EXAM READY HISTORY

Exam Ready History

GRADE 11

Study Guide, Worked Examples and Practice Tests for the Grade 11 Examination



- ✓ 9 units with clear key ideas, worked examples and “Watch out!” boxes
- ✓ 248 worked examples and 496+ practice questions at three levels
- ✓ 180 unit-quiz questions and 3 full mock exams (90 MCQ each)
- ✓ Diagnostic test · Key Facts Sheet · Top 20 Mistakes · teacher notes

Follows the units and order of the Ethiopian Grade 11 History textbook

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Grade 11 · Study Guide, Worked Examples and Practice Tests

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This is an independent study guide. It follows the units and order of the Ethiopian Grade 11 History student textbook, but it is not published or endorsed by the Ministry of Education. All explanations, examples and questions are original. Keep your textbook and your teacher's notes beside this book.

The answers were calculated and checked before printing, but no book is free of errors. If you find a mistake or disagree with an answer, please tell the author on Telegram (@Ermias_Wedaje) and it will be reviewed for the next edition.

How to Use This Book

Each unit follows the same pattern, so you always know where to look.

Key ideas
The rules and facts of the section, short and clear.

Worked examples
Step-by-step solutions. Cover the solution and try first.

⚠ Watch out!
The mistakes students make most often, and the right way.

Practice
Level 1 Basic · Level 2 Standard · Level 3 Challenge.

Unit quiz
20 multiple-choice questions in the style of the national examination.

For the Teacher
Timing, starters, misconceptions, activities and assessment.

For students

- Begin with the Diagnostic Test. It shows which units need the most work.
- Read the key ideas, then study each example with the solution covered.
- Do Level 1 and Level 2 practice for every section; try Level 3 when you are ready.
- Take each quiz in 30 minutes, mark it, and redo every question you got wrong.
- In the last weeks, learn the Key Facts Sheet and the Top 20 Mistakes page, and sit the three mock exams. Their answer keys show which unit each question comes from.

For teachers

- Each unit follows the textbook sections, so the book can sit beside your lessons.
- The “For the Teacher” page gives timing, starters, misconceptions and activities.
- The quizzes and mock exams can be used as class tests; every answer has a short reason.

For parents

- Ask your child to explain one worked example to you each day. Teaching is the best way to learn.
- Look at the quiz score after each unit, and celebrate progress, not only high marks.

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Diagnostic Test · Where Should I Start?

18 questions · 15 minutes. Take this test before you start the book. There are two questions on each unit. Your score only shows you where to spend your time.

1. The word “history” comes from the Greek “historia”, meaning
   A. war record
   B. old tale
   C. inquiry or investigation
   D. royal story

2. Which statement is true of history and natural science?
   A. Both run controlled experiments
   B. Both study only the future
   C. Both use evidence and systematic methods
   D. Neither uses evidence

3. Egypt’s capital founded by Menes was
   A. Thebes
   B. Cairo
   C. Memphis
   D. Alexandria

4. Egyptian writing was
   A. hieroglyphic
   B. Latin
   C. Geez
   D. cuneiform

5. The African super-families spoken in the Horn are Afro-Asiatic and
   A. Nilo-Saharan
   B. Khoisan
   C. Niger-Congo
   D. Bantu

6. Afan Oromo belongs to the
   A. Central Cushitic branch
   B. Semitic family
   C. Omotic family
   D. East Cushitic branch

7. The Middle Ages in Europe lasted from about
   A. 500 to 1500
   B. 3000 B.C. to 500
   C. 1500 to 1789
   D. 1789 to 1815

8. The capital of the Eastern Roman Empire was
   A. Athens
   B. Alexandria
   C. Constantinople
   D. Rome

9. The language with the most speakers in the Afro-Asiatic family in Africa is
   A. Berber
   B. Somali
   C. Hausa
   D. Arabic

10. The Ayyubid sultans ruled Egypt before the Mamluks from
    A. 1805
    B. 1516
    C. 1054
    D. 1170

11. The Ottomans conquered Egypt in
    A. 1591
    B. 1805
    C. 1517
    D. 1250

12. The Zulu king from 1818 to 1828 was
    A. Shaka
    B. Dingane
    C. Moshoeshoe
    D. Cetshwayo

13. The Solomonic dynasty was founded in
    A. 1636
    B. 1529
    C. 1137
    D. 1270

14. Amde Tsiyon reigned
    A. 1270–1285
    B. 1314–1344
    C. 1434–1468
    D. 1508–1540

Unit 1 · History, Historiography and Human Evolution

By the end of this unit you will be able to:

- explain why history is studied and how it differs from other sciences
- describe the key elements, sources and periodization of history
- trace the stages of human evolution and the Stone Age
- explain the Neolithic Revolution and the emergence of states

Before you start — check yourself. (a) Who is called the "father of history"? (b) Name one primary source. (c) Which hominid made the first stone tools? (d) What is the Neolithic Revolution?
Answers: (a) Herodotus (b) inscription, coin, letter, diary or eyewitness account (any one) (c) Homo habilis (d) the change from hunting and gathering to food production

Key words: history · historiography · primary source · secondary source · periodization · hominid · Australopithecus · Homo erectus · Neolithic Revolution · civilization

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- What history is and why we study it
- Historiography and key elements of history
- Sources and periodization
- Origin of human beings
- Early cultures: the Stone Age
- The Neolithic Revolution
- Emergence of states

1.1 What History Is and Why We Study It

Key ideas

- **History** is the organised and critical study of the past based on **interpretation of evidence**. The word comes from the Greek **"historia"**, meaning **inquiry or knowledge acquired by investigation**. **Prehistory** is the period before writing began, about **4000 B.C.**
- History asks: **what, when, how and why** did it happen and **what were the consequences**. It studies **change and continuity** and the patterns of **cause and effect**.
- **Uses:** learning from the achievements and mistakes of the past, understanding the present, **identity** of families, groups and countries, and training the mind to examine evidence and solve problems.
- **Abuses:** selecting from the past to justify the present, and **judging the past by present values**.
- **History and other sciences:** natural science studies the physical world and uses **controlled experiments**; history studies **people in the past** and cannot run experiments. Both use **systematic methods, evidence and conclusions**, so history is a science because it relies on **reliable sources and a methodology**. Historians also make **value judgments** more often than natural scientists, and unlike social scientists they do not mainly use samples and models.

Example 1.1 — Define

What does the Greek word "historia" mean?

Solution. Inquiry or knowledge acquired by investigation.

Example 1.2 — Abuse

A speaker judges a medieval king by today's human-rights standards. Which abuse of history?

Solution. Judging the past by present values.

Example 1.3 — Exam Booster · Compare

Name one similarity and one difference between history and natural science.

Solution. Both use evidence and systematic methods; history cannot do controlled experiments.

Example 1.4 — Exam Booster · Prehistory

What marks the boundary between prehistory and history?

Solution. The beginning of **writing** (about 4000 B.C.).

⚠ Watch out!

× Wrong	✓ Right
History studies only kings and wars.	It studies all aspects of human life in the past.
History is not a science because it has no method.	It has a methodology based on evidence.
Prehistory begins after writing.	Prehistory is the period before writing.

Practice 1.1

Level 1 — Basic

1. Define history.
2. What is prehistory?
3. Give one use of history.

Level 2 — Standard

4. Give one abuse of history.
5. Why is history a science?
6. What does “historia” mean?

Level 3 — Challenge

7. Compare history and natural science.
8. Discuss why identity depends on history.

1.2 Historiography and the Key Elements of History

Key ideas

- **Historiography** is the **history of historical writing** and the methods of writing history. **Herodotus (about 484–425 B.C.)**, who wrote *Histories* about the Greek–Persian wars, is the **“father of history”**. **Thucydides (about 455–400 B.C.)** wrote critically of the **Peloponnesian War** (Athens and Sparta).
- **Leopold von Ranke (1795–1886)**, of the German Historical School, laid the foundations of modern academic history and is the **“father of modern historiography”**. Modern methods developed in the **1800s**.
- **Key elements of historical study: sources** (no history without evidence), **interpretation** of evidence, **presentation** (writing), **objectivity** (unbiased, undistorted history; no history is fully objective, so histories are rewritten) and **method**. Main steps: **collection of evidence, source criticism, interpretation and objective writing**. Information technology now influences methods.
- **Ethiopian historiography:** an indigenous tradition of writing began in the **14th century** and continued to the early **20th century**, through **chroniclers** (royal achievements) and **hagiographers** (lives of saints), both with limits. **Job Ludolf (1624–1704)** of Germany founded Ethiopian studies in Europe in the late 17th century and wrote the first modern history of Ethiopia (**1684**). The **Institute of Ethiopian Studies** was founded in **1963** at Haile Sellassie I University.
- **Problems:** studies focused on the **north** (written language, foreign accounts, archaeology) and neglected the **south** (no written records, oral tradition distrusted until the 1960s); mostly **political** history; **bias** because many writers were attached to royals.

Unit 2 · Major Spots of Ancient World Civilizations up to c. 500 A.D.

By the end of this unit you will be able to:

- describe the achievements of ancient civilizations in Africa, Asia, Europe and Latin America
- compare their governments, societies, religions and technologies
- explain the rise and spread of Christianity

Before you start — check yourself. (a) Who called Egypt "the gift of the Nile"? (b) Who is called the Great Master of Chinese philosophy? (c) Which Greek city-state introduced direct democracy? (d) Who issued the Edict of Milan?
Answers: (a) Herodotus (b) Confucius (c) Athens (d) Constantine (313 A.D.)

Key words: civilization · pharaoh · dynasty · cuneiform · Confucianism · polis · democracy · republic · monotheistic · heresy

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- Ancient Egypt and Kush
- Mesopotamia
- Ancient China
- Ancient Greece
- Ancient Rome
- Civilizations of Latin America
- The rise and spread of Christianity

Unit 4 · The Middle Ages and the Early Modern World (c. 500–1789)

By the end of this unit you will be able to:

- explain the fall of the Western Roman Empire and the features of feudal Europe
- describe Islamic, Byzantine, Ottoman and Chinese civilizations
- explain the Age of Exploration, the Renaissance, the Reformation, the Scientific Revolution and the Enlightenment

Before you start — check yourself. (a) In what year did the Western Roman Empire fall? (b) Who sailed around Africa to India in 1497–98? (c) Who started the Reformation in 1517? (d) Who wrote "The Social Contract"?
Answers: (a) 476 A.D. (b) Vasco da Gama (c) Martin Luther (d) Rousseau (an Enlightenment thinker)

Key words: feudalism · manor · serf · chivalry · guild · caliphate · Renaissance · Reformation · Enlightenment · capitalism

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- Fall of Rome and the Byzantine Empire
- Feudal Europe
- Church, towns, trade and guilds
- Islamic civilization and the Ottomans
- China from Sui to Qing
- Early capitalism and the Age of Exploration
- Renaissance and Reformation
- Scientific Revolution and Enlightenment

Unit 6 · Africa and the Outside World (1500–1880s)

By the end of this unit you will be able to:

- describe medieval-to-modern African states 1500–1880s
- explain the Portuguese contact, the Atlantic slave trade, its abolition and "legitimate" trade
- describe white settlement in South Africa and European exploration and missionary work

Before you start — check yourself. (a) Which two European powers first explored the African coast? (b) What was the sea passage of the slave ships called? (c) Which country first abolished the slave trade in 1807? (d) Who led the Zulu kingdom from 1818 to 1828?
Answers: (a) Portugal and Spain (Portuguese first) (b) the Middle Passage (c) Britain (d) Shaka

Key words: Mamluk · triangular trade · Middle Passage · abolition · legitimate trade · Boer · Great Trek · protectorate · explorer · missionary

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- African states 1500–1880s
- Portuguese contact with Africa
- The Atlantic slave trade
- Abolition and "legitimate" trade
- White settlement in South Africa
- Explorers and missionaries

Unit 8 · Political, Social and Economic Processes in Ethiopia (Mid-16th to Mid-19th Century)

By the end of this unit you will be able to:

- describe the peoples and states of the south, west and east in this period
- explain the Jesuit mission, the Gondarine period and the Zemene Mesafint
- explain how Tewodros II ended the Era of the Princes in 1855

Before you start — check yourself. (a) Which city became the permanent capital in 1636? (b) Which king abandoned Catholicism in 1632? (c) In what year did the Zemene Mesafint begin? (d) Who ended it in 1855?
Answers: (a) Gondar (b) Susenyos (c) 1769 (d) Kassa Hailu (Tewodros II)

Key words: Gondarine period · Zemene Mesafint · Jesuit · Catholicism · regent · warlord · Gibe states · Naqamtee · Harar · vassal

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- Peoples and states of the south and west
- Harar and the east
- The Jesuit mission
- The Gondarine period (1636–1769)
- The Zemene Mesafint (1769–1855)
- From disunity to consolidation

8.1 Peoples and States of the South and West

Key ideas

- **Kafa:** a hereditary kingdom, its dynasty ruling since about **1390**; ruled by **Tato** kings; between 1821 and 1897 five Tato ruled; it resisted until a heavy war with Ethiopia in **1897**. **Shekka** (Shakicho) and **Yem** (first mentioned in a song of King Yishaq, 1412–30) were also kingdoms. **Wolayta**: Kawo **Gobe** (1848–88) and **Tona** (1888–94) built a strong kingdom. **Kamma** died in **1891** against Ethiopia's army.
- **Gibe states** (Oromo of the Gibe valley, from the Gadaa system into monarchy by about **1800**): **Limmu-Ennarya** (about 1800; Bofo/Abba Gomol I, 1800–25); **Gomma** (Abba Manno 1820–40; the first Gibe state Islamised by the 1830s); **Jimma-Kakka** (about 1830, **Abba Jiffar I**, 1830–55); Gumma and Guma. Islam supported kings' authority and trade. **Wollega: Naqamtee** under Moroda Bakaree (1868–89); **Luwa** (Gadaa tradition) was registered by UNESCO in 2015.

Unit 9 · The Age of Revolutions (1789–1815)

By the end of this unit you will be able to:

- explain the causes and effects of the Industrial Revolution
- explain the causes, course and results of the American War of Independence
- describe the French Revolution and the rise and fall of Napoleon

Before you start — check yourself. (a) In which country did the Industrial Revolution begin? (b) Which document of 4 July 1776 declared American independence? (c) Which prison was stormed on 14 July 1789? (d) Where was Napoleon finally defeated in 1815?
Answers: (a) Britain (b) the Declaration of Independence (c) the Bastille (d) Waterloo

Key words: Industrial Revolution · factory system · capitalism · social contract · Estates General · Reign of Terror · Directory · Consulate · coalition · Congress of Vienna

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- The Industrial Revolution
- Effects of industrialisation
- The American War of Independence
- Causes of the French Revolution
- The French Revolution 1789–1799
- Napoleon Bonaparte
- Fall of Napoleon and the Congress of Vienna

9.1 The Industrial Revolution

Key ideas

- It began in **Britain** in the **18th century**. **Agricultural changes** (enclosures, the **seed drill about 1701**) raised food output and freed workers; Britain had **coal, iron, capital, colonial markets**, and peace at home.
- **Cotton inventions: John Kay's flying shuttle (1733)**; **Hargreaves' spinning jenny (about 1764)**; **Arkwright's water frame (1769)**; **Crompton's spinning mule (1779)**; the power loom; **Eli Whitney's cotton gin (1793)** in the USA. These machines needed big buildings, so the **factory system** began.
- **Power and transport:** steam pumps in mines from **1705**; **James Watt** improved the steam engine (**1765**); Fulton's steamboat **Clermont (1807)**; Trevithick's locomotive (1804); **George Stephenson's** first railway (**1821**). Railways and steamships moved raw materials and goods cheaply.