

History and Citizenship

Senior 2

Teacher's Guide

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present History and Citizenship teacher's guide for Senior Two which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of History and Citizenship subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitudes by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of

social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this teacher's guide. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

Dr. MBARUSHIMANA Nelson
Director General, REB

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I wish to express my appreciation to all the people who played a major role in editing process of this History and Citizenship teacher's guide for Senior Two. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence based curriculum. I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB to edit this book. I therefore, wish to extend my sincere gratitude to lecturers, teachers, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department who were involved in the whole process of editorial work.

Joan Murungi,

Head of CTRLD

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INTRODUCTION

History and Citizenship is one of the social science subjects and an important discipline that has contributed to human activities, and political and social transformation throughout the whole world. This has enabled man to understand the past and present so as to predict the future. It is in line with the Political Education Sector, Economic Development and Poverty Reduction Strategy (II), Education Sector Strategic Plan 2013/2014 – 2017/2018, Education for All, Government Seven Year Program 2010-2017, Vision 2020 and the East African Community Protocol. This is one reason why it is included in the national and regional context of government.

An application of the knowledge of History and Citizenship is evident in Political Science, Leadership, Management and Sociology. History and Citizenship has played the central role in uniting people, the preservation of culture and conservation of identities.

Aims of History and Citizenship

History and Citizenship prepares learners to take combinations at a higher level that include History-Economics-Geography, (HEG), History-Economics-Literature (HEL) and History-Geography-Literature (HGL). These are intended to help young people to become good citizens.

History and Citizenship is a subject that prepares learners for the real world of work through career path ways like law, administration, management, political science and sociology. The subject provides skills and values that help the society in problem solving and empowers it to manage both human and natural resources.

Developing competencies in History and Citizenship

Basic competencies are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each of units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

Generic competences

- **Critical and problem solving skills:** The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.
- **Creativity and innovation:** The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided in classroom to generate new ideas and construct new concepts.

- **Research:** This will help learners to find answers to questions based on existing information and concepts and use it to explain phenomena from gathered information.
 - **Communication in official languages:** Teachers, will ensure the proper use of the language of instruction by learners. The teachers should communicate clearly and confidently and convey ideas effectively through spoken and written by applying appropriate language and relevant vocabulary.
 - **Cooperation, inter personal management and life skills:** This will help the learner to cooperate as a team in whatever task assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.
 - **Lifelong learning:** The acquisition of such skills will help learners to update knowledge and skills with minimum external support. The learners will be able to cope with evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.
- Broad History and Citizenship competencies at the end of Ordinary Level**
- During the learning process, the learner should be able to:
- Acquire knowledge about the past and the present so as to prepare for the future (History) is indeed “a bridge connecting the past with the present and pointing the road to the future” (Allen Nerins).
 - Analyse and understand how societies evolved in order to know appropriately his near and distant environment so as to apply such techniques in developing their own societies.
 - Develop into a mature, informed, responsible and active participating citizen.
 - Acquire a sound knowledge and understanding of History in order to develop learners skills in expressing historical ideas, in a more coherent and logical manner (Stimulate critical thinking and reasoning among learners in order to create citizens who reason) so as to increase their reasoning capacity.
 - Acquire international understanding in order to recognise ability and capacity of Rwandans in developing collectively alongside other societies.

- Understand the nature of cause, consequence, continuity, change, similarity and difference;
- Live in harmony and tolerance with others without any distinction, religious distinction or other form of discrimination and exclusion that have caused problems in society such as the Tutsi Genocide of 1994 in order to transform them in to good citizens.
- Appreciate Rwandese values, universal values of peace, respecting human rights, rights of gender equality, democracy, justice, solidarity and good governance.
- Promote moral, intellectual, social values through which learners will improve, competence and skills that are essential for sustainable development of the country.
- Develop patriotic spirit, the sense of civic pride and spirit of knowing what happens all over the world.
- Encourage the development of a sense of moral responsibility and commitment to social justice and gender equity.
- Encourage learners to assume responsibility for their own behaviour and to respect the rights of others.
- Promote the spirit of self-reliance, dignity and cooperation among nations.

Pedagogical approach

It is a known fact that learners learn better when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons: learner-centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Therefore the learning process should be dominated by the learner guided by the teacher.

A great emphasis should be put on practical and comparative studies. Learners must be fully involved in the collection of historical information, reading and interpreting maps, photographs and statistics in History. The teacher must act as a guide and not as a source of all information.

The History and Citizenship syllabus put a great importance on the active participation of learners in the teaching and learning process.

Role of a teacher

The change to a competency-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming. Teachers therefore need to shift from the traditional method of instruction but rather play the role of a facilitator in order to value learners' individual

needs and expectations. The teacher must identify the needs of the learners, the nature of the learning to be done, and the means to shape learning experiences accordingly.

The teacher's roles are to organise the learners in and out of the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. This ensures that the learning is personalised, active and participative and co-operative.

The teacher will design and introduce the tasks to the class to perform or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own learning and knowledge.

Learners are taught how to use textbooks and other resource materials in different ways: to search for and make use of information in writing their own notes.

The teacher must select and develop appropriate materials like teaching models, and charts for the learners to use in their work. The teacher must devise remedial strategies in and outside the classroom to address the issue of low achievers and those with learning difficulties to ensure they keep pace with the rest in acquiring the required competencies. The teacher must accompany learners to historical sites, museums and other field studies. While in the field, the teacher must guide learners to collect historical information.

Role of a learner

The activities of the learner are indicated against each learning unit and they all reflect appropriate engagement of the learner in the learning process. The teaching and learning process will be tailored towards creating a learner friendly environment based on the capabilities, needs, experience and interests. The learning activities will be organised in a way that encourages learners to construct the knowledge either individually or in groups in an active way. Learners work on one competency at a time in form of concrete units with specific learning outcomes broken down into knowledge, skills and attitudes.

Learners are expected to carry out research, using the internet, reading a range of materials, using video, films and testimonies so as to get historical information. Thereafter, they should make presentations information to the teacher for correction. Above all, learners are required to be obedient, honest and hardworking in order to make learning process productive.

Special needs and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The

critical issue is that we have persons/learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

Conditions for success

The following conditions must be fulfilled so that this programme can be successfully realised:

- **Qualified teachers**
- Necessary and adequate didactic materials including pedagogical guides and learner manuals should be available. They should be given to a teacher of that course.

N.B: For some historical themes, for example “**genocide**” it is better not to treat such subject

during national mourning period for example, during April and July so that learners will not be traumatised.

Assessment approaches

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching and learning processes. In the new competence-based curriculum assessment must also be competence-based, whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organised at the following levels: School-based Assessment, District Examinations, National Assessment (LARS) and National Examinations.

Types of assessment

1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the

learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following:

- (a) *Observation*
- (b) *Pen and paper*
- (c) *Oral questioning*

2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. For deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the

year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute to a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio. Because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents. To check the learning progress and to advice accordingly or to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the

student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over a given period of time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of Advanced level. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% on summative assessment of each year.

Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.

- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but testing broad competencies as stated in the syllabus.

Structure and format of examination

There will be two (2) papers in History and Citizenship subject.

Time: 3 Hours

Paper 1

- History of Rwanda
- History of Africa: North Africa, East Africa, Central Africa, South Africa and West Africa)

Paper 2

- History of the World
- Citizenship

Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share whether the students are doing well and where they need to improve.

Assessment standards for competences

Student	Lit.	Num.	ICT	Comm.	Creat.	Crit.	Research and Problem solving	Coop.
a	R		A	R	A	R		G
b	G	G	R	G	A	A		G
c	A		R	G	G	R		A
d	G	A	A	G	G	R	R	R

Key

Lit. - Literacy

Creat. - Creativity

Num. - Numeracy

Comm. - Communication

Crit. - Critical thinking

Coop. - Cooperation

Assessment standards

Achievement level	Achievement description	% Score	Grade/ Division
1	Outstanding/ Excellent	80-100	I
2	Very good	70-79	II
3	Good	60-69	III
4	Satisfactory	50-59	IV
5	Adequate	40-49	V
6	Moderate/Fair	30-39	VI
7	Poor/Unsatisfactory	0-29	U

Resources

Relevant textbooks on:

- History of Rwanda
- History of Africa
- World ancient and modern civilisations
- Modern World History and World Wars
- Atlases
- Geographical and Historical maps

Other materials

- Access to use of internet
- Films and videos (audio-visual sources)
- Historical sites
- Archaeological sites
- Memorial sites
- Photographs
- Braille
- Museum
- Tale, tactile maps, stories and testimonies

Skills for the teacher of this subject

For effective and efficient teaching of this History and Citizenship syllabus, it should be noted that a teacher should:

- Have at least a diploma in History from a recognised teaching Institution of Higher learning.
- Properly use text books, teachers' guide, historical information that are in line with this curriculum.
- Have a good command of the English language and use it properly.
- Have some basic skills and knowledge about in special needs education like Rwandan sign language, braille reading and writing.
- Be able to modify the methodology to accommodate the diversity needs of learners in class.
- Be an objective assessor of learners performance and demonstrate strong leadership skills.
- Be well organised, and able to manage his/her tasks and time well.

Some strategies to address special education needs

- A variety of appropriate teaching and learning aids and activities should be employed to provide a range of active learning to learners.

- Teaching aids should include adaptive materials like tactile and talking materials.
- Activities could include individual research and group discussions according to the level of understanding of learners (gifted, talented and slow learners).
- The use of models and examples from local environment is recommended.
- There should be in-service teacher training in basic special needs education.

Syllabus units

Presentation of the structure of the syllabus units

History and Citizenship subject is taught and learned in Lower Secondary Education as a core subject, that is in S1, S2 and S3 respectively.

At every grade, the syllabus is structured on **Topic Areas** where applicable and then further broken into **Units**.

The units have the following elements:

1. Unit is aligned with the number of lessons.
2. Each unit has a key unit competency whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.

3. Each unit key competency is broken into three types of learning objectives as follows:
 - a. *Type I*: Learning objectives relating to knowledge and understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS)
 - b. *Type II and Type III*: These learning objectives relate to acquisition of skills, attitudes and values (*Type II and Type III* learning objectives are also known as Higher Order Thinking Skills or HOTS)

These learning objectives are actually considered to be the ones targeted by the present reviewed curriculum.

4. Each unit has a content which indicates the scope of coverage of what a teacher should teach and learner should line in line with stated learning objectives
5. Each unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach).
6. Finally, each unit is linked to other subjects, its assessment criteria and the materials (or Resources) that are expected to be used in teaching and learning process.

In all, the syllabus of History and Citizenship has got 8 topic areas (History of Rwanda, History of Africa, World History, Society and Individual). As for units, they are 16 in S1, 18 in S2 and 16 in S3.

Key competences at the end of Senior 2

At the end of **senior two**, a learner will be able to:

- Describe German and Belgian colonisation of Rwanda;
- Explain the causes and effects of 1994 genocide against the Tutsi in Rwanda.
- Describe the exploration and colonisation of Africa by the European;
- Explain the origin, rise, organisation of kingdoms both in East and Central Africa;
- Describe the causes and the consequences of industrial and American revolutions.
- Describe in details the concepts of social cohesion, personal values, family, disability and self-reliance in reference to the nation building.

Format of Unit Plan/Scheme of work

Academic year: 2020		Term: One		School:		Number of periods per week: 3	
Subject: History and Citizenship		Teacher's name:		Class + Combination:		Resources & References	
Dates	Unit title	Lesson title + Evaluation	Learning objectives (copied or adapted from the syllabus depending on the bunch of lesson) + Key unit competence	Teaching methods & Evaluation procedures	Resources & References	Observations	
From January 9 th (Monday) to January 13 th (Friday)	Unit 1: Collecting and analysing Historical Sources	Lesson 1: Complementarities of Historical Sources: Oral traditional source and Written sources Lesson 2: Complementarities of Historical Sources: Anthropology and Archaeology Lesson 3: Complementarities of Historical Sources: Linguistics and Electronic sources	Key unit competence: To be able to examine the complementarities of material, immaterial and electronic sources of History Knowledge and Understanding: - Review the advantages and disadvantages of different historical sources Skills: - Examine the complementarities of different sources of history in order to test the validity from each source Attitudes and Values: - Appreciate the complementarities of different sources of History	- Question and answer - Class discussion - Map analysis - Brainstorming - Guided discovery	- Learner's Books - Internet - Poems - Press media (videos, newspapers) - Stories - Songs - Fossils - Tactile materials - Jaws software - Talking globes and tactile maps - Braille materials	Lessons well covered. However, more remedial activities to be given to learners with learning difficulties on Lessons 4, 5 and 6.	

<p>From January 16th (Monday) to January 20th (Friday)</p>	<p>Lesson 4: Challenges faced when using material sources of History</p> <p>Lesson 5: Challenges faced when using immaterial sources of History</p> <p>Lesson 6: Challenges faced when using electronic sources of History</p>	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Describe the specificity use of material, immaterial and electronic sources <p>Skills:</p> <ul style="list-style-type: none"> - Analyse the differences between electronic, material and immaterial sources by showing the features of each source <p>Attitudes and Values:</p> <ul style="list-style-type: none"> - Acknowledge the challenges faced when using electronic sources 			
<p>From January 23rd (Monday) to January 27th (Friday)</p>	<p>Lesson 7: Usefulness of different sources of History: Oral traditional source and Written sources</p> <p>Lesson 8: Usefulness of different sources of History: Archaeology, Anthropology, Linguistics and Electronic Sources</p>	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Explain the validity of different sources of History <p>Skills:</p> <ul style="list-style-type: none"> - Assess the validity of different sources of History in order to determine the most appropriate source to use <p>Attitudes and Values:</p> <ul style="list-style-type: none"> - Appreciate how different methods are used 	<ul style="list-style-type: none"> - Question and answer - Class discussion - Map analysis - Brainstorming - Guided discovery 	<ul style="list-style-type: none"> - Learner's Books - Internet - Poems - Press media (videos, newspapers) - Stories - Songs - Fossils - Tactile materials - Jaws software - Talking globes and tactile maps 	

Summative Evaluation 1 Evaluation procedures (oral, written, practical, ...)						-	Braille materials
Summative Evaluation 2 Evaluation procedures (oral, written, practical, ...)							

History and Citizenship Lesson Plan

School Name:
 Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
2	18/05/2020	History and Citizenship	S2	5	2 of 8	40 minutes	35 learners
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title							
Long Distance Trade							
Key Unit Competence:							
By the end of this unit, the learner should be able to explain the rise, organisation and decline of the Long Distance Trade.							
Title of the lesson							
Organisation of Long Distance Trade							
Instructional Objective							
Provided with a map showing areas where Long Distance Trade took place, the learner should be able to explain correctly the major trade routes used during the Long Distance Trade.							
Plan for this Class							
In class							
Learning Materials (for ALL learners)							
Wall map Learner's Books Atlases							
References							
<i>Modern World History</i> by Norman L (1997) - 3 rd Edition – Palgrave Master Series; <i>History of Africa, 1915 – 1955</i> by Okoth A. (2006) Volume II – EAEP; <i>History of Modern Africa 1800 to the Present</i> By Reid R J (2009) - 1 st Edition – Wiley Blackwell; <i>Modern European History – 2nd Edition</i> (1997) By Stuart M – Palgrave Master Series							

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	Teacher activities: Guiding learners through discussions on the major trade routes used during the Long Distance Trade. Learner activities: Drawing and describing the trade routes used during Long Distance Trade	Learner activities Writing the correct responses in summary form in their notebooks as they discuss. Proposed answers to the guiding questions: a) Participants in the Long Distance Trade: Visitors from the coast and local communities such as the Yao, Akamba, Nyamwezi, Baganda, Bisa, Banyoro, Ganda and Kikuyu. b) Items of trade used during the Long Distance Trade: Local goods included ivory, gold,	
Introduction 5 minutes	Guide learners in a discussion using question and answer on the previous lesson on Organisation of Long Distance Trade. Some of the questions that can be used as a guide include: a) Mention the participants of the	Trade: Local goods included ivory, gold,	Cooperation: This is the ability to work together in groups to achieve the set goal. Ensure learners of different abilities are grouped in order to achieve this goal.

<p>Development of the lesson 25 minutes</p>	<p>Long Distance Trade</p> <p>b) Summarise the items of trade used during the Long Distance Trade in a table.</p> <p>c) Discuss the means of transport and communication used during the Long Distance Trade.</p> <p>d) Write brief notes on the means of exchange used during the Long Distance Trade.</p>	<p>slaves, ostrich feathers, leopard and zebra skins, copper and rubber.</p> <p>Arabic/foreign goods were guns, gunpowder, clothes, iron products, knives, beads, plates, sugar, saucupans and mirrors.</p> <p>c) Means of transport were walking on foot and use of draught animals. Communication improved with the development of the Kiswahili language.</p> <p>d) Means of exchange used during the Long Distance Trade was mainly barter trade. Cowrie shells were later used as a medium of exchange.</p>	
	<p>Organising learners into groups to discuss the major trade routes used during the Long Distance Trade. Different groups should be given different learning materials to summarise their findings from. For example, the first group can be given a wall map of the world, the second group an atlas and the third group the Learner's Book</p> <p>Ensure that each group has learners of different abilities.</p>	<p>Discussing in groups using the different learning materials provided the various trade routes used during the Long Distance Trade.</p> <p>Each group should have points or questions to guide their discussions.</p> <p>As they discuss, ensure one of them writes the findings in summary form</p> <p>Presenting their findings written in summary form to the whole class.</p> <p>Guide their presentation while correcting their language and pronunciation to promote good communication skills</p>	<p>Research skills: This is looking for information from various sources to explain the concepts being learnt about. Guide the acquisition of this competence as they look for the information from their Learner's Book and other reference books.</p> <p>Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way. Foster this competence by guiding their work without necessarily informing them of what they need to achieve. Let them discover the concepts themselves as they discuss.</p>

<p>Conclusion: (Summary of the lesson or Assessment)</p>	<p>Display a map showing the routes that were followed during Long Distance Trade. On the map, ensure you show the type of goods traded in during the Long Distance Trade at the learning corner of the class for later reference and revision.</p>	<p>Select some learners to summarise the routes, participants and items of trade involved in the Long Distance Trade. Let them write in point form on the board as others copy in their note books.</p> <p>Assign learners the activity in the Learner's Book as homework.</p>	<p>Communication skills: These are developed when learners summarise the information on the routes, participants and items of trade involved in the Long Distance Trade. Observe this competence as they present their work to the entire class. Correct their vocabulary, pronunciation as well as body language as presentations go on.</p>
<p>Teacher self-evaluation</p>	<p>Lesson well covered. To proceed to the next topic in the next lesson. Learners with special needs require further exercises to fully understand how Long Distance Trade was carried out.</p>		

Part Two

Methodologies, Techniques and Strategies of teaching
S2 History and Citizenship

Unit 1

COLLECTING AND ANALYSING HISTORICAL SOURCES

Key unit competence

By the end of this unit, the learners should be able to examine the complementarities of material, immaterial and electronic sources of History.

Introduction

The unit on collecting and analysing historical sources enables the learner to understand the relationship that exists between different historical sources that they need each other to provide reliable historical information for they cannot work in isolation.

The main subtopics to be covered in this topic are:

- Complementarities of historical sources
- Challenges faced when using, material, immaterial and electronic sources
- Usefulness of different sources of history

Learning Objectives

As you teach this unit, aim at imparting the following knowledge, skills, attitudes and values among the learners:

Knowledge and understanding	Skills	Attitudes and values
<p>Review the advantages and disadvantages of different historical sources.</p> <p>Describe the specific use of material, immaterial and electronic sources.</p> <p>Assess the validity of different sources of historical evidence.</p>	<p>Examine the complementarities of different sources of history in order to test the validity from each source.</p> <p>Analyse the differences between electronic, material and immaterial sources by showing the features of each source.</p> <p>Assess the validity of different sources of history in order to determine the most appropriate source to use.</p>	<p>Appreciate the complementarities of different sources of history.</p> <p>Acknowledge the challenges faced when using electronic sources.</p> <p>Appreciate how different methods are used.</p>

Please emphasise key skills and attitudes to be attained at end of the lesson.

Teaching/learning materials

During the teaching of this unit, books, Internet, poems, press media (videos and newspapers), stories, songs, fossils, tactile materials, jaws software, talking globes and tactile maps and braille materials should be used. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

To teach this unit, you will be required to use the learner centred methods. Interactive learning can be achieved through debating, brain storming, group discussions, inquiry, teacher guided discovery, class discussions, resource persons' presentations and questions and answers.

Generic competences

Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning

Creativity and innovation: This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

Problem solving: In some cases, the learner will be required to be

resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

Communication skills: This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

Lifelong skills: This is described as coping with evolution of knowledge and technological advances for personal fulfillment. It is also exploiting all opportunities available to improve on knowledge and skills.

Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.

Cooperation: This is adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

While teaching this unit, ensure you draw a link to extended units in Languages, evolution of mankind in Biology and map and field work in Geography.

Assessment criteria

(a) Formative and continuous

Assessment (assessment for learning)

Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking. Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.

You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.

Allocate marks using the colours in the formative assessment criteria

table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

Summative assessment (assessment of learning)

Learners should demonstrate the ability to analyse the definition of History and examine the effectiveness of collecting historical information.

Cross cutting issues

As you teach this unit, a number of crossing cutting issues should be emphasised. For this unit, the following can be tackled:

Gender, comprehensive sexuality and inclusive education

Men and women were created in the image of God and so deserve equal treatment in society. Most societies in traditional Africa marginalised women as an owned property coupled to inhuman treatment amore reason to explain why we are still poor for some talents have long been unutilised. Therefore we should promote gender equality at work places, in churches, schools for women also have equal talents just like men can do. With this, the world shall have a better future and a balanced economic development.

Financial education

Emphasise saving skills among the learners where by learners need to have knowledge about managing limited resources at their disposal

where they need to develop a sound financial discipline and avoid wastages that makes people poor.

Safety

During some lessons of this unit, learners may be required to go on a field trip. Ensure their safety during such trips.

Introduction to the unit

History is a science which studies man's past since his appearance on earth. It is also the study of man's past in order to understand the present and to improve the future.

1.1: COMPLEMENTARITIES OF HISTORICAL SOURCES

Preparation for teaching

You need to read and understand widely different historical sources, understand how each is used and the possibility of complementarities that exists among any of the historical sources. All this should be done using critical thinking and analysis through the different historical sources.

Teaching materials

The following teaching materials are instrumental for the success of these lessons:

S2 History Learner's Book, Internet, poems, press media (videos, newspapers), stories, songs, fossils, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with

hearing impairment.

Teaching/learning activities

The learning process should be interactive learning throughout. Learners should be given priority to actively participate by airing their views. The role of the teacher is to moderate the discussion.

Let the learners do activities given in the Learner's Book and discuss among themselves to grasp the intended ideas.

1.2: CHALLENGES FACED WHEN USING MATERIAL, IMMATERIAL AND ELECTRONIC SOURCES.

Learning objectives

- Describe the specificity use of material, immaterial and electronic sources.
- Analyse the differences between electronic, material and immaterial sources by showing the features of each source.
- Acknowledge the challenges faced when using electronic sources.

Preparation for teaching

You need to adequately prepare by reading widely about analysing and collecting historical sources. You need to know some of the historical sites in your district in order to make prior arrangement in case a visit to such places may be necessary. Pictures may be very useful during the delivery of the sub-topic.

Teaching/learning materials

The following materials will help you

during the lessons:

Senior 2 History Learner's Book, Internet, poems, printed media (videos, newspapers), stories, songs, fossils, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Put learners in groups of five to do **Activity 1.3**.
- Let the learners to individually do **Activity 1.4**.

Remember to let them write points as they discuss in groups. They should appoint one person to help them note down agreed on points on board, as one of them leads the presentation.

Further Activity

Let learners do **Activity 1.4**
Diagnostic assessment

Explain the complementary that exist between written records and oral traditional source of history.

Answers to diagnostic assessment

Oral traditional source is a source of historical information we get from eye witness and from word

of mouth. Narratives from eye witnesses and testimonies are usually written down in diaries or books. The books later form written sources of historical information.

1.3:USEFULNESS OF DIFFERENT SOURCES OF HISTORY

Learning objectives

- Explain the validity of different sources of History.
- Assess the validity of different sources of history in order to determine the most appropriate source to use.
- Appreciate how different methods are used.

Preparation for teaching

You need to adequately prepare by reading widely about usefulness of different sources of history.

Teaching/learning materials

The following materials will help you during the lesson:

Senior 2 History Learner's Book, Internet, poems, printed media (videos, newspapers), stories, songs, fossils, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.

The following suggested activities can make the teaching/learning interactive:

- Ask the learners about how History helps them in their daily life.
- Let them dramatise the conversation between Umuhoza, Umwali, Isaac, Kalisa and Iradukunda in **Activity 1.5**.

Further activity

In groups of six, let the learners do **Activity 1.6**

Further activities for slow and fast learners

As slow learners will be doing class activities in the Learner's Book, let the fast learners discuss in groups the complementarity of oral traditions and written sources.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to role play the conversation in **Activity 1.5**

In groups, ask learners to work on **Activity 1.4** and present their findings. In both activities, ensure that learners with special needs are catered for.

Further activities for slow and fast learners

As slow learners will be doing class activities in the Learner's Book,

Ask the fast learners to discuss in groups the complementarity of oral traditions and written sources.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to role play the conversation in **Activity 1.5**.

In groups, ask learners to work on **Activity 1.4** and present their findings.

Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on end of unit Revision Questions.

Extension/Remedial Activities

Ask learners to work on end of unit Revision Questions.

Revision questions

1. Write down the meaning of the word 'complementary'.
2. Explain how the following historical sources complement each other:
 - a) Oral tradition and linguistics
 - b) Anthropology and written sources
3. State five challenges that are associated with the use material sources of historical information.
4. Written records are very useful in History. Give reasons.
5. Explain some disadvantages of electronic source of historical information.

Answers to Revision Questions

1. Complementary means com-

binning in such a way as to enhance or emphasise the qualities of each other or another.

2. (a) *Oral tradition and linguistics:* Oral traditional source is complementary with linguistic sources in way from oral traditions, linguists can obtain historical information hence making the two complementary.
 - (b) *Anthropology and written sources:* The relationship between the two is that after studying and analysing values, norms and attitudes of people such findings and conclusions are written down. The written records are intended to help the current and future generation and researchers get information. It is therefore clear that both written sources of History and anthropology complement one another.
3. Challenges faced in using material sources:
 - Written records cannot be used by illiterate people. It is only limited to those who can read and write.
 - Some material sources such as archaeology and linguistics require skills. This explains why archaeologists and linguists are very rare in developing countries.
 - Material sources such as archaeology and writing down information are expensive. They require huge sums of money.
 - Material sources are also time

consuming and take lengthy processes to come up with required information.

- Material sources such as written records can be easily destroyed by fire or water.
4. (a) They are more accurate and reliable than oral traditional sources.
 - (b) Written records can be used by many people who can read and write.
 - (c) They can be translated into different languages for different kinds of people.
 - (d) They are fairly cheaper than archaeology.
 - (e) Written records can be stored for a long period time.

5. Disadvantages of using electronic sources:

- They require electric power supply such as solar or electric power. Without power supply, they cannot be used.
- In remote areas where there is no network coverage, television, mobile phones and Internet cannot be used.
- They are expensive. Radios, mobile phones, television and cinemas require a lot of money to acquire.
- Electronic sources such as radios cannot be used by people with hearing impairment. Television cannot be used by those with visual and hearing impairment.
- The use of internet requires one know how to use the computer.

Unit 2

GERMAN AND BELGIAN COLONISATION

Key unit competence

At the end of this unit, learners should be able to explain the causes and impact of German and Belgian colonisation.

Brief introduction

This unit introduces the learner to German and Belgium colonisation in Rwanda and the effects of their rule.

The main topics to be covered are:

- Causes of German and Belgian colonisation
- Impact of German colonisation
- Reforms introduced by Belgians
- Effects of Belgian colonisation

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, attitudes and values:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the causes of German and Belgian colonisations• Identify the effects of German colonisation• Identify the political, economic, judicial, socio-cultural transformations introduced by Belgians.• transformations introduced by Belgians	<ul style="list-style-type: none">• Analyse the causes of German and Belgian colonisation and lessons that we can learn from it.• Examine the impact of German colonisation on political, economic and social domains	<ul style="list-style-type: none">• Appreciate the causes of German and Belgian colonisation.• Acknowledge the impact of German colonisation on Rwandan society

<ul style="list-style-type: none"> • Describe the effects of Belgian colonisation during Belgian military occupation, mandate and trusteeship 	<ul style="list-style-type: none"> • Assess the political, economic, judicial, socio-cultural transformations introduced by Belgians so as to determine their performances • Explore the effects of Belgian colonisation during military occupation, mandate and trusteeship 	<ul style="list-style-type: none"> • Recognise different transformations introduced by Belgians. • Show concern for the effects of Belgian colonisation during military occupation, mandate and trusteeship
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Emphasise key skills, values and attitudes to be attained at the end of each lesson.

Teaching/learning materials

You will need a variety of teaching/learning materials to deliver your lessons:

Some of these materials are documents, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons’ presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

(a) Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.

(b) Creativity and innovation: This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

c) Problem solving: In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

(d) Communication skills: This involves comprehending language

through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

(e) Lifelong skills: This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

(g) Cooperation: Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.

Links to other subjects

As you teach this unit, ensure you draw a link to extended units in languages, colonisation (General Studies and Effective Communication), map reading and photographic interpretation (Geography).

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

1. Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a

learner's interpersonal skills, communication skills and their rate of critical thinking.

2. You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
3. Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
4. Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
5. Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain the effectiveness of collecting historical information.

Cross-cutting issues

As you teach this unit, remember to

highlight and emphasise a number of cross-cutting issues that are applicable to this unit. This include *Peace and Values Education* and *Inclusive education*.

2.1: CAUSES OF GERMAN AND BELGIAN COLONISATION

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Explain the causes of German and Belgian colonisation
- Analyse the causes of German and Belgian colonisation and lessons that we can learn from it.
- Appreciate the causes of German and Belgian colonisation.

Preparation for teaching

In your preparation for this lesson, you need to read widely about causes of German and Belgian rule in Rwanda.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *S2 History Learner's Book*, *Internet*, *poems*, *media (radio, newspapers and videos)*, *stories*, *tactile materials*, *jaws software*, *talking globes and tactile maps and braille materials*. *Sign language should be used when teaching learners with hearing impairment*.

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will

make the learning interactive:

- Group learners into pairs and let them to **Activity 2.1**
- **Activity 2.2** should be done individually.

Learners to present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

2.2: IMPACT OF GERMAN COLONISATION

Learning objectives

By the end of the sub-topic, the learner should be able to:

1. Identify the effects of German colonisation.
2. Examine the impact of German colonisation on political, economic and social domains.
3. Acknowledge the impact of German colonisation on Rwandan society.

Preparation for teaching

You need to adequately prepare by reading widely about the impacts of German colonisation . You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need: *Senior 2 History Learner's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Use **Activity 2.3** to make the teaching/learning interactive.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

2.3: REFORMS INTRODUCED BY BELGIANS

Learning Objectives

- Identify the political, economic, judicial, social and cultural transformations introduced by Belgians
- Assess the political, economic, judicial, socio-cultural transformations introduced by Belgians so as to determine their performances
- Recognise different transformations introduced by Belgians

Preparation for teaching

You need to adequately prepare by reading widely about reforms introduced by the Belgians and general colonial rule in Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. **Activity 2.5** and **Activity 2.6** you can make the teaching/learning interactive.

2.4: EFFECTS OF BELGIAN COLONISATION

Learning objectives

By the end of the sub-topic, the learner should be able to:

- Describe the effects of Belgian colonisation during Belgian military occupation, mandate and trusteeship.
- Explore the effects of Belgian colonisation during military occupation, mandate and trusteeship.
- Show concern for the effects of Belgian colonisation during military occupation, mandate and trusteeship Belgian.

Preparation for teaching

You need to adequately prepare by reading widely about the effects of Belgian rule in Rwanda and Belgian rule in Rwanda generally.

Teaching/learning materials

During the delivery of this unit, you will need the following materials: *Senior 2 History Learner's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: Let each learner individually attempt **Activity 2.19**

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss the impact of German colonisation in Rwanda and present their findings before the next lesson.

Further activities for slow and fast learners

As average learners will be carrying

out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss the impact of German colonisation in Rwanda and present their findings before the next lesson.

b) **Slow learners**

Ask them to draw the map of Eastern Africa and name the countries colonised by Germany in Eastern Africa.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activity 2.4** on page 21 in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on end of unit questions

Revision questions

1. Discuss the causes of German and Belgian colonisation of Rwanda.
2. Examine the impact of German colonisation of Rwanda.
3. Give the reforms introduced by the Belgian colonisation of Rwanda from 1916 - 1962.
4. Explain the effects of Belgian colonisation of Rwanda

Answers to Revision Questions

1. *Answers to this question are found in the Learner's Book, are the points to*

be explained:

- Industrial revolution in Europe
 - Investment of surplus capital
 - Rwanda as source of raw materials
 - Need for market
 - Need to spread Christianity
 - Stopping slave trade and slavery in Rwanda
 - Employment of European people in Africa
 - To civilise Rwanda
 - European countries looking for new places in Africa to settle their surplus population
 - Pride
 - The Berlin Conference of 1884 - 1885
 - German defeat in the World War I (1914 -18).
2. *Answers to this question are found in the Learner's Book, . The following are the points to be explained:*
- Demarcation of Rwandan border
 - Support to King Musinga (*Mwami*)
 - Opening of the country to outside world
 - Exportation of goods
 - Introduction of money

- Experimentation with some few agricultural crops
- Construction of passable roads
- Racial discrimination
- Introduction of head tax
- Coming of European missionaries

3. *Answers to this question are found in the Learner's Book,. The following are the points to be explained:*

Military occupation reforms

- Banning of rights over life and death.
- Reduction of the king's power
- Undermining the *Mwami's* legal power (1922).
- Abolition of *Ubwiru* and *Umuganura* institutions.
- Declaration of religious freedom (July 1917).
- Abolition of *Imponoke* and *Indabukirano*.

Socio-cultural reforms were in Education and Health centres while **economic reforms** were in the (forced) labour policy and agriculture.

4. *Answers to this question are found in the Learner's Book,*

Unit 3

CAUSES AND COURSE OF THE 1994 GENOCIDE AGAINST THE TUTSI

Key unit competence

At the end of this unit, learners should be able to describe the causes and the course of the 1994 Genocide against the Tutsi: Planning, execution and how Genocide was stopped.

Introduction

This unit takes the learner through understanding the origin and organisation of genocide. It enables the learner to understand what led to the 1994 Genocide against the Tutsi and the planning and preparations of genocide, targeted people and means of execution.

The main sub-topics to be covered in this unit are:

- Causes of the 1994 Genocide against the Tutsi
- Planning and execution of the 1994 Genocide against the Tutsi
- Role played by RPF/RPA to stop the 1994 Genocide against the Tutsi.

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, attitudes and values:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Explain the causes of the 1994 Genocide against the Tutsi. • Describe how genocide was planned, executed and stopped 	<ul style="list-style-type: none"> • Analyse the causes of the 1994 Genocide against the Tutsi. • Assess the course of the 1994 Genocide against the Tutsi. • Evaluate how the 1994 Genocide against the Tutsi was stopped. 	<ul style="list-style-type: none"> • Appreciate the causes of the 1994 Genocide against the Tutsi and advocate for solutions • Recognise how the 1994 Genocide against the Tutsi was carried out • Appreciate the role played by RPF/RPA to stop the 1994 Genocide against the Tutsi.

Emphasise key skills, values and attitudes to be attained at the end of every lesson.

Teaching/learning materials

You will need a variety of teaching/learning materials to deliver your lessons, including: *Senior 2 History textbook, Internet, poems, press media, songs, testimonies from survivors and rescuers, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation

Links to other subjects

As you teach this lesson, draw a link to conflict transformation (General Studies and Social Studies)

Assessment criteria

Ability to contrast the causes and the course of genocide against the Tutsi (Planning, execution and the end of genocide.

Cross-cutting issues

As you teach this unit, remember to highlight and emphasise a number of cross-cutting issues.

Genocide studies: Basically, the whole unit deals with genocide studies.

Peace and educational values:

Here, explain to the learners how insecurity during the 100 days of genocide hindered Rwandas' development. Emphasise on the need to avoid anything that may hinder peace.

Safety

By the end of the unit, you may be required to organise a visit for learners to a genocide memorial site. Ensure their safety during the visit.

Introduction to the unit

Genocide is the mass killing of innocent people based on their tribe, race, religion, political ideas, among other reasons, with an intention of completely wiping them out. The 1994 Genocide against the Tutsi was the mass killing of innocent Tutsi based racism.

The Genocide against the Tutsi began on 7th April 1994, only a few hours after the death of President Habyarimana.

3.1: CAUSES OF GENOCIDE AGAINST THE TUTSI

Refer to Learner's Book.

The following were some of the causes of the 1994 Genocide against the Tutsi:

- a) Division ideology
- b) Bad leadership during the 1st and 2nd republics.
- c) The culture of impunity
- d) The role of local media
- e) Greed for power by members of *Akazu*

Each of the above causes has been discussed in detail in the Learner's

Book, from. Therefore, ensure you prepare well for this unit by reading the cited section in the Learner's Book, alongside other reference materials.

Teaching/learning materials

In order to tackle this sub-topic well, you will need the following: *Senior 2 History Learner's Book, Internet, poems, press media, songs, testimonies from survivors and rescuers, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views

The following suggested activities can make the teaching/learning interactive;

Let them do **Activity 3.1** and **Activity 3.2** in groups of five. Let each group have a leader who will present their findings in class.

Let them do **Activity 3.3** o individual then present their work for marking.

3.2: PLANNING, EXECUTION AND COURSE OF GENOCIDE AGAINST THE TUTSI

Learning objectives

By the end of this section, the learner should be able to:

1. Describe how genocide was planned, executed and stopped.

2. Assess the course of genocide against the Tutsi.
3. Recognise how genocide against the Tutsi was carried out.

Preparation for teaching

In your preparation, you should read widely about the causes and course of genocide.

Teaching/learning materials

In order to tackle this sub-topic well, you will need the following: *Senior 2 History Learner's Book, Internet, poems, press media, songs, testimonies from survivors and rescuers, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions. Guide their discussion, while ensuring that the rules of grammar are followed both in the written reports being presented as well as in their speech.

The following suggested activity can make the teaching/learning interactive: Let them summarise in one paragraph content in the Learner's Book on: *'How Genocide against the Tusti was planned.'*

Remember to let them write points as they discuss in groups and appoint a group discussant and a secretary no note down agreed upon points.

3.3: ROLE PLAYED BY RPF/ RPA TO STOP THE 1994 GENOCIDE AGAINST THE TUTSI

Learning Objectives

By the end of this section, the learner should be able to:

1. Evaluate how the 1994 Genocide against the Tutsi was stopped.
2. Appreciate the role played by RPF/RPA to stop the 1994 Genocide against the Tutsi.

Preparation for teaching

You should read widely about the role played by Rwanda Patriotic Front/Rwanda Patriotic Army (RPF/RPA) to stop the 1994 Genocide against the Tutsi.

Teaching/learning materials

In order to tackle this sub-topic well, you will need the following teaching and learning materials:

Senior 2 History Learner's Book, internet, poems, press media, songs, testimonies from survivors and rescuers, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive.

Further activities for slow and fast learners

Ask the fast learners to discuss the role played by the RPF to stop the Genocide against the Tutsi as the average and slow learners list the causes of the 1994 Genocide against the Tutsi.

Interactive and multi-ability learning

In groups, ask learners to work on **Activity 3.2** and present their findings in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on end of unit Revision Questions. Ensure the fast learners will be discussing the role played by the RPF to stop the Genocide against the Tutsi.

Diagnostic assessment

Write the following acronyms in full:

- a) RPF
- b) RPA
- c) MRND

Answers to diagnostic assessment

- a) Rwanda Patriotic Front
- b) Rwanda Patriotic Army
- c) National Revolutionary Movement for Development

Revision questions

1. Discuss the causes of the 1994 Genocide against the Tutsi.

2. Explain the course of the 1994 Genocide against the Tutsi.
3. Discuss the role played by RPF/RPA to stop the 1994 genocide against the Tutsi in Rwanda.
4. Write down what the following initials stand for in relation to Rwanda:
 - a) ICTR
 - b) RPF
 - c) UNAMIR

Answers to Revision Questions

Answers to this Revision Exercise are explained in the Learner's Book as cited below:

Question 1

1. The following were some of the causes of the 1994 Genocide against the Tutsi:
 - The divisionism ideology
 - The culture of impunity
 - Extremist political parties
 - Role played by the French government in the preparation of the 1994 Genocide against the Tutsi
 - Role played by the international community
 - The media

For more details, refer to information in the Learner's Book.

Question 2

Refer to information in the Learner's Book.

Question 3

Role played by RPF/RPA to stop the 1994 genocide against the Tutsi in Rwanda:

- a) Rescuing civilians
- b) Advocating for unit among all Rwandans
- c) Recruiting RPF Supporters
- d) Rescuing civilians

For a detailed explanation, refer to information in the Learner's Book on page 61.

Question 4

a) ICTR

International Criminal Tribunal for Rwanda

b) RPF

Rwanda Patriotic Front

c) UNAMIR

United Nations Assistance Mission for Rwanda

Unit 4

KINGDOMS OF EAST AND CENTRAL AFRICA

Key unit competence

By the end of this unit, the learner should be able to describe the origin, rise, organisation and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.

Introduction

The unit on kingdoms of East and central Africa takes the learner through history of East and central Africa, factors for their rise, political, economic and social organisation, and factors for their downfall.

The main sub-topics to be covered in this unit are:

- Factors for the rise of Buganda and Kongo kingdoms.
- Political, Social and Economic organisation of Buganda and Kongo kingdoms.
- Factors for the decline of Buganda and Kongo Kingdoms.

Learning Objectives

Emphasise key skills, values and attitudes to be attained at the end of each lesson. As you teach this unit, you should ensure that learners acquire the following knowledge, skills and values:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Explain the factors for the rise of Buganda and Kongo kingdoms • Describe political, social and economic organisation of Buganda and Kongo Kingdoms 	<ul style="list-style-type: none"> • Examine the factors for the expansion of Buganda and Kongo kingdoms and show how these factors helped them to rise into large kingdoms. • Assess the political, social and economic organisation of Buganda and Kongo and interpret the similarities and differences between the two. 	<ul style="list-style-type: none"> • Accept the factors for the rise of Buganda and Kongo kingdoms. • Show respect for the political, social and economic organisation of Buganda and Kongo kingdoms

<ul style="list-style-type: none"> Identify the causes for the decline of Buganda and Kongo kingdoms 	<ul style="list-style-type: none"> Analyse the factors for the downfall of Buganda and Kongo kingdoms 	<ul style="list-style-type: none"> Acknowledge the factors for collapse of Buganda and Kongo kingdoms and show how they can be defended from taking place other countries
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Teaching/learning materials

During the delivery of this unit, you will need: *Senior 2 History Learner's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences;

a) Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.

(b) Creativity and innovation:

This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

(c) Problem solving: In some cases,

the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

(d) Communication skills: This

involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

(e) Lifelong skills: This is described as coping with evolution of knowledge and technology advances for personal fulfillment. It is also exploiting all opportunities available to improve on knowledge and skills.

(f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.

(g) **Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

As you teach this unit, ensure that you draw a link to physical divisions and migration in Geography, wars and conflict in General Studies and Communication Skills and trade in Economics and Entrepreneurship.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it.

Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explore the different theories of origin, organisation, expansion and decline of Rwandan Kingdom.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- **Financial education:** Highlight this when tackling economic organisation in Buganda and Kongo kingdoms.

- **Standardisation culture:** Remind the learners that barter trade was practised during the pre-colonial Buganda and Kongo kingdoms. There was no standard medium of exchange.
- **Gender:** Both men and women were involved in several cultural practices.
- **Peace and values education:** Explain to the learners that peace that prevailed enabled Buganda and Kongo Kingdoms to function well. Even today, Buganda kingdom achieves its goals easily because of peace in our society.

4.1: FACTORS FOR THE RISE OF BUGANDA AND KONGO KINGDOMS

a) BUGANDA KINGDOM

Learning Objectives

By the end this sub-topic, the learner should be able to:

- Explain the factors for the rise of Buganda Kingdom.
- Examine the factors for the expansion of Buganda Kingdom and show how these factors helped it to rise into a large kingdom.
- Accept the factors for the rise of Buganda Kingdom.

Preparation for teaching

You need to adequately prepare by reading widely about the origin, organisation and expansion of Buganda Kingdom. You may invite an elderly person who understands the history of the Buganda Kingdom

to share it with the learners. Pictures and maps of Buganda Kingdom may be used during the lessons.

Prepare well by ensuring that **Activity 4.1** is well taken care of before the start of the lesson.

Teaching/learning materials

The following materials will help you during the lesson: *Senior 2 History Learner's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. To make the teaching/learning interactive, let the learners to individually do **Activity 4.2**.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as one to record down points agreed on by the group.

Origin and factors for the expansion of Kongo Kingdom

Learning objectives

By the end this sub-topic, the learner should be able to:

- Explain the factors for the origin and rise of Kongo kingdom
- Examine the factors for the expansion of Kongo Kingdom and show how these factors helped it to rise into a large

kingdom.

- Accept the factors for the rise of Kongo kingdom.

Preparation for teaching

You need to adequately prepare by reading widely about the origin, organisation and expansion of Kingdom Kingdom. You may invite an elderly person who understands the history of the Kingdom Kingdom to share it with the learners. Pictures and maps of the Kingdom Kingdom may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lesson: *Senior 2 History Learner's Book, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners chance to participate by asking questions and presenting findings as discussed in their groups.

Let the learners attempt **Activity 4.5** in groups. Each group should present their answers to the class for further discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as one to record down points agreed on by the group.

Information for the teacher

Discuss the following factors that

contributed to the expansion of Kongo Kingdom:

a) *Presence of River Zaire*

This River provided a conducive atmosphere for fishing. It was a fishing ground which favoured the economic development of Kongo. Fish was used as food as well as commodity for trade with the local people and beyond.

b) *Trade*

Kongo Kingdom practised trade with its locals and the neighbouring states. The items traded included iron implements, slaves, agricultural products and hand craft industry products. The revenue acquired was used to strengthen the kingdom.

c) *Contributions from vassal states*

There was also income from tributary states which was paid in form of fish, ivory, meat and minerals. This favoured the growth and rise of Kongo Kingdom.

Further activity

The King of the Buganda Kingdom was assisted by chiefs. State their titles.

Answers to further activity

- The prime minister (*Katikiro*)
- The chief justice (*Omulamuzi*)
- The chief treasure (*Omuwanika*)

Follow-up activity

Ask learners to find out from elders about the beliefs that people hold about the traditional Buganda Kingdom.

b) KONGO KINGDOM

Organisation of Kongo Kingdom

Learning objectives

By the end this sub-topic, the learner should be able to:

- Describe political, social and economic organisation of Kongo Kingdom.
- Assess the political, social and economic organisation of Kongo and interpret the similarities and differences between other kingdoms.
- Show respect for the political, social and economic organisation of Kongo Kingdom.

4.2: FACTORS FOR THE DECLINE OF BUGANDA AND KONGO KINGDOMS

a) BUGANDA KINGDOM

Factors for the decline of Buganda Kingdom

Learning objectives

By the end this sub-topic, the learner should be able to:

- Identify the causes for the decline of Buganda kingdom.
- Analyse the factors for the downfall of Buganda kingdom
- Acknowledge the factors for collapse of Buganda kingdom and show how they can be defended from taking place other countries.

Preparation for teaching

You need to adequately prepare by reading widely about the expansion and downfall of Buganda Kingdom. You may invite an elderly person who understands the history of the Buganda Kingdom to share it with the learners. Pictures and maps of the Buganda Kingdom may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lesson: *Senior 2 History Learner's Book, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Let the learners discuss **Activity 4.12** in pairs and present their findings to the class.

Follow-up activity

1. List different ministers that assisted the Kabaka in administration
2. Mention at least 4 clans that were found in Buganda Kingdom.

Answers to follow-up activity

- 1 • The prime minister (*Katikiro*)
 - The chief justice (*Omulamuzi*)
 - The chief treasure (*Omuwanika*)
2. i) Mbogo
ii) Mamba
iii) Ngeye
iv) Ngonge

b) KONGO KINGDOM

Factors for the decline of Kongo Kingdom

Learning objectives

By the end this sub-topic, the learner should be able to:

- Identify the causes for the decline of Kongo Kingdom.
- Analyse the factors for the downfall of Kongo Kingdom.
- Acknowledge the factors that led to the decline of Kongo Kingdom.

Information for the teacher

Start the discussion of the factors for the decline of Kongo Kingdom with **Activity 4.13**. Ask learners to pay attention to the discussions that will be holding about each of the factors. They should understand the discussions for them to correctly attempt the activity.

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) Fast Learners

Ask them to work on **Activity 4.4** in groups and present the findings.

b) Slow learners

Ask them to write down the factors that lead to the rise of Buganda Kingdom.

Interactive and multi-ability learning

Invite a resource person as instructed in **Activity 4.2**. Ensure you prepare them well all questions that will help them get more information about the Buganda Kingdom. Make notes.

In groups, ask learners to work on **Activity 4.3** and present their findings in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 4.9** and **4.13**

Revision questions

1. Explain the origin of Buganda Kingdom.
2. Discuss the factors that led to the rise and growth of Buganda

Kingdom.

3. Describe the organisation of Buganda Kingdom in the 19th Century.
4. Examine the factors that led to the rise Kongo Kingdom.
5. Identify the reasons that led to the decline of Kongo Kingdom.

Answers to Revision Questions

1. Explain the origin of Buganda Kingdom.

Traditions from Buganda suggest that the founder of Buganda was Kintu. Kintu was an immigrant from Mount Elgon region. He is believed to have organised the Buganda clans in one centralised organisation with himself on top of administrative hierarchy. This theory is popular among the Baganda and is believed by about fourteen clans.

The other theory that explains the origin of Buganda is the Kimera theory. Traditions in Bunyoro assert that Buganda Kingdom was formed by a sub dynasty of Babito. They argue that the Chwezi Empire disintegrated; different provinces founded their own kingdoms. Traditions say that the founder of Buganda kingdom was Kato Kirema, a twin brother of Isingoma Rukidi Mpuga. Isingoma Rukidi was the founder of Bito Dynasty in Bunyoro Kingdom.

What is important is that by the middle of the 16th Century, a kingdom was emerging in the area north of Lake Victoria. The kingdom later expanded to all directions.

2. Discuss the factors that led to the rise and growth of Buganda Kingdom.

a) Centralised administration

Buganda was a highly centralised state under a king known as *Kabaka*. He was assisted by three important officials; the prime minister, the treasurer and chief justice. The king was a source of power from the head administrative unit to the bottom level.

b) Able leaders

The Kingdom of Buganda rose to great height due to influential and strong leaders such as Kabaka Mutesa I and Kabaka Mwanga.

c) Trade

Buganda Kingdom participated in trade with its neighbours such as Ankole, Bunyoro, Karagwe and Rwanda. It traded in bark cloth and iron. The kingdom also participated in long distance trade of East and Central Africa. This boosted its economic progress.

d) Fertile soils

Buganda Kingdom lied on the shores of Lake Victorian and Lake Kyoga. It had fertile soils that favoured crops growth, this attracted more population in the area hence steady rise.

e) Traditional religion

Buganda was a religious society. The Kabaka was a spiritual head and an overall mediator

between his people and god, Lubaale. Traditional religion acted as a unifying factor of the kingdom, hence rise and growth.

f) *Language*

Buganda was a homogenous society with the Bantu whose language was Luganda. This made communication easy and swift throughout the kingdom. They also believed in themselves as a united society.

g) *Agriculture*

Buganda had fertile soils and reliable rainfall. These two factors enabled the Baganda to cultivate a variety of crops. *Matoke* was their basic food. They also kept cattle, sheep and goats on small scale.

h) *Controllable size at start*

The kingdom of Buganda had a small and controllable size at the beginning and around 16th Century. This favoured easy administration and communication, hence its rise to great height.

i) *Good and favourable climate*

Buganda Kingdom had good and favourable climate with moderate sunshine and rainfall. This supported agriculture and relevant economic activities in the area.

j) *Military strength of the kingdom*

Buganda had no standing army. It was the responsibility of

every adult male to contribute to the defence of the state. In case of war, the chiefs would call all male adults to contribute a military wing. However, there existed royal bodyguard that maintained the Kabaka's court for protecting him.

k) *Unity of the Baganda*

The Baganda had their unique feature of unity and togetherness, promoted by language (Luganda) and culture. This equally led to the kingdom's rise growth and expansion.

l) *Absence of external attacks*

Buganda Kingdom did not experience constant attacks from neighbours. Other neighbouring kingdoms such as Bunyoro, Ankole and Karagwe were weak and still growing.

3. **Describe the organisation of Buganda Kingdom in the 19th Century.**

Politically, Buganda was a highly centralised state under a king, also known as 'Kabaka'. He was referred to as 'Ssabataka' (head of *Bataka*) and 'Ssabasajja' (Head of all men). *Ssabasajja* meant that he was above the *Bataka* and all men.

The central government of Buganda was in the hands of the Kabaka, assisted by three important ministers. These were:

- The Prime minister (*Katikkiro*)
- The Chief justice (*Omulamuzi*)
- The Chief treasurer (*Omuwanika*)

They were appointed by the king

amongst most influential clans in Buganda.

For easy administration, the Kabaka also had a council called *Lukiiko* which advised him on important state matters.

The Kabaka had important women advisors namely; *Namasole* (Queen mother), *Lubuga* (Chief sister) and *Nabagereka* (Chief wife).

Land was also an important and a political tool. The king controlled the whole land except for the *Bataka*. The king could give land at his will. This practice ensured that the subjects and chiefs were loyal to the king.

ii) Economic organisation

a) Agriculture

Buganda Kingdom was predominantly agricultural. *Matooke* (banana) was their basic food. They also grew maize, sweet potatoes, cassava and beans. There was also keeping of some cattle, sheep and goats but on small scale.

b) Art and craft

The Kingdom of Buganda was blessed with skilled artisans in bark cloth making. The Kabaka also got some skilled men to train his trustees at the palace in iron smelting.

c) Trade

The economy of Buganda Kingdom was characterised by interstate trade.

By mid 19th Century, Buganda got actively involved in long distance trade. It established

close ties with Arabs. Through these ties, Buganda acquired arms and ammunitions. Other items traded included cloth, beads and glassware materials.

ii) Social organisation

The clan was the basic social political unit in the organisation of the kingdom. The clans were led by clan heads. The Kabaka was a political and religious leader of the kingdom.

a) Intermarriages and unity

The Kabaka married from different clans. This created unity between the royal family and all the clans he has married from. By providing matrilineal succession, it was possible for every clan to provide a king.

b) Class division

Buganda was a class society. There were three classes namely:

1. Royal class (*Abambejja* and *Abalangila*)
2. The chiefs and clan heads (*Bataka*)
3. Peasants (*Abakopi*)

c) Traditional religion

Buganda Kingdom was a religious society. The Kabaka was a spiritual head and overall mediator between his people and their god, *Lubaale*.

There were also taboos and totems of Buganda that helped in maintaining traditional culture, law and order in the society.

4. Examine the factors that led to the rise of Kongo Kingdom.

- a) *Presence of River Zaire*
This River provided a conducive atmosphere for fishing. It was a fishing ground which favoured the economic development of Kongo. Fish was used as food as well as commodity for trade with the local people and beyond.
- b) *Trade*
Kongo Kingdom practised trade with its locals and the neighbouring states. The items traded included iron implements, slaves, agricultural products and hand craft industry products. The revenue acquired was used to strengthen the kingdom.
- c) *Contributions from vassal states*
There was also income from tributary states which was paid in form of fish, ivory, meat and minerals. This favoured the growth and rise of Kongo Kingdom.
- d) *Availability of minerals*
The Kingdom of Kongo was rich in minerals such as copper and iron. These items were traded with the Portuguese. The kingdom earned a lot of income from the minerals.
- e) *Agriculture*
Kongo Kingdom had fertile soil which favoured growth of crops. People cultivated cassava, maize, beans and sweet potatoes. The kingdom did

not experience serious famine.

- f) *Art and craft*
Many people in the kingdom had skills in pottery and weaving. They made pots and pipes, and wove fine cloth. They traded these items with the people of Atlantic Ocean in exchange for seashells and salt. This helped the kingdom stabilise and rise.
- g) *Able leaders*
Kongo Kingdom had able, strong and brave leaders who organised the kingdom under effective control. The leaders ensured that there was peace and prosperity in the kingdom. Some of the notable kings were King Afonso and King Alvaro I.
- h) *Strong army*
The kingdom had an army equipped with iron weapons such as spears, bows and iron arrows. The army defended the kingdom and protected its boundaries.
- i) *Absence of external and internal attacks*
There were no external threats to the kingdom. Attacks were less, if all there was any. King Afonso even used the Portuguese mercenaries and guns to exert direct control over defence, tribute collections and long distance trade.

5. Factors for the collapse of Kongo Kingdom were as follows:

- a) *The intertribal conflicts*
Various tribes started fighting amongst themselves in the Kingdom of Kongo. These conflicts became so much common after the death of King Antonia. The conflicts ended up weakening the kingdom.
- b) *The Ambuila battle of 1665*
The Portuguese seriously fought with the Kongolese army over the mining of copper. Kongolese army was defeated and King Antonia was killed and his hand cut and transported to Portugal. This made the kingdom collapse.
- c) *Stopping of slave trade and slavery*
The coming of Europeans in the 19th Century led to the stopping of slave trade. This made the kingdom become so weak economically.
- d) *External attacks*
Between 1568 -1569, the Kingdom of Kongo suffered an external invasion from the east. The invaders, also known as the *Jaga*, quickly overran the kingdom. The king was forced into exile.
- e) *Collapse of the central authority in Kongo Kingdom*
This downfall led the kingdom to disintegrate into rival regional factions. Each faction fought one another in pursuit

of war captives.

- f) *The European conquest in the 19th Century*
Like any other kingdom in Africa, Kongo did not survive the scramble and partition of Africa. The Berlin Conference of 1884-1885 decided the sharing of Kongo Kingdom between three countries. These were France, Belgium and Portugal. This marked the end of Kongo Kingdom.
- g) *The presence of the Portuguese in Kongo Kingdom*
The Portuguese had a lot of influence in Kongo Kingdom. They even falsely re-instated a new king called Alvaro I with the help of the mercenaries from Saotome islands. This greatly weakened the kingdom.
- h) *Weak army*
The Kongolese army became so weak because of internal and external attacks that were constant. The Kongolese army mostly relied on Portuguese mercenaries who became of little help because of their personal demand.
- i) *Big size*
The kingdom of Kongo had become too big to be administered by the already weak leaders. The army too was not so strong enough to protect and defend the kingdom from internal and external attacks.

Unit 5

LONG DISTANCE TRADE

Key unit competence

By the end of this unit, the learner should be able to explain the rise, organisation, effects and decline of Long Distance Trade.

Brief introduction

This unit takes the learner through the trade which was carried out between central Africa and the coast of Africa. The unit enables the learner to understand more about Long Distance Trade including its organisation, reasons behind its rise and its eventual fall.

The main sub-topics to be covered in this unit are:

- Rise and organisation of Long Distance Trade.
- Reasons for the decline of Long Distance Trade.
- Effects of Long Distance Trade.

Learning Objectives

As you teach this unit, ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the causes for the rise and expansion of Long Distance Trade.• Describe its organisation• Explain effects and reasons for its declines	<ul style="list-style-type: none">• Analyse the rise and organisation of long distance trade and relate to modern trade• Balance its organisation with the organisation of Trans-Saharan trade.• Examine the effects and the reasons for the decline of Long Distance Trade.	<ul style="list-style-type: none">• Appreciate the causes for the rise and organisation of the long distance trade• Appreciate the organisation of the long distance trade.• Appreciate the effects of Long Distance Trade in the fields of social, political and economic fields.• Value the reasons for its decline.

Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need: *Senior 2 Learner's Book*, *documents on Long Distance Trade*, *Books*, *internet*, *media (newspapers and videos)*, *stories*, *tactile materials*, *jaws software*, *talking globes & tactile maps and braille materials*. *Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning
- b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

(c) Problem solving: In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

(d) Communication skills: This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

(e) Lifelong skills: This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

(g) Cooperation: Adapting to different situations including the world of work and practising respect for rights, views and feelings of others. Links to other subjects This unit basically deals with trade. That

links it well with trade and exchange as taught in Economics and Entrepreneurship.

Links to other subjects: This unit is linked to Trade and exchange in Economics and Entrepreneurship.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.

- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain effectively the rise, organisation, effects and decline of Long-distance Trade.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- **Financial education:** This unit is basically about trade. Try to emphasise on financial education when tackling growth and development of long distance Trade, as well as the activities in this unit.
- **Peace and values education:** Let the learners understand that the rise and expansion of long distance trade was attributed to presence of peace and so they should be part of peace promotion in their communities so as to promote trade as well.
- **Environmental conservation and sustainability:** Explain to the learners that the growing awareness of the impact of the human race on the

environment has led to recognition of the need to ensure our young people understand the importance of sustainability as they grow up and become responsible for the world around them. They should therefore avoid businesses that shall end up putting their societies and the nation in danger.

- **Gender:** Remind the learners that trade is always conducted by both men and women.

Introduction

This was the commercial transaction that took place between trade that took place central and east Africa. As the name suggest, this trade involved traders moving long distances hence the name long distance trade. In most cases, it involved traders travelling thousands of miles from one region to another through hostile environment. This trade was well organised with sophisticated means of trade and well prepared people. The traders were armed with fire arms in case of danger. It was led by experienced men who knew the routes and territories where traders passed.

5.1: RISE AND ORGANISATION OF LONG DISTANCE TRADE

Learning objectives

By the end this sub-topic, the learner should be able to:

- Explain the causes for the rise and expansion of long distance trade.

- Analyse the rise and organisation of long distance trade and relate to modern trade
- Appreciate the causes for the rise and organisation of the long distance trade.

Preparation for teaching

You need to adequately prepare by reading widely about the long-distance Trade. You also need to know some of the market/trading centres near your school for outdoor activities. Make an effort before hand to meet some traders so that you may request them to help the learners during their visit to such trading centres. Have a map showing the routes used by the traders during long-distance trade.

Teaching/learning materials,

The following materials will help you during the lessons: *Senior 2 History Learner's Book, Internet, media (newspapers and videos), stories, tactile material, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Organise a visit to a nearby trading centre. Let the learners take time tackle questions in Activities during the visit.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion and another one to record their findings as one of them leads the presentation.

Follow-up activity

Find out from traders in a trading centre near about where there goods come from.

5.2: REASONS FOR THE DECLINE OF LONG DISTANCE TRADE

Learning objectives

By the end this sub-topic, the learner should be able to:

- Explain reasons for the decline of long distance.
- Examine the reasons for the decline of long distance trade.

Preparation for teaching

Read more on the effects of Long Distance Trade. Identify some trading activities that have contributed to the development of your area. Also consider the negative effects of some trading activities in your area.

Teaching/learning materials

The following materials will help you during the lesson:

Senior 2 History Learner's Book, map showing routes used during the long distance trade, Internet, charts and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing

impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 5.5** and **Activity 5.6** in groups.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion and another one to record their findings.

Follow up activity

Write an essay on factors for the collapse of long distance trade.

5.3: EFFECTS OF THE LONG DISTANCE TRADE

Learning objectives

By the end of this section, the learner should be able to:

- Explain effects of long-distance trade
- Examine the effects of long distance trade
- Appreciate the effects of long distance trade

Preparation for teaching

As this will be last sub-topic, ensure that you read widely again about the whole topic while giving special attention to this particular sub-topic. Relate it to a trading activity in your community that collapsed.

Teaching/learning materials

The following materials will help you during the lesson: *Senior 2 History Learner's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion and another one to note down their points during the discussion.

Further activity

Discuss the positive effects of long-distance trade.

Answers to further activities

- Long distance trade communities managed to build themselves large armies.
- Long distance trade led to state formation of East Africa.
- The firearms introduced strengthened some African communities. A lot of African societies that were weak before were able to stage strong.
- It led to emergence of people with skills.

- The use of cowrie shells as a medium of exchange increasingly became important in East Africa.
- The trade revealed how productive the interior of East and Central Africa was.
- As trade expanded in East and Central Africa, the old trading centres developed into major towns.

Further activities for slow and fast learners

As average and slow learners will be doing class activities in the Learner's Book, let the fast learners discuss in groups the factors for the rise, expansion and growth of Long Distance Trade of the 19th Century.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners work on **Activities 5.3, 5.4 and 5.5** in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 5.6** and *End of unit Revision Questions*.

As a remedial activity, let them carry out a reasearch to identify the items that were from central Africa to east Africa and from east Africa to central Africa.

Revision Questions

1. Discuss the reasons that led to the rise and growth of long distance trade in East and Central Africa.
2. Describe the organisation of long distance trade in east and central Africa.
3. Give reasons that led to the collapse of long distance trade in East and Central Africa.
4. With examples, identify the effects of long distance trade in East and Central Africa.
5. Explain the meaning of long distance trade.

Answers to Revision Questions

Qn 1. Assess learners' discussion on the factors for the rise of the long distance trade. More details are found in the Learner's Book.

The following points are given to guide you.

- a) *Availability of goods in the interior of both East and Central Africa*
- b) *Increased penetration into the interior by coastal people*
- c) *Increased demand for slaves in Europe and America*
- d) *The vital role played by Indian and Arab merchants in Zanzibar*
- e) *The French sugar industries*
- f) *Introduction and availability of fire arms*
- g) *Division of labour*
- h) *Introduction of cowrie shells as a medium of exchange conducted on barter system*
- i) *The hospitality of interior societies*

- j) *Mutual understanding between the coastal people and the interior tribes*
- k) *The climatic factor*
- l) *Increased demand for goods*
- m) *The introduction of Kiswahili*
- n) *Political stability in the interior of East Africa*

Qn 2: The organisation of long distance trade

Learners are expected to read widely on the organisation of long distance trade. Ensure you recommend enough reference materials to add to their knowledge from their S2 History Learner's Book.

To guide their discussion, give them the following points to discuss in their work:

- *Participants of the trade*
- *Trade items*
- *Means of exchange*
- *Major trade routes*
- *Means of transport and communication*

Note: More details are available from the S2 History (Learner's Book).

Qn 3: Reasons for the decline of long distance trade.

Learners responses should have a detailed explanation of the following points:

- *Long distance trade became less profitable*
- *Constant interstate wars*
- *The death of some trade tycoons*
- *Exhaustion of some vital goods*

- *The role played by Seyyid Bargash*
- *The abolition of slave trade by Britain and Belgium parliament in 1820*
- *Poor means of transport*
- *Overtaxation*
- *Scramble for and partition of Africa*
- *Flooding of European cheap goods in the African market*

A detailed explanation of each of these points is available from the S2 History (Learner's Book)

Qn 4: Effects of long distance trade

Long distance trade had **social economic** and **political effects**.

Learners are expected to discuss these effects as explained in the *Learner's* as well as from other relevant reference materials. Ensure that you assess each learner's responses, guiding them on the correct ones and dismissing the wrong ones. Pay attention to additional points they may mention from other books that you may not be having. It therefore

means that you also need to read widely so that you do not end up dismissing responses that are correct but you are not informed of.

Qn. 5 The meaning of long distance trade

This was the commercial transaction that took place between central and east Africa. As the name suggest, this trade involved traders moving long distances hence the name long distance trade. In most cases, it involved traders travelling thousands of miles from one region to another through hostile environment. This trade was well organised with sophisticated means of trade and well prepared people. The traders were armed with fire arms in case of danger. It was led by experienced men who knew the routes and territories where traders passed.

Unit 6

NGONI MIGRATION

Key unit competence

By the end of this unit, the learner should be able to explain the origin, causes and effects of Ngoni migration.

Introduction

This unit takes the learner through the movement and migration of the Ngoni people who originated from Zulu land in Natal Province in south east of South Africa. The unit helps the learner to understand why the Ngoni live where they are in east and central Africa.

The main sub-topics to be covered in this unit are:

- Origin of the Ngoni
- Different Ngoni groups
- Reasons for Ngoni migration
- Consequences of Ngoni migration

Knowledge, skills, attitudes and values to be developed

As you teach this unit, ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Identify the origin of the Ngoni • Identify different groups of the Ngoni • Describe the reasons for Ngoni migration • Discuss the effects of Ngoni migration 	<ul style="list-style-type: none"> • Recognise the origin of the Ngoni in order to understand the relationship between the people of South Africa and East and Central Africa. • Analyse the movement of different groups of the Ngoni into Central and East Africa • Evaluate the reasons for Ngoni migration with the migrations of other societies in Africa • Examine the effects both positive and negative of the Ngoni migrations in East and Central Africa 	<ul style="list-style-type: none"> • Appreciate the origin and the reasons for the Ngoni migration. • Recognise the effects of the Ngoni migration • Acquire the spirit of decisiveness and determination.

Teaching/learning materials

During the delivery of this unit, you will need:

Senior 2 History Learner's Book, internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, resource persons' presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

(c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

(d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

(e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfillment. It is also exploiting all opportunities available to improve on knowledge and skills.

(f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

(g) **Cooperation:** Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.

Links to other subjects

This unit basically deals with migrations and so it is linked to Migration in Geography.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assess-

ment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the origin, different Ngoni groups, reasons for migration and effects of Ngoni migration.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting issues and emerging issues. The issues you will tackle in this unit include:

Inclusive education: In a school setting, there may be learners with learning disabilities like visual and hearing impairments, one leg or arm and other health problems. These did not choose to be like that therefore we should tolerate and help them with all at our disposal to have inclusive learning and avoid segregating against them for they also equally contribute to society's well being.

Gender: Men and women should be treated with equity for both contribute to qualitative and quantitative economic development of the country.

Environmental sustainability: Explain to the learners that they should avoid activities like shifting cultivation, bush burning and

overgrazing that shall end up putting their societies and the nation in danger.

Introduction to the unit

The Ngoni belong to the Nguni speaking Bantu tribes that had migrated from the Niger Congo areas to South Africa and settled to the south east of the Drakensburg Mountains. They were part of the Bantu-speaking peoples of the Jere tribe living in the South Eastern areas of South Africa in Natal province in the Zulu land. They were the last group of Bantu speakers to settle in east Africa in 1840s'. They were originally Ndwandwe people under Zwides' leadership. When Shaka defeated Zwide, They fled northwards from their home areas under Zwangendaba due to the "Mfecane" (a period of trouble) upheavals brought about by Shaka's tyrannical rule and expansionist policy.

6.1 AND 6.2: ORIGIN OF THE NGONI AND THE DIFFERENT NGONI GROUPS

Learning objectives

By the end of this section, the learner should be able to:

- Identify the origin of the Ngoni
- Recognise the origin of the Ngoni in order to understand the relationship between the people of South Africa and east and central Africa
- Appreciate the origin and the reasons for the Ngoni migration

The Ngoni were close relatives of the Zulu, Swazi, Pondo, Thembu and Xhosa. They were full time warriors and cattle rustlers. They were disliked by other ethnic groups which partly forced them to move away in 1820s to north of South Africa. Slowly, some reached Tanzania and others went to West Africa.

Preparation for teaching

You need to adequately prepare by reading widely about the Ngoni migrations and settlements. You also need to know some of the camps around your school for outdoor activities. Make efforts to meet some immigrants around your school and request them to help the learners during their visits to camps. Have a map showing the routes used by the Ngoni in their movements and migrations to East and Central Africa

Teaching/learning materials

The following materials will help you during the lessons:

Senior 2 History Learner's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

Let the learners do **Activity 6.1**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should also appoint someone to note down the points with common consensus as one of them leads the presentation.

Further activity

1. Identify different Ngoni groups that migrated from Zulu land.
2. List some of the Ngoni leaders in the movements and migrations.

Answers to further activity

1. Maseko Ngoni, Gwangara Ngoni, Tuta, Mbwewa, Quasi Ngoni etc
2. Leaders include; Zwangendaba, Zulugama, Mbonane, Mzilikazi, Mputagama, Chikuse, Induna Maputo etc.

Follow up activity

Find out from a nearby refugee camp about the origins of the people who live there.

6.3: CONSEQUENCES OF NGONI MIGRATION

Learning objectives

By the end of this section, the learner should be able to:

1. Discuss the effects of Ngoni migration.
2. Examine the effects both positive and negative consequences of the Ngoni migrations in East and Central Africa.

Preparation for teaching

Preparation Read more on the effects of Ngoni migration. Identify some refugee camps and make arrangements with them for a visit with the learners. Also consider the negative effects of some trading activities in your area.

Teaching/learning materials

The following materials will help you during the lesson: *Senior 2 History Learner's Book, Internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Guide the learners to form groups of not more than six. Let them discuss **Activity 6.4** then present their findings during plenary discussion.
- You can also lead a question and answer session.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should also have a group secretary to assist in noting down agreed on points in the discussion.

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss reasons for Ngoni migration and present their findings before the next lesson.

b) **Slow learners**

Ask them to list the reasons for Ngoni migration.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 6.3** and **6.4** in groups and present their findings in class.

Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 6.5** and end of unit Revision Questions.

Revision questions

1. Briefly describe the origin of the Ngoni.
2. Identify different Ngoni groups.
3. Discuss reasons for Ngoni migration.
4. Explain the positive effects of Ngoni migration.
5. State some negative effects of Ngoni migration.

Answers to revision questions

Qn 1: The Ngoni were close relatives of the Zulu, Swazi, Pondo, Thembu and Xhosa. They were full time warriors and cattle rustlers. They were disliked by other ethnic groups which partly forced them to move away in 1820s to north of South Africa. Slowly, some reached Tanzania and others went to West Africa.

Qn2. The different Ngoni groups include the following:

- *The Zwangendaba group:* Zwangendaba's group was quite strong and displaced many people in different societies they passed through. Zwangendaba died around 1845. As a result, his followers split into five sections. Three of the groups moved to central Africa, occupying the present day Malawi and Zambia. After series of succession disputes, two of these groups (Tuta and Gwangara Ngoni) remained at Ufipa. Later on, Tuta moved northwards into Holoholo in Tanganyika.
- *The Gwangara group:* They were led by Induna commanders such as Zulugama and Mbonani. They defeated the Hehe and Sangu. They reached Songea around 1860s.
- *The Maseko Ngoni:* These were led by Induna Maputo (Mputa). They travelled through Mozambique and crossed River Zambezi. They

passed to the east of Lake Malawi and finally settled at Songea. They incorporated many Yao groups and became the ruling class in the area.

- *The group led by Mzilikazi:* They moved northwards across Drakensberg mountains. They first settled in Transvaal republic. Due to Boer and Zulu pressure, they were forced to cross River Limpopo. They finally settled in the present day Zimbabwe where they founded the famous Ndebele Kingdom.
- *The Holoholo:* They migrated to Barotseland in the present day Zambia. This was the original Sotho tribe which lived between the Orange and Transvaal rivers in South Africa.

Qn 3: Reasons for Ngoni migration:

The following were some of the reasons (explained in the Learner's Book that learners are expected to expound on. Be careful to identify other reasons, correctly explained, apart from these ones:

- The dictatorship of King Shaka Zulu*
- Over-population*
- External pressure*
- Shakas' wars of expansion*
- Love for adventure*
- Presence of political ambitious leaders*
- Outbreak of diseases*
- Outbreak of famine*
- To export iron working elsewhere*

- Internal conflicts*
- Hostility of the Ngoni*

Qn 4. Positive effects of Ngoni migration:

- The invasion gave rise to the formation of bigger political units for defensive purposes.
- It led to introduction of new weapons such as the assegai spear in East Africa. They also introduced military skills which they learnt from king Shaka.
- There were intermarriages between the Ngoni and Nyamwezi.
- Many small Ntemi chiefdoms united and formed large political units under strong leaders to fight the Ngoni.
- The Ngoni led to emergence of new strong states led by groups known as Ruga-Ruga.
- The Ngoni contributed to the growth of nationalism in Tanganyika.
- They contributed to population increase in Tanganyika.

Qn 5. Negative effects of Ngoni migration

- The invasion gave rise to the 'Ruga Rugas' mercenaries who lived only to steal, plunder and destroy property.
- There was spread of Ngoni customs and culture as well as detribalisation in places where they settled.
- It led to loss of lives leading to depopulation in some areas where they passed and settled.

- Their migration led to displacement of people due to fear of Ngoni raids and attacks.
- They destroyed the economy of the people of southern Tanzania, due to cattle rustling
- As the Tuta Ngoni were moving northwards, they disrupted the long-distance trade between Tabora and Ujiji.
- The Ngoni raids led to disturbance and disruption of normal cultivation for food hence decline in agriculture, leading to famine in the region.
- Their movement led to insecurity and instabilities due to the new weapons and military tactics that increased warfare and aggression in the regions that were previously peaceful.

Unit 7

EXPLORATION OF AFRICA

Key unit competence

By the end of this unit, the learner should be able to explain the causes and consequences of exploration of Africa.

Brief introduction

This unit introduces the learner to different European explorers who came to Africa and their routes, different causes of exploration, causes of exploration of Africa and the problems they faced during their exploration. The unit helps the learner to understand the brief history of explorers including the main reasons for their coming to Africa.

The main sub-topics to be covered in this unit are:

- Different European explorers and their routes.
- Different causes of exploration
- Consequences of exploration of Africa.
- Problems faced by explorers in Africa.

Learning Objectives

As you teach this unit, ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Identify different Europeans who explored Africa • Explain different causes and effects of exploration 	<ul style="list-style-type: none"> • Compare the achievements of different explorers in Africa • Assess the effects and process of exploration 	<ul style="list-style-type: none"> • Appreciate importance of the activities of different explorers in Africa • Notice the causes of European exploration in Africa
<ul style="list-style-type: none"> • Explain the problems encountered by explorers in Africa 	<ul style="list-style-type: none"> • Analyse the causes of European explorers in Africa • Evaluate the problems faced by European explorers and how they could be solved 	<ul style="list-style-type: none"> • Acknowledge the effects European exploration • Recognise the problems encountered by European explorers

Teaching/learning materials

During the delivery of this unit, you will need: *Senior 2 History Learner's Book, Internet, media (newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

Demography, migration in Geography, wars and conflict in General Studies, commercial relations in Economics.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.

- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the reasons for the exploration of Africa.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- **Gender:** Remind the learners that exploration was done by both men and women.
- **Peace and values education:** Tell the learners that peace prevailed during the exploration of Africa. And so it could not be possible without peace.
- **Environmental sustainability:** Cross-cutting issue. Explain to the learners that the growing awareness of the impact of the human race on the environment has led to recognition of the need to ensure our young people understand the importance of sustainability as they grow up and become responsible for the world around them. They should therefore avoid businesses that shall end up putting their societies and the nation in danger.

Introduction to the unit

The European explorers were scientists and geographers who came to Africa for some purposes like research, study and travel.

Let the learners understand that explorers came at different periods, from different countries and for different purposes. They should understand that these explorers were successful at some point while others failed due to a number of challenges faced in Africa, explain to them that explorers also partly led to colonisation of Africa.

7.1: DIFFERENT EUROPEAN EXPLORERS AND THEIR ROUTES

Learning Objectives

By the end of this section, the learner should be able to:

- Identify different Europeans who explored Africa.
- Compare the achievements of different explorers in Africa.
- Appreciate the importance of the activities of different explorers in Africa

Preparation for teaching

You need to adequately prepare by reading widely about different European explorers who came to Africa. You also need to know some of the routes they used to come to Africa. Make an effort before hand to provide maps showing their routes and take learners in field excursions to make it more practical for learners to feel as explorers in new places

visited.

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner's Book, internet, media (newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions. Try as much as possible to include pair, group and plenary discussions in your lesson.

The following suggested activities can further make the teaching/learning interactive: **Activity 7.1** and **Activity 7.2** in pairs. Ensure that learners have adequate reference materials for this activities. They can also carry out a research on the internet to handle the activity.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as someone to note down main points agreed on in the discussion.

7.2: DIFFERENT CAUSES OF EXPLORATION

Learning objectives

By the end of this section, the learner should be able to:

- Assess the effects and process of exploration
- Notice the causes of European exploration in Africa

Preparation for teaching

You need to adequately prepare by reading widely about different European explorers who came to Africa. You also need to know some of the routes they used to come to Africa. Make an effort before hand to provide maps showing their routes and take learners in field excursions to make it more practical for learners to feel as explorers in new places visited.

Teaching/learning materials

The following materials will help you during the lesson:

Senior 2 History Learner's Book, Internet, media (newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. To make the teaching/learning interactive, ask learners, in groups, to do **Activity 7.3**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as someone to note down points agreed on in class.

7.3: CONSEQUENCES OF EXPLORATION

By the end of this section, the learner should be able to:

- Analyse the consequences of exploration of Africa
- Acknowledge the effects of European exploration

Preparation for teaching

Traveling to new places brings some impacts the travelers and places visited. In the same scenario the European explorers in Africa had a great impact both negative and positive on the social, political and religious sectors of Africa. The impacts of exploration of Africa:

Further activities

1. Identify the explorers who discovered the following geographical features:
 - Lake Victoria Falls
 - Lake Albert.
 - Source of River Nile
 - Lake Tanganyika
 - Mount Kilimanjaro
2. Write brief notes about the first explorer to enter Rwanda.

Answers to further activities

1.
 - Doctor David Livingstone
 - Sir Samuel Baker
 - John Hanning Speke
 - John Hanning speke and Burton
 - Johannese Rebman

2. **Oscar Bauman:** He was an Austrian explorer well known for his exploration in German East African presently Rwanda, Burundi and Tanzania and producing maps of the region in 1885. He was the first explorer to enter Rwanda in 1892, he was also the first European to visit Lake Eyasi, Manyara and Ngorongoro Crater.

7.4: PROBLEMS FACED BY EXPLORERS

Learning objectives

By the end of this section, the learner should be able to:

- Explain the problems encountered by explorers in Africa
- Evaluate the problems faced by European explorers and how they could be solved.
- Recognise the problems encountered by European explorers

Preparation for teaching

Read more on the effects of European explorers in Africa. Identify some activities that subjected Africa to European colonisation and those that improved the lives of Africa. Also consider the negative effects of exploration in Africa.

Teaching/learning materials

The following materials will help you during the lesson: *Senior 1 History Learner's Book*, Internet, media,

(newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions. Class discussions and presentations should also feature in your teaching. **Activity 7.5** can be carried out in groups, with the findings being presented in class.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as someone to record down what has been concluded as points from the discussion.

Further activities for slow and fast learners

Average and slow learners will be naming the explorers while fast learners will be discussing the causes of exploration.

Interactive and multi-ability learning

In groups, ask learners to work on **Activities 7.2** and **7.4** and present their findings in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 7.3** and *End of Unit Revision Questions*.

Revision questions

1. Describe different European explorers who visited the African continent.
2. Account for the reasons why European explorers were interested in the African continent.
3. Discuss the challenges faced by explorers while on the African continent.
4. Assess the impact of the exploration of the African continent by the European explorers.

Answers to Revision Questions

Qn. 1

There were many explorers who visited Africa. Some of these were:

- Oscar Bauman
- Count Gustav Adolf von Götzen
- Doctor David Livingston
- Sir Henry Morton Stanley
- Bartolomeu Diaz
- John Hanning Speke
- Mungo Park
- Johannes Rebman
- Sir Richard Francis Burton
- Sir Samuel Baker
- Vasco da Gama
- Mary Henrietta Kingsley
- Carl Peters
- James Grant

Learners are expected to research further on each of these explorers and write brief notes for presentation in class. Use the information in the Learner's Book to guide you in marking.

Note that the list is not exhaustive. Guide those learners who will

identify even more explorers apart from the ones mentioned above.

Qn 2.

Some of the reasons why Europeans were interested into the African continent were as follows:

- *It was a source of prestige.*
- *To introduce western civilisation.*
- *The spirit of scientific inquiry.*
- *Humanitarian reasons.*
- *To spread Christianity*
- *Agents of colonialism*
- *To discover the source of the Nile*
- *Love for adventure*
- *The effects of industrial revolution.*
- *To find new trade routes*
- *Renaissance spirit*
- *Improvements in technology*

NOTE: Learners are expected to explain each of these points as given in the Learner's Book as well as other reference materials suggested.

Qn 3:

Some of the challenges faced by explorers in African include:

- *Poor communication and transport*
- *Unconducive climatic conditions*
- *Hostility from slave dealers*
- *Limited manpower*
- *The problem of language barrier*
- *The threat of Islam*
- *Hostile tribes*
- *Presence of wild animals*
- *Lack of home support*
- *Poor soils*
- *Diseases*

Other challenges may be identified by learners from their supplementary learning materials and references. Your responsibility

is to ensure that only correct responses are given and well explained.

Qn 4:

The impact of the exploration of the African continent by the European explorers include:

- It led to the introduction of Christianity on the African continent.
- It led to the drawing of the map of Africa accurately.
- It led to the discovery of the sea route to India by Vasco da Gama 1497-1499.
- It contributed to the stopping of slave trade.
- Exploration opened the interior of Africa to the Europeans.
- It led to imposition of European culture on Africans.
- Explorers led to the improvement in the life of Africans through the reduction and treatment of many diseases like malaria and small pox.
- Explorers led to the colonisation of Africa.
- It made Europeans to increase their political ambitions and get the prestige they desired all along, for example Britain, which expanded her wealth and power.
- It turned Africa to be a source of raw materials and market for European manufactured goods like clothes and guns.
- It led to the production of a new race of people due to intermarriages between the explorers and Africans.
- It led to introduction of plantation agriculture.
- It led to the rise of triangular trade.
- It led to the rise of capitalism
- It led to the rise of mercantilism
- Exploration led to introduction of commercial revolution because it ushered the trade between Asia, America and Europe.
- Agricultural land expanded to include Africa where crops such as sugarcane, rice, tea, cacao and tobacco were grown. Others were potatoes, corn, Asian oranges and bananas. Animals like chicken, pigs, horses and cattle were also kept.
- Shifts in population occurred, as Europeans migrated to Asia, America and Africa.
- Methods of navigation and mapping also improved as a result of the travels of people like Prince Henry the Navigator.

Unit 8

EUROPEAN COLONISATION OF AFRICA

Key unit competence

By the end of this unit, the learner should be able to explain the causes and consequences of European colonisation of Africa.

Introduction

In this unit, we will look at the colonisation of Africa, the distribution of African countries among the European powers and how they administered them. We will also look at some African rebellions in form of resistance like the Maji-Maji, Nama-Herero, Samoure Toure of Mandinka and how Africans interpreted and responded to colonisation. The sub-units to be discussed are:

- Different causes of European colonisation of Africa
- Methods of colonial conquest in Africa
- Colonial systems of administration
- Consequences of European colonisation in Africa

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Different causes of European colonisation of Africa 	<ul style="list-style-type: none"> • Evaluate the causes of European colonisation of Africa and show whether they were justified 	<ul style="list-style-type: none"> • Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa
<ul style="list-style-type: none"> • Identify different methods of colonial conquest 	<ul style="list-style-type: none"> • Compare and contrast different methods used by European colonialists to acquire colonies in Africa 	<ul style="list-style-type: none"> • Appreciate the causes of European colonisation of Africa
<ul style="list-style-type: none"> • Describe the consequences of European colonisation of Africa 	<ul style="list-style-type: none"> • Asses the consequences of European colonisation of Africa and look for the stand point 	<ul style="list-style-type: none"> • Acknowledge the effects of the European colonisation of Africans societies and Europeans

- Identify different colonial systems of administration

- Analyse methods used in acquiring colonies in Africa and comment on it

Teaching/learning materials

You will need a variety of teaching/learning materials to deliver your lessons. This will include the *S2 History Learner's Book*, *Internet*, *poems*, *media (videos and newspapers)*, *stories*, *songs*, *tactile materials*, *jaws software*, *talking globes and braille materials*. *Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning. New knowledge based on research of existing information and concepts and sound

judgement in developing viable solutions.

- b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.

f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners. (This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners

g) Cooperation: Adapting to different situations including the world of work and practicing respect for rights, views and feeling of others.

Links to other subjects

The teacher should let the learners know that in subjects such as English (Languages), stories are used to give information. Tell the learners about raw materials and finished goods as it is in Geography and Entrepreneurship. Use maps to locate colonies for particular colonisers.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

(i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge

a learner's interpersonal skills, communication skills and their rate of critical thinking.

(ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions.

(iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

(iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.

(v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain the colonial rule in Africa, its causes, consequences and resultant effects.

Cross-cutting issues

As you teach this unit, remember to highlight and emphasise a number of cross-cutting issues:

- *Peace and values education:* When handling the causes of colonisation of Africa, methods of

colonial conquest, colonial administrative systems and consequences of European colonisation, emphasise that in many cases, Europeans used both hostile and peaceful approaches in Africa.

- *Environmental conservation and sustainability:* Explain how colonisation of Africa left lasting impacts on the environment especially in areas where there was resistance that resulted into rebellions.
- *Gender and comprehensive sexuality education:* Highlight cases of gender violence, especially in some rebellions where women and girls were raped, as was the case with Akidas and Jumbes in Tanzania.

8.1: DIFFERENT CAUSES OF EUROPEAN COLONISATION OF AFRICA

Learning objectives

By the end of this section, the learner should be able to:

- State the different causes of European colonisation of Africa
- Evaluate the causes of European colonisation of Africa and show whether they were justified
- Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa.

Preparation for teaching

In your preparation for this lesson, you need to read widely about colonisation of Africa by Europeans. More emphasis should be on the reasons as to why the Europeans colonised Africa.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, poems, videos, newspapers, stories, songs, and Braille materials for visually impaired learners. Sign language should be used for learners with hearing impairment.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive:

- Let learners do **Activity 8.1** individually. Each should write findings about the words then prepare to present in class.
- Help learners form groups then complete the table in **Activity 8.2**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation. Guide the learners to learn the meaning of the word *colony*. Let them spell, pronounce and use the word correct-

ly in a sentence.

Information for the teacher

Colonisation refers to a situation in which a powerful country rules or controls a weaker one for her own economic gains.

The following are the European countries which came to Africa and their respective African colonies:

1. **Britain:** Uganda, Kenya, Sudan, Egypt, Ghana, Nigeria, Gambia, South Africa, Botswana, Zambia and Zimbabwe.
2. **France:** Senegal, Ivory Coast, Mali, Mauritania, Burkina Faso, Morocco, Algeria, Tunisia, Chad, Niger, Congo Brazzaville, Chad, Madagascar, Central African Republic and Guinea Conakry.
3. **Germany:** Tanzania, Togo, Cameroon, Namibia, Rwanda and Burundi.
4. **Belgium:** The Congo (The Democratic Republic of Congo).
5. **Portugal:** Mozambique, Angola and Equatorial Guinea.
6. **Italy:** Libya, Somalia, Djibouti and Eritrea.

NOTE: Ethiopia and Liberia were the only African countries that were not colonised. Ethiopia was too strong for Italy at the Battle of Adowa in Ethiopia in 1896 while Liberia had just been founded by United States of America as a home for the freed slaves after the abolition of slave trade in the late 19th century and United States of America could not allow any European power to

colonise it.

Further activity

Research on other causes of European colonisation.

Answers to Further activity

- European countries colonised Africa because they had lost some areas and thus needed areas for compensation. For example, Britain had lost USA, Canada and India; France had lost Alsace and Lorraine.
- The explorers' activities led to the colonisation of Africa through activities such as drawing the map of Africa which revealed Africa's wealth followed by signing of treaties among others. This attracted their home governments to come and take over Africa.
- Missionary activities led to the scramble for and partition of Africa through signing treaties with African Chiefs which led to giving away of Africans' land, softened Africans' hearts and acceptance of colonial rule.

The trading companies or traders operating in Africa exaggerated the wealth of the continent and encouraged their home countries to come and take over Africa.

- Countries such as Germany and Italy had achieved their unifications and wanted other countries to recognise them.
- European countries also wanted to control strategic places which would serve as training grounds for their armies, while others would be docking areas and provide refreshments such as water and food.

Follow-up activity

Learners are asked to write down essays on the European colonisation of Africa.

8.2: METHODS OF COLONIAL CONQUEST IN AFRICA

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Identify different methods of colonial conquest.
- Compare and contrast different methods used by European colonialists to acquire colonies in Africa.
- Appreciate the causes of European colonisation of Africa.

Preparation for teaching

In your preparation for this lesson, you need to read widely about colonial conquest in Africa. More emphasis should be on methods of colonial conquest in Africa.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History textbook for pupils, internet, fossils, videos, jaws, and Braille materials for visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Further activity

Give other methods of colonial conquest in Africa.

Answers to Further activity

- The Europeans used African chiefs to get them colonies because the Africans respected and were very loyal to them.

Follow-up activity

You can organise the class to watch a movie on colonialism in Africa.

8.3: COLONIAL SYSTEMS OF ADMINISTRATION

Learning Objectives

By the end of this sub-topic, the learner should be able to analyse methods used in acquiring colonies in Africa and comment on each.

Preparation for teaching

In your preparation for this lesson, you need to read widely about colonisation in Africa. More emphasis should be on how the colonialists administered their colonies in Africa.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, internet, videos and Braille materials for visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive.

- Guide learners to work in pairs and find the meaning of 'assimilation' and then later, form bigger groups of five to discuss the advantages and disadvantages of assimilation.

Activity 8.4

- In your review of indirect rule, ask the learners to tell you what they think direct rule is. Group them to discuss the advantages and disadvantages of direct rule basing on the knowledge from previous topic (indirect rule). Ensure that they conclude the group with with **Activity 8.7.**
- Organise a debate on the topic 'DIRECT RULE IS BETTER THAN ASSIMILATION' as

part of their remedial learning. Remind learners to take notes as they debate. Make it an open debate to have everyone involved.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Notes for the teacher

There were several systems of administration used by colonialists after successfully colonising them. These included the following:

- i) Direct rule by the British
- ii) Assimilation by the French
- iii) Direct rule by the Germans

i) The indirect rule

It was the system of administration used by the British where African local kings and chiefs were allowed to maintain their positions as administrators but ruled under the supervision of the British.

The British made new policies and decisions which were implemented by African local leaders. It's should be noted that under indirect rule African political and social institutions were maintained by the colonial masters.

ii) The French assimilation policy

Assimilation came from the French word "assimiler" which means cause

to resemble or to look alike. The term assimilation policy refers to the French colonial administrative policy that intended Africans into French citizens and African territories into French territories that is to say the Africans were to substitute their indigenous culture, religion and customs with French culture, language, laws, religion and civilisation.

NOTE: the Africans were to resemble the French citizens in all spheres of life except color while African colonies were to resemble provinces of France.

iii) The Germany direct rule

Direct rule was a system of administration used by the Germans to administer their colonies in Africa. It involved use of soldiers to directly control their colonies. They would bring in new chiefs where they had no chiefs and bringing in new ones to replace the old chiefs.

Further activity

Ask the learners to draw a map showing the distribution of African countries among the colonial powers using the introductory notes on this topic from the Learner's Book.

Follow-up activity

Ask the learners to write a poem on the colonial administrative systems in Africa.

8.4: CONSEQUENCES OF EUROPEAN COLONISATION

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Describe the consequences of European colonisation of Africa.
- Assess the consequences of European colonisation of Africa.
- Acknowledge the effects of European colonisation of African societies.

Preparation for teaching

In your preparation for this lesson, you need to read widely about European colonisation of Africa. You can re-visit different sub sections of this unit.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, films, atlas, globe, wall map, pictures and photographs, media, talking globes and Braille materials for the visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. **Activity 8.10** will make the teaching/learning interactive.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Further activity

You can ask learners to identify things in Rwanda that came as a result of colonisation.

Answers to further activity

- The languages spoken in Rwanda that is English and French languages.
- Development of schools such as Lycee de Kigali which started as a school to teach children of the leaders.
- The Western dress code which replaced the one of Rwandans.
- Sports activities like basket ball, football and others that replaced the traditional games like *urusoro*.

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) Fast learners

Ask them to discuss the advantages and disadvantages of direct rule and present their findings before the next lesson.

b) Slow learners

Ask them to draw the map of Africa showing European powers and their area of influence.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activity 8.7**, **Activity 8.8** and **Activity 8.9** in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 8.10** and End of unit Revision Questions.

Follow up activity

You can plan to visit the Von Goetzen Museum in Kigali for learners to get more information about European colonisation in Rwanda

Revision questions

- 1) Examine the causes of European colonisation of Africa.
- 2) Discuss the positive consequences of European colonisation of Africa.
- 3) Make a list of African countries that were colonised by the following European countries
 - a) Britain
 - b) German
 - c) France

Answers to Revision Questions

Qn 1:

- a) There was a need for raw materials for their home industries.
- b) There was a need for market for their finished goods.
- c) They also wanted employment

- because the industrial revolution made many people jobless.
- d) They wanted areas where to invest their surplus capital.
 - e) They wanted land to settle the excess population.
 - f) They wanted to spread Christianity.
 - g) They wanted to stop slave trade and promote respect for human rights.
 - h) They wanted to civilise Africans by teaching them how to read and write.
 - i) They aimed at saving Africans from tropical diseases such as malaria and small pox.
 - j) The Berlin Conference of 1884-1885 led to the scramble and partition of Africa.
 - k) European countries colonised Africa because they had lost some areas and thus needed areas for compensation.
 - m) Missionary activities led to the scramble and partition of Africa through signing treaties with African Chiefs which gave away their lands, softened Africans' hearts and easily accepted colonial rule.
 - n) The trading companies operating in Africa exaggerated the wealth of the continent and encouraged their home countries to come and take over.
 - o) Countries like Germany and Italy had achieved their unifications and wanted other countries to recognise them.
 - p) European countries wanted to control strategic places which

would serve as training grounds for their armies.

Qn 2:

- i) Colonisation led to creation of bigger African states as a result of combining small African societies.
- ii) European colonisation led to abolition of slavery and slave trade.
- iii) There was introduction of Western Education in the colonies.
- iv) There was establishment of communication networks and infrastructure.
- v) Colonisation led to the development of Agriculture in Africa.
- vi) Colonisation led to the spread of Christianity in Africa.
- vii) Western culture was introduced in Africa, in terms of dressing, dancing, eating and marriage.
- ix) There was emergence (growth) of towns and urban centers in African.
- x) Colonisation led to rise of African nationalism.
- xi) Colonisation opened up parts of African continent to the outside world. This led to the creation of links between African countries and the rest of the outside world.

Qn 3:

- (a) Uganda, Kenya, Sudan, Egypt, Ghana, Nigeria, Gambia, South Africa, Botswana, Zambia, and Zimbabwe.
- (b) Tanzania, Togo, Cameroon,

(c) Namibia, Rwanda and Burundi
Senegal, Ivory Coast, Mali,
Mauritania, Burkina Faso, Mo-
rocco, Algeria, Tunisia, Chad,

Niger, Congo Brazzaville, Chad,
Madagascar, Central African
Republic and Guinea.

Unit 9

AFRICAN RESPONSE TO COLONIAL CONQUEST

Key unit competence

By the end of this unit, the learner should be able to analyse the reactions of Africans to colonial conquest.

Introduction

This unit discusses how Africans responded to the colonial conquest. The main sub-topics to be covered in this unit are:

- Forms of African response towards European colonial conquest, with emphasis on the Nama Herero, Kabalega of Bunyoro, Samoure

Toure of the Mandinka and Maji-Maji Rebellion.

- Types of resistance, their causes and effects and methods of resistance
- Forms of collaboration
- How Africans collaborated with European colonialists e.g Mutesa (Buganda), Lenana of Masai etc

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, attitudes and values:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Describe forms of African responses towards European colonial conquest 	<ul style="list-style-type: none"> • Analyse forms of African response towards European colonial conquest and show how it was remarkable in the History 	<ul style="list-style-type: none"> • Appreciate the reasons for resistances so as to acquire the spirit of nationalism and patriotism.
<ul style="list-style-type: none"> • Identify types of resistance, their causes and effects 	<ul style="list-style-type: none"> • Compare primary and secondary resistance by giving examples • Evaluate the causes and consequences of African resistance towards European colonialists and interpret them. 	<ul style="list-style-type: none"> • Acknowledge forms and causes of collaboration so as to determine how much some Africans betrayed their fellow Africans

<ul style="list-style-type: none"> • Explain how Africans resisted the colonial administration • Explain forms of collaboration, its causes and consequences 	<ul style="list-style-type: none"> • Assess the consequences of European colonisation of Africa and look for the stand point 	<ul style="list-style-type: none"> • Acknowledge the effects of European colonisation of Africans societies and Europeans
<ul style="list-style-type: none"> • Describe how Africans collaborated with the Euro European colonialists 	<ul style="list-style-type: none"> • Analyse forms of collaboration, its causes and its consequences 	

Emphasise key skills, values and attitudes to be attained at the end of the lessons

Teaching/learning materials

You will need a variety of materials to deliver your lessons, including *S2 History Learner's Book, Internet, films, atlas, globe, wall map, pictures and photographs, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centered methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written

language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

(e) Lifelong skills: This is described as coping with evolution of knowledge and technology advances for personal fulfillment. It is also exploiting all opportunities available to improve on knowledge and skills.

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.

(g) Cooperation: Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

The teacher should let the learners know that in subjects such as English (Languages), stories are used to give information. Ensure that you draw a link between this unit and Demography and Migration in Geography as well as Wars and Conflict in General Studies.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

Observe and listen as learners interact during group discussions and activities. From such, you can be able

to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.

You can gauge the knowledge learners have concerning the topic by asking them oral questions. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly. Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain the effectiveness of collecting historical information.

Cross-cutting issues

As you teach this unit, remember to highlight and emphasise a number of cross-cutting issues. The issues you will tackle in this unit include:

- **Peace and values education** when teaching resistance especially the armed resistances like Maji-Maji and Nama-Herero.
- **Financial education** when teaching the effects of resistance-

es where property was destroyed and economies declined.

- **Comprehensive sexuality** education when discussing how rebellions led to violation of human rights like raping of girls and women.

Introduction to the unit

In this unit, we will look at African response to colonial conquest and the sub-units to be discussed include:

- Forms of African response towards European colonial conquest e.g Nama Herero, Kabalega (Bunyoro), Samoure Toure (Mandinka) and Maji-Maji.
- Types of resistance, their causes and effects and methods of resistance.
- Forms of collaboration, how Africans collaborated with European colonialists e.g Mutesa (Buganda) and Lenana of Masai.

9.1: FORMS OF AFRICAN RESPONSE TOWARDS EUROPEAN COLONIAL CONQUEST

Learning Objectives

By the end of this sub-topic, the learner should be able to:

1. Describe forms of African responses towards European colonial conquest.
2. Appreciate the reasons for resistances so as to acquire the spirit of nationalism and patriotism.

Preparation for teaching

In your preparation for this lesson, you need to read widely about

colonial conquest in Africa. More emphasis should be on forms of African response to colonial conquest.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, internet, poems, videos, newspapers, stories, songs, and Braille materials for visually impaired learners. Sign language should be used for learners with hearing impairment.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. Use **Activity 9.1** to make your learning interactive.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Guide the learners to learn the meaning of the word *conquer* and *conquest*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

Forms of African response towards European colonial conquest

Different African societies reacted differently towards colonial rule. The reactions depended on the circumstances that existed in such societies. African response can be grouped into two main ways, that is, *collaboration* and *resistance*.

Further activity

Write short notes on collaboration.

Answer to further activity

Collaboration is the situation whereby African states and societies cooperated with the Europeans. They even assisted them in the process of establishing colonial rule in Africa. In other words, they accepted to work hand in hand with them

9.2: TYPES OF RESISTANCE

Learning objectives

By the end of this sub-topic, the learner should be able to:

1. Identify types of resistance, their causes and effects.
2. Compare primary and secondary resistances by giving examples.
3. Evaluate the causes and consequences of African resistance towards European colonialists and interpret them.

Preparation for teaching

In your preparation for this lesson, you need to read widely about European colonialism of Africa and African response. More emphasis should be on African resistance, their causes and methods of resistance.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, videos and braille materials for visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive: **Activity 9.2, 9.3, 9.4 and 9.5**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Notes for the teacher

Resistance

Read the answer you gave in **Activity 9.1** on page 135. You realise that resistance refers to the situation where Africans opposed the establishment of colonial rule in their societies. This implies that Africans rejected the presence of foreigners in their societies and fought against them. In other words, the Africans refused to cooperate with Europeans as they (Europeans) tried to impose their rule on their (Africans) societies.

Follow-up activity

You can organise a visit to a nearby school set up during colonial times and find out the following from the administration:

- a) Objectives of setting up the school.
- b) The year the school was set up.

9.3: FORMS OF COLLABORATION

Learning Objectives

By the end of this sub-topic, the learner should be able to acknowledge forms and causes of collaboration in some African societies.

Preparation for teaching

In your preparation for this lesson, you need to read widely about colonial conquest in Africa. More emphasis should be on collaboration with European colonisers in Africa.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, videos, newspapers written in different languages and braille materials for visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activity will make the teaching/learning interactive: **Activity 9.11.** Provide the learners with the background information they need for the activity.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Notes for the teacher

Forms of collaboration

Africans collaborated with Europeans in two main ways. These were:

i) Direct/active collaboration

Under this form of collaboration, Africans were directly involved in the running and implementing of colonial administrative policies. That is to say, they helped them to fight fellow African resistors.

ii) Indirect/passive collaboration

It was a form of collaboration where Africans did not involve directly in the implementation of colonial administrative policies. Instead, they used other Africans to do so on their behalf, for example, the Kabaka of Buganda. This way of collaboration was mainly for the leaders such as chiefs and kings who had subordinates.

9.4: HOW AFRICANS COLLABORATED WITH EUROPEAN COLONIALISTS

Learning Objectives

By the end of this sub-topic, the learner should be able to:

1. Explain forms of collaboration, its causes and consequences.
2. Describe how Africans collaborated with European colonialists.
3. Analyse forms of collaboration, its causes and its consequences.

Preparation for teaching

In your preparation for this lesson, you need to read widely about

different sources of historical information. More emphasis should be on advantages and disadvantages of anthropology as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, videos, newspapers written in different languages and braille materials for visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive:

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Further activities for slow and fast learners

As average learners will be doing class activities in the Learner's Book,

Ask the fast learners to discuss in groups the forms of African response towards European colonial conquest. Ask the slow learners to write down the findings of the fast learners and allow fast learners to explain the points to the slow learners.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners work on **Activities 9.3, 9.4 and 9.5** in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 9.13** and the End of unit Revision Questions.

Revision Questions

1. Explain with examples how Africans responded to European colonialism.
2. Describe the causes of Nama-Herero Rebellion 1904-1907.
3. Explain the causes of African resistances to colonial rule.
4. Define the term collaboration.
5. Describe how Africans collaborated with European colonialists.

Answers to Revision Questions

Qn 1:

- a) Resistance: Most Africans opposed the establishment of colonial rule in their societies. They fought against them and refused to cooperate with the Europeans. Examples of communities that resisted are the Nama, Herero, Mandinka and Bunyoro.
- b) Collaboration: Some Africans cooperated with the Europeans. They even assisted them in the

process of establishing colonial rule in Africa. For example, Kabaka Mutesa I, Semei Kakungulu of Uganda and Lewanika of the Lozi among others.

- Qn 2.** a) *Land alienation:* The Nama and Herero lost their land to the Germans. They were pushed into reserves. The conditions in the reserves were so harsh that it compelled the two tribes to begin a rebellion against the Germans.
- b) *Outbreak of natural calamities in 1897:* There was outbreak of rinderpest that killed cattle in Namibia. This was blamed the on Germans.
- c) *Forced labour:* The Nama and Herero were subjected to forced labour by the Germans in plantations, copper mines and railway construction sites.
- d) *Unfair taxation system:* The Germans imposed a number of taxes such as land tax and hut tax on Herero. Methods of collection were unfair.
- e) *Germans desire to disarm the Nama:* After the Herero Uprising, the Germans decided to disarm the Nama in order to avoid further challenges. This was by Africans who later formed a joint rebellion against the Germans.
- f) *The need to regain independence:* The Nama and Herero wanted to regain their independence that they had lost to German colonial masters in Namibia.

Qn 3. - African communities resisted

because some of their traditional enemies had collaborated with Europeans. For example, the Asante resisted because the Fante collaborated .

- Some African societies felt that they were militarily strong and could therefore defeat the Europeans.
- Other African communities had the desire to protect their trade monopolies and commercial prosperity.
- Africans wanted to protect their cultural practices and customs.
- Bad economic policies of Europeans such as forced labour, taxation and land alienation annoyed Africans.
- Africans resisted because they wanted to preserve their political independence of their territories.

Qn 4: Collaboration refers to traitorous cooperation with an enemy.

- Qn 5.** - Some communities collaborated by signing treaties. For example the Lochner Treaty between Lewanika and BSACo.
- Some communities collaborated by providing labour and accommodation to the Europeans.
 - Other collaborated by spreading Christianity and helping the Europeans in interpretation.

Unit 10

INDUSTRIAL REVOLUTION

Key unit competence

At the end of this unit, learners should be able to explain the causes and consequences of Industrial Revolution, technical inventions and their inventors.

Introduction

Industrial revolution introduces the learners to great revolutions the world has experienced. Industrial revolution started in Britain and later spread to other parts of Europe and the rest of the world.

It also helps the learner understand how industrial revolution transformed Britain and Europe from subsistence production to commercial production. It also explains the conditions in Britain before industrial revolution, factors for the beginning of industrial revolution, consequences of industrial revolution and technical

inventions and their inventors during the industrial revolution. The sub-topics to be covered in this topic are:

- Political, economic and social situation in England before the industrial revolution
- Factors that led to the industrial revolution
- Effects of industrial revolution
- Technical inventions & their inventors like;
 - *Spinning mule*
 - *Spinning jenny*
 - *Water frame*
 - *Steam engine*
 - *Flying shuttle*

Learning Objectives

As you teach this unit, ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the political, economic and social situation in England before industrial revolution	<ul style="list-style-type: none">• Analyse the political, economic and social situation in England before industrial revolution in order to know the background of the current industries	<ul style="list-style-type: none">• Appreciate the role of England in the commencement of the industrialisation process in the world

<ul style="list-style-type: none"> • Describe the factors that led to the industrial revolution • Discuss the effects of industrial revolution in Europe and the rest of the world • Identify technical inventions and their inventors 	<ul style="list-style-type: none"> • Examine the factors that led to the industrial revolution as to determine the contribution of each factor • Assess the effects of industrial revolution and its impact on Africa • Research the technical inventions & their inventors and how they increased the scale of world production 	<ul style="list-style-type: none"> • Recognise the factors that led to industrial revolution • Balance the effects of industrial revolution • Appreciate the importance of technical inventions & their inventors both in England and in the rest of the world
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It is important to emphasise key skills, values and attitudes to be attained at the end of each lesson.

Teaching/learning materials

When teaching this unit, you will require the following teaching and learning materials: *Senior 2 Learner's Book, Internet, charts, films, atlases, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena

based on findings from information gathered or provided.

- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfillment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects: While teaching this unit, ensure you draw a link to industrialisation in Economics and Geography and different scientific discoveries in Chemistry, Physics and Biology.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the origin, causes and effects of the industrial revolution in Europe and the rest of the world.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues, the number of issues to tackle include:

- *Standardisation of culture:* This unit is basically about trade. Try to emphasise to the learners that much as we need the growth of industries for economic growth and development, it is also vital to ensure and emphasise standardisation of culture. This is to avoid expired goods, poor quality products that may be put on market by greedy investors in order to maximise profits but end up putting peoples live in danger.
- *Financial education:* While tackling industrial revolution please encourage learners to develop a sense of financial discipline so as to avoid wasteful expenditure that may lead to bankruptcy and endless suffering.
- *Gender:* Remind the learners that trade is always conducted by both men and women
- *Peace and values education:* Tell the learners that peace that prevailed in Britain is what enabled her to develop a strong industrial base and consequently a sound economy. Trade cannot thrive where there is no peace.

Safety measures

During some lessons of this unit, learners may be required to visit some industrial centres. Ensure their safety during such visits. Help them cross the roads, wear safety equipments and not to visit any place alone. Take all other necessary steps to ensure that they are safe.

Introduction to the unit

A revolution is a fundamental change that sweeps across the social, political and economic spheres of a given society. It is also defined as the process that permanently changes the state of affairs, the way of doing things.

Industrial revolution refers to the changes in the methods of production where machines replaced human labour leading to greater changes in the whole economy of European countries. It began in England in 1850s' and later spread to other countries.

10.1: POLITICAL, ECONOMIC AND SOCIAL SITUATION IN ENGLAND BEFORE THE INDUSTRIAL REVOLUTION

Learning Objectives

By the end of the sub-topics, the learner should be able to:

- Explain the political, economic and social situation in England before industrial revolution.
- Analyse the political, economic and social situation in England before industrial revolution in order to know the background

of the current industries.

- Appreciate the role of England in the commencement of the industrialisation process in the world.

Preparation for teaching

You need to adequately prepare by reading widely about the industrial revolution. You also need to know some of the industrial centres near your school for outdoor activities. Make an effort before hand to meet some managers and investors so that you may request them to help the learners during their visit to such industrial centres. Have a map showing the location of industrial centres in England and Europe as a whole.

Teaching/learning materials

During the delivery of this sub-topic, you will need the following: *Senior 2 History Learner's Book, Internet, charts, films, atlas, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 10.2** and **10.3**

Remember to let them write points

as they discuss in groups. They should appoint one person to represent them during plenary discussion.

10.2: FACTORS THAT LED TO INDUSTRIAL REVOLUTION

Learning Objectives

By the end of this sub-topic, learners should be able to:

- Examine the factors that led to industrial revolution.
- Describe the factors that led to the industrial revolution.
- Recognise the factors that led to industrial revolution.

Preparation for teaching

You need to adequately prepare by reading widely about the industrial revolution. You also need to know some industrial areas near your school for outdoor activities. Make an effort before hand to meet some industrial owners and managers so that you may request them to help the learners during their visit to such areas. Have a map showing the location of industrial centers in Britain for more clarification.

Teaching/learning materials

During the delivery of this sub-topic, you will need: *Senior 2 History Learner's Book, documents on industrial revolution, Internet, charts, films, atlas, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching*

learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activity can make the teaching/learning interactive:

Activity 10.4

Let the learners do the provided activities both in groups and individual basis to test their progress in understanding the intended goals.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, they should also appoint a secretary to help them in listing agreed on points on a board, as one of them leads the presentation.

Follow-up activity

Find out the countries where industrial revolution spread after Britain and locate them on a map using the Atlas.

10.3: EFFECTS OF INDUSTRIAL REVOLUTION

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Discuss the effects of industrial revolution in Europe and the rest of the World.
- Assess the effects of industrial

revolution and its impact on Africa.

- Balance the effects of industrial revolution.

Preparation for teaching

Read more on the effects of industrial revolution, Identify some factors that have contributed to the development of industrialisation in your area. Also consider the negative effects of industrialisation in your area.

Teaching/learning materials

During the delivery of this sub-topic, you will need: *Senior 2 History Learner's Book, documents on Industrial revolution, Internet, charts, films, atlases, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 10.6** and **Activity 10.7**

Arrange the learners in groups of five and make them do activities provided in the Learner's Book and do them individually to test learners' capacity to grasp intended objectives. You can also choose one of them to lead a question and answer session.

Remember to let them write

points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, they should also appoint a secretary to help them in listing agreed on points on a board, as one of them leads the presentation.

10.4: TECHNICAL INVENTIONS AND THEIR INVENTORS

Learning objectives

By the end of this sub-topic, the learner should be able to:

- Identify technical inventions and their inventors.
- Research the technical inventions and their inventors and how they increased the scale of world production.
- Appreciate the importance of technical inventions and their inventors both in England and in the rest of the world.

- Research the tech

Preparation for teaching

Read more on the technical inventions and their inventors, during industrial revolution and their importance that have contributed to the development of industrialization in your area.

Teaching/learning materials

During the delivery of this sub topic,

You will need: Senior 2 History Learner's Book, documents on Industrial Revolution, Internet, charts, films, atlases, wall maps, pictures and photographs, media

(newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials.

Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.

The following suggested activities can make the teaching/learning interactive: **Activity 10.8**

Arrange the learners in groups of five and make them do activities provided in the Learner's Book and do them individually to test learners' capacity to grasp intended objectives. You can also choose one of them to lead a question and answer session.

Remember to let them write points as they discuss in groups.

They should appoint one person to represent them during plenary discussion.

Alternatively, they should also appoint a secretary to help them in listing agreed on points on a board, as one of them leads the presentation.

During the industrial revolution there were many inventions.

Follow up activity

Find out major industrial centers in Britain and the rest of Europe

Diagnostic assessment

Mention at least three European countries that experienced a wind of change just like Britain.

Answer to diagnostic assessment

Among others there is Belgium, Italy and Germany.

Revision Questions

1. Define Industrial Revolution.
2. Describe the political, economic and social situation in England before the industrial revolution.
3. Describe the factors that led to the industrial revolution in England.
4. Assess the effects of industrial revolution in England after the industrial revolution.
5. Briefly explain the different innovations made during the industrial revolution and their inventors.

Answers to Revision Questions

Qn 1: Industrial Revolution refers to the changes in the methods of production where machines replaced human labour. It began in Europe in 1850s before spreading to other countries.

Qn 2: Refer to Learner' Book.

Learners are expected to explain the political, economic and social

situation in England based on the knowledge gained from this section of the Learner's Book as well as from other reference materials.

Ensure that you evaluate each learner's responses so that you guide those that may not have understood the concept clearly.

Bright learners can be tasked to help the weaker ones through discussing this question before compiling their findings for presentation.

Qn. 3

The following are the expected answers that need to be explained in detail:

- *The abolition of feudalism*
- *Technological leadership*
- *Natural resources*
- *Presence of a large labour force*
- *Ready market.*
- *Enough capital.*
- *Developments in the financial institutions*
- *Renaissance (rebirth of knowledge)*

Qn. 4

- New machines were used like tractors and computers which created unemployment.
- There was expansion of international trade as countries produced different goods.
- Industrialisation led to the need of market and raw materials from Africa and subsequent colonisation of Africa.
- It led to the development of modern transport and communication systems.

- It led to increased utilisation of idle natural resources.
- It led to urbanisation.
- It led to the collapse of feudalism in Europe.
- It helped the middle class to get political power.
- Industrial revolution led to the rise of socialism.
- Industrial revolution increased the influence of Britain into European politics and world affairs.
- There was development of classes in Europe where owners of industries (merchants) became too rich at the expense of poor workers.
- It increased the number of middle class for these owned factories, mines and some started sending their children to upper class schools.
- It led to rural-urban migration causing congestion in urban areas.

Qn. 5: The technical inventions include:

- *Spinning mule (or Crompton's mule) by Samuel Crompton*
- *Spinning jenny by James Hargreaves*
- *Water frame by Richard Arkwright*
- *Steam engine by James Watt*
- *Flying shuttle by John Kay*
- *Robert Fulton's "steamboat"*
- *Stephenson's "steam powered train"*

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss factors that led to the industrial revolution in England and present their findings before the next lesson.

b) **Slow learners**

Ask them to list the factors that led to the industrial revolution in England.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 10.2, 10.6 and 10.8** in groups and present their findings in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 10.7** and End of unit Revision Questions.

Unit 11

CAUSES AND IMPACT OF AMERICAN REVOLUTION

Key unit competence

At the end of this unit, learners should be able to explain the causes and impact of American Revolution

Introduction

The unit on causes and effects of American Revolution provides knowledge to the learners on world wars and beginning of revolutions in the world. It also enables learners to understand the justifications of American revolution and its effects that enabled America to unite as one

nation and become a respected nation as we know it today. The main sub-topics to be covered in this unit are:

- Causes political, economic and social causes of American revolution
- Effects of American Revolution both in America and in the rest of the world.

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">▪ Describe the causes of American revolution	<p>Analyse the causes of American revolution and Interpret the role of each cause.</p> <p>Assess the effects of American revolution and balance positive and negative effects.</p>	<p>Acknowledge the causes of American revolution and acquire the ideas of democracy and nationalism.</p> <p>Appreciate the consequences of American Revolution and the importance of the American ideas of liberty, equality and fraternity in the world</p>

Emphasise key skills, values and attitudes to be attained at the end of the every lesson.

Teaching/learning materials

During the delivery of this unit, use the following teaching aids: *S2 History Learner's Book, Internet, videos, pictures, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centered methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, question and answer sessions, and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions

and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.

Links to other subjects

When teaching this unit, ensure you draw a link to Human Rights, Constitution and Democracy in General Stud-

ies and the use of maps in Geography.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here

and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

The learners should display ability to make judgement about the causes and effects of American Revolution

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting issues. The cross cutting issue you will tackle in this unit include:

- *Peace and values education:* Emphasise that a country without peace cannot develop. Therefore, learners should always promote peace in their respective areas by cooperating with government agencies.
- *Environmental conservation:* This is meant to create awareness about the need to conserve it and avoid desertification.

Introduction to the unit

A revolution is a fundamental change that sweeps across the social, political and economic spheres of a given society. It is also defined as the process that permanently changes the state of affairs, the way of doing things.

A revolution may be either peaceful or violent, it may be as well gradual or sudden. Examples of most notable revolutions the world has experienced include:

- Industrial revolution of 1750-1850
- American revolution of 1776
- French revolution of 1789-1799

- Chinese revolution
- Russian/Bolshevik revolution of 1917

This unit mainly talks about American Revolution of 1776 against the British oppressors who had dominated them politically, economically and socially for long. The learners will get to know about the need for democracy, constitution and fighting for human rights. They will also understand reasons why revolutions occur at the time they occur.

11.1: CAUSES OF AMERICAN REVOLUTION

Learning Objectives

By the end of this sub-topic, learners should be able to:

- Describe the causes of American revolution.
- Analyse the causes of American revolution and interpret the role of each cause.
- Acknowledge the causes of American revolution and acquire the ideas of democracy and nationalism.

Preparation for teaching

You need to adequately read about American Revolution about its origins and other revolutions that happened before and after it such as the French revolution, Russian revolution, Egyptian and Rwanda revolution of 1959.

Teaching/learning materials

In order to teach this sub-unit with success, you need: *Senior 2 Learner's*

Book, Internet, videos, pictures, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.

- In groups, ask learners to do **Activity 11.1** and **11.2**
- Activity **11.3** should be done under your supervision.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively different groups can choose a group secretary, whereas one of them leads the presentation.

11.2: POLITICAL CAUSES

Some of the political causes, discussed in the Learner's Book in detail are:

- The rise and growth of nationalism among the Americans
- The effects of Anglo-French war of 1756-63
- The role played by revolutionary leaders
- The passing of intolerable acts
- The character of king George III of England
- The oppressive rule of the British government
- The Boston massacres of 1770
- Undemocratic nature of the British leadership
- Inter-colonial congress at Phila-

delphia

- Need for independence
- The role of philosophers

11.3: ECONOMIC CAUSES

Some of the economic causes, discussed in the Learner's Book in detail are:

- Poor economic policy of the British
- The Boston tea party in 1773
- Trade monopoly by the British
- The unfair taxation system
- Exploitation of American resources
- Inflation
- Forced labour
- Unemployment

11.4: SOCIAL CAUSES

Some of the economic causes, discussed in the Learner's Book in detail are:

- The role of political philosophers
- Foreign support
- Religious intolerance
- Discrimination of Americans.

11.5: EFFECTS OF AMERICAN REVOLUTION BOTH IN AMERICA AND IN THE REST OF THE WORLD

Learning Objectives

By the end of this sub-topic, learners should be able to:

- Explain the impact of American revolution
- Assess the effects of American revolution and balance positive and negative effects
- Appreciate the consequences of American Revolution and the

importance of the American ideas of liberty, equality and fraternity in the world

Preparation for teaching

Read more about the impact of American Revolution to identify its consequences in the modern world.

Teaching/learning materials

The following will help teach this lesson: *Senior 2 Learner's Book, Internet, videos, pictures, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Arrange learners in groups of five and let them attempt **Activity 11.4** in the Learner's Book and also later practice it individually.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, different groups can choose a group secretary, as one of them leads the presentation.

Further activity

Highlight the positive effects of American revolution.

Answers to further activity

- It resulted into birth of new political ideas like equality of all people, natural rights of man and separation of government powers.
- It marked the beginning of democracy in America and the whole world, America became a democratic state and started promoting democracy in the world.
- It led to the writing of American constitution where representatives from 13 colonies joined together at Philadelphia and came up with a constitution which became the first written constitution in the world.
- It increased religious freedom in all states of America, the citizens were no longer forced to worship Protestantism, and many churches came up while others became Muslims.
- It led to the formation of a national army of America as different states combined their efforts to fight against the British imperialists.
- It led to rapid industrialisation in America.
- There was development of a strong capitalistic economy in USA.
- There was serious food shortage in America due destructions on crop farms.
- It led to the creation of USA, where the former 13 colonies were combined to form one single country we know as USA.
- The American culture came up following the end of the revolution.
- It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed and after the revolution there was freedom of worship among the Americans.
- It led to the granting of independence to the American colonies at Paris treaty of 1783, the British king recognised the colonies of America to be free, sovereign and independent.
- There was liberalisation of trade after the American revolution and the Americans were free to carry out trade without the British monopoly.
- It created good diplomatic relationship between France and America, this was due to the assistance rendered by the french to Americans against the British imperialists
- It increased the status of women and subsequent women emancipation this was because women took control of the families catered for school going children while men were away fighting for independence.

- It increased the status of George Washington who later became the first American president for his role in gearing the struggle for independence as well as its success was attributed to him. the assistance rendered by the French to the Americans against the British imperialists.

Further activities for slow and fast learners

The following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss the causes of the American Revolution and present their findings in the next lesson.

b) **Slow learners**

Ask them to write down the causes of American Revolution.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 11.1, 11.2 and 11.3** in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to carry out **Activity 11.4** and End of unit Revision Questions.

Further activity

Write an essay on negative effects of American war of independence

Revision questions

1. Account for the outbreak of American war of independence in 1776.
2. Discuss the reasons why Americans rose against their British oppressors in 1776.
3. Assess the significance of the American Revolution in world affairs.

Answers to Revision Questions

Qn 1: The following are the expected answers that need to be explained in detail:

1. *The rise and growth of nationalism among the Americans*
2. *The effects of Anglo-French war of 1756-63*
3. *The role played by revolutionary leaders*
4. *The passing of intolerable acts*
5. *The character of king George III of England*
6. *The oppressive rule of the British government*
7. *The Boston massacres of 1770*
8. *Undemocratic nature of the British leadership*
9. *Inter-colonial congress at Philadelphia*
10. *Need for independence*
11. *The role of philosophers*
12. *Poor economic policy of the British*
13. *The Boston tea party in 1773*
14. *Trade monopoly by the British*

Qn 2:

This question should be answered as question 1 above about the causes of American war of independence.

Qn 3: *Assess the significance of the American Revolution in world af-*

fairs:

This question requires that learners discuss both the negative and positive effects of American Revolution. The points to be discussed are as follows:

- Loss of lives
- It led to the destruction of property
- It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed leading to freedom of worship among the Americans.
- It led to French revolution due to the effects on the French government like financial crisis in France and the spread of revolutionary ideas by the ex-soldiers of the American war of independence like General Lafayette.
- It led to the granting of independence to the American colonies at Paris Treaty of 1783.
- There was liberalisation of trade after the American revolution.
- It created good diplomatic relationship between France and America.
- It increased the status of women and subsequent women emancipation.

Unit 12

RIGHTS, DUTIES AND OBLIGATIONS

Key unit competence

At the end of this unit, the learner should be able to analyse how rights are balanced by obligations and duties and relate this to the situation in Rwanda.

Brief introduction

The unit on rights, duties and obligations informs the learner of the duties of a citizen of a country. It also teaches the learner of what to expect from the state as well as how duties and obligations are balanced in Rwanda.

The main sub-topics to be covered under this unit are

- Duties of a citizen toward his/her nation
- Obligations of the state towards its population
- How duties and obligations are balanced in Rwanda

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following Knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
Explain the concepts of rights, duties and obligations in the family, community and nation.	Examine the role of rights, duties and obligations in society and nation building.	Acquire the spirit of citizenship.
Describe the balance between duties and obligations in the family, community and nation.	Analyse the difference between duties and obligation	Develop the spirit of law abiding.
Identify the obligations of the state towards its population. Explain the concepts of rights, duties and obligations.		Recognise individual's rights and obligations towards oneself, family, society and nation.

Describe the balance between duties and obligations.

Identify the obligations of the state towards its population

Appreciate the balance between duties and obligations

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book*, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to-

problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

- (g) Cooperation:** Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.

Links to other subjects

As you teach this unit, try to create a link with duties and obligations as taught in General Studies.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while perform-

ing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the concept of human rights and citizen duties and suggest ways of preventing human rights violations.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- *Peace and values education:* Explain to the learners that when people's rights are respected in society, peace and mutual understanding prevail.
- *Gender:* Rights of all people must be protected regardless of a person's gender.
- *Inclusive education:* All children have the right to education re-

ardless of their sexes or abilities. Children with disabilities must be accepted in learning institutions.

- *Genocide studies:* Remind the learners that there was violation of human rights during the 1994 Genocide against the Tutsi.

Introduction to the unit

An obligation is something by which a person is bound or obliged to do certain things, and which arises out of a sense of duty or results from custom, law while **duty** is something you feel you have to do because it is your moral or legal responsibility.

12.1: DUTIES OF A CITIZEN TOWARDS HIS/HER NATION

Learning Objectives

By the end of this section, the learner should be able to:

- Explain the concepts of rights, duties and obligations in the family, community and nation.
- Examine the role of rights, duties and obligations in society and nation building
- Acquire the spirit of citizenship

Preparation for teaching

You need to adequately prepare by reading widely about rights and obligations. You may invite a resource person to shed more light on human rights to the learners. Get a copy of the Universal Declaration of Human Rights charter and the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book*, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 12.1** which should be done in groups.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion for future reference.

Notes for the teacher

An **obligation** is something by which a person is bound or supposed to do, and which arises out of a sense of duty or results from custom or law while **duty** is something you feel you have to do because it is your moral or legal responsibility.

Different people have a feeling that they should enjoy their right to their maximum without limit. However this is sometimes misused by some elements and end up causing havoc to societies they live, like the right to drink beer where you over drink and start fighting or abusing everybody.

The following are some of the duties of a citizen toward his/her nation:

- *Obedience*
- *Allegiance*
- *Payment of Taxes*
- *Public Spirit/service*
- *Participate in the democratic process*
- *Help to Public Officials in the maintenance of Law and Order*
- *Work*
- *Patriotism towards your Country*
- *To promote harmony and the spirit of common brotherhood To value and preserve the rich heritage of his or her country*
- *Environmental management*
- *Serve on a jury when called upon*
- *Stay informed of the issues affecting your community.*

Each of these responsibility has been discussed in the Learner's Book between pages 183 and 184.

Further activity

State 5 duties and obligations of citizens to the state.

Answers to further activity

- **To promote harmony and the spirit of common brotherhood** amongst all the people of the nation irrespective of the religious, linguistic and regional or sectional diversities.
- **To value and preserve the rich heritage of his or her country** for example the museum, genocide memorial centers, culture and language.

- **Environmental management**, and show care for public resources such as water sources and participating in the communal work to make sure its clean.
- **Serve on a jury when called upon.** Note that citizens are supposedly to cooperate with the government agencies in case one is called upon to facilitate government to bring justice close to people at little or no cost like former Inyangamugayo judges in Gacaca courts
- **Stay informed of the issues affecting your community**, like diseases, water shortage, climate change and be part in finding the possible solutions.

12.2: OBLIGATIONS OF THE STATE TOWARDS ITS POPULATION

Learning Objectives

By the end of this section, the learner should be able to:

- Identify the obligations of the state towards its population.
- Analyse the difference between duties and obligation.
- Recognise individual's rights and obligations towards oneself, family, society and nation
- Identify the obligations of the state towards its population.

Preparation for teaching

You need to adequately prepare by reading widely about obligations of the state towards its population. You may also invite a resource person from the government to put more light on the sub-topic.

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book*, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Ask learners to do **Activity 12.5**.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion so as to use notes for revision and future reference.

Notes for the teacher

1. The state is charged with the responsibility of providing security to its people as a way keeping order and peace.
2. The state has to provide the basic services to its citizens for example education, health, accommodation and electricity.
3. It is the state that is obliged with the responsibility of developing the its economies like

agriculture, trade, industry using the taxes, grants and loans through construction of roads, subsidising the farmers, marketing their produce, regional integrations.

4. The state is also supposed to set laws and make sure they are respected by the citizens and even set sanctions for the law breakers.
5. The state is supposed to keep its heritage and embrace the national cultures like setting public holidays, and the national heroes.
6. The state has to promote international relations for its country.

Follow up activity

Enquire from your elders at school and at home about the following as far as rights for women and children are concerned:

- Isange one stop centre
- Umugoroba w'ababyeyi
- Abunzi

12.3: HOW DUTIES AND OBLIGATIONS ARE BALANCED IN RWANDA

Learning Objectives

- Describe the balance between duties and obligations in the family, community and nation.
- Appreciate the balance between duties and obligations.
- Explain the concepts of rights, duties and obligations.

Preparation for teaching

You need to adequately prepare by

reading widely about duties and obligations of a Rwandan citizen. You may invite a resource person to shed more light on the sub-topic to the learners. Get a copy of the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activity can make the teaching/learning interactive: Let them do **Activity 12.3**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion.

Follow up activity

Explain how duties and obligations are balanced in Rwanda.

Diagnostic assessment

State the duties of Rwandans to their country.

Answers to Diagnostic assessment

- Obeying the law
- Paying taxes
- Defending the nation
- Serving in court
- Attending school

Further activities for slow and fast learners

As average learners will be working on **Activity 12.1** in the Learner's Book. Ask the fast learners to discuss in groups the duties of a citizen towards his or her nation. Ask the slow learners to write down their duties at home.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners work on **Activity 12.4, 12.5** and **12.7** in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 12.6** and End of unit Revision Questions.

Further activity

Paying taxes is of the duties of citizens. Explain what the government does with the taxes collected.

Answers to Further activity

- Paying civil servants
- Constructing roads
- Purchasing medicine that are given in public hospitals
- Offsetting public debt
- Providing electricity

Revision exercise

1. Explain the meaning of the following terms:
 - Duty
 - Rights
2. Describe the duties and responsibilities that every citizen should fulfill towards his nation.
3. Mention atleast 4 duties of every citizen to the state and 4 obligations of the state to its population
4. Discuss the obligations of the state towards its population.
5. Explain how duties and obligations are balanced in Rwanda

Answers to the Revision Exercise

Qn 1: A *duty* is something you feel you have to do because it is your moral or legal responsibility. A *right* on the other hand is amoral or legal claim to have or get something or to behave in a particular way.

Qn 2: (i) *Obeying the law:* Citizens should serve specific purposes such as helping people, preventing accidents and allocating resources fairly.

(ii) *Paying taxes:* This is because the Government uses tax money to develop the country and to

pay civil servants. People pay taxes as a percentage of what they earn. Taxes are also levied on the purchase or sale of goods or even property.

(iii) *Defending the nation:* All able bodied men and women above 18 years should voluntarily register with the government. They should register in order to serve in the armed forces. This way, they provide security to the citizens and their property in the country.

(iv) *Serving in court:* Every adult citizen must be prepared to promote justice. He or she can witness at a trial if called to do so. This will promote justice.

(v) *Attending school:* The government requires young people to attend school so that they get education.

(vi) *Being informed:* Citizens need to know what the government is doing so that they can voice their opinions. People can learn about issues and leaders by reading print publications and listening to news. They can also get the news through talking to people and searching the Internet.

(vii) *Respecting others' rights:* People must respect public property and the property of others. Vandalism and littering are acts of disrespect and criminal too.

(viii) *Respecting diversity:* Citizens

should be tolerant by respecting and accepting others regardless of their beliefs, practices or differences.

- (ix) *Contributing towards common good:* This involves taking time, putting effort, and contributing money to help others. It also involves improving the community by being an active member of the society.

Qn 3:

Duties of every citizen to the state:

- Respecting others' rights.
- Respecting diversity
- Being informed
- Attending school

Obligations of the state to the citizens:

- Constructing roads and other infrastructures
- Purchasing medicine that are given in public hospitals
- Offsetting public debt
- Providing electricity

4.The obligations of the state towards its population are;

- The state is charged with the responsibility of providing security to its people as a way keeping order and peace
- The state has to provide the basic services to its citizens for example education, health, accommodation and electricity
- It is the state that is obliged with the responsibility of developing the its economies like agriculture, trade , industry using the taxes, grants and

loans through construction of roads, subsidising the farmers, marketing their produce, regional integrations

- The state is also supposed to set laws and make sure they are respected by the citizens and eve set sanctions for the law breakers.
- The state is supposed to keep its heritage and embrace the national cultures like setting public holidays, and the national heroes.
- The state has to promote international relations for its country.

5.The following explains how duties and obligations are balanced in Rwanda

- The state provides all the basic needs to its population and the population also maintains and protects them for example the electric wires, water points, roads and schools.
- In Rwanda the population pays taxes and of recent taxes are charged automatically on goods by use of the electronic billing machines (EBM), and all workers pay the taxes which are used for developments for example , construction of schools, hospitals
- Both the state and the population are fully and actively involved in environmental management and cleanliness

which is done all the time but mostly on every last Saturday of a month (Umuganda) and everyone who is 16 and above is expected to get involved in this communal work.

- The state and the population in Rwanda develops the constitution and set their own laws to govern the nation and they all make sure that these laws are respected and obeyed.
- The state and population in

Rwanda work hand in hand to make sure that there is lasting peace and security for example people report on any insecurities or poor habits that are identified and the state does the correction of its citizens through the Rwanda correction services

- The population chooses its own leaders to guide them and the state makes sure the leaders are serving people hence ensuring democracy and justice

Unit 13

STATE AND GOVERNMENT

Key unit competence

By the end of this unit, learners should be able to explain the role and functions of the state and government.

Brief introduction

This unit takes the learner through definition of state and government. It also enables the learner to differentiate between the state and the government.

The main sub-topics to be covered in this unit are:

- Definition of state and government
- Difference between state and government
- Types of state and basic forms of government
- Organs, role and functions of the state and government

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
Explain the concepts of the State and government	Analyse the definition of state and government and compare them.	Appreciate the importance of state and government in order to determine the Rwandan identity
Appreciate the importance of state and government in order to determine the Rwandan identity	Apply knowledge on the types of state and forms of government	Recognise types and organs of state and forms of government in order to acquire the spirit of patriotism.
Identify the difference between state and government		
Describe the types of state and basic forms of government	Assess the organs, role and functions of the state and government and determine where you belong	Judge the difference between state and government
Explain the organs, role and functions of state and government		

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book*, *Internet*, *pictures*, *media (newspapers and videos)*, *tactile materials*, *jaws software*, *talking globes & tactile maps and braille materials*. *Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

(a) Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.

(b) Creativity and innovation:

This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

c) Problem solving: In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

(d) Communication skills: This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

(e) Lifelong skills: This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

(g) Cooperation: Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.

Links to other subjects: This unit is linked to organs of government, taught in General Studies.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills communication skills and their rate of critical thinking.

- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain role and functions of state and government.

Cross-cutting and emerging issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- *Gender*: Among the functions of the government is to ensure gender balance. Both men and women should be given equal opportunities in schools, jobs and public office.
- *Peace and Values Education*: States require peace in order to function very well and execute its duties.
- *Inclusive Education*: With good governance, all people's rights are respected and catered for irrespective of their disabilities.

Please sensitise learners on the crosscutting issues associated with every lesson learnt.

Introduction to the unit

A **government** is the system by which a state or community is controlled. It also refers to the particular group of people, the administrative bureaucracy that controls the state apparatus at a given time. That is, government are the means through which state power is employed.

A **state** is a country considered as organised political community controlled by one government.

13.1 AND 13.2: DEFINITION OF STATE AND GOVERNMENT, DIFFERENCE BETWEEN STATE AND GOVERNMENT

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Explain the concepts of State and Government
- Analyse the definition of State and Government and compare them
- Appreciate the importance of State and Government in order to determine the Rwandan identity.
- Identify the difference between State and Government.

Preparation for teaching

You need to collect information on state and government. Having books (other than the Senior 2 History and Citizenship book) or articles on state and government will be an added advantage to you. You also need to have contact with some civic educators and people who are well versed with state and government.

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner's Book, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Guide the learners to form groups to discuss **Activity 13.1** and **Activities 13.2** and **13.3**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Ensure that that the is maximum order in class to allow good atmosphere for discussion.

13.3: TYPES OF STATES AND BASIC FORMS OF GOVERNMENT

Refer to *Learner's Book Learning Objectives*

By the end of this sub-topic, the learner should be able to:

- Describe the types of state and basic forms of government.
- Apply knowledge of the types of state and forms of government.

13.4: ORGANS, ROLE AND FUNCTIONS OF THE STATE AND GOVERNMENT

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Explain the organs, role and function of state and government.
- Assess the organs, role and functions of the state and government and determine where the citizen belongs..

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to work on **Activity 13.3** and **Activity 13.4**. Let them present their findings before the next lesson. They should also find out the functions of the state in Rwanda.

b) **Slow learners**

Ask them to list the write down the components of a state.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 13.5** and **13.6** and **13.7** in groups and present their findings and hold class discussions.

Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 13.8** and **Activity 13.9**. Let them present their findings before the next class.

Revision Questions

1. Give the definition of the following:
 - i) State
 - ii) Government
2. Explain the difference between a state and a government.
3. Identify four types of states.
4. Discuss the role and functions of the state and government.

Answers to Revision Questions

Qn 1.

- i) An organised community of people occupying a definite form of territory free of external control and possessing an organised government to which people show habitual obedience.
- ii) The system by which a state or community is controlled.

Qn 2.

- A state has four elements namely, population, territory, government and sovereignty while a government is narrow concept and is an element of a state.
- A state is more or less permanent while a government is temporary.

Qn 3.

- i) Sovereign states: These are states that are not dependent or subject to any other power or state.
- ii) Federal states: These states have transferred a portion of their sovereignty powers to a federal government.

- iii) Centralised states: These are states in which all powers of government emanate from one location. It has a central authority.
 - iv) Decentralised states: These are states in which powers have been redistributed to different people.
- Qn 4**
- The government maintains formal diplomatic relations with other sovereign states in the world.
 - The government provides security to all the citizens and foreigners living in the country.
 - The government exercises control over the people it seeks to govern and protect.
 - The government promotes and facilitates the rule of law in the country by emphasising equality before the law.
 - Government institutions provide public goods and services.

Unit 14

INTERDEPENDENCE AND UNITY IN DIVERSITY

Key unit competence

At the end of this unit, the learner should be able to explain the interdependency and unity in diversity.

Introduction

This unit takes the learner through the need for interdependency, unity, personal identity and national identity (*Ubunyarwanda*). The following are the main sub-topics to be covered in this unit:

- Interdependency
- Unity
- Personal identity and national identity (*Ubunyarwanda*)
- Patriotism
- Unity in diversity

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
<p>Explain the concept of identity and national identity</p> <p>Explain the importance of unity.</p> <p>Describe the concept of interdependence among people.</p> <p>Explain the concept of unity in diversity</p>	<p>Describe oneself identity and national identity and show people's concern about this</p> <p>Evaluate the importance of unity.</p> <p>Assess the interdependence among individuals.</p> <p>Investigate unity in diversity</p>	<p>Show respect for others and love for one another.</p> <p>Appreciate the importance of patriotism and self-reliance.</p> <p>Develop the spirit of collaboration, co-operation, equity and equality, self respect and respect of diversity and its acceptance.</p>

Emphasise key skills, values and attitudes to be attained at the end of the Lesson.

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book*, Internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by

finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.

Links to other subjects

This unit links well with topics dealing with Interdependence in Economics and Unity in Social Studies and Religious Education.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills communication skills and their rate of critical thinking.
- (ii). You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii). Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should display the ability to explain the interdependency and unity in diversity

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

Gender: All Rwandans are supposed to identify themselves in relation to Rwanda without discrimination.

Standardisation culture: The government has put ways of identifying oneself in relation to Rwanda in a standard form. All Rwandans identify themselves in the same way.

Introduction to the unit

It is of great importance to have mutual reliance between two or more groups. This is due to the need for peaceful co-existence and helping one another in times of crisis as well as nation building.

14.1 AND 14.2: INTERDEPENDENCY AND UNITY

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Describe the concept of interdependence among people.
- Explain the importance of unity.
- Assess the interdependence between individuals.
- Evaluate the importance of unity.

Information for the teacher

interdependence is the mutual reliance between two or more groups.

In relationships, interdependence is the degree to which members of the group are mutually dependent on others.

Using **Activity 14.1** and **Activity 14.2**, ask learners to work in groups to explore the meaning of the term interdependence.

Types of interdependence

There are four main types of interdependence. These are:

1. *Social interdependence. Its further divided into positive interdependence (cooperation) and negative interdependence (competition).*
2. *Pooled interdependence*
3. *Economic interdependence*
4. *Political interdependence*

The meaning of each of the above mentioned type of interdependence is given in the Learner's Book .

Unity refers to the togetherness of people in order to achieve common ideal objectives. The unity of Rwandans dates back to time immemorial and is characterised by the following:

- Same language
- Same culture
- Same political and administrative systems
- Same nation

Ways through which unity has been kept in Rwanda

- National concern to help the poor
- National activities such as communal work (*Umuganda*).
- Participation in national development goals which include health, education, security and

poverty reduction

14.3 AND 14.4: PERSONAL IDENTITY, NATIONAL IDENTITY (UMUNYARWANDA) AND PATRIOTISM

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Explain the concept of identity and national identity.
- Describe ones' identity and national identity and show people's concern about this.
- Appreciate the importance of patriotism

Information for the teacher

Personal identity is the distinct personality of an individual regarded as a persisting entity. **National identity** is one's identity or sense of belonging to one state or nation. It is the sense of a nation as a cohesive whole, as represented by distinctive traditions, culture, language and politics.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 14.6, 14.7** and **14.8** in groups and present their findings and hold class discussions.

Ensure that learners with special needs are catered for.

Additional information for the teacher

A **patriot** is ready to risk his or her life

for protection of national integrity, for example, Gen. Fred Gisa Rwigema who died for liberation of his country. Apart from that, **patriotism** is about:

- Being ready to respect and protect public property.
- Sacrificing one's personal interests, including life for the sake of general interests.
- Respecting national values and symbols. Safeguarding and promoting one's motherland image and reputation.
- Joining a combined effort in the national development.
- Protecting the national heritage.
- Fighting any wrong and insecurity for the motherland.

From time immemorial, Rwanda's history has been marked with patriotic men and women. For example, Rwoba Nyiramateke sacrificed her life so that Rwanda may not be annexed to Gisaka where she was queen. Those people who attain the highest level of patriotism are called **heroes**. In Rwanda, there are three categories of heroes namely:

- (a) *Imanzi*
- (b) *Imena*
- (c) *Ingenzi*

14.5: UNITY IN DIVERSITY

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Explain the concept of unity in diversity.
- Investigate unity in diversity.
- Respect the need for diversity

Information for the teacher

Unity in diversity means that diversity is a unifying factor. It means that unity is not just based on a mere tolerance

of physical, cultural, religious or political differences. It is based on an understanding that difference enriches human interactions. Unity in diversity can be summarised as: Unity without uniformity and diversity without fragmentation.

Importance of unity in diversity in Rwanda

- Unity in diversity has promoted good international relationships between Rwanda and other countries.
- It has led to economic benefits, for example, through taxation on foreigners who are living and working in Rwanda.
- Unity in diversity has promoted peace and stability in Rwanda because Rwandans look at themselves as one.
- It has promoted tourism which has had a very big contribution to the country, for example, the diverse traditional dances.

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss types of interdependence and present their findings before the next

lesson. Ask them to work on Activity 14.9

b) **Slow learners**

Ask them to list and write down the types of interdependence.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 14.4, 14.5 and 14.7** in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 14.10** and **Activity 14.11**. Let them present their findings before the next class.

Revision Questions

1. Explain what unity in diversity means.
2. Discuss the importance of unity in diversity in Rwanda.
3. Examine the characteristics of a patriot.
4. Identify forms of unity in diversity in Rwanda.
5. Explain different types of interdependence.

Answers to Revision Questions

Qn 1: Unity is not just based on mere tolerance of physical, cultural or political differences, rather on an understanding that differences enrich human interactions.

Qn 2:

- It promotes good international relationships between Rwanda

and other countries.

- It promotes economic development.
- It promotes peace and stability.
- It promotes tourism sector.

Qn 3

- Respects and protects public property.
- Respects national values and symbols.
- Contribute to national development.
- Protects and safeguards his/her motherland.

Qn 4:

Religious diversity, cultural diversity, economic diversity, clan diversity and physical location.

Qn 5:

1. *Social interdependence* - It exists when the accomplishment of each individual's goals is affected by the actions of others.
2. *Pooled interdependence* - in this case, each organisational department or business unit performs completely separate functions.
3. *Economic interdependence* - This is a situation of specialisation or the division of labour. It is almost applicable to almost all countries. The participants in an economic system depend on others for the products that they do not produce.
4. *Political interdependence* - It is whereby the world works hand in hand to live in peace and harmony. They help each other in times of political crisis such as war.

Unit 15

SOCIAL COHESION

Key unit competence

At the end of this unit, the learner should be able to analyse how people can live together in harmony.

Brief introduction

The unit on 'social cohesion' takes the learner to understanding the concept of social cohesion, factors influencing social cohesion and challenges to social cohesion.

The main sub-topics to be covered in this unit are:

- Social cohesion
- Factors influencing social cohesion
- Challenges to social cohesion (discrimination, exclusion, stigma, prejudice etc)

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
Explain the concept of social cohesion.	Examine the importance of social cohesion in Rwanda and other societies.	Appreciate the importance of social cohesion in Rwandan society.
Explain the factors influencing social cohesion.	Analyse different factors influencing social cohesion	Judge factors influencing social cohesion and interpret its challenges.
Identify challenges to social cohesion.	Describe challenges to social cohesion.	Acquire the spirit of love for one another, collaboration and cooperation, social responsibility, tolerance, kindness, and fairness.

Emphasise key skills, values and attitudes to be attained at the end of the Lesson.

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book*, *Internet*, *pictures*, *maps*, *media*, (*newspapers and videos*), *tactile materials*, *jaws software*, *talking globes & tactile maps and braille materials*. *Signs language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

This unit links well with social cohesion and inner peace in General Studies and Social Studies.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- i). Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- iii). Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade

the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learner should display the ability to analyse how people can live together in harmony.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- *Financial education:* Explain to the learners that conflict and violence lead to destruction of property and social infrastructure such as roads and hospitals. When this happens, the government spends a lot of money in rehabilitating and re-investing in those destroyed facilities instead of setting new development. This leads to economic backwardness.
- *Peace and values education:* Tell the learners peace enables social cohesion in society and so they should be part of the team to promote peace in their societies.
- *Genocide studies:* Remind them that lack of social cohesion is what led to the 1994 Genocide against the Tutsi and so they need social to eliminate genocide ideology forever and ever in Rwanda.

Introduction to the unit

Social cohesion refers to how members of a society or community co-exist in harmony or keeping together in society.

15.1. AND 15.2: SOCIAL COHESION AND FACTORS INFLUENCING SOCIAL COHESION

Learning Objectives

By the end of the sub-topic, the learner should be able to:

- Explain the concept of social cohesion
- Examine the importance of social cohesion in Rwanda and other societies
- Appreciate the importance of social cohesion in Rwandan society
- Explain the factors influencing social cohesion
- Analyse different factors influencing social cohesion and have been limited
- Judge factors influencing social cohesion and interpret its challenges

Preparation for teaching

You need to adequately prepare by reading widely about social cohesion, factors influencing it, and the challenges to social cohesion like discrimination, exclusion, stigma, prejudice etc

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner's Book*, internet, pictures, maps,

media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate, ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Let each learner carry out a research as given in **Activity 15.1**
- In groups, let them attempt **Activity 15.2** then present their findings in class.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. This is to enable them use the notes for future reference and revision purposes.

Follow up activity

In reference to your society, find out has led to harmony and peaceful co-existence amongst citizens of your cell.

15.3: CHALLENGES TO SOCIAL COHESION

Learning Objectives

By the end of the sub-topic, the learners should be able to:

- Identify challenges of social

cohesion

- Describe challenges to social cohesion
- Acquire the spirit of love for one another, collaboration and cooperation, social responsibility, tolerance, kindness and fairness.

Preparation for teaching

- You need to adequately prepare by reading widely about the importance of social cohesion, factors influencing it as well as the challenges to social cohesion in Rwandan society.
- You may invite a resource person (counsellor) to shed more light on the sub-topics to the learners.

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner's Book, Internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

Arrange the learners in groups of six to do **Activities 15.3** and **15.4** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. This is meant to help learners keep record of what has been discussed for future reference and revision purposes.

Further activity

List the factors that influence social cohesion.

Answers to further activity

- Education
- Political views
- History
- Government policy

Follow up activity

Find out the importance of social cohesion in your sector

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to work on **Activity 15.5** and present their findings before the next lesson.

b) **Slow learners**

Ask them to list the write down the factors that promote harmony.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to repeat **Activities 15.1, 15.3 and 15.4** in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work end of unit Revision Questions.

Diagnostic assessment

Define social cohesion.

Answer to diagnostic assessment

Social cohesion refers to how members of a society or community co-exist in harmony and keeping together.

Revision Questions

- Explain the meaning of social cohesion
- Discuss the challenges to social

- cohesion in Rwanda
- Examine the factors that favour social cohesion in Rwanda

Answers to revision questions

Qn 1:

Social cohesion refers to how members of a society or community co-exist in harmony and keeping together.

Qn 2: Learners are expected to discuss in detail the following challenges to social cohesion in Rwanda are:

- *Discrimination*
- *Exclusion*
- *Stigma*
- *Prejudice*
- *Different income levels*
- *Effects of the 1994 genocide against the Tutsi*
- *Geographical location of people.*

Qn 3: Learners are expected to discuss in detail the following factors that favour social cohesion in Rwanda:

- *History of a shared past*
- *Education.*
- *Political views*
- *Social economic status*
- *Government regulation*

Unit 16

HINDRANCES OF DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY

Key unit competence

At the end of this unit, the learner should be able to identify the hindrances of dignity and self-reliance in Rwandan society.

Brief introduction

This unit takes the learner through the challenges that pose a threat towards dignity and self-reliance in Rwanda. It also enables the learner to understand measures that can be adopted to solve such problems as well as the importance of dignity and self-reliance in Rwandan societies.

Sub-topics to be covered in this unit are:

- Types of hindrances of dignity and self-reliance
- Importance of dignity and self-reliance in Rwandan society
- Importance of international cooperation in the respect to Rwandan aspirations
- Activities for promotion of dignity and self-reliance
- Challenges for dignity and self-reliance

Knowledge, skills, attitudes and values to be developed

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Describe types of hindrances of dignity and self-reliance. • Explain the importance of dignity and self-reliance in Rwandan society. 	<ul style="list-style-type: none"> • Examine the hindrances of dignity and self-reliance in order to determine measures/ strategies to overcome them • Assess the importance of dignity and self-reliance in Rwandan society • Evaluate how we can foster national pride and respect among Rwandan citizens 	<ul style="list-style-type: none"> • Show concern for hindrances of dignity and self-reliance • Appreciate role of dignity and self-reliance in Rwandan society and advocate for them. • Appreciate the role of dignity and self-reliance in Rwandan society and advocate for them.

- Acknowledge means used in overcoming obstacles to dignity and self-reliance
- Develop a culture of non dependence on others
- Foster national pride and respect among citizens
- Appreciate fostering national pride and respect among citizens.

Teaching/learning materials

During the delivery of this unit, you will need *Senior 2 History Learner's Book*, Internet, pictures, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching materials

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

(a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion.

It is also the ability to make appropriate decisions based on experience and relevant learning.

(b) **Creativity and innovation:**

This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.

(c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

(d) **Communication skills:**

This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas

- confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

Links to other subjects

This unit links well with *dignity and self-reliance in General Studies and Communication, Kinyarwanda, French and English.*

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain dignity and self-reliance and their implication on Rwandan society.

Cross-cutting and emerging issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- *Financial Education:* Explain to the learners that good financial spending and management helps societies, nations and continents to be self-reliant. Therefore, we need to do away with lavish spending and extravagance in order to be self-supportive and self-reliant in Rwanda. Mention *Girinka*, *Ubudehe* and *Agaciro* Development Fund as examples.
- *Peace and values education:* Explain to the learners that peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Therefore they must be keen and be vigilant in promoting peace in Rwanda so as to achieve self-reliance. Remind them of this crosscutting issue when discussing *Abunzi*.
- *Inclusive Education:* Explain to the learners that every individual, disabled or not, should get equal opportunity to education in order to promote self-reliance in his/her country.
- *Environment and sustainability:*

Umuganda helps in conserving the environment.

Introduction to the unit

Dignity: It is a condition of being worth of respect, esteem or honour.

Self-reliance: This is a state of being independent in all aspects. The independence could be social, political and economic.

Explain to the learner that Rwanda has many initiatives such as *Girinka*, *Agaciro* Development Fund, *Kuremera*, *Umuganda* and *Ndi Umunyarwanda* that bring dignity to us and to the country at large. The learner should appreciate such initiatives and feel proud to be Rwandan.

16.1: TYPES OF HINDRANCES OF DIGNITY AND SELF-RELIANCE

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Describe types of hindrances of dignity and self-reliance.
- Examine the hindrances of dignity and self-reliance in order to determine measures/strategies to overcome them.
- Show concern for hindrances of dignity and self-reliance.

Preparation for teaching

You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 2 History

and Citizenship book) or articles on dignity and self-reliance on Rwandan society democracy will be an added advantage to you. You also need to invite a civic educator and people who are well versed with dignity and self-reliance on Rwandan society.

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner's Book, Internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.

Activity 16.1 should be done in pairs then learners to present their findings during plenary discussions.

You can also invite a civic educator or any other specialist to shed more light on dignity and self-reliance on Rwandan society.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Writing points will facilitate future reference and preparation for assessment tests and exams.

Notes for the teacher

Types of hindrances of dignity and self-reliance

As we saw in Senior 1, **dignity** is a condition of being worth of respect, esteem or honour whereas **Self-reliance** is a state of being independent in all aspects. The independence could be social, political or economic.

16.2: IMPORTANCE OF DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY

Learning Objectives

By the end of this sub-topic, the learner should be able to:

1. Explain the importance of dignity and self-reliance in Rwandan society.
2. Assess the importance of dignity and self-reliance in Rwandan society.
3. Appreciate role of dignity and self-reliance in Rwandan society and advocate for them.

16.3: IMPORTANCE OF INTERNATIONAL COOPERATION IN RESPECT TO RWANDAN ASPIRATIONS

Learning Objectives

By the end of this sub-topic, the learner should be able to Explain the importance of international cooperation in respect to Rwandan aspirations

Further activity

List types of hindrances to self-reliance.

Answers to further activity

- Political hindrances
- Economic hindrances
- Social hindrances

Follow up activity

Find out the measures that have been put in place to achieve self-reliance in Rwanda.

16.4: ACTIVITIES FOR PROMOTION OF DIGNITY AND SELF-RELIANCE

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Evaluate how we can foster national pride and respect among Rwandan citizens
- Acknowledge means used in overcoming obstacles to dignity and self-reliance
- Develop a culture of non dependence on others
- Foster national pride and respect among citizens
- Appreciate fostering national pride and respect among citizens

Preparation for teaching

You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 2 History and Citizenship book) or articles on dignity and self-reliance on Rwandan society will be an added advantage to you.

Teaching/learning materials

The following materials will help you during the lessons; Senior 2 History Learner's Book, *internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Let the learners form groups of six to do **Activity 16.4 Activities 16.5 and 16.6**
- You can also invite a civic educator or any other specialist to shed more light on dignity and self-reliance on Rwandan society.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. You also need to strike a balance in the presenters in a sense that both slow and quick learners participate in the discussions so as to achieve full intended goals in class .

16.5: CHALLENGES TO DIGNITY AND SELF-RELIANCE

Refer to Learner's Book

Learning Objectives

By the end of this sub-topic, the

learner should be able to analyse the Challenges for dignity and self-reliance.

Further activity

Explain the importance of international cooperation in the respect to Rwandan aspirations.

Answers to further activity

- It has led to trade creation
- It has led to international co-operation
- It has promoted healthy competition in Rwanda's industrial sector.
- It leads to increased foreign exchange earnings
- It also increases employment opportunities etc.

Diagnostic assessment

Write short notes on the following concepts

- Agaciro Development Fund
- Ishema ryacu
- Ubudehe
- Kuremera
- One-dollar campaign

Answers to diagnostic assessment

1. Agaciro Development Fund:

This refers to solidarity fund that has been initiated by Rwandans. The fund seeks to improve the level of financial autonomy of Rwanda.

2. Ishema ryacu: This started in July 2015 after the arrest of General Karenzi Karake Emmanuel. General Karenzi was arrested in Britain under the order of Spain.

3. Ubudehe: This is a poverty eradication programme under the ministry of finance. A pilot programme was launched in 2001. The official launch was in 2004. It is a culture of collective action and solidarity to solve problems of poverty by people themselves.

4. Kuremera: It is an initiative created by the government of Rwanda. It aims at solving the problem of unemployment especially among the youth.

5. One dollar campaign: It was an initiative by Rwandans living in the diaspora to raise some money. It was about contributing at least one dollar per head. The money would then be sent home for improvement of their society.

Further activities for slow and fast learners

As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:

a) Fast learners

Ask them to work on **Activity 16.2** and present their findings before the next lesson.

b) Slow learners

Ask them to list the write down types of hindrances of dignity and self-reliance.

Interactive and multi-ability learning

To promote **creativity and innovation**, ask learners to work on **Activity 16.6** then present their findings in class. Ask them to vote for the best poem which should then be hanged in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 16.8** and End of Unit Revision Questions.

Revision questions

1. Define the term self-reliance
2. Explain the importance of dignity and self-reliance in Rwandan society
3. Discuss the importance of international cooperation in respect to Rwandan aspirations

4. Describe the activities that have been achieved for promotion of dignity and self-reliance.
5. What are challenges faced towards achieving dignity and self-reliance in Rwanda.

Answers to Revision Questions

Qn 1: Self-reliance is a state of being independent in all aspects. The independence could be social, political and economic.

Qn 2: *Importance of dignity and self-reliance:*

- Rwanda is able to plan, and implement her budget, visualizes where she wants to be in the next fifty years which cannot be possible if the country is not self-reliant.
- Self reliance has given Rwanda the capacity to optimally use the available resources to meet the needs and desires of the citizens without waiting for help from Western countries.
- Self reliance has created a feeling of bigger independence in the Rwandans because they have managed to accomplish many things without waiting for foreign aid for example Rwanda is was able in 2014/2015 to finance more than 60% of its budget.
- Dignity and self reliance have won Rwanda and Rwandans international respect because it is a factor that proved its potential and capacity to solve

- its own problems like poverty
- The ideas of dignity and self-reliance has acted as a bond that brings Rwandans together to achieve common objectives for example many Rwandans have willingly contributed to the Fund because they believe it is for common interests
- Dignity and self-reliance has increased patriotism among the Rwandans where the population has developed extreme love for home made products like art work, manufactured goods to the extent of organizing the expedition called “made in Rwanda” where only home made products are exposed.

Qn 3: *Importance of international cooperation in respect to Rwandan aspirations include:*

- International cooperation has led to high competition in Rwandan industries which has increased improvement inefficiency of output produced.
- It has led to trade creation because Rwanda has managed to get a wider market for her goods and services and can as well get raw materials from other countries which move is toward dignity and self-reliance.
- It increases the bargaining power of Rwanda in international trade because international co-operation helps it to have bigger market
- It has enabled Rwanda to join resources to carry out joint research that leads to innovation and invention that will lead to self-reliance
- International cooperation leads to increased investment in Rwanda because it is one way of attracting foreign investors and this will increase employment capacity hence increasing self-reliance
- Leads to increased foreign exchange earnings because Rwanda earns a lot of foreign exchange from increased exported commodities.
- It will enable Rwanda to share some common services or infrastructure like roads, projects telecommunication, air services which empower Rwanda to achieve its aspiration of self-reliance.
- International cooperation increases employment opportunities because of increased factors of mobility like labour. For example, there are many Kenyan, Ugandan and international teachers working in Rwanda.

Qn 4: *The activities that have been achieved for promotion of dignity and self-reliance are as explained below:*

Rwanda has changed the education structure from the knowledge based to the competence based curriculum

which started in 2016 and the intentions of the reform is to produce not only graduates with knowledge , but rather with both knowledge and skills hence self-reliance.

Tax reforms were made to increase domestic revenue by removing tax incentives and exemptions in some cases and where it threatens private investors, ties to positive benefits such as employing a number of Rwandans

Diversification of the economy through development and strengthening of other economies like that of tourism, trade and commerce to supplement the agricultural sector so as to provide alternative sources of income

Proper land tenure program which has encouraged consolidation and crop intensification program (CIP) so as to help in maximum utilisation of land resource. In addition, storage and agro-processing programs to reduce pre and post harvest losses among small scale farmers.

Rwanda has also put in place many SACCOs Savings and Credit Cooperatives as a means to allow all people irrespective of the capacity, to receive small loans so as to increase entrepreneur skills examples include; Umwalimu

SACCO, Umurenge SACCO, AVEGA for women who became widows because of the 1994 genocide against the Tuts, in addition to other main banks.

Sensitising the population on the importance of saving as a means to increase investment and sustainable growth especially among the low income earners.

Rwanda has increased the search for market for home made products like art work, textiles. Food stuffs and the culture and traditions through retail sales.

Qn 5: *The challenges include the following:*

- Limited capital to exploit the available resources. Rwanda is a developing country with a low level of industrial growth that produces semi finished goods like the agro based industries and hence earning less from her exports.
- Limited skilled labour to fit the fast growing economy due to a poor education system that produces job seekers and not job creators, this has lowered the tax base and labour market.
- Limited entrepreneur skills where many Rwandans have not put much effort to start small scale business. This has increased the dependency

ratio especially among the uneducated on the government for survival and therefore a challenge to dignity and self-reliance.

- Poor infrastructural development especially roads in the rural areas to widen market for goods that are produced in the far rural areas to increase income generation for its citizens and hence self-reliance.
- In addition to the above, there is also limited market both at home because of the low population and abroad due to

the rampant protectionism to trade for exports

- Low levels of technological development where the low methods of production are very common and therefore affecting productivity.
- Political instabilities in neighbouring countries affect Rwanda especially in terms of trade given that it is a land locked country which cannot conduct transactions with other countries without the support of her neighbours like Tanzania and Kenya.

Unit 17

CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION

Key unit competence

At the end of this unit, the learner should be able to analyze causes and effects of disabilities and determine measures to prevent disability.

Brief introduction

This unit involves the causes, effects and measures to prevent disability. The main sub-topics to be covered in this unit are:

- Causes of disability
- Effects of disability
- Measures to prevent disability

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, attitudes and values:

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the causes and effects of physical, mental and emotional disabilities	<ul style="list-style-type: none">• Asses the causes and effects of disability and relate the current situation	<ul style="list-style-type: none">• Appreciate the raised awareness of disability
<ul style="list-style-type: none">• Explain measures to prevent disabilities	<ul style="list-style-type: none">• Evaluate effectiveness of measures to prevent disabilities in Rwandan society	<ul style="list-style-type: none">• Display tolerance, respect for all people, show concern for and acceptance of people with disabilities
		<ul style="list-style-type: none">• Appreciate importance of good hygiene

Emphasise key skills, values and attitudes to be attained at the end of the lessons

Teaching/learning materials

You will need a variety of teaching/learning materials to deliver your lessons: *These include the S2 History Learner's Books, internet, pictures, media, (news papers and videos), tactile materials, jaws software, talking globes and tactile maps and Braille materials. Sign language should be used when teaching with hearing impairment.*

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, resource persons' presentations, question and answer sessions and dramatisation.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in

learning situations.

- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfillment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and

practising respect for rights, views and feelings of others.

Links to other subjects

The teacher should let the learners know that in subjects such as Biology, disease: causes, effects and measures of prevention of diseases are taught, even in science at primary level.

Assessment criteria

(a) Formative and continuous assessment (assessment for learning)

- (a) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (b) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (c) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the

questions.

- (d) (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (e) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain the effectiveness of collecting historical information.

Cross-cutting issues

As you teach this unit, remember to highlight and emphasise a number of cross-cutting issues. The issues you will tackle in this unit include:

- *Peace and values education:* when dealing with measures to prevent disability for example respecting traffic rules keeps everybody safe and at peace
- *Financial education:* When discussing the effects of disability in cases where the disabled are sometimes not competent for specific types of jobs. In that case it affects their finances.
- *Comprehensive sexuality education:* when discussing the

whole topic. Inform learners that disability can be for everyone if they do not work hard to prevent it be it the boys and the girls.

- *Inclusivity in education:* Learners should know that even the disabled children have full right to education like the normal ones and therefore should help them achieve their goals of education.

Introduction to the unit

In this unit, we will look at Disability in general and the main sub-units are:

- Causes of disability
- Effects of disability
- Measures to prevent disability

17.1: CAUSES OF DISABILITY

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Explain the causes and the effects of physical, mental and emotional disabilities.
- Asses the causes and effects of disability and create the current situation.
- Appreciate the raised awareness of disability.

Preparation for teaching

In your preparation for this lesson, you need to read widely about disability in general. More emphasis should be on causes, effects and measures to control disability.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, poems, videos, newspapers, stories, songs, and braille materials for visually impaired learners. Sign language should be used for learners with hearing impairment.*

Teaching/ learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive:

- Organise learners in a wide area preferably a football pitch and instruct them to conduct **Activity 17.1** and **17.2**
- After learners have tried it as individuals, select a few students to repeat the same activity as others are watching them.
- Ask learners what they found out.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Information for the teacher **Causes of disability**

Disability is the absence of competent physical, intellectual and moral power to perform an activity in the normal way as a human being

for example inability to hear, walk, talk or see. The causes of disability vary from physiological factors to environmental ones.

These include:

1. Genetic causes
2. Drug abuse
3. Illness like cancer and heart attacks.
4. Bacterial and viral infections
5. Accidents
6. Brain damage
7. Non-execution of the immunisation schedule
8. Foodscarcity (and malnutrition) and poor sanitation
9. Use of strong drugs such as insecticides and herbicides to kill insects and weeds yet the poison can always spread to the things we eat

Further activity

Explain what the government of Rwanda has done to stop disability.

Answer to further activity

- Strict road safety rules that are monitored everyday and everywhere.
- Sensitisation of masses on the importance of Immunisation
- Giving free vaccines to the citizens
- Availing councilors in all hospitals to fight mental disability
- Compulsory medical insurance for all citizens and foreigners working in Rwanda.

Follow-up activity

Let learners write down what can be done to improve the well being of the disabled.

17.2: EFFECTS OF DISABILITY

Learning objectives

By the end of this sub-topic, the learner should be able to:

- Explain measures to prevent disabilities
- Evaluate effectiveness of measures to prevent disabilities in Rwandan society
- Display tolerance, respect for all people, show concern for and acceptance of people with disabilities

Preparation for teaching

In your preparation for this lesson, you need to read widely about disability. More emphasis should be put on the effects of disability.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, fossils, videos, jaws, digging tools and braille materials for visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activity will make the teaching/learning

interactive: **Activity 17.4**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Information for the teacher

Effects of disability

1. Auditory and visual problems or impairment, individual may lose these senses all together or have them function faintly
2. Difficulty or inability to mobility by one without aids which are also expensive to purchase for example the wheel chairs
3. Recurrent bone infections keeping on regular hospitalisation and drawing your resources further.
4. Social stigmatisation as some people may shun association with you because of your inconveniencing mobility and in addition people do not know how they are going to interact with you in case the disability is recent.
5. Trauma where by the disabled feel inferior in society and don't feel they can perform full duties and obligations like other members for example in school they cannot join many clubs to show their talents or capabilities

6. Poverty where by the disabled members in society are sometimes unable to do some jobs to earn them a living and in other cases, they are segregated from being employed since many people believe that disability is inability.
7. Disability can in some cases result into death whereby people become helpless and later starve to death, or cannot help themselves in time of problem for example when there is a fire outbreak.

Further activity

Mention some forms of disability.

Answers to further activity

- Visual impairment
- Physical disability
- Mental problems
- Hearing impairments

You can organise to visit a nearby hospital or health centre, specifically go to the disabled ward and do general cleaning for them.

17.3: MEASURES TO PREVENT DISABILITY

Learning Objectives

By the end of this sub-topic, the learner should be able to appreciate importance of good hygiene.

Preparation for teaching

In your preparation for this lesson, you need to read widely about disability. More emphasis should be on measures to control disability.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book, Internet, videos, newspapers written in different languages and braille materials for visually impaired learners.*

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible.

The following suggested activities will make the teaching/learning interactive

- Guide the learners in forming groups and let them do Activity **17.5** and **17.6** respectively.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Notes for the teacher

Measures to prevent disability

1. Vaccination and immunisation.
2. People must ensure hygiene is maintained everywhere and every time.
3. Safety measures should be encouraged so as to avoid and

limit accidents.

4. People should seek timely medication especially the pre-natal care for expecting mothers so as to avoid compounding any infections that may result into disability at some later stages.
5. Improving on the feeding habits especially for expecting mothers and children who are more vulnerable to malnutrition effects.
6. Seek aid from international and national organisations that help the needy for example World Vision and Compassion International to provide food for people in war and in poverty stricken countries.
7. Sensitising the community on how to prevent disability and even learn how to manage them
8. People should be taught on the importance of environmental conservation and the need to conserve and preserve it naturally.

Follow-up activity

You can ask learners to consult from any older people around the on what one can do to prevent disability.

Further activities for slow and fast learners

As average learners will be carrying out **Activities 17.1** and **17.2**, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss the causes of disability and present their findings before the next lesson.

b) **Slow learners**

Ask them to list the write down causes of disability

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 17.3, 17.4** and **17.5** respectively in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 17.6** and end of unit Revision Questions.

Revision questions

1. Discuss the causes of disability
2. Examine ways through which disability can be prevented
3. Analyse the effects of disability

Answers to Revision Questions

Qn 1:

- i) Genetic causes whereby disabled parents can bear children with disabilities for

example, diabetic parents can easily bear a child with a physical handicap.

- ii) Drug abuse can cause mutations in chromosomes and organ building up. This is why it is warned for expectant mothers to keep off drugs like alcohol, cigarettes and other toxic substances.
- iii) Illness like cancer, heart attacks that confine people to bed for long can easily result into long-time disabilities, even epilepsy and lung diseases all contribute to disabilities.
- iv) Bacterial and viral infections to body organs can easily leave a person disabled. This is common with bone infections
- v) Accidents for example falling off a tree, rough play result into severe injuries or even traffic accidents accidents can leave one disabled after recovering from the injuries sustained at the accident spot.
- vi) Brain damage which can bring about a condition of cerebral palsy. This condition brings about difficulties in motor nerves and sensory nerves in coordination, with the brain failing to control the entire body, one easily becomes disabled.
- vii) Non-execution of the immunisation schedule may cause disability especially for children of between 0 – 5 years. This puts the child at risk of

contracting polio, meningitis which finally result into disability

- viii) Food scarcity and poor sanitation especially in crowded areas in many areas especially those that are in war periods. This leads to deficiency in body building foods like proteins, vitamins for body protection and carbohydrates for energy production and disability may occur to both the old and young as a result.
- ix) Use of strong drugs such as insecticides and herbicides to kill insects and weeds yet the poison can always spread to the things we eat for example water, food and later cause poisoning to our bodies which can also result into disability. In addition the use of asbestos for roofs causes disabling lung diseases.

Qn 2: Vaccination and immunisation as a measure of preventing children against the immunisable diseases that can cause disability for example polio, measles and in case its not easy to access the vaccines, mothers should breast feed their children for longer periods to boost natural immunity.

People must ensure hygiene is maintained everywhere and every time for example

environmental hygiene, body hygiene, food hygiene, this can be done through sensitisation of the mass for example communal work that is done every last Saturday of the month in Rwanda.

Safety measures should be encouraged so as to avoid and limit accidents for example road accidents and also encourage use of public means to reduce on traffic congestion.

People should seek timely medication especially the prenatal care for expecting mothers so as to avoid compounding any infections that may result into disability at some later stage.

Improving on the feeding habits especially for expecting mothers and children who are more vulnerable to malnutrition effects. In case the balanced diet is hard to get, food supplements should be given in form of medicine for example ion tablets, vitamins etc

Seek aid from international and national organisations that help the needy for example World Vision, Compassion International, to provide food for people in war, and in poverty stricken countries.

Sensitising the community on how to prevent disability and

even learn how to manage them for example by home treatment. This can as well help people to understand the importance of vaccination and, hygiene and good eating habits.

People should be taught on the importance of environmental conservation and the need to conserve and preserve it naturally without using poison, since it does not only affect the insects but even land and human lives.

Qn 3:

- i) Auditory and visual problems or impairment, individual may lose these senses all together or have them function faintly.
- ii) Difficulty or inability to mobility by one without aids which are also expensive to purchase for example the wheel chairs
- iii) Recurrent bone infections keeping on regular hospitalisation and drawing your resources further.
- iv) Social stigmatisation as some

people may shun association with you because of your inconveniencing mobility and in addition people do not know how they are going to interact with you in case the disability is recent.

- v) Trauma where by the disabled feel inferior in society and do not feel they can perform full duties and obligations like other members for example in school they cannot join many clubs to show their talents or capabilities
- vi) Poverty where by the disabled members in society are sometimes unable to do some jobs to earn them a living and in other cases, they are segregated from being employed since many people believe that disability is inability.
- vii) Disability can in some cases result into death whereby people become helpless and later starve to death, or cannot help themselves in time of problem for example when there is a fire outbreak.

Unit 18

FAMILY AND PERSONAL VALUES

Key unit competence

At the end of this unit, the learner should be aware of possible conflicts and appreciate differing Family and Personal Values (in relation to sexuality)

Introduction

The unit on Family and Personal Values takes the learner through real life experience in their families. The learner needs to appreciate that families are different but all of them have one major role and that is proper parenting of good citizens. It informs the learner about conflicts and misunderstandings between parents and children and the importance of parent-child dialogues.

The main sub-topics to be covered in this unit are:

- Conflict and misunderstandings between parents and children.
- Importance of parent–child dialogues about their differences and develop respect for each other’s right to have different values.

Learning Objectives

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Describe how mutual trust between parents and children promotes effective communication 	<ul style="list-style-type: none"> • Asses the family and personal values and show how they are inter related 	<ul style="list-style-type: none"> • Acknowledge the importance of parents and personal values
<ul style="list-style-type: none"> • Explain the sources of misunderstandings and conflicts between parents and children (Adolescents and the youth) 	<ul style="list-style-type: none"> • Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions to the society 	<ul style="list-style-type: none"> • Appreciate the responsibility for personal decisions (negative and positive)

	<ul style="list-style-type: none"> Analyse healthy relationship among peers and parents through dialogue and problem solving 	<ul style="list-style-type: none"> Show trust, respect and concern for parents and peers
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Teaching/learning materials

Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

S2 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Generic competences

In this unit, ensure that you achieve one or a combination of the following generic competences:

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by

finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively, can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfillment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.

- (g) **Cooperation:** Adapting to different situations including the world of work and practicing respect for rights, views and feelings of others.

Links to other subjects

This unit is linked to Conflict transformation (general studies and effective communication, Nuclear and extended family (social studies)

Assessment criteria

(a) **Formative and continuous assessment (assessment for learning)**

- i) Ability to analyse correctly a case study/scenario on possible conflicts between parental and children's values and propose related solutions:
- ii) Observe and listen as learners interact during group discussions and activities. From such, you various tests to assess skills and knowledge.
- ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate

their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

- iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) **Summative assessment (assessment of learning)**

Learners should demonstrate the ability to explore the differences in families, causes of conflict and misunderstanding and the importance of parent-child dialogue about their differences and develop respect for each other's rights.

Cross-cutting issues

As you teach this unit, remember to emphasise a number of cross-cutting and emerging issues. The issues you will tackle in this unit include:

- *Financial education:* Highlight this when tackling the causes of conflict where some children and parents get misunderstandings as a result financial constraints
- *Standardisation culture:* Remind the learners that barter trade was practiced during the pre-colonial Rwanda. There was no standard medium of exchange.

- *Gender*: Both men and women were involved in several cultural practices.
- *Peace and values education*: Explain to the learners that parent–child dialogue helps to bring about peace in the family .If the government has maintained peace for the citizens, it should be the case in families.
- *Comprehensive sexuality education* when dealing with sexual education for girls, Gukuna
- *Environment and sustainability*: Tell the learners that agriculture thrived because the environment was conserved.

Introduction to the unit

A **family** is a fundamental social group in society typically consisting of one or two parents and their children. But the meaning of a family has changed with time. It can also be defined as two or more people, who share goals and values, have long-term commitments to one another. Most important is a family that has parents and children and how the two parties relate.

18.1: CONFLICT AND MISUNDERSTANDINGS BETWEEN PARENTS AND CHILDREN

Learning Objectives

By the end of this sub-topic, the learner should be able to:

- Describe how mutual trust between parents and children promotes effective communication
- Assess the family and personal

values and show how they are inter-related.

- Acknowledge the importance of parents and personal values.

Preparation for teaching

You need to adequately prepare by reading widely about the Families, types and values of family especially in the Rwandan context. Make adequate research on causes of parent-child conflict especially among the adolescents. You can talk to many parents with adolescents and let them share experience especially on accessions they have disagreed.

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner’s Book, Internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Guide learners to read the short story and answer questions in **Activity 18.2**

Remember to let them write points as they discuss in groups. They should

appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Guide the learners to learn the meanings of the words *conflict* and *misunderstanding*. Let them spell, pronounce and use the words correctly in a sentence.

Information for the teacher

A **conflict** is a clash or disagreement between individuals and in this case it means a situation where parents and their children have disagreements between their interests.

Causes of the parent-child conflicts

1. **Income levels** on the side of parents determine what they can and cannot afford for their children. When children's needs are not met by their parents regularly, this creates misunderstandings.
2. **Leisure choices** has brought about a wide range of leisure activities some of which parents find offending to the nurturing of their children for example pornographic videos and literature, sports betting etc. When parents control access to these, children feel denied of their rights.
3. **School performance:** Many times when school going children especially the adolescents bring bad results, it creates misunderstandings especially if they used to perform better in lower sections like primary.

4. **Parenting styles:** Authoritarian, permissive and uninvolved parenting often prepare a clash between parents and their children at one time especially when they become adolescents.
5. **Age and peer influence** among the adolescents especially dating issues where parents normally come in to stop the intimate relations, children feel offended and therefore misunderstandings.
6. **Family break-ups** through separation and divorce, where the children are taken to stay with one of the partners and as a result they may always feel the other one with whom they don't stay with had better capacity to take good care of them.

Further activity

Other than the above factors, give more causes of parent-child conflict.

Answers to further activity

- Lack of attention and care from the parents as desired by the children sometimes makes them feel that they are neglected and hence end up into conflict.
- Sometimes conflict occurs due to generational clashes. Parents' morals and views of life can be very different from their

children's and in such cases conflict is inevitable.

- Conflicts between parents and children rise from the type of punishment they administer for example children who are always beaten by parents end up in conflict many times because with time, they get used to it.

Follow up activity

Let the learners' do **Activity 18.1** in pairs as the extension activity.

18.2: IMPORTANCE OF PARENTS-CHILD DIALOGUES ABOUT THEIR DIFFERENCES AND DEVELOPING RESPECT FOR EACH OTHER'S RIGHTS TO HAVE DIFFERENT VALUES

Learning Objectives

By the end of the sub-topic, the learner should be able to:

- Explain the sources of misunderstandings and conflicts between parents and children (Adolescents and the youth).
- Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions to the society.
- Appreciate the responsibility for personal decisions (negative and positive).

Preparation for teaching

You need to adequately prepare by reading widely about communication

and its importance in settlement of disputes. Emphasise on dialogue as a solution to parent-child conflict.

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner's Book, Internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.

The following suggested activities can make the teaching/learning interactive: **Activity 18.4.** Help learners form groups of five and then discuss the problems brought about by the parent-child gap and how it can be bridged.

For Activity 8.5, let learners work in groups and record their points as they discuss. One of them should present their findings to the class afterwards.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Guide the learners to learn the meanings of the word *Dialogue*. Let them spell, pronounce and use the words correctly in a sentence.

Information for the teacher

Dialogue is a live conversation or other form of discourse between two or more individuals intended for a good outcome.

It is important that parents and children discuss openly to know and commit to their duties and responsibilities, rights and liberties as follows:

1. It creates trust, confidence and self-esteem in the two parties to always do things after they have mutual agreement so as to stop misunderstandings and create peace.
2. Dialogue gives way to parents to always let their children know what they can and cannot afford instead of feeling that they are not a priority.
3. Dialogue helps parents and their children to always make choice on what type of entertainment they should have .
4. It is the only way parents can have influence on their children's lives because they are looked at as friends and guides other than being looked at as rulers and perfectionists and through this, parents can influence the type of friends their children can have hence fighting peer influence.
5. Career guidance can be effective because children can always confide in their parents since these become the closest and lasting friends. This friendship is built through dialogue.
6. Dialogue gives chance to parents to witness how their children grow especially the adolescents and therefore can

have chance to share experience on how one must behave to overcome that period other than constant punishment and accusations.

Further activity

Using the following play, instruct learners to role play the conversation between a parent and the child. Let them form a conflict and write a dialogue on it.

Answers to Further activity

Nziza (child): Good evening papa?

Rugamba (parent): Good evening dear son.

Rugamba: How was your day at school?

Nziza: Uhmmm..... fair papa.

Rugamba: Fair? let me see your History exercise book

Nziza: Here it is but my History teacher put a bad comment and.....

Rugamba: Don't mind let me have a look at it.

Nziza: Papa, please am sorry (as he pulls his book out of the bag). I will never play in class again.

Rugamba: You are forgiven but, make sure you are always attentive in class so that you get better grades. okay?

Nziza: Okay papa, and thank you for your advice and understanding.

From their dialogue, learners need to show how it is a way of solving parent-child conflict.

Follow-up activity

'Dialogue is the best way to solve parent-children conflict.'

Further activities for slow and fast learners

As average learners will be doing class activities in the Learner's Book, the following activities are suggested for the fast and slow learners:

a) Fast learners

Ask them to discuss in groups the causes of parent-children conflicts in Rwanda and present their findings.

b) Slow learners

Ask the slow learners to listen to and write down the findings of the first learners.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 18.3** and **18.4** and **18.5** in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on End of Unit Revision Questions.

Revision questions

Qn 1: *The importance of parent-child dialogue in upbringing of the proper Rwandan citizens:*

- It helps to create trust and mutual co-existence between the parents and children.
- Dialogue creates time for parents to educate their children and bring them up according to the Rwanda norms and culture.
- It is the best way to teach their children about sexuality education and body changes
- It gives a strong sense of belonging to the children and this supports proper child growth and development.
- Parents can guide their children on what to do in future, that is career guidance.

Qn 2: *Importance of parent-child dialogue.*

Ask learners to work in group (while ensuring learners of all abilities are taken care of). Let them discuss then write their answers to be presented in class. Your input is valuable as you are expected to guide them during this discussion. Assess learner's responses carefully, pointing out and encouraging the correct points while correcting wrong ones.

Qn 3: *Causes of child-parent conflict. Refer to Learner's Book.*

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