EXAM READY HISTORY

Exam Ready History

GRADE 9

Study Guide, Worked Examples and Practice Tests for the Grade 9 Examination



✓ 9 units with clear key ideas, worked examples and “Watch out!” boxes
✓ 180 worked examples and 288+ practice questions at three levels
✓ 180 unit-quiz questions and 3 full mock exams (60 MCQ each)
✓ Diagnostic test · Key Facts Sheet · Top 20 Mistakes · teacher notes

Follows the units and order of the Ethiopian Grade 9 History textbook

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Grade 9 · Study Guide, Worked Examples and Practice Tests

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First edition, 2026

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This is an independent study guide. It follows the units and order of the Ethiopian Grade 9 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.

Contents

Start	Diagnostic Test · Where Should I Start?	**5**
Unit 1	The Discipline of History and Human Evolution	**8**
Unit 2	Ancient World Civilizations up to c. 500 AD	**20**
Unit 3	Peoples and States in Ethiopia and the Horn to the end of the 13th Century	**31**
Unit 4	The Middle Ages and Early Modern World, c. 500 to 1750s	**42**
Unit 5	Peoples and States of Africa to 1500	**53**
Unit 6	Africa and the Outside World, 1500–1880s	
Unit 7	States, Principalities, Population Movements and Interactions in Ethiopia, 13th to Mid-16th Century	**75**
Unit 8	Political, Social and Economic Processes in Ethiopia, Mid-16th to Mid-19th Century	**87**
Unit 9	The Age of Revolutions, 1750s to 1815	**98**
Reference	Key Facts Sheet	**109**
Reference	Top 20 Mistakes to Avoid	**111**
Reference	Exam Strategy	**112**
	Mock Examination 1	**113**
	Mock Examination 2	**117**
	Mock Examination 3	**121**
	Answers to the Mock Examinations	**125**

Page numbers are the numbers shown at the foot of each page (and in the online reader).

Diagnostic Test · Where Should I Start?

20 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. History as a subject studies
   A. only plants
   B. only stars
   C. humans in the past
   D. only rocks

2. Written history is about
   A. 55 years old
   B. 5 million years old
   C. 550 years old
   D. 5 500 years old

3. Egyptian civilization grew along the
   A. Indus
   B. Nile
   C. Congo
   D. Tigris

4. The Egyptians wrote on
   A. clay tablets
   B. paper
   C. stone only
   D. papyrus

5. Amharic and Tigrinya are
   A. Nilo-Saharan
   B. Cushitic languages
   C. Omotic languages
   D. Semitic languages

6. Christianity reached Ethiopia in the
   A. 1st century BC
   B. 16th century AD
   C. early 4th century AD
   D. 10th century AD

7. The Western Roman Empire fell in
   A. 476
   B. 1453
   C. 1517
   D. 1066

8. Land given to a vassal was a
   A. ship
   B. tax
   C. fief
   D. coin

9. The largest language family of Africa is
   A. Niger-Congo
   B. Khoisan
   C. Afro-Asiatic
   D. Nilo-Saharan

10. Mamluk rule in Egypt was
    A. 1600 to 1800
    B. 1250 to 1517
    C. 1820 to 1900
    D. 1000 to 1100

11. The first European country to explore West Africa was
    A. Portugal
    B. Germany
    C. Italy
    D. Britain

12. Elmina was a Portuguese
    A. port on the Zambezi
    B. mine
    C. fort on the Gold Coast
    D. city in Egypt

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

14. The legend of Solomon and Sheba legitimised the dynasty until
    A. 1270
    B. 1974
    C. 1855
    D. 1936

Unit 1 · The Discipline of History and Human Evolution

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

- distinguish prehistory from history and explain why we study history
- describe sources of history and methods of dating
- explain the theories and stages of human evolution
- describe the Stone Age and the emergence of states

Before you start — check yourself. (a) What does "history" mean in Greek? (b) What is a primary source? (c) In which country was "Lucy" found?
Answers: (a) inquiry (b) first-hand evidence from the time (c) Ethiopia

Key words: prehistory · history · historiography · primary source · secondary source · chronology · hominid · Lucy · Neolithic Revolution · state

How this unit is examined

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

- Prehistory and History
- Importance, Sources and Dating of History
- The Evolution of Human Beings
- The Stone Age and the Emergence of States

1.1 Prehistory and History

Key ideas

- The word **history** comes from the Greek **istoria** meaning **inquiry**. **History** is the study of **humans in the past**: what they did and what happened to them. **Historians** study and write about the human past.
- **Prehistory** is the long period **before people invented writing**; it is studied by **archaeologists** and **anthropologists** from tools, bones and other remains. **History** (in the narrow sense) begins with writing, about **5 500 years ago**.
- **Facts and opinions:** a **historical fact** is information proved true by evidence; an **opinion** is a belief that cannot be proved. History is an **interpretation based on sources**, not an opinion or a novel; critical thinking separates fact from opinion.
- **What history studies:** human interaction, growth of civilisations, inventions, and humans' relationship with the **natural environment**.

Example 1.1 — Define

What does “istoria” mean?

Solution. Inquiry, or an account of one’s inquiries.

Example 1.2 — Differ

How does prehistory differ from history?

Solution. Prehistory is before writing; history is the period after writing began.

Example 1.3 — Who

Who studies prehistory?

Solution. Archaeologists and anthropologists.

Example 1.4 — Exam Booster · Fact

Fact or opinion: “The Battle of Adwa took place on 1 March 1896.”

Solution. Fact (it can be proved).

Example 1.5 — Exam Booster · Fact

Fact or opinion: “Adwa was the most beautiful victory.”

Solution. Opinion (it cannot be proved).

⚠ Watch out!

× Wrong	✓ Right
Prehistory began when writing began.	Prehistory is before writing.
History is only opinion.	It rests on evidence and facts.
History began with the first humans.	The first humans are prehistory; history begins with writing.

Practice 1.1

Level 1 — Basic

1. Define history.
2. Define prehistory.
3. Who are historians?

Level 2 — Standard

4. What is a fact?
5. What is an opinion?
6. When did history begin?

Level 3 — Challenge

7. Explain the difference between prehistory and history.
8. Discuss how to distinguish fact from opinion.

1.2 Importance, Sources and Dating of History

Key ideas

- **Importance:** history helps us **know the past, understand the present and foresee the future**; builds critical, research and analytical skills; teaches citizenship, democracy and identity.
- **Historiography** studies how knowledge of the past is obtained and passed on. **Herodotus** (c. 484–425 BC) is the "father of history"; Thucydides wrote critically; **Leopold von Ranke** is the "father of modern historiography". The oldest written history comes from China. Ethiopia has its own **chronicle tradition**.
- **Sources: primary** (first-hand evidence from the time: inscriptions, documents, coins, eyewitness accounts) and **secondary** (written later using primary sources: textbooks). Also **written, oral, archaeological** and visual sources.
- **Dating:** a **decade** = 10 years, **century** = 100, **millennium** = 1 000. **Chronology** places events in order using calendars: **Gregorian** (BC/AD from the birth of Christ), **Islamic** (AH/BH from the **Hijra**, 622 AD) and the **Ethiopian** calendar (7 to 8 years behind). A **timeline** shows events in order. **Periodisation** divides history into ancient, medieval and modern.

Example 1.6 — Match

Primary or secondary: (a) a coin from Aksum, (b) a school textbook.

Solution. (a) primary; (b) secondary.

Example 1.7 — Father

Who is called the "father of history"?

Solution. Herodotus.

Example 1.8 — Calendar

What event starts the Islamic calendar?

Solution. The Hijra of Muhammad from Mecca to Medina in 622 AD.

Example 1.9 — Exam Booster · Compute

The years 1900–1999 belong to which century and millennium?

Solution. The twentieth century; the second millennium.

Unit 2 · Ancient World Civilizations up to c. 500 AD

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

- describe the civilizations of Egypt and Nubia
- describe the civilizations of Mesopotamia, Persia, India and China
- describe the civilizations of Latin America, Greece and Rome
- explain the rise and spread of Christianity

Before you start — check yourself. (a) Which river is the "gift" of Egypt? (b) What is a pyramid? (c) Name a famous ancient Greek city.
Answers: (a) the Nile (b) a royal tomb (c) Athens

Key words: civilization · pharaoh · Nubia · cuneiform · Persian Empire · dynasty · Maya · Inca · Aztec · democracy · Roman Empire · Christianity

How this unit is examined

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

- Egypt and Nubia
- Mesopotamia, Persia, India and China
- Latin America, Greece and Rome
- Rise and Spread of Christianity

2.1 Egypt and Nubia

Key ideas

- **Egyptian civilization** developed along the **Nile** from the early **4th millennium BC**. It is divided into the **Pre-dynastic** period and the **Old, Middle and New Kingdoms**, ruled by **pharaohs** helped by civil officials. Upper and Lower Egypt were united by **Menes (Narmer)** about 3100 BC.
- **Religion: polytheism**; the pharaoh was considered a **god**; belief in life after death led to **mummification** and **pyramids** (Old Kingdom, the "Pyramid Age"). **Achievements: hieroglyphic writing** on **papyrus**, a 365-day calendar, geometry, medicine, and monumental building technology.
- **Nubia** (Kush), south of Egypt, was a vital kingdom ruled by powerful **kings and queens**; its capitals were **Napata** and later **Meroe**. Its economy relied on agriculture, pastoralism and trade; it was famous for its **iron industry**. The Kushite king **Piye** conquered Egypt (25th dynasty, about 750 BC). Egypt and Nubia influenced each other.
- **Decline of Meroe:** weakened by trade changes and attacked by **Aksum**; King **Ezana** invaded and destroyed Meroe (4th century AD).

Unit 5 · Peoples and States of Africa to 1500

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

- describe the languages and peoples of Africa
- describe the states of North and West Africa
- describe the states of Eastern, Central and Southern Africa
- explain the Trans-Saharan trade and early contacts with the outside world

Before you start — check yourself. (a) Name an African empire of the past. (b) What did caravans carry across the Sahara? (c) What animal crosses the desert?
Answers: (a) e.g. Mali (b) gold, salt and goods (c) the camel

Key words: Niger-Congo · Khoisan · Mamluk · Ghana · Mali · Songhai · Mansa Musa · Great Zimbabwe · Mwene Mutapa · Trans-Saharan trade

How this unit is examined

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

- Languages and Peoples of Africa
- North and West Africa
- East, Central and Southern Africa
- Trans-Saharan Trade and Early Contacts

5.1 Languages and Peoples of Africa

Key ideas

- African languages belong to four major families: **Niger-Congo** (the largest; includes Bantu languages), **Afro-Asiatic** (Arabic, Berber, Hausa, Somali, Oromo, Amharic), **Nilo-Saharan** and **Khoisan** (the "click" languages of the Khoi-Khoi and San in southern Africa).
- **Not all languages spoken in Africa are native**: Arabic, English, French, Spanish and Portuguese came from outside.
- **Bantu expansion:** Bantu-speaking peoples (from West-Central Africa) spread east and south over centuries, bringing farming and iron, and shaped the peoples of East, Central and Southern Africa.
- **Importance:** languages show the history of migration and contact among peoples.

Example 5.1 — Family

Name the four language families of Africa.

Solution. Niger-Congo, Afro-Asiatic, Nilo-Saharan and Khoisan.

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 states of the south, west and east of Ethiopia
- describe the Gondarine period
- explain the Zemene-Mesafint and the Yejju dynasty
- describe the Kingdom of Shewa

Before you start — check yourself. (a) Who founded Gondar? (b) What does "Zemene-Mesafint" mean? (c) Name a state in southern Ethiopia.
Answers: (a) Fasilades (b) era of the princes (c) Kafa or Jimma

Key words: Kafa · Tato · Gibe states · Jimma · Harar · Aussa · Gondar · Zemene-Mesafint · Yejju · Shewa

How this unit is examined

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

- Southern and Western States
- Eastern States: Harar, Afar and Somali
- The Gondarine Period and the Zemene-Mesafint
- The Yejju Dynasty and the Kingdom of Shewa

8.1 Southern and Western States

Key ideas

- After the decline of the Christian Kingdom, peoples in south, west and east developed **independent local states**; political power was **decentralised**. States were monarchical, while many peoples kept traditional systems; economic ties with the Christian kingdom continued.
- **Kafa:** south of Enarya, between the Gojeb and the Omo, forest and fertile land; ruled by a king called the **Tato**, with 12 royal insignia; the kingship was hereditary; an advisory council of nobles, the **Mikkerecho**, helped and chose the successor. Capital **Bonga**. **Wolayta**, Kambata and Gurage also had kings or chiefs.
- **Gibe states** (south-west): **Limmu-Enarya** (earliest, centre Saqqa; strongest ruler **Abba Bagibo/Ibsa**), **Jimma** (founded by **Abba Jifar I, r. 1830–1855**, famous palace, later accepted Islam), **Gomma, Gumma and Gera**. Trade in coffee, gold, ivory and slaves linked them with the north.
- **Western states:** peoples of Benishangul and the western lowlands (for example Gumuz, Berta) and Wollega had local rule and gold trade; **Yem** and others resisted or paid tribute.

Key Facts Sheet

Learn these by heart. Cover the right-hand side and say each fact from memory.

Unit 1 · History and evolution

History = inquiry (istoria) ; prehistory = before writing

Primary vs secondary sources

Decade 10 ; century 100 ; millennium 1 000 years

Lucy (Dinkinesh): Hadar, 1974, Johanson, 3.18 million years

Homo habilis, erectus, sapiens ; Neolithic Revolution

Unit 2 · Ancient civilizations

Egypt: Nile, pharaoh, hieroglyphs, pyramids

Nubia/Kush: iron, Napata, Meroe ; Ezana destroyed Meroe

Sumer: cuneiform, city-states ; Persia: Cyrus

Greece: Athens democracy ; Rome: Republic 509 BC, Empire 27 BC, fall 476 AD

Christianity: Palestine ; Constantine 313 AD

Unit 3 · Ethiopia to 13th c.

Afro-Asiatic (Cushitic, Semitic, Omotic) and Nilo-Saharan

Yeha c.1000 BC ; Damat: Mukarib ; Punt

Aksum: 1st c. AD ; Adulis destroyed 702 ; Ezana 4th c. Christianity

Zagwe c.1150–1270: Lalibela ; Yekuno Amlak 1270

Sultanate of Shewa 896 ; Ifat 1285 (Umar Walasma)

Unit 4 · Middle Ages

Rome falls 476 ; Byzantium falls 1453

Feudalism: king, lords, knights, serfs

Hijra 622 ; Umayyad Damascus ; Abbasid Baghdad

Columbus 1492 ; Da Gama 1498 ; Renaissance from Italy

Luther 1517 ; Industrial Revolution in England (Watt)

Unit 5 · Africa to 1500

Niger-Congo, Afro-Asiatic, Nilo-Saharan, Khoisan

Mamluks 1250–1517

Ghana (gold–salt) ; Mali: Sundiata, Mansa Musa 1312–1337 ; Songhai fell 1591

Great Zimbabwe (Shona) ; Mwene Mutapa after 1450

Trans-Saharan trade: gold north, salt south ; Portugal took Ceuta 1415

Unit 6 · Africa and the world

Portugal first ; Elmina fort

Triangular trade: Europe-Africa-Americas ; Middle Passage

Britain banned the trade 1807 ; slavery 1833

Legitimate trade: palm oil, groundnuts

Dutch at the Cape 1652 ; Great Trek 1835

Unit 7 · Ethiopia 13th–16th c.

Yekuno Amlak 1270 ; Solomonic legend until 1974

Gult = tribute right ; rist = land right

Amde Seyon defeated Ifat 1332

Shimbra Kure 1529 ; Wayna Daga 1543

Gadaa: 8-year classes ; Chaffe ; Moggasa and Guddifacha = adoption

Unit 8 · Ethiopia 16th–19th c.

Kafa: Tato, Mikkerecho ; Jimma: Abba Jifar I 1830–1855

Harar emirate: Ali ibn Dawud, mid-17th c.

Gondar: Fasilades c.1636 ; Iyasu I killed 1706

Zemene-Mesafint 1769–1855 ; Ras Mikael Sehul ; Tewodros II 1855

Yejju: Ali I 1786 ; Shewa: Negasi ; Sahle Selassie 1813–1847

Mock Examination 1

60 multiple-choice questions · 90 minutes · one mark each. Circle one answer. Mark with the answer key at the back and use the unit number to see where to revise.

1. History as a subject studies
   A. only plants
   B. only stars
   C. humans in the past
   D. only rocks

2. Prehistory ended with the invention of
   A. fire
   B. farming
   C. the wheel
   D. writing

3. Prehistory is mainly studied by
   A. judges
   B. pilots
   C. archaeologists
   D. bankers

4. Written history is about
   A. 55 years old
   B. 5 million years old
   C. 550 years old
   D. 5 500 years old

5. Information proved true by evidence is a
   A. wish
   B. historical fact
   C. rumour
   D. myth

6. A belief that cannot be proved is an
   A. date
   B. opinion
   C. source
   D. fact

7. First-hand evidence from the time of an event is a
   A. primary source
   B. guess
   C. secondary source
   D. myth

8. Egyptian civilization grew along the
   A. Indus
   B. Nile
   C. Congo
   D. Tigris

9. The ruler of Egypt was the
   A. consul
   B. caliph
   C. pharaoh
   D. sultan

10. Egyptian picture writing was
    A. cuneiform
    B. Latin
    C. hieroglyphics
    D. Ge'ez

11. The Egyptians wrote on
    A. clay tablets
    B. paper
    C. stone only
    D. papyrus

12. Pyramids were
    A. markets
    B. schools
    C. prisons
    D. royal tombs

13. Nubia was famous for its
    A. iron industry
    B. printing
    C. tea
    D. silk

14. The capital of later Kush was
    A. Aksum
    B. Memphis
    C. Meroe
    D. Thebes

15. Amharic and Tigrinya are
    A. Nilo-Saharan
    B. Cushitic languages
    C. Omotic languages
    D. Semitic languages