrakesh was made the capital of the Almoravids located in southern Morocco from where they had captured the entire territory of Morocco and western Algeria in the 1080s. By 1106, the only Muslim state that had survived the Almoravid conquest was Saragossa. In 1110 A.D., Saragossa succumbed to the Almoravids. Politically, the state was tribal where the Lamtuna exercised much power. In the middle of the 12th century, the Almohads replaced the power of the Almoravids for the following reasons; strict observance of Islam, Lamtuna's lust for power, and internal rivalries. In addition to the role that they played in spreading Islam, the Almoravids developed the culture of the Maghreb region.



The Almoravids and the Almohads were pastoralist and agriculturalist people in respectively who made great role in spreading the Islamic religion in North Africa.

Another movement that played a significant role in the spread of Islam into the Maghreb was the Almohad. Unlike the Almoravids, the Almohads were settled agriculturalists of Masmuda Berbers of the Atlas Mountains. Ibn Tumart was the founder of the Almohad religious reform movement. He was a fundamentalist who opposed the custom of aristocratic unveiled Lamuta women and the use of musical instruments. For him, the Quran is the sole source of Islamic life who strived to live like the prophet Mohammed. Initially a religious reformer, in 1124/'25 Tumart became a religious and political leader. In 1130, he died and was succeeded by Abdul Mumin, who led the Almohads to victory over the Almoravids. He was the real founder of the Almohad Empire. In 1117, he invaded Morocco, was deposed and then executed the last Almoravid king and controlled power. In 1050 they invaded Spain and in 1160, the whole of the Maghreb region. By the early 13th century, the power of the Almohads in Spain had faded away owing to division among the Muslims and attacks from Christian Europe. In 1269 A.D, Almohad rule in North Africa came to an end due to internal division and civil war.

Activity 3

1. How do you explain the role of the Almoravids in spreading Islam in North Africa?

_____5. The economy of the Almohads was based on

- A. Trade.
- B. Pastoralism.
- C. Agriculture
- D. All.

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Make a list of Almoravid and Almohad leaders who played major roles in the expansion of Islam in North Africa.

SECTION TWO

STATES IN WEST AFRICA

Overview

Dear learner;

We hope that you have enjoyed the lessons that you studied in section 1. In this section, you will learn about the different empires that emerged in West Africa by focusing on Ghana, Mali, Songhai, and Kanem-Borno. Besides, you will get insight into the history of the several Hausa city-states and the spread of Islam in West Africa.

Learning Competencies

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

- explain the economic means of the West African empires and peoples;
- make a list of cities established by the empires of West Africa;
- draw a sketch map of Africa and indicate the areas that were once ruled and settled by Ghana, Mali, Songhai, Kanem-Borno, and the Hausa city-states;
- appreciate the leadership qualities of the kings of Mali and Songhai in making the city of Timbuktu the center of intellectual life;
- explain the kind of relationship that existed between the different Hausa city-states;
- explain the ways through which Islam reached West Africa;
- appreciate the contribution of Islam to the development of the states in West Africa.

1. Empire of Ghana

Dear learner;

In this lesson, you will learn about one of the earliest empires that flourished in West Africa. As you continue learning this lesson you will come to realize more about the importance of the continent of Africa as an important center of culture and civilization.



Do you think that ancient Ghana is the same as modern Ghana?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the economic means of the empire of Ghana;

- recognize the oldest known state in West Africa;
- make a list of cities established by the empire of Ghana ;
- appreciate the achievement of ancient Ghana in the area of trade;
- draw a sketch map of Africa and indicate the area that was once ruled by ancient Ghana.

Dear learner, the oldest known kingdom in western Sudan was Ghana. Although Ghana was founded around the 4th century by the Soninke people, the kingdom reached the height of its power about 1000 A.D. Several cities were established as a result of trading activity in the region. Kumbi Saleh was the political center and Awdaghust Ghana's economic hub. The greatness and wealth of Ghana came from trade. Ancient Ghana was located on the Trans-Saharan-Trade routes between North Africa and the forest belt. This gave the merchants of the kingdom the advantage of being middlemen in the trade between the two regions. The income obtained from the trade enabled the rulers of Ghana to set up a strong central government. The establishment of a strong central government helped the maintenance of peace and security in the kingdom, which in turn encouraged the growth of trade. A strong army was also organized and used to conquer the neighboring Ghanaian craftsmen were skilled at ironwork. This gave them an upper hand over their neighbors who did not have the technology of ironworking. As a result, her rulers were able to establish a vast empire, which stretched over much of present-day Mali and Mauritania.

The decline of the empire of Ghana came in the 11th century following the Almoravid attack. In 1054, they controlled Awdaghust, Ghana's economic center, which significantly sapped its treasury. The control of her political center, Kumbi Saleh, in 1076, by the Almoravids marked the end of the empire of Ghana.

2. Empire of Mali

Dear learner;

In this lesson, you will learn about the empire of Mali that succeeded the empire of Ghana in West Africa. As you continue learning this lesson, you will come to realize the continuities and changes that were evident among the West African empires.



Who do you think were the Griots in West Africa?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the economic means of the empire of Mali;
- appreciate the leadership qualities of the kings of Mali;
- make a list of cities established by the empire of Mali;
- draw a sketch map of Africa and indicate the area that was once ruled by Mali.

Dear learner, much of what we know about the rise of Mali comes from West African griots, or storytellers. They passed down their history through oral history, oftentimes through song. In the immediate aftermath of Ghana's collapse, the Mandinka people of the upper Niger suffered a bitter defeat by a rival leader. Except for Sundiata, all of his sons were killed. By 1235, Sundiata had crushed his enemies, won control of the gold trade routes, and founded the empire of Mali. Sundiata ruled Mali from 1230 to 1255. He and his successor controlled such important gold fields as Wangara and Bambak.

Yet, the power of Mali reached its height during the reign of Mansa (King) Musa (r.1312-1337). He was the first to embrace Islam, which gained much progress afterward. In 1324, Mansa Musa made a pilgrimage to Mecca in which he displayed the wealth and greatness of Mali to the rest of the world. Escorted by thousands of people, he carried a huge amount of gold, which he generously distributed to the poor.

After the death of Mansa Musa, Mali was ruled by weak kings who speeded its gradual decline. The major factors for the decline and final fall of Mali include weak rulers who lack the ability to manage their vast territory; internal power struggle, and attacks from different people like the Berbers from the north and the Songhai people from the east. Of these, the Mossi (now an ethnic group belong to Burkina Faso) and the Tuareg (principally inhabit areas of the Sahara) greatly struck the empire of Mali. Though the empire of Mali continued until 1550, its kings exercised nominal power.

Activity 4

1. What people established the empires of Ghana and that of Mali?

Check List

Put a tick if you have understood about:

1. Economic basis of the empires of Ghana and Mali
2. Administrative systems of the empires of Ghana and Mali
3. Major cities established by the empires of Ghana and Mali
4. Prominent leaders of the empires of Ghana and Mali
5. Causes for the decline and collapse of the empires of Ghana and Mali

Self-Test Exercise 4

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The griots were excellent storytellers in West Africa who transmitted historical accounts through songs.
- _____ 2. Mansa Musa's pilgrimage to Mecca received much acclaim for its large company and magnanimity.
- 3. The control of Kumbi Saleh, in 1076, by the Almoravids marked the end of the empire of Ghana.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. The oldest known empire in Western Sudan was
 A. Kanem-Borno B. Ghana C. Mali D. Songhai
- _____ 2. What important account do you remember about such places in West Africa as Wangara and Bambuk?
 A. Market centers B. Gold fields C. Big cities D. Fertile farmlands
- _____ 3. The administrative capital of the empire of Ghana was
 A. Koumbi-Saleh B. Awdaghust C. Gao D. Djenne
- _____ 4. Identify the cause that led to the end of the empire of Mali.
 A. Weak leadership. C. Internal Power struggle
 B. Attack from different peoples. D. All.

- _____5. Which one of the following is correct about Mansa Musa of Mali?
- A. During his reign, the power of Mali reached its climax.
 - B. Mansa Musa was Mali's first king to embrace Islam.
 - C. In 1324, he made a pilgrimage to Mecca in which he showed the wealth and greatness of Mali.
 - D. All.
- 6. If the Soninke were for the empire of Ghana_____ were for the empire of Mali.
- A. Mossi
 - B. Tuaregs
 - C. Mandingo
 - D. The Berbers
- 7. What was the major economic activity of the empires of Ghana and Mali?
- A. Craft
 - B. Agriculture
 - C. Trade
 - D. all

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

1. Draw a sketch map of West Africa and locate the territories that were once controlled by the empires of Ghana and Mali.

3. Empire of Songhai

Dear learner;

In this lesson, you will learn about the empire of Songhai that succeeded the empire of Mali in West Africa. As you continue learning this lesson, you will come to realize how empires rise and fall one after the other in West Africa.



What do you understand by an empire? What was the largest of West African empires?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the economic means of the empire of Songhai;
- appreciate the leadership qualities of the kings of Songhai in making the city of Timbuktu the center of intellectual life;
- draw a sketch map of West Africa and indicate the area that was once ruled by Songhai.

Dear learner, as we noted in the previous lesson, in the 1400s, disputes over succession among weak rulers weakened Mali. Subject people broke away and the empire contracted. By the 1460s, the wealthy trading city of Gao had become the capital of the emerging West African kingdom of Songhai.

Songhai developed in the fertile region at the bend of the Niger River in the present-day states of Mali and Niger. Between 1464 and 1492, Sunni Ali built the largest state that had ever existed in West Africa. He brought trade routes and wealthy states like Timbuktu under his control. Unlike the rulers of Mali, he did not adopt Islam, but he followed an indigenous religion. Soon after Sunni Ali's death in 1492, however, the emperor Askia Muhammad set up a Muslim dynasty. He further expanded the territory of Songhai and improved the government. To run the empire more efficiently, he set up a bureaucracy with separate departments for farming, the military and the treasury. Each was supervised by officials appointed by the emperor. Like Mansa Musa, Askia Muhammad made a pilgrimage to Mecca that led to stronger ties with the wider Muslim world. Scholars from Muslim lands flocked to Askia Muhammad's court at Gao. In towns and cities across Songhai, he built Mosques and opened schools for the study of the Quran.

Though Songhai continued to prosper after the death of Askia Muhammad in 1528, disputes over succession led to frequent changes in leadership. In 1549, Askia Daud became emperor, and the empire experienced relative peace. After his death in 1582, succession problem became frequent and finally led to civil-war. At this time of unrest, the Sultan of Morocco, Ahmed al-Mansur, sent his army south to control the gold and salt mines of Songhai. By 1591, these invaders, using gunpowder weapons, had conquered the empire. Like the Almoravids who conquered Ghana, the Moroccans were unable to rule an empire that stretched across the Sahara. Their control over the region was weakened, but the glory of Songhai could not be restored.

4. Empire of Kanem-Borno

Dear learner;

In this lesson, you will learn about the fourth major empire of Western Sudan that came next to the empire of Songhai. This is the Empire of Kanem-Borno. As you continue learning this lesson, you will come to realize that West Africa is an important region of the continent of Africa that host intelligent people who established a succession of great empires to their credit.



Have you heard about people named Kanuri? What empire did they establish around Lake Chad?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the economic means of the empire of Kanem-Borno;
- appreciate the strategic location of the empire;
- draw a sketch map of West Africa and indicate the area that was once ruled by the empire of Kanem-Borno.

Dear learner, Kanem-Borno was an African trading empire ruled by the Saifuwa dynasty that controlled the area around Lake Chad from the 9th to the 19th century. Its territory at various times included what is now southern Chad, northern Cameroon, northeastern Nigeria, eastern Niger, and southern Libya. The Kanem- Bornu state was founded by the Kanuri, a mixed Negroid and Berber people living east of Lake Chad. It was ruled by the Mais sultans of the Saifuwa dynasty who came to power in about 850 AD. The capital city was called Njimi. The economy of the state was based on the Trans-Saharan-Trade. Since the empire was conveniently located in the center of the Sudan, it was in contact with Nubia in the east, Egypt and other North African states in the north, and also with its western and southern neighbors. As a result, Kanem-Bornu exploited the trade of half of the continent north of the equator. The state was subject to the influence of Islam, which in the 11th century became the accepted religion. Conquests during the next 200 years expanded the empire as far west as the Niger River and east to Wadai, and to the north, its power into the Fezzan. In the 14th century, wars with the Bulala people to the South forced the Mias to move West to Bornou, where succeeding Mais reestablished the empire, and under Ali Ghaji, founded a new capital at Ngazargamu. The 16th century was one of renewed expansion and power for the state under Mai Idris Alooma who had acquired firearms from the Turks in North Africa.



Figure 5.1. Empires of the Western Sudan

The empire declined again in the 18th century, due in part to infiltration by the Fulani from the West. In the years from 1808/'09, the empire was rocked by an Islamic revivalist movement led by Usman dan Fedio. In 1846, the Wadai kingdom absorbed Kanem, which marked the end of one of the longest surviving empires in West Africa.

Activity 5

1. Which countries of Africa in part or fully were parts of the empire of Kanem-Borno?
2. Explain the main reasons for the decline and fall of the empires of Songhai and Kanem Borno.

Check List

Put a tick if you have understood about:

1. Economic basis of the empires of Songhai and Kanem-Borno
2. Territorial extent of the empires of songhai and Kanem-Borno
3. The trans-Saharan-Trade
4. Prominent leaders of the empires of Songhai and Kanem-Borno
5. Causes for the decline and collapse of the empires of Songhai and Kanem-Borno



Self-Test Exercise 5

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The empire of Songhai was the largest state that had ever existed in West Africa.
- _____ 2. The empire of Kanem-Borno thrived in what are now Niger and Mali.
- 3. Kanem-Borno was the longest surviving empire in West Africa.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. If Gao was for the empire of Songhai ----- was for Kanem-Borno.

A. Wadai

B. Fezzan

C. Njimi

D. Sijilmassa

_____2. Which one of the following was the cause for the decline and fall of the empire of Kanem-Borno?

- A. Fullani pressure
B. Attack from Islamic revivalist movement
C. Incorporation by the Wadai kingdom
D. All

_____3. Identify the correct historical information about the empire of Songhai.

- A. Founded by Sunni Ali
B. Emerged in what is now Mali and Niger.
C. Askia Muhammed established an efficient system of government in Songhai.
D. Had salt and Gold mines that supported its economy. E. All

_____4. Which one of the following was the cause for the decline and fall of the empire of Songhai?

- A. Succession problem.
B. Moroccan attack.
C. Civil war
D. All.

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

1. Draw a sketch map of West Africa and locate the territories that were once controlled by the empires of Songhai and Kanem-Borno.



Ghana was the oldest known state in West Africa established by the Soninke people. Other important West African states and empires include Mali, Songhai, and Kanem-Borno. The Griots were story tellers in West Africa who transmitted historical information through songs. The economy of West African states and empires was based on the Trans-Saharan-Caravan-Trade. The most important trading item in North Africa was salt, which merchants exchanged it for gold, which was abundant in West Africa.

5. The Hausa City-States

Dear learner;

In this lesson, you will move from studying the history of great empires to learning the history of city-states. While an empire is a large territory settled by different peoples, a city-state is an autonomous state consisting of a city and surrounding territory. From the 11th to the 19th century, several city-states rose and fall in what is now Northern Nigeria, which becomes the main concern of this lesson.



What do you understand by a city-state? Can you mention three Hausa city-states?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the economic means of the Hausa City-States;
- Mention some of the trading items of the Hausa city-states;
- appreciate the part that the city-states played in the Trans-Saharan-Trade;
- draw a sketch map of West Africa and indicate the area that was once ruled by the Hausa city-states.

A city-state could be defined as a small, independent country consisting of a single city, the government of which exercises full sovereignty or control over itself and all territories within its borders. Historically, the first city-states evolved in the classical period of Greek civilization during the 4th and 5th centuries B.C. The unique characteristic of a city-state that sets it aside from other types of government is its sovereignty or independence. This means that a city-state has the full right and power to govern itself and its citizens, without any interference from outside governments.

In Africa, the Hausa people established several city-states in what is now Northern Nigeria. The first of the states, Daura (probably the oldest of all), Gobir, and Rano, emerged around 1000 A.D. Other major Hausa city-states include Katsina, Zazzau, Gobir, Kano, Rano, and Biram. The Hausa city-states emerged as the southern terminals of the Trans-Saharan caravan trade. Like many larger cities, such as Gao and Timbuktu in the Mali Empire, these city-states began as centers of a long distance trade that included leather, gold, cloth, salt, kola nuts, and animal hides. Hausa merchants in each of these cities collected trade items from the rainforest region to the south, processed, and taxed them, and then sent them north to cities along the Mediterranean. Therefore, trade and agriculture formed the economic basis of the Hausa city-states. The trade probably influenced political development as ideas (and people) from the Middle East and North Africa made their way south to the cities. Certainly trade influenced religion. By 1200, all of the city states had Muslim rulers.

Dear learner, the Hausa city-states were specialized in different occupations. Kano and Katsina in the north specialized in trade and craft technology. Daura on the other hand specialized in ironworking. Zaria located in the southernmost was the principal provider of slaves.

Although each Hausa city-state began as a small walled village of Hausa speaker, trade brought immigrants from the north, west, and east, all of whom were incorporated into these growing urban societies. Both indigenous people and immigrants farmed the areas around the cities, providing food for the urban population in exchange for military protection from nomads and rival political states. By the 1500s Kano had become the largest and most prosperous of the city states. It was a major trading center for ivory, gold, leather, and slaves. Arab and Berber traders resided in the city along with local merchants. It also became the leading center for Islamic culture in the region although it was challenged on occasion by Katsina. At times Kano and other city states attempted to conquer their rivals but none of them had the military or economic capacity to dominate the region. Consequently, the city states remained a loose confederation sometimes working jointly but more often as economic and political rivals.

That rivalry, however, came to an end in 1804 when Uthman Dan Fodio, a Fulani religious leader from Gobir, began a jihad that in 1815 swallowed all of the city states into the Sokoto Caliphate. Nearly one century later in 1903 the Hausa city states became part of the British Empire. Today they are major cities in Northern Nigeria.

6. The Spread of Islam in West Africa

Dear learner;

In this final lesson, you will learn the ways through which Islam spread in West Africa. In relation to this lesson, you will come to identify the major actors in the spread of Islam in West Africa.



How do you explain the political and social importance of Islam in West Africa?

Learning Competencies

At the end of this lesson, you will be able to:

- explain the ways through which Islam reached West Africa;
- appreciate the contribution of Islam to the development of trade West Africa;
- identify the major actors in the spread of Islam in West Africa.

Dear learner, while the presence of Islam in West Africa dates back to eighth century, the spread of the faith in the region was a gradual process. Much of what we know about the early history of West Africa comes from medieval accounts written by Arab and North African geographers and historians. The early presence of Islam in West Africa was linked to trade and commerce with North Africa. Trade between West Africa and the Mediterranean predated Islam. However, North African Muslims intensified the Trans-Saharan trade. North African traders were the major actors in introducing Islam into West Africa. Several major trade routes connected Africa below the Sahara with the Mediterranean, Middle East, such as Sijilmasa to Awdaghust and Ghadames to Gao. These centers of trade invariably became centers of Islamic learning and civilization.

In the Kingdom of Tekrur, situated on both banks of the Senegal, Islam was accepted as early as 850 A.D., by the Dya'ogo dynasty. This dynasty was the first Negro people who accepted Islam. This gave a uniform Muslim law to the people. By the time the Al- Murabitun of Almoravids began their attack on Tekrur in 1042 A.D., Islam had made a deep impact on the people of that area. In the 11th century A.D., Islam was introduced into the empire of Ghana. Sources also indicate that the rulers of Mali accepted Islam as early as the 14th century. Mansa Musa (1312-1337), the famous ruler of the empire of Mali, was a devout Muslim who, in 1324, made one of the most luxurious pilgrimages to Mecca. He is remembered for having established many magnificent Mosques in West Africa. In general, between the 8th and the 14th centuries, the religion of Islam reached and was firmly established in areas where the ancient and medieval empires of West Africa once flourished, including the territories of the Hausa city-states in what is now Northern Nigeria.

Activity 6

1. In which West African today did the Hausa city-states flourish?
2. What were the major economic activities of the Hausa city-states?
3. How did Islam spread in West Africa?

Check List

Put a tick if you have understood about:

1. Define a city-state
2. Name the Hausa city-states
3. Trading items of the Hausa city-states
4. Main actors in the spread of Islam in West Africa
5. Locate the Hausa city-states by drawing a sketch map of West Africa

Self-Test Exercise 6

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. North African traders were the major actors in introducing Islam into West Africa.
- _____ 2. Sijilmasa, Awdaghust, Ghadames and Gao were important market centers in West Africa.
- 3. Between the 8th and the 14th centuries, Islam greatly spread in West Africa.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which Hausa city-state was a major trading center for ivory, gold, leather, and slaves?
- A. Gobir B. Kano C. Zazu D. Katsina
- _____ 2. Which one of the following is correct about specialization of occupation among the Hausa city-states?
- A. Kano and Katsina were specialized in trade and craft technology.
- B. Daura was specialized in iron working.
- C. Zaria was the principal provider of slaves.
- D. All.
- _____ 3. Identify the oldest Hausa city-state from the given alternatives.
- A. Daura B. Gobir C. Biram D. Rano

_____ 4. A Fullani religious leader who began a revivalism movement in the beginning of the 19th century was?.

- A. Sunni Ali B. Uthman Dan Fodio C. Mansa Musa D. Mumin

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

1. Draw a sketch map of West Africa and locate the territories that were once settled by the Hausa city-states.

SECTION THREE

THE EAST COAST AND SOUTH AFRICAN STATES AND PEOPLES

Overview

Dear learner;

We hope that you have enjoyed the lessons that you studied in section 2. In this section, you will learn the major historical developments that happened on the East Coast and in South Africa as well as the relationships that existed between peoples that had lived in the different parts of Africa. We will particularly focus on the several city-states that flourished in the Swahili Coast and their relations with the interior of Africa and with that of the Middle East and the Far East. South Africa is one of the places where culture and civilization thrived. In this connection, we will look into the history of Great Zimbabwe and the Khoi-Khoi and San Peoples. Finally, we will come to briefly look into the Trans-Saharan-Trade that linked the Northern, Eastern, and Western parts of Africa and the kind of commercial transaction that was conducted along the Trans-Saharan caravan trade.

Learning Competencies

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

- describe about the kind of social interaction that existed in the East Coast of Africa;
- identify the major Swahili states that flourished in the East Coast of Africa;
- explain briefly the kind of trade that existed in the East African coast;
- pinpoint the evidences about the history of Great Zimbabwe;
- identify the economic bases of the kingdom;
- explain briefly the causes for the end of Great Zimbabwe;
- distinguish between the Bantu, San and Khoi Khoi people;
- identify the economic bases of the San and the Khoi Khoi;
- explain how trade affected the relationships between people across different geographic regions;
- make a list of trading items that were exchanged in the Trans-Saharan-Trade;
- appreciate the role of trade in bringing different people having different ideas across different regions.

1. The East Coast, Islam and Trade

Dear learner in this lesson, you will learn the major historical developments that happened in the East Coast of Africa. It is also known as the Swahili Coast as the majority of the people speak the Swahili language. The kind of relationships that existed between the peoples of the East Coast and people that were living the interior parts of Africa as well as with that of the Middle East and the Far East constitutes the major themes that you will learn in this lesson.



1. What document is the *Periplus of the Erythraean Sea*? Who produced it?
2. What important information do we get from it about the history of the East African coast?

Learning Competencies

At the end of this lesson, you will be able to:

- describe about the kind of social interactions that existed in the East Coast of Africa;
- identify the major Swahili states that flourished in the East Coast of Africa;
- Draw a sketch map of the East Coast of Africa and locate the major maritime states;
- explain briefly the kind of trade that existed on the East African coast.

Dear learner, on the east coast of Africa lies a narrow strip of land that has hosted travelers for thousands of years. When ships were powered by sails, the seasonally alternating Indian Ocean monsoon winds allowed for efficient sea voyages up and down the coast. One of the first written records of the area's significance, a Greek merchant's guide from the first century A.D, describes sailing voyages on the Red Sea and the coast of East Africa. This work, *the Periplus of the Erythraean Sea*, describes the wealth of ivory, rhino horn, tortoise shell, and palm oil available for trade in each of these east African city-states.

This coastal region, which today stretches along the eastern edge of Africa from Somalia in the north to Mozambique in the south, is known as the *Zanj* also known as the Swahili Coast. It is home to a unique culture and language—a mixture of African, Arab, and Indian Ocean peoples. The original inhabitants of the Swahili Coast were Bantu-speaking Africans, who had migrated east from the continent's interior. They eventually spread up and down the coast, trading with each other, with the people of the interior, and eventually with people from other continents.

The prominent settlements on the *Zanj* coast included Shungwaya (Bur Gao), as well as Malindi, Gedi, and Mombasa. By the late medieval period, the area included at least 37 substantial Swahili

trading towns, many of them quite wealthy. However, these communities never consolidated into a single political entity. The urban ruling and commercial classes of these Swahili settlements were occupied by Arab and Persian immigrants. The Bantu people inhabited the coastal regions, and were organized only as family groups. The inhabitants in *Zanj* were for centuries shipped as slaves by Arab traders to all the countries bordering the Indian Ocean. The Umayyad and Abbasid caliphs recruited many slaves from *Zanj* as soldiers and, as early as 696 AD, we learn of slave revolts of *Zanj* origin against their Arab masters in Iraq. Ancient Chinese texts also mention ambassadors from Java presenting the Chinese emperor with two Seng Chi (*Zanji*) slaves as gifts, and Seng Chi slaves reaching China from the Hindu kingdom of Sri Vijaya in Java.

The term *Zanj* apparently fell out of use in the tenth century. However, after 1861, when the area controlled by the Arab Sultan of Zanzibar was forced by the British to split with the parent country of Oman, it was often referred to as *Zanj*. The south-eastern coast of Africa was known as the Sea of *Zanj* and included the Mascarene Islands and Madagascar.

Not much is known about the history of the Swahili Coast in the immediate centuries after the Periplus, although archaeologists have found hints of connections between this region and the Roman and Byzantine empires. Starting with the eighth century A.D, when Muslim traders, mostly Arabs, came to settle permanently in the region-historical records became more detailed. In the 12th century, Persian settlers known as Shirazi-arrived. Today, the vast majority of Swahili people are Sunni Muslims.

Dear learner, the Swahili Coast appears to have reached its zenith during the Medieval Period, from around the 11th to 15th centuries. During that time, the Swahili Coast comprised numerous city-states that traded across the Indian Ocean. The city-states were independent sultanates, although they shared a common language (Swahili) and religion (Islam). They traded across the Indian Ocean for items, such as pottery, silks, and glassware.

Among the southern-most of the major city-states-and a major archaeological site today-is Kilwa, located on an island off the southern coast of Tanzania. During the medieval period, it maintained an outpost at Sofala for trading with the gold-rich Kingdom of Great Zimbabwe, which was located to the south. In medieval times, Kilwa was one of the most important trading centers on the east African coast.

Perhaps one of the most spectacular sights along the Swahili Coast during the Medieval Period would have been the arrival of the ships of the Chinese admiral Zheng He. The Chinese made some diplomatic expeditions to the Swahili coast. The expeditions included great fleets of hundreds of warships and cargo ships for carrying trade and tribute. On his later voyages, Zheng He visited Mombasa and Malindi (both in modern-day Kenya), and Mogadishu (in modern-day Somalia). In response to one of the expeditions, the Sultan of Malindi sent the Chinese emperor a giraffe and other creatures, which the Chinese considered exotic, as gifts. However, the Chinese did not maintain a permanent presence in East Africa.



The *Periplus of the Erythraean Sea*, written in the 1st century A.D by an anonymous Greece sailor, is the first written record that tells us the economic importance of the East African Coast. Gedi, Mombasa, Kilwa, Sofala, and Malindi were the most prominent settlements and city-states established in the Swahili Coast. Swahili, Bantu with considerable Arabic influence, is the most widely spoken language of East Africa.

From 1497 to 1498, the Portuguese explorer Vasco da Gama led an expedition past the Cape of Good Hope (in modern-day South Africa), up the east coast of Africa, and into the Indian Ocean. There, the Portuguese attempted to control all trade and commerce in the Indian Ocean. They established bases at several sites along the Swahili Coast. Interactions with the Portuguese and a consequent decrease in trade led to the decline of the Swahili Coast city-states, although some did carry on for another few centuries, some under the rule of the Omani Empire.

Today, Swahili is the lingua franca of East Africa. The Swahili language is part of the Bantu language family but has had considerable Arabic influences. Indeed, the term Swahili is derived from Arabic and means people of the coast. The language also contains loan words from Persian, Portuguese, and German, among other languages.

Activity 7

1. What is the lingua franca of the East African coast?
2. Who were the main actors in the commercial activities undertaken in the East coast?
3. Which city state of the East coast was the center of the gold trade?

Check List

Put a tick if you have understood about:

1. Evidence about voyages and trade along the East Coast
2. Name city-states that flourished along the Swahili Coast
3. Mention some trading items
4. Main actors in the commercial transactions of the East Coast
5. Reasons for the decline of the Swahili states

Self-Test Exercise 7

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. China made commercial expeditions to the East African Coast.
- _____ 2. Swahili city-states shared a common language (Swahili) and religion (Islam).
- 3. The term Swahili is derived from Arabic and means people of the coast.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is correct about the Swahili language?
- A. It is the lingua franca of East Africa.
 - B. It is part of the Bantu language family but has Arabic influences.
 - C. Contains loan words from Persian, Portuguese, and German.
 - D. All
- _____ 2. Which one of the following was the main reason for the decline of the power of the East African Coastal states in the 15th century?
- A. Control of trade activity in the region by the Portuguese.
 - B. Power Struggle among the different states.
 - C. Bad weather that brought about crop failure.
 - D. Drought caused famine that claimed the lives of many people.
- _____ 3. A Chinese admiral who visited such trading posts as Mombasa, Malindi, and Mogadishu in the middle Ages was
- A. Vasco da Gama
 - B. Zheng He
 - C. Marco Polo
 - D. Confucius

_____ 4. Which one of the following was the major trading state on the east African coast during the Medieval period?

- A. Zanzibar B. Sofala C. Kilwa D. Mogadishu

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

1. Make a list of trading items that were exported from the East African coastal region.

2. Great Zimbabwe

Dear learner;

We believe that you have learned important lessons that would broaden the horizons of your understanding of the developments that happened in the East African coast. In lesson two, we will focus on the history of Great Zimbabwe, a medieval African city known for its large circular wall and tower. It was part of a wealthy African trading empire that controlled much of the East African coast from the 11th to the 15th centuries.



What comes into your mind when you hear the name Great Zimbabwe? What does Zimbabwe mean in the Bantu language?

Learning Competencies

At the end of this lesson, you will be able to:

- pinpoint the evidence about the history of Great Zimbabwe;
- identify the economic bases of the kingdom;
- explain briefly the causes for the end of Great Zimbabwe;
- appreciate the architectural advancement that the stone-built houses display.

Dear learner, archaeological excavations in what is today South-central Africa revealed looming stone-built walls, large palaces, and cone-shaped towers that were once part of a powerful and prosperous capital of an advanced inland empire. This is the site where the civilization of Great Zimbabwe once thrived. The word Zimbabwe comes from a Bantu-based word that means “stone house.” In fact, Great Zimbabwe was built by a succession of Bantu-speaking peoples, apparently by the Shona, who settled in the region between 900-1500 A.D. These newcomers brought iron,

mining methods, and improved farming skills. Early settlers raised cattle and built stone enclosures to protect their livestock. With the passage of time, these settlers improved their building methods and erected impressive large walls and palaces.

The capital reached its height by the beginning of the 14th century, probably about 1300 A.D. By then, it had tapped nearby gold resources and cultivated profitable commercial links with coastal cities such as Sofala and Kilwa. Archaeologists have found beads from India and porcelain from China, showing that Great Zimbabwe was part of a trade network that reached across Indian Ocean. Moreover, they have found artifacts that indicate the presence of artisans in Great Zimbabwe skilled at making jewelry and weaving cotton cloth.



Figure 5.2. Still standing structures and ruins of Great Zimbabwe

Very little is known about the kind of government established in Great Zimbabwe and its inner workings. By about 1500 A.D., Great Zimbabwe was in decline. Some of the assumptions given for her decline and final fall include overpopulation that over exploited the environment, civil-war, and declining trade. By then, Portuguese traders were pushing inland to find the regions' source of gold. But its stone ruins remain to this day leaving behind its former importance. Finally the place of Great Zimbabwe was taken over by the kingdom of Monopotapa.

Activity 8

1. Mention the assumed factors that led to the decline and fall of Great Zimbabwe.
2. What item of trade in Great Zimbabwe was highly needed in the East coast of Africa?

Check List

Put a tick if you have understood about:

1. Meaning of the word Zimbabwe
2. Evidences about Great Zimbabwe
3. Economy of Great Zimbabwe
4. Relation with the East Coast
5. Architectural advancement
6. Reasons for the decline and end of Great Zimbabwe

Self-Test Exercise 8

Part I. True or False

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The word Zimbabwe comes from a Bantu-based word that means stone house.
- _____ 2. Great Zimbabwe was an absolute monarchical state in south-central Africa.
- 3. The power of Great Zimbabwe reached its height by the beginning of the 14th century.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is the assumed factor for the decline and fall of Great Zimbabwe by the beginning of the 16th century?
- A. Overpopulation B. Civil-war C. Declining trade D. All
- _____ 2. Which one of the following is wrong about the economic life of Great Zimbabwe?
- A. Tapped gold resources and established profitable commercial links with coastal cities.
- B. Had links with India and China.
- C. Its artisans made jewelry and weaving cotton cloth. D. None.
- _____ 3. Identify the correct historical information about Great Zimbabwe.
- A. Great Zimbabwe was built by a succession of Bantu-speaking peoples.
- B. The people were skilled at iron making, mining gold and improved farming skills.
- C. Early settlers raised cattle and built stone enclosures to protect their livestock.
- D. All.

Part III: Attempt the Questions

Direction: Give correct answers for the following questions.

1. What evidence can you provide as a proof of the existence of a medieval state by the name Great Zimbabwe?

3. The Khoi-Khoi and San

Dear learner;

How did you get to learning about Great Zimbabwe? I hope you enjoyed it! In this lesson, you will learn about the Khoi-Khoi and San, two indigenous peoples of Southern Africa, who developed a nomadic pastoralist and hunter-gatherer culture respectively. They were the oldest people who have lived in what are now Botswana, Namibia and southeastern Angola.



What kind of term is derogatory or pejorative?

What pejorative terms do you know that are attached to the San and Khoi Khoi people?

Learning Competencies

At the end of this lesson, you will be able to:

- distinguish between the Bantu, San and Khoi Khoi people;
- identify the economic bases of the San and the Khoi Khoi;
- indicate the relative territories that were settled by the Khoi Khoi and San People.

Dear learner, the southern part of Africa was occupied by three major ethnic and linguistic groups. The dominant people of the region were the Bantu. The other two groups were the Khoi-Khoi and San peoples. The languages of the two peoples are grouped under the Khoisan language super family. In this sub-section, we will focus on the Khoi Khoi and the San.

By the time Southern and Western South Africa was colonized by European settlers in the 17th century, the Khoi Khoi were economically pastoral. The white settlers called them “Hottentots,” which is now derogatory (offensive). The majority of the remaining Khoi Khoi people live in the southern part of Namibia, and the term has been extended to include the culturally mixed descendants of the original Khoi Khoi, who are now scattered throughout the south-western part of South Africa.

The Khoi Khoi were related to two neighboring peoples, the San (Bushmen, European version of the San, which is now a pejorative of insult) and the Bantu. Originally, the Khoi Khoi were hunters. Gradually, they abandoned hunting and started cattle herding. Beginning from c. 1300, the Khoi Khoi expanded from what is now Botswana and by the 15th century, they were already well-established in Southern Africa. However, the Khoi Khoi had been under strong pressure from both the Dutch settlers and the Bantu people. Consequently, they became a minority group in the most inhospitable part of the Kalahari Desert.

The San have lived in Southern Africa for thousands of years. Their territory, once extensive, was restricted by white settlers after the early 1700s. By the time the San lived as hunter-gatherers, they were organized into small groups, or bands, of about ten families. At this stage, women gathered wild plants and fruits while men killed animals with light bows and poison-tipped arrows. The San sometimes lived in caves or thatched shelters and wore short aprons and sandals made of skin. The San are distinguished by their short height, yellow and copper skin color and kinky hair.



The word Zimbabwe means stone house in Bantu language. Great Zimbabwe was built by a succession of Bantu-speaking peoples, apparently by the Shona, who settled in the region between 900-1500 A.D. The state reached its height by the beginning of the 14th century. The economy of Great Zimbabwe was based on trade. The most valuable trading item from Zimbabwe was gold.

4. Relationships and Exchanges among Different Regions of Africa

Dear learner before the ages of discoveries and explorations of the 15th and 16th centuries, Europeans knew little about the continent of Africa. Let alone the Europeans, the kind of relationship that existed between the different regions of Africa was very limited. In connecting the different regions of the continent of Africa the role of trade was very important. In this lesson, therefore, you will learn the Trans-Saharan Caravan trade that connected North Africa with West and East Africa. I am sure you will get important historical information regarding the binding role of trade among people living in different regions of Africa.



Why do you think it was important to travel as part of a group (caravan)? What made the camel a very important pack animal in the Trans-Saharan-Caravan trade?

Learning Competencies

At the end of this lesson, you will be able to:

- explain how trade affected the relationships between people across different geographic regions;
- make a list of trading items that were exchanged in the Trans-Saharan-Trade;
- appreciate the role of trade in bringing different people having different ideas across different regions.

Dear learner, the trans-Saharan caravan trade began to take place on a regular basis during the fourth century among peoples of the forest, savanna, Sahel, and Sahara. While Ghana was an integral part of the early trans-Saharan trade, neither it nor any other Western Sudan state was built by the trans-Saharan trade. Fundamentally, important to the success of the Empire of Ghana between the eighth and twelfth centuries, this trading system reached its peak during the fourteenth through sixteenth centuries, during the heydays of the Mali and Songhai Empires. In the period from 500 A.D to 1590 A.D, routes rose and declined in importance depending on the empire in power and the amount of security it could maintain for traders and trade routes.

The major trade routes can be divided into three. These were the North-South, West-East, and Southern routes. In the North-South and West-East routes, camel formed the major pack animal that made transportation of goods and merchants possible. Egypt in Africa and Mecca in the Near East were the last destinations of merchants in the east. In the Southern route that stretched up to the Hausa city-states, donkeys, human porters or canoes were used. Some of the major market centers include Fez, and Marrakesh in Morocco, Sijilmasa, Wadan, Audaghost, Takrur, Taghaza, Tichitt-Walata, Djenné, Wargla, Timbuktu, Tripoli, Ghadames, Ghat, Takedda, Katsina, Kano, Fezzan, Bilma, Bauchi, Cyrenaica, and Wadai. Wangara, Bambuk, Bure, and Lobi-pourra were the major gold fields of the Western Sudan.

Trade Commodities and Pattern

Salt, which was plenty in North Africa, gold, which was plenty in West Africa, and slaves were the essential commodities throughout the 500-1590 period. Cloth has also become an important trade good. A viable cloth-production industry began around the eleventh century in Djenné, Takrur, Timbuktu, and Gao and lasted well into the eighteenth century. By the eleventh century, a typical caravan included one thousand camels. It might, for example, set out from Sijilmasa in

North Africa loaded with salt from Taghaza, foodstuffs, cloth, perfumes, and other goods from the Maghreb. Its next stop was Wadan, an oasis in the present-day nation of Mauritania, where some of the goods were sold and new items purchased; then the caravan went to Walata or Tichitt on the southern edge of the Sahara, and finally it went on to Timbuktu. From there the salt and other products would likely be taken by canoe to Niani or Djenné, where the salt was broken into smaller pieces and carried into the forest areas by the slave porters and donkeys of the Dyula-Wangara. These traveling merchants trade the salt and other items from the north for forest gold, kola nuts, animal hides, and other products, and then returned to Djenné, Niani, and Timbuktu.

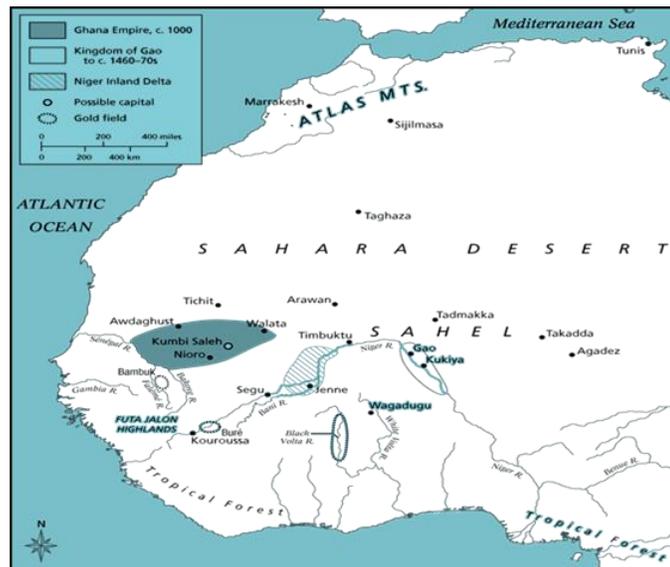


Figure 5.3. Some Market centers, gold fields, and climatic regions of the Trans-Saharan Trade

Activity 9

1. What physical features distinguish the San from the Khoi Khoi?
2. Which three parts of Africa were connected by the Trans-Saharan-Caravan trade?

Check List

Put a tick if you have understood about:

1. Major peoples of Southern Africa
2. Economic means of the Khoi Khoi and San
3. Regions connected by the Trans-Saharan Caravan Trade
4. Trade routes, items of trade and market centers

 **Self-Test Exercise 9****Part I: True or False**

Direction: Write true for the correct historical information and false for the wrong one.

- _____ 1. The greater part of Southern Africa was settled by the Khoi Khoi.
- _____ 2. The San were nomadic pastoralist while the Khoi Khoi were hunters and gatherers.
- 3. The pejorative of Khoi Khoi is Hottentots while that of San is Bushmen.
- 4. The San are distinguished by their short height, yellow and copper skin color and kinky hair.

Part II: Multiple Choices

Direction: Choose the one you think is correct historical information and write the letter of your choice on the space provided.

- _____ 1. Which one of the following is the most important item of trade available in North Africa?
- A. Gold B. Slave C. Salt D. Bead
- _____ 2. Which one of the following is wrong about the Trans-Saharan Caravan Trade?
- A. Undertaken on a regular basis since the 4th c A.D.
- B. Reached its height between the 14th and 16th c A.D.
- C. Its rise and decline had nothing to do with security and power issues.
- D. The camel made the Trans-Saharan Caravan Trade possible.

Part III: Attempt the Questions

Direction: Give correct answers to the following questions.

1. Draw a sketch map of Africa that was connected by the Trans-Saharan-Caravan trade and then indicate the major market centers that were frequented by merchants.

Unit Summary

When the European colonizers came to Africa in the last quarter of the 19th century, they fabricated a completely wrong approach to the continent of Africa and its people- a dark continent without history. Against such European notions, the peoples have developed advanced cultures and civilizations in their different geographic regions. Some of the centers of culture and civilization in the ancient and medieval African world include Mamluk Egypt, Kush-Meroe, and the kingdom of Aksum in North-East Africa, the empires of Ghana, Mali, Songhai, and Kanem-Bornuo in West Africa, and Great Zimbabwe in South Africa. The Swahili peoples of the East Coast, the Hausa peoples in what is now Northern Nigeria, and the Khoi-Khoi and the San people in Southern Africa have developed advanced maritime and agricultural cultures to their credit. As a result of the presence of these and other centers of culture and civilization, the European narrative that disowned Africa's well-developed culture and colorful history was proven to be a complete fabrication. The continent is rather the cradle of man; hosted many important centers of culture and civilization in the ancient and medieval worlds that enormously contributed to world civilization.

Further Reading

Ellis E.G and Esler A. *World History*. Person Prentice Hall, Boston, 2007.

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www.coreknowledge.org

Visit: Libgen.com/pdf drive on each topic of the unit.

Module Summary

The study of history involves several key elements including critical evaluation of evidence, writing objectively, and attractive and readable presentation. On the other hand, as history is useful to humanity, it is often abused to justify current political or any other reality. The study of history covers the prehistoric period, during which there was no technique for writing. The development of agriculture and surplus food production constituted the primary factor for the rise of the early states in antiquity, initially along river valleys. Humanity has benefited greatly from the cultural and technological advancements registered in the continents of Africa, Asia, Europe, and America. Irrigation agriculture, government systems, belief systems, disease treatment, justice, trade, and such scientific and technological advancements as astronomy, mathematics, medicine, the calendar, sculpture, architecture, jewelry, iron working, and many others are attributed to the ancient world. Recent archaeological findings confirmed the Horn of Africa as the cradle of mankind. It is inhabited by people practicing a range of economic activities who speak different languages. Such pre-Aksumite states as Punt and Damat, the Aksumite state and other sultanates and states that came after Aksum thrived in Ethiopia and the Horn, each of which contributed a lot to the rest of the world in the fields of religion, literature, art, and architecture.

In Europe, following the collapse of the West Roman Empire in 476 A.D, classical literature, architecture, painting and sculpture have declined. The Roman Christian church remained the sole institution that provided centralized leadership. By contrast, the East Roman (Byzantine) Empire preserved many aspects of Greco-Roman art and literature until it collapsed in 1454 by the Ottoman Turks. The Ottomans became powerful and founded their own version of Islamic civilization. They became powerful, closed the routes leading to the Far East and, as a result, forced West Europeans to find new sea routes in order to reach there.

As feudal economies deteriorated in Europe, capitalist relationships developed, particularly since the middle of the 14th century. Renaissance ideas, exploration of distant places and the consequent embellishment of West European colonies led to the development of global trade and commerce out of which Europe could prosper much.

When the European colonizers came to Africa in the last quarter of the 19th century, they fabricated a completely wrong approach to the continent of Africa and its people- a dark continent without history. Against such European notions, the peoples have developed advanced cultures and

civilizations in their different geographic regions. As a result of the presence of many centers of culture and civilization, the European narrative that disowned Africa's well-developed culture and colorful history was proven to be a complete fabrication. The continent is rather the cradle of man; hosted many important centers of culture and civilization in the ancient and medieval worlds that enormously contributed to world civilization.

Unit One: Feedback to Activities

Activity 1

Dear learner, you can go to a place where you can find a primary source: written, material or oral.

Activity 2

Decide whether the Biblical notion or the scientific view is correct. More preferably, the scientific view is acceptable in this world of science and technology.

Activity 3

Draw a sketch map of Ethiopia and then locate the archeological sites where fossils of Homo erectus have been discovered.

Unit Two: Feedback for Activities

Activity 1

1. Architecture, belief system, and writing system are some of the similarities.
2. Located far from the reach of invaders and had fertile soil for agriculture.

Activity 2

1. Flourished along the Tigris and Euphrates rivers; their economy was based on agriculture, and worshipped many gods.

Activity 3

1. Introduced the concept of zero and Arabic numerals (1, 2, 3...), use of herbs to cure disease, dye cloth, produce soap, cement and glass.

Activity 4

1. In all writing systems, pictures represent words
2. Used coal for the first time; they were also the first to produce porcelain or Chinaware; invented the wheelbarrow and varnish discovered silk, manufactured paper, printing, and invented gun powder.

Activity 5

1. Introduced the concept of democracy, history writing, philosophy, and medicine.

Activity 6

1. War between ancient Rome and Carthage (flourished in what is now Tunisia in North Africa).

Activity 7

1. The Maya developed a hieroglyphic writing system, built temples, developed an accurate 365 day solar calendar, and invented a numbering system that included the concept of zero.

Activity 8

1. Built pyramid temples, developed a 365-day solar calendar, used herbs and other medicines to treat fevers and wounds, physicians could set broken bones in place and treat dental cavities, and prescribed steam baths as cures for various ills.

Activity 9

3. Maya, Aztecs, and Inca. 2. Construction of pyramid temples. 3. Agriculture.

Activity 10

1. Messiah is the promised deliverer of the Jewish nation prophesied in the Hebrew Bible, gentiles is a person who is not Jewish, abbot is a man who is the head of a monastery of monks, hermits is a person living in solitude as a religious discipline, heretics is a person believing in or practicing religious heresy, and Arianism is an influential heresy denying the divinity of Christ, originating with the Alexandrian priest Arius (c. 250–c. 336).

UNIT THREE: FEEDBACK TO ACTIVITIES

Activity 1

1. Above 85
2. Ge'ez/Amharic
3. When people speaking the language disappear.

Activity 2

1. They erect no well-defined structures like Churches, Mosques, or Masjids.
2. Ayyaana is Waqa spirit, Qallu the male priests and Abba Muda father of anointment.
3. They all believe in a supreme God.
4. King Suseneyos
5. King Ezana
6. Because he knew that the king was peaceful who ruled the people fairly.

Activity 3

1. Yeha, Matara, Kaskase, Coloe.
2. Union of the queen of Sheba and king Solomon of Israel.
3. Myrrh, frankincense, ivory, living monkey, ostrich feather, rhinoceros horn.

Activity 4

1. The rise of Islam and destruction of the port of Adulis by the Muslim Arabs.
2. Agriculture and trade.
3. 1st century A.D.

Activity 5

1. Continuities: state system, building technology, and religious practice; Changes: establishment of rock-hewn churches, and the kings became more religious.
2. The construction of 11 rock-hewn churches.
3. You may, for instance, feel pride and excitement.

Activity 6

1. As a result of the Oromo population movement and expansion, the kingdom collapsed and the people moved to Gojjam beyond the Blue Nile River.

Activity 7

1. Before their rebellion was crushed the relationship between the Christian Highland Kingdom and the *Bete-Israel* was characterized by recurrent conflicts and wars. After the suppression of their rebellion, the relation between the two improved as the Christian kings began to use their skills.
2. Yishak, Sertse Dengil, and Suseneyos were the major ones.

Unit Four: Feedback to Activities

Activity 1

Hanafi School is dominant in Turkey, Syria, Iraq, central Asia and northern India/Pakistan. The *Maliki* School has followers in North Africa, Muslim Spain and western and central Sudan. The *Shafi* School is found in areas along the Indian Ocean from South Arabia and East Africa to Indonesia. The *Hanbali* was formerly dominant in Syria and Iraq, but now it is restricted only to Saudi Arabia. In Ethiopia, the *Shafi* and *Hanafi* Schools of Islamic law are dominant.

Activity 2

Dear learner! First, list out the important commercial activities in your town or locality. Then, identify which are the dominant activities that positively affect the life of the local people and contribute to the development of the town.

Activity 3

As a result of the explorations, the Old and the New Worlds exchanged plants and animals. For instance, maize, potatoes, sweet potatoes, cassava, tomatoes, pumpkins, chili peppers, cacao, peanut and pineapple, and animals such as turkeys, llamas and squirrels were introduced to the Old World. In return, Europeans introduced wheat, grapes, banana, sugar cane, coffee; and domestic animals like horse, donkeys, cattle, pig, goats, and chickens to the New World.

UNIT FIVE: FEEDBACK TO ACTIVITIES

Activity 1

1. Afro-Asiatic and Nilo-Saharan.
2. In South Africa

Activity 2

1. In 1516. End of actual Mamluk rule in Egypt.
2. The Crusade helped the Mamluks to assume power in Egypt.

Activity 3

1. They played a major role in the spread of Islam in North Africa.

Activity 4

1. The Soninke and the Mandingo peoples.

Activity 5

1. Mali, Niger, and Chad.
2. Songhai: Succession problem and invasion; Kanem-Borno: Invasion and Islamic revivalist movement.

Activity 6

1. Northern Nigeria.
2. Trade and agriculture.
3. Through Muslim merchants.

Activity 7

1. Swahili
2. Muslim Arabs
3. Sofala

Activity 8

1. Overpopulation, civil-war, and declining trade.
2. Gold

Activity 9

1. The San are distinguished by their short height, yellow and copper skin color and kinky hair.
2. The Trans-Saharan-Caravan trade connected East, North, and West Africa.

UNIT ONE ANSWER KEYS TO SELF TEST EXERCISES

Answer Key to Self-Test Exercises of Section One



Self-test Exercise 1

Part I: True or False: - 1. False 2. False 3. True

Part II: Multiple Choices: - 4. C 5. D 6. D 7. A 8. D



Self-test Exercise 2

Part I: True or False: - 1. True 2. False 3. True 4. False 5. True

Part II: Multiple Choices: - 6. C 7. D 8. B 9. D

Part III: Attempt the Questions: -

10. Leopold von Ranke
11. In the 19th century
12. Chronicles are records about the daily activities of kings.



Self-test Exercise 3

Part I: True or False: - 1. True 2. True 3. False

Part II: Multiple Choices: - 4. A 5. B 6. A 7. A 8. A

Part III: Attempt the Questions: -

9. Sources are evidences of the historian`s statements. History is studied on the basis of sources. They are divided into primary and secondary sources.
10. Source criticism means careful examining and cross checking of sources before using them. Sources have to be verified to establish authenticity (originality). This is called external criticism. Checking whether the contents of a source is biased, tell half-truth or truthful is called internal criticism.
11. If oral sources are eyewitnesses they can be primary, and if they are hearsay they can also be secondary sources.



Self-test Exercise 4

Part I: Multiple Choices: - 1. B 2. A 3. C 4. C

Part II: Attempt the Questions: - 5. Pre –history and history

6. Periodization means dividing the past into smaller periods for the purpose of systematically managing the study of the past. It simplifies the work of the historian.

7. The main reason is the difference of the time in which they started certain stages of human civilization.

Answer Key to Self-Test Exercise of Section Two



Self-test Exercise 1

Part I: Multiple Choices: - 1. B 2. D 3. B

Part II: Attempt the Questions

4. The creationist and evolutionist are the two theories about the evolution of human being on earth. Creationists believe that the earth and life on it including human beings with all complete physical shape and structure was created by a supernatural force in the Week of Creation. Whereas, the evolutionist theory is the scientific view about evolution. Evolution is the idea that the universe and life on earth were created by a process of evolution in that simple things developed into complex things over a very long time.

5. Charles Darwin



Self-test Exercise 2

Part I: Multiple Choices: - 1. D 2. D 3. B 4. A 5. A 6. C

Part II: Attempt the Questions:

7. Acheulian tools are stone tools that were manufactured by human being at Homo erectus stage.

8. Middle Awash, Lower Omo basin, and Porc Epic near Dire Dawa.



Self-test Exercise 3

Part I: True or False: - 1. False 2. False 3. True 4. False

Part II: Multiple Choices: - 5. B 6. B 7. A 8. A 9. D

Part III: Attempt the Questions

10. Australopithecine, Homo habilis, Homo erectus, and Homo sapiens.

11. Just to mention only few of them: sedentary life, domestication of plants and animals, new tools and diversification of human diets, emerged families and communities, organized societies, and so on.

Answer Key to Self-Test Exercise of Section Three

Self-test Exercise 1

Part I: True or False: - 1. False 2. True 3. True 4. False 5. True

Part II: Attempt the Questions

4. There are different theories for the emergence of ancient states. Most of them take religion, war leadership, and control of trade routes and irrigation as important factors for state formation.
5. Ancient states were different in size, power and level of “civilization”. They were seen as divinely created institutions, and their emperors were regarded as representatives of gods (later on God) on earth.

Unit Two: Answer Keys for Self-Test Exercises

Self-Test Exercise 1

Part I. True or False: - 1. True 2. True 3. False

Part II: Multiple Choices: - 1. A 2. B 3. C 4. D 5. A 6. C 7. C

Self-Test Exercise 2

Part I. True or False: - 1. True 2. False 3. True

Part II: Multiple Choices: - 1. C 2. A 3. A 4. B 5. B

Part III: Attempt the Questions: - 1. Napata 2. Destroyed the kingdom of Kush.

Self-Test Exercise 3

Part I. True or False: - 1. True 2. False 3. True.

Part II: Multiple Choices: - 1. E 2. B 3. E 4. E

Part III: Attempt the Questions: - 1. Ziggurat is, in ancient Mesopotamia, a rectangular stepped tower, sometimes surmounted by a temple. Zoroastrianism is religion of ancient Persia while Ahura Mazda, and Ahiriman were gods that the Persians worshipped.

**Self-Test Exercise 4**

Part I. True or False: - 1. True 2. False 3. True

Part II: Multiple Choices: - 1. B 2. D 3. E 4. E

Part III: Attempt the Questions: - 1. Legalism emphasized the importance of authority, efficient administration and strict laws.

**Self-Test Exercise 5**

Part I. True or False: - 1. True 2. True 3. False

Part II: Multiple Choices: - 1. A 2. B 3. B 4. C 5. D

Part III: Attempt the Questions: - 1. The period when Greek culture and language spread, and the period when the arts, science and philosophy flourished in ancient Greece.

**Self-Test Exercise 6**

Part I. True or False: - 1. True 2. True 3. False

Part II: Multiple Choices: - 1. D 2. A 3. A 4. B 5. D 6. B 7. D

Part III: Attempt the Questions: - Developed some fine Latin literature in poetry and prose. The Romans excelled in war, the arts of government, and law. They built fine civil and military roads and developed the Latin alphabet.

**Self-Test Exercise 7**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. D 2. B 3. E 4. B 5. D 6.

**Self-Test Exercise 8**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. C 2. E 3. D 4. B

Part III: Attempt the Questions: - Built huge pyramid temple, developed a 365-day solar calendar, used herbs and other medicines to treat fevers and wounds, physicians could set broken bones in place and treat dental cavities, and prescribed steam baths as cures for various ills.

**Self-Test Exercise 9**

Part I. True or False: - 1. False 2. True 3. True

Part II: Multiple Choices: - 1. C 2. A 3. E 4. C 5. C

Part III: Attempt the Questions: - Architecture, religious practice, government system, and in cultural and technological advancements.

**Self-Test Exercise 10**

Part I. True or False: - 1. True 2. False 3. True

Part II: Multiple Choices: - 1. A 2. D 3. B 4. C

Part III: Attempt the Questions: - 1. Rome, Alexandria, Antioch, Constantinople and Jerusalem.

UNIT THREE: ANSWER KEYS TO SELF TEST EXERCISES**Self-Test Exercise 1**

Part I. True or False: - 1. True 2. True 3. False

Part II: Multiple Choices: - 1. D 2. C 3. B 4. B 5. C

**Self-Test Exercise 2**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. D 2. D 3. B 4. E 5. B

**Self-Test Exercise 3**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. B 2. B 3. D 4. D 5. A

Part III: Attempt the Questions: - 1. Axes, daggers, swords, knives, sickles, clothes, bracelets, necklaces, and beads.

**Self-Test Exercise 4**

Part I. True or False: - 1. False 2. False 3. False

Part II: Multiple Choices: - 1. D 2. D 3. E 4. B 5. E

Part III: Attempt the Questions: - Internal: revolt of the Beja and Agaw; External: the rise of Islam and destruction of Adulis by the Muslim Arabs.

**Self-Test Exercise 5****Part I. True or False:** - 1. True 2. False**Part II: Multiple Choices:** - 1. A 2. C 3. A 4. C**Self-Test Exercise 6****Part I. True or False:** - 1. True 2. False**Part II: Multiple Choices:** - 1. B 2. D 3. C 4. D**Part III: Attempt the Questions:** - 1. The major achievements of the period were the construction of the 11 rock-hewn churches and the expansion of Christianity.**Self-Test Exercise 7****Part I. True or False:** - 1. True 2. True**Part II: Multiple Choices:** - 1. E 2. B 3. C**Part III: Attempt the Questions:** - 1. Pottery, masonry, and blacksmithing.**UNIT FOUR: ANSWER KEYS TO SELF TEST EXERCISES****Answer Key to Self-Test Exercise of Section One****Self-test Exercise 1****Part I: True or False:** - 1. False 2. True 3. True 4. False 5. True**Part II: Multiple Choices:** - 6. B 7. C 8. D 9. B 10. D 11. D**Part III: Attempt the Questions**

12. The church

13. Because of the dispute over the authority of the church.

14. The Byzantine Empire collapsed in 1453, when the Ottoman Turks conquered Constantinople. The last Byzantine Emperor, Constantine XI, died while defending the city.

**Self-test Exercise 2****Part I: True or False:** - 1. True 2. False 3. False 4. True 5. True**Part II: Multiple Choices:** - 6. D 7. A 8. B 9. C 10. B**Part III: Attempt the Questions**

11. Because a manor produced almost everything needed by its people.

12. Because the Crusades were intermittent, and the Holy Land was occupied by Muslims under an able leader.

13. Early Middle Ages, the High Middle Ages and the late Middle Ages.
14. Expansion of trade, construction of better ships, expansion of money economy, and so on.

Answer Key to Self-Test Exercise of Section Two



Self-test Exercise 1

Part I: True or False: - 1. False 2. True 3. False 4. True

Part II: Multiple Choices: - 5. C 6. B 7. D 8. E 9. A

Part III: Attempt the Questions

10. Sunni, Shi`a and Kharijite
11. Because his teachings threatened their economic and political privileges.
12. The Caliph was any pious male Muslim from Muhammad's tribe who could lead the community. Since there could be no prophet after Muhammad, a caliph was without any divine (prophetic) functions. Whereas, the Imam was the doctrine of the Shi`a Islam that there was in every age an infallible *Imam* to whom alone *Allah* entrusted the guidance of humankind.



Self-test Exercise 2

Part I: True or False: - 1. True 2. False 3. False 4. True 5. True

Part II: Multiple Choices: - 6. A 7. B 8. C 9. C 10. D

Part III: Attempt the Questions

11. Both boys and girls received elementary education which emphasized reading and writing skills to study the Quran. Schools of religious instruction and Islamic law offered higher level learning.
12. The mutual exhaustion of the Byzantine and Persian empires as a result of long wars. Besides, the Byzantines were hated by their subjects because of their harsh taxation. The Persian Empire had also been weakened by dynastic wars before the conquest by the Arabs. On the other hand, the sense of unity Islam had created among its followers and the desire to glorify the new religion led the Muslim armies to victory.
13. Many non-Muslims played key roles as officials and tax collectors, doctors, translators and tutors at the court. Many others have embraced Islam.

**Self-test Exercise 3****Part I: Multiple Choices:** - 1. C 2. D 3. B 4. B 5. C 6. B**Part II: Attempt the Questions**

8. The Seljuk Turks were central Asian pastoral tribes who invaded the Near East and conquered Asia Minor (now Turkey), Palestine and Syria in the 11th century. They became Sunni Muslims and created a vast empire.
9. Ottoman cannon and musket military technology.
10. The expansive Ottoman Empire with its powerful and well-disciplined army and good navy.
11. Asia, Europe and Africa.
12. The *Sultan*; soldiers; merchants, tax collectors and artisans; and farmers and herders.

**Self-test Exercise 4****Part I: Multiple Choices:** - 1. D 2. B 3. E 4. A 5. C**Part II: Attempt the Questions**

6. Heavens gave the monarch the mandate, or right, to rule over China. Accordingly, each Chinese dynasty rose to political power, achieved prosperity; and then, because of corruption, lost the Mandate of Heaven and fell down.
7. Marco Polo, and Ibn Battuta
8. Because of improved farming methods and an open border trade policy of Song rulers.
9. Tang and Yuan Dynasties. The reasons were unpopularity because of taxation and corruption.

**Answer Key to Self-Test Exercise of Section Three****Self-test Exercise 1****Part I: Multiple Choices:** - 1. D 2. C 3. D 4. A 5. D**Self-test Exercise 2****Part I: True or False:** - 1. False 2. True 3. True 4. False 5. True**Part II: Multiple Choices:** - 6. B 7. D 8. D 9. D 10. A**Part III: Attempt the Questions**

11. Spices
12. Europeans interest in the long-distance trade particularly with the East, new inventions like the compass, better maps and ships, and growing interest in geographical knowledge.

13. With the development of plantation colonies in the New World, world trade grew rapidly, which led to a “Commercial Revolution” that brought great changes.



Self-test Exercise 3

Part I: True or False: - 1. True 2. False 3. True 4. True 5. True

Part II: Multiple Choices: - 6. B 7. C 8. D 9. E 10. A

Part III: Attempt the Questions

11. The city states of Milan, Florence, and Siena grew wealthy from banking, farming, and making goods. Besides, The Renaissance emerged in Italy, also because Italy was the center of classical civilization.
12. They began painting in an entirely new style, using scenes with figures in lifelike space. Figures were given depth by realistic shading, and showed emotions and gestures.
13. New methods of criticizing texts led some, like Erasmus, to question the Church. Other Renaissance authors wrote on secular (non-religious) subjects.



Self-test Exercise 4

Part I: True or False: - 1. True 2. False 3. True 4. True 5. True

Part II: Multiple Choices: - 6. D 7. B 8. A 9. B 10. D



Self-test Exercise 5

Part I: Multiple Choices: - 1. C 2. E 3. B 4. A 5. D 6. C 7. D
8. D 9. B 10. B.

UNIT FIVE: ANSWER KEYS TO SELF TEST EXERCISES



Self-Test Exercise 1

Part I. True or False: - 1. True 2. True 3. True

Part II: Matching Item: - 1. B 2. C 3. D 4. A



Self-Test Exercise 2

Part I. True or False: - 1. False 2. True 3. True

Part II: Multiple Choices: - 1. D 2. A 3. C

Part III: Attempt the Questions: - 1. The invasion of the Ottoman Turks

**Self-Test Exercise 3**

Part I. True or False: - 1. True 2. True

Part II: Multiple Choices: - 1. D 2. D 3. B 4. C 5. C 6.

Part III: Attempt the Questions: - 1. Ibin Yasin, Abu Bakar, Tumart, and Abdul Mumin.

**Self-Test Exercise 4**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. B 2. B 3. A 4. D 5. D 6. C 7. C

**Self-Test Exercise 5**

Part I. True or False: - 1. True 2. False 3. True

Part II: Multiple Choices: - 1. C 2. D 3. E 4. D

**Self-Test Exercise 6**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. B 2. D 3. A 4. B

**Self-Test Exercise 7**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. D 2. A 3. B 4. C

Part III: Attempt the Questions: - 1. Gold and slaves

**Self-Test Exercise 8**

Part I. True or False: - 1. True 2. True 3. True

Part II: Multiple Choices: - 1. D 2. B 3. D

Part III: Attempt the Questions: - 1. Ruins of stone built houses and enclosures.

**Self-Test Exercise 9**

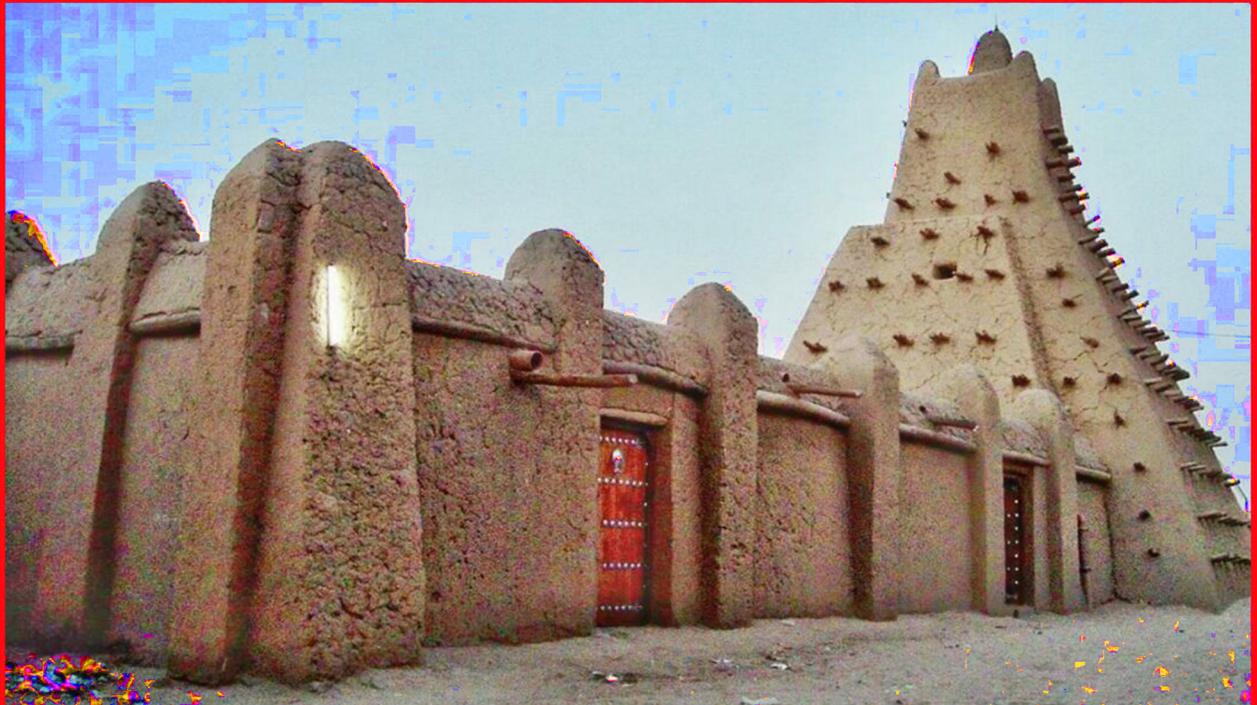
Part I. True or False: - 1. False 2. False 3. True 4. True

Part II: Multiple Choices: - 1. C 2. C

HISTORY

DISTANCE MODULE I

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