History
and Citizenship

Teacher's Guide
Senior 3

Foreword

Dear teacher,

Rwanda Basic Education Board is honoured to present History and Citizenship teacher's guide for Senior Three 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

 General, REB

Acknowledgement

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 Three. 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.

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Joan Murungi,

Head of CTLRD

Contents

General Introduction

Introduction to the new Curriculum

This Teacher's Guide of S3 encompasses different parts or sections. The first section is about the general introduction to the Teacher's Guide. In this part, methodological notes are provided and it includes the general guidelines on principles of competence-based approach to learning and assessment. The second section is made up of the content map while third section is about the sample of a lesson plan.

The content map comprises of the following elements: number of periods in each unit, key unit competence, number of lessons, equipment and learning and teaching materials required, activities and techniques, generic competences practiced, cross cutting issues to be addressed and assessment strategies of the key unit competence.

The fourth section contains the development of all the units and the structure of each unit which include the following: unit title, key unit competence, prerequisite of the unit, cross-cutting issues to be addressed, generic competences to be developed, vocabulary or key words, guidance on the problem statement, attention to special educational needs, list of lessons, and the lesson development. At the end of the units, there is summary of the unit, additional information, end unit assessment, remedial activities and extended activities. The last and the fifth section is made up of references.

General Guidelines on Principles of Competence-Based Approach to Learning and Assessment

Active techniques to be used in developing competences

1. Group work

In teaching and learning history, group work refers to a multiplicity of techniques in which two or more learners are assigned a task that involves collabouration and communication. In the classroom, learners usually work in groups of 2 to 6.

Group work is used to motivate learners, encourage active learning, and develop key critical thinking, communication, and decision-making skills.

For example, in Senior Three, while teaching the failures and reasons for the fall of the First Republic from Unit One entitled Independent Rwanda, group work is one of the appropriate techniques that can be used. Through group work, learners discuss and exchange ideas. Therefore, they make a common understanding about the reasons for the decline of the First Republic by 1973.

How to apply this technique in teaching history?

- To be successful by using group work in teaching history, as a teacher you are advised to do the following:
- Plan the exercise carefully to make sure that all learners contribute.
- Decide what you want them to produce.
- Arrange how the groups will give feedback.
- Decide how many will work together.
- Decide who will be working together.
- Give learners roles/jobs within the group.
- Arrange a stop signal.
- Teach learners what noise level is appropriate.
- Give a time target.
- Monitor the groups.
- Assess the work done by the group.

2. Discussion

Discussion, as applied in learning history, is a technique that promotes interaction between learners themselves on one side and between learners and you the teacher on the other side. This technique engages learners in higher thinking skills, cognition, application, analysis, synthesis and evaluation. It helps to check what has been learned, explore knowledge or opinion and give chance to learners to express themselves and evaluate ideas**.**

Most of time, this technique is used after class presentation in order to share the ideas with the whole class, evaluate and make synthesis.

For the success of this technique, guide learners in the following ways:

- Plan to answer a series of questions asked by their classmates.
- Everyone must follow the rules of procedure like respect of one's opinion and keeping silent while someone is exposing his or her idea.
- You should assume a background position, not a leadership role.
- Make a follow up of interesting ideas to help learners understand the key points.
- Focus on the objectives.
- Write down the main ideas on the chalkboard or paper in order to come up with general synthesis.

3. Debate

A debate is a formal argument or discussion of a question with two or more opposition speakers and often ending with a vote.

A debate helps learners develop the skills of public speaking, research, free expression, time management, critical thinking and summarising the material for delivery. Academically, debate helps to acquire new vocabularies through research and from other debaters.

To apply this technique in teaching and learning history, a teacher should make sure that you have chosen a motion, and both opposers and proposers should be selected. Consequently, a chairperson, a timekeeper and secretary must be also selected.

The chairperson's roles are to direct the discussion and ensure that order prevails, secretary records points discussed and therefore should be quick when speakers are expressing points. The timekeeper guides speakers on amount of time to use and therefore should have a signal and a watch.

Example of motion in Learner's Book of Senior Three: "Was colonisation beneficial for Africans or not?"

4. Roles play

Role-playing is another history teaching technique in which one learner can explore the thoughts and feelings of another historical person by responding and behaving as that person would in a simulated situation. One of the reasons role-play can work so well is because of the power of placing oneself in another's shoes. It can involve pairs, groups, or the whole class.

This technique provides opportunities for learning in both the affective domain, where emotions and values are involved, as well as in the cognitive domain where experiences are analysed.

There are seven main steps you need to observe when preparing to use a role-play:

1. Select or develop the role-playing scenario: Teacher's preparation
2. Tell learners what they will be doing and why.
3. Select participants and explain their roles.
4. Explain what you expect from the audience.
5. Give learners time to prepare.
6. Commence the role-play.
7. Discuss, evaluate and debrief.

For example, in teaching Unit 3 about European Domination and Exploitation of Africa in the 19th Century, one group of learners can play as colonialists who have to enforce the colonial exploitation policies like forced labour while another group are the Africans who should implement these policies.

5. Field visits

In field visits, learners go outside the classroom to observe a historical site, museum, memorial sites, and monuments or to hear information from resource persons.

To use this technique in history, there are two main stages to be followed:

Before the visit, the teacher and learners:

- agree on aims and objectives
- gather relevant information prior to visit
- brainstorm on key questions and share responsibilities
- discuss materials needed and other logistical issues;
- discuss and agree on accepted behaviours during the visit.

After the visit:

- De-brief and discuss what was learnt and observed
- Evaluate all aspects of visit
- Receive and analyse reports, presentations prepared by learners.

For example, while learners learn about Unit 2, the consequences of the 1994 Genocide against the Tutsi, they can visit the Kigali Genocide Memorial Centre at Gisozi.

6. Case study

Case study as a learning technique is a story either based on real events, or from a construction of events which could reasonably take place. It involves issues or conflicts which need to be resolved.

The information contained in a case study can be complex or simple. Present a problem situation and indicates how to proceed.

For example, while teaching history in Senior Three about the Second World War, in its sub-topic form of the causes of the Second World War, you can use an extract of text showing the tension between Europeans countries before the outbreak of the Second World War.

Learners read or listen to it, discuss about it and give the appropriate answers to the related questions.

7. Learning corner/ centre

Place questions in different corners of the classroom. Groups of 3–6 learners move from corner to corner as per signal given you. They discuss and write an answer to each question taking into account answers already written by previous groups.

The use of different coloured markers for each group helps to see what each group wrote for each question. Ideas for each question are discussed in plenary to come up with some conclusions at the end.

8. Brainstorming

This is the term given to any discussion during which learners' express ideas freely. It is a way of listening to as many solutions as possible in a short period of time.

It is an important method for learning / teaching creative thinking in history. It allows learners to work together to create ideas. It also has a place in decision making and helps to increase the range of facts taken into account in reaching a decision. It is best used with groups of between 5 – 20 learners.

To use this technique, some guidelines should be taken into consideration:

- There must be an active participation by all members; no discussions, criticisms, compliments or other comments during the brainstorming stage.
- Start by reviewing the rules, sets a time limit; states and explains the question.
- Encourage every learner to speak without fear and new ideas can be used to generate new points of view.
- Record all ideas as they are provided on the chalkboard or paper. Do not allow criticisms, judgment or laughing at poor answers.
- After brainstorming, guide learners to recognise the ideas; this can be used to generate more ideas.
- Finally, guide learners to draw a conclusion.
- It can be used to all topics in history and sometimes it can be combined with other techniques like discussion and group work.

9. Research work

Research work is a process of steps used to collect and analyse information to increase our understanding of a topic or issue. It consists of three steps: pose a question, collect data to answer the question and present an answer to the question.

In History, a learner or group of learners is given a research topic and they have to gather information by reading textbooks, journals, and newspapers, using audio-visual sources or asking experienced people. Thereafter, learners analyse and discuss the gathered information and then present the results to the class.

General Guidelines on Assessment in History Subject

Assessment is regarded as those formal and informal procedures that teachers and learners employ in gathering information on learning and making judgment about what learners know and can do. As opposed to the misconception most people have always had that assessment comes after teaching, assessment is an integral part of teaching and learning.

Competence-based assessment is an assessment process in which a learner is confronted with a complex situation relevant to his/her everyday life and asked to look for a solution by applying what has been learnt (knowledge, skills, competences and attitudes). Evidence of learning is then collected and used as the basis on which judgments are made concerning learners progress against fixed performance criteria.

Before any assessment is carried out, teachers should be clear about why they should assess, what should be assessed, when it should be assessed and how to do the assessment. This will depend on whether assessment is formative or summative.

Types of assessment

Formative assessment is daily monitoring of learning to provide ongoing feedback that teachers can use to improve their teaching and learners use it to improve their acquisition of competences.

In the competence-based curriculum, formative assessment measures a learner's ability with respect to a criterion or standard. Therefore, it is used to determine what learners can do, rather than how much they know, or how they compare with peer groups. It is also used to see how well learners have mastered knowledge, skills, competences and attitudes as specified in the instructional objectives.

Summative assessment is used to evaluate learner learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, such as the end of a project, unit, course, term, school year and cycle.

Summative assessment is chiefly concerned with judgment of work in terms of units of work completed, and attempts to determine if goals of the unit, course or Programme have been attained. So, it comes at the end of the unit, course or programme. Summative assessment is also used for selection, guidance on future courses, certification, promotion, curriculum control, and accountability.

Guidelines to be followed in answering essay questions in History

Introduction

When planning to give an assignment question to learners, provide them with the following instructions:

- What the question means.
- What it is asking you to do.

Read the question several times and consider any implicit assumptions behind the question. Define the key words (use a dictionary if necessary)

and look for any words that focus or restrict the area you need to examine in your answer.

Underline the key words or phrases in your question. Use the context around each key word to help you understand what is required, for example, 'discuss briefly' as compared to 'discuss in the context of…'

Also bear in mind that some words may have slightly different meanings depending on the discipline in which they are used. If in doubt, check with a subject specific dictionary or your tutor.

The following list provides an explanation of some common question words

Verb	What is asked to do
Account for	Give reasons for; explain (note: give an account of; describe).
Analyse	Break the information into constituent parts; examine the relationship between the parts; question the information.
Argue	Put the case for or against a view or idea giving evidence for your claims/reasons for or against; attempt to influence the reader to accept your view
Balance	Look at two or more viewpoints or pieces of information; give each equal attention; look at good and bad points; take into account many aspects and give an appropriate weighting to those aspects.
Be critical	Identify what is good and bad about the information and why; probe, question, identify inaccuracies or shortcomings in the information; estimate the value of the material.
Clarify	Identify the components of an issue/topic/problem/; make the meaning plain; remove misunderstandings.
Compare	Look for similarities and differences between; perhaps conclude which is preferable; implies evaluation.
Conclude/draw conclusions	The end point of your critical thinking; what the results of an investigation indicate; arrive at a judgement by reasoning.
Contrast	Bring out the differences.
Criticise	Give your judgement on theories or opinions or facts and back this by discussing evidence or reasoning involved.

Define	Give the precise meaning. Examine the different possible or often used definitions.
Demonstrate	Show clearly by giving proof or evidence.
Describe	Give a detailed, full account of the topic.
Determine	Find out something; calculate.
Develop an opinion/ a view	Decide what you think (based on an argument or evidence).
Discuss	Investigate or examine by argument; debate; give reason for and against; examine the implications of the topic.
Elucidate	Explain and make clear.
Evaluate/weigh up	Appraise the worth of something in the light of its truth or usefulness; assess and explain
Examine	Look at carefully; consider.
Explain	Make plain and clear; give reasons for
Give evidence	Provide evidence from your own work or that of others which could be checked by a third party to prove/ justify what you say.
Identify	Point out and describe.
Identify trends	Identify patterns/changes/ movements in certain directions (e.g. over time or across topics/ subjects).
Illustrate	Explain, clarify, make clear by the use of concrete examples.
Interpret	Expound the meaning; make clear and explicit, giving your own judgement.
Justify	Show adequate grounds for decisions, a particular view or conclusions and answer main objections likely to be made to them.
Outline	Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details.
Prove	Show that something is true or certain; provide strong evidence (and examples) for.
Review	Make a survey examining the subject carefully; similar to summarise and evaluate.
State	Present in a brief, clear form.
Summarise	Give a concise account of the chief points of a matter, removing unnecessary detail.
Synthesise	Bring elements together to make a complex whole, draw together or integrate issues (e.g. theories or models can be created by synthesising a number of elements).

Trace	Follow the development of topic from its origin.

List of equipment needed for the subject

In order to attain to all goals, it is important to have at least the basic materials like the following:

- Paper and pens
- A wall map of the traditional Rwanda,
- A wall map of Africa
- School or Public library access
- Relevant pictures and photographs
- Globe
- Atlas
- Learner's book
- Chalkboard illustrations
- Dictionaries
- Rwandan constitution
- Charter of United Nations Organisation
- Document on Universal declaration of Human rights
- Audio sources like radio recordings
- Films and videos (audio –visual source)
- Historical sites
- Memorial sites
- Braille
- Museum
- Tale, tactile maps, stories and testimonial
- Testimonies of Genocide survivors and perpetrators,
- Films of genocide (seven days in Kigali), Poems, Songs
- Supplementary booklets on Egyptian civilisation, (The supplementary materials will support textbooks by providing a brief history of each of the above civilisation)
- Posters of traditional tools e.g. Arrows spears, Shield, Sword, ramming rod and Axe
- Relevant newspapers and magazine cuttings
- School surroundings and its neighbourhood

Guidance on what to do if these materials are not available

Some materials are so important required like Atlas, Learner's Book, etc. while others could be replaced according to their availability to different areas in the country.

For example, if you cannot easily find a film, you can use a recording from radio, using testimonies.

If there is no a wall map or Atlas, you can draw such map on chalkboard. Where it is not possible to find pictures or portraits, you can describe the persons so that learners can get an idea about those persons.

If you cannot find the posters of tradition tools, you can draw them and then learners observe them and do the asked activity.

It would be better for schools near the historical sites, memorial sites and museum to visit them than to use other illustrations because it enables learners meet with some specialists and have more information which can widen their knowledge and competences.

A Sample Lesson Plan

A lesson plan is the teacher's road map of what learners need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will need to first identify the learning objectives of that topic to be achieved in that lesson.

Then, you design appropriate teaching and learning activities for the teacher and learners respectively. This is how you can be sure to obtain feedback on student learning.

The lesson plan helps the teacher conduct his or her lesson in an orderly way and it allows learners to know what they are going to be learning and how it fits into the syllabus.

Learners also feel that the lessons are handled in a logical order. Having a good lesson plan will also increase confidence in the teacher. In addition, a detailed plan clearly demonstrates that the teacher has taken time, as well as, put in the thought and effort into making the lesson.

History And Citizenship S3: Lesson Plan

School Name: …   Teacher's name: …

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
One	06/2/ 2020	History and Citizenship	S3A	3	1 of 8	40 min	40 learners
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Learners with hearing impairment: 2 Physical disabled: 3			
Unit title		Colonial administrative systems and colonial powers					
Key Unit Competence		To be able to identify different colonial administrative systems and colonial power					
Title of the lesson		Different colonial administrative methods					
Instructional Objective		Through group discussions, the learners will be able to explain different colonial administrative policies correctly.					
Plan for this Class (location: in / outside)		In classroom					
Learning Materials (for all learners)		Textbooks, internet, poems, stickers (Small cut papers)					
References		History and Citizenship Senior 3, learner's book and Teachers' guide.					

Timing for each step	Description of teaching and learning activity		Generic competences
	Through group work activities, the learners identify the different colonial administrative policies and colonial powers which used them. The learners would attempt to define each of the colonial administrative policies.		and Cross cutting issues to be addressed+a short explanation
	Teacher's activities	Learners' activities	
I. Introduc-tion (Revision) 5min	Asks the learners to name the African countries and their former masters orally. Harmonizes the answers given by the learners. Asks the learners what will be the possible title of the next lesson. Uses a short story related to the lesson title to motivate and prepare learners for the lesson. Accepts answers on suggested of the next lesson and provides the required corrections. Possible answers to oral Questions: Colonial methods of administration Administrative colonial policies Administrative colonial systems	• Answer and ask questions orally and participate to the harmonization and correction of their answers • Write down the answers (Note taking) • Listening • Suggest possible lesson titles • Suggest the title of the lesson	Generic competences; Critical thinking: learners will think critically before answering a given question Communication will be developed through answering questions and peer discussions Cooperation will be developed through working together in groups. They will also develop some social skills like sharing, mutual respect Cross cutting issues; Peace and values education: The learners will interact peacefully in their groups and develop values. Inclusive education: All learners will be taken care of including SEN cases.

| Development of the lesson

30min | Puts learners in groups of five through Mingo Mingo game.

Invites them to read their History textbooks on the colonial administrative policies and asks them to analyze their definitions.

Guides and monitor different groups and their activities.

Harmonizes the learners' work through brainstorming and bridge the eventual gaps.

Asks the learners to conclude by summarizing lessons learned and application in real life. | Form groups through Mingo Mingo game

The learners analyse the definitions of colonial administrative policies

The group members present their findings to the whole class.

Learners supported by the teacher harmonize their answers

Give a summary from each and write on the stickers/ or small cut paper and pin them on the class notice board or learning corners. | Generic competences:

Critical thinking: Through answering more challenging questions

Communication will be developed through answering questions and group work/class presentation

Cooperation will be developed through working together in groups. They will also develop some social skills like sharing, mutual respect.

Research and problem solving: Homework provided requires research

Cross cutting issues;

Peace and values education: The learners will interact peacefully in their groups and develop values.

Inclusive Education: Integrates all learners including SEN cases. |

Conclusion 5 min	Asks learners the oral questions in relation to the content covered in the lesson.	The learners answer questions orally.	Generic competences to be developed during evaluation: Communication: The learners through answering the questions orally. Critical thinking: Through answering the oral questions being used by the teacher as evaluation tool. Cooperation: Through retuning back materials and organize the classroom. Cross cutting issues to be developed:
	Asks group leaders to collect the materials used and take them where they are usually kept.	Collect books and organize the classroom.	Inclusive education where all learners will participate in this part of the lesson. Peace and values education: The learners work peacefully while collecting materials and arrangement of the class.
	Gives learners a printed home work: Researching about the different colonial administrative policies and colonial powers which used them.	Collect homework which is to be submitted in the next lesson.	
Teacher self-evaluation	Basing on the active participation and the way learners answered the oral questions, the pre- stated objectives were achieved. However, in group four, there was poor time management and could not submitted their findings.		

Suggested ways to Teach the Units Step by Step

UNIT I: Independent Rwanda

Key unit competence

By the end of this unit you should bo able to explain the political, economic and socio-cultural changes in the First and the Second Republic and the causes, the course and the consequences of the Liberation war in Rwanda of 1990 to 1994.

Prerequisites of this Unit

To facilitate the teaching and learning of this unit the following elements should have been learned before:

- The civilisation of pre-colonial Rwanda in its part related to political and military organisation; economic organisation; socio-political and economic dependence (ubuhake, ubukonde, uburetwa) of the Rwandan traditional society.
- Rwanda's contact with the outside world and its colonisation by Germany and Belgium occupation, German administration, and the coming of missionaries
- Rwanda under Belgian colonisation (1916–1962): Belgian military occupation (1916–1926), Belgian Mandate and Belgian Trusteeship with different reforms initiated
- Steps of the decolonisation of Rwanda comprising economic and political transformations and formation of political parties

Cross-cutting issues to be addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given quality and equitable education that meets their basic learning needs, and lakes care of the diversity of their backgrounds and abilities.

Genocide Studies: With this cross-cutting issue, Rwandan learners will be offered the opportunity to know about the genocide perpetrated against the Tutsi as well as other genocides, like the Holocaust.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Generic competences

Cooperation, interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. During discussion, decision-making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication, using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of their findings while discussing in their respective group works.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research about existing information and concepts and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their work or research.

Lifelong Learning

Learners will be given take-home assignments and will also be invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Regionalism, ethnic, constitution, parliament, democracy, dictatorship, corruption, rescue

Guidance on the problem statement

This necessitates an activity that requires learners to be fascinated to know what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about independent Rwanda.

One of suggested problem statement here is "Reflect on how bad leadership can lead a country or a whole region to an apocalypse similar to what Rwanda experienced in 1994." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects like in the courses of Chemistry, Biology and Physics. Therefore, to teach this unit, the teacher

will help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First, we should know that learners with physical impairment are those ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understand concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Assist gifted and talented learners by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take more time to understand what has been taught. Do not reprimand such learners or show them that they are poor compared to others. Alternatively, teachers should do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

The teacher should use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writings on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use;

- Talk to their parents or guardians and recommend medical intervention for such learners.

Hearing impaired learners:

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting talking;
- Making regular consultation with those sitting next to them;
- Delaying response unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning, the teacher can:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Encourage the learners to sit infront;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate;
- Speak slowly and use simple words.

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems e.g. inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

The teacher can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus displaying high level of patience;

- Paying attention to all their needs;
- Whenever possible, demonstrate various concepts;
- Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners, the teacher can:

- Reinforce their positive behaviour through rewards;
- Involve parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools that teachers can use to help these learners include:

- Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,
- Facing the learner while you speak might help learners with a hearing impairment;
- Use of large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;
- Ensuring that learners start with what they can do, then move on to a new harder tasks;
- Giving learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill.
- Giving extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Major changes during the First and Second Republics of Rwanda	1
2	Political problems under the First Republic	1
3	Economic problems under the First Republic	1
4	Achievements of the First Republic	1
5	The Coup d'état of 1973 and the creation of Mouvememt Révolutionnaire National pour le Développement (MRND)	1
6	Economic evolution under the Second Republic	1
7	Social and cultural evolution under the Second Republic	1
8	Root causes of the Liberation War	1
9	Course of the Liberation War	1
10	Effects of the Liberation War	1
11	Evaluation	1

Lesson Development

Lesson 1: Major changes during the First and Second Republics of Rwanda

Learning objective

Learners are able to explain some major changes at the dawn of the independence of Rwanda

Prerequisites/Revision/Introduction

To introduce this lesson, asks learners to describe the circumstances in which Rwanda managed to recover its independence. See Learner's Book.

Teaching aids

A map showing the different ancient administrative entities of Rwanda like communes or prefectures and learner's books. For the schools which have enough resources, the other teaching aids are a projector, a laptop, etc. For the learners with special needs, the following teaching aids can be used:

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then asks them to do activity 1 in their textbook.

Learners get into groups and discuss and try to find out answers to the questions asked. Thereafter, the group leaders present their answers to the whole class.

Synthesis

From the answers given by learners, give a synthesis by summarising the content that is in Learner's Book.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Activity 1.1

From the answers given by learners, teacher gives a synthesis reffering to the learner's book Activity 1.1.

Questions and suggested answers to assess lesson 1

1.1 Questions.

1. Identify and explain problems faced by the First Republic just after independence

2. Assess the achievements made by the First Republic.

3. Examine the factors which helped President Habyarimana Juvénal to consolidate his power

4. Explain the achievements of the Second Republic

5. Analyse the appointment or distribution of positions in public administration during the Second Republic. Thereafter, answer the following questions:

   - Which part of the country was favoured?
   - Which ethnic group dominated?
   - Do you think this policy was good?
   - Discuss and criticise the rule of Habyarimana.
   - What do you propose should be done to avoid discrimination?

Suggested answers

Political problems:

- Problems faced by the First Republic just after independence: The attitude adopted by the First and Second Republics towards properties of the Rwandan refugees was that the returnees could not be given their properties back. These properties had been illegally seized by burgomasters and their relatives or friends. Moreover, in 1966, President Kayibanda forbade the refugees, and those who wanted to return, from claiming their properties. In 1975, President Habyarimana issued a law according to which the properties abandoned by refugees belonged henceforth to the Government of Rwanda.

- President Kayibanda built his regime basing on the ideology of his political party PARMEHUTU.

- The effects against the Tutsi from 1959:
    a. Tutsi's houses were burned down.
    b. Tutsi became homeless and displaced.
    c. Many Tutsi fled the country and became refugees.
    d. Several hundred Tutsi were killed.
    e. Social tensions were revived.

Economic problems:
- After attaining its independence, Rwanda lacked the following infrastructure: administrative offices, airport, radio station, permanent roads, telephone service, hotel and university or other institutions of higher learning.
- To address the economic crisis, the government resorted to assistance from Western countries and international organisations such as International Monetary Fund (IMF). The Western donor countries which assisted Rwanda were mainly Belgium and United States of America (USA). Belgium and IMF just granted Rwanda a little more in terms of loans and the USA donated food and some money to buy equipment. Besides, the government of Rwanda reduced expenses of all ministries adopted the "First Five Year Economic Development Plan of 1966–1971".
- The strategy adopted by the Government of Kayibanda to solve the problem of the food security and land shortage was the establishment of farms in the former prefectures of Gitarama, Kibungo, and Rural Kigali as well as the sensitisation in the prefectures of Ruhengeri, Byumba, Gikongoro, and especially Butare to encourage people to settle there.

2. Assess the achievements made by the first Republic. (While realised, these achievements was not sufficient nor efficient to stop the fall of regime. For details, see learner's book)
3. Examine the factors which helped President Habyarimana Juvénal to consolidate his power (see learner's book)
4. Explain the achievements of the Second Republic (see learner's book)
5. Analyse the appointment or distribution of positions in public administration during the Second Republic. Thereafter, answer the following questions: (see the Causes of the Liberation War in Rwanda (1990– 1994) in learner's book)

- Which part of the country was favoured?
- Which "ethnic" group dominated?
- Do you think this policy was good?
- Discuss and criticise the rule of Habyarimana.
- What do you propose should be done to avoid discrimination?

Lesson 2: Political problems under the First Republic

Learning objective: Learners are able to evaluate political problems under the First Republic.

Prerequisites/Revision/Introduction

Start the new lesson by the revision of the previous lesson. To do it, invite learners to summarise it.

Teaching aids

A map showing the different regions that underwent attacks of Inyenzi under the First Republic and learner's books. For schools which have enough resources, a teacher can use a film to show some of the political problems faced by Rwanda during the period taught. Thus, a projector, a laptop and other accessories should be used.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then asks them to do the activity 2 in their textbook (See Learner's Book).

Learners get into groups and discuss. Using their textbooks, they find out answers to the question asked. Thereafter, the group leaders present their answers to the whole class. (See Learner's Book).

Synthesis

From the answers given by learners, give a synthesis by summarising the content that is in Learner's Book.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 2.

1. Describe the life of a refugee and try to find out his feelings
2. Show how the First and Second Republic imposed difficult conditions for individual repatriation of the Rwandan refugees.
3. Discuss how the long exil of the Rwandan refugees contributed to the outbreak of the Liberation War (1990-1994)?
4. To what extent did the "ethnic" and regional divisions contributed to the outbreak of the Liberation War?

Suggested answers

*   Describe the life of a refugee and try to find out his feelings Losing dignity and the poor conditions of living such as lack of employment and good education in host countries, made refugees think of a strategy to return home. Groups started to form around the themes of return and self-help.
*   Show how the First and Second Republic imposed difficult conditions for individual repatriation of the Rwandan refugees.
    (see learner's book)
*   Discuss how the long exil of the Rwandan refugees contributed to the outbreak of the Liberation War (1990-1994)? .
    (see learner's book)
*   To what extent did the "ethnic" and regional divisions contributed to the outbreak of the Liberation War?

    Both the First and the Second Republics institutionalised ethnic labels (Hutu, Tutsi, Twa) in identity cards and the quota system ("ethinic" and regional equilibrium) administration, schools, the army, etc. During the First Republic, power was in the hands of a few people from some communes of Gitarama and again a few people from some parts of the former Ruhengeri and Gisenyi prefectures during the Second Republic. Both Republics were characterised by identity ideology. The two regimes reinforced the conflict between Nduga people in the central and southern part of the country and Rukiga people in the northern and western part of the country by monopolising and excluding many parts of the country. During these regimes, hatred against Tutsi worsened. Every political crisis was blamed on Tutsi who were treated as scapegoats. This case was raised when Inyenzi attacked Rwanda in 1963 and later before the 1973 Habyarimana's coup d'Etat.

Lesson 3: Economic problems under the First Republic

Learning objective:

Learners are able to explain economic problems under the First Republic.

Prerequisites/Revision/Introduction

Start by inviting learners to give a summary of the political problems faced by the First Republic.

Teaching aids

Learner's books, and for the schools which have enough resources, a teacher can use a film to show the image of Rwanda at the beginning of the First Republic. A projector, a laptop, and other accessories should also be used.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then ask them to do activity 2 in their textbook with focus on economic aspects.

Synthesis

From the answers given by learners, give a synthesis by summarising the content that is in Learner's Book.

Assessment

Below are questions and suggested answers to assess the lesson learning objective

Questions and suggested answers to assess lesson 3.

Search on internet or other documents the Arusha Peace Agreement and read the Protocol of Agreement on the rule of law. Can you claim that the Arusha Peace Agreement (see the Protocol of Agreement on the rule of law) had innovative strategies for building a better and peaceful Rwanda? Explain your statement.

Choose any of the following powers and explain its involvement in the Liberation War: Uganda, Zaire, Belgium and France. Use internet and other available document in your school library.

Read carefully the following extracts from Arusha Peace Agreement:

1. "Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Power-Sharing within the Framework of a Broad-Based Transitional Government".

Article 56

Nominative distribution of portfolios shall be as follows:

MRND

- Ministry of Defence;
- Ministry of Higher Education, Scientific Research and Culture;
- Ministry of Public Service;
- Ministry of Planning;
- Ministry of Family Affairs and Promotion of the Status of Women.

RPF

- Ministry of Interior and Communal Development;
- Ministry of Transport and Communications;
- Ministry of Health;
- Ministry of Youth and Associative Movement;
- Secretariat of State for Rehabilitation and Social Integration

MDR

- Prime Minister;
- Ministry of Foreign Affairs and Cooperation;
- Ministry of Primary and Secondary Education;
- Ministry of Information.

PSD

- Ministry of Finance;
- Ministry of Public works and Energy;
- Ministry of Agriculture and Livestock

PL

- Ministry of Justice;
- Ministry of Commerce, Industry and Cottage Industry;
- Ministry of Labour and Social Affairs;

PDC

- Ministry of Environment and Tourism

2. Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the Integration of the Armed Forces of the Two Parties

Article 74: Proportions and Distribution of Command Posts

During the establishment of the National Army, the proportions and distribution of Command posts between the two parties shall abide by the following principles: (…)

Government forces shall contribute 60% of the forces and the RPF 40% of the forces for all levels apart from the posts of Command described below.

(…) In the chain of Command, from the Army Headquarters to the Battalion, each party shall have a 50% representation for the following posts (…). Write down what you think about the above extracts. Do you think that the Arusha Peace Agreement was viable? Explain your position.

Suggested answers

1. Narrative only of Arusha Peace Agreement may achieves up to. For expect an awareness of the differences between Habyarimana Regime and Rwandese Patriotic Front on the Integration of the Armed Forces of the Two Parties, attitudes and perceptions with regard to social relations, culture, science, technology and diplomacy. For expect comparative analysis. Better students may note the changes in perception brought about by the end of Habyarimana regime and the confidence as a victor in the Liberation War.

2. Uganda's involvement in the Liberation War cause Rwandan refugees issue in the country

3. Yes or not, the Arusha Peace Agreement was viable depending on honesty, integrity and faithful between two Parties. Then, there is not clear position

Lesson 4: Achievements of the First Republic

Learning objective

Learners are able to assess the social and economic achievements of the First Republic. See Learner's Book

Prerequisites/Revision/Introduction

Start the lesson by inviting the learners to summarise the previous lesson about the economic problems under the First Republic.

Teaching aids

The learner's books, and in the schools which have enough resources, a teacher can use a film to show the photos of achievements made under the First Republic. A projector, a laptop and other accessories should also be used.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then asks them to do activity 3 in their textbook (See Learner's Book).

Synthesis

From the answers given by learners, give a synthesis by summarising the content that is in Learner's Book.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 4

Questions

1. Gather some information in your home community related to people's reactions to the Liberation War.
2. Ask some people in your community about their experiences on the consequences of the Liberation War. Write down a short story of not more than one page.
3. Search on internet or use other documents to find the reactions of international community including humanitarian organizations on the Liberation War.

Suggested answers

1. Free answer and narrative only of the necessity of Liberation War.

2. Free answer and narrative only of the necessity of Liberation War. While destructive, Liberation War was benefit to the Rwandan population. Psychologically, materially, etc.

   Two negative effects of the Liberation war are death and the destruction of properties.

   The Liberation War has helped Rwandans to strengthen their National unity.

3. Narrative of shared reactions depending on their defending interests

Lesson 5: The coup d'état of 1973 and the creation of *Mouvememt Révolutionnaire National pour le Développement*

Learning objective

Learners are able to describe the coup d'état of 1973 and the creation of Mouvememt Révolutionnaire National pour le Développement.

Prerequisites/Revision/Introduction

Begins by asking the learners to find out the different political problems faced by the First Republic. See Learner's Book.

Teaching aids

Learner's books, the photos of Presidents Kayibanda and Habyarimana. In schools with enough resources, the teacher can use a movie so as to show some events that took place in Rwanda on the eve of the coup d'état which put an end to the First Republic.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then asks them to do activity 4 in their textbook (See Learner's Book).

Synthesis

From the answers given by learners, give a synthesis by summarising the content that is in Learner's Book.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Identify the decisions taken immediately after the coup d'état of 1973.
2. What was the message of President Habyarimana after the coup d'état of 1973.
3. What were the objectives of MRND?

Suggested answers

1. The coup d'état leaders dissolved the National Assembly, suspended the 1962 constitution and abolished all political parties. They also dissolved the government and replaced it with a National Committee for Peace and Reconciliation which was constituted of 11 senior officers. Finally, 31 articles of the constitution were totally, partially or provisionally suspended.
2. In his declaration of 5th July, 1973, Juvénal Habyarimana preached about peace and unity and criticised regionalism, public immorality, and corruption as practiced by the regime of Kayibanda.
3. MRND had the following objective:

   "To unify Rwandans, stimulate and intensify all efforts of all Rwandan people with a view of enhancing economic, social and cultural development in an atmosphere of national peace and unity".

Lesson 6: Economic evolution under the Second Republic

Learning objective

Learners are able to describe the economic evolution of Rwanda under the Second Republic. See Learner's Book.

Prerequisites/Revision/Introduction

To introduce this lesson, invite learners to review the previous lesson about the coup d'état of 1973 and the creation of Mouvememt Révolutionnaire National pour le Développement.

Teaching aids

Learner's books and images showing the economic achievements of the Second Republic like the tea factories of Shagasha, Mata, Gisovu, Nyabihu, etc. In schools with enough resources, the teacher can use a movie.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then ask them to do activity 5 in their textbook (See Learner's Book).

Synthesis

To make a synthesis of the lesson, summarise the content that is in Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Identify the food crops on which the Second Republic focused its particular attention.
2. What was the focus of the Second Republic in agriculture and animal husbandry?
3. What were the main causes of the economic crisis in Rwanda from 1986?

Suggested answers

1. These food crops are maize, rice, soya beans, sugarcane, etc.
2. In agriculture and animal husbandry the Second Republic, focused on the establishment of agricultural projects. In almost all the former prefectures, projects like Développement Global de Butare (DGB), Projet Agricole de Gitarama(PAG), (Développement Régional de Byumba DRB), Crête Congo Nil, were started.
3. The main causes of the economic crisis in Rwanda during the period from 1986 were:
   • The drastic fall in the world's coffee and tin prices
   • The devaluation of the Rwandan franc
   • Monopolisation of limited resources by the few political and military leaders
   • Food shortage
   • The population explosion.

Lesson 7: Social and cultural evolution under the Second Republic

Learning objective

Learners are able to describe the social and cultural evolution under the Second Republic. See Learner's Book.

Prerequisites/Revision/Introduction

As a revision, ask learners to identify some of the economic achievements of the Second Republic.

Teaching aids

Learner's books and images showing the social and cultural achievements of the Second Republic like the building of King Faisal Hospital and that of Amahoro Stadium,etc. In schools with enough resources, the teacher can use a movie.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then ask them to do activity 5 in their textbook with focus on (See Learner's Book).

Synthesis

To make a synthesis of the lesson, summarise the content in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective

Questions
1. Identify the causes of failure of the education reform in 1979–1980?
2. What were the achievements of Second Republic in the Health sector?

Suggested answers
1. The causes of the failure of the education reform 1979–1980 are the following :
   - Lack of teaching aids/materials,

- Lack of qualified teachers for various newly introduced subjects;
- Lack of appropriate evaluation methods.

In 1991, the reforms were revisited. The Primary education cycle was brought back to 6 years.

2. The achievements of the Second Republic were the following:
    - Transformation of dispensaries into health centres and training of more medical personnel
    - Creation of nutrition centres in order to educate parents about diet and hygiene
    - Establishment of the Broad-based Vaccination Programme (BVP) with the objective of reducing infant mortality
    - Establishment of the National Programme for the Fight against AIDS known as Programme National Pour la Lutte contre le Sida (PNLS) with the objective of controlling, preventing, reducing and conducting research on HIV/AIDS.
    - The setting up of the National Programme for the Fight against Malaria (Programme National de lute contre le Paludism; PNLP), etc

Lesson 8: Root causes of the Liberation War of 1990 – 1994

Learning objective

Learners are able to discuss the causes of Rwandan Liberation War of 1990–1994.

Prerequisites/Revision/Introduction

To introduce this new lesson, invite learners to describe the situation that prevailed in Rwanda before the outbreak of the Liberation War of 1990–1994.

Teaching aids

Learner's books and the photographs of the commanders of the Rwanda Patriotic Army like that of General Fred Gisa Rwigema. In schools with enough resources and means, a teacher can use a film.

Learning activities

Organise learners into groups and then ask them to do activity 7 and 8 in their textbook (See Learner's Book).

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 8

1. Describe the life of a refugee and try to find out his feelings
2. Show how the First and Second Republic imposed difficult conditions for individual repatriation of the Rwandan refugees.
3. Discuss how the long exile of the Rwandan refugees contributed to the outbreak of the Liberation War (1990-1994)?
4. To what extent did the "ethnic" and regional divisions contributed to the outbreak of the Liberation War?

Suggested answers

1. Describe the life of a refugee and try to find out his feelings. Losing dignity and the poor conditions of living such as lack of employment and good education in host countries, made refugees think of a strategy to return home.
2. Groups started to form around the themes of return and self-help.
   - Show how the First and Second Republic imposed difficult conditions for individual repatriation of the Rwandan refugees. (see learner's book)
   - Discuss how the long exile of the Rwandan refugees contributed to the outbreak of the Liberation War (1990-1994)? (see learner's book)
3. To what extent did the "ethnic" and regional divisions contributed to the outbreak of the Liberation War?
4. Both the First and the Second Republics institutionalised "ethnic" labels (Hutu, Tutsi, Twa) in identity cards and the quota system ("ethnic" and regional equilibrium) administration, schools, the army, etc. During the First Republic, power was in the hands of a few people from some communes of Gitarama and again a few people from some parts of the former Ruhengeri and Gisenyi prefectures during the Second Republic.

   Both Republics were characterised by ideology identity. The two regimes reinforced the conflict between Nduga people in the central and southern part of the country and Rukiga people in the

northern and western part of the country by monopolizing and excluding many parts of the country. During these regimes, hatred against Tutsi worsened. Every political crisis was blamed on Tutsi who were treated as scapegoats. This case was raised severally time when Inyenzi attacked Rwanda in 1963 and later before the 1973 Habyarimana's coup d'Etat.

Lesson 9: Course of the Liberation War

Learning objective

Learners are able to describe the course of the Liberation War.

Prerequisites/Revision/Introduction

Introduce this lesson by asking learners to mention some of the causes of the Liberation War. See Learner's Book.

Teaching aids

Learner's books and a map of Rwanda showing the main battle fields of the Liberation War. In schools with enough resources, a teacher can use a film.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then give them the task of describing the course of the Liberation War in Rwanda. (See Learner's Book).

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 9.

1. Search on internet or other documents the Arusha Peace Agreement and read the Protocol of Agreement on the rule of law. Can you claim that the Arusha Peace Agreement (see the Protocol of Agreement on the rule of law) had innovative strategies for building a better and peaceful Rwanda? Explain your statement.

   Extracts from Arusha Peace Agreement:

"Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Power-Sharing within the Framework of a Broad-Based Transitional Government".
Article 56

Nominative distribution of portfolios shall be as follows:

MRND
1. Ministry of Defence;
2. Ministry of Higher Education, Scientific Research and Culture;
3. Ministry of Public Service;
4. Ministry of Planning;
5. Ministry of Family Affairs and Promotion of the Status of Women.

RPF
1. Ministry of Interior and Communal Development;
2. Ministry of Transport and Communications;
3. Ministry of Health;
4. Ministry of Youth and Associative Movement;
5. Secretariat of State for Rehabilitation and Social Integration

MDR
1. Prime Minister;
2. Ministry of Foreign Affairs and Cooperation;
3. Ministry of Primary and Secondary Education;
4. Ministry of Information.

PSD
1. Ministry of Finance;
2. Ministry of Public works and Energy;
3. Ministry of Agriculture and Livestock

PL
1. Ministry of Justice;
2. Ministry of Commerce, Industry and Cottage Industry;
3. Ministry of Labour and Social Affairs;

PDC
1. Ministry of Environment and Tourism

a) Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the Integration of the Armed Forces of the Two Parties

Article 74: Proportions and Distribution of Command Posts

During the establishment of the National Army, the proportions and distribution of Command posts between the two parties shall abide by the following principles: (…)

Government forces shall contribute 60% of the forces and the RPF 40% of the forces for all levels apart from the posts of Command described below.

(…) In the chain of Command, from the Army Headquarters to the Battalion, each party shall have a 50% representation for the following posts (…). Write down what you think about the above extracts. Do you think that the Arusha Peace Agreement was viable? Explain your position.

Suggested answers

1. Narrative only of Arusha Peace Agreement may achieves up to. For expect an awareness of the differences between Habyarimana Regime and Rwandese Patriotic Front on the Integration of the Armed Forces of the Two Parties, attitudes and perceptions with regard to social relations, culture, science, technology and diplomacy. For expect comparative analysis. Better students may note the changes in perception brought about by the end of Habyarimana regime and the confidence as a victor in the Liberation War.
2. Uganda's involvement in the Liberation War cause Rwandan refugees issue in the country.
3. Yes or not, the Arusha Peace Agreement was viable depending on honesty, integrity and faithful between.

Lesson 10: Effects of the Liberation War

Learning objective

Learners are able to evaluate the effects of the Liberation War

Prerequisites/Revision/Introduction

Introduces this lesson by asking the learners to briefly describe some of the stages of the Liberation War. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, the use of a movie is highly recommended so as to show some of the consequences of the Liberation war.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then ask them to do activity 9 that is the learner's book task.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Identify two negative consequences of the Liberation War.
2. Find out one of the benefits of the Liberation War.

Suggested answers
1. Two negative effects of the Liberation war are death and the destruction of properties.
2. The Liberation War has helped Rwandans to strengthen their National unity.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit. (See Learner's Book)

Additional information

Independence (1962)

On 25 September 1961, a referendum was held to establish whether Rwanda should become a Republic or remain a kingdom. Citizens voted overwhelmingly for a republic. After parliamentary elections held on the same day, the First Republic was declared, with Kayibanda as prime minister. Mbonyumutwa was named the first president of the transitional government.

Between 1961 and 1962, refugees staged attacks on Rwanda from neighbouring countries. Rwandan troops responded, and thousands of people were killed in the clashes. On 1 July 1962, Belgium, granted independence to the two countries (Rwanda and Burundi). Rwanda was established as a Republic governed by MDR-PARMEHUTU, which had gained full control of national politics. In 1963, the refugees' invasion from Burundi unleashed another anti-Tutsi backlash by the Rwandan government and an estimated 14,000 Tutsi were killed. The economic union between Rwanda and Burundi was dissolved and tensions between the two countries worsened.

Kayibanda became Rwanda's first elected president, leading a government chosen from the National Assembly. Peaceful negotiation of international problems, social and economic elevation of the masses, and integrated development of Rwanda were the ideals of the Kayibanda regime. He established formal relations with 43 countries, including the United States, in the first ten years. Despite the progress made, inefficiency and corruption developed in government ministries in the mid-1960s.

The Kayibanda administration established quotas to try to increase the number of Hutu in schools and the civil service. This effort discriminated the Tutsi who were allowed only nine percent of secondary school and university vacancies. The quotas also extended to the civil service. With high unemployment levels, competition for position increased social tensions. The Kayibanda government also continued the Belgian colonial government's policy of "ethnic" identity cards, and also discouraged mixed marriages.

Following more violence in 1964, the government suppressed political opposition. It banned UNAR and RADER and executed the Tutsi leaders. The term inyenzi (cockroaches) was used to describe Tutsi rebels for what was perceived as infiltrating the country. As a result, hundreds of thousands of Tutsi moved to neighbouring countries as refugees.

The Catholic Church was closely involved with PARMEHUTU, and they shared local resources and networks. Through the church, the government maintained links with supporters in Belgium and Germany. The Catholic newspaper Kinyanyamateka supported the government.

Second Republic

On July 5th, 1973, the Defence Minister Maj. Gen. Juvénal Habyarimana overthrew Kayibanda. He suspended the constitution, dissolved the National Assembly and imposed a strict ban on all political activity.

In 1975, President Habyarimana formed the Mouvement Révolutionnaire National pour le Développement (MRND) [the National Revolutionary Movement for Development] whose goals were to promote peace, unity, and national development. The movement was organized from the grassroots to the national level and included elected and appointed officials.

Under MRND, a new constitution which made Rwanda a one-party state under the MRND, was approved in a referendum in December 1978. These were shortly followed by presidential elections a few weeks later. Habyarimana, as president of the MRND, was the only candidate on the ballot. He was re-elected in 1983 and again in 1988, each time as sole candidate. However, in a minor concession to democracy, voters were given a choice of two MRND candidates in elections to the National Assembly. Responding to public pressure for political reform, President Habyarimana announced in July 1990 his intention to transform Rwanda's one-party state into a multi-party democracy.

End unit assessment

Answers to end unit assessment (See Learner's Book)
1. Rwanda was a monarchy.
2. After independence, Rwanda became a Republic.
3. Kayibanda used the following ways to eliminate opposition:
    - The MDR-PARMEHUTU eliminated or assimilated other opposition political parties
    - Intimidation and arbitrary arrests
    - Physical violence, for example the killing of RADER and UNAR leaders
    - Attracting APROSOMA leaders

4. The four reasons for the fall of the First Republic are:
   - Problem of refugees: Kayibanda regime refused to solve the problem of refugees scattered worldwide.
   - Ethnicism and regionalism: Kayibanda used ethnic violence against Tutsi PARMEHUTU members from Gitarama monopolised the party and the government power, excluding the northern region.
   - Economic problems: Food insecurity caused by shortage of land became common. Moreover, there was lack of infrastructure and financial means to support decent standards of living, and the poor functioning of the monetary and customs union between Rwanda and Burundi. There was a serious economic crisis due to deficits in balance of payments and inflation. For example, in 1964, inflation rose to 300 percent.
   - Social problems: There was lack of unity among Rwandans. A part of the population that was excluded from education and public service.

5. The principal causes of the Liberation War were:
   - The long exile: Since 1959, Tutsi were persecuted and condemned to exile during the First and the Second Republics which refused to allow them to return to their mother-land.
   - "Ethnic" and regional divisions: The Tutsi were discriminated and regarded as second class citizens. Besides, regionalism was an obstacle to open political democratic space.
   - Intimidation and killing of opposition politicians: Kayibanda and Habyarimana regimes eliminated opposition by killing opposition pollititians and banning other parties.
   - Increasing dictatorship in Rwanda: During the First and the Second Republics only one political party was allowed: MDR – PARMEHUTU for the First Republic and MRND during the Second Republic. Power was concentrated in hands of small groups and no single decision could be made without the approval of the president and his political party.
   - Military option: The refugees rejected their long exile and the indifference of the Rwandan Government. The military option, was the only possible way to return home.

6. The major effects of the liberation war on Rwandan society

Negative effects:

- Major General Fred Gisa Rwigema was killed. It was a great loss for RPF.
- Many soldiers were killed on both sides and others wounded.
- Many people were displaced and their properties destroyed.
- The genocide survivors suffered for a long time from "trauma".
- Abagogwe people were massacred from 1991 to 1993 by the Habyarimana regime in retaliation to the RPA attack. Similar killings were carried out in Kibirira, Bugesera, Kibuye, Mutara and Murambi.
- The liberation war led to the signing of the Arusha Peace Agreement in August 1993 whose purpose was to obtain lasting peace.
- National unity, justice, and the end of segregation.
- Corruption and favouritism, and embezzlement are being fought.
- The main reasons that forced Rwandans to flee the country were eliminated and Rwandan refugees are encouraged to return home.

Remedial activities

Questions

1. Give two the effects of the Liberation War.
2. When did the liberation war start?

Answers

1. Two the effects of the liberation war are:
   - The first effect was is the death of Major General Fred Gisa Rwigema the chairman of RPF and the supreme commander of RPA. This death was a great loss for RPF.
   - Many soldiers were killed on both sides and others were wounded. There was also displacement of many people from their homes.
   - People were psychologically affected, properties were destroyed and so on…

2. The Liberation War started on October 1st, 1990.

Extended Activities

Questions

1. What are the roots of the Liberation War?
2. Describe three first steps of the Liberation War.
3. Analyse two effects of the liberation war.

Answers

1. The root causes of the Liberation War were the following:

   - The desire to return home of Rwandan refugees who had been in exile since 1959 due to violence, and massacres of the UNAR members, mainly Tutsi, committed by PARMEHUTU with the help of Belgian colonialists. Refusal by the government to allow the return of refugees.

   - Both the first and the Second Republics institutionalised "ethnic" labels (Hutu, Tutsi, Twa) in identity cards and the quota system ("ethnic" and regional equilibrium) in administration, in schools, in the army, etc.

   - During the First Republic, power was in the hands of a few people from some communes of Gitarama, and again a few people from some parts of the former Ruhengeri and Gisenyi prefectures during the Second Republic.

   - Intimidation and killing of opposition politicians: The regime of Habyarimana did not accept or tolerate any opposition. Any person who tried to oppose him suffered from long prison terms; assassinations were quite frequent as well. For instance, the former editor of Kinyamateka Newspaper, Father Sylvio Sindambiwe, and Felicula Nyiramutarambirwa, former member of the MRND Central Committee were murdered.

   - Increasing dictatorship in Rwanda: During the Second Republic, only one political party was allowed. This was MRND as it was stipulated by the 1978 constitution. All the powers were concentrated in the hands of a small group of the President's family and his in-laws. The group was also known as Akazu. No decision could be made without prior approval and or blessing of the President and his MRND.

   - Participation of Rwandans in other liberation movements: Rwandan's like Fred Gisa Rwigema who by 1979 had already been involved in liberation struggles in Africa, especially in Mozambique, saw that the option of war would work for Rwanda.

2. Description of the first two phases of the Liberation War:

- On October 1ˢᵗ 1990, the Rwanda Patriotic Front (RPF) and its armed wing (RPA) launched the war of liberation which lasted almost four years. The reasons for starting the liberation war were: to restore national unity among Rwandans, establish true democracy and put an end to the question of refugees and dictatorship which characterised the First and the Second Republics of Rwanda between 1962 and 1994.

- The first attack was in Umutara and was not successful because of Fred Gisa Rwigema's death, RPA was pushed from Umutara and it changed tactics by practicing guerrilla warfare in the northern region of Rwanda commonly called the volcano region.

- On January 23ʳᵈ, 1991, they captured Ruhengeri town and liberated the political prisoners who had been jailed in Ruhengeri prison. Among them were Theoneste Lizinde, Biseruka, and Brother Jean Damascène Ndayambaje.

3. Two effects of the Liberation War:

- The liberation war led to the signing of the Arusha Peace Agreement on August 4ᵗʰ, 1993. The purpose was to achieve lasting peace. Both parties, the RPF-Inkotanyi and the Rwanda Government accepted to share power. Hutu extremists who thought were excluded from the process and threatened by the results were not satisfied and started to organise a genocide against the Tutsi and massacres of Hutu, which happened in 1994.

- Because of the war and pressure on the Habyarimana regime the economy collapsed. Coffee which was the main resource of overseas currencies was not produced. Thus the country witnessed a hard economic situation. Besides, foreign aid stopped and the Rwandan franc lost its value. The main economic activities collapsed. People became poor and discontented. Because of the war, the Northern corridor was closed and this led to the stoppage of commercial exchange with Uganda. In addition, the war increased the military expenditure of the government.

UNIT II: Consequences of Genocide Against the Tutsi

Key unit competence

To be able to examine the consequences of genocide against the Tutsi and how society has been re-built

Prerequisites of this unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Definition and of genocide (1948 Convention and other legal instruments)
- Definition and features of other mass crimes.
- Differentiation of genocide from other mass crimes
- Causes of 1994 genocide against the Tutsi
- Planning and execution of the 1994 genocide against the Tutsi
- Role played by RPF/RPA to stop genocide against the Tutsi

Cross-cutting issues to be addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. All learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Genocide Studies: With this cross-cutting issue, Rwandan learners will be offered the opportunity to know about the genocide perpetrated against the Tutsi people as well as other genocides, like the Holocaust.

Gender: With this cross-cutting issue, learners both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: With this cross-cutting issue, learners will be conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. This cross-cutting issue will help learners to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, interpersonal management, lifeskills

In this unit, learners will have tasks or assignments to do in groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas about genocide through speaking and writing, and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of their findings while discussing in their respective groups.

Research and problem solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research about existing information and concepts, and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take-home assignments and will also be invited to make further research by themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Genocide, perpetrator, trauma, survivor, decentralisation

Guidance on the problem statement

Give an activity that requires learners to be fascinated to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them to identify some issues and open them to what they did not know and be curious to know about living together in Rwanda.

One of suggested problem statement here is the following: "Find out to what extent the 1994 genocide affected Rwanda and the neighbouring countries." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, the teacher will help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask other learners to help them to move around;
- Sit the leaners in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understand concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take more time to understand what has been taught. Do not reprimand such learners or show them they are poor compared to others. Alternatively, teachers should do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

The teacher should use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them to sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommend medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Be audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate;
- Speak slowly and use simple words.

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems. For example they show inability to interpret simple statements, they easily give up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus displaying high level patience;

- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure that learners start with what they can do, then move on to a new harder tasks;

Give learner lots of practice and time. This is called "over-learning". It helps to ensure the learner has mastered a skill;

Give extension tasks to fast and gifted learners to work on after they have completed the general tasks.

List of lessons

Number of the lessons	Lesson title	Number of periods
1	Consequences of the 1994 Genocide against the Tutsi	1
2	Challenges faced by Rwandans after the 1994 genocide against the Tutsi	1
3	Measures taken by the Government of Rwanda to rebuild the nation	1
4	Political achievements under the Government of National Unity	1
5	Economic achievements under the Government of National Unity	1
6	Social achievements under the Government of National Unity	1
7	Cultural achievements under the Government of National Unity	1
8	Evaluation	

Lesson Development

Lesson 1: Consequences of the 1994 Genocide against the Tutsi

Learning objective

From the answers given by learners, teacher gives a synthesis reffering to the learner's book the consequences of the 1994 Genocide against the Tutsi.

Prerequisites/Revision/Introduction

To introduce this new lesson ask learners to briefly give some causes of the 1994 genocide against the Tutsi and describe some of the steps taken by its perpetrators.

Teaching aids

Learner's books, and in schools well equipped with resources, use a film. Testimonies can also be used where it is possible.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 1 and 2 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 1

Questions

1. Discuss possible strategies to avoid genocide.
2. Find out two effects of the 1994 genocide against the Tutsi.
3. Explain two ways in which the perpetrators of the 1994 genocide against the Tutsi have also been facing it effects.

Suggested answers

1. Free answer but emphasizing on the development of legal frameworks and institutions
2. These are the consequences of the 1994 genocide against the Tutsi:
   - Because of the 1994 genocide against the Tutsi, more than two million Rwandans fled the country to neighboring countries where they lived in refugee camps. Other Rwandans were displaced throughout the country.
   - Because of the 1994 genocide against the Tutsi, the country became an epicentre of genocide ideology in the Great Lakes region. The perpetrators of genocide who fled the country and went to live in the refugees camps in DRC, exported the ideology of genocide and continued to kill innocent people.
3. Firstly, those who have been found guilty have been punished. Secondly, today some of the perpetrators also show symptoms of trauma.

Lesson 2: Challenges faced by Rwandans after the 1994 genocide against the Tutsi

Learning objective

Learners are able to explain the challenges faced by the Rwandans after the 1994 genocide against the Tutsi.

Prerequisites/Revision/Introduction

To introduce this new lesson, ask learners to mention some of effects of the 1994 genocide against the Tutsi. See Learner's Book.

Teaching aids

Learner's books, and in schools with facilities use recorded testimonies and a recorder.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activity 3 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 2

Questions

1. Find out two challenges faced by Rwandans after the 1994 genocide against the Tutsi.
2. Explain why justice was a very crucial issue which the government had to address after the 1994 genocide against the Tutsi.

Suggested answers

1. The two challenges faced by Rwandans after the 1994 genocide against the Tutsi are insecurity, and suspicion and mistrust among the population.
2. After the 1994 genocide against the Tutsi, justice was a very crucial

issue which the government of Rwanda had to address because of the following reasons:

- More than 140, 000 genocide suspects had been arrested, yet there was insufficient prison, to host them. Their upkeep became a huge challenge in terms of feeding, and provision of medical and other services.

- The number of trained lawyers to handle the large number of perpetrators of genocide against the Tutsi was inadequate and this was also true for other crimes that were being committed in the country.

- The laws were also outdated, obscure and inadequate. The justice sector also witnessed unskilled personnel. For example, according to records of the Supreme Court, out of 702 judges in 2003, only 74 possessed a bachelor's degree in law.

Lesson 3: Measures taken by the Government of Rwanda to rebuild the nation

Learning objective

Learners are able to judge different measures taken by the Government of Rwanda to rebuild the nation.

Prerequisites/Revision/Introduction

To introduce this new lesson, asks learners to briefly explain some problems encountered by Rwandans after the 1994 genocide against the Tutsi. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, use the internet.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 4 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 3.

Questions

1. Explain the measures did RPF-Inkotanyi take after its victory against the perpetrators of the 1994 genocide against the Tutsi?

2. Find out four measures taken by the government of Rwanda to re-build the country that had been destroyed during the 1994 genocide against the Tutsi.

Suggested answers

1. After its military victory, on 19th July, 1994 the RPF-Inkotanyi formed a coalition government called "Broad-Based Government of National Unity". Its legal framework was based on the constitution of 10th July 1994, the Arusha Peace Accord, the RPF-Inkotanyi declaration of 17th July 1994 and the joint Agreement between RPF, MDR, PDC, PSD, PDI, PSR, PL and UDPR regarding the implementation of national institutions signed on November 24th, 1994.

2. Measures taken by the government of Rwanda to rebuild the country are:
   • Promoting National Unity and Reconciliation,
   • Repatriating and resettling refugees,
   • Devising and implementing policies for social welfare,
   • Pursuing a foreign policy based on equality, peaceful coexistence and mutual benefit between Rwanda and other countries.

Lesson 4: Political achievements under the Government of National Unity

Learning objective

Learners are able to assess political achievements under the Government of National Unity.

Prerequisites/Revision/Introduction

To introduce this new lesson, ask learners to briefly explain different measures taken by the government of Rwanda to rebuild the nation. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, using internet.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment etc.

Learning activities

Organise learners into groups and then invite them to do the activity 5 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 4.

Questions

1. Identify two political achievements under the Government of National Unity.
2. State and explain some achievements inspired by Rwandan tradition. Thereafter, explain to the class how tradition is very important to the development of the country.
3. Imagine that you are promoted to a position to address genocide ideology. Outline the various ways to prevent genocide and to promote positive values.

Suggested answers

1. Two political achievements under the Government of National Unity are:
    *   Rebuilding a state by focusing on the principles of good governance, rehabilitation of judicial system, and 89 Consequences of Genocide Against the Tutsi
    *   Launching the democratisation process.

2. Ingando or Solidarity camps; Imihigo or performance contracts; Offering assistance to needy people;

    For example Imihigo is one of the key tools introduced by the government since 2006 to reinforce participation and accountability of local government in performance-based contracting. Imihigo is an old Rwandan cultural practice by which an individual would set him/herself targets to be achieved within a specific period of time. This home-grown initiative has led to radical development in districts, cells and villages, especially improved healthcare, infrastructure like schools, health centres, modern markets and improved service delivery.

3. The law related to the punishment of the crime of genocide ideology has been put in place and has already been applied to punish the culprits. This has greatly contributed to the discouragement of the persons with intention to commit the crime of genocide ideology. Apart from punishment, a campaign has been launched to sensitise Rwandans about the evils of genocide ideology and denial, and its negative impact on unity and reconciliation, which is a pillar in the development of the country. Rwandan and foreign scholars have already began to write to combat genocide ideology and genocide denial which is spread in different types of media, such as books and internet. The conservation of memorials of genocide against Tutsi and the construction of more memorials also constitute permanent evidence to challenge the revisionists of the genocide against Tutsi. Visits to such places have helped Rwandans and foreigners to provide evidence on the 1994 Genocide against the Tutsi.

Lesson 5: Economic achievements under the Government of National Unity

Learning objective

Learners are able to assess economic achievements under the Government of National Unity.

Prerequisites/Revision/Introduction

To introduce this new lesson, ask learners to briefly explain different political achievements made by the Government of National Unity. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, use the internet.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities
Organise learners into groups and then invite them to do activity 6 that is in the learner's book with focus on economic achievements.

Synthesis
To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment
Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Identify two economic achievements under the government of National Unity.
2. Which strategies were adopted by the government of National Unity to boost the growth and development of Rwanda?

Suggested answers
1. Two economic achievements under the government of National Unity are:
   • the rehabilitation of all basic infrastructure:
      water, electricity, road transport, banks, schools and hospitals.
   • The government also implement structural adjustment Pro-

grammes aimed at eliminating public sector inefficiency and strengthening the economy.

2. To boost the growth and development of the country, the government of National Unity set out to achieve fiscal stability and economic growth.

   The privatisation of government enterprises started in 1996. Many enterprises were put up for privatisation and shares were sold to local and foreign investors. The government made it a priority to diversify Rwanda's economic base.

   Regarding the planning, many framework documents were prepared to guide and support the growth of the economy. They include Vision 2020, the Poverty Reduction Strategy Programme (PRSP), and Economic Development and Poverty Reduction Strategy (EDPRS). These documents referred to the more global planning framework documents like the Millennium Development Goals.

Lesson 6: Social achievements under the Government of National Unity

Learning objective

Learners are able to assess social achievements under the Government of National Unity. See Learner's Book.

Prerequisites/Revision/Introduction

To introduce this new lesson, ask learners to briefly explain different economic achievements made by the government of National Unity. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use the internet.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 6 that is in the learner's book with focus on social achievements.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Identify two social achievements under the Government of National Unity.
2. Which strategies were adopted by the government of National Unity to promote social development in Rwanda?

Suggested answers

1. Two political achievements under the government of National Unity are:
   * the introduction of the Nine Year and Twelve Year Basic Education, and technical and vocational centres.
   * the creation of the genocide survivors' support and assistance fund to provide support to genocide survivors by paying for their education and medical expenses, building houses, and providing direct financial assistance to the most vulnerable.

2. To promote social development, the government of National Unity adopted some of the following strategies:
   * To reduce poverty, the government of Rwanda has set up several social protection Programme including Vision Umurenge Programme (VUP), Ubudehe, and Girinka (one cow per poor family Programme) in favour of poor families.
   * The reinforcement of the Social Security:

     In 2010, the government merged the Social Security Fund that had been established in 1962 and Rwanda Health Insurance Fund to form Rwanda Social Security Board (RSSB)
   * Healthcare for all: Rwandans are the fundamental resource on which Rwanda's future depends. The government is determined to provide healthcare to all through the provision of preventive, curative and rehabilitative healthcare, thereby contributing to the reduction of poverty.

Lesson 7: Cultural achievement under the Government of National Unity

Learning objective

Learners are able to assess cultural achievements under the Government of National Unity.

Prerequisites/Revision/Introduction

To introduce this new lesson, ask learners to briefly explain different social achievements made by the government of National Unity in Rwanda. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use the internet.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 7 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Identify and explain any cultural achievement under the government of National Unity.

Suggested answers

The government of Rwanda initiated different Programme based on the ancient Rwandan culture, for instance, Imihigo or contract of performance.

Imihigo is one of the key tools introduced by the government since 2006 to reinforce participation and accountability of local government in performance-based contracting. Imihigo is an old Rwandan cultural

practice by which an individual would set him/herself targets to be achieved within a specific period of time.

This home-grown initiative has led to radical development in districts, cells and villages, especially improved healthcare, infrastructure like schools, health centres, modern markets and improved service delivery.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in the classroom and at home, come up with a synthesis of this unit (See Learner's Book).

Additional information

Effects of the 1994 genocide against the Tutsi

The 1994 genocide against the Tutsi caused a lot of harm in Rwanda. Very many people were killed, alot of property was destroyed, and very many people were displaced from their homes.

Many children and women are still suffering the consequences of those horrible acts.

Rwanda is still suffering from the wounds of these 100 days of genocide against Tutsi.

The problem started in 1959, when the Tutsi forced out of Rwanda.

Many Tutsi fled the country and and went to live in neighbouring countries.

In 1973, another big number of Tutsi were also forced to leave the country.
1973, Tutsi were killed and also subjected to suffering.

In 1987, Rwandan refugees formed the Rwanda Patriotic Front, and then in 1990, many men left their families to fight and return to their homeland.

In the 100 days, 1 million Tutsi were killed using machetes, knives, grenades, bullets, etc.

Women were raped, parents were killed in front of their children, and very many people got serious injuries and wounds.

In July 1994, the Rwanda Patriotic Front's soldiers stopped the genocide against the Tutsi, captured power, and immediately ordered a cease fire.

More than two million Hutu fled from the country to the Democratic Republic of Congo, Burundi and Tanzania.

Many of the Tutsi who survived these killings are traumatised, because of what they experienced and witnessed. During the 1994 genocide against the Tutsi, very many buildings, including hospitals, schools, churches, roads and business centres were destroyed.

Effects of the 1994 genocide against the Tutsi

In the 1994 genocide against Tutsi, some children survived; but most of them lost their parents, families and relatives. As a result, a large number of orphans and children became heads of families. These child heads of families could not afford their basic needs and those of their siblings such as food, clothing, medical care and education.

These child household heads did not have survival skills and therefore lived in abject poverty.

Some had experienced scenes of murder and thus they were traumatised.

Widows

Many women lost their husbands in the 1994 genocide against the Tutsi. Most of these women had no means of economic survival.

Raping of women

In the 1994 genocide against the Tutsi, the Interahamwe militias raped women and young girls. Some of these Interahamwe were HIV positive, and hence infected some of the girls and women.

In addition, there were unwanted pregnancies as a result of rape.

Destruction of infrastructure

During the 1994 genocide against the Tutsi, a lot of public and private infrastructure including schools, hospitals, roads, homes, business centres and other buildings were destroyed. Homes of Tutsi were also destroyed.

Poverty

After the 1994 genocide against the Tutsi, many people suffered from poverty and could not afford basic needs.

End unit assessment

Answers to the End unit assessment (See Learner's Book)

1. The consequence of the 1994 genocide against the Tutsi are:
   - A human disaster in the history of the country where more than one million people were killed in just 100 days.
   - Destruction of infrastructure and equipment.
   - Physical mutilation of people's bodies.
   - A high level of psychological trauma was experienced due to sexual abuse and torture.
   - The number of widows, orphans, and disabled persons increased.
   - The tarnishing of Rwanda image.
   - The national economy collapsed.
   - Rwanda became the epicentre of genocide ideology in the Great Lakes Region.

2. Five challenges faced by Rwandans after the 1994 genocide against the Tutsi are the following:
   - There was suspicion and mistrust among the population because Rwanda's social fabric had been fractured due to the divisive politics that preceded the genocide.
   - The security situation was fluid because the former government's forces and Interahamwe militia were carrying out genocide in various part of the country. In addition infiltrators continued to cross and destabilise the county with the support of their sympathisers, notably the DRC (former Zaire) under president Mobutu Sese Seko.
   - The country faced the problem of resettling refugees and internally displaced people, especially genocide survivors whose homes had been destroyed.
   - The government of National Unity inherited an economy that had been completely destroyed by genocide, economic stagnation, high levels of poverty, low productivity in all sectors

especially in agriculture, lack of a dynamic private sector, unskilled labour force, etc.

- During the 1994 genocide against the Tutsi, most education infrastructure was destroyed and the human capital was decimated.

3. Five achievement of the government of Rwanda are:
   - Safeguarding national security: Military strategies were devised to establish security in the whole country. This included fighting against insecurity on the western border, military operations in Congo, etc. This was successful to a large extent.

   - Promotion of unity and reconciliation: To achieve the goal of national unity and reconciliation the Government of National Unity introduced several structures and programmes to correct errors that led to war and genocide such as the National Commission of Human Rights, the National Unity and Reconciliation Commission, the Gacaca Jurisdictions, CNLG (Commission National de Lutte contre le Genocide), National Itorero Commission, etc.

   - Ingando or solidarity camps: This is a type of civic education that helps Rwandans to acquire democratic values and patriotism.

   - Democratisation: Leaders are elected in transparency, there are no privileged persons and all political positions in the country must be shared, which leads to consensual democracy and power-sharing.

   - Fight against corruption and injustice: To re-enforce good governance in Rwanda, anti-corruption and public accountability institutions were established by the government. They include the office of Ombudsman, office of the Auditor General for State Finances, Rwanda Revenue Authority and Rwanda Governance Board.

Remedial activities

Questions

1. Mention the measures taken by the Rwandan Government to re-build the country after the 1994 genocide against the Tutsi.
2. Give four consequences of the 1994 genocide against the Tutsi.

Answers

1. Measures taken by the Rwandan Government to re-build the

country after the 1994 genocide against the Tutsi are:

- Promoting National Unity and Reconciliation
- Establishing genuine democracy
- Providing security for all Rwandans
- Building an integrated and self-sustaining economy
- Eradicating corruption of all forms
- Repatriating and resettling Rwandan refugees
- Devising and implementing policies for social welfare
- Pursuing a foreign policy based on equality, peaceful coexistence and mutual benefit between Rwanda and other countries,
- Fighting against genocide and eradicating the genocidal ideology

2. The consequences of the 1994 genocide against the Tutsi are the following:

- More than one million Tutsi men, women and children were killed in 100 days.
- The 1994 genocide against the Tutsi led to high levels of psychological trauma
- It led to excessive degradation of human dignity
- In addition the 1994 genocide against Tutsi caused devastation of the environment
- There was also an increase in the HIV/AIDS prevalence in the post-genocide period
- There was an increase in the number of widows, orphans, and the disabled people
- At the end of the 1994 genocide against Tutsi, more than one hundred thousand people suspected of having participated in committing genocide were apprehended and imprisoned.

Extended Activities

Questions

1. Assess two achievements of the Government of National Unity.

2. Discuss three challenges faced by the government during the rebuilding Rwanda after the 1994 genocide against the Tutsi.

Answers

1. Two achievements of the Government of National Unity are:

    *   Safeguarding national security: After the 1994 genocide against the Tutsi, security in Rwanda was extremely unstable because of unhealed wounds from the war. Much of the population was displaced, creating a volatile situation in the country. Military strategies were devised to find solutions and eradicate the military groups and thousands of ex-combatants who continued to torment and kill citizens.

        The problem of insecurity, especially on the western border of the country, was caused by the incursions of Ex-FAR (Forces Armées Rwandaises) and Interahamwe militias. To put an end to these destabilisation activities, the Government decided to the repatriate refugees from DRC and launch military operations aimed at weakening the enemy forces.

    *   Implementing Decentralisation: The local community have the right to participate in the process of decision making, in the executive, as well as in the monitoring and evaluation of local development projects. With decentralisation the government decides to delegate power to the local authorities and community leaders. Decentralisation aims to promote participation in decision making from the grassroots and to support planning and implementation of local development activities.

2. Challenges faced by the Rwandan Government during the process of rebuilding Rwanda after the 1994 genocide against the Tutsi are as follows:

    *   Suspicion and mistrust among the population: Since Rwanda's social cohesion was fractured due to the divisive politics that preceded the genocide, suspicion and mistrust characterised the population. Thus, the new government inherited a deeply scarred nation where trust in communities had been replaced by fear and betrayal. This posed a serious challenge to the functioning of institutions because the RPF's vision was not shared by all stakeholders. In spite of all this, the RPF believed that Rwanda was not dead but that it could be reborn and re-built. To reach that goal, the RPF advocated strongly for

unity and reconciliation despite the enormous challenges.

Resettlement of refugees and genocide survivors: The RPF strived to restore Rwanda as a country for all Rwandans and provided a homeland to which millions of Rwandan refugees could return. Tens of thousands of internally displaced people, especially genocide survivors whose homes had been destroyed, were resettled and provided with basic housing facilities. About three million refugees who had been taken hostage by fleeing genocide forces to the DRC and Tanzania were brought back home. This humanitarian exercise was largely successful despite the failure of the international community to address their plight in refugee camps. About two million older refugees (from 1959 and subsequent years) were also resettled across the country.

- Economic challenges: The Rwandan economy and political situation before 1994 was marked by economic stagnation and high levels of poverty, mainly attributed to lack of vision, poor economic planning, mismanagement, embezzlement, and corruption by the leadership of the time. They emphasised state control of the economy by a clique who benefited from the system.

As a result, post–genocide Rwanda faced economic challenges including an unstable macroeconomic environment. For example, in 1994, the economy shrank by 50 per cent and inflation rose to 64 per cent. Between 1985 and 1994, the GDP growth rate was a mere 2.2 per cent against a population growth rate of 3.2 per cent.

UNIT III: Colonial Administrative Systems and Colonial Powers

Key unit competence

To be able to identify different colonial administrative systems and colonial powers.

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Reforms introduced by Belgians in Rwanda
- Different European explorers and their routes
- Causes of exploration of Africa
- Consequences of exploration of Africa
- Causes of European colonisation of Africa
- Methods of colonial conquest in Africa
- Colonial systems of administration
- Consequences of European colonisation of Africa

Cross-Cutting Issues to be Addressed

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: With this cross-cutting issue, learners will be conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. This cross-cutting issue will enable learners to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aimed at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. During discussion, decision-making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of their findings while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research on existing information and concepts and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their work or research.

Lifelong Learning

Learners will be given take-home assignments and will also be invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Ambitious, ammunitions, brainchild, caliph, caliphate, despotism, diplomacy, entity, entrust, genius, godfather, hierarchy, indigenous, inheritor, jeopardize, legitimacy, manipulate, metropolis, metropolitan, nationhood, oppression, overriding, partitioning, prestige, puppet, redundant, repressive, repulse, scramble, sphere, subjugate, susceptible, unrest.

Guidance on the problem statement

This involves an activity that requires learners to be fascinated to know what happens or will happen in the unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know more about the colonial administrative systems and colonial powers in Africa.

One of suggested problem statement here is the following: "describe the colonial administrative policies and find out similarities and differences between them." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of all, we should know that learners with physical impairment are those who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaners in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understand concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Do not reprimand such learners or show them they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- More patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them Sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure there is good colour contrast on learning aids;
- Give the child real objects to use
- Talk to the parents or guardians and recommend medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning, the teacher can:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Be audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give learners a slate (urubaho) to help them communicate
- Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems such as inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing
- Fighting others

To assist such learners, the teacher can:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

List of lessons

Number of the lesson	Lesson title	Number of period
1	Colonial masters their colonies and different colonial administrative methods	1
2	Characteristics of indirect rule and reasons for its adoption by the British	1
3	The features of the assimilation policy and reasons for its adoption	1
4	Similarities and differences between indirect rule and assimilation Policy	1
5	The German direct rule	1
6	Ethiopia as an African state that was not colonised	1
7	Liberia as an African state that was not colonised	1
8	Evaluation	1

Lesson Development

Lesson 1: African colonial masters and their colonies and different colonial administrative policies

Learning objective

Learners are able to identify colonial masters and their colonies and the different colonial administrative methods they used.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to point out the colonial masters of Rwanda and its neighbouring countries. See Learner's Book.

Teaching aids

Learner's books and a map of Colonial African empires in Africa (in 1914). In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activities 1 and 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 1

Questions

1. Discuss the features of indirect rule and different reasons that led the British to adopt it. Present the results of your discussion to the class.
2. Discuss the features of assimilation and different reasons that led the French to adopt it. Thereafter, answer the following questions and share your responses with the class.
   a. Define the term "assimilation".

b. Identify and explain the French system of federalism that was used to rule African colonies.

c. Write short notes on the following:
   i. The Franco-Prussian war of 1870–1871
   ii. Association

d. Describe the characteristics of French assimilation.

e. Account for three reasons that led the French to adopt the colonial policy of assimilation.

3. Research on direct rule and the German colonial administrative policy and find out the reason why Germans adopted direct rule in her African colonies.

Suggested answers

1. The features of the British Indirect Rule are:
   - At the top of the administrative structure was the Secretary for Colonies who resided in London and was directly answerable for all the colonial affairs to the British government.
   - Below the Secretary for Colonies, were the governors who headed the British colonies.
   - Below the governors were African kings or chiefs through whom the people were governed.

The reasons that led the British to adopt the Indirect Rule are the following:
   - The British lacked enough man power to administer all their colonies in Africa. The number of British citizens in Africa was small compared to the number of colonies and therefore they had no any other alternative in the place of that of using African chiefs.
   - The British also had the fear of resistance and hostilities from Africans. They utilised indirect rule because they wanted to avoid resistance and rebellions that would come after overthrowing the local African Kings from power.

2. The features of French Assimilation are the following:
   - The French regarded their colonies as overseas provinces. This is the reason why their administration did not aim at creating independent states but strong provinces of metropolitan France.
   - African kings were regarded as obstacles to colonial despotism. The kings could only be maintained if they accepted to work

as agents of colonial administration. By using local leaders in forced labour and collection of taxes, the African kings became unpopular before their subjects and yet failure to serve the French government led to arrests, flogging and imprisonment of African leaders.

The reasons why the French adopted the assimilation policy are the following:

- The French regarded colonisation as a mere extension of French boundaries, and thus people in the colonies had to be assimilated to become French citizens.
- The French also used assimilation policy because they knew that the assimilated people would produce raw materials which would be used in French industries, and offer markets for the French finished products

(For assimilation's definition and other details about French system see learner's book)

3. Germans adopted direct rule because of the following reasons:

It Direct control was the only way to achieve their interests.

Following her successful unification, Germany as a new state wanted to prove the maturity of the nation by using a different method of administration from that one that used by its rivals (British) as this would intensify competition and rivalry among them.

Germans opted for this system of administration because after 1870, their population increased and there was enough manpower to manage all activities. Thus, they saw no need to recruit or use Africans.

They also believed that the system would enable them exploit and benefit from African resources, for example to raise enough revenue through taxation.

Because of the resistance that Germans had faced early in Africa, they decided to exclude Africans from their administration by using direct rule. In so doing, Germans had to bring and use soldiers as a way of avoiding more riots.

Germans believed that direct rule was the only system through which they could effectively administer their colonies. They thought this method would help to make Africans grow enough cash crops to feed their home industries.

Lesson 2: Similarities and differences between British and French colonial administrative policies

Learning objective

Learners are able to describe the characteristics of Indirect Rule and reasons for its adoption by the British.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out the colonial administrative policy used by the British and to define it. See Learner's Book.

Teaching aids

Learner's books, in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activity 3 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book, basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 2
Questions

1. Point out two differences between British Indirect Rule and French Assimilation policies.
2. Find out two similarities between British Indirect Rule and French Assimilation policies.

Suggested answers

1. Two differences between British Indirect Rule and French Assimilation are the following:

The French disregarded traditional chiefs, law, courts, and institutions, and paid no attention to their legitimacy while the British used traditional chiefs, laws and institutions.

The French used the elite class of the Africans to govern colonies while the British rejected the use of the elite class in administration.

2. Two similarities between British Indirect Rule and French Assimilation are the following:

   - In both systems, there was centralised administration. The secretary of state worked in the interest of the British while the French minister of colonies worked in the interest of the French government.

   - Both systems had legislative councils and these institutions were initially established by the British but later the French also developed them. They were meant to enact laws and take them for approval by metropolitan colonial offices.

Lesson 3: African States that were not Colonized: Ethiopia and Liberia

Learning objective

Learners are able to describe the features of the Assimilation policy and reasons for its adoption.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out the colonial administrative policies used by the French and to define them. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 4 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 6

Questions

1. Conduct a study using the internet or library research on the country of Liberia and answer the questions below. Afterwards, present the results of your study to the class.

   • Describe the circumstances of the creation of Liberia.

   • Who was Joseph Roberts? What were the financial reforms he launched in Liberia?

   • Describe the circumstances surrounding the attainment of independence of Liberia.

   • Describe how Liberia escaped European colonisation

2. Point out five main factors that enabled the Ethiopians to defeat the Italians at Adowa?

3. How did Ethiopia survive colonialism and why was Italy unable to defeat her?

Suggested answers

1. Describe the circumstances of the creation of Liberia. (See learner's book)

Joseph Jenkins Roberts (March 15, 1809 – February 24, 1876) was an African-American merchant who emigrated to Liberia in 1829, where he became a noted politician. Elected as the first (1848–1856) and seventh (1872–1876) President of Liberia after independence, he was the first man of African descent to govern the country, serving previously as governor from 1841 to 1848. Born free in Norfolk, Virginia, Roberts emigrated as a young man with his mother, siblings, wife, and child to the young West African colony. He opened a trading firm in Monrovia and later engaged in politics.

After Liberia became independent on July 26, 1847, Roberts was elected as the nation's first president, serving until 1856. In 1872, he was elected again to serve as Liberia's seventh president.

Describe the circumstances surrounding the attainment of independence of Liberia. See learner's book)

The following are reasons to explain why Liberia managed to escape colonisation:

- Liberians were already westernised.
- Liberia had the support of the American colonisation society.
- She had economic support from America.
- USA lacked interest in colonies.
- The Liberian westernised political system .
- The rivalry between European powers
- Strategically Liberia was poorly located for European interests in Africa.

2. Many factors explain the escape of Ethiopia from colonialism. They include the following:
   - Influence of Christianity
   - Ethiopian unity, nationalism and civilisation
   - Menelik's diplomacy
   - Underestimation of Menelik's government by the Italians
   - Italy was a weak power
   - The mountainous terrain was an advantage to Ethiopia
   - The economic weakness of Ethiopia discouraged strong colonial powers because they did not expect much

3. The following explain reasons why Ethiopia defeated the Italians:
   - Ethiopians were united.
   - Menelik cooperated with Rases.
   - Ethiopia had an able and large army.
   - The Italians had a communication barrier.
   - The Italian commander, Oreste Baratieri had weaknesses.

Lesson 4: Similarities and differences between Indirect Rule and Assimilation Policy

Learning objective

Learners are able to compare and contrast the British Indirect Rule and the French Assimilation policy.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out the features of both the British Indirect Rule and the French Assimilation policies. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 5 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Find out two similarities between British Indirect Rule and French Assimilation policies.
2. Point out two differences between British Indirect Rule and French Assimilation policies.

Suggested answers
1. Two similarities between British Indirect Rule and French Assimilation are the following:
    - In both systems, there was centralised administration. The secretary of state worked in the interest of the British while the French minister of colonies worked in the interest of the French government.

- Both systems had legislative councils and these institutions were initially established by the British but later the French also developed them. They were meant to enact laws and take them for approval by metropolitan colonial offices.
2. Two differences between British Indirect Rule and French Assimilation are the following:
   - The French disregarded traditional chiefs, law, courts, and institutions, and paid no attention to their legitimacy while the British used traditional chiefs, laws and institutions.
   - The French used the elite class of the Africans to govern colonies while the British rejected the use of the elite class in administration.

Lesson 5: German Direct Rule

Learning objective

Learners are able to find out the reasons why Germany adopted direct rule in her African colonies.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out the features of both British indirect rule and French assimilation policy. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 5 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book, basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Find out different reasons that led the Germans to adopt direct rule.

Suggested answers

Germans adopted direct rule because of the following reasons:

it Direct control was the only way to achieve their interests.

Following her successful unification, Germany as a new state wanted to prove the maturity of the nation by using a different method of administration from that one that used by its rivals (British) as this would intensify competition and rivalry among them.

Germans opted for this system of administration because after 1870, their population increased and there was enough manpower to manage all activities. Thus, they saw no need to recruit or use Africans.

They also believed that the system would enable them exploit and benefit from African resources, for example to raise enough revenue through taxation.

Because of the resistance that Germans had faced early in Africa, they decided to exclude Africans from their administration by using direct rule. In so doing, Germans had to bring and use soldiers as a way of avoiding more riots.

Germans believed that direct rule was the only system through which they could effectively administer their colonies. They thought this method would help to make Africans grow enough cash crops to feed their home industries.

Lesson 6: Ethiopia as an African State that was not colonised

Learning objective

Learners are able to find out why Ethiopia survived colonialism and also why she defeated Italians at Adowa.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out two African countries that were not colonised and locate them on the map of Africa.

Teaching aids

Learner's books and a map of Africa. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 6 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Point out five main factors that enabled the Ethiopians to defeat the Italians at Adowa?

2. How did Ethiopia survive colonialism and why was Italy unable to defeat her?

Suggested answers

1. The following explain reasons why Ethiopia defeated the Italians:
   - Ethiopians were united.
   - Menelik cooperated with Rases.
   - Ethiopia had an able and large army.
   - The Italians had a communication barrier.
   - The Italian commander, Oreste Baratieri had weaknesses.

2. Many factors explain the escape of Ethiopia from colonialism. They include the following:
   - influence of Christianity
   - Ethiopian unity, nationalism and civilisation
   - Menelik's diplomacy
   - Underestimation of Menelik's government by the Italians

- Italy was a weak power
- The mountainous terrain was an advantage to Ethiopia
- The economic weakness of Ethiopia discouraged strong colonial powers because they did not expect much.

Lesson 7: Liberia as an African State that was not colonised

Learning objective

Learners are able to find out the reasons why Liberia survived colonialism.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out factors that helped Ethiopia to escape colonisation.

Teaching aids

Learner's books and a map of Africa. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment language.

Learning activities

Organise learners into groups and then invite them to do the activity 7 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Point out the five main factors that enabled Liberia to escape colonisation.

Suggested answers

The following are reasons to explain why Liberia managed to escape colonisation:

Liberians were already westernised.

Liberia had the support of the American colonisation society.

She had economic support from America.

USA lacked interest in colonies.

The Liberian westernised political system .

The rivalry between European powers

Strategically Liberia was poorly located for European interests in Africa.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, and the classroom and home activities, come up with a synthesis of this unit. (See Learner's Book)

Additional information

Colonial administrative systems

In topic one, we discussed that Africa was partitioned and occupied by European powers after the Berlin conference of 1884–1885. In the conference it was agreed that European powers that acquired colonies in Africa should effectively occupy their areas. Thus the establishment of colonial administration followed. The colonial powers that immediately occupied Africa after the Berlin conference were Britain, France, Belgium, Portugal, Germany and Italy.

Although all these European powers had the same goals of occupying Africa, they did not use uniform approaches in establishing colonial administration. For instance, the Portuguese, French and Belgians applied assimilation policy in their colonies and later changed to association policy. On the other hand, the British employed indirect rule in their colonies, while the Germans used direct rule as their system of administration. Therefore, the major types of colonial administrative systems were:

- Indirect Rule,
- Direct Rule,
- Assimilation,
- Association, and

▤   Parternalism.

British Indirect Rule

For different reasons Britain governed most of her African colonies using indirect rule, a system in which native leaders continued to rule their subjects so long as they collected taxes and performed other duties on behalf of the colonial government. The British relied on African chiefs or local rulers as essential intermediaries in the chain of authority between the colonial governments and their subjects. An example of African ruler who served under colonial administration was Daudi Chwa, the king of Buganda.

By definition; "Indirect Rule was a colonial system of administration, whereby, African traditional rulers were involved in administering their fellow Africans at the local level while the colonial officials and administrators administered at the higher level. It was a system of colonial administration, by which colonial powers ruled through local chiefs."

It was called indirect rule because the colonial masters did not rule directly, but they used the local rulers as a link between themselves and the people. This policy was the basis of local government administration in nearly all British African colonies. The policy was first popularised by Captain F. D. Lugard who served as governor of Nigeria between 1914 and 1919. When he left Nigeria, Lugard described his theory of indirect rule in a book titled The Dual Mandate in Tropical Africa, published in 1922.

The British colonial administrative colonial structure

The colonial administration was pyramidal. Apart from the king or queen in Britain who was the topmost, the structure within colonies was as follows;

▤   At the top of the colonial administrative hierarchy was the governor, who was in charge of the political and administrative matters in the colony. This was the most vital link between metropolitan Britain and the colonies. The governor ensured that the colonial polices were implemented and was responsible to the government in Britain.

▤   Under the governor were provincial commissioners. The governor was represented in the provinces by the provincial commissioners.

▤   The district commissioners were under the provincial commissioner. They administered the districts. Districts were divided into division headed by divisions' officers. All these officials were British.

▣ The divisions were divided into locations which were headed by African chiefs under whom were headmen. These were local leaders who were appointed and made colonial agents at local levels. They were no longer independent as they received orders from the central government. In northern Nigeria there were traditional rulers known as emirs.

Reasons why the British to used Indirect Rule in their colonies

The following are the reasons why the British adopted indirect rule system.

▣ **The system was cheap:** European governments were not interested in sending funds from their mother countries to their colonies, but the main focus was on getting economic benefits from the colonies. Fewer funds were sent by the British government for the maintenance of colonies. Therefore, colonial governments had the duty of raising their own funds locally. The possibility of paying government officials became very hard. Indirect rule was an alternative for this, as traditional rulers were employed to reduce administrative costs.

▣ **Lack of enough manpower:** Britain preferred indirect rule because of shortage of the manpower to serve in all her colonies. This was because the British citizens were not willing to work in tropical Africa for fear of tropical diseases and other problems such as transportation.

▣ **Vastness of the British colonial empire:** Britain had already accumulated a large number of colonies in Africa and Asia. Britain dominated about quarter of the world. Therefore, indirect rule was inevitable for Britain to ensure that all the territory was under effective control.

▣ **To avoid African resistances:** The British were aware that Africans were not happy with foreign rule. In most places, Africans militarily resisted colonialism from the very beginning. The British adopted indirect rule in order to overcome African resistances. This was because under this system, African rulers felt that their status was honoured by the British. Likewise, the people felt that their leaders after all still ruled them.

▣ **Unfavourable climatic conditions and other physical barriers:** Physical barriers such as poor infrastructure, presence of mountains, thick forests and dangerous animals in Africa forced

the British to use indirect rule. Also, the climate of Africa was unfavourable to white settlement because of tropical diseases such as malaria.

▢ **The question of language:** The language barrier between the British and Africans forced the British to use indirect rule. Since British influence extended into many regions yet untouched by the European cultural contacts there was a communication problem between the two cultures. The best method was the use of African local chiefs at the grassroots, while the whites only held the top positions.

Indirect Rule in Tanganyika

Tanganyika as a geographical and political entity did not take shape before the period of colonialism. This name only came into use after German East Africa was transferred to Britain as a mandate by the League of Nations in 1920. Before 1920, the geographical area covered by Tanganyika, Rwanda and Burundi was called German East Africa. What is referred to here therefore is the history of the region that was to become Tanganyika.

At the end of the First World War, Germany was dispossessed of all her African colonies as punishment for causing the war. Her colonies were placed under the League of Nations' protection. The former territory of German East Africa except Rwanda and Burundi was awarded to Britain by the League of Nations, and Sir Horace Byatt became the first British governor and commander in chief of Tanganyika Territory (as it was then renamed). Initially the British used the governing structures established by the Germans to rule over Tanganyika. But under the Governorship of Sir Donald Cameron, who was appointed in 1925, they attempted to implement the system of indirect rule.

When Cameron arrived as the governor of Tanganyika in 1925, he had achieved reputation as a liberal working in the secretariat of Nigeria under Lord Lugard, the founder of the indirect rule. He advocated for the establishment of what he called "native authorities" in which African local rulers were given opportunity at the grassroots level. He ordered local districts to seek out local African traditional leaders who could be put in charge of local government. In 1926 he issued the "Native Authority Ordinance" whose object was to build local government on the basis of traditional authorities. The Cameron Ordinance is generally seen the key foundation of indirect rule in Tanganyika. The governor was empowered to establish native authorities under Section 3 of the ordinance.

Under this new administrative structure, African chiefs were in no way accountable to the people that they ruled over, but to the colonial power that appointed them. They ruled their fellow Africans on behalf of the colonial governments.

Duties of native chiefs under indirect rule

- Native rulers had the task of collecting taxes on behalf of their colonial states. They collected taxes from their people and sent them to colonial state. However, the taxes were fixed by the colonial state and collected without question.

- Traditional rulers acted as intermediaries between the colonial state and the local people. As intermediaries, chiefs were expected to maintain peace and order in their communities.

- Under indirect rule, African chiefs assisted in recruiting labour for agriculture, mining, commerce and transport and it was designed to meet colonial interests.

- In most West African colonies where indirect rule was dominant, colonialists practiced "peasant agriculture", a system in which African small peasants cultivated cash crops in their small farms. The duty of African chiefs here was to mobilise and supervise their subjects to produce cash crops.

- Native chiefs were used to introduce new colonial policies to their people. In case of any new policy the colonialists could not directly deal with their subjects but through African chiefs. Policies from the central government on were passed to lesser chiefs who in turn passed over the policies on the local man.

Impact of Indirect Rule in Africa

- Indirect Rule created imbalance in development among African states. Areas whose local chiefs assisted the colonial government had more social services like schools, hospitals and roads than those which had no chiefs.

- Tribalism developed as an impact of indirect rule. African chiefs who were entrusted to rule on behalf of colonialists considered themselves superior to other chiefs. Indirect rule created disunity among the tribes as each tribe was ruled separately from others.

- It created classes or social differences among Africans. Indirect rule created segregation in the provision of social services. The chiefs' families and loyal families got the privilege of accessing

social services such as education, health services and many more while the rest of the community were not considered.

- Indirect rule created puppets that became obstacles during nationalistic struggles. Colonial agents became obstacles during independence struggles, because independence would end their privileged positions.

Assimilation Policy

Unlike the British indirect rule which emphasised on the use of traditional institutions, France applied assimilation, which intended to change Africans into black French people, by making them adopt the French life style. This approach had its origins in the French Revolution (1789) which came up with the ideas of equality, fraternity and freedom. The ideas should apply to anyone who was French, regardless of race or colour. Thus, rights of citizenship, including political rights, had to be extended to the black population in colonies. The French always believed that what was good for France was also good for other nations, and other people could be assimilated into French culture regardless of their race.

Hence during their colonial administration, the French strived to turn Africans into black French people speaking, living, behaving and thinking as French people.

The term "assimilation" was derived from the French word "assimiler" meaning "to cause to resemble." Thus, the French policy of 'Assimilation' was designed to make the Africans in French colonies resemble French citizens, through civilisation. This was because the French regarded their colonies as overseas territories; hence the final goal was to have African colonies act more as extensions of France itself than as separate entities. In countries where assimilation was implemented, the French opened schools that taught both French culture and language, and hoped that as the native Africans learned the French way of life, they would be more complacent under French rule.

Examples of assimilation in practice in the colonies were in Senegal's four communes of Gorée, Dakar, Rufisque and Saint-Louis. The assimilated Africans, like French citizens, enjoyed several privileges, among which was the right to have representatives in the French parliament.

French Colonial Administrative Structure

- At the head of the system the minister of French colonies, who was responsible to the national assembly in Paris.

- Below the minister was the governor-general of French West Africa based in Dakar, Senegal.
- Under Governor general were the lieutenant governors of the separate colonies, provincial commissionner (chef de cercle), district officers (chef de subdivision).
- The village heads and local chiefs at the bottom. The local chiefs had no authority unlike their counterparts in indirect rule.

Why did France use Assimilation Policy

- The 1789 French Revolution: The initial stages of assimilation in France were observed after the Revolution of 1789. This revolution introduced the ideas of equality, fraternity and liberty. In 1794, the National Assembly, was passed a law declaring that: *"all men resident in the colonies, without distinction of colour, are French citizens and enjoy all the rights assured by the Constitution".* The National Convention decree 1794 abolished slavery and conferred upon all men of whatever colour who were residents in the colonies French citizenship and all the rights guaranteed by the constitution. This concession was motivated by the overpowering revolutionary slogans of liberty, fraternity and equality. It was from this background that the French policy of assimilation was inaugurated.

- The French regarded their colonies as overseas territories. The other reason why the French chose to use the assimilation was their attitude towards colonies. The National convention provided that *"….all the colonies are integral parts of the Republic and are subject to the same constitutional law."* This implies that the French regarded their colonies as overseas territories rather than separate entities. It was, therefore, of great importance to use such a policy that would regard the colonised people as French citizens.

- Another reason why the French chose to apply assimilation their colonies was to spread their civilisation, which they regarded as superior. The French were proud of the way they spread their civilisation to various parts of the world. They were equally proud of the many people around the world that had become Catholics, spoke fluent French, and were educated in French education system. Assimilation was the best approach to fulfill this desire.

Characteristics of French administrative policy

- The policy emphasised changing Africans in French colonies into black French people. Africans would become French citizens through learning French language, follow French laws, apply the French civil and political system, be Christians and adopt French manners.

- The French regarded their colonies as their overseas provinces, and hence the colonies were closely attached to France. They regarded colonies as part and parcel of their home country, not separate.

- Assimilation regarded colonised Africans as French citizens. The assimilated African citizens in the French colonies enjoyed the same privileges and the rights as well as French citizens in the metropolis.

- Under assimilation, there was a close economic relationship between France and her colonies. The French currency was used in the colonies, an indication that the colonies were integrated to the metropolis country.

- Assimilation was based on a presumption of the superiority of French culture. The French always regarded their culture as superior to others. It was the duty of France to civilise the uncivilised Africans and turn them into French people. With the assimilation, French culture was widely spread.

Differences between Indirect Rule and Assimilation Policy

- The assimilated Africans in French colonies became French citizens and enjoyed all republican rights. On the other hand, the British policy of indirect rule never gave such privileges of to Africans in their colonies. Under no circumstance would the colonised people become British citizens.

- French regarded their colonies as overseas territories, while the British colonies were regarded as separate entities, and separately administered by governor from Britain. The colonised Africans had representatives in the French National Assembly, while British colonies had legislative councils (LEGCo) in the colonies and discussed policy that governed individual colonies. Thus the British colonies had no representatives in the House of Commons (British Parliament).

- Furthermore, the laws that were used by the French in their colonies were enacted in France, while those in the British colonies were passed by the legislative councils in the colonies.

- The assimilation was more expensive compared to indirect rule. Under assimilation, the assimilated had to be provided with the same services or privileges such as quality education, and better health services, like those provided to other French citizens. Therefore, the policy was expensive especially the costs of privileges it provided. On the other hand, the British indirect rule was very cheap as it did promote assimilation of Africans, and employed local rulers whose salaries were cheap.

- The French used the centralised rule in their colonies. All French, colonies had, their headquarters in Dakar, Senegal, and the governor-general administered all the colonies. The entire system of administration was appointed by leaders from their home country, while the British administration used governors to administer colonies.

- The British policy preserved traditional institutions. While the French destroyed and never respected local institutions. The French directly chose and appointed their own African officials who were mostly not popular among the people they were ruling.

- The indirect rule as used by the British in their colonies did not disrupt traditional African culture. On the other hand, the French Assimilation ignored and destroyed the African culture. Assimilation emphasised the superiority of French culture, thus leaving the colonised places heavily influenced by French culture.

Effects of Assimilation Policy

- It destroyed African culture and spread French culture in the colonies. To become black French person means to abandon African cultural elements, and adopt French ones like speaking French language, and following French ways. The assimilated Africans abandoned their traditional dressing styles of life in the process of being made French citizens and adopted French culture.

- It created puppets who undermined the struggle for independence. African elites in the French colonies did not pose much opposition to the colonial government during the struggle for independence, because they had been assimilated and enjoyed same rights as French citizens.

- Assimilation split the local population between the assimilee and uncivilised Africans. The people in the French colonies were sharply divided into two different groups: the privileged assimilated Africans and unprevileged non-assimilated Africans. The assimilee became arrogant and hostile to others.
- The policy facilitated colonial exploitations in the colonies. Assimilation enabled quicker and closely supervised extraction of products from the colonies, as the assimilated Africans eager to defend their privileged position ensured effective forced labour, tax collection, and other exploitative practices in the colonies. Shortly, through assimilation, they created group of loyal very effective in supervising their activities.

Why the Assimilation Policy failed and was replaced by Association Policy

The Assimilation Policy seemed not to be accepted everywhere once introduced in colonies. It was seriously attacked from its grassroots level, by the French philosophers, and in the colonies by local rulers. The great expansion of the French empire in the late 19th century brought large numbers of Africans under French control and this provoked a big debate on colonial policy. Some argued on racist grounds that Africans were inferior and thus incapable of full assimilation, while others saw it impracticable to transform people from their culture into French culture. Philosophers and writers in France emphasised the change of colonial policy. The opposing idea was that the relationship between the colonisers and the colonised, of white and black peoples, should be one of 'association', not one of assimilation. This emphasised cooperation between the rulers and the ruled. Thus, the French colonialists switched to "Association" Policy. Among the factors that led to the failure of the assimilation policy were;

- The policy was opposed from the grassroots level. One of the obstacles to assimilation was the reactionary attitude of the French themselves, especially before the period of the First World War. The French themselves realised that it was unwise to change Africans into French people, thus strictly resisted the system.
- The policy was too expensive to implement and sustain. Assimilation intended to regard assimilated Africans as French citizens. This means, the assimilated had to be provided with the same services or privileges as those provided to other French citizens. Therefore, the policy was too expensive to be strictly adhered to. The French

people were unwilling to meet the costs of implementing such a policy in Africa from the metropolitan budget.

- There was stiff opposition from the local people due to cultural differences. Some African communities with strong cultural ties refused to abandon their traditional way of life and accept the French assimilation policy. The Senegalese were the first Africans to react against the French assimilation policy, as they were not happy with the concept of racial and cultural inferiority preached by the policy of assimilation. On the other hand, African traditional chiefs discredited the assimilation system because it threatened their authority as assimilees.

- The policy was based on racism, as assimilated Africans were not treated like French citizens. In theory, the policy of assimilation was aimed at granting colonised populations the same social and political status as French citizens. It preached respecting civilised Africans and giving them equal treatment like French citizens, but in practice it was not the case. In the end assimilation did not work out well because France was reluctant to give all privileges to the assimilated. African elites who were elected to join French parliament as deputies were discriminated against by the whites. The French remained French, and Africans were given second class citizenship, as they could not hold higher positions. The hypocrisy of preaching the virtues of the French political and cultural system while denying Africans those very same rights caused many Africans not to participate in the assimilation policy, leading to eventually its failure.

- The spread of Islamic religion in West African communes became an obstacle for the spread of assimilation, since the system encouraged people to be converted to Christianity. Unfortunately, in many places where French implemented Assimilation, the majority were Muslims who strongly resisted the policy which emphasised Christianity.

- The theory of assimilation was based on the wrong assumption, that it was possible to convert people into Frenchmen within short time. It is true that all people are equal; but it is also true that they differ from one another. African culture is basically different from the French; for they have different traditions, and habits.

- Assimilation policy was not suitable for the achievement of colonial economic goals. Colonialism was intended to exploit Africans labour and raw materials. To achieve this, Africans under colonial rule had been victims of exploitation, subordination and oppression, while assimilation wanted to grant French citizenship to the colonised population. This, if really implemented, would protect assimilated Africans from the colonialists exploitation. French businessmen saw Africans as source of cheap labour, and disapproved assimilation policy.

Association policy

Association was a form of indirect rule based on administering French territories through local representatives. Theoretically, the new policy permitted indigenous institutions to exist. The French policy of association in Africa was adopted to resolve the problems connected with the implementation of its assimilation policy.

However, there were fundamental differences between chiefs under British and French colonies. Although association acknowledged local institutions, it was not exactly like indirect rule. The chiefs in French colonies had much less power. Though a local leader collected tax he had to hand the entire sum over to the government, which paid him a small salary. In British colonies, the chief could use part of the taxes he collected to finance his own administration.

Features of association policy

- Association policy was an administration policy which emphasised mutual cooperation with Africans, rather than changing them into black French people. Association acknowledged that the Euro-African relationship should be one of mutual cooperation for the overall benefit of the colony and the metropolis.
- Under association France had to respect the culture of the people in her colonies. This policy of administration wanted the French colonial government to respect the culture of the people in the colonies, and allow them to develop independently instead of forcing them to adopt French culture.
- With the association, colonies were regarded as any other colonies in Africa and thus they were not close to the colonial master.
- With association, French used African chiefs. Theoretically, the policy permitted the indigenous institution to exist. African rulers

were used by the colonial administration to fulfil their demands such as collection of tax, labour recruitment and maintaining peace and order in their areas.

Direct Rule

The French, British, Germans and Portuguese are considered to have used this model in governing their African colonies; for example, the British used the direct rule policy in Zimbabwe. However, the system was very common in German colonies. The trademark of German colonialism in Africa was brutality.

Direct rule was a colonial system of administration whereby the colonies were governed by European officials in the top positions. Unlike British indirect rule in which African traditional institutions were preserved, direct rule undermined the existing African traditional rulers. For instance, the German administration in Tanganyika removed the African traditional rulers, replacing them with Arab Akidas, Jumbes and Liwalis from the coastal areas. Direct rule required many Europeans to perform administrative tasks, leading to higher costs of administration.

The German administrative structure was as follows:

The head of German colonial administration was the governor. He was the most vital link between metropolitan Germany and the colony. The governor had enormous powers in controlling the colony according to the official German policy.

Under the governor were European civilian officials (district officers) and the commanders of the armed forces in the colony. District officers had judicial, legislative, executive and military functions.

At the bottom, were the Akidas, Jumbes and Liwalis. These were usually Arabs from coastal areas, who helped in minor administrative activities.

Why Germany used direct rule?

▨ Germans were not accepted by Africans because of their brutality. Germans were strongly resisted wherever they went. Germany in most cases encountered difficulties in mobilising Africans to perform their colonial duties and as a result opted to use force to make Africans participate in various colonial duties.

This necessitated Germans to use the military in administering their colonies.

- The system addressed the shortage of employment in Germany. Germany offered employment to her people in the colonies. Hence, it reduced the rate of unemployment.

- Germany had enough personnel to administer her colonies. Unlike Britain and France, Germany had a small colonial empire and thus it had enough personnel to serve as in its colonies. This did not need using a big number of African traditional rulers.

- The Germans lost trust in African traditional leadership after several resistances in various places. In Tanganyika, they faced Majimaji resistance, Hehe and many others. In Namibia they faced the Nama and Herero resistance. The only alternative was to abolish all local institutions and rule directly.

Differences between Direct Rule and Indirect Rule

- Direct rule did not employ traditional African chiefs as intermediaries while indirect rule employed the African chiefs. For instance, in Kenya the British appointed some Kikuyu chiefs as paramount chiefs, like chiefs Koinange wa Mbiyu and many others. In German colonies, all traditional institutions were abolished.

- Direct rule was more expensive compared to indirect rule. Indirect rule used African chiefs who were paid little, while the direct rule required many Europeans to perform all tasks of administrations hence high costs of administration.

- Direct rule was characterised by the use of force and brutality. Africans were handled brutally by colonial administrators. On the other hand, the indirect rule used African local chiefs in handling their people and at the same time performing colonial duties. Indirect rule did not create great enmity among the Africans because African traditional chiefs were involved in colonial administration, and their subjects were loyal to them. This was not the case with direct rule since they experienced frequent resistances due to their harsh and brutal treatment of the Africans.

The similarities between the assimilation policy, direct and indirect systems

- All were colonial systems of administration with one major interest of exploiting Africans and their resources. In all systems crude exploitation measures like taxation, land alienation and forced labour were used.

- All policies maintained racial discrimination. The Europeans were favoured and considered superior to Africans. All high ranking jobs in the government were reserved for Europeans while Africans held the lower positions in their local areas.

- All systems used coercive bodies in places where natives resisted colonialism. Europeans were not tolerant thus used the police, prisons and military to suppress resistances.

- All systems needed local agents to assist them in day-to-day activities. However, the level of independence and authority varied from place to place. In British colonies, for example, African rulers had more authority, than in French and German colonies where assimilation and direct system were applied.

End unit assessment

This section comprises the answers to the end unit assessment questions or consolidation activities. This part also provides additional questions and answers to assess the key unit competence.

Answers to the End unit assessment (See Learner's Book)

A. Multiple choice questions:

 1. C   2. C   3. C   4. D   5. C

Open Questions

1. Similarities and differences between British and French colonial administrative policies

Similarities

In both cases, making policy was done in the home country by the metropolitan governments. The parliaments passed their policies to the colonies through the secretaries for colonies. Local authorities only made policies related to minor issues.

Both systems established new laws based on home judicial systems. For example, the French Code Napoleon and the British judicial

system were used in settling issues in the colonies. They both undermined local authorities and regulated punishments in local authorities according to European laws.

Both systems employed Africans at lower levels of administration. All posts from the district commissioner to the governor general were filled by the British and pure French nationals. The secretary for colonies worked in the interest of the British while the French minister of colonies worked in the interest of the French government.

Both systems had legislative councils and these institutions were initially established by the British but later the French also developed them. They were meant to enact laws and take them to metropolitan colonial offices for approval.

The two systems undermined the position of traditional rulers in African societies.

Both assimilation and indirect rule educated some Africans who would help them in their administration.

Assimilation and indirect rule trained collabourators and did away with resistors.

In both cases, European administrators were on top levels of administration.

The two systems of colonial administration survived on colonial exploitation based on taxation and forced labour. In both cases, African local leaders were used to collect taxes and supervise forced labour.

Both assimilation and indirect rule considered colonisation as a way of civilising Africans and recognised the superiority of the white race and culture.

Differences

The French established a highly centralised and authoritarian administration. The French administered all their colonies as a federation under the governor general at Dakar under whom was a hierarchy of officials in each colony. The British on the other hand established a separate administration in the colonies i. e. the British colonies were administered independently and got orders from the secretaries for colonies based in London.

The French used ex-servicemen whereas the British used civilians.

The French eroded African culture and values while the British preserved African culture and values.

Africans had representatives in the French parliament while Africans were not represented in the British parliament.

The French regarded their colonies as extensions of France while the British regarded their colonies as separate entities.

The French centralised the 13 colonies under one governor while the British had a governor for each colony.

The French disregarded the traditional chiefs, law, courts and institutions and paid no attention to legitimacy while British used traditional chiefs, laws and institutions.

The French used the elite class of the Africans to govern while the British rejected the use of the elite class in administration.

Customary laws were disregarded by the French while the British respected customary laws.

The French tried to assimilate the Africans but the British allowed Africans to maintain their culture.

2. The features of the French Assimilation are the following:

The French used a centralised system (federalism) in their administration based at Dakar. At the top, there was a minister of colonies resident in Paris, followed by a governor general whose headquarters was at Dakar, the capital of the French federal system in west Africa.

The French federation was divided into different colonies each under a Lieutenant Governor. Again each colony was divided into provinces called "cercles" each under a French provincial ruler called "commandant de cercle".

Below him, were the "chefs de subdivision" at distinct levels. All these posts were exclusively reserved for French nationals. The highest post an African could hold was that of canton leader. Below the canton were the village chiefs of sub-locations.

It is generally believed that French rule was more repressive than that of the British. Forced labour was more felt in French colonies than in British ones and to many Africans this was a new form of slavery. Because of this, the French were faced with far more rebellions than the British.

The French regarded their colonies as overseas provinces which was the reason why their administration did not aim at creating independent states but strong provinces of metropolitan France.

To the French, African kings were obstacles to colonial despotism. The kings could only be maintained if they accepted to work as agents of colonial administration. The use of local leaders in forced labour and collection of taxes made African kings or leaders unpopular before their subjects and yet failure to serve the French government led to the arrest, flogging and imprisonment.

The French worked with African leaders but they eliminated any African leader who proved disloyal to their policies. Kings were deposed or retired in the interest of the French.

The French administrators had a lot of judicial powers in their colonies. All criminal cases were tried by them. Customary law was ignored except in civil cases. French administrators used the 1887 "indignant" law which allowed them to arrest and punish African subjects without holding any trial.

3. The characteristics of indirect rule were the following:

At the top of the administrative structure, was the secretary for colonies who resided in London and was directly answerable for all the colonial affairs to the British government.

Below the secretary for colonies, were the governors who headed each of the British colonies.

Each colony was divided into provinces each divided into districts, counties, sub-counties, parishes and villages.

Provincial commissioners were in charge of provinces and were British nationals just like the district commissioners.

Below the commissioners were county chiefs, sub-county chiefs and village chiefs who were Africans and carried out the routine work of administration.

Under indirect rule, agents of the local chief carried out tax revenue collection. The taxes were used in developing roads, health facilities, and education and to pay the local administration staff in a bid to facilitate further African exploitation.

Under indirect rule, the county chief was responsible to the British official, the district commissioner, who in turn was answerable to the governor.

The French used a centralised system of administration with its headquarters at Dakar in west Africa. This helped France to effectively control all its territories.

The French believed that their culture and civilisation were the best in the world. Her people, therefore, had a mission of assimilating all the people, especially those who they said had no civilisation of their own, into the rich French civilisation.

The language used while dealing with Africans was French. The French administrators rarely became fluent in local languages, as their counterparts did in British colonies.

Trade and finance were dominated by French firms and were consequently influenced by French economic institutions.

4. The Germans used the indirect rule to administer Rwanda. This involve maintaining the former local leaders in their administrative posts. Traditional Rwandan chiefs were used to rule their subjects on behalf of their colonial masters. In theory, the system entailed the preservation of the existing institutions and their gradual adoption under the direction of the German local governance system.

With this colonial method, the African Chiefs were left in their positions to implement colonial policies. They carried out basic functions of local government, in particular the collection of taxes, the recruitment of labour and the control of potential African unrest.

5. Reasons why the British used indirect rule are the following:
   - Indirect rule was economically cheap. The British wanted to avoid payment of high salaries to white staff or administrators in their colonies. In addition, white staff required good accommodation and troops to provide security.

   - The British lacked enough manpower to administer all their colonies in Africa. The number of British citizens in Africa was small compared to the number of colonies and therefore they had to use African chiefs.

   - The British also feared resistance and hostilities from Africans. They utilised indirect rule because they wanted to avoid resistance and rebellions after overthrowing the local African Kings.

   - Another reason that led the British to use indirect rule was language barrier. Indeed at this time, the British respected the languages and customs of Africans. Therefore, African leaders

would be a better choice to address the language problem by interpreting the rules in local languages.

- African kings and chiefs would act as shock absorbers in case of any conflicts and wars. They would be blamed if Africans revolted because of unpopular British policies.

- They existence of well established traditional centralised systems of administration in Africa encouraged the British to rely on local systems to implement their policies, for example in Buganda and Northern Nigeria.

- The British adopted indirect rule as a way of training future African leaders in case of self-government. This could be achieved by allowing African leaders to exercise their responsibilities.

- The success of indirect rule in other parts of the world, like in India, also encouraged the British to apply it in Africa. This encouraged the British officers to adopt it in Northern Nigeria and Uganda.

- Indirect Rule was a favourable method for the exploitation of African resources. It created peaceful conditions and gave the colonialists enough time to engage in activities like mining and trade.

- Collaboration of African societies like Buganda also encouraged the British to use indirect rule because it brought good relationship between the two parties. If the African rulers cooperated, they retained their power.

- The physical difficulties in colonial Africa also favoured the use of traditional chiefs. The thick forests, the tropical diseases; wild animals, hostile tribes and lack of transport made it difficult for Europeans to move around.

- Indirect rule was the best method of ruling the illiterate masses of Africa. Since they could not be mobilised through the radio and the press the use of African leaders seemed a workable solution.

6. Reasons why Liberia was not colonised are as follows:
   - Liberians were already westernised.
   - They had support of American colonisation society.

- They had Economic support from America.
- There was general lack of interest in colonies on the part USA.
- The Liberian political system was modern.
- There was rivalry between European powers.
- Strategically Liberia was poorly located for European interests in Africa.

7. Paternalism policy was a colonial administration policy which was mostly used by Belgian colonial authorities. It involved behaving like a father towards other people on whom one exercised or tried to exercise authority. The paternalistic attitude consider adults as children. This term was notably used in the political, economic and moral domains

In their colonies, Belgians left the king and chiefs in their posts but told them to respect instructions given to them. In this way, the African royal power was limited because the kings could not take any decision without the approval of Belgians.

This was the case of Rwanda where in 1923, a law was put in place which prohibited the appointment or dismissal of chiefs and notables without the permission of the resident representative of the Belgian Government. The heads of provinces also could neither appoint nor dismiss their subordinates without prior agreement of the resident.

The Belgian administration gradually became the final source of authority. The chiefs and deputy chiefs were no longer subordinates of the king of Rwanda, but those of the substitute Belgian administration.

8. Reasons why Ethiopia was not colonised are the following:
- Influence of Christianity
- Ethiopian unity
- Ethiopian nationalism
- Civilisation
- Menelik's diplomacy
- Underestimation of Menelik's government
- Weakness of Italy
- Geographical advantage
- Economic weakness

Remedial activities

Questions

1. Define the terms "assimilation" and "indirect rule".
2. Ethiopia triumphed at Adowa. Which country was fighting with Ethiopia?
3. Founded Liberia?
4. Belgium utilised which colonial administrative policy?

Answers:

1. Definitions of the terms: assimilation and indirect rule:

   Assimilation: The French mainly used assimilation. This can be defined as a system of administration where the colony was modeled on the exact image of the colonial power. It aimed at creating people similar to the French in all aspects of life except the skin color. The culture, language, law, civilisation, religion and all aspects of life were to be French and not African.

   Indirect rule: This was an administrative policy adopted by the British in their colonies. Traditional African chiefs and elders were used to rule their subjects on behalf of their colonial masters. The system entailed the preservation of the existing institutions and their gradual adoption under the direction of the British local governance system.

   African Chiefs retained their positions to implement colonial policies. They were used to carry out basic functions of local government, in particular the collection of taxes, the recruitment of labour and the control of potential African unrest.

2. Ethiopia triumphed at Adowa. She was fighting Italy.

3. The state of Liberia was founded in 1821 by the American Colonisation Society as a new home for former slaves who were no longer needed in the United States following the spread of the anti-slavery campaign by the British in the 1780s.

4. Belgium utilised the colonial administrative policy called paternalism.

Extended Activities

Questions

1. Contrast the French assimilation and the British indirect rule.

2. Interpret the treaty of Ucciali.

3. Explain the factors that contributed to the victory of Ethiopia at Adowa.

Answers

1. Differences between French assimilation and the British indirect rule are the following:

    The French established a highly centralised and authoritarian administration. The French administered all their colonies as a federation under the governor general at Dakar under whom was a hierarchy of officials in each colony. The British on the other hand, established a separate administration in the colonies i. e. the British colonies were administered independently and recieved orders from the secretary for colonies based in London.

    The French used ex-servicemen (veterans) whereas the British used civilians.

    The French eroded African culture and values while the British preserved them.

    Colonies were regarded as extensions of France while the British regarded their colonies as separate entities.

    The French centralised the 13 colonies under one governor while the British had a governor for each colony.

    The French disregarded the traditional chiefs, law, courts and institutions, and paid no attention to legitimacy while the British used traditional chiefs, laws and institutions.

    The French used the elite class of Africans to govern while the British rejected this.

    The French disregarded African customary laws while the British respected them.

    The French tried to assimilate the Africans but the British left Africans to develop in their way.

    Africans had representatives in the French parliament while Africans were not represented in the British parliament.

2. The factors that contributed to the victory of Ethiopia at Adowa are:

Unity: Menelik II instilled nationalism in his people in such a way that they realised the importance of unity.

Courage: Menelik's propaganda encouraged the people to give him much support because he made it clear that he was ready to die for Ethiopia.

Menelik's cooperation with Rases: Unlike Theodore II, Menelik II had good relation with provincial leaders, especially those of Gondar and Tigre who contributed a lot of manpower needed in war.

Presence of an able and large army: Italians thought that Ethiopians had a weak army which could not fight a well trained and well equipped army.

Timing of attack: Italians decided to attack on Sunday hoping to find all Ethiopians in churches which would disorganise them and make it impossible for Ethiopians to resist.

Geographical problems: The Italians were greatly disturbed by the geographical nature of Ethiopia which made their advance difficult. Ethiopia's topography is made up of rugged mountains, deep valleys and gorges and the Italians were not used to it.

The rumour concept: Italians were also deceived for sometime by rumours deliberately spread by Menelik's spies that the Ethiopian Emperor had died suddenly of snakebite.

Communication problem: The breakdown of the Italian communication system also weakened the Italian side. They did not have effective maps and would get lost only to be crushed by the Ethiopian troops.

3. The treaty of Ucciali can be explained as follows:

The main clause of the Ucciali treaty was that, in return for heavy payments (European items and a lot of ammunition) by Italy, Ethiopia agreed to be used by Italy as her intermediary in foreign affairs. This was no longer an independent state but under Italian protection according to the Italian version. The Italians exploited this to inform other colonial powers that they had established a protectorate over the Ethiopian Kingdom and for sometime the name Ethiopia was erased off the world map and replaced by Italian East Africa.

When Menelik II heard the manner in which Italy was claiming overlordship over Ethiopia, he acted quickly and effectively by refuting Italy's claims. Menelik's act made the Italians realise that, they had been cheated by the Ethiopian Emperor and it was now too

late. Italy, therefore, was faced with a prospect of fighting Ethiopia whose ruler they had armed and strengthened with arms similar to those of Italian forces.

UNIT IV: Colonial reforms and their consequences on African societies

Key unit competence

To be able to evaluate political, economic and socio-cultural colonial reforms and their consequences on African societies

Prerequisites of this Unit

As prerequisites to the teaching and learning of this unit, the following elements should have been learned before:

- Colonial systems of administration.
- Consequences of European colonisation.
- Colonial masters and their colonies.
- Different colonial administrative methods.
- African states that were not colonised.

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have works or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. During discussion, decision-making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of their findings while discussing in their respective groups.

Research and Problem Solving In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their work or research.

Lifelong Learning

Learners will be given take-home assignments and will be also invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and

Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Alienation, intimate, bangles, undermined, harsh

Guidance on the problem statement

Start with an activity that requires learners to be fascinated to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be curious to know about colonial reforms and their consequences on African societies.

One of suggested problem statement here is the following: "Identify the changes brought by colonial European powers and their effects on African continent." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, the teacher will help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

A teacher should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;

- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understand concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

You can assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encoure them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all.

It is possible for the teacher to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to the in parents or guardians and recommend medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying response unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- They always look at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning, do the following:

- Look at the learner when speaking;

- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Be audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate;
- Speak slowly and use simple words.

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems such as inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;

- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Using large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensuring learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Giving extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Colonial political reforms	1
2	Colonial economic reforms	2
3	Colonial social and cultural reforms	1
4	Political effects of colonial reforms on African societies	1
5	Economic effects of colonial reforms on African societies	1
6	Social and cultural effects of colonial reforms on African societies	1
7	Evaluation	1

Lesson Development

Lesson 1: Colonial political reforms introduced in Africa by Europeans

Learning objective: Learners are able to describe the colonial political reforms.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out some of the changes brought by colonial masters in Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, deliver the lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson1.

Questions

1. Point out some political reforms introduced by the colonial governments in their African colonies.

2. Define land alienation under colonial rule.

3. Describe how forced cash crop growing was applied in Rwanda under colonial rule

4. Describe how the education system was promoted in colonies?

5. Describe how the medical system was promoted in colonies?

Suggested answers

1. The following are some of the political changes put in place by the colonial governments in their African colonies:

   New laws were made to weaken the power of African leaders.

   Local armies were suspended and colonial police and army were introduced,

   European political and judicial systems were applied in the colonies.

   New political institutions were Created similar to those of Europe in colonies. These included the parliamentary and governmental system.

   The European electoral system was also introduced and political African political African parties were created in order to implement these reforms.

2. Land alienation refers to the confiscation of land belonging to Africans by European colonisers. In practice, Africans were chased from their land and forced to settle in reserves, leaving their fertile plots of land to Europeans. In settler colonies like Kenya, South Africa, Rhodesia, Algeria, Angola and Mozambique Africans were affected by this policy.

3. In Rwanda, forced cash crop growing was applied, especially in coffee growing. Coffee was a colonial crop because it was meant for export and the colonial power promoted it seriously. It was in this context that in 1931, the cultivation of coffee was made compulsory and systematic. Each peasant farmer had to plant least 54 trees of coffee, sub-chiefs 250 and chiefs 1000 trees.

4. The education system was promoted (formal education) with the introduction of the modern education. There was construction of schools and teaching of reading, writing, arithmetic etc.

5. Modern medical systems were introduced to replace the traditional ones. Hospitals, health Centres, and dispensaries were built and campaigns of vaccination against diseases like polio, measles, pneumonia, etc. were launched.

Lesson 2: Colonial economic reforms

Learning objective

Learners are able to explain the colonial economic reforms.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out some of the political changes brought by colonial masters to Africa. See Learner's Book.

Teaching aids

Learner's books. iIn schools with enough resources use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 4.

Questions

Use internet or the library, to carry out research on the consequences of reforms introduced by the European colonialists in Africa. Thereafter, prepare a document to submit to the teacher and present the results of your research to the class.

Suggested answer

The political consequences of colonial reforms on African societies are the following:

1. In case of resistance, African leaders were exiled or banned and replaced by others who were deemed to be more loyal.

2. African societies responded to colonial reforms by active resistance (picking up arms to fight reforms) because they did not like colonial policies.

3. The reforms led to the birth and growth of African nationalism, which culminated into the recovery of independence of many African countries in the 1960s.

Some economic consequences of colonial reforms on African societies are the following:

1. The resettlements of Africans in other areas of Africa due to land alienation;

2. Overexploitation of Africans by Europeans using taxation and forced labour policies;

3. Overdependence of African economies on Europe;

4. African agriculture became modernised through the introduction of modern techniques of farming such as selected seeds of food crops, land fallowing, crop rotation, and application of organic manure.

Some social and cultural consequences of colonial reforms on African societies are the following:

a) Europeans constructed schools where they started initiating and educating Africans in European "civilisation".

b) Africans were taught to write, read and count and initiated in European languages.

c) A new class of Africans was created. For example the class of Africans who were assimilated into the culture of Europeans.

d) Africans were converted to the Roman Catholic faith and adopted European habits of dressing.

Lesson 3: Colonial socio-cultural reforms

Learning objective

Learners are able to describe the colonial social and cultural reforms.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out some of the economic changes brought by colonial masters in Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Describe how the education system was promoted in colonies?
2. Describe how the medical system was promoted in colonies?

Suggested answers
1. The education system was promoted (formal education) with the introduction of the modern education. There was construction of schools and teaching of reading, writing, arithmetic etc.
2. Modern medical systems were introduced to replace the traditional ones. Hospitals, health Centres, and dispensaries were built and campaigns of vaccination against diseases like polio, measles, pneumonia, etc. were launched.

Lesson 4: Political consequences of colonial reforms on African societies

Learning objective

Learners are able to evaluate the political consequences of colonial reforms on African societies.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out some of the changes brought by colonial masters in Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Identify the political consequences of colonial reforms on African societies.

Suggested answers

Some political consequences of colonial reforms on African societies are the following:

   In case of resistance, African leaders were exiled or banned and replaced by others who were deemed to be more loyal.

African societies responded to colonial reforms by active resistance (picking up arms to fight reforms) because they did not like colonial policies.

The reforms led to the birth and growth of African nationalism, which culminated into the recovery of independence of many African countries in the 1960s.

Lesson 5: Economic consequences of colonial reforms on African societies

Learning objective

Learners are able to assess the economic consequences of colonial reforms on African societies.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out some of the political changes brought by colonial masters in Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment etc.

Learning activities

Organise learners into groups and then invite them to do the activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Find out the economic consequences of colonial reforms on African societies.

Suggested answers

Some economic consequences of colonial reforms on African societies are the following:

- The resettlements of Africans in other areas of Africa due to land alienation;

- Overexploitation of Africans by Europeans using taxation and forced labour policies;

- Overdependence of African economies on Europe;

- African agriculture became modernised through the introduction of modern techniques of farming such as selected seeds of food crops, land fallowing, crop rotation, and application of organic manure.

Lesson 6: Socio-cultural consequences of colonial reforms on African societies

Learning objective

Learners are able to analyse the social and cultural consequences of colonial reforms on African societies.

Prerequisites/Revision/Introduction

To introduce this lesson, invite the learners to find out some of the economic changes brought by colonial masters in Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book page 86.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Point out the social and cultural consequences of colonial reforms on African societies.

Suggested answers

Some social and cultural consequences of colonial reforms on African societies are the following:

- Europeans constructed schools where they started initiating and educating Africans in European "civilisation".

- Africans were taught to write, read and count and initiated in European languages.

- A new class of Africans was created. For example the class of Africans who were assimilated into the culture of Europeans.

- Africans were converted to the Roman Catholic faith and adopted European habits of dressing.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in the classroom and at home, come up with a synthesis of this unit. (See Learner's Book).

Additional information

The effects of World War II in Africa

Africans resisted colonial rule from the onset, trying to hold on to their land, but were not strong enough to defend themselves against European conquest. As a result, most of Africa had been colonised by 1900. Only Ethiopia and Liberia remained free. After the First and Second World Wars, colonial control of the continent began to fall apart. This was the result of a new political climate, the rise of nationalism and the launching of independence campaigns in various colonies as well as the new domestic priorities in the post-war period for colonial rulers.

The climate before World War II

By the early 1900s European countries had succeeded in establishing their control in Africa. In some cases, like the Igbo people of Nigeria, colonial rule was established in 1910 shortly before the First World War in 1914.

Colonial rule in Africa is studied in two periods, divided by the First and Second World Wars. Africa's involvement in these two wars helped to fuel the struggle for independence from colonial rule. This was partly because participation of Africans in these wars exposed them to ideas of self-determination and independent rule.

The First World War changed things in Europe and Africa. It destroyed the European economy. To rebuild their economies, the Europeans turned to Africa's mineral and agricultural wealth. Europe's growing interest in Africa's minerals led to her expansion into the interior. The great depression that followed the First World War worsened the already failing economies of Europe. The exploitation of mineral wealth from Africa required the reorganisation of colonial rule, which meant that the autonomy that chiefs and kings in Africa had maintained over the years would be increasingly dissolved to make room for a more 'progressive' form of government. The result of these changes was that land was taken away from Africans and given to white settlers and colonial companies, like the British South African Company, for farming and mining. This was also largely because, the presence of Europeans was increasing, since by this time colonial officers were chosen according to the requirements of colonial civil administration. Experts were called in to help in the improvement of areas like agriculture and the collection of taxes from Africans.

After the war, colonial governments began to introduce agricultural reforms aimed at improving the revenues collected from African farmers. African societies were deeply affected by these changes because most of them were still dependent on agriculture for survival. Africans were now forced to sell their crops to colonial markets at lower prices. The colonial market would in turn sell the crops to an international market at a much higher price. Colonies made a lot of profit in this way. Many African farmers and rulers blamed the colonial government for decreasing profits and as a result, people began to demand an end to colonial rule.

After World War II

Colonial Developments in the Gold Coast

After the Second World War, colonial governments became increasingly aware that colonial rule could not be maintained forever. They were under pressure to justify why they were keeping African societies under their rule despite the United Nations declaration that all people have the right to self-determination. Africans had the right to be free and independent from colonial rule. Therefore colonial governments had an obligation to co-operate.

Colonial governments responded by saying that Africans were being prepared for future self-government, but many of them were not ready to hand over rule to Africans. Most European governments thought that colonial rule would end much later. In colonies like Angola, Mozambique, Algeria, and Kenya, African people were forced to fight wars to win their independence.

As part of the steps toward African self-governance, colonial governments began to invest in education in the colonies. This resulted in a growing number of young educated black people whose social and political mobility was restricted by colonial rule. These growing numbers of educated elites were frustrated with the limited prospects under the colonial state and driven to fight for an end to colonial rule. Self-rule became the slogan. Kwame Nkrumah, the first President of Ghana (the former Gold Coast), changed that slogan to 'independence now'. He captured the aspiration for self-rule with his popular slogan: "seek first the political kingdom, and the rest shall follow". What he meant was that independence from colonial rule was the only way to guarantee a better life for all Ghanaians.

In response to these growing demands for self-rule, the British colonial government introduced the Burns constitution in 1946. The Burns constitution, based on the Westminster model, incorporated the elites, chiefs and kings of Ghana into the colonial government. The majority of the people, many of them blue-collar workers, were excluded from government. Though rejected by Kwame Nkrumah's party, the Burns constitution proved an important step towards independent Ghana's constitution.

End unit assessment
Answers to the end unit assessment (See Learner's Book)

1. The colonial economic reforms were the following:
   - Taxation: This was the main method of generating revenue needed to run colonial administration. The commonest taxes were the hut and gun taxes.
   - Forced cash crop growing: This Inclluded growing of rubber pyrethrum, coffee, and cotton under the supervision of Europeans. These cash crops consisted of raw materials for industries in Europe.
   - Land alienation: This was a form of African exploitation, especially in Kenya Highlands and Mozambique.
   - Massive exploitation of minerals: This was done in many parts, for example at Kilembe in Uganda; Witwatersrand in South Africa; Katanga in Congo; and Musha, Rutongo and Rwinkwavu in Rwanda. This led to the influx of white settlers who embarked on excessive exploitation of these resources.
   - Legitimate trade: This was introduced to replace slave trade that had caused human suffering. It involved trade in European goods like guns, beads, and clothes in exchange for gold, copper, ivory, coffee, etc.
   - Beginning of import and export economy: This led to the exploitation of Africans. Exported raw materials had less value than finished imported European products.
   - Development of road and railway transport: This connected the interior of African colonies to the coast.
2. The colonial social reforms were as follows:
   - Western education was largely left to Christian missionaries. Africans were given rudimentary skills to serve as lower cadres of colonial rule known as "colonial auxiliaries"
   - The new social class of the elite: These were trained in European ways. This made some of them agents of colonial exploitation.
   - Social sciences such as psychology, political science, literature and history were neglected in order to keep Africans away from forming revolutionary movements against exploitative and oppressive policies. Africans were taught arithmetic, Bible study, reading, and writing of European languages.
   - In Rwanda only the sons of chiefs had access to education.
3. The effect of the colonial reforms on Africa societies were as follows:

- Africans were forced to move from their fertile lands to allow European to practice extensive agriculture. Others were forced to go to work in the mines.
- There was overexploitation of Africans through taxation and forced labour.
- There was development of communications lines including roads, airport, and rail ways which opened Africa to the outside world, hence improving trade with other countries
- The introduction of western education led to the creation of a new social class of the elite whose first role was to be collaborators.
- The introduction of cash crops for the benefit of European industries made Africans, neglect local food crops leading to food shortages.

Remedial activities

Questions
1. Give two colonial economic reforms introduced in Africa.
2. Mention three consequences of colonial reforms on African societies.

Answers
1. Two colonial economic reforms introduced in Africa were taxation and forced cash crop growing.
2. Three consequences of colonial economic reforms on African societies were: resettlement of Africans, dependence of African economies and overexploitation of Africans.

Extended Activities

Questions
1. Assess two colonial reforms introduced in Africa.
2. Analyze three consequences of colonial reforms on African societies

Answers
1. Two colonial reforms introduced in Africa by colonisers were the following:
   - Massive exploitation of minerals: The explorers located places with minerals. This led to the coming of many white settlers who embarked on excessive exploitation of these resources. Examples

include Kilembe mines in Western Uganda, Witwatersrand and Transvaal in South Africa, Katanga in Congo, and in Togo. This eventually led to mineral exhaustion in many parts of Africa.

In Rwanda, mining started in 1923. The important minerals were tin, Colombo-tentalite, niobium and tungsten, gold wolfram and other minerals associated with tin. The mines were located in Gatumba, Musha, Rwamagana, Rwinkwavu, Rutongo, Nyungwe, Gifurwe, and other places.

- Promotion of education system: The colonial education system was largely left to Christian missionaries. In the colonial schools, Africans were given skills to serve as lower cadres of colonial rule known as "colonial auxiliaries". The main products of these schools best suited the posts of clerks. They did not train engineers, doctors and other professionals.

  This education system produced a class of people trained in European ways of life, who exploited of their fellow Africans.

  In Rwanda, priority in education was given to the sons of chiefs. In French, Portuguese and Italian colonies education used purposely to assimilate Africans.

  Subjects such as psychology, political science, literature and history were neglected in order to keep Africans away from forming revolutionary movements against exploitative, and oppressive colonial policies. To colonialists, the best subjects for Africans were Bible study, reading, and writing.

2. Three consequences of colonial reforms on African societies are the following:
   - Political consequences: In case of resistance, African leaders were exiled or banned and replaced by others who were deemed to be more loyal.

     African societies responded to colonial reforms by active resistance. Some societies or individual leaders picked up arms to fight these reforms. This was because Africans had got fed up with the policies of the colonialists.

     The reforms led to the birth and growth of African nationalism which culminated in the recovery of independence of most African countries in the 1960s.

- Modernisation of agriculture: African agriculture became modernised through the introduction of modern techniques of farming such as selected seeds of food crops, crop rotation, application of organic manure etc. Besides, schools teaching modern agriculture were introduced.

- Westernised "African elites": Europeans constructed schools through which they started initiating and educating the Africans in European "civilisation". This colonial education had the aim of training the Africans to be colonial collabourators. Africans were taught to write, read and count and initiated in European languages.

  In addition, a new class of Africans who were assimilated into the culture of Europeans emerged. This class enjoyed more privileges than other Africans. For instance, they could live, visit European places and study in the schools of European children.

Key unit competence

To be able to examine causes and consequences of decolonisation in Africa (Case Studies; Ghana and Kenya)

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Colonial masters and their colonies
- Different colonial administrative methods
- African states that were not colonised
- Forms of African responses towards European colonial conquest (e.g. Nama-Herero, Kabalega (Bunyoro), Samoure Toure (Mandika) Maji–Maji, etc.
- Types of resistance, their causes and effects and methods of resistance
- How Africans collabourated with Europeans colonialists (e.g. Mutesa I of Buganda, Lenana of Maasai, etc.)
- Political, economic and socio-cultural colonial reforms
- Consequences of these reforms on African societies

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. During discussion, decision making and drawing of conclusions, learners will adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas about declonisation of Africa through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively. For instance, learners will have to make different presentations of their findings and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further researches themselves on different topics explored in this unit. In so doing, they will have the opportunity to use resort Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Bulk, charter, demystification, Diaspora, emancipation, gaol, gun barrel, negritude, pressurize, protectorate, spearhead, Trade Union, trusteeship

Guidance on the problem statement

At the beginning of this unit, give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the causes of decolonisation process in Africa.

One of suggested problem statement here is the following: "Analyse various causes of decolonisation of African countries." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, the teacher will help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of all, a teacher should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:
- Ask another learner to help them to move around;

- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Net work with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understand concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

You can assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood the sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all.

It is possible for the teacher to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

The teacher should use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirming that the leaner can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use;
- Talk to their parents or guardians and recommend medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Make regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

Such learners need to be referred to an ear specialist. However, to assist them in the process of learning, you can do the following:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Be audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate;
- Speak slowly and use simple words.

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems e.g. inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus displaying high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners:

- ▢ Reinforce their positive behaviour through rewards;
- ▢ Involve parents or guardians in correcting such behaviours;
- ▢ Set reasonable levels of expectations and ensure that they are met;
- ▢ Be firm when dealing with unacceptable behaviours;
- ▢ Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure that learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Causes of decolonisation of Africa: opposition to exploitation, role played by the elite and effects of World War II	1
2	Causes of decolonisation of Africa: The 1941 Atlantic charter and Creation of UNO	1
3	Causes of decolonisation of Africa: the anti-colonialist attitude of the super powers (USA and USSR) and the Pan-African movement	1
4	Causes of the decolonisation of Africa: The formation of OAU in 1963 and the independence of Ghana 1957	1
5	Causes of the decolonisation of Africa: Formation of political parties and the independence of Asian countries	1
6	Decolonisation in Ghana	1

| 7 | Decolonisation in Kenya | 1 |
| 8 | Evaluation | 1 |

Lesson Development

Lesson 1: Causes of decolonisation of Africa: Opposition to exploitation, role played by elite and effects of Second World War

Learning objective

Learners are able to explain opposition to exploitation, role played by the elite and effects of World War, as causes of decolonisation of Africa.

Prerequisites/Revision/Introduction

To introduce this lesson, ask learners to define the term "decolonisation" and to identify different European colonial empires in Africa. See Learner's Book.

Teaching aids

Learner's books, a map of Africa, and in schools with enough resources use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Evaluate the role played by the elite in the decolonisation of African countries.
2. To what extent did World War II contribute to the decolonisation of African countries?

Suggested answers

1. Studying in Western countries helped Africans to be in contact with the white liberals and socialists who were against colonisation. They also witnessed democracy at work in European countries and America, and wondered why Africans were denied such democracy. On returning to Africa, such elites demanded for democratic governance and an end to colonisation.

   African elites also played a paramount role in the growth of nationalism. They created political parties and trade unions that fought the colonial regime. With their writings and glorification of Africa through negritude, the African elite rejected colonalism.

2. Africans who participated in Second World War witnessed the weakness of the Europeans, as they saw them sometimes as cowards, retreating and dying during battles. They also learnt that the Europeans were not as good as Africans thought them to be. For example, they could also die of bullets like Africans. So when they returned to Africa, the veterans organised and trained their fellow Africans to fight against colonisation.

Lesson 2: Causes of decolonisation of Africa: The 1941 Atlantic charter and Creation of United Nations Organisation

Learning objective

Learners are able to analyse the 1941 Atlantic charter and creation of UNO as causes of decolonisation of Africa.

Prerequisites/Revision/Introduction

To introduce this lesson, ask learners to explain the role played by the elite in the decolonisation of Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Explain the role played by UNO in the decolonisation process of Africa.
2. Account for the contribution of the 1941 Atlantic charter in the decolonisation process of Africa.

Suggested answers
1. The role of UNO in the decolonisation of Africa are the following:
    * The creation of the Trusteeship Council that was to take charge of preparing African countries to get independence;
    * UNO became the spokesperson for colonised people and put pressure on the colonial masters to grant Africans self- rule.
    * It also organised conferences where sensitisation of the need for self rule was made and all this led to decolonisation of Africa.
2. The Atlantic Charter inspired Africans who finally came to demand the respect of their rights, including self-governance and this led to decolonisation in Africa.

Lesson 3:   Causes of decolonisation of Africa: The anti-colonialist attitude of the super powers (USA and USSR) and the pan-africanist movement

Learning objective

Learners are able to examine the anti-colonialist attitude of the super powers (USA and USSR) and the pan-africanist movement as the causes of decolonisation of Africa

Prerequisites/Revision/Introduction

To introduce this lesson, ask to explain the extent to which UNO helped African countries to recover their independence. See Learner's Book.

Teaching aids

Learner's book, and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Evaluate the role played by USSR and USA in the decolonisation of African countries.
2. The pan-Africanist movement helped in decolonisation of Africa. Justify this assertion.

Suggested answers
1. The two super powers exerted pressure on the colonial masters in Africa to decolonise. The super powers also offered both military

and financial assistance to African nationalists to enable them fight for self-rule and this too led to decolonisation.

2. The pan-Africanist movement contributed to the sensitization of Africans against colonialism and the formation of a united voice of Africans to pressurize UNO to speed up the process of decolonisation. Pan-africanism stressed that "Africa is for Africans" and all this led to decolonisation.

Lesson 4: Causes of the decolonisation of Africa: The formation of OAU in 1963 and the independence of Ghana 1957

Learning objective

Learners are able to explain the formation of OAU in 1963 and the independence of Ghana 1957 as causes of decolonisation of Africa.

Prerequisites/Revision/Introduction

To introduce this lesson, ask learners to find out the role played by the anti-colonialist attitude of the super powers (USA and USSR) and the pan-africanist movement in the decolonisation of Africa. See Learner's Book.

Teaching aids

Learner's book, the world map, and in schools with enough resources, use a projector, a computer and its accessories.

Learning activities

Organize learners into groups and then invite them to do the activity 1 that is in the learner's book.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. In which way did the independence of Asian countries contribute to the decolonisation of African countries.
2. Analyze the role of the political parties in the decolonisation of Africa.

Suggested answers

1. The role of OAU in decolonisation of Africa was that it provided military, financial and moral support to liberation movements in Angola, Algeria, Mozambique, and elsewhere to fight against colonialism to decolonisation.
2. The independence of Ghana in 1957 inspired other African countries that were still under European colonisation because the President Kwame Nkrumah gave moral, financial and military assistance to African nationalists to aid their struggle against colonial rule. He also allowed nationalists to use radio Accra as a voice to transmit nationalistic ideas hence leading to decolonisation.

Lesson 5: Causes of the decolonisation of Africa: Formation of political parties and the independence of Asian countries

Learning objective

Learners are able to explain the formation of political parties and the independence of Asian countries.

Prerequisites/Revision/Introduction

As revision to the new lesson, ask learners to evaluate the role that had been played by OAU in decolonisation of Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

A teacher should organise learners into groups and then invite them to do the activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. The independence of Asian countries was a good example for decolonisation to African countries. Discuss this claim.
2. To what extent did the formation of political parties contribute to the decolonisation of African countries.

Suggested answers

1. The recovery of independence by Asian countries encouraged African countries to reclaim their independence. Besides, the new Asian nations manifested a strong will of solidarity with the ones which were still under colonial rule. The "Afro-asiatic movement" was born in 1947 during the conference of New Delhi with main principles based on: the refusal to be affiliated to an ideological bloc; fighting against imperialism; support to national movements and research for economic renewal.
2. Political parties helped in mobilising Africans to struggle against colonial rule. They also acted as a mouthpiece to petition United Nations and the superpowers, leading to decolonisation.

Lesson 6: Decolonisation in Ghana

Learning objective

Learners are able to describe different steps that characterised the decolonisation process in Ghana.

Prerequisites/Revision/Introduction

As revision, ask learners to identify the different factors that contributed to the decolonisation of African countries in general. See Learner's Book.

Teaching aids

Learner's books, and a map of Ghana, and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain two factors that helped in the decolonisation of Ghana.
2. Examine the different steps taken by the nationalists in Ghana to achieve independence. Afterwards, present your findings to the class..

Suggested answers

1. The two factors that contributed to the decolonisation in Ghana were the following:

    The influence of elites: Unlike other African countries, Ghana had a developed education system. By the 1950s', it had produced a big number of intellectuals like lawyers, doctors, business people, and teachers who included William Ofori, Francis Awoonor, Kwame Nkrumah etc. These provided the required leadership for early independence and decolonisation.

    The influence of Second World War: A big number of Ghanaians, who participated in the war on the side of Britain upon coming back, found life hard, formed political parties and taught people western democracy. All these increased nationalistic feelings among Ghanaians which led to early independence struggles and decolonisation.

2. He was a gifted speaker with good organisational ability, friendly to people from all walks of life like school leaders, ex-service men,

traders and the jobless. He gave new life to the politics of Ghana and mobilised people which led to early independence and decolonisation of Ghana.

Lesson 7: Decolonisation in Kenya

Learning objective

Learners are able to describe different steps that characterised the decolonisation process in Kenya.

Prerequisites/Revision/Introduction

For revision, ask learners to identify the different factors that contributed to the decolonisation of African countries in general. See Learner's Book.

Teaching aids

Learner's books, a map of Kenya, and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps brailed materials. Sign language should be used when teaching learners with hearing impairment.

Learning activities

Organise learners into groups and then invite them to do the activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Explain two factors that helped in the decolonisation of Kenya.
2. Point out the role played by Jomo Kenyatta in the decolonisation of Kenya.

Suggested answers
1. The two factors that contributed to the decolonisation in Kenya were the following:

The role of Mau-mau rebellion 1952: This was an armed struggle by the Kenyans against the British. It began in areas dominated by the Kikuyu under Kikuyu leadership. It acted as an eye opener to the British to speed up independence for Kenyans. Though independence was not granted immediately, it led to decolonisation in Kenya by 1961.

The independence enjoyed by other African countries: The independence of Libya in 1951, Morocco and Tunisia in 1956, Ghana in 1957 and Congo in 1960 all made Kenyans wake up.

2. Jomo Kenyatta spearheaded the Mau-Mau movement that led the British to realise that it was of great necessity to grant independence to Kenya. Moreover, he was the president of the main political party, Kenya African party (KANU), which fought against the British who were determined to prolong white settler rule in Kenya.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with a synthesis of this unit. (See Learner's Book).

Additional information

During the 20th Century, the decolonisation of Africa was one of the turning points in the history of the post-war world. Decolonisation brought many negative images of Africa; which included hunger, arbitrary arrests, foreign exploitation and ecological pressures and neglects. It also brought positive images; such as erasing the view that blackness meant inferiority.

The decolonisation of Africa was one of the historic moments in the history of the post-war world. It captured the imagination of a new generation of idealists who declared their belief in racial equality and individual liberty. The decolonisation of Africa was also caused by lots of movement as a political struggle such as the people of Africa helped to open the way for the civil rights movement in America. By the end of 1960, former African colonies had become independent members of the United Nations; except Somalia, Nigeria, Zaire Congo and so forth. However, the course of decolonisation was not always smooth. Primarily

the burst of decolonisation was the central and most dramatic episode in a long process of political change that affected the whole of Africa. Decolonisation was the mirror image of the colonisation that had slowly brought European domination to Africa in 20th Century. The progress included violent rebellion; for example in Algeria and Kenya or peaceful approaches such as in Gold Coast-Ghana.

Ghana was the first African state to become independent from British rule. Gold Coast became the independent and sovereign state of Ghana in March 1957 with Kwame Nkrumah as its first Prime Minister. In the case of Ghana, British governments could claim with some conviction that power had passed from colonial administration to an apparently stable and mature local government. In addition, Ghana was one of the Commonwealth states in West Africa which was in problematic political developments.

The other big debate was in Kenya which was one of the British colonies. Kenya became an independent state in 1963 under the leadership of Jomo Kenyatta. The Mau Mau rebellion that culminated in the decolonisation of the Kenya began in 1952. When, in the mid-1960s, the government of independent Kenya put pressure on its South Asian community to leave the country, the administration quickly imposed an annual quota of 1500 on Kenyan Asians wishing to enter Britain. This measure was promptly denounced as a betrayal of the agreement by which Kenya had achieved independence in 1963.

To conclude the debates, Mau Mau rebellion in Kenya and problematic political developments in Ghana show us why decolonisation occurred in 20th Century.

End of unit assessment

Answers to the end of unit assessment

A. Multiple choice question

1. A	2. B	3. B	4. B	5. A

B. Open questions
1. The term decolonisation means the act of granting or giving autonomy, and sovereignty to a colony.
2. Factors that led to the decolonisation of Africa were as follows:
    - Continuous opposition to the system and to exploitation
    - The role played by elite

- Effect of the Second World War
- Effect of the creation of UNO in 1945
- The role of the Christian churches
- The anti colonialist attitude of the superpowers (USA and USSR)
- The 1941 Atlantic Charter
- The growth of African nationalism (pan-Africanism)
- The independence of Ghana in 1957
- Independence of Asian countries

3. Main Steps of independence in Kenya:
   - At the end of the Second World War, the Native Kenyans manifested dissatisfaction with the way Kenya was governed without their involvement. Kenyans could no longer tolerate being excluded from the administration of their country.
   - Kenya had many European white settlers who were opposed to black majority rule. They refused to negotiate with the African leaders and they wanted to prolong their stay.
   - Groups of Africans organised a campaign of terrorist attacks on Europeans owning farms through the Mau-Mau.
   - A state of emergency was declared in 1952 and nationalistic leaders were imprisoned.
   - Terrorism carried out by the Mau-Mau leaders in 1960 was defeated.
   - Jomo Kenyatta was released and became prime Minister in 1963.
   - Kenya gained independence on December 12th, 1963

Main Steps of independence in Ghana:

The manifestation of nationalism in Ghana was registered early. Already in the 19th Century, the Ghanaian Natives fought the British twice but they were defeated.

At the end of the second World War, a big number of Ghanaians, who had participated in the war on the side of Britain, formed political parties and taught people western democracy.

Strikes, boycotts, acts of civil disobedience were organised in 1950. Nkrumah was imprisoned but released in 1951 when his party won with a majority local election.

The British tried to delay independence by supporting a conservative opposition party created in 1952 and led by Dr Koffi Busia.

During the elections held in 1957, the Convention People's Party got overwhelming victory with 72 out of 104 seats in Parliament. The British agreed to grant independence on March the 8th. Gold Coast changed her name to Ghana.

4. Common factors for independence in Ghana and Kenya are :

    *   **The formation of political parties and trade unions:** In Kenya political parties included Kenya African National Union (KANU) and Kenya African Democratic Union (KADU); and in Ghana, they were Convention Peoples Party (CPP) and United Gold Coast Convention (UGCC). All these spread nationalistic feelings, and carried out mobilisation and sensitisation from the grassroots about the need for independence which led to decolonisation.

    *   **The role of the press:** The press helped to spread awareness to a big number of the people in both countries about the evils of colonisation and benefits of independence.

    *   **The influence of World War II:** The Second World War helped people in Ghana and Kenya who had participated in this war to feel more confident to claim for independence for their country.

    *   **The influence of elites:** These formed political parties which played a paramount role in the struggle for independence. They also informed people by putting their ideas in writing.

    *   The independence enjoyed by other African countries.

5. Jomo Kenyatta was born in 1891 and died in 1978. Jomo Kenyatta was the leader of KANU. He fought against British colonisation. In 1952 he was imprisoned because he was accused of being a terrorist in the Mau-Mau movement. Kenyatta was released and became Prime Minister when Kenya became independent in 1963.

    Kwame Nkrumah was born in 1909 and he died in 1972. Nkrumah was the leading nationalist in Ghana who spearheaded the independence

struggle. Nkwame Nkrumah stayed in the USA and Britain for ten years. In 1949, he created the Convention People's Party (CPP) with a Programme "immediate independence". As a strong negotiator, patient, and enjoying personal prestige, he led tireless action against colonialism through his political party.

Because of his campaign "positive action" Nkrumah was imprisoned in 1950 and freed in 1951 when his party won with a majority in a local election. Nkrumah became president of Ghana at the time of independence in 1957.

Remedial activities

Questions

1. Mention two factors that led to the decolonisation of African countries.
2. Which country colonised Ghana and Kenya?
3. When did Kenya and Ghana recover their independence?

Answers

1. Two factors that led to the decolonisation of African countries are:
   - Effects of the Second World War,
   - The role played by the elite in the growth of African nationalism,
2. The European colonial master of Ghana and Kenya was Britain.
3. Kenya recovered her independence on December 12th, 1963 and Ghana recovered hers on March 8th, 1957.

Extended Activities

Questions

1. Explain the anti-colonialist attitude of USA and USSR.
2. Assess the role played by UNO in the decolonisation of African countries.
3. Evaluate the impact of the Second World War in the decolonisation of African countries.
4. Evaluate the outcomes of the famous Afro-Asiatic conference in the decolonisation of African countries.

Answers

1. The anti-colonialist attitude of the superpowers (USA and USSR) can be explained as follows:

The two superpowers were United States of America (USA) and Union of Soviet Socialist Republics (USSR). They both had an anti-colonial attitude. Americans had experienced colonisation and knew how bad being colonised was. For USSR, colonisation meant exploitation of colonies by their metropolitan powers. Besides, the Russian Revolution of 1917 aimed at combating all forms of exploitation and mainly that one based on employment. With such ideologies and experience of Americans and Soviets, the two superpowers exerted pressure on colonial masters in Africa to decolonise. The superpowers provided both military and financial assistance to African nationalists to enable them fight for self-rule.

2. The effects of the creation of UNO in 1945 were the following: The United Nations Organisation (UNO) was formed in 1945 after the Second World War. This was a new international peace keeping body that replaced the League of Nations. The UNO set up a Decolonisation Committee charged with the responsibility of granting political freedom to all colonised people and it was the trusteeship council that partly prepared African countries to get their independence. The UNO was founded on a number of principles including equality of peoples and the right of people to decide for themselves.

3. The effects of the Second World War were as follows: Africans who participated in the Second World War witnessed the weakness of the Europeans. They saw them sometimes as cowards, retreating and dying in battles. They also learnt that the Europeans were not as special as they thought them to be, that is why they could also die of bullets like Africans. When they returned to Africa, they organised and trained their fellow Africans to fight against colonisation.

4. The following were the outcomes of the famous Afro-Asiatic conference in the decolonisation of African countries:

From the time of their attainment of sovereignty, the new Asian nations manifested solidarity with those countries which were still under colonial rule. The "Afro-asiatic movement" was born in 1947 during the conference of New Delhi with the main principles based on: the refusal to be affiliated to an ideological bloc; fighting against imperialism; support to national movements, and the search for economic renewal.

This movement was strengthened during the famous Afro-Asiatic conference which met in Bandung, Indonesia from 18 to 24 April 1955. This conference was considered as an act of birth of the Third World. This

conference brought together representatives of 28 Asian and African states who unanimously condemned colonialism.

Unit VI: The 1789 French Revolution

Key unit competence

To be able to explain the origin, causes, course and consequences of the 1789 French Revolution

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- American Revolution or the American war of Independence).
- Effects of American Revolution both in America and in the rest of the world
- Era of enlightenment and its effects

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability

This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aimed at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively, information and ideas about French Revolution through speaking, writing and other forms of communication using correct language structure and relevant vocabulary effectively. For instance, learners will have to make different presentations of their findings while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research on existing information and concepts, and make sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take-home assignments and will be also invited to make further researches themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and

Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Tithe, bankruptcy, blunder, conscription, dismantle, guillotine, lavish, tithe, warrant

Guidance on the problem statement

Give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know, by the end of the unit, what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the 1789 French revolution.

One of the suggested problem statements here is the following: "Make a synthesis of the causes and consequences of the 1789 French Revolution". This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects like in the courses of Chemistry, Biology and Physics. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;

- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Net work with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Do not reprimand such learners or show them that they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all.

It is possible to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommend medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Giving delayed response unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, do the following to assist them in the process of learning:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Be audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate
- Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems e.g. inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners, the teacher can:

- ⬚ Reinforce their positive behaviour through rewards;
- ⬚ Involve their parents or guardians in correcting such behaviours;
- ⬚ Set reasonable levels of expectations and ensure that they are met;
- ⬚ Being firm when dealing with unacceptable behaviours;
- ⬚ Refer the learners to a professional counsellor if necessary;

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Causes of the French Revolution: The role played by the French philosophers, unfair land ownership and unfair taxation system	1
2	Causes of the French Revolution: Bankruptcy of the state and dismissal of the financial reformers	1
3	Causes of the French Revolution: The character of King Louis XVI and influence of Marie Antoinette	1
4	Causes of the French Revolution: Influence of England and effects of the American Revolution	1
5	Causes of the French Revolution: Natural calamities and the calling for Estates General meeting	1
6	Effects of the French Revolution: Positive effects	1
7	Effects of the French Revolution: Negative effects	1
8	Evaluation	1

Lesson Development

Lesson 1: Causes of the French Revolution: The role played by the French philosophers, unfair land ownership and unfair taxation system

Learning objective

Learners are able to explain the causes of the French Revolution including the role played by the French philosophers, unfair land ownership and unfair taxation system

Prerequisites/Revision/Introduction

To introduce this lesson, define the concept of Revolution. See Learner's Book

Teaching aids

Learner's books, a map of France and in schools with enough use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 1 and 2 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 1.

Questions

1. Referring to the era of enlightenment you studied in Senior Two, analyse the role of the French great thinkers to the outbreak of the French Revolution in 1789 and other causes of the French Revolution in general. Write down the results of your analysis to share with your classmates.

2. Explain the political; economic and social causes of the 1789 French Revolution?

Suggested answers

1. The philosophers were great thinkers who were highly educated in world affairs and put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of French society and created the French revolutionary spirit among the peasantry and middle classes.

2. See learner's book

Lesson 2: Causes of the French Revolution: Bankruptcy of the state and dismissal of the financial reformers

Learning objective

Learners are able to analyse bankruptcy of the state and dismissal of the financial reformers as causes of the French Revolution.

Prerequisites/Revision/Introduction

To introduce this lesson, learners to explain how land ownership and taxation system were unfairly managed. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

A teacher should organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Find out three ways to explain how the financial crisis led to the outbreak of the French Revolution of 1789.
2. The dismissal of the finance ministers led to the outbreak of the French Revolution. Explain this assertion.

Suggested answers
1. The financial crisis led to the French Revolution in the following ways:
   • People lost confidence in the government and wished it could be removed.

- When the government failed to pay back the money to the middle class, the people decided to remove the government.
- That crisis led to inflation and unemployment which forced people into the revolution.

2. Capable financial ministers such as Turgot and Necker were dismissed and this worsened the financial crisis. They had suggested reforms which included taxing the wealth of the nobles and the clergy, but the queen advised the king to expel them. This led to the revolution against Louis XVI and his wife Marie Antoinette in 1789.

Lesson 3: Causes of the French Revolution: The character of King Louis XVI and influence of Marie Antoinette

Learning objective

Learners are able to explain the character of King Louis XVI and influence of Marie Antoinette as causes of the French Revolution.

Prerequisites/Revision/Introduction

To introduce this lesson, ask learners to explain the extent to which the dismissal of financial reformers and the financial crisis contributed to the outbreak of the French Revolution. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers

Question

Examine the negative effects of by the French revolution of 1789. Write down your findings and share with your classmates.

Suggested answers

Long list of negative effects of the French Revolution. Examples:

- It led to disorganisation of the map of Europe. This was done by France in her expansionist policies and conquering of various states like Spain, Naples, German and the Italian states.

- It led to serious financial decline in France. This was due to numerous wars France fought with the rest of Europe. The reign of terror also led to serious financial collapse during the French revolution.

Lesson 4: Causes of the French Revolution: Influence of England and effects of the American Revolution

Learning objective

Learners are able to examine the influence of England and effects of the American Revolution in the outbreak of the French Revolution.

Prerequisites/Revision/Introduction

As a revision, ask learners to evaluate the role played by King Louis XVI and his wife in the outbreak of the French Revolution. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials, and sign language should be used when teaching learners with hearing impairment.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Demonstrate the influence of in England the outbreak of the French Revolution of 1789.
2. Explain the influence of American Revolution in the outbreak of the French Revolution of 1789.

Suggested answers

1. England provided an example to the French society. By 1750, she had modernised and had the best parliament, a good constitution and an independent judiciary as well as freedom of religious practices. Therefore, many Frenchmen desired the life in England and joined the 1789 French revolution to influence change.
2. France sent troops to America to fight the British during the American war of independence and this cost much on the French government. So, this war worsened the already alarming financial crisis in France.

   At the same time, the war was an occasion for the French soldiers, who fought on the side of America, to gain new revolutionary ideas. And when they arrived in France, they were shocked to find out that the very thing which took them to fight in America was taking place in France.

Lesson 5: Causes of the French Revolution: Natural calamities and the calling for Estates General meeting

Learning objective

Learners are able to find out how natural calamities and the calling for Estates General meeting led to the outbreak of the French Revolution.

Prerequisites/Revision/Introduction

As revision, ask learners to explain the part played by American Revolution in the outbreak of French Revolution. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain how the calling of the Estates General meeting of May 5th, 1789 led to the outbreak of the French Revolution.
2. To what extent did natural calamities lead to the outbreak of the French Revolution?

Suggested answers

1. The calling of the Estates meeting created a fertile environment for the revolution as it served as an incident which sparked off the French Revolution. It was during that meeting that King Louis XVI and the delegates of the three classes failed to agree on the voting procedures where the King wanted the voting to be on class basis, yet their opinion was for one man one vote. The king being very weak, failed to control the situation and the third class members declared themselves the National Assembly, which marked the beginning of the French revolution.
2. From 1788, France experienced natural calamities which led to the untold misery of the people. In 1788 there was famine caused by poor harvests in Europe, and the poor taxation system prevented easy importation of food.

    In early 1789 severe winter lead to the freezing of many rivers in Europe; hence no fishing, no transportation and no employment. On top of that, in 1786 France had signed a free trade treaty with Britain,

which caused suffocation of French industries as cheap goods from Britain flooded French markets.

Lesson 6: Effects of the French Revolution: Positive effects

Learning objective

Learners are able to assess the positive effects of the French Revolution.

Prerequisites/Revision/Introduction

To introduce this lesson, ask learners to summarise the causes of the French Revolution. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain two positive effects of the French Revolution.

Suggested answers

Two positive effects of the French Revolution are the following:

The French revolution ended feudal privileges on August 4th 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalised and then given to the landless peasants at cheaper prices.

It led to the Declaration of Rights of Man and Citizen on August 27th 1789. The document abolished the social class divisionism which had existed in France during the Bourbon monarchy (ancient regime) and brought equality among French citizens as it declared that all men were equal before the law.

Lesson 7: Effects of the French Revolution: Negative effects

Learning objective

Learners are able to assess the negative effects of the French Revolution.

Prerequisites/Revision/Introduction

To introduce this lesson, ask learners to explain the positive effects of the French Revolution. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain two negative effects of the French Revolution.

Suggested answers

Two negative effects of the French Revolution are the following:

It led to disorganisation of the map of Europe. This was done by France in her expansionist policies and conquering of various states like Spain, Naples, German and the Italian states.

It led to serious financial decline in France. This was due to numerous wars France fought with the rest of Europe. The reign of terror also led to serious financial collapse during the French revolution.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit. (See Learner's Book).

Additional information

Prelude to the French Revolution: monarchy in crisis

As the 18th Century drew to a close, France's costly involvement in the American Revolution and extravagant spending by King Louis XVI (1754–1793) and his predecessor had left the country bankrupt. In addition to the royal coffers being depleted, two decades of poor cereal harvests, drought, cattle disease and skyrocketing bread prices had created unrest among peasants and the urban poor. Many expressed their resentment toward a regime by rioting, looting and striking.

In 1786, Louis XVI's controller general, Charles Alexandre de Calonne, proposed a financial reform package that included a universal land tax from which the privileged classes would no longer be exempt. To garner support for these measures and forestall a growing aristocratic revolt, the king summoned the Estates General (les états généraux)– an assembly representing France's clergy, nobility and middle class–for the first time since 1614. The meeting was scheduled for May 5, 1789. In the meantime, delegates of the three estates from each locality were required to compile lists of grievances (cahiers de doléances) to present to the king.

The French revolution at Versailles: Rise of the Third Estate

The population of France had changed considerably since 1614. The non-aristocratic members of the Third Estate now represented 98 per cent of the people but could still be outvoted by the other two bodies.

In preparation for the May 5 meeting, the Third Estate began to mobilise support for equal representation and the abolition of the noble veto powers. In other words, they wanted voting by head and not by status. While all of the orders shared a common desire for fiscal and judicial reform as well as a more representative form of government, the nobles in particular were not ready to give up the privileges they enjoyed under the traditional system.

By the time the Estates General convened at Versailles, the highly public debate over its voting process had erupted into hostility between the three orders defeating the original purpose of the meeting and the authority of the King who had convened it. On June 17th, the Third Estate met alone and formally adopted the title of National Assembly. Three days later, they met in a nearby indoor tennis court and took the so-called Tennis Court Oath (serment du jeu de paume), vowing not to disperse until constitutional reform had been achieved. Within a short time, most of the clerical deputies and 47 liberal nobles had joined them, and on June 27th Louis XVI grudgingly absorbed all three orders into the new assembly.

The French Revolution hits the streets: The Bastille and the great fear

On June 12, as the National Assembly continued to meet at Versailles, fear and violence raged the capital. Though enthusiastic about the recent breakdown of royal power, Parisians panicked as rumours of an impending military coup began to circulate. A popular insurgency escalated on July 14th when rioters stormed the Bastille fortress in an attempt to secure gunpowder and weapons. Many consider this event, now commemorated in France as a national holiday, as the start of the French Revolution.

The wave of revolutionary fever and widespread hysteria quickly swept the countryside. Revolting against years of exploitation, peasants looted and burned the homes of tax collectors, landlords and the seigniorial elite. Known as the Great Fear (la Grande peur), the agrarian insurrection propelled the growing exodus of nobles from the country. The National Constituent Assembly decided to abolish feudalism on August 4, 1789, by signing what was later called the "death certificate of the old order."

The French Revolution's political culture: drafting a constitution

On August 4th, the Assembly adopted the Declaration of the Rights of Man and of the Citizen, a statement of democratic principles grounded in the philosophical and political ideas of thinkers like Jean-Jacques Rousseau (1712–1778). The document proclaimed the Assembly's commitment to replace the Ancien Régime with a system based on equal opportunity, freedom of speech, popular sovereignty and representative government.

The drafting of a formal constitution proved much more of a challenge for the National Constituent Assembly, which had the added burden of functioning as a legislature during harsh economic times. For months, its members wrestled with fundamental questions about the shape and expanse of France's new political landscape. For instance, who would be responsible for electing delegates? Would the clergy owe allegiance to the Roman Catholic Church or the French government? How much authority would the king retain after a failed attempt to flee in June 1791? On September 3rd, 1791, France adopted her first written constitution, establishing a constitutional monarchy in which the king enjoyed royal veto power and the ability to appoint ministers. This compromise did not sound well with radicals like Maximilien de Robespierre, Camille Desmoulins and Georges Danton. These began drumming up for popular support for a more republican form of government and the trial of Louis XVI.

The French Revolution turns radical: terror and revolt

In April 1792, the newly elected Legislative Assembly declared war on Austria and Prussia, where it believed French émigrés were building counterrevolutionary alliances. It also hoped to spread its revolutionary ideals across Europe through warfare. Meanwhile, the political crisis took a radical turn at home when a group of insurgents led by the extremist Jacobins attacked the royal residence in Paris and arrested the king on August 10th, 1792. The following month, amid a wave of violence in which Parisian insurrectionists massacred hundreds of accused counterrevolutionaries, the Legislative Assembly was replaced by the National Convention, which proclaimed the abolition of the monarchy and the establishment of the French Republic. On January 21st, 1793, the National Convention had King Louis XVI, condemned to death for high treason and crimes against the state and sent to the guillotine. His

wife Marie-Antoinette (1755–1793) suffered the same fate nine months later.

Following the king's execution, war with various European powers and intense divisions within the National Convention the French Revolution entered its most violent and turbulent phase. In June 1793, the Jacobins seized control of the National Convention from the more moderate Girondins and instituted a series of radical measures. These measures included the establishment of a new calendar and the eradication of Christianity. They also unleashed the bloody Reign of Terror (la Terreur), a 10–month period in which thousands of suspected enemies of the revolution were guillotined. Many of the killings were carried out under orders from Robespierre. Robespierre dominated the Committee of Public Safety until his own execution on July 28, 1794. His death marked the beginning of the moderate phase in which the French people revolted against excesses of the Reign of Terror.

The French Revolution ends: Napoleon's rise

On August 22, 1795, the National Convention, composed largely of Girondins who had survived the Reign of Terror, approved a new constitution that created France's first bicameral legislature. Executive power was in the hands of a five-member Directory ("Directoire") appointed by parliament. The royalists and Jacobins protested the new regime but were swiftly silenced by the army, now led by Napoleon Bonaparte.

The Directory's four years in power were riddled with financial crises, popular discontent, inefficiency and, above all, political corruption. By the late 1790s, the directors relied almost entirely on the military to maintain their authority and had ceded much of their power to the generals in the field. On November 9th, 1799, Bonaparte staged a coup d'état, abolishing the Directory and appointing himself France's "first consul." The event marked the end of the French Revolution and the beginning of the Napoleonic era, in which France would come to dominate much of continental Europe.

End unit assessment

Answers to the end unit assessment
(See Learner's Book)

1. Characteristics of the ancient regime in France before 1789 are:

French rule under the ancient regime was characterised by despotic kings, especially from the time of Louis XIV. The administration was characterised by dictatorship, nepotism and abuse of human rights. The king's powers were absolute and could not be questioned. He was the law and the law was himself, and that was why he boasted that "the thing is legal because I wish it to be", "the state is myself!"

There was no written constitution, no democracy, and no fair representation in the parliament. Even the King's ministers had unlimited powers through "lettre – de – cachet" (arrest warrant with imprisonment without trial), which caused a lot of suffering to the French people, forcing them to join the French revolution.

2. The role of the French philosophers in the outbreak of the French Revolution in 1789 is as follows:

The philosophers were great thinkers who were highly educated in world affairs. They put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of the French society and created the French revolutionary spirit among the peasants and middle classes.

3. The French society was divided into three social classes; the clergy, the nobles and middle class with the peasants.

The clergy and nobles were enjoying a lot of privileges like owning a large tracts of land, dominating the key government posts; being exempted from taxes, forced labour, and military conscription; could not be imprisoned; could be promoted in the army; were entitled to education to be judged by special courts, to extract tributes from the peasants, to have the rights to get pensions; to enjoy all forms of freedom; to have slaves; to stay in the King's palace; and had the right move with weapons in public.

The peasants and the middle class were 23 million out of 25 million, but were denied to all sorts of freedom, were subjected to forced labour, unfair taxation, imprisoned without trial, and were denied promotion in the army and higher education.

The middle class, the bourgeoisie, was composed of teachers, lawyers, doctors, scientists and industrialists and they had the problem that despite their education, they were excluded from top posts in the government and in the army. They had also to lend money to the government and were not sure of recovering that money. By 1789, they had read and interpreted the work of philosophers which forced them to fight against the ancient regime.

4. Positive effects of the French revolution of 1789 are as follows:
   - The 1789 French revolution destroyed the Bastille as a symbol of despotism on 14th July, 1789.
   - The revolutionaries succeeded in spreading the French revolutionary principles of equality, liberty, and fraternity beyond French borders.
   - The French revolution brought freedom of worship in France and ended Catholic Church dominance in state affairs.
   - It ended feudal privileges on August 4th, 1789. The land that beloved to the Catholic Church and the nobles was nationalised and given to the landless peasants at cheaper prices.
   - Multiparty politics was achieved in France with various political parties or clubs like Jacobins, Girondins, Feuillants, Montagnards and Cordeliers.
   - The national assembly produced a new constitution in November 1791.
   - It ended despotism in France.

5. Below are the negative effects of the 1789 French Revolution:
   - It led to terrible loss of lives and destruction of property.
   - The revolution led to serious financial collapse and decline due to numerous wars which France fought with the rest of Europe.
   - It forced many French people into exile in Austria, Russia and Italy where they came to be known as the émigrés.
   - The 1789 French revolution led to the outbreak of the 1830 and 1848 revolutions in Europe that left a lot of lives and properties destroyed.

6. The financial crisis led to the French revolution in the following ways:
   - People lost confidence in the government and wished it could be removed.
   - When the government failed to pay back the money it had borrowed from the middle class, the people decided remove the government.
   - The crisis led to the inflation and unemployment, which forced people into the revolution.
   - It forced the King to call the Estates General meeting which started the revolution.

Remedial activities

Questions
1. Mention two causes of the French Revolution.
2. Give three effects of the French Revolution.

Answers:
1. Two causes of the French Revolution are:
   - The role played by the French philosophers
   - Unfair land ownership
   - Weakness of the monarchy
2. Three effects of the French Revolution are:
   - The July 1790 Civil Constitution of the Clergy which was passed during the French revolution made the Catholic Church and the state enemies.
   - It spoilt the diplomatic relations between France and her neighbours like Prussia, Austria, Russia and Britain due to the mistreatment of King Louis XVI.
   - The 1789 French revolution inspired the outbreak of the 1830 and 1848 revolutions in Europe.

Extended Activities

Questions
1. Analyse five causes of the French Revolution.
2. Identify three effects of the French Revolution.

Answers
1. Five causes of the French Revolution are the following:
   - Influence of England: England provided an example to the French society. By 1750, she had modernised and had the best parliament, a good constitution and she had an independent Judiciary as well as freedom of religious practices. In addition to a better political environment, England became a reference for political philosophers who based their arguments on Britain. Many French people desired the life of England and wanted to put it into practice through the 1789 French Revolution.
   - Dismissal of the financial reformers: Capable financial controllers, Turgot and Necker, were dismissed and this worsened financial

crisis in France. They had suggested reforms of taxing the wealth of the nobles and the clergy, but the Queen advised the King to expel them because they had attacked financial mismanagement at the royal palace. This led to the revolution against the King Louis XIV and his wife Marie Antoinette in 1789.

- Role of the French philosophers: The philosophers were great thinkers who were highly educated in world affairs who put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of the French society and instilled a revolutionary spirit among the French peasants and middle classes.

- Unfair land ownership: The land was unfairly distributed among the nobles and the clergy at the expense of the majority peasants. The church also owned 20 per cent of the land, which it rented to the peasants. So, the peasants survived as tenants on their landlord's estates who exploited them. This is one reason why they demanded for reforms in the revolution of 1789.

- Unfair taxation system: By 1789, the taxation system of France was unfair. The poor peasants were forced to pay a lot of taxes like salt tax, church tax, property tax, road tax, tithe and customs duty while the rich nobles and the clergy were exempted from taxation. The peasants, tired of this unfair taxation system rose up in the French revolution.

2. These are three effects of the French Revolution:

The French revolutionaries passed a radical law known as "Civil Constitution of the Clergy" and brought freedom of worship in France and ended the Catholic Church dominance in state affairs. The national assembly produced a new constitution in November 1791.

The French revolution ended feudal privileges on August 4th 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalised and given to the landless peasants at cheaper prices.

It led to the declaration of rights of man and citizens on August 27th 1789. The document abolished the social class divisionism, which had existed in France during the Bourbon monarchy (ancient regime) and this brought equality among French citizens. It also declared that all men were equal before the law.

Unit VII: Causes and effects of the First World War

Key Unit Competence

To be able to explain the causes and effects of the First World War

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- The Franco-Prussian War of 1870–1871
- The creation and development of alliance system including Triple Alliance and Triple Entente.
- The 19th Century nationalistic movements in Europe.
- Economic imperialism among European countries
- Decline of the Ottoman Empire

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aimed at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. During discussion, decision making and drawing of conclusions, learners will adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas about the First World War through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively. For instance, learners will have to make different presentations of their findings about the First World War and while discussing in their respective group works.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions about the causes and effects of the First World War. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further research themselves on causes and effects of the First World

War explored in this unit. In so doing, they will have the opportunity to use resort to Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Armistice, belligerent, ceasefire, drag on, triple entente, triple alliance, arms race, dreadnought, nationalism, Slavic people, rivalry, pan-Slavism, ultimatum, propaganda, Kaiser, mobilisation, treaty, inflation

Guidance on the problem statement

Begin with an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the causes and effects of the First World War.

One of suggested problem statement here is the following: "Analyse the causes and effects of the First World War." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, the teacher will help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;

- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat them with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Teachers can assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them they are poor compared to others. Alternatively, the teacher should do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all.

It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Sit them next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning, the teacher can:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Ensure they are audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate
- Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems such as inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Leaners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners:

- Reinforce their positive behaviour through rewards;
- Involve parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Use teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use of large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Causes of the First World War: Lack of an international peace keeping body, lack of peaceful statesmen and the alliance system	1
2	Causes of the First World War: Economic imperialism among European countries, arms race and growth of nationalism	1
3	Causes of the First World War: Franco-Prussian war of 1870–1871 and aggressive character of Kaiser William	1
4	Causes of the First World War: Role of the mass media and the Sarajevo incident	1
5	Military plans of the First World War	1
6	The course of the war	1
7	Consequences of the First World War	1
8	Aims and terms of the 1919 Versailles Peace Treaty	1
9	Achievements and failures of the Versailles Peace Treaty	1

10	Effects of the 1919 Versailles Peace Treaty on Germany	1
11	Evaluation	1

Lesson Development

Lesson 1: Causes of the First World War: Lack of the international peace keeping body, lack of peaceful statesmen and alliance system

Learning objective

Learners are able to explain the lack of the international peace keeping body and lack of peaceful statesmen and alliance system as causes of the First World War.

Prerequisites/Revision/Introduction

As introduction to the new lesson, invite learners to analyse the relationship between European countries on the eve of the outbreak of First World War. See Learner's Book.

Teaching aids

Learner's books, and a world map and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 1 and 2 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 1.

Questions

Discuss the immediate causes of the First World War. Do you think the Sarajevo incident could have triggered off the First World War? Present your views to the class.

Suggested answers

- Press or Mass media such as radio, newspapers like The London Times did not only publicise the preparation for war but also dramatized the war situation.

- The Sarajevo incident of June 28th, 1914 was the immediate cause of the First World War. This involved the assassination of Franz Ferdinand, the heir of Austrian throne, and his wife Sophia at Sarajevo by a Serbia Gravrilo Princip.

Austria was already sick with Serbian nationalism and decided to use the incident to punish Serbia, hence starting the war.

Lesson 2: Causes of the First World War: Economic imperialism among European countries, arms race and growth of nationalism

Learning objective

Learners are able to analyse the economic imperialism among European countries, arms race, and growth of nationalism as causes of the First World War.

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to explain one long term cause of the outbreak of the First World War. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 2.

Question

Discuss the reasons that led the Americans to join the First World War.

Suggested answer

Germany destroyed an American ship that was carrying passengers, thinking that it was carrying weapons to the members of the Triple Entente.

The attack caused the loss of 128 Americans out of almost 200.

This drew USA into the war.

The discovery that Germany was trying to persuade Mexico to declare war on the USA, promising her Texas, New Mexico and Arizona in return, forced USA to join the war.

Again USA joined the war because she wanted to secure the loans she had given to the Triple Entente members.

Lesson 3: Causes of the First World War: Franco-Prussian war of 1870–1871 and the aggressive character of Kaiser William

Learning objective

Learners are able to analyse Franco-Prussian war of 1870–1871 and aggressive character of Kaiser William as causes of the First World War.

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to explain how Arms Race contributed to the outbreak of the First World War. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 3

Question

Discuss the consequences of the World War I.

Suggested answer

- The war led to the rise of Japan and USA as super powers and enrichment of certain countries like Canada, Brazil, Mexico and Argentina among others;
- It led to the formation of new independent states like Poland, Romania, Yugoslavia and Czechoslovakia.

- The First World War had had consequences in Rwanda such as the famine "Rumanura", the end of German rule and the beginning of Belgian rule.

Lesson 4: Causes of the First World War: role of the mass media and the Sarajevo incident

Learning objective

Learners are able to explain role of the mass media and the Sarajevo incident as causes of the First World War.

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to explain how aggressive character of Kaiser William contributed to the outbreak of the First World War. See Learner's Book.

Teaching aids

Learner's books, and a world map and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

A teacher should organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 4.

Questions
1. Write in your exercises book or elsewhere the objectives of the Versailles Peace Treaty. Present your findings to the class.
2. With the help of the internet discuss the achievements of the Versailles Peace Treaty. Make a presentation to the class
3. Identify the failures/weaknesses of the Versailles Peace Treaty.

Present your findings to the class.

4. Discuss the consequences of the 1919 Versailles Peace Treaty on Germany. Do you think this treaty was fair towards Germany? Present you discussion to the class.

Suggested answers

1. The aims of the Versailles Peace Treaty include the following:
   - To maintain lasting peace in the world
   - To look for ways to punish Germany and her allies
   - To promote the political integrity of independent states.

2. The achievements of the Versailles Peace Treaty were the following:
   - The Versailles Peace Treaty destroyed the German arms and her army was reduced to 100,000 soldiers to prevent her military aggression.
   - The treaty granted independence to some states like Yugoslavia, Serbia, Montenegro, Poland, and Czechoslovakia.
   - The treaty came up with a disarmament policy and although it was only applied on defeated powers, it helped in maintaining world peace.

3. The failures of the Versailles Peace Treaty were the following:
   - The war reparations of 6.6 billion for pounds were impossible for Germany to pay.
   - The disarmament policy was also unfair because it was only Germany to be disarmed while other European powers were busy manufacturing weapons.
   - Germany's loss of territories in Europe and Africa lead to the loss of raw materials and markets, leading to economic decline in Germany.

4. The following are the consequences of the 1919 Versailles Peace Treaty on Germany:
   - The landlocked Poland was granted a corridor to the Port of Danzig in the Baltic sea through Germany.
   - The Germans who were greatly inspired by Adolf Hitler attacked and opposed the Weimar Republic leaders for having accepted the treaty whose the terms were unfair and harsh on Germany. It demilitarised the Rhinelands and all the fortifications that Germany had already made on the banks of the Rhine were destroyed.

- The treaty forced the defeated Germany to give back Schleswig to Denmark, Alsace and Lorraine mineral provinces to France.

Lesson 5: Military plans of the First World War

Learning objective

Learners are able to describe military plans of the First World War.

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to account for the role played by the Sarajevo incident in the outbreak of the First World War. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment language.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Explain the German military plan of Alfred von Schlieffen.
2. Explain the French military plan of French General Joffre.

Suggested answers
1. According to the German Schlieffen Plan, in case of war, Germany assumed that France would automatically join Russia. Germans wanted to attack France first hoping it could be defeated in six weeks. German forces would then be switched rapidly across to face Russia whose mobilisation was expected to be slow.

The plan called for German armies to invade Belgium and sweep into France, moving south and west to capture Paris before pushing the French armies east towards the German border.

2. French General Joffre's Plan: He wanted to lead an offensive against Germany in order to recapture its territories of Alsace-Lorraine which she had lost during the Franco-Prussian war of 1870–1871.

Lesson 6: The course of the war

Learning objective

Learners are able to describe the course of the First World War.

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to explain how German Schlieffen Plan had to be applied. See Learner Book.

Teaching aids

Learner's books, and a world map. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 3 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Discuss the reasons that led the Americans to join the First World War.
2. Find out two factors that led to the defeat of Central Powers.

Suggested answers
1. Germany destroyed an American ship that was carrying passengers, thinking that it was carrying weapons to the members of the Triple

Entente. The attack caused the loss of 128 Americans out of almost 200. This drew USA into the war.

The discovery that Germany was trying to persuade Mexico to declare war on the USA, promising her Texas, New Mexico and Arizona in return, forced USA to join the war.

Again USA joined the war because she wanted to secure the loans she had given to the Triple Entente members.

2. Two factors that led to the defeat of Central Powers:
    *   The continuous heavy losses on the side of Germany led to the loss of the best troops. By 1918, Germany had new troops who were young, lacked experience and hence were quickly defeated.
    *   The German submarine campaign made a mistake because it brought USA in First World War which contributed to the defeat of Germany.

Lesson 7: Consequences of the First World War

Learning objective

Learners are able to assess the consequences of the First World War

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to explain the factors that led to the entry of USA in the First World War. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 4 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain two consequences of the First World War.
2. Account two effects of the First World War on Rwanda.

Suggested answers

1. Two consequences of the First World War:
   - The war led to the rise of Japan and USA as super powers and enrichment of certain countries like Canada, Brazil, Mexico and Argentina among others;
   - It led to the formation of new independent states like Poland, Romania, Yugoslavia and Czechoslovakia.
2. The First World War had consequences in Rwanda such as the famine "Rumanura", the end of German rule and the beginning of Belgian rule.

Lesson 8: Aims and terms of the 1919 Versailles peace treaty

Learning objective

Learners are able to interpret the aims and terms of the 1919 Versailles peace treaty.

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to explain the consequences of the First World War on Africa. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 5 and 6 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain two terms of the 1919 Versailles Peace Treaty.
2. Point out three aims of the Versailles Peace Treaty.

Suggested answers

1. The terms of the Versailles Peace Treaty include the following:
   - Germany was forced to reduce her soldiers from 4,000,000 to 100,000 soldiers;
   - Germany lost her overseas territories in Africa like Rwanda, Burundi, and Togo.
2. Three aims of the Versailles Peace Treaty include the following:
   - To maintain lasting peace in the world
   - To look for ways to punish Germany and her allies
   - To promote the political integrity of independent states.

Lesson 9: Achievements and failures of the Versailles Peace Treaty

Learning objective

Learners are able to evaluate achievements of the 1919 Versailles Peace Treaty.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to explain the terms of the Versailles peace treaty. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment language.

Learning activities

Organise learners into groups and then invite them to do activities 7and 8 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Find out three achievements of the 1919 Versailles Peace Treaty.
2. Explain three failures of the 1919 Versailles Peace Treaty.

Suggested answers

1. The achievements of the Versailles Peace Treaty were the following:
    • The Versailles Peace Treaty destroyed the German arms and her army was reduced to 100,000 soldiers to prevent her military aggression.
    • The treaty granted independence to some states like Yugoslavia, Serbia, Montenegro, Poland, and Czechoslovakia.
    • The treaty came up with a disarmament policy and although it was only applied on defeated powers, it helped in maintaining world peace.
2. The failures of the Versailles Peace Treaty were the following:
    • The war reparations of 6.6 billion for pounds was impossible for Germany to pay.
    • The disarmament policy was also unfair because it was only Germany to be disarmed while other European powers were busy manufacturing weapons.

- Germany's loss of territories in Europe and Africa lead to the loss of raw materials and markets, leading to economic decline in Germany.

Lesson 10: Effects of the 1919 Versailles Peace Treaty on Germany

Learning objective

Learners are able to explain effects of the 1919 Versailles Peace Treaty on Germany.

Prerequisites/Revision/Introduction

As revision of the former lesson, invite learners to explain some of the achievements of Versailles Peace Treaty. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 9 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain three effects of the 1919 Versailles Peace Treaty on Germany

Suggested answers

The following are the effects of the 1919 Versailles Peace Treaty on Germany:

The landlocked Poland was granted a corridor to the Port of Danzig in the Baltic sea through Germany.

The Germans who were greatly inspired by Adolf Hitler attacked and opposed the Weimar Republic leaders for having accepted the treaty whose the terms were unfair and harsh on Germany.It demilitarised the Rhinelands and all the fortifications that Germany had already made on the banks of the Rhine were destroyed.

The treaty forced the defeated Germany to give back Schleswig to Denmark, Alsace and Lorraine mineral provinces to France.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit. (See Learner's Book)

Additional information

Causes of the First World War

In the background, there were many conflicts between European nations. Nations grouped themselves to form military alliances as there was tension and suspicion among them. The causes of the First World War were:

1. Conflict between Imperialist countries: Ambition of Germany
   - Conflict between old imperialist countries (Britain and France) versus new imperialist countries (Germany).
   - Germany ship – Imperator.
   - German railway line – from Berlin to Baghdad.
2. Ultra Nationalism
   - Pan Slav movement – Russian, Polish, Czhech, Serb, Bulgaria and Greek.
   - Pan German movement.
3. Military Alliance
   - Triple Alliance or Central Powers (1882) – Germany, Italy, Austria-Hungary.

- Triple Entente or Allies (1907) – Britain, France, Russia.

Note: Although Italy was a member of the Triple Alliance alongside Germany and Austria-Hungary, it did not join the Central Powers, as Austria-Hungary had taken the offensive, against the terms of the alliance. These alliances were reorganised and expanded as more nations joined the war. Italy, Japan and the United States joined the Allies, while the Ottoman Empire and Bulgaria joined the Central Powers.

4. International Anarchy
   - The secret agreement between Britain and France allowed Britain to control Egypt and France to take over Morocco. Germany opposed this, but settled with a part of French Congo.
   - The Hague conferences of 1882 and 1907 failed to emerge as an international organisation.

5. Balkan Wars
   - Many Balkan nations (Serbia, Bulgaria, Albania, Greece and Montenegro) were under the control of Turkey. They defeated Turkey in the First Balkan War. The subsequent war was between the Balkan countries themselves – e.g: Serbia versus Bulgaria.
   - Defeated countries like Turkey and Bulgaria sought Germany's help.

6. Alsace-Loraine
   - During German unification, Germany captured Alsace-Loraine from France. France wanted to capture Alsace-Loraine back from Germany.

7. Immediate Cause: Assassination of Francis Ferdinand
   - Austrian Archduke Francis Ferdinand was assassinated by a Serbian native (in Bosnia). Austria declared war on Serbia on 28th July, 1914.

The Course of the War

- **Group 1 (Allies):** Serbia, Russia, Britian, France, USA, Belgium, Portugal, Romania, etc.
- **Group 2 (Central Powers):** Austria-Hungary, Germany, Italy, Turkey, Bulgaria etc.
- War on Western Side: Battle of Marne.

- War on Eastern Side: Battle of Tennenberg (Russia was defeated).
- War on the Sea: Battle of Dogger Bank (Germany was defeated), Battle of Jutland (Germany retreated).
- USA joined war in 1917.
- Russia withdrew in 1917 after the October Revolution.

Treaty of Versailles, Paris

- Germany signed a treaty with Allies (Triple Entente) on 28th June 1919 at Versailles, near Paris.
- **Leaders:** Clemenceau — France, Lloyd George—Britain, Woodrow Wilson — USA, Orlando —Italy.

Treaties after First World War

- Treaty of Paris – with Germany.
- Treaty of Saint Germaine – with Austria.
- Treaty of Trianon- with Hungary.
- Treaty of Neuilly – with Bulgaria.
- Treaty of Severes – with Turkey.

Consequences of the First World War

- The German monarchy ended. Germany became a Republic in November 1918. The German Emperor, Kaiser William II, fled to Holland.
- Around 10 million of people were killed.
- There was unemployment and famine.
- Epidemics broke out.

- The fall of the Russian empire after the October revolution (1917) which resulted in the formation of USSR (1922)
- Emergence of USA as a superpower.
- Beginning of the end of European supremacy.
- Japan became a powerful country in Asia.
- Poland, Yugoslavia and Czechoslovakia became new independent states.
- The Baltic countries — Estonia, Latvia and Lithuania — became independent.
- The Ottoman rule came to an end in Turkey.
- New boundary lines were drawn for Austria, Germany and Turkey.
- It strengthened independence movements in Asia and Africa.
- The League of Nations came into being.
- Germany returned Alsace-Loraine to France.
- German lost colonies which were shared by other nations.
- Germany gave up Saar coal field.
- Germany gave up the Polish Corridor, and became the city of Danzig independent.
- Monarchy was abolished in Austria, Hungary, Turkey and Russia.
- The harsh clauses of the Treaty of Versailles finally resulted in the Second World War.

End unit assessment

Answers to the end unit assessment (See the Learner's Book)

1. The two antagonists (opposing alliances) during First World war were:

    The Allies also called the Triple Entente: Britain, France and Russia

    The central Powers or Triple Alliance: Germany, Austria-Hungary and Italy.

2. The main causes of the First World War were:
    - Lack of an international peace keeping body because the Congress system which would have solved a local affair between Austria and Serbia had collapsed in 1914.

- Economic competition among European countries mostly between Germany, France and Britain let to problems like the Moroccan crisis in 1906 and 1911 when Germany lost Morocco to France.
- Alliance system
- Rapid spread of industrialisation, especially in Germany
- Growth of intense nationalism
- The Arms race or military rivalry among European nations

3. The economic consequences of the first World war in Europe
   - It led to destruction of property and life.
   - Germany lost rich territories.
   - It led to women emancipation.
   - It led to the decline of triple alliance members.
   - German military equipment was confiscated.
   - German was asked to pay compensation of 6.6 billion pounds..
   - It led to the problem of unemployment in Germany and in Britain.
   - It led to the great changes in the political map of Europe.
   - The provinces of Alsace and Lorraine were handed over back to France.
   - It led to the rise of Fascism in Italy and Nazism in Germany.

4. The objectives of the Versailles Peace Treaty in Europe were:
   - To maintain lasting peace in the World
   - To look for ways of punishing Germany and her allies
   - To promote political integrity of independent states
   - To reduce production of dangerous weapons
   - To redraw the political map of Europe
   - To set up a body for maintaining international peace
   - To free the different races dominated by Germany.

5. The main achievements of the League of Nations were:
   - The International Labour Organisation (ILO) was formed to improve the general condition of workers.
   - It put in place ways of looking after refugees.

- It provided assistance to people.
- It recorded success in health by disease control.
- It also organised campaigns against malaria, leprosy, rabies and syphilis.
- It recorded success in maintaining peace by solving political conflicts that involved small powers.
- It monitored and controlled mandated states.
- It helped in reducing Germany's supremacy.
- It affectively solved the problem of slavery and drug trafficking.

Remedial activities

Questions
1. Give three causes of the First World War.
2. Identify three weaknesses of the 1919 Versailles Peace Treaty.

Answers
1. Three causes of the First World War are the following:
   - Lack of an international peace keeping body because the Congress System which would have solved a local affair between Austria and Serbia had collapsed in 1914,
   - The alliance system initiated by Bismarck such as Triple Alliance and Triple Entente, were formed for defensive purposes, but thereafter became hostile to each other, leading to the First World War.
   - Economic competition among European countries mostly between Germany, France and Britain created problems like the Moroccan Crises in 1906 and 1911 when Germany lost Morocco to France,
2. Three weaknesses of the 1919 Versailles peace treaty are as follows:
   - The treaty was imposed on Germany because Germany was only invited to sign without participating in the negotiations.
   - It was too harsh on Germany in terms of disarmament which encouraged Adolf Hitler to rise up and start an arms race that led to the Second World War.
   - It forced Germany to pay huge sums of war reparations in forms of physical goods like ships, chemicals, cattle and agricultural

products, plus 6.6 billion pounds. This led to unemployment in Germany and economic depression.

Extended Activities

Questions

1. Analyse the immediate cause of the First World War.
2. Assess two effects of the First World War
3. What were the aims/objectives of the 1919 Versailles Peace Treaty?
4. Examine two achievements of the 1919 Versailles Peace Treaty.
5. Assess two effects of the 1919 Versailles Peace Treaty on Germany.

Answers

1. Sarajevo incident of June 28th, 1914 was the immediate cause of First World War. On this day Franz Ferdinand, the heir to the Austrian throne, was assassinated together with his wife Sophia at Sarajevo by a Serbian Gravrilo Princip. Austria was already sick with Serbian nationalism and decided to use the incident to punish Serbia, causing the World War.

2. Two effects of the First World War are the following:
   - The rise of dictators like Benito Mussolini in Italy and Adolf Hitler in Germany.
   - The rise of Japan and USA as superpowers.
   - Enrichment of certain countries like Canada, Brazil, Mexico and Argentina.

3. Two achievements of the 1919 Versailles Peace Treaty are the following:

   The 1919 Versailles Peace Treaty ended the First World War and brought relative peace in Europe during the inter-war period from 1919 up to 1939.

   The Versailles Peace Treaty granted independence to states like Yugoslavia, Serbia, Montenegro, Poland, and Czechoslovakia.

4. Two effects of the 1919 Versailles Peace Treaty on Germany are the following:
   - The Germans who were greatly inspired by Adolf Hitler attacked and opposed the Weimar Republic leaders for having accepted the treaty whose terms were unfair and harsh on Germany.

- It demilitarised the Rhine lands and all the fortifications that Germany had already made on the banks of the Rhine were destroyed beyond repair.

UNIT VIII: Between two Wars

Key unit competence

To be able to explain the causes and effects of the 1929 economic crisis and the rise of totalitarian regimes (Fascism and Nazism) in Europe.

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- The US stock exchange market system;
- The policy of protectionism;
- Effects of the First World War;
- The gold standard system;
- The weakness of the League of Nations

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners both (boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasked or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively about the situation in the world during the period between the war. For instance, learners will have to make different presentations of the results of their findings and while discussing in their respective group works.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts. They will also make sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or research.

Lifelong Learning

Learners will be given take-home assignments and will be also invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Crash, economic crisis, economic depression, protectionism,   inflation, socialism, emancipation, Nazism, fascism, totalitarian, banner, censorship, demagogue, disdain, fraudulent, indemnity, ousting, pervert, plebiscite, rampant, subversive, suicide

Guidance on the problem statement

Provide an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the world situation between the two world wars.

One of suggested problem statement here is the following: "Account for the rise and downfall of the totalitarian regimes in Europe and be able to compare and contrast Fascism and Nazism". This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allowing such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Teachers can assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Do not reprimand such learners or show them they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- Be more patient with them;

- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Sit them next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the learner can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;

- 🔲 Shouting when talking;
- 🔲 Making regular consultation with those sitting next to them;
- 🔲 Delaying to respond unless the learners are looking at the teacher;
- 🔲 Giving irrelevant responses;
- 🔲 Paying less attention and often being inactive during the lesson;
- 🔲 Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning:

- 🔲 Look at the learner when speaking;
- 🔲 Speak clearly and loudly;
- 🔲 Sit them next to another learner who can help;
- 🔲 Write instructions on the chalkboard;
- 🔲 Ensure they are audible enough while teaching;
- 🔲 Encourage the learners to sit at the front in class;
- 🔲 Regularly check the learners' notes to ensure they are writing the right things;
- 🔲 Give the learner a slate (urubaho) to help them communicate
- 🔲 Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems e.g. inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- 🔲 Referring them to a speech therapy specialist when need be;
- 🔲 Avoiding interrupting them when they are talking, thus you should display high level of patience;
- 🔲 Paying attention to all their needs;
- 🔲 Demonstrating various concepts whenever possible;
- 🔲 Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners, the teacher can:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Use teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Origin and objectives of the League of Nations	1
2	Organs of the League of Nations	1

3	Achievements and Weaknesses of the League of Nations	3
4	Causes of the great world economic depression	1
5	Measures to overcome the world economic depression	1
6	Effects of the world economic depression	1
7	Rise of Fascism and Mussolini in Italy and factors for the rise of Mussolini and fascism in Italy	1
8	Mussolini's internal policy and his methods to consolidate himself in power in Italy and his failures	1
9	Factors for the rise of Hitler to power and rise of Nazism in Germany	1
10	Consolidation of Hitler in power and factors for the downfall of Hitler and Nazism	1
11	Evaluation	1

Lesson Development

Lesson 1: Origin and the objectives of the League of Nations

Learning objective

Learners are able to identify the origin and the objectives of the League of Nations.

Prerequisites/Revision/Introduction

As introduction of the new lesson, emphasize on the positive effects of the Versailles Peace Treaty including the   formation of the League of Nations. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, ause a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activity 1 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson 1

Questions

1. Research on the organs of the League of Nations. Present them to the class.
2. Identify the achievements of the League of Nations. Your group reports to the class. Compare your work with that of other groups.
3. In your view, what were the weaknesses of the League of Nations? Present your findings to the class.
4. Use the internet to get information about the reasons which made the League of Nations fail to preserve peace during the inter-war period of 1920–1939. Make a presentation to the class.

Suggested answers

1. The organs of the League of Nations were the following:

Between two Wars

- General Assembly
- Council of the League
- Secretariat
- Permanent Court of International Justice
- Commissions and Committees

2. The major achievements of the League of Nations are the following:
- In 1925 the Lorcano conference was held and the Lorcano Treaty was signed by Germany, Britain, Belgium, Italy and France. Under

this treaty Germany was admitted to the LON in 1926 and this restored world peace.

- The international court of justice was set up at the Hague and by 1939 it had mediated the signing of about 400 agreements and settled 70 cases of international concern.

- The League succeeded in preparing Iran, Yugoslavia, Turkey, Hungary, Romania and Czechoslovakia, among others, for independence by 1932.

3. The League of Nations registered the following failures:

- In its mission of ensuring world disarmament it failed to disarm victorious powers like France, Britain, USA and Russia but only disarmed Germany as a defeated power.

- It failed to form a joint international army that would have been used in checking the activities of dictators and aggressors.

Lesson 2: Organs of the League of Nations

Learning objective

Learners are able to describe organs of the League of Nations.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to point out the objectives of the League of Nations. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Find out the duties of the Secretariat of the League of Nations.
2. Identify the organs of the League of Nations.

Suggested answers
1. The Secretariat of the League of Nations had the duties of looking after all the paperwork, preparing agendas and writing resolutions and reports for carrying out the decisions of the League of Nations.
2. The organs of the League of Nations were the following:
   - General Assembly
   - Council of the League
   - Secretariat
   - Permanent Court of International Justice
   - Commissions and Committees

Lesson 3: Achievements and Weaknesses of the League of Nations

Learning objective

Learners are able to assess the achievements and weaknesses of the League of Nations.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to point out the objectives of the League of Nations. See Learner's Book

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 3, 4 and 5 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain three achievements of the League of Nations.
2. Give two failures of the League of Nations.

Suggested answers

1. Three achievements of the League of Nations are the following:
   - In 1925 the Lorcano conference was held and the Lorcano Treaty was signed by Germany, Britain, Belgium, Italy and France. Under this treaty Germany was admitted to the LON in 1926 and this restored world peace.
   - The international court of justice was set up at the Hague and by 1939 it had mediated the signing of about 400 agreements and settled 70 cases of international concern.
   - The League succeeded in preparing Iran, Yugoslavia, Turkey, Hungary, Romania and Czechoslovakia, among others, for independence by 1932.
2. The League of Nations registered the following failures:
   - In its mission of ensuring world disarmament it failed to disarm victorious powers like France, Britain, USA and Russia but only disarmed Germany as a defeated power.
   - It failed to form a joint international army that would have been used in checking the activities of dictators and aggressors.

Lesson 4: Causes of the Great world economic depression

Learning objective

Learners are able to analyse the causes of the Great world economic depression.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to find out some achievements and failures of the League of Nations. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activity 6 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions and suggested answers to assess lesson4
Questions

1. Work with a classmate and identify the effects of the world economic crisis of 1929. Make a presentation to the class.
2. Explain any four causes of the Great World Economic Depression that hit USA from 1929 up to 1935.
3. Describe the back ground of the Great World Economic Depression.
4. Find out two measures taken by USA to solve the problem of the Economic Depression.
5. Explain one decision made at international level to overcome the Economic Depression.
6. Examine two effects of the World Economic Depression.

Suggested answers

1. See learner's book
2. Any four causes of the Great World Economic Depression that hit USA from 1929 up to 1935 were:
   - The consequences of the First World War: These include destruction of industries, communication lines, airports and cities and loss of lives, which had a negative effect on

production and the ability to purchase goods, hence leading to the depression.

- There was a rise of economic nationalism and isolationist or protectionist policy led by USA. This policy was to protect infant industries at home and it was adopted by other countries mainly in Europe. This eventually worsened the international trade situation leading to the economic depression.

- There was a general reduction in the level of international trade during and after the First World War. World trade remained low because nations were unable to import goods in large quantities due to the low level of consumption. That was why the depression started in America whose manufactured goods could not be bought.

- Payment of the war indemnity by Germany: This was imposed by the victorious powers during the signing of the 1919 Versailles Peace Treaty and it greatly affected the German economy; they printed many bank notes leading to inflation. This contributed to the outbreak of the economic depression.

3. The world economic depression was an economic stagnation which was experienced globally from 1929 to 1935. It was

characterised by total breakdown in the production processes, unemployment, low incomes, and general lack of effective demand, low prices, low investment and low economic activities in general. It began from the Canadian agricultural sector but the most disastrous period started from the USA after the "Wall Street crash" or stock market crash, on Thursday 24th, 1929 and spread to Europe and the whole world.

4. Two measures taken by USA to solve the problem of the Economic Depression:
   - New laws regulating the stock market and protecting bank depositors' savings were put in place

   - Programmes which created jobs for the unemployed such as in the Tennessee Valley Authority (TVA), construction of schools and hospitals were established.

5. A World Economic Conference was held at Geneva in 1933 and was attended by 66 countries that worked out different solutions to end the economic depression. Solutions included removing obstacles

to free trade and to implementing a uniform tax on imports and exports.

6. Two effects of the World Economic Depression are the following:
   - The world economic depression led to human suffering due to unemployment and low incomes, which led to lack of basic needs.
   - It led to the rise of dictators in Europe. These were Adolf Hitler in Germany, Benito Mussolini in Italy and General Franco in Spain.

Lesson 5: Measures to overcome the world economic depression

Learning objective

Learners are able to explain the different measures adopted to overcome the World Economic Depression.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to recap the causes the World Economic Depression. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and invite them to research on different strategies that had been adopted by various countries to put an end to the World Economic Depression (Learner's book).

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Find out two measures taken by USA to solve the problem of the

Economic Depression.

2. Explain one decision made at international level to overcome the Economic Depression.

Suggested answers

1. Two measures taken by USA to solve the problem of the Economic Depression:

   • New laws regulating the stock market and protecting bank depositors' savings were put in place

   • Programmes which created jobs for the unemployed such as in the Tennessee Valley Authority (TVA), construction of schools and hospitals were established.

2. A World Economic Conference was held at Geneva in 1933 and was attended by 66 countries that worked out different solutions to end the economic depression. Solutions included removing obstacles to free trade and to implementing a uniform tax on imports and exports.

Lesson 6: Effects of the world economic depression

Learning objective

Learners are able to evaluate the effects of the World Economic Depression.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to explain different measures adopted to overcome the World Economic Depression. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 7 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Examine four effects of the World Economic Depression.

Suggested answers

Four effects of the World Economic Depression are the following:

The world economic depression led to human suffering due to unemployment and low incomes, which led to lack of basic needs.

It led to the rise of dictators in Europe. These were Adolf Hitler in Germany, Benito Mussolini in Italy and General Franco in Spain.

It weakned the League of Nations as various member states could not meet their financial obligations to the League.

It led to international aggression of weak countries by powerful ones as a way to resolve their economic problems. For example Japan invaded China, Italy invaded Ethiopia and Germany invaded Austria.

Lesson 7: Rise of Fascism and Mussolini in Italy and factors for the rise of Mussolini and fascism in Italy

Learning objective

Learners are able to define the term Fascism, describe its characteristics, and explain the factors for the rise of Mussolini and fascism in Italy.

Prerequisites/Revision/Introduction

As introduction of the new lesson, ask learners to point out the effects of the World Economic Depression and focus on the rise of the totalitarian regimes in Europe. See Learner's Book.

Teaching aids

Learner's books, and a world map. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 8, 9 and 10 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. State two common characteristics of totalitarian regimes: Fascism and Nazism.
2. Explain two factors for the rise of Mussolini and fascism to power in Italy.

Suggested answers

1. Two totalitarian regimes: Nazism and Fascism had the following common characteristics or principles:
    - Extreme nationalism, with emphasis on rebirth of the nation after a period of decline with a belief that one's own state is superior to all.
    - Identification of enemies or scapegoats as a unifying cause in order to divert the people's attention from other problems.
    - Supremacy of the military because the ruling elites were always identified closely with the military and the industrial infrastructure that supported it.
2. Two factors for the rise of Mussolini and fascism to power in Italy:
    - Influence of communism-socialism in Italy which forced the middle class and industrial capitalists to support Mussolini who

was anti-communist to overthrow the government of King Victor Emmanuel III;

- Effects of the First World War in Italy which weakened the Italian economy and the king failed to carry out necessary socio-economic reforms due to a poor economy. Mussolini used this to denounce the government and he got a lot of support that helped him to rise to power.

Lesson 8: Mussolini's internal policy and his methods to consolidate himself in power in Italy and his failures

Learning objective

Learners are able to examine the Mussolini's internal policy and his methods to consolidate himself in power in Italy and his failures.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to explain some factors that helped Mussolini to rise to power. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 163 and 165 that are in the learner's book pages 168 and 169.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Discuss the ways used by Benito Mussolini to consolidate himself

in power in Italy.

2. Account for two failures of Mussolini.

Suggested answers

1. Mussolini employed force and violence to get rid of any form of opposition to his regime. The socialist newspaper offices were attacked and closed down and hundreds of anti-fascist elements were arrested and killed on his orders. Others were sent into exile on Lipali islands in the Mediterranean Sea. Strict censorship of the press was imposed from 1925 onwards for the purpose of controlling public opinion.

2. Mussolini failed to control malpractices within the government. There was corruption and embezzlement of government funds. By 1930, the Italian economy had deteriorated by all standards.

   • He failed to stabilise the exchange rate and he devalued the Italian currency. The Italian wages and standards of living were the lowest in Europe at the time.

Lesson 9: Factors for the rise of Adolf Hitler to power in Germany and rise of Adolf Hitler and Nazism in Germany

Learning objective

Learners are able to analyse different factors for the rise of Adolf Hitler to power in Germany and rise of Adolf Hitler and Nazism in Germany.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to explain some failures of Mussolini. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment language.

Learning activities

Organise learners into groups and invite them to do activity 13 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Briefly give the biography of Adolf Hitler.
2. Explain three factors that helped Hither and his Nazi Party to rise to power in Germany.

Suggested answers

1. Brief biography of Adolf Hitler

   Adolf Hitler was born on 20 April 1889 in Austria-Hungary. He was a politician and the leader of the National Socialist German workers party, commonly referred to as the Nazi Party. He was chancellor of Germany from 1933 to 1945 and a dictator of Nazi Germany from 1934 to 1945. Hitler was at the centre of the founding of Nazism, the start of the Second World War, and the holocaust.

2. Three factors that helped Hither and his Nazi Party to rise to power in Germany are:

   - The Weakness of the Weimar Republic: This republic was unpopular as it failed to secure better terms from European powers in the 1919 Versailles treaty. It lacked able leadership that could suppress violence which Hitler exploited to rise to power.

   - Effects of the First World War and unfair terms of the 1919 Versailles settlement over Germany: The First World War left Germany economically weak and the Versailles settlement imposed heavy war reparations that caused socio-economic problems to the Germans. Hitler based his ideas on this to blame the government, promising to liberate the Germans from such misery through Nazi leadership. This attracted the middle class, the jobless, and industrialists making his party strong by 1933.

   - Effects of the world economic depression of 1929: During this economic depression the Nazi party become popular with more followers as Hitler emphasised such problems like unemployment. About 6,000,000 Germans were unemployed because of the Versailles settlement. So Germans looked at Hitler as their saviour.

Lesson 10: Consolidation of Adolf Hitler in power and factors for the downfall of Adolf Hitler and Nazism

Learning objective

Learners are able to analyse the ways used by Hitler to consolidate himself to power and factors for the downfall of Adolf Hitler and Nazism.

Prerequisites/Revision/Introduction

As revision of the former lesson, ask learners to explain some factors that helped Hither and his Nazi Party to rise to power in Germany. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Explain two strategies used by Adolf Hitler to consolidate himself in power.
2. Examine two factors that led to the downfall of Adolf Hitler.

Suggested answers
1. Two strategies used by Hitler to consolidate himself in power:

   He used suppressive policies like Gestapo (geheime staatspolizei) or Secret state police and special spies to eliminate his political enemies.

During the night of the long knives the regime executed at least 85 people for political reasons.

He suppressed the press, broadcasting, literature, drama, music, painting, and public films. Only publications reflecting Hitler's tastes were allowed in Germany in order to keep the masses ignorant about his failures. All books which had anti-Nazi ideas were collected and burnt in a huge fire in Berlin in 1935.

2. Two factors that led to the downfall of Hitler were:
   - The aggressive foreign policy of Hitler especially in Austria, Czechoslovakia and Poland contributed to the outbreak of the Second World War that eventually led to his downfall;
   - The defeat of Germany in the Second World War made Hitler commit suicide in Berlin as his enemies advanced.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit. (See Learner's Book)

Additional information

Nazi Ideology

Key elements of the Nazi ideology
1. National Socialist Programme
2. Racism
   - Especially anti-Semitism, which eventually culminated in the Holocaust.
   - The creation of a Herrenrasse (Master Race) = by the Lebensborn (Fountain of Life) a department in the Third Reich)
   - Anti-Slavism
   - Belief in the superiority of the White, Germanic, Aryan or Nordic races.
3. Euthanasia and Eugenics with respect to "Racial Hygiene"
4. Anti-Marxism, Anti-Communism, Anti-Bolshevism

5. The rejection of democracy, with as a consequence the ending the existence of political parties, labour unions, and free press.

6. Leader Principle or belief in the leader (Responsibility up the ranks, and authority down the ranks.)

7. Strong show of local culture

8. Social Darwinism

9. Defense of blood and soil represented by the red and black colours in the Nazi flag

10. The creation of more living space for Germans related to Nazism

End unit assessment

Answers to the end unit assessment (See Learner's Book)

1. The economic depression was a general economic decline in economic activities characterised by unemployment, low income, low aggregate demand, low prices, low investment and low economic activities after the First World War.

2. The main causes of the Wall Street crash/world economic depression in1929 were:

   - The poor trading policy adopted after First World War

   - The weakness of League of Nations

   - The Gold Standard system which was operating in world economies by 1929

   - The Versailles peace settlement

   - Shortage of production

   - Poor quality of goods

   - The lack of workers in industries where women and children were used after First World War

   - The general reduction in agricultural activities

   - The lack of strong farmers because of rural-urban migration

   - The emergence of weak and young countries which needed help

   - The general reduction in the level of international trade, during and after First World War

   - The distruction of industries, cities, airports , communication lines during the first world war

- The closure of world stock market of USA

3. The consequences of the economic depression on USA and world Economies are:
    - It made USA unable to lend money any more.
    - It affected banking institutions where over 4,200 banks in USA were closed.
    - It reduced people's savings and their purchasing power.
    - USA products were not being bought.
    - It led to unemployment.
    - It led to surplus products.
    - It led to the change in leadership in many countries.
    - The Gold Standard system was abandoned.
    - It lead to the Second World War.
    - It led to the rise of dictators.
    - It led to the failure of the League of Nations.
    - It led to formation of the European Economic Community.

4. The main factors for the rise of Benito Mussolini to power were:
    - Mussolini's personal talent: He was an orator, especially in his speeches.
    - Majority of Italians such as middle class, industrialists, the jobless, supported him.
    - He formed the fascist terrorist group which played a very big role in his rise to power.
    - Political inefficiency that characterised the rule of Victor Emmanuel III.
    - Victor Emmanuel III was criticised for having caused all loss of lives during the First World War where 600,000 soldiers died, hence the rise of Mussolini
    - The effects of the First World War I on Italy
    - Mussolini was against communism, thus winning a lot of support.

- He promised better working conditions and employment to all Italians.
- Victor Emmanuel III failed to control the political affairs of the time.
- There was conflict which Mussolini took advantage of to blame the government and criticised it. This made King Victor Emmanuel III to become unpopular among the Italians, hence the rise of Mussolini to power.
- In Italy, there were socio-economic problems which gave advantage to Mussolini.
- Mussolini promised to make Italy a world power.

5. The reasons for the rise of Adolf Hitler and Nazism in Germany are the following:

The Weimar Republic was weak and Hitler took advantage of this.

Effects of the First World War and unfair terms of the 1919 Versailles settlement in Germany became a spring board for Hitler.

Effects of the world economic depression of 1929 were blamed on the Weimar Republic, which increased support for Hitler.

Role of the Nazi storm troopers supported Hitler.

Hitler's personal talent and his own writings and the Nazi 25 manifesto made him popular.

The Nazi party mobilised Germans to rally behind Hitler.

Unpopularity of communist-socialist policies in Germany and the death of President Hindenburg on August 2nd, 1934 gave Hitler an advantage.

Factors for the downfall of Adolf Hitler and Nazism in Germany in 1945

Hitler's problems caused largely by the Second World War which we will study in unit 9. In addition he had other problems:

The great decline in the economy of Germany due to bombardment of her factories and industries by Allied Forces of Britain, France and USA during the Second World War, among others, harmed Hitler's popularity.

Dictatorship coupled with excessive oppression like the banning of political parties, and harassing and killing of his German opponents caused Germans to turn against him.

The size and heterogeneous nature of the German empire, which by 1942 included the Germans, the Austrians, the Poles, the Dutch and the Czechoslovakians, became too much for Adolf Hitler to manage and control.

Poor political agenda and principles whereby the radical ex-service men of the First World War, who were not politically informed, dominated the Nazi party.

Germany's withdrawal from the League of Nations gave Hitler a was a diplomatic blow to Hitler and isolated him from the global affairs.

Hitler's Aggressive foreign policy, especially in Austria, Czechoslovakia and Poland contributed to the outbreak of the Second World War that eventually led to his downfall;

As we will see in the next unit the Germans were eventually defeated in the Second World War and Hitler committed suicide in Berlin as his enemies advanced.

Remedial activities

Questions
1. Mention two causes of the 1929–1933 economic depression.
2. Identify three effects of the 1929–1933 crisis.

Answers
1. Two causes of the 1929–1933 economic depression were :

   There was general reduction in the level of international trade during and after the First World War: The world trade remained low because countries were unable to import in large quantities. This was due to the low level of consumption.

   The payment of a heavy the war indemnity by Germany, imposed by the victorious powers during the 1919 Versailles Peace Treaty, greatly affected the German economy. This forced Germany to print many bank notes, leading to inflation. This contributed to the outbreak of the economic depression.

2. Three effects of the 1929–1933 crisis were the following:

- The economic depression led to the rise of dictators in Europe. They included Adolf Hitler in Germany, Benito Mussolini in Italy and General Franco in Spain.

- The economic depression weakned of the League of Nations as various member states could not meet the financial obligations of the League.

- The economic depression led to international aggression from powerful countries against the weak ones as a way to resolve their economic problems. For example, Japan invaded China, Italy invaded Ethiopia and Germany invaded Austria.

Extended Activities

Questions

1. Analyse five measures that were taken to overcome the world economic depression.
2. Describe four characteristics of dictatorial regimes.
3. Discuss two factors for the rise of totalitarian regimes in Europe.

Four measures to overcome the world economic depression were the following:

- World powers attempted to solve the economic depression by using aggressive policies by invading weak states so as to solve the problem of raw materials for their industries and markets for their manufactured goods. In 1935 Italy invaded Ethiopia, in 1936, Germany invaded Czechoslovakia, and in 1939 invaded Poland.

- Different countries formed integrated regional economic blocks as a solution to end the economic depression. The Scandinavians formed the Oslo Bloc, USA with South American states also formed an economic bloc.

- Unemployment relief schemes were adopted by various countries which included USA, Britain and France to benefit the unemployed citizens above 18 years.

- Most European countries made efforts to improve on their agricultural and industrial sectors in order to increase the level of production that would solve the problem of low supply and inflation;

- Dictatorship was resorted to by most of the European leaders and demonstrations and strikes were severely dealt with.

4. Four characteristics of dictatorship are the following:
   - Identification of enemies or scapegoats as a unifying cause in order to divert the people's attention from other problems;
   - Supremacy of the military or avid militarism because the ruling elites always identified closely with the military and the industrial infrastructure that supported it
   - Rampant sexism where males dominated and these regimes inevitably viewed women as second class citizens
   - Over-control of mass media by using different methods as the control of licensing and access to resources, economic pressure, appeal to patriotism and implied threats

5. Factors for the rise of totalitarian regime in Italy are:
   - The influence of the communist-socialist policies in Italy forced the middle class and industrial capitalists to support Mussolini who was anti-communist. This support helped him to overthrow the government of King Victor Emmanuel III.
   - Effects of the First World War weakened the Italian economy and the King failed to carry out the necessary socio-economic reforms. Mussolini used this to denounce the government and he got a lot of support that helped him to rise to power.

UNIT IX: Causes and effects of the Second World War

Key unit competence

To be able to explain the causes and effects of the Second World War

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- 🔲 The Economic Crisis of 1929–1933 and its effects.
- 🔲 Totalitarian regimes in Europe: Fascism and Nazism
- 🔲 The effects of the First World War
- 🔲 The weaknesses of the League of Nations

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task

assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas about the Second World War through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively. For instance, learners will have to make different presentations of their findings and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts. They will also make sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take-home assignments and will be also invited to make further research themselves on the causes and effects of the Second World War. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Allied powers, Axis powers, isolation, Cold War, decolonisation, capitalism, communism, ambush, appeasement, mercy, pledge, prestige, raking, rubble, straddling, tap

Guidance on the problem statement

At the beginning of this unit, give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the causes and effects of the Second World War.

One of suggested problem statement here is: "Explain the causes of the Second World War and assess its consequences." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;

- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understand concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

You can assist them by

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Do not reprimand such learners or show them they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all.

It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Sit them next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to the parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Ensure they are audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate
- Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems such as inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing
- Fighting others

To assist such learners, you can:

- ▢ Reinforce their positive behaviour through rewards;
- ▢ Involve their parents or guardians in correcting such behaviours;
- ▢ Set reasonable levels of expectations and ensure that they are met;
- ▢ Be firm when dealing with unacceptable behaviours;
- ▢ Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson or bunch of lessons	Lesson title	Number of periods
1	Causes of the Second World War	2
2	Responsibility of the outbreak of the Second World War	1
3	Course of the Second World War: War on the eastern front and war on the western front	1
4	Course of the Second World War: The Axis offensive 1939–1942	1
5	Course of the Second World War: The Allied successes 1942–1945	1
6	Reasons for defeat of the Axis powers in the Second World War	1
7	Consequences of World War II	1
8	Evaluation	1

Lesson Development

Lesson 1: Causes of the Second World War

Learning objective

Learners are able to analyse the causes responsible for the outbreak of the Second World War.

Prerequisites/Revision/Introduction

As an introduction of the new lesson, ask learners to demonstrate how the situation that was prevailing before 1939 could lead to outbreak of a world conflict. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment language.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain three causes of the Second World War.

2. Summarise the responsibility of each country involved in the Second World War. Then, name the first country to cause the Second World War. Present your result to the class.

Suggested answers

1. The following are some of the causes of Second World War:

The peacemakers at the Versailles Peace Treaty were unrealistic and instead of creating peace they prepared the ground for the outbreak of the Second World War.

The Alliance System or military alliances, like The Axis Powers (Italy, Germany and Japan) and Allied Democratic Powers (Britain, France, USA and later Russia among others), divided the world into two hostile camps which created enmity, fear, hostility, mistrust, and suspicion leading to the Second World War.

The appeasement policy adopted by France and Britain towards Hitler when he occupied the Rhinelands and Czechoslovakia led Hitler to ask for more and encouraged him to invade Poland. His refusal to withdraw as demanded by Britain and France resulted in the outbreak of the Second World War.

2. USA's responsibility in the outbreak of the Second World War:

▢ USA was blamed for not being a member of the League of Nations although the idea of forming it was initiated by US President Woodrow Wilson.

▢ USA's policy of isolation and economic nationalism, known as Protectionism, was also partly responsible for the outbreak of Second World War. The policy resulted into the World Economic depression which favoured the rise of dictators who opened war on other countries to solve their economic problems.

▢ USA was also was accused of being involved in the arms race. They manufactured atomic bombs that were used to defeat Japan during the Second World War.

Germany's responsibility in the outbreak of the Second World War:

▢ Germany started the arms race in order to challenge the disarmament policy of the Versailles Peace Treaty which created hostility, fear and mistrust.

▢ Hitler created the Rome-Berlin-Tokyo Axis to oppose and destroy the influence of Western powers which created the Democratic Alliance to oppose the Axis.

▢ Germany under Hitler withdrew from the League of Nations. This contributed to the weakness of the League and made it fail to prevent the Second World War

Lesson 2: Responsibility for the outbreak of Second World War

Learning objective

Learners are able to determine who takes responsibility for the outbreak of Second World War.

Prerequisites/Revision/Introduction

As a revision, ask learners to explain some factors that led to the outbreak of the Second World War. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Observe the photo above about the atomic explosion at Nagasaki, 9 August 1945 and use it to answer the following:
   - In which country did it happen?
   - Describe what you see in the photo
   - Imagine how much causalities or damages it caused. Discuss your views with the rest of the class.

2. Discuss the reasons why Axis powers were defeated. Make a presentation to the class.

3. Identify some of the successes of the allies? What was the major reason that led Japan to accept defeat?

Suggested answers

1. See learner's book

2. The following are some of reasons why the Axis powers were defeated in the Second World War:

   Numerical advantage: because the Axis powers were few in number compared to the Allies.
   Germany as leader of the Axis powers had internal weaknesses that made her fail to get massive support at home because Hitler was a dictator.
   Germany did not have support from the countries she had occupied.
   The Axis powers were defeated because of the role played by the Americans who threw atomic bombs on Hiroshima and Nagasaki, forcing Japan to surrender.

3. Some of the successes of the Allies:

   Liberation of North Africa in 1943.
   Liberation of France in 1944
   Defeat of Germany in 1945
   Defeat of Japan in 1945
   The major reason that led Japan to accept the defeat was the use of Atomic bombs by Americans in the attack on the two towns of Nagasaki and Hiroshima.

Lesson 3: Course of the Second World War: War on the eastern front and war on the western front

Learning objective

Learners are able to describe war on the eastern front and war on the western front during the course of the Second World War:

Prerequisites/Revision

As revision, ask learners to determine the responsibility of Germany in the outbreak of the Second World War. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain three consequences of the Second World War.

2. Find out two effects of the Second World War on Africa.

Suggested answers

1. Three consequences of the Second World War are the following:

    -   It paved way for the formation of the United Nations Organisation in 1945 to replace the League of Nations.

    -   It led to the production of nuclear weapons which up to the present day have disorganised World politics.

    -   It led to a large number of refugees. Most refugees were in the camps of Western Europe and many of them were Jews running away from Adolf Hitler.

2. Two effects of the Second World War on Africa are as follows:

    Most of the European economies were so badly ruined that co-lonialists were not able to continue running vast overseas colonies in Africa and Asia. Therefore, they began preparing them for self-determination. During the Second World War, some African soldiers in combat lost their lives. For instance, out of a population of 42 million in British African colonies, 372,000 served in the

Allied cause and 3,387 were killed or reported missing while 5,549 were wounded.

Lesson 4: Course of the World War II: The Axis offensive: 1939–1942

Learning objective

Learners are able to describe The Axis offensive of 1939–1942 during the course of the Second World War:.

Prerequisites/Revision/Introduction

As revision, ask learners to describe the course of the Second World War: war on the eastern front and war on the western front. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment language.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Why did Adolf Hitler attack Russia in 1941?
2. With the attack on Pearl Harbour which region did Japan manage to control?

Suggested answers

1. Adolf Hitler was motivated by the following facts to attack Russia:
   - He feared that the Russians might attack Germany while the latter was still occupied in the West;

- He hoped that the Japanese would attack Russia in the Far East;
- His desire for creating "living space", by dispossessing the native population and guaranting access to the strategic resources needed to defeat Germany's remaining rivals;
- He wanted to grab the rich grain fields and the large supplies of oil of the Soviet Union.

2. With the attack on Pearl Harbour, Japan managed to control a vast region comprising Malaya, Singapore, Hong Kong, Burma, the Dutch East Indies, the Philippines and two American possessions, Guam and Wake Islands.

Lesson 5: Course of the Second World War: The Allied successes 1942–1945

Learning objective

Learners are able to describe the Allied successes in 1942–1945 during the course of the Second World War.

Prerequisites/Revision/Introduction

As revision, ask learner to describe he Axis offensive in 1939–1942 during the course of the Second World War. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 3 and 4 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Identify some of the successes of the Allies.
2. What was the major reason that led Japan to accept defeat?

Suggested answers

1. Some of the successes of the Allies:
   - Liberation of North Africa in 1943.
   - Liberation of France in 1944
   - Defeat of Germany in 1945
   - Defeat of Japan in 1945

2. The major reason that led Japan to accept the defeat was the use of Atomic bombs by Americans in the attack on the two towns of Nagasaki and Hiroshima.

Lesson 6: Reasons for the defeat of Axis powers in the Second World War

Learning objective

Learners are able to explain the reasons why the Axis powers were defeated in the Second World War.

Prerequisites/Revision

As revision, ask learners to describe the successes of Allies from 1942 up to 1945. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 5 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain four reasons for Axis powers' defeat in the Second World War.

Suggested answers

The following are some of reasons why the Axis powers were defeated in the Second World War:

- Numerical advantage: because the Axis powers were few in number compared to the Allies.
- Germany as leader of the Axis powers had internal weaknesses that made her fail to get massive support at home because Hitler was a dictator.
- Germany did not have support from the countries she had occupied.
- The Axis powers were defeated because of the role played by the Americans who threw atomic bombs on Hiroshima and Nagasaki, forcing Japan to surrender.

Lesson 7: Consequences of the Second World War

Learning objective

Learners are able to evaluate the Consequences of the Second World War.

Prerequisites/Revision/Introduction

As revision, a teacher should ask learners to weigh the factors that led to Axis powers' defeat in the Second World War.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 6 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Explain three consequences of the Second World War.
2. Find out two effects of the Second World War on Africa.

Suggested answers
1. Three consequences of the Second World War are the following:
    - It paved way for the formation of the United Nations Organisation in 1945 to replace the League of Nations.
    - It led to the production of nuclear weapons which up to the present day have disorganised World politics.
    - It led to a large number of refugees. Most refugees were in the camps of Western Europe and many of them were Jews running away from Adolf Hitler.
2. Two effects of the Second World War on Africa are as follows:

    Most of the European economies were so badly ruined that colonialists were not able to continue running vast overseas colonies in Africa and Asia. Therefore, they began preparing them for self-determination.

    During the Second World War, some African soldiers in combat lost their lives. For instance, out of a population of 42 million in British African colonies, 372,000 served in the Allied cause and 3,387 were killed or reported missing while 5,549 were wounded.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit. (See Learner's Book)

Additional information

Cause and Effect: The Outbreak of the Second World War

Question

What were the causes of the Second World War?

Answer

A series of conditions contributed to the outbreak of the Second World War. The unfair Treaty of Versailles (which forced a crippling peace on Germany to end the First World War) and the global economic depression that engulfed the world during the 1930s (which led to particularly desperate conditions in many European nations as well as the United States) usually emerge as two of the most crucial. Those conditions formed the background against which Adolf Hitler ascended to the position of German Chancellor in the 1930s.

Virtually Adolf Hitler's rise to power was the proximate cause of the war between 1939 and 1945. Without Hitler, a leader bent on establishing the German empire through military conquest, it becomes extremely difficult to imagine the outbreak of such a lengthy and devastating war.

At the same time, Hitler's rise to power did not just occur. Much of his appeal to the German citizenry had to do with his promises to restore German honour, which many Germans believed had been lost via the Treaty of Versailles. By this peace agreement Germany was forced to accept full responsibility for the Great War. The Treaty levied massive reparation payments to help restore areas devastated during the war in Belgium and France. The Treaty of Versailles also required Germany to disarm its military, restricting it to a skeleton force intended only to operate on the defensive. Many Germans viewed the terms of the treaty as unnecessarily punitive and profoundly shameful.

Hitler offered the German people an alternative explanation for their humiliating defeat in the Great War. He believed that German armies had not been defeated in the field but rather, they had been betrayed by an assortment of corrupt politicians, Bolsheviks, and Jewish interests who sabotaged the war effort for their own gain. To a German people saddled with a weak and ineffective democratic government, a hyperinflated currency, and an enfeebled military, this "stab in the back" proved an explanation that essentially absolved them of the blame for the war and their loss in it. Hitler's account of the German defeat not only offered a clear set of villains but a distinct path back to national honour by pursuing its former military glory.

During the 1930s, Hitler's Germany embarked on a programme of rearmament, in direct violation of the terms of the Versailles Treaty. German industry produced military vehicles and weapons; German men joined "flying clubs" that served as a thin pretence for training military pilots. Rearmament and militarisation provided appealing avenues for Germans seeking some means to reassert their national pride.

Hitler's racial theories provided more context, both for his explanation of defeat in the First World War and for his plans for a German empire. In Hitler's account, Communists and Jews — whom Hitler depicted as stateless parasites who exploited European nations for their own gain — had conspired to stab Germany in the back in 1918. Hitler's vision of a racially pure German nation expanding across Europe, combined with his aggressive rearmament programmes, proved a powerful enticement for the German people in the 1930s. Politicians in Britain, France, and the United States, encumbered with their own economic troubles during the global economic depression, were reluctant to check Hitler's expansionism.

That conquest began with the German invasion of Poland in 1939 and the attack on France and the Low Countries, six months later. Hitler's quest for more "living-space" for his empire led to the invasion of the Soviet Union in 1941. By March of 1942, Hitler's fanatical desire to conquer Europe — along with Japan's concurrent push across East Asia and the Pacific — had plunged the world into a war that would last nearly six

years and cost the lives of more than 50 million soldiers and civilians: by far the largest catastrophe in human history.

End unit assessment

Answers to the end unit assessment (See Learner's Book)

1. The main causes of the Second World War were:
    - The appeasement policy by France and Britain made Germany to attack other countries
    - The Spanish civil war of 1936–1939 served as a preliminary for a major war
    - The Alliance system divided the major powers into opposing blocs
    - The Versailles Peace Settlement of 1919 was unfair to Germany which later violated it
    - Germany aggressive policy made her to attack otehr countries in Europe
    - The weakness of the League of Nations made it unable to avert the war
    - The economic depression of 1929 made countries like Germany to invade other countries
    - The new arms race made Germany and other countries produce arms and ammunitions in preparation for war
    - The rise of dictators in Europe
    - The growth of nationalism
    - World powers wanted to revenge on Hitler for having killed the Jews in Germany basing on his anti-semitism ideology
    - The fear of the spread of communism
    - Invasion of Poland by German troops on September 1st 1939 served as an immediate cause of the Second World War

2. The Axis powers were defeated by Allied powers because of the following reasons:
    - Numerical disadvantage of the Axis powers
    - Internal weakness of Germany
    - Germany did not get support from countries she had occupied

- The role played by Americans who introduced atomic bombs that led to the surrender of Japan
- The Allied powers were more experienced in fighting on sea than the Axis powers
- The economy of the Axis powers was very weak compared to that of the Allied powers
- Hitler failed to realise the danger of winter and refused to withdraw his troops from the Russian territories, which weakened the military capacity of Germany.

3. The consequences of World War II:
   - It led to massive loss of lives where about 50 million people died, both soldiers and civilians.
   - The Japanese cities of Hiroshima and Nagasaki were destroyed.
   - About 6 million Jews were killed by Hitler.
   - It led to destruction of property.
   - It led to displacement of many people.
   - It led to the problem of refugees.
   - Many people lost their homes and became homeless.
   - It led to the rise of new superpowers, that is USA and USSR.
   - It led to the defeat and downfall of dictators in Europe.
   - It led to economic decline since agriculture, trade, transport and industries.
   - It led to famine and starvation.
   - It caused inflation and unemployment among European countries.
   - It led to the Cold War.
   - It led to rapid development in science and technology.
   - The war led to military building and weapons producing (atomic bombs, biological weapons and nuclear bombs).
   - It led to the formation of non-alignment by countries who never wanted to participate in the Cold War.
   - It led to the decline of European economies.
   - It led to partition of Germany.
   - It led to the formation of Economic organisations.

- It led to the liberation of small states.
- It led to the formation of the United Nations Organisation (UNO) in 1945.
- It led to the formation of new alliances like the North Atlantic Treaty Organisation NATO.
- It led to the end of fascism by killing its leaders.
- The war made USA dominant in world affairs.
- Enrichment of some countries such as USA and Canada.

Remedial activities

Questions

1. Mention two reasons for the defeat of the Axis powers in the Second World War.
2. Give the effects of the atomic bombs dropped on Hiroshima and Nagasaki.

Answers

1. Two reasons for the defeat of Axis powers in the Second World War are the following:
   - The Axis were few in number compared to the Allies;
   - Germany as leader of the Axis powers had internal weaknesses that made her fail to get massive support at home because Hitler was a dictator;
2. Three effects of the atomic bombs dropped on Hiroshima Nagasaki are the following:
   - Japan was defeated even after the use of her Kamikaze pilots.
   - Allied power's forces occupied Japan up to 1950.
   - About 84 000 people were killed at Hiroshima and around 40 000 people were killed at Nagasaki;

Extended Activities

Questions

1. Explain two causes of the Second World War.
2. Analyse the effects of the Second World War.

Answers

1. Two causes of the Second World War were:
   - The appeasement policy was adopted by France and Britain in order to appease Hitler when he occupied the Rhineland and Czechoslovakia led Hitler to ask for more and encouraged him to invade Poland. His refusal to withdraw as demanded by Britain and France resulted in the outbreak of the Second World War.

   - Because of weaknesses, the League of Nations failed to effect peace since its formation. It had failed to put an economic embargo on the countries which violated peace. It also failed to condemn and react against the aggressors of the time, and then aggression continued and resulted in the Second World War.

2. Five effects of the Second World War were:
   - It led to the massive destruction of infrastructure especially in France and in Japan due to heavy bombing of major cities.

   - It led to a large number of refugees. Most refugees were in camps of Western Europe and many of them were the Jews who were running away from Adolf Hitler.

   - It paved way for the formation of the United Nations Organisation in 1945 to replace the League of Nations.

   - It led to the production of nuclear weapons which up to the present day have disorganised World politics.

   - It led to the defeat and downfall of dictators in Europe such as Adolf Hitler who committed suicide on April 30, 1945 and Benito Mussolini who was killed by his own forces on April 28th, 1945.

UNIT X: National and International Human Rights Instruments and the Protection of Human Rights

Key unit competence

To be able to analyse the effectiveness of national and international human rights instruments and ways in which human Rights can be protected in the context of democracy.

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Concept of human rights.
- Ways of preventing human rights violations and gender based violence including rape and sexual abuse.
- Basic human rights with a special focus on gender equality and children's rights
- Citizen's duties and responsibilities

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Genocide Studies: With this cross-cutting issue, Rwandan learners will be offered the opportunity to know about the genocide perpetrated against the Tutsi people as well as other genocides, like the Holocaust.

Gender: With this cross-cutting issue, learners both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: With this cross-cutting issue, learners will be conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. This cross-cutting will enable learners to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of the results of their findings about human rights instruments and protection and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions about human rights instruments and human rights protection. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take-home assignments and will be also invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Aforementioned, allege, allude, apparatus, array, compliance, corporatist, counterweight, covenant, culprit, disputant, endow, framework, fugitive, grief, grievance, immunity, infringement, jurisdiction, litigant, preamble, prospective, precedence, readier, raw, ratify, protocol, secular, shortcoming, signpost, straining, unwarranted, vest, xenophobia

Guidance on the problem statement

At the beginning of this unit, give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about national and international human rights instruments and protection of human rights.

One of suggested problem statement here is the following: "What are the national and international human rights instruments and analyse ways in which human rights can be protected." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

You can assist them by:

- Providing extra activities so as to keep them occupied;

- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Sit them next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Using large charts and other visual aids;
- Ensure good colour contrast on learning aids;

- ▣ Give the child real objects to use
- ▣ Talk to the parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- ▣ Turning their head towards the source of sound;
- ▣ Shouting when talking;
- ▣ Making regular consultation with those sitting next to them;
- ▣ Delaying to response unless the learners are looking at the teacher;
- ▣ Giving irrelevant responses;
- ▣ Paying less attention and are often inactive during the lesson;
- ▣ Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning:

- ▣ Look at the learner when speaking;
- ▣ Speak clearly and loudly;
- ▣ Make them sit next to another learner who can help;
- ▣ Write instructions on the chalkboard;
- ▣ Ensure they are audible enough while teaching;
- ▣ Encourage the learners to sit at the front in class;
- ▣ Regularly check the learners' notes to ensure they are writing the right things;
- ▣ Give the learner a slate (urubaho) to help them communicate
- ▣ Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems e.g. inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- ▢ Referring them to a speech therapy specialist when need be;
- ▢ Avoiding interrupting them when they are talking, thus you should display high level of patience;
- ▢ Paying attention to all their needs;
- ▢ Demonstrating various concepts whenever possible;
- ▢ Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- ▢ Truancy
- ▢ Stealing
- ▢ Failure to complete tasks
- ▢ Disrupting lessons through playing;
- ▢ Fighting others.

To assist such learners:

- ▢ Reinforce their positive behaviour through rewards;
- ▢ Involve their parents or guardians in correcting such behaviours;
- ▢ Set reasonable levels of expectations and ensure that they are met;
- ▢ Be firm when dealing with unacceptable behaviours;
- ▢ Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of lesson	Lesson title	Number of periods
1	National human rights instruments	1
2	International human rights instruments	1
3	Evaluation	1

Lesson Development

Lesson 1: National Human Rights instruments

Learning objective

Learners are able to identify the national human rights instruments and explain the role they play in the protection of human rights.

Prerequisites/Revision

As introduction of the new lesson, ask learners to define what they understand by the term human rights and to provide examples. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Analyse the national and international human right instruments characterising a democratic society. Present your findings to the class.

Suggested answers

1. Different names of national Human rights institutions in Rwanda are:

   - Civil rights protector
   - Commissioner
   - Human Rights commission
   - Human Rights institute or centre
   - Ombudsman or commissioner for Human Rights
   - Public defender/protector
   - Parliamentary advocate

The role played by national Human Rights instruments is the following:

   - To protect and promote economic social and cultural rights as well as civil and political rights;
   - To ensure that laws and regulations concerning the protection of Human Rights are in place.
   - To monitor the state's compliance with its own and with international Human Rights laws and if necessary, recommend changes.
   - To prepare of reports on the national situation with regard to Human Core International Human Rights Instruments

There are seven core international human rights treaties. Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns.

Treaty	Date	Treaty Bodies
International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)	1965	-

International Covenant on Civil and Political Rights (ICCPR)	1966	<u>Human Rights Committee (HRC)</u>
International Covenant on Economic, Social and Cultural Rights (ICESCR)	1966	<u>Committee on Economic, Social and Cultural Rights (CESCR)</u>
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	1979	<u>Committee on the Elimination of Racial Discrimination (CERD)</u> <u>Committee on the Elimination of Discrimination Against Women (CEDAW)</u>
Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)	1984	<u>Committee Against Torture (CAT)</u>
Convention on the Rights of the Child (CRC)	1989	<u>Committee on the Rights of the Child (CRC)</u>
International Convention on Protection of the Rights of All Migrant Workers and Members of Their Families (ICMRW)	1990	<u>Committee on Migrant Workers (CMW)</u>

Other Relevant International Conference Documents and Meetings:

Consensus Document/Meeting	Date
Declaration on the Elimination of Violence against Women	1993
World Conference on Human Rights, Declaration and Programme of Action ('Vienna Declaration')	1993
International Conference on Population and Development (ICPD or Cairo Consensus)	1994

Fourth World Conference on Women (Also, FWCW or 'Beijing'), Declaration and Platform for Action	1995
Glen Cove Meeting: Human rights approaches to women's health with a focus on sexual and reproductive health and rights	1996
United Nations Programme for Reform	1997
International Guidelines on HIV/AIDS and Human Rights (last revised 2002)	1998
Millennium Declaration and Development Goals	2000
UN World Conference Against Racism	2001
An Agenda for Further Change (Followup to the 1997 UN Programme for Reform)	2001
Glen Cove + 5: Application of Human Rights to Sexual and Reproductive Health	2001
The Second Interagency Workshop on Implementing a Human Rights-based Approach in the Context of UN Reform	2003

Rights in general and on more specific matters.

Lesson 2: International human rights instruments

Learning objective

Learners are able to identify international human rights instruments and explain the role they play in the protection of human rights.

Prerequisites/Revision

As revision, ask learners to explain the role they play in the protection of human rights. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain the ways through which Human rights can be protected in the context of Democracy.

Suggested answers

Three mechanisms of protection of human rights that states have to use are the following:

- To put in place national institutions for the promotion and protection of human rights;
- To allow non-governmental human rights organization.
- To develop a free press and media.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit.

Additional information

Major Universal Human Rights Instruments and mechanisms for their implementation

United Nations Charter

The Charter of the United Nations (also known as the UN Charter) of 1945 is the foundational treaty of the United Nations. It was signed in San Francisco, United States, on June 20th, 1945, by 50 of the 51 original member countries. It entered into force on October 24th,1945, after

being ratified by the original five members (France, Britain, USA, China, and USSR).

As a charter, it is a constituent treaty, and all member states are bound by its articles. Furthermore, Article 103 of the Charter states that obligations to the United Nations prevail over all other treaty obligations. Most countries in the world, including Rwanda, have now ratified the Charter.

Universal Declaration of Human Rights

The Universal Declaration of Human Rights is an international document that states basic rights and fundamental freedoms to which all human beings are entitled. It was adopted by the General Assembly of the United Nations on December 10th 1948. It begins by recognising that 'the inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world'. It declares that human rights are universal — to be enjoyed by all people, no matter who they are or where they live.

The Universal Declaration is not a treaty, so it does not directly create legal obligations for countries. However, it is an expression of the fundamental values which are shared by all members of the international community. And it has had a profound influence on the development of international human rights law.

The United Nations International Covenant on Civil and Political Rights (ICCPR)

The United Nations International Covenant of Civil and Political Rights (ICCPR) attempts to ensure the protection of civil and political rights. It was adopted by the United Nations' General Assembly on December 19, 1966, and it came into force on March 23, 1976.

The ICCPR recognises the inherent dignity of each individual and undertakes to promote conditions within states to allow the enjoyment of civil and political rights. Countries that have ratified the Covenant are obligated "to protect and preserve basic human rights and are compelled to take administrative, judicial, and legislative measures in order to protect the rights enshrined in the treaty and to provide an effective remedy." There are currently 74 signatories and 168 parties to the ICCPR.

International Covenant on Economic, Social and Cultural Rights (ICESCR

The International Covenant on Economic, Social and Cultural Rights (ICESCR) is a multilateral treaty adopted by the UN General Assembly on 16 December 1966, and came into force from 3 January 1976. It commits its parties to work toward the granting of economic, social, and cultural rights (ESCR) to the Non-Self Governing and Trust Territories and individuals, including labour rights and the right to health, the right to education, and the right to an adequate standard of living. As of 2015, the Covenant has 164 parties. A further six countries, including the United States, have signed but not ratified the Covenant.

Implementation mechanisms

Most conventions establish mechanisms to oversee their implementation. In some cases these mechanisms have relatively little power, and are often ignored by member states, while in other cases these mechanisms have great political and legal authority, and their decisions are almost always implemented.

Mechanisms also vary as to the degree of individual access to them. Under some conventions individuals or states are permitted, subject to certain conditions, to take individual cases to the enforcement mechanisms; under most, however (e.g. the UN conventions), individual access is contingent on the acceptance of that right by the relevant state party, either by a declaration at the time of ratification or accession, or through ratification of or accession to an optional protocol to the convention. This is part of the evolution of international law over the last several decades. It has moved from a body of laws governing states to recognizing the importance of individuals and their rights within the international legal framework.

UNIT XI: Democratisation Process

Key unit competence

To be able to compare the democratisation process in Rwanda and the sub region

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Definition of democracy
- Principles of democracy
- The three powers
- Forms of democracy

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and take care of the diversity of their backgrounds and abilities.

Genocide Studies: With this cross-cutting issue, Rwandan learners will be offered the opportunity to know about the genocide perpetrated against the Tutsi people as well as other genocides, like the Holocaust.

Gender: With this cross-cutting issue, learners both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aimed at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of the results of their findings and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further researches themselves on different topics explored in this unit. In so doing, they will have the opportunity to use resort to

Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Accountability, alternation, mandate, openness, threat

Guidance on the problem statement

Give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the democratisation process in Rwanda and in sub-region.

One of suggested problem statement here is the following: "Analyse how the process of democratisation meets the international standards in Rwanda and in the sub region." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First, we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
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- Copy important notes for them on paper, if it takes them too much time to copy all;

- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
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Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
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Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and sit them in that place;
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- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talking to the parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
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- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning:

- Look at the learner when speaking;
- Speak clearly and loudly;

- ▢ Sit them next to another learner who can help;
- ▢ Write instructions on the chalkboard;
- ▢ Ensure they are audible enough while teaching;
- ▢ Encourage the learners to sit at the front in class;
- ▢ Regularly check the learners' notes to ensure they are writing the right things;
- ▢ Give the learner a slate (**urubaho**) to help them communicate
- ▢ Speak slowly and use simple words

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You can assist this category of learners by:

- ▢ Referring them to a speech therapy specialist when need be;
- ▢ Avoiding interrupting them when they are talking, thus you should display high level of patience;
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- ▢ Whenever possible, demonstrate various concepts;
- ▢ Giving clear instructions.

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- ▢ Failure to complete tasks
- ▢ Disrupting lessons through playing;
- ▢ Fighting others.

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- ▢ Reinforce their positive behaviour through rewards;
- ▢ Involve parents or guardians in correcting such behaviours;

- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	The process of democratisation. and indicators of democratisation	1
2	Comparison of the democratisation in Rwanda and the sub-region	1
3	Evaluation	1

Lesson Development

Lesson 1: The process of democratisation and indicators of democratisation

Learning objective

Learners are able to explain the process of democratisation and indicators of democratisation.

Prerequisites/Revision/introduction

As introduction of the new lesson, a teacher should ask learners to define what they understand by the terms democracy and democratisation. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activities 1 and 2 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain four indicators of democratic regime.

Suggested answers

Different indicators of democracy are the following:

The respect of human rights: Civil and political rights are constitutive elements of democracy, that is to say democracy and the respect of human rights are linked in a democratic society. Power limitation: This indicator reflects the availability of checks and balances between the Organisation's powers that is to say between legislative, executive and judiciary powers.

Participation of the population: This indicator describes the citizen's ability to influence and participate in decision-making.

The citizens have the right to address petitions to those in power.

Free elections: This is the ability of the government to organise free elections from the local administration to the President. People are free to choose leaders of their choice, who can respond to their expectations.

Multi-party democracy: This is the existence of many political parties competing for power. Many political parties compete for power and the party which gets majority wins. However this is only one form of democracy.

Lesson 2: Comparison of the democratisation in Rwanda and the sub-region

Learning objective

Learners are able to compare the democratisation in Rwanda and the sub-region.

Prerequisites/Revision

As revision, ask learners to define what they understand by the term human rights and to provide examples. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective

Questions

Find out four common indicators of the democracy in Rwanda and the Sub-region.

Suggested answers

- The respect of human rights are one of the pillars of democratic society
- Free elections: People are free to choose their leaders
- Freedom of press and expression constitute essential elements in a democratic society

Similarities between Rwanda and the sub-region concerning the democratisation process are:

- Open political space: Multipartism is allowed in Rwanda as well as in the sub-region i.e. Kenya, Tanzania and Uganda.
- Like in Kenya, Uganda and Tanzania, Rwanda, organises free democratic elections.
- Existence of three branches of government: executive, legislature and, judiciary.

Differences between Rwanda and the sub-region concerning the democratisation process:

- Rwanda has implemented its own institutions according to the traditions of the country (Abunzi, Gacaca courts, etc.).
- Many organisations and institutions deal with Human Rights problems (Transparency Rwanda, National Police, Ombudsman, etc.) which is not the reality in some regional countries like Democratic Republic of Congo, Burundi, Somalia etc.
- The principles of accountability, transparency, and the rule of law. In Rwanda, authorities are accountable to the people.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit.

Additional information

Democracy

Democracy is 'a system in which the majority opinion rules, as opposed to a system where a single person's opinion is the law. For instance, say a group comes to a crossroads. In a democracy, people vote on which road to take. In a non-democratic system, the leader makes the decision alone. A democratic system is universally understood to best protect the rights of the people. But, this is not always the case. Historically, kings, emperors, and other people with absolute authority were in charge of the government.

Democratisation

Imagine that we have a kingdom. This kingdom is run by a king! And this king has absolute power. We call this an authoritarian government. But the people of this kingdom are tired of not having any political rights or say in how their nation is run. So, they start protesting, and they get some political power — maybe they refuse to pay taxes or get the nobles or military to support them — and they convince the king that it is time for a more democratic system of government.

Democratisation is 'the transition to a more democratic system of government'. Historically, democratisation has been kicked off by several factors. Higher wealth throughout the population gives more people economic equality, which often turns into a desire for political equality. Literate populations, are more likely to think, read, and write about their rights, and are more likely to encourage democratisation. Healthy economies, lengthy periods of peace, good international relations, industrial technology, cultural values, and even the growth of a middle class, have all influenced the move towards democratisation.

Processes and Examples

In Great Britain, which was an absolute monarchy for a long time, democratisation began with the formation of an elected parliament, a legislative body that removed some power from the king (monarch). The Parliament was first formed in 1215, at which point only lords could be elected. The British Parliament changed several times over the centuries, continually moving towards a more democratic system that represented the needs of the people and took absolute authority away from the monarch. This does not mean that it was a smooth transition. Democratisation is very rarely a smooth process, and in Great Britain,

monarchs often tried to reclaim their absolute authority, leading to a few civil wars. The one that really finalised Britain's dedication to democratisation was the Glorious Revolution of 1688, after which the victorious Parliament forced the king to accept a bill of rights.

Sometimes democracy will be embraced, rejected, and embraced again before it sticks. That is what happened in Japan. When Japan started to develop an industrial economy in the late 19th Century, minor democratic reforms were established, creating Japan's version of a parliament, called the National Diet. Then, in the early 20th Century, those reforms were expanded and Japan became even more democratic. And then, a new emperor rose to power and reclaimed his absolute authority. Japan moved away from democracy until the end of Second World War resulted in a new constitution that guaranteed democratic rights and elevated the National Diet to be more powerful than the emperor.

End unit assessment

Answers to the end unit assessment.

1. The three indicators of democratisation society include:
    *   The respect of human rights are one of the pillars of democratic society
    *   Free elections: People are free to choose their leaders
    *   Freedom of press and expression constitute essential elements in a democratic society

2. Similarities between Rwanda and the sub-region concerning the democratisation process are:
    *   Open political space: Multipartism is allowed in Rwanda as well as in the sub-region i.e. Kenya, Tanzania and Uganda.
    *   Like in Kenya, Uganda and Tanzania, Rwanda, organises free democratic elections.
    *   Existence of three branches of government: executive, legislature and, judiciary.

3. Differences between Rwanda and the sub-region concerning the democratisation process:
    *   Rwanda has implemented its own institutions according to the traditions of the country (Abunzi, Gacaca courts, etc.).

- Many organisations and institutions deal with Human Rights problems (Transparency Rwanda, National Police, Ombudsman, etc.) which is not the reality in some regional countries like Democratic Republic of Congo, Burundi, Somalia etc.

- The principles of accountability, transparency, and the rule of law. In Rwanda, authorities are accountable to the people.

Remedial activities

Question

1. What do you understand by "democratisation process"?
2. Mention four principles of democracy.

Answers

1. Democratisation is a process of building political institutions which ensure equality, freedom and participation of all citizens in decision making.
2. Principles of democracy are the following:
   - Respect for human rights
   - Power limitation
   - Participation of the population
   - Free elections
   - Multi-party democracy
   - Freedom of press and expression

Extended Activities

Questions

1. Describe the situation of respect of human rights in Rwanda and in the sub region.
2. Discuss the common indicators of democratisation in the sub-region of Rwanda.

Answers

1. In the region where Rwanda is located, the respect for human rights has to a great extent become a culture in different countries of the region. However, because of armed conflicts operating in some countries of the region and political instability, the violation of human rights is still common in the region, mainly in Democratic

Republic of Congo, South Sudan, Somalia and Burundi. Nonetheless, in other countries of the region, the fundamental human rights are respected.

2. Rwanda like others countries of the sub-region, has common indicators of democratisation which include:

Open political space

All political groups are allowed to compete and convince the public to vote for them.

The existence of opposition

Some political parties challenge the ruling political party during elections and obtain seats in parliament and senate, as it is in the sub-regional countries.

Existence of multiparty democracy

Rwanda government allows the existence of many political parties like RPF (Rwanda Patriotic Front), Democratic Green Party of Rwanda, PSD, PL, etc.

Free democratic elections

Since 2003 in Rwanda, free and fair residential and legislative elections were organised with fair polling and honest tabulations of ballots. Through this, people are able to elect leaders of their choice, just like other democratic states in the sub-region do.

Existence and separation of three political powers

There are three separate but collabourating political powers: executive power, legislative power and judicial power. This separation and mutual collabouration of different political powers are granted by the national constitutions of the sub-regional countries.

Key unit competence

To be able to evaluate Rwandans in reference to regional groupings

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Identify oneself differently in reference to Rwanda.
- Forms of identities.
- Similarities and differences between identities.
- Roles of identities.
- Importance of living together

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

Genocide Studies: With this cross-cutting issue, Rwandan learners will be offered the opportunity to know about the genocide perpetrated against the Tutsi people as well as other genocides, like the Holocaust.

Gender: With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: With this cross-cutting issue, learners will be conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. This cross-cutting will help learners

to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas about Rwanda and regional groupings through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of the results of their findings and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts. They will also make and sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required

to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further research themselves on different areas explored in this unit. In so doing, they will have the opportunity to use resort to Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Rational, skyscraper, integration, cooperation, regional groupings

Guidance on the problem statement

At the beginning of this unit, give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the Rwanda regional and sub-regional integration.

One of suggested problem statement here is the following: "Explain how Rwanda is integrated into different regional and sub-regional organisations."This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, the teacher will help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First, we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting

in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Teachers can assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them they are poor compared to others. Alternatively, teachers should do the following to help them:

- Give them more attention;
- Be more patient with them;

- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and make them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;

- Shouting when talking;
- Regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Irrelevant responses;
- Paying less attention and are often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Ensure they are audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate
- Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems such as inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus displaying high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners, the teacher can:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods

1	Understand oneself in reference to Rwanda and East Africa	1
2	The advantages of regional integration	1
3	Evaluation	1

Lesson Development

Lesson 1: Understand oneself in reference to Rwanda and East Africa

Learning objective

Learners are able to account for ways through which Rwandans can be identified by others.

Prerequisites/Revision/introduction

As introduction of the new lesson, ask learners to describe the historical and geographical background of Rwanda. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Find out two references that can help to identify Rwandans.

Suggested answers

Cleanliness

Cleanliness has become a unique element that characterises Kigali City compared to other capitals of African countries. Today, Kigali, the capital of Rwanda, is one of the cleanest cities in Africa. It is also characterised by skyscrapers (housing shopping malls, restaurants, banks, offices and hotels). This achievement has been possible due to the policy of urbanisation which stipulates the necessity of implementing long-term measures for sustainable urban development. According to this policy, the use of land in urban areas must be efficient and based on high-density development principles, appropriate zoning, and public transport systems, and proper waste management including recycling. Building design principles should decrease the need for energy and treated water.

Unity and Reconciliation

Today, Rwanda is a country where all Rwandans enjoy all the rights and play an active role in the governance and the development of their country. The Rwandan model of unity and reconciliation is based on a national vision, the constitution and positive cultural values to build citizenship, good governance and economic development. , in matters of unity and reconciliation, much has been achieved even if the process has not fully reached its end. This process has to be approached through repentance, confession, forgiveness and to the restoration of broken relations. In fact, memory, truth, justice, confession and forgiveness are at the heart of the process of reconciliation in Rwanda.

Lesson 2: The importance of regional integration in East Africa

Learning objective

Learners are able to identify and explain the advantages of regional integration.

Prerequisites/Revision

As revision, ask learners to account for ways through which Rwandans can be identified by others. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain two advantages of regional integration.

Suggested answers

Two advantages of regional integration are the following:

> It leads to the free movement of goods, labour and capital. People can freely go to compete in another country and products are cheap because taxes are reduced.

The benefits of economic integration are that it promotes development of the countries involved in it. This is because countries work together as a single bloc and have a huge market which attracts investors from overseas countries

END OF UNIT

Summary of the unit

Rwandan people have their own identities like a unique language, Kinyarwanda spoken throughout the country. They also share one culture and have the same origin. They have a lot to contribute to the development of other countries, and in turn Rwanda can gain so much in integrating into regional Organisations. In so doing, Rwandans can export goods, their rich culture and can also receive advantages of

accessing the large market of other countries in the region. Moreover, Rwandans can exchange skilled manpower and raw materials so as to develop home industries.

Additional information

The East African Community

The East African Community (EAC) is the regional intergovernmental organisation of the Republics of Kenya, Uganda, the United Republic of Tanzania, Republic of Rwanda and Republic of Burundi with its headquarters in Arusha, Tanzania.

The Treaty for Establishment of the EAC was signed on November 30th, 1999 and came into force on July 7th, 2000 following its ratification by the original member States—Kenya, Uganda and Tanzania. The Republic of Rwanda and the Republic of Burundi acceded to the EAC Treaty on June 18th, 2007 and became full members of the Community with effect from July 1st, 2007.

Aims and Objectives

The EAC aims at widening and deepening co-operation among the Partner States in, among others, political, economic and social fields for their mutual benefit. The EAC countries established a Customs Union in 2005 and are working towards the establishment of a Common Market, subsequently a Monetary Union and ultimately a Political Federation of the East African States.

Enlargement of the Community

The realization of a large regional economic bloc encompassing Burundi, Kenya, Rwanda, Tanzania and Uganda with a combined population of more than 125 million people, land area of 1.82 million sq km, and a combined Gross Domestic Product of about $60 billion, bears great strategic and geopolitical significance and prospects of a renewed and reinvigorated East African Community.

Current status

The regional integration process is at a high speed at the moment. The encouraging progress of the East African Customs Union, the enlargement of the Community with admission of Rwanda and Burundi, the ongoing negotiations of the East African Common Market as well as the consultations on fast tracking the process towards East African Federation, all underscore the serious determination of the East African leadership and citizens to construct a powerful and sustainable East African economic and political bloc.

End unit assessment

Answers to the end unit assessment (See Learner's Book)

1. The identities of Rwandans:

   Kinyarwanda language, which is currently spoken throughout the country

   The Rwandan culture learnt in Itorero, ingando, ibitaramo, and games contributed to the development of the cultural heritage

   Rwanda is known to be clean. Kigali City, the capital of Rwanda, is one of the cleanest cities in Afric

2. Account for the contributions of Rwandans to regional organisations.

   Rwandan contributes to the provision of security in the region. Rwandan soldiers and police participate in the maintenance security in Sudan, Central African Republic etc. Rwandan police collaborates with police in other countries to fight criminality.

   Rwandans exchange skilled people with other countries. For example, there is cooperation between schools and Universities.

   Rwanda enhances free movement of goods, labour and capital. People can freely go to compete in another country and products are cheap because taxes are reduced.

Remedial activities

Questions
1. Mention three ways through which Rwandans can be identified by others.
2. Give three advantages for Rwanda's integration in the region.

Expected answers

1. A Rwandan can be identified by others through the clan, nationality, and language spoken — Kinyarwanda and culture.
2. It provides security to Rwanda, it leads to free movement of goods, labour and capital, it expands the markets, it increases the exchange of skilled people and it facilitates the acquisition of raw materials.

Extended Activities

Questions

1. Describe ways through which Rwandans can be identified by others.

   Rwandans have specific characteristics compared to other people in the sub-region, so that it is easy to be identified.

   They speak one language — Kinyarwanda — which is the basis of national unity.

   They also live in one country, have one ancestor, share the same historical background and have a rich cultural heritage which includes poems, songs, traditional dances etc.

2. Assess the importance for Rwanda to be integrated in the region.

   Regional integration provides security. Rwanda cooperates with other regional countries to deal with the problem of insecurity.

   It can help to address conflicts between Rwanda and other countries, and ensure political stability.

   It leads to the free movement of goods, labour and capital to and from Rwanda. Rwandans can freely go to compete in another countries and products are cheap because taxes are reduced.

   It stimulates the establishment of manufacturing industries in Rwanda.

   It enlarges the export market of goods made in Rwanda and this goes with easy transfer of technology across borders.

   Acquisition of raw materials to support local industries is made easy, thanks to regional integration.

   It increases the exchange of skilled people e.g. cooperation between schools and universities.

The benefits of economic integration are that it promotes development of the countries involved in it. This is because countries work together as a single bloc and have a huge market which attracts investors from overseas countries.

UNIT XIII: National Laws in Conflict Transformation

Key unit competence

To be able to assess how national laws leads to conflict transformation.

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Laws in Rwanda
- Conflict management mechanisms

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

Genocide Studies: With this cross-cutting issue, Rwandan learners will be offered the opportunity to know about the genocide perpetrated against the Tutsi people as well as other genocides, like the Holocaust.

Gender: With this cross-cutting issue, learners both (boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: With this cross-cutting issue, learners will be conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. This cross-cutting will help learners to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aimed at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of the results of their findings and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out researches so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts. They will also make sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and

weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Humanity, premise, enactment, jurisdiction, constitution, treaty, authority, normative, backbone, resolution, reconciliation, promulgate

Guidance on the problem statement

Develop an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open their mind to what they did not know and be inquisitive to know about the role of national laws in conflict transformation.

One of suggested problem statement here is the following: "Analyse the role played by the Rwandan laws and legal mechanisms such as the National Commission for Human Right, office of the Ombudsman, National Police, and Constitution in conflict transformation."This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects.Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First, we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting

in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
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- Give them more time and practice to write;
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Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
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- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
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The teacher should use the following strategies to assist the visually impaired learners through:

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- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use;
- Talk to their parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;

- Delaying to respond unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and are often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning, the teacher can:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Ensure they are audible enough while teaching;
- Encourage the learners to sit at the front in class;
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- Speak slowly and use simple words

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Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner.

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Definition of conflict transformation and sources of Rwandan codes and laws	1
2	Legal mechanism and organs vis - à - vis conflict transformation.	1
3	Evaluation	1

Lesson Development

Lesson 1: Concept of conflict transformation

Learning objective

Learners are able to define the term conflict transformation and to find out sources of Rwandan codes and laws

Prerequisites/Revision

As introduction of the new lesson, ask learners to define what they understand by the term conflict. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

A teacher should organise learners into groups and then invite them to do activities 1and 2 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Discuss the concept of conflict transformation.
2. State the different sources of Rwandan codes and laws.

Suggested answers
1. Conflict transformation is the process by which conflicts, such as ethnic conflict, are transformed into peaceful outcomes. The conflict transformation process involves conflict settlement, then conflict management, conflict resolution, and ending with conflict transformation.

2. The different sources of Rwandan codes and laws are the constitution, international treaties and conventions, national legislation and case law.

Lesson 2: Sources of Rwandan codes and laws

Learning objective

Learners are able to identify and explain the role played by the Legal mechanism and organs in the conflict transformation.

Prerequisites/Revision/introduction

For revision, a teacher should ask learners to find out different sources of Rwandan codes and laws. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Make a research on legal mechanism and organs and thereafter analyse the role of different organs in conflict transformation. Write down the results of your analysis and present to the class

2. Using internet and or a textbook, carry out research on sources of laws and codes in Rwanda.

Suggested answers

1. Abunzi committee According to the law establishing the organ of Abunzi, the mediators, play a big role in conflict resolution where, due to their competence they make trials of the problems that affect Rwandans. The activities of Abunzi cement national unity and all social categories are equally treated by these kinds of courts. Abunzi help to the number of cases introduced in ordinary courts because many problems are resolved in local communities. Abunzi pave a strong way to national reconciliation because the solutions are coming from the neighbours. To achieve its goal, as Abunzi committee uses two major methods such as negotiation and mediation. Negotiation is a process in which two or more participants attempt to reach a joint decision on matters of common concern in situations where they are in actual or potential disagreement or conflict. While mediation is a process in which an impartial third party helps disputants resolve a dispute or plan a transaction, but does not have the power to impose a binding solution. Here the parties negotiate face-to-face with the guidance of the third party.

2. The different sources of Rwandan codes and laws are the constitution, international treaties and conventions, national legislation and case law.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, teacher comes up with synthesis of this unit. (See Learner's Book)

Additional information

Monitoring and Mediating Conflicts

Programme staff and interns monitor world events and armed conflicts to better understand the histories, underlying causes, primary actors, disputed issues, and dynamics on the ground, as well as efforts being made to resolve these disputes. The Centre intervenes when no current avenues for mediation exist or if value can be added to existing efforts. It must be invited by the major adversaries and see indications that they are truly interested in resolving the conflict. Conflict Resolution Programme staff pave the way through ground-level contacts.

Implementing Peace Agreements and Peace building

An end to fighting does not always mean a conflict has been completely resolved. The process that leads to a peace agreement represents the beginning of an even longer process of peace implementation and post-conflict reconciliation. All parties must be held accountable for implementing agreements in good faith. Even after a peace agreement is implemented, a conflict's root causes may continue to fester, sometimes even reigniting the conflict. The Carter Centre seeks ways to ease tensions, identify and build consensus around shared goals, strengthen the rule of law, and bring justice to victims. For example, a successful Carter Centre project in Liberia has strengthened peace by providing greater awareness of, and access to, the nation's justice system, especially in rural areas.

Preventing Conflict

While direct negotiation to resolve armed conflict is the Programme's major focus, it also emphasizes preventing conflict. A series of minor crises can signal or contribute to deteriorating societal and political stability. In such situations, parties in dispute may approach the Centre as a neutral third party to facilitate dialogue that can keep tensions from erupting into violent conflict. The Carter Centre's conflict monitoring also helps alert Carter Centre staff to nascent crises.

Results and Impact

- The Carter Centre has furthered avenues to peace in Bosnia and Herzegovina, Ethiopia, Eritrea, Haiti, Korean Peninsula, Liberia, Israel and Palestine, Nepal, South Sudan, and South Americans.
- Since 2007, more than 7,000 cases across Liberia have been opened by community justice advisors, giving access to justice to many who otherwise could not afford or access it.
- In 1999, President Carter and The Carter Centre negotiated the Nairobi Agreement between Sudan and Uganda, in which both sides committed to stop supporting forces against each other's government and agreed to re-establish full diplomatic relations.
- In 1994, President Carter negotiated terms for the first dialogue in 40 years between the United States and North Korea.
- President Carter; Sen. Sam Nunn, D-Ga.; and former Joint Chiefs of Staff Chairman Colin Powell successfully negotiated the

departure of Haiti's military leaders in 1994, paving the way for the restoration of Jean-Bertrande Aristide as president.

▢ The Carter Centre advised negotiations for the 2003 Geneva Accord, an informal draft agreement to end the Israeli-Palestinian conflict.

End unit assessment

Answers to the end unit assessment (See Learner's Book)

1. Rwandan codes and laws have been influenced by German and Belgian colonisation. Belgian laws were a model and inspired independent Rwanda. The constitution of Rwanda resembled the Belgian constitution

2. The role of the Rwandan constitution and other relevant laws in conflict transformation are the following:

   • Protecting rights

   • Empowering citizens

   • Limiting state actions in order to avoid abuse of power

   • Establishing rules for peaceful changes of government

   • Ensuring the security of private properties

   • Establishing procedures for the settlement of disputes

3. The contribution of National Police in conflict transformation is as follows:

   The national police and community committee are very important in conflict transformation. The following are some of the contributions of the national police:

   • The police patrol function continues to the backbone of community law enforcement. For any police force intending to adopt the methods of conflict resolution the patrolling function is the first step.

   • Police officers frequently meet the members of community and develop rapport.

   • Conflict transformation by the police also involves the discretionary use of authority and prevention of criminal activity by an assertive police presence. It also involves maintaining good relations with citizens in the community.

   • The police is also supposed to built trust and understanding among the members of community. It builds relations and works closely with members of the community to fight crime.

The Rwandan national police has adopted the community policing strategy since it foundation in 2000.

4. The role of Abunzi (mediators) in conflict management is as follows:

- Abunzi (mediators) play a big role in conflict management. They help address problems that affect Rwandans.

- The activities of Abunzi cement national unity. Social categories are equally treated by the Abunzi.

- Abunzi reduced the number of the cases introduced in ordinary courts because many problems are resolved in local communities.

- The problems are locally resolved. This facilitates national reconciliation because the solutions come from the neighbours.

- To achieve its goal, as Abunzi committee uses two major methods such as negotiation and mediation.

Remedial activities

Questions
1. Give two sources of Rwandan codes and laws.
2. Mention two organs in conflict transformation.

Expected answers
1. Rwanda Customary law and Germany and Belgian civil law systems.
2. Constitution and other relevant laws, National Commission for Human Rights, National Unity and Reconciliation Commission, Office of Ombudsman, Rwanda national Police and Abunzi Committee.

Extended Activities

Questions
1. Define the term conflict transformation.
2. Determine the sources of Rwandan codes and laws.
3. Evaluate the importance of Abunzi in the judiciary system of Rwanda.

Expected answers
1. The conflict transformation process involves conflict settlement, conflict management, conflict resolution, and ending with conflict

transformation.

2. Before colonisation, the Rwandan codes and laws found their origin in the Rwandan customary laws as set up according to the Rwandan culture. During colonisation and even after, the Rwandan codes and laws are inspired by Germany and Belgian civil law systems.

3. Abunzi, the mediators play a big role in conflict resolution where, due to their competence they make trials of the problems that affect Rwandans.

   The activities of Abunzi cement national unity and all social categories are equally treated by these kinds of courts.

   Abunzi reduced the number of the cases introduced in ordinary courts because many problems are resolved in local communities.

   As the problems are locally resolved, Abunzi pave a strong way to national reconciliation because the solutions are coming from the neighbours.

UNIT XIV: Factors for National Independence

Key unit competence

To be able to examine the factors for national independence

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Dignity and self-reliance.
- Importance of dignity and self-reliance
- Measures to achieve self-reliance in Rwanda
- How home-grown solutions contribute to self-reliance.
- Implication of dignity and self-reliance for Rwandan society.
- Personal identity and national identity (Ubunyarwanda)
- Patriotism.

Cross-cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas about factors for national independence through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of the results of their findings and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts. They will also make sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking sense. They will be required to reason broadly and logically in order to arrive at

appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Disseminate, home-grown, job seeker, inculcate, subsidize, autonomous, embezzlement, apprehend, boost, collateral, disseminate, humanity, legacy, normative, promulgate

Guidance on the problem statement

Give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the factors which encourage the national independence.

One of suggested problem statement here is the following: "Identify and explain political, economic and social cultural factors for national independence." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, the teacher will help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First, we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Teachers can assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them they are poor compared to others. Alternatively, teachers should do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

The teacher should use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and make them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Using a large and legible handwriting on the chalkboard;
- Using large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Giving irrelevant responses;
- Paying less attention and are often inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning, the teacher can:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Make them sit next to another learner who can help;
- Write instructions on the chalkboard;
- Ensure they are audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate
- Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems e.g. inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Leaners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy
- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners, the teacher can:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Political factors for national independence	1
2	Economical and socio-cultural factors for national independence	1

3	Promoting and sustaining self-reliance	1
4	Evaluation	1

Lesson Development

Lesson 1: Political factors for national independence

Learning objective

Learners are able to identify and describe the political factors for national independence.

Prerequisites/Revision

As introduction of the new lesson, ask learners to define what they understand by the term independence. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activity 1 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective

Questions

Explain two political factors for national independence.

Suggested answers

Two political factors for national independence are the following:

Good governance Good governance is about the processes for making and implementing decisions. It is not about making 'correct' decisions,

but about the best possible process for making those decisions. Good decision making processes, and therefore good governance, share several characteristics. All have a positive effect on various aspects of local government including consultation policies and practices, meeting procedures, service quality protocols, councilor and officer conduct, role clarification and good working relationships. The main characteristics of good governance are accountability, transparency, rule of law, responsiveness, equity, inclusion, effectiveness, efficiency and participation of the citizens in decision making. In Rwanda and the region, the implementation of good governance is carried out through decentralisation of administration and involvement of the population in decision-making, including the youth, women and vulnerable groups. Having a strong sense of patriotism Patriotism is the attachment to a homeland. This attachment can be viewed in terms of different features relating to one's own homeland, including cultural, political or historical aspects. It encompasses a set of concepts closely related to nationalism. To preserve national independence, the citizens should have love for their own country. This state of someone that loves his or her country is termed patriotism.

Lesson 2: Economic and socio-cultural factors for national independence

Learning objective

Learners are able to identify and explain economical and socio-cultural factors for national independence.

Prerequisites/Revision Introduction

As revision, ask learners to explain the political factors for national independence. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, a history teacher can deliver his or her lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

1. Explain three economic and socio-cultural factors for national independence.

2. Discuss the different home grown solutions that the Rwandan government has taken to overcome different problems it was faced with. Present the results of your discussion to the class. Explain three economic and socio-cultural factors for national independence

Suggested answers

Three economic and socio-cultural factors for national independence are the following:

Promotion and support of private sector

The government has to enhance collaboration and cooperation between the private sector and the public sector. This would improve service delivery and the performance of the private sector, hence paving way for economic independence.

Improvement on the industrial sector

In developing countries, lack of independence is a result of deficit balance of payment. Then, the creation of local industries would substitute the imported manufactured goods. With such a strong economy, any country can be economically independent.

Promotion of good investment climate

1. To be economically autonomous, a country should promote business and investment by setting up favourable investment policies and supporting local investors. This can be done by subsidising localinvestors such as giving tax holidays to investors and free land among others which can increase their capacities. All this can lead to

the creation of employment, widening of the tax base and a desirable independent economy.

2. Two home-grown solutions that the Rwandan government has taken to overcome different problems it was faced with are: Ubudehe Ubudehe is a poverty eradication Programme under the Ministry of finance. A pilot Programme was launched in 2001. The official launch of the full Programme was in 2004. It is a culture of collective action and solidarity to solve problems of poverty by people themselves.

This is done by categorising Rwandans into different income groups according to self sustenance. The poor are given priority in terms of health insurance, education, electricity, water supply and even accommodation.

The campaign for made in Rwanda This campaign aims at finding a solution to the country's socioeconomic challenges by promoting locally made products and services to boost domestic production. This will in turn stimulate local consumption habits and reduce the country's heavy import bill.

This campaign for "made in Rwanda" is done mainly through exhibitions on local products.

Lesson 3: Promoting and sustaining self-reliance

Learning objective

Learners are able to discuss the different home-grown solutions that the Rwandan government has taken to overcome different problems it was faced with.

Prerequisites/Revision Introduction

As revision, ask learners to explain two economical and socio-cultural factors for national independence. See Learner's Book.

Teaching aids

Learner's books and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 3 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Explain two home-grown solutions that the Rwandan government has taken to overcome different problems it was faced with.

Suggested answers

Two home-grown solutions that the Rwandan government has taken to overcome different problems it was faced with are:

Ubudehe

Ubudehe is a poverty eradication Programme under the Ministry of finance. A pilot Programme was launched in 2001. The official launch of the full Programme was in 2004. It is a culture of collective action and solidarity to solve problems of poverty by people themselves. This is done by categorising Rwandans into different income groups according to self sustenance. The poor are given priority in terms of health insurance, education, electricity, water supply and even accommodation.

The campaign for made in Rwanda

This campaign aims at finding a solution to the country's socio-economic challenges by promoting locally made products and services to boost domestic production. This will in turn stimulate local consumption habits and reduce the country's heavy import bill. This campaign for "made in Rwanda" is done mainly through exhibitions on local products.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit. (See Learner's Book)

Additional information

Nationalism and decolonisation in Africa

There has emerged as many definitions of African nationalism as there are scholars who have tried to define the word. However, the following descriptions are useful:

▢ African nationalism is a desire of African people to terminate all foreign rule. Basically, nationalism is the political will of the people of Africa in opposition of foreign domination but in favour of African rule. It represents African struggles against Western colonialism and imperialism.

▢ Nationalism is an expression of hostility to alien rule. In the colonial context, nationalism is anti-colonialism. Colonialism, therefore, should be regarded as one of the major progenitors of African nationalism, because any people subjected to alien rule will struggle to overthrow that rule. The process may take a generation or a century, but it is inevitable.

▢ Nationalism is a consciousness on the part of individuals or groups of people regarding their membership of a nation state either already existing or to which they aspire. It is also a desire to achieve political and economic freedom, and overall social and economic development, as well as the cultural revival of a nations-state.

▢ Nationalism is a patriotic sentiment or activity on the part of a group of Africans held together by the bonds of common language and common historical experience to impose their right to live under a government of their own making for the preservation of their political, economic, and social interests.

▢ Nationalism is the feeling of national consciousness or awareness by the people that they are members of a nation state and desire freedom from colonial rule.

The process of decolonisation

The process of decolonisation or national liberation was fundamental in Africa, for it allowed African states to regain their independence, which they had lost for more than half a century. The rise of African nationalism dates back to the period of colonial conquest and the imposition of colonial rule, and primary resistance against colonial rule. But later, exploitation stimulated the nationalistic struggle.

Forms of African liberation

Colonial powers did not intend to create a sense of nationhood among the colonised people. Their major aim was to undermine all ethnic or regional loyalties. There was very little feeling of nationhood among the colonial subjects. Almost everybody thought of himself as belonging to an ethnic group or region.

The colonialists had different sentiments about granting independence to African states. The bourgeoisie in the metropole were interested in maintaining colonial exploitation, but they differed in the best way to do it. There were three different opinions on how to maintain this among the colonialists.

The liberal realised that the only way to silence the anti-colonial struggle was through granting flag independence to the colonised subjects. Thus between 1950 and 1960 the liberal government of France and Britain began to grant flag independence. That was why their form of liberation was peaceful.

Conservatives thought that maintaining the status-quo was the best way to preserve capitalist interests. Thus whenever these people were in power the question of granting independence to Africa never rose, and this was especially true in Portugal. That was why the form of liberation in such Portuguese colonies was different.

The opinion of the settlers was that their interests clashed with those of the bourgeoisie in the metropole. The neocolonial government, under black skinned leadership, believed that their interests could not be maintained no matter how neocolonialism was. If the worse came to the worst they seized power as in case of Ian Smith in 1965 in then Rhodesia.

Forms of liberation

They were four methods that Africans applied in their struggle to liberate themselves from colonial domination,

1. Liberation through peaceful dialogue

This involved intensive negotiation between the colonialists and African nationalists. For example, Tanganyika, Ghana, Uganda, and Zambia applied negotiation or peaceful means to get their independence.

2. Liberation by revolution

This type of liberation involved complete overthrow of the existing political system. This existed in colonies where independence was given to the minority at the expense of the majority. A case in point is in Zanzibar where minority Arabs were granted independence by the British. This prompted the majority blacks to carry out a revolution in 1964, and a new government was established. It took place in Egypt and Libya. Liberation by revolution is always sudden and involves bloodshed.

3. Liberation by armed struggle/arbitration

This was conducted in the situation where peaceful means failed and the imperialists were reluctant to negotiate or to give independence to the Africans. In such situations the Africans picked up arms to fight the imperialists as a way of achieving their independence. It involved bloodshed through the use of guerrilla warfare e.g. in Zimbabwe, Kenya, Angola, South Africa, Namibia, and Mozambique

4. Combination of dialogue and armed struggle

These liberations combined both methods. Firstly the Africans resorted to armed struggle as a way to achieve their independence and then applied dialogue or peaceful means to solve the problem of their independence. This happened in Kenya and Zimbabwe.

Factors that determined the forms of de-colonisation/liberation

Existence of white settlers

In colonies like Kenya and Zimbabwe where they had made investment, the colonialists were not willing to surrender their wealth to Africans and were not sure of their future in case Africans took over control. This was why Africans started armed struggle as a means of getting their independence.

The nature of the colony: In colonies that were regarded as overseas provinces, colonialists were not ready to grant independence until Africans decided to stage armed resistance. Therefore, armed struggle was the only solution, for example, in Kenya, Angola, Mozambique and South Africa.

The economic strength of the colony: In those colonies where development was very high and colonial investment was huge like South Africa and Zimbabwe, colonialists were not willing to grant independence to Africans peacefully. The only solution was to apply forceful means.

The financial economic position of the colonial power: Many colonies that belonged to Portugal applied armed struggle because Portugal's economic position was not good and highly depended on African colonies for domestic development. So, she was unwilling to give independence to Africans.

Trustee colonies: Colonies that were under the trusteeship of the UN achieved their Independence through peaceful means because of the pressure from UN and USA. For example, Tanganyika got her independence earlier than other East African countries.

Minority rule: In Zimbabwe and South Africa where the minority white settlers were in control of government and in Zanzibar where the minority Arabs were given independence at the expense of the majority, Africans had to regain their independence through armed struggle.

Existence of peasant cash crops: Colonies that had developed peasant cash crops like, Uganda, Nigeria, Ghana, and Tanganyika, achieved their independence through peaceful means. Colonialists could not delay their independence after realising that they could continue exploiting their resources through neocolonialism.

Existence of wealth: Where minerals and industries, well developed like in south Africa and Kenya, independence was not easily given because colonialists were not ready to leave such wealth unexploited. So armed struggle became the only solution. On the other hand, in colonies where development was minimal, independence was easily given through peaceful means e.g. in Tanganyika.

African nationalism and the struggle for independence

Nationalism literally refers to the love for one's nation. In Africa the term nationalism has been used to signify the struggle for independence or self determination. In case of Europe the term nationalism has been used to signify the struggle for national unification in Germany and Italy and to acquire overseas colonies.

Some scholars define nationalism as a feeling of national consciousness or awareness by the people of the same state and desire for freedom from colonial rule.

Nationalism in Africa is divided into two phases according to the period as discussed below.

Nationalism before 1945

In the first decades of colonial rule most African communities experienced only spasmodic contacts with the white man. But by mid 1920s, the activities of government officials, missionaries and settlers were beginning to affect much more directly the lives of many Africans. Acts such as land alienation, forced labour, injustice and taxation were affecting Africans. As in most parts of tropical Africa, the missionaries proved to be the most vigorous alien stimulators of change and their success which was measured in terms of conversion, was often remarkable. But excessive missionary pressure could serve to counter African nationalism.

The struggle for self determination and resistance against the intruders began in Africa immediately with the onset of colonialism in the 1890s. Africans started to resist colonial domination, for example, Abushiri and Bwana Heri in Tanganyika, Shona and Ndebele in Zimbabwe, and Nama and Herero in Namibia. Some of the resistances were passive, while others were active.

The period and the intensity of early African resistance in various societies depended on the intensity of colonial activities and their impact. For example, as early as the 1890s the people of Ghana had already formed the Gold Coast Aborigine's Rights Protection Society which was to fight against laws that had been enacted to expropriate African land. Also in 1920 the biggest welfare association in the region was the National Congress of British West Africa in Accra. It was largely formed by the emerging African elites who wanted increased and effective representation in various organs of the state, especially in the legislature.

Features of African nationalism (resistance) before 1945

They were spontaneous and ethnic-based in nature or regional oriented. It lacked national scope, every tribe was resisting alone and for tribal or regional interests. For example, Kagera Coffee Growers, and Kilimanjaro National Cooperation Union (KNCU) etc.

They were apolitical and lacked clear political focus. They lacked political elements. They were fighting for the social welfare of their societies low wages, land alienation, and poor working conditions. They were against Kikuyu Central Association fought for the return of the lost land, the restoration of Kikuyu culture, and rejection of missionary teachings, which interfered with the culture of female circumcision.

They were elite based. They were mostly organised by those who worked for the colonial government in urban areas. They organised themselves and begun to ask for their rights. The interests they represented were mainly related to cooperation with colonialism. For example, Harry Thuku, a clerk in the colonial government services in 1922 started the Young Kikuyu Association in Nairobi.

Most of the resistances were easily suppressed by the colonialists. They registered limited success. For example, the Maji Maji uprising, the Shona Ndebele uprising, and the resistance of the Dembe people of Angola in 1907–10.

They lacked a well organised resistance. Most of the uprisings were sporadic in nature and generated internally rather than externally, like cattle confiscation, land alienation, etc.

It lacked the element of uniformity and effectiveness. It was characterised by uprising in different areas and at different times.

They were mostly motivated by the need to restore the pre-colonial social order which had been overthrown by the colonialists.

Causes of nationalism in Africa before 1945

Political grievances

Africans had lost their independence and wanted to regain it. African rulers were thrown out and replaced by foreign rulers. Africans wanted to restore their traditional rulers.

Economic grievances

There was forced labour on colonial plantations. Any African who resisted it was punished heavily. Taxes like hut tax, and poll tax were introduced and indigenous people were forced to work in plantations to enable them to pay taxes.

Cattle were confiscated so as to stop Africans from engaging in other economic activities and only supply cheap labour.

Land alienation was introduced to stop Africans from practicing their subsistence agriculture so as to supply cheap labour in plantations belonging to whites.

Africans lost control of their trading activities which were replaced by legitimate trade.

African agriculture was destroyed and cash crop growing introduced. This caused shortage of food.

Social grievances

There was colonial injustice and oppression like long working hours, social abuse and separation of men from their families.

Africans suffered heavy punishment like chopping off their hands as was the case in the Congo colony under Belgium, and corporal punishment in Tanganyika under Carl Peters.

There was racism and segregation of Africans, insulting them because of their colour and making them third grade citizens.

There was destruction of African values and traditions and introduction of foreign cultural practices like religion, language, education, and culture.

Nationalism after 1945

This refers to nationalistic activities that occurred, after the Second World War. It was in this period that Africans were successful in their struggle. It is referred to as modern nationalism. It was characterised by the following:

It was well organised and planned by African leaders who were educated in colonial schools. Examples of these leaders include Nyerere, Kenyatta, Nkrumah, and Obote.

It was a nation-wide since it covered the whole nation through opening up many branches, both in the rural and urban areas.

It was political in nature since they struggled for political independence.

It was dominated by both dialogue and armed struggle, where dialogue proved a failure.

It was motivated by both internal and external factors unlike those before 1945 which were motivated by internal factors.

Factors for the rise of nationalism after 1945

The factors that gave birth to African nationalism are of two kinds;

- Internal factors
- External factors

Internal factors

These forces were internally motivated, and generated in Africa and they favoured the growth of nationalism in Africa. These included the following:

Formation of peasant cooperative unions in rural areas: They were formed to defend the interests and welfare of farmers. Some associations were formed by colonialists to speed up the production and the marketing of cash crops as well as sensitising peasants about cultivation. Later on, they developed nationalistic feelings and turned against the colonialists using their structures in rural areas. Some of the associations included Kilimanjaro Cooperative Union, Victoria Cooperative, and Buhaya Cooperative Union.

Intensive exploitation of Africans after the Second World War: The colonisers wanted to revamp their ruined economies which were heavily damaged by the war. New measures to increase production in the colonies and to reduce metropole expenditure on the colonies were introduced. Land alienation was introduced to establish more plantations for the white settlers. Forced labour was carried out on the colonial plantations so as to increase output. New, taxes like gun tax and hut tax were introduced. Such forms of exploitation awakened Africans to start fighting for their self determination.

Formation of independent churches: These were churches lead by Africans who broke away from mainstream white churches. They addressed not only religious but also social, political, and economic grievances of Africans. Such churches included Joseph Ejayi in West Africa, the Kikuyu Native Church in Kenya, the Watch Tower Church movement in Malawi, the African National Church in Tanganyika, the People of God and Religion of Jesus in Kenya, and United Native Church in Cameroon.

Such churches openly criticised the colonialists and encouraged their followers to fight them, hence the rise of African nationalism.

Formation of segregated African schools: After realising that the missionary and colonial schools taught nothing but European based education some African societies started their own schools. Among the Kikuyu in Kenya, Africans were taught African based subjects and this helped in educating Africans and developing the spirit of nationalism.

Rise of elites: Some Africans like Nyerere in Tanganyika, Nkrumah in Ghana, Kamuzu Banda in Malawi, Abafemi Awolowo of Nigeria, received colonial education which helped them to get exposed to various liberation struggles. These elites mobilised Africans and provided leadership for nationalistic struggles.

Independence of Ghana in 1957: This served as an example to encourage other African nations to fight for their freedom and independence.

The Italy-Ethiopia war of 1935–1941: This increased the momentum of African nationalism. Italy was resisted by an African nation. This encouraged nationalists in the struggle for independence was defeated.

Formation of social welfare associations: These associations aimed to improve the working conditions of African workers. Examples include the Kikuyu Central Association in Kenya that was formed by Harry Thuku, the Railway Territory Civil Association in Tanganyika, Tanganyika Territory Civil Service Association which was formed by Martin Kayamba, and the Peoples Union in 1908 in Nigeria. Such associations exerted more pressure on the colonialists.

Mass media: Newspapers played a big role in spreading awareness among the population in both rural and urban areas. Such newspapers included Sauti ya TANU in Tanganyika, The Pilot, and The Comet in Nigeria.

Colonial social infrastructure: These played a big role in facilitating the rise and the spread of African nationalism. Infrastructure like railways and roads facilitated the nationalistic activities in rural and urban centres by spreading the massage of liberation to all parts of Africa.

External factors

These were factors from outside Africa that motivated nationalism. Such forces included:

The returning of ex-soldiers: These were Africans who participated in World War II on the side of their colonial masters assisting them as porters

and security guards. The soldiers were exposed to western democracy, and freedom. Some veterans like Dedan Kimathi who became the leader of Mau-Mau in Kenya, and Jonathan Okwiriri who became the president of the Young Kavirondo, Association formed movements that directly opposed the colonialists.

Formation of United Nations Organisation: This replaced the League of Nations. Independent African states were allowed to participate as members. African and Asian nations, through the UN, opposed colonialism and demanded for self determination.

The independences of India and Pakistan: This acted as an example for Africans to emulate. Both were British colonies that attained their independence in 1948 as one nation but later separated into two. Africans used such events to demand for their independence.

The Bandung conference of 1955: Asian and African nations like Ghana, Nigeria, Egypt and Libya met in Indonesia to discuss their problems which included colonialism and economic underdevelopment. They emphasised solidarity, and it was during this conference that the Non-Aligned Movement (NAM) was formed. The NAM called for the end of colonial rule.

Rise of communism in USSR: The Second World War witnessed the expansion and consolidation of the communist bloc. USSR begun to provide material and moral support to anti-colonial struggles. In Africa, it supported rebel groups in Angola and Namibia to fight against colonialists.

Marshal plan: This was initiated by George Marshall, the prime minister of USA. He offered loans to the war ravaged European nations on condition that they world decolonise Africa and Asia, by granting independence to their colonies.

Open-door policy of USA: USA introduced a policy of conducting business with independent African states, thus it asked colonialists to give independence to African countries to enable them to do business with the US.

Formation of Pan-African Association: This was formed at the First Pan-African Conference in 1900 by William Sylvester. This led to the formation of OAU, an organisation that united all African independent nations and also supported the independence struggle.

The British Labour Party: This assumed power in 1945 and it was opposed to colonialism, which it regarded as oppression of humanity and wastage

of British tax payers' money. Such anti-colonial sentiments in Britain encouraged many nationalistic movements to agitate for immediate independence.

The rise of USA as a leading capitalist nation: After World War Two USA became the chief supplier of raw materials. She became the leading capitalist nation and advocated for the decolonisation of Africa.

Aftermath of the Second World War: Colonial powers which incurred a lot of losses and could not continue with spending on the colonies were forced to grant independence to their colonies. But some European powers adopted intensive exploitation to revamp their economies, which awakened many Africans to resist, hence the rise of nationalism.

End of unit assessment

Answers to the end unit assessment (See Learner's Book)

1. There are many political, economic and social factors for national independence.

The political factors for national independence are:

- Respect of principles of democracy
- Good governance
- Strong patriotic sense
- National security and sovereignty
- Self-esteem and confidence among the citizens.

The economic and social factors for national independence are:

- Promotion and support of the private sector
- Good resources management
- Promotion of good investment climate
- Improvement of the industrial sector
- Promoting and sustaining self-reliance

2. Many methods are proposed to promote and sustain self-reliance. Some of these are:
- Girinka (one cow per poor family) Programme
- Establishment of mediators(abunzi)
- Establishment of agaciro development funds
- Ubudehe

- Kuremera
- National Itorero Commission
- Ndi Umunyarwanda Programme
- The campaign for 'Made in Rwanda'

3. The home-grown solutions adopted by Rwanda to achieve self-reliance are the following:
- Ubudehe
- Girinka Munyarwanda
- Ndi Umunyarwanda
- Agaciro Development Fund,
- Itorero
- Vision Umurenge Programme
- Mutuelle de Santé

Remedial activities

Questions

1. Give two factors for national independence.
2. Mention four economic and socio-cultural factors that favour national independence.

Expected answers

1. Political factors, economical and socio-cultural factors
2. Promotion and support of private sector, improvement of the industrial sector, promotion of good investment climate and good resources management

Extended Activities

Questions

1. Analyse the political factors for national independence.
2. Explain the economic and socio-cultural factors for national independence.

Expected answers

1. To ensure national independence, the factors to be considered are:
   - Respect of principles of democracy: This allows the people to establish their own government.

- Implementation of good governance: It is about the process for the making and implementation of decisions made.
- Existence of strong spirit of patriotism
- Self-esteem and confidence among the citizens
- Ensuring national sovereignty

2. To cement national independence, the following factors are necessary:
   - Promotion and support of the private sector
   - Improvement of the industrial sector,
   - Promotion of good investment climate
   - Good resources management

UNIT XV: Concept of Disability and Inclusive Education

Key unit competence

To be able to differentiate special needs education and inclusive education and appreciate the impact of inclusive education

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Definition of the concept of disability and its types
- Causes and consequences of disability
- Attitudes and feelings towards disability in Rwanda

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: With this cross-cutting issue, learners will be conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. This cross-cutting will to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing

sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic Competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. During discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas about disability and inclusive education through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. For instance, learners will have to make different presentations of the results of their findings and while discussing in their respective groups.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts. |They will also make sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Absenteeism, albino, behaviour, disability, dyslexia, anti-social, exclusion, gifted impairment, inclusion, inclusive education, integration, shame, special needs education, syndrome, therapy

Guidance on the problem statement

Develop an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the concept of disability and inclusive education.

One of suggested problem statement here is the following: "Analyse problems faced by children with disabilities and explore ways of helping children with disabilities." This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them that they are poor compared to others. Alternatively, do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;

- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

The teacher should use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and allow them sit in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Make them sit next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommend medical intervention for such learners.

Hearing impaired learners

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying respond unless the learners are looking at the teacher;

- Irrelevant responses;
- Paying less attention and are often being inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning, the teacher can:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Ensure they are audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate;
- Speak slowly and use simple words.

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems e.g. inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;
- Demonstrating various concepts whenever possible;
- Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- Truancy

- Stealing
- Failure to complete tasks
- Disrupting lessons through playing;
- Fighting others.

To assist such learners, the teacher can:

- Reinforce their positive behaviour through rewards;
- Involve their parents or guardians in correcting such behaviours;
- Set reasonable levels of expectations and ensure that they are met;
- Be firm when dealing with unacceptable behaviours;
- Refer the learners to a professional counsellor if necessary;

Some strategies and tools teachers can use to help these learners include:

Teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; Use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Different categories of children with special needs	1
2	Lesson 2: Ways to help learners with special needs and the impact of inclusive education.	1
3	Evaluation	1

Lesson Development

Lesson 1: Definition of special needs education

Learning objective

Learners are able to identify different categories of children with special needs.

Prerequisites/Revision/Introduction

As introduction of the new lesson, ask learners to define what they understand by the term special needs. See Learner's Book.

Teaching aids

Learner's books, and in schools with enough resources, a history teacher can deliver his or her lesson by using a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do the activities 1,2 and 3 that are in the learner's book pages.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective

Questions
1. Using internet or relevant textbooks and persons as resources, identify who are the children with special needs are. Present the results of your findings to the class.
2. Roles play the case of learners with visual impairment and find out how you can help such a student. How do you feel? Describe his or her attitude and the reaction of the students of the class.
3. Identify the types of disability in each of the cases below

and fill in the table.

Case 1: Francine is 10 years old, but she still cannot read her own name.

Case 2: John is an albino. His eyes look unusual and he cannot copy from the blackboard.

Case 3: Claude cannot walk well. He has no wheelchair but can move slowly with the help of a crutch.

Case 4: Nelly never answers the teacher when he talks, but she can copy the notes on the blackboard very well.

Case 5: Peace is very intelligent. She cannot use one of her hands. Her writing is poor and difficult to read.

Case 6: Fred has down's syndrome. He cannot read or write.

Case study	Impairment
1.	
2.	
3.	
4.	
5.	
6	

4. Given the impairment below, suggest possible strategies to help the learners with such impairment. Present the results to the class.

   1. Visual

   2. Hearing

   3. Learning

   4. Physical

Suggested answers
1. The Individuals with Disabilities Education Act (IDEA) officially defines speech and language impairments as

"a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance." Each point within this official definition represents a speech and language subcategory. "A communication disorder such as stuttering provides an example of a fluency disorder. Other fluency issues include unusual word repetition and hesitant speech. "Impaired articulation" indicates impairments in which a child experiences challenges in pronouncing specific sounds. "A language impairment" can entail difficulty comprehending words properly, expressing oneself and listening to others. Finally, "a voice impairment" involves difficulty voicing words; for instance, throat issues may cause an abnormally soft voice. Physical disability (wheel chair users, crutch users) is an impairment that makes one unable to use his or her physical limbs to perform a function: cannot easily move around school environment, may have difficulty getting to school, may not participate in games with other children; inaccessible school infrastructure i.e. playground, toilet.

2. See learner's book.

3. See learner's book.

4. See learner's book.

Lesson 2: Impact of inclusive education

Learning objective

Learners are able to explain different ways to help learners with special and the impact of inclusive education.

Prerequisites/Revision

As revision, ask learners to explain different cases of children with special needs. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activity 5 that is in the learner's book.

Synthesis

To make a synthesis of the lesson, a teacher summarises the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions
1. Use internet and relevant textbooks and research on the impact of inclusive education.
2. Point out two consequences of the absence of inclusive education

Suggested answers
1. See learner's book
2. Two consequence of the absence of inclusive education are:
    *   Such learners may increase absenteeism and dropouts
    *   Special Education Needs learners may be bored in class.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit. (See Learner's Book)

Additional information

Here are key findings about the benefits of inclusion for children and families.

Families' visions of a typical life for their children can come true. All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.

Children develop a positive understanding of themselves and others. When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

Friendships develop. Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.

Children learn important academic skills. In inclusive classrooms, children with and without disabilities are expected to learn to read, write and count. With higher expectations and good instruction children with disabilities learn academic skills.

All children learn by being together. Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.

End of unit assessment

Answers to end of unit assessment (See Learner's Book)

1. Children with special needs are those who have:
    *   Intellectual disability
    *   Communication disorder
    *   Physical disability
    *   Learning disabilities or learning disorders
    *   Visual and Hearing impairment, etc.
2. Special educational needs are learning difficulties or disabilities

which make it hard for learners to learn in the same way as their peers of the same age.

- Inclusion is based on the rights of all learners, quality and equitable education that meets their basic needs and caters for the diversity of backgrounds and abilities as a learning opportunity.

- Integration is the combining of two or more things so that they work together effectively. When people become part of a group or a society and are accepted by them.

3. The benefits of Inclusive Education are:

- Learners with Special Educational Needs can access basic education.

- Special Education Needs learners can interact with their peers and develop social skills.

- Special Education Needs learners have an opportunity to become adults who can work and contribute to the community.

- All learners gain respect for others.

- Inclusive classrooms develop generic competences of cooperation and lifeskills.

- It reduces dropout rates in schools.

- It provides a motivating environment for Special Education Needs learners.

Remedial activities

Questions

1. Give three ways to help children with special needs.
2. Give two advantages of inclusive education.

Answers

1. Ways to help children with special needs are:

- Facing the learner while you speak to them might help learners with a hearing impairment

- Using large writing on the blackboard and or visual aids to help those with visual impairment.

- Trying to understand the specific talents of the learner and helping to develop them.

2. Two advantages of inclusive education
   - Learners with special needs can access basic education.
   - Special education needs learners can interact with their peers and develop social skills.

Extended Activities

Questions

1. Define special needs education.
2. Who are children with special needs?
3. Describe ways to help children with special needs.
4. Assess benefits of inclusive education.

Expected Answers

1. The term special needs education is a specific educational arrangement for learners with learning difficulties or disabilities.
2. Children with special needs are those who have disability or a combination of disabilities that makes learning or other activities difficult. They include those with mental retardation, speech and language impairment, etc.
3. Ways to help children with special needs are:

   Be positive because a positive attitude is the single most important quality for anyone who works with children with special needs.

   Be motivational to them. Provide praising comments that link the activity directly with the recognition.

4. Learners with Special Education Needs can access basic education.
   - Special Education Needs learners can interact with their peers and develop social skills.
   - Special Education Needs learners have an opportunity to become adults who can work and contribute to the community.
   - All learners gain respect for others.
   - Inclusive classrooms develop generic competences of cooperation and lifeskills.
   - It reduces dropout rates in schools.
   - It provides motivating environment for Special Education Needs learners.

UNIT XVI: Tolerance and Respect

Key unit competence

To be able to recognise and respond to the effects of bias, prejudice, intolerance and stigma on individual and family

Prerequisites of this Unit

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before:

- Effects of disability: Hearing and visual problems, heart problems, immobility, bone infection, social difficulties.
- Measures to prevent disability: Vaccination, proper hygiene, avoidance of accidents proper nutrition, early medical treatment.
- Challenges to social cohesion: Discrimination, exclusion, stigma, prejudice,

Cross-Cutting Issues to be Addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values

Inclusive education: Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities.

Gender: With this cross-cutting issue, learners both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: With this cross-cutting issue, learners will be conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender based violence among others. This cross-cutting will to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aimed at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

Generic competences

Cooperation, Interpersonal management, Lifeskills

In this unit, learners will have tasks or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. An effective and fruitful cooperation requires every group member to demonstrate respect for the rights, views and feelings of others. In fact, during discussion, decision making and drawing of conclusions, learners should adopt positive ethical and moral attitudes with respect to socially acceptable behaviour.

Communication

In this unit, learners will be assigned activities in which they will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary effectively about tolerance and respect. For instance, learners will have to make different presentations of the results of their findings and while discussing in their respective group works.

Research and Problem Solving

In this unit, learners will be given assignments that require them to carry out research so as to find answers to questions and solutions to problems, produce new knowledge based on research of existing information and concepts. They will also make sound judgment in developing viable solutions and explain phenomena based on findings from information gathered or provided.

Critical Thinking

In this unit, learners will be involved in situations or activities in which, they will have to use their critical thinking ability. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will have to explore and

weigh up evidences and explanations presented by different authors in order to find out the veracity of their works or researches.

Lifelong Learning

Learners will be given take home assignments and will be also invited to make further research themselves on different topics explored in this unit. In so doing, they will have the opportunity to use Information and Communication Technology tools and this will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Tolerance, bullying, harassment, bias, prejudice, stigma, intolerance, rejection, livelihood, stigmatization, overeating, depression, anxiety, scapegoat, empathy

Guidance on the problem statement

This involves an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the concepts of tolerance and respect in society.

One of suggested problem statement here is the following: "Examine the impact of some attitudes like bias, prejudice, stigma, intolerance, harassment, and rejection and bullying towards people living with HIV/AIDS, people with disabilities and people who are perceived to be different in society". This problem statement can be given as homework or in class discussion.

Attention to special educational needs

The History Subject is a course in which learners with special educational needs will not have to manipulate instructional objects. Therefore, to teach this unit, help learners with special educational needs according to the nature of their impairment in the following ways:

Learners with physical impairment

First of we should know that learners with physical impairment are these ones who may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. In addition, such learners may display excessive fatigue after performing light duties.

This category of learners can be helped in the following ways:

- Ask another learner to help them to move around;
- Sit the leaner in a place where they can move in and out of class easily;
- Give them more time and practice to write;
- Copy important notes for them on paper, if it takes them too much time to copy all;
- Work with the school administration to ensure that there is a friendly school environment for instance, the building ramps on all entries to rooms;
- Network with organisations that can provide wheelchairs to the learners;
- Allow such learners more time to complete their tasks;
- Encourage other learners to treat the physically challenged with respect and dignity.

Gifted and talented learners

This category of learners understands concepts very fast because they are extremely intelligent. They have the following characteristics:

- Complete tasks faster than others;
- Get bored faster due to early completion of tasks;
- Can be disruptive due to idleness.

Teachers can assist them by:

- Providing extra activities so as to keep them occupied;
- Assigning them responsibilities to assist other learners;
- Providing counselling sessions where necessary.

Time takers

Such learners take time to understand what has been taught. Teachers should not reprimand such learners or show them they are poor

compared to others. Alternatively, teachers should do the following to help them:

- Give them more attention;
- Be more patient with them;
- Guide them carefully and create time for them after the lesson;
- Encourage them by telling them they can do better;
- Ensure that they have understood a sub-topic before moving on to the next sub-topic.

Visually impaired learners

Visually impaired learners experience problems with their vision. Some learners may experience low vision and others may have no vision at all. It is possible for the teacher to be able to notice such learners because they display the following characteristics:

- They write unusually large letters;
- They often scratch their eyes;
- They cannot focus in bright light;
- They cannot focus on distant objects.

Use the following strategies to assist the visually impaired learners through:

- Ask the child where they can see best and sit them in that place;
- Write with yellow chalk on a clean chalkboard;
- Use big writing on the chalkboard;
- Sit them next to another learner who can help;
- Encourage them to sit at the front of the class;
- Confirm that the student can read what is displayed on the chalkboard;
- Use a large and legible handwriting on the chalkboard;
- Use large charts and other visual aids;
- Ensure good colour contrast on learning aids;
- Give the child real objects to use
- Talk to their parents or guardians and recommending medical intervention for such learners.

Hearing impaired learners:

These learners have a problem with their ability to hear. They may be partially or completely unable to hear. Learners with hearing problems display signs such as:

- Turning their head towards the source of sound;
- Shouting when talking;
- Making regular consultation with those sitting next to them;
- Delaying to respond unless the learners are looking at the teacher;
- Irrelevant responses;
- Paying less attention and are often inactive during the lesson;
- Always looking at the lips of the person they are talking with or the lips of the teacher.

These learners need to be referred to an ear specialist. However, to assist them in the process of learning:

- Look at the learner when speaking;
- Speak clearly and loudly;
- Sit them next to another learner who can help;
- Write instructions on the chalkboard;
- Ensure they are audible enough while teaching;
- Encourage the learners to sit at the front in class;
- Regularly check the learners' notes to ensure they are writing the right things;
- Give the learner a slate (urubaho) to help them communicate
- Speak slowly and use simple words

Learners with communication disorders

These learners cannot communicate effectively because of speech and language problems such as inability to interpret simple statements easily giving up on description tasks due to frustration, stammering and difficulty in explaining things.

You can assist this category of learners by:

- Referring them to a speech therapy specialist when need be;
- Avoiding interrupting them when they are talking, thus you should display high level of patience;
- Paying attention to all their needs;

- 🖭 Demonstrating various concepts whenever possible;
- 🖭 Giving clear instructions.

Learners with behaviour disorders

Learners suffering from behaviour disorders are those who do not conform to the expected kind of behaviour as governed by laid down school rules and regulations. They may show behaviour disorder such as:

- 🖭 Truancy
- 🖭 Stealing
- 🖭 Failure to complete tasks
- 🖭 Disrupting lessons through playing;
- 🖭 Fighting others.

To assist such learners, the teacher can:

- 🖭 Reinforce their positive behaviour through rewards;
- 🖭 Involve their parents or guardians in correcting such behaviours;
- 🖭 Set reasonable levels of expectations and ensure that they are met;
- 🖭 Be firm when dealing with unacceptable behaviours;
- 🖭 Refer the learners to a professional counsellor if necessary;

Some strategies and tools you can use to help these learners include:

Use teaching aids, desk arrangement, seating placement, additional time, individual attention, partner with another learner,

Facing the learner while you speak might help learners with a hearing impairment;

Use large writing on the blackboard and on visual aids; use of body language; Break tasks down into small steps or learning objectives;

Ensure learners start with what they can do, then move on to a new harder tasks; Give learner lots of practice and time. This is called "over-learning". It helps to ensure the child has mastered a skill;

Give extension tasks to fast and gifted learners for them to work on after they have completed the general tasks; etc.

List of Lessons

Number of the lesson	Lesson title	Number of periods

1	The effects of bias, prejudice, intolerance and stigma on individual and families	1
2	Evaluation	1

Lesson Development

Lesson 1: Definitions: bias, prejudice, stigma or intolerance, harassment, rejection and bullying

Learning objective

Learners are able to assess the effects of bias, prejudice, intolerance and stigma on individual and families.

Prerequisites/Revision/introduction

As introduction of the new lesson, ask learners to define what they understand by the terms intolerance and prejudice. See Learner's Book.

Teaching aids

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.

Learning activities

Organise learners into groups and then invite them to do activities 1, 2 and 3 that are in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Assessment

Below are questions and suggested answers to assess the lesson learning objective.

Questions

Define the following terms: Bias, stigma and rejection.

Suggested answers

Definitions of terms: Bias, stigma and rejection.

- Bias: Inclination towards something. Partiality, preference. Inclined to one side. A preconceived opinion about something or someone.

- Rejection: Refusal to accept the performances of others. Denying others opinions or beliefs. Act of pushing someone or something away.

- Stigma: A mark of infamy or disgrace. It is also defined as an association of disgrace or public disapproval of something, such as an action or condition. e.g. HIV infected person.

END OF UNIT

Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with a synthesis of this unit. (See Learner's Book)

Additional information

What can be done to help someone who is being bullied?

To help someone who is being bullied, support the person and condemn the bullying behaviour. Other ways to help, including what to do if a person is in immediate danger, are listed below.

To support a child who is being bullied:

- Listen to the child and let him or her know you are available to talk or even help. A child who is being bullied may struggle talking about it. Consider letting the child know there are other people who can talk with him or her about bullying. In addition, you might consider referring the child to a school counselor, psychologist, or another mental health specialist.

- Give the child advice about what he or she can do. You might want to include role-playing and acting out a bullying incident as you guide the child so that the child knows what to do in a real situation.

- Follow up with the child to show that you are committed to helping to stop to bullying.

To address the bullying behaviour:

- Make sure a child whom you suspect or know is bullying knows what the problem behaviour is and why it is not acceptable.

- Show children that bullying is taken seriously. If you know someone is a bully to someone else, tell the bully that bullying will not be tolerated. It is important, however, to demonstrate good behaviour when speaking with a bully so that you serve as a role model of good interpersonal behaviour.
- Be a friend to the person who is being bullied, so they do not feel alone.
- Tell a trusted adult if you see someone being bullied.
- Help the person to get away from the bullying without putting yourself at risk.
- Do not enable bullying by providing an audience.
- Set a good example by not bullying.

End unit assessment

Answers to end unit assessment (See Learner's Book)

1. The definitions are the following:
   - Bias: Inclination towards something; partiality or preference inclined to one side; a preconceived opinion about something or someone.
   - Bullying: An act of intimidating a weaker person to do something especially by repeated coercion.
   - Prejudice: Opinion formed beforehand or without knowledge of the facts. Any pre-conceived opinion or feeling, whether positive or feeling negative
   - Harassment: Persistent attacks and criticism on someone causing worry and distress or an excessive intimidation. It is behaviour which appears to be disturbing or threatening. This includes sexual harassment, which refers to persistent and unwanted sexual advances, like in the workplace, where the consequences of refusing are potentially very disadvantageous to the victim.

2. The impact of stigma and discrimination are the following:

   For stigma, the victims develop fear and mistrust others and do not want to meet them. He or she develops a practice of non self-esteem. Besides, the victims of stigma and discrimination can exhibit the following:
   - Loss of income and livelihood
   - Difficult in getting married and producing children

- Being hopeless and having feelings of worthlessness
- Lack of reputation
- Depression and anger

3. The consequences of harassment are:
   - Disbelief
   - Anger
   - Self-blame: "I shouldn't have been there"
   - Loss of self-confidence: "I'm so stupid for letting this happen. I must be as bad as they say".
   - Powerlessness" "nothing is going to stop this", "no one will believe me".
   - Isolation, withdrawal, illness, depression
   - Loss of sleep
   - Loss of appetite
   - Headache, stomach-ache

4. Three strategies to stop bullying at school:
   - The bullied learner surrounds himself with supportive friends and stays in groups.
   - The bullied learner can also avoid places where they are bullied.
   - Parents, school staff, and other adults in the community can help children to prevent bullying by talking against it.

Remedial activities

Questions
1. Define the term bias.
2. Give two social consequences of stigma.

Answers
1. Bias: Inclination towards something. Practicality, preference, inclined to one side.
2. Two social consequences of stigma
   - The victims develop fear and mistrust. Others do not want to meet, thus stigmatising them.
   - It creates lack of self-esteem in the victim

Extended Activities

Questions

1. What do you understand by the following terms: bias, prejudice, stigma, intolerance, harassment, rejection and bullying?
2. Evaluate the impact of stigma on healthy relationships among people living with HIV/AIDS.

Answers

1) Bias: Inclination towards something. Partiality, preference inclined to one side.

Prejudice: Opinion formed beforehand or without knowledge of the facts. It is a preconceived, usually unfavourable, judgment toward people or a person because of gender, political opinion, social class, age, disability, religion, race/ethnicity, language, nationality etc.

Stigma: It is a mark of infamy or disgrace. It is also defined as an association of disgrace or public disapproval with something, such as an action or condition such as HIV infected person.

Intolerance: It is the act of not accepting opinions of other people or beliefs, or practices. It is also defined as refusal to tolerate or respect persons of a different social group, especially members of a minority group. For example, Religious intolerance.

Harassment: It is a persistent attack and criticism of someone causing worry and distress or excessive intimidation. It is behaviour which appears to be disturbing or threatening. This includes sexual harassment, which refers to persistent and unwanted sexual advances, like in the workplace, where the consequences of refusing are potentially very disadvantageous to the victim.

Rejection: It is refusal to accept the performance of other people. Denying others opinions or beliefs. It is an act of pushing someone or something away.

Bullying: It is defined as an act of intimidating a weaker person to do something unwillingly. Bullying is also defined as the activity of repeated, aggressive behaviour intended to hurt another individual, physically, mentally or emotionally.

2) HIV related stigma refers to prejudice, negative attitude and abuses directed to people living with HIV and AIDS.

The victims develop fear and mistrust towards others and do not want to meet them.

He or she develops low self-esteem.

It leads to loss of income and livelihood.

It can make it difficult for someone to get married and to produce children.

It makes a person hopeless and they develop feelings of worthlessness.

It causes lack of reputation

It leads to depression and anger

It leads to poor care in the health sector

It causes withdrawal of care-giving in the home

Victims feel ashamed by family, peers and the wider community.

It leads to poor treatment in health care and educational settings.

It makes victims fear to come out.

A victim may develop self-stigmatisation.

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