

History

for Rwanda Schools

Teacher's Guide
Senior 5

Chaste Nturo

FOUNTAIN PUBLISHERS

www.fountainpublishers.co.ug

Fountain Publishers Rwanda Ltd
P.O. Box 6567
Kigali, Rwanda
E-mail: fountainpublishers.rwanda@gmail.com
sales@fountainpublishers.co.ug
Website: www.fountainpublishers.co.ug

© Fountain publishers 2017
First published 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission from the publishers.

ISBN 978-9970-19-430-8

Contents

<i>General Introduction</i>	1
<i>Content Map</i>	12
<i>Lesson Plan</i>	21
<i>Suggested ways to teach the units step by step</i>	25
Unit 1: First and Second Republics of Rwanda	25
Lesson Development	32
Lesson 1: Political problems on the dawn of the independence of Rwanda	32
Lesson 2: Management of the problem of Inyenzi incursions	33
Lesson 3: Economic problems and achievements under the First Republic	34
Lesson 4: Socio-cultural evolution of Rwanda under the First Republic ..	34
Lesson 5: The failures of the First Republic	35
Lesson 6: The reasons for the fall of the First Republic	36
Lesson 7: Political evolution of Rwanda under the Second Republic	37
Lesson 8: Economic evolution of Rwanda under the Second Republic ...	37
Lesson 9: Socio-cultural evolution of Rwanda under the Second Republic	38
Lesson 10: Failures of the Second Republic	39
Lesson 11: Reasons for the fall of the Second Republic	40
Unit 2: Genocide Denial and Ideology in Rwanda and Abroad	51
Lesson Development	58
Lesson 1: Definition of concepts: ideology, genocide ideology and genocide denial	58
Lesson 2: Ways used to deny the 1994 genocide against the Tutsi	59

Lesson 3: Forms of genocide denial: banal denial.....	59
Lesson 4: Forms of genocide denial: literal denial	60
Lesson 5: Forms of genocide denial: interpretative denial.....	61
Lesson 6: Forms of genocide denial: implicatory denial.....	61
Lesson 7: Ways of fighting against forms and channels of the genocide denial and ideology: African level	62
Lesson 8: Ways of fighting against forms and channels of genocide denial and ideology: national level	63

Unit 3: Origin of Islam and its impact in West Africa 71

Lesson Development	77
Lesson 1: Origin of Islam	77
Lesson 2: Koran and pillars of Islam.....	78
Lesson 3: Spread of Islam.....	79
Lesson 4: Means used in the spread of Islam in west Africa	79
Lesson 5: Effects of the spread of Islam in West Africa	80
Lesson 6: Causes of jihads in West Africa	81
Lesson 7: Example of a jihad leader Uthman Dan Fodio	82
Lesson 8: Example of jihad leader: Al Hadj Umar	83
Lesson 9: Success of jihads in West Africa	85
Lesson 10: Consequences of Jihads in West Africa.....	86

Unit 4: European domination and exploitation of Africa in the 19th century 101

Lesson Development	107
Lesson 1: Reasons for European scramble for Africa.....	107
Lesson 2: Colonial methods of African exploitation: Taxation and forced cash crop growing.....	109
Lesson 3: Colonial methods of African exploitation: Forced labour and land alienation.....	110

Lesson 4: Colonial methods of African exploitation: Development of legitimate trade	112
Lesson 5: Colonial methods of African exploitation: Discouragement of industrialisation	113
Lesson 6: Colonial methods of African exploitation: Development of road and railway transport	114
Lesson 7: Colonial methods of African exploitation: Education system ...	115
Lesson 8: Political effects of colonial domination of African countries by Europe	116
Lesson 9: Economic effects of colonial domination of African countries by Europe	117
Lesson 10: Social effects of colonial domination of African countries by Europe	118
Lesson 11: Cultural effects of colonial domination of African countries by Europe	120
Unit 5: Impact of Colonial Rule on African Societies	128
Lesson Development	135
Lesson 1: Definition of the terms: Colonialism and capitalism	135
Lesson 2: Different types of colonialism	136
Lesson 3: Negative effects of colonisation on the African societies: Loss of African independence and division of African tribes.....	137
Lesson 4: Negative effects of colonisation on the African societies: Loss of political power, killing and sexual abuse	138
Lesson 5: Negative effect of colonisation on the African societies: Change of African lifestyle of living	139
Lesson 6: Negative effect of colonisation on the African societies: Over exploitation of African resources	140
Lesson 7: Negative effect of colonisation on the African societies: Introduction of taxes and forced labour	142
Lesson 8: Negative effect of colonisation on the African societies: Extraversion of the African economy.....	143

Lesson 9: Negative effect of colonisation on the African societies: Colonialism retarded development	144
Lesson 10: Positive effect of colonisation on the African societies: Development of the education system	145
Lesson 11: Positive effect of colonisation on the African societies: Development of modern infrastructures of transport	145
Lesson 12: Positive effects of colonisation on the African societies: Introduction of new crops and agricultural methods	146
Lesson 13: Positive effects of colonisation on African societies: Development of health system.....	147

Unit 6: Major European Events from 1836 up to 1878..... 155

Lesson Development	163
Lesson 1: Causes of the 1848 European revolutions	163
Lesson 2: The Common characteristics of the 1848 European revolutions	164
Lesson 3: Effects of the 1848 European revolutions	165
Lesson 4: Success of the 1848 European revolutions	166
Lesson 5: Factors for the success of the 1848 European revolutions in France	167
Lesson 6: Failures of the 1848 European revolutions.....	168
Lesson 7: Reasons why the 1848 European revolutions did not take place in some countries	169
Lesson 8: The background of Italian unification	170
Lesson 9: Italy before 1815	172
Lesson 10: Factors that delayed the Italian unification	173
Lesson 11: Factors that facilitated Italian unification	174
Lesson 12: Biography of Giuseppe Mazzini	175
Lesson 13: The role played by Giuseppe Mazzini in Italian unification..	176
Lesson 14: Biography of Giusseppe Garibaldi.....	177

Lesson 15: The role played by Giuseppe Garibaldi in Italian unification	179
Lesson 16: Biography of Camillo Benso di Cavour	180
Lesson 17: The role played by Camillo Benso di Cavour in Italian unification	182
Lesson 18: Biography of Victor Emmanuel II	183
Lesson 19: The role played by Victor Emmanuel II in Italian unification	184
Lesson 20: The role played by foreign powers in the Italian unification	186
Lesson 21: Evaluation	187
Lesson 22: Stages in the Italian unification: The Plombières treaty and liberation of Lombardy	187
Lesson 23: Stages in the Italian unification: Annexation of central states, Naples and Sicily to Piedmont	188
Lesson 24: Stages in the Italian unification: Liberation of Venetia and annexation of Rome	190
Lesson 25: German Empire and the biography of Bismarck	192
Lesson 26: Domestic policies of Bismarck 1871-1890	192
Lesson 27: Foreign policies of Bismarck 1871-1890	194
Lesson 28: Factors that delayed German unification	195
Lesson 29: Factors that enabled German unification	196
Lesson 30: The role played by Von Bismarck in the German unification	196
Lesson 31: Stages in the German unification: Defeat of Denmark and annexation of Schleswig and Holstein	198
Lesson 32: Stages in the German unification: Annexation of south German states and defeat of France in 1871	199
Lesson 33: Similarities and differences in the Italian and German unification	201
Lesson 34: Background of the Eastern Question	203
Lesson 35: Causes of the Greek war of independence	204
Lesson 36: Course of the Greek war of independence	205
Lesson 37: Effects of the Greek War of independence	206

Lesson 38: The causes of the Syrian Question.....	207
Lesson 39: Course of the Syrian Question.....	208
Lesson 40: Evaluation — Test.....	209
Lesson 41: Effects of the Syrian Question.....	209
Lesson 42: Causes of the Crimean war.....	210
Lesson 43: Course of the Crimean war.....	210
Lesson 44: Effects of the Crimean war.....	212
Lesson 45: The 1856 Paris Treaty and its impact on Europe.....	213
Lesson 46: Reasons for the calling of the Berlin Congress.....	214
Lesson 47: Impact of the Berlin Congress on Europe.....	215

Unit 7: The National Duties and Obligations..... 249

Lesson Development.....	255
Lesson 1: Definition of <i>Itorero</i>	255
Lesson 2: Historical background of <i>Itorero</i>	256
Lesson 3: Vision, mission and objectives of <i>Itorero</i>	257
Lesson 4: Achievements of <i>Itorero</i>	259
Lesson 5: <i>Urugerero</i> programme.....	259
Lesson 6: The historical background of <i>Umuganda</i>	260
Lesson 7: Achievements of <i>Umuganda</i>	261
Lesson 8: The historical background of <i>Imihigo</i>	262
Lesson 9: Impact of <i>Imihigo</i>	263
Lesson 10: Challenges of <i>Imihigo</i> : problems of measurements.....	264
Lesson 11: Challenges of <i>Imihigo</i> : competing agendas, low ownership of <i>Imihigo</i> , understaffing and low capacity.....	265
Lesson 12: Challenges of <i>Imihigo</i> : delays in funds disbursement.....	266
Lesson 13: Issues in the implementation of <i>Imihigo</i>	267
Lesson 14: Background and contribution of community policing.....	268
Lesson 15: Community policing programmes.....	269

Unit 8: National and International Judicial Systems and Instruments ... 286

Lesson Development292

Lesson 1: Concepts of judicial systems292

Lesson 2: National judicial systems.....293

Lesson 3: National judicial instruments294

Lesson 4: International judicial systems295

Lesson 5: International judicial instruments.....295

Lesson 6: Structure of the International Court of Justice.....296

Lesson 7: Organisation of the International Court of Justice.....297

Lesson 8: Structure of the International Criminal Court298

Lesson 9: Organisation of the International Criminal Court299

Lesson 10: Ways in which justice has been denied and delayed in Rwanda
.....300

Unit 9: Dignity and Self-Reliance 311

Lesson Development317

Lesson 1: The meaning of the terms dignity and self-reliance317

Lesson 2: Self-reliance in Kenya under Jomo Kenyatta.....318

Lesson 3: The definition of the term *Ujamaa*319

Lesson 4: *Ujamaa* under the Nyerere regime in Tanzania319

Lesson 5: Mulungushi reforms in Zambia with Kenneth Kaunda320

Lesson 6: Brief situation of South Africa when Mandela came to power
.....321

Lesson 7: Reforms operated under Mandela's regime322

Lesson 8: Reforms initiated by Kwame Nkrumah in Ghana323

Lesson 9: Factors for the success of self-reliance policies of some African
leaders324

Lesson 10: Lessons learnt from the successful self-reliance policies of
African leaders325

References.....348

General Introduction

Introduction to the new curriculum

This teacher's guide encompasses different parts or sections. The first section is the general introduction to the teacher's guide. In this part, methodological notes and general guidelines on the principles of the competence based approach to learning and assessment are provided.

The second section is made up of the content map. 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 third section contains a sample of a lesson plan. A lesson plan is basically a teacher's road map of what is to be taught and how it will be taught.

The fourth section contains the development of all the units and the structure of each unit is as follows: 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 unit, are the summary of the unit, additional information, end unit assessment, remedial activities and extended activities. The last and the fifth section is made up of the references.

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 collaboration 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, here in senior five, while teaching the failures and reasons for the fall of the First Republic from unit one entitled *First and Second Republics of Rwanda*, group work is one of the appropriate techniques that can be used. Through group work, learners discuss and exchange ideas. Therefore, they come to a common understanding of the reasons for the decline of the First Republic by 1973.

How to apply this technique in teaching history.

To be successful in using group work to teach history, a teacher is 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 learners will work together.
- Decide who will be working together.
- Give learners roles 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 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 gives chance to learners to express themselves and evaluate ideas.

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

For the success of this technique, a teacher should help the 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 everyone's opinion and keeping silent while someone is sharing his or her idea.
- The teacher 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 learners to acquire new vocabulary through research, and from other debaters.

When applying this technique in teaching and learning history, a teacher should make sure that he/she chooses a motion, the opposers and proposers, a chairperson, a timekeeper as well as a secretary.

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

An example of a motion in the senior five syllabus would be: "To some extent, the African societies benefited from European colonisation."

4. Role play

Role-play is another technique of teaching history in which learners explore the thoughts and feelings of other people by responding and behaving as those people would in a simulated situation. One of the reasons role-play works 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 to be observed by a teacher when preparing to use role play:

- i) Select or develop the role-play scenario: Teacher's preparation.
- ii) Tell learners what they will be doing and why.
- iii) Select participants and explain their roles.
- iv) Explain what you expect from the audience.
- v) Give learners time to prepare.
- vi) Commence the role-play.
- vii) Discuss, evaluate and debrief.

For example, in teaching about the European domination and exploitation of Africa in the 19th century, one group of learners can play as colonialists who have to enforce colonial exploitation policies like forced labour while another group play 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 the 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 the visit.
- receive and analyse reports, presentations prepared by learners.

For example when the learners are studying about the failures of the two republics, 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. The teacher presents a problem situation and indicates how to proceed.

For example while teaching about genocide denial and its manifestation in Rwanda and abroad, a teacher can use an extract of a text or speech where genocide denial is exposed. Learners read or listen to it, discuss it and give the appropriate answers to the related Questions.

7. Learning corner/centre

The teacher places Questions in different corners of the classroom. Groups of 3-6 learners move from corner to corner as per signal given by the teacher. They discuss and write answers 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 as it 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.
- The teacher starts 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 the brainstorming, guide learners to recognise the ideas; this can be used to generate more ideas. Finally, teacher guides learners to draw a conclusion.
- It can be used on all topics of history and can sometimes 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.

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 the 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 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 program 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 you are still 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 up 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 conclusion 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 a topic from its origin.

List of equipment needed for the subject

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

<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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 ▶ Posters of traditional tools e.g. arrows, spears, shields, swords, ramming rods and Axes ▶ Relevant newspapers and magazine cuttings ▶ School surroundings and its neighbourhood
---	--

Guidance on what to do if these materials are not available

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

For example, if a teacher could not easily find a film, she or he can use a recording from radio and testimonies.

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

If a teacher can not find the posters of traditional tools, he or she can draw them and then learners observe them and do the required activity.

It is better for schools near historical sites, memorial sites and museums to visit them other than to use other illustrations because there the learners will meet with some specialists and will get more information that will widen their knowledge and competences.

Content Map

	Unit 1: First and Second Republics of Rwanda	Unit 2: Genocide denial and ideology in Rwanda and abroad	Unit 3: Origin of Islam and its impact in West Africa
Number of Periods	12	14	20
Key unit competence	Examine the achievements and failures of the First and the Second Republics in Rwanda	Explain measures of preventing genocide from happening again in Rwanda and elsewhere	Explain the origin of Islam, its role in the expansion of West African empires and its impact
Equipment/ learning and teaching materials required	Paper and pens A wall map of the traditional Rwanda A geological map of Rwanda Internet access Television set Digital video-disc player Video-discs old Rwandan identity card School or public library access	Paper and pens A world map Internet access Television set Digital video-disc player Video-discs School or public library access	A world map Paper and pens Internet access School or public library access
Activities/ techniques	<ul style="list-style-type: none"> ● Summarising the achievements and failures of the First and Second Republics in Rwanda ● Analysing factors that led to the downfall of First and Second Republics in Rwanda ● Researching using ICT/digital skills ● Data collection ● Presentation of findings 	<ul style="list-style-type: none"> ● Organising a debate and drawing logical conclusion on ways of fighting against different forms and channels of genocide denial and ideology ● Research and presentation of findings ● Researching using ICT/digital skills ● Data collection 	<ul style="list-style-type: none"> ● Organising a debate and drawing logical conclusions on the origin and role of Islam in the expansion of various empires of West Africa in order to understand the culture of Islam ● Explaining how Islam civilisation spread in Africa and balance its consequences ● Assess the causes and consequences of Jihad movements in Africa by analysing the roles of great leaders ● Presentation of findings ● Researching using ICT/digital skills

<p>Generic competences practiced</p>	<p>Cooperation, Interpersonal management, Lifeskills In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task they are assigned. 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.</p> <p>Communication In this unit, learners will be assigned activities in which they will be invited to communicate and confidently convey information and ideas through speaking, writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their work and also discuss in their respective groups.</p> <p>Research and Problem Solving In this unit, learners will be given assignments that require them to carry out research so as to find 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.</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning Learners will be given take home assignments and also invited to further research 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.</p>	<p>Cooperation, Interpersonal management, Lifeskills In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication In this unit, learners will be assigned activities in which they will be invited to communicate and confidently convey information and ideas through speaking, writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving In this unit, learners will be given assignments that require them to carry out research so as to find 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.</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning Learners will be given take home assignments and also invited to further research 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.</p>	<p>Cooperation, Interpersonal management, Lifeskills In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication In this unit, learners will be assigned activities in which they will be invited to communicate and confidently convey information and ideas through speaking, writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving In this unit, learners will be given assignments that require them to carry out research so as to find 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.</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning Learners will be given take home assignments and also invited to further research 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.</p>
---	---	--	--

<p>Cross-cutting issues to be addressed</p>	<p>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 they will also positive values.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>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.</p> <p>Gender: Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p>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.</p>	<p>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.</p> <p>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 into account the diversity of their backgrounds and abilities.</p> <p>Genocide Studies: 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.</p> <p>Gender: Learners will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p>Comprehensive Sexuality Education: Learners will get 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 to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.</p> <p>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.</p>	<p>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 they will also positive values.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Assessment strategies of the key unit competence</p>	<p>A formative assessment task consisting of summarising the achievements and failures of the two republics by comparing the two regimes. Oral Questions Written assignment</p>	<p>A formative assessment task of writing an essay on measures which have to be taken by countries and the international community to prevent genocide from happening again. Oral Questions Written assignment</p>	<p>A formative assessment of the causes and consequences of jihad movements in Africa and the roles of great jihad leaders Oral Questions Written assignment</p>

	Unit 4: European domination and exploitation of Africa in the 19th Century	Unit 5:: Impact of colonial rule on African societies	Unit 6: Major European events from 1836 up to 1878
Number of Periods	22	18	90
Key unit competence	Describe European domination, exploitation of Africa and its consequences in the 19th century	Assess the political, economic and social transformations brought about by colonial rule in Africa	Evaluate the major events that took place in Europe between 1836 and 1878, their causes, course and effects.
Equipment/ learning and teaching materials required	Paper and pens Internet access Television set Digital video-disc player Video-discs School or public library access	Paper and pens Internet access School or public library access	Paper and pens Textbooks School or public library internet A wall map of ancient Greece
Activities/ techniques	<ul style="list-style-type: none"> ● Writing an essay on different ways of domination used by Europeans countries in Africa in the 19th century ● Presentation of findings ● Researching using ICT/digital skills 	<ul style="list-style-type: none"> ● Organising a debate and drawing logical conclusions on the impact of colonial rule in Africa ● Presentation of findings ● Researching using ICT/digital skills 	<ul style="list-style-type: none"> ● Writing an essay on the features, causes and effects of the 1848 European revolutions ● Analysing the reasons for the success and failure of 1848 European revolutions ● Explaining reasons why 1848 European revolutions did not take place in some countries of Europe ● Presentation of findings ● Researching using ICT/digital skills

<p>Generic competences practiced</p>	<p>Cooperation, Interpersonal management, Lifeskills</p> <p>In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication</p> <p>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, 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 presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving</p> <p>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.</p> <p>Critical Thinking</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning</p> <p>Learners will be given take home assignments and also invited to further research 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.</p>	<p>Cooperation, Interpersonal management, Lifeskills</p> <p>In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication</p> <p>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 presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving</p> <p>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.</p> <p>Critical Thinking</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning</p> <p>Learners will be given take home assignments and also invited to further research 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.</p>	<p>Cooperation, Interpersonal management, Lifeskills</p> <p>In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication</p> <p>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 presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving</p> <p>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.</p> <p>Critical Thinking</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning</p> <p>Learners will be given take home assignments and also invited to further research 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.</p>
---	--	---	---

<p>Cross-cutting issues to be addressed</p>	<p>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 they will also positive values.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>Gender: Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p>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.</p>	<p>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 they will also positive values.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>Gender: Both will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p>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.</p>
<p>Assessment strategies of the key unit competence</p>	<p>A formative assessment in form of an essay writing task consisting of explaining methods of African exploitation by the colonialists</p>	<p>A formative assessment of evaluating the political, economic and social effects of colonial rule in Africa.</p>	<p>A formative assessment of evaluating the reasons for the success and failure of 1848 European revolutions by giving examples</p>

	Unit 7: The national duties and obligations	Unit 8: National and international judicial systems and instruments	Unit 9: Dignity and self-reliance
Number of Periods	32	20	24
Key unit competence	Analyse the national duties and obligations	Analyse the national, international judicial systems and instruments and how justice has been delayed and denied in Rwandan society	To be able to identify lessons that can be learnt from successful self-reliance policies of African leaders
Equipment/ learning and teaching materials required	School or public library access Paper and pens	Paper and pens School or public library access A European wall map	Paper and pens School or public library access Sheets of paper on which is written a case study
Activities/ techniques	<ul style="list-style-type: none"> ● Analysing the background of the national duties and obligations (<i>Itorero</i>, community policing, <i>Imihigo</i>, <i>Umuganda</i>) ● Describing the structure of the national duties and obligations so as to show its contribution in national building ● Examining the role played by <i>Itorero</i>, community policing, <i>Imihigo</i> and <i>Umuganda</i> in the development of the country since their commencement ● Evaluating the challenges faced during the implementation of the national duties and obligations and how they can be reduced ● Research using ICT/digital skills ● Presentation of findings. 	<ul style="list-style-type: none"> ● Explaining the concepts of judicial systems and instruments ● Identifying the national and international judicial systems and instruments ● Describing the structure and organisation of national and international judicial systems and instruments ● Describing ways in which justice has been denied and delayed in Rwanda and other societies ● Research using ICT/digital skills ● Presentation of findings. 	<ul style="list-style-type: none"> ● Organising a debate and drawing logical conclusion on examples of African leaders whose self-reliance policies introduced e.g. Mutara III Rudahigwa of Rwanda, Louis Rwagasore of Burundi, Jomo Kenyatta of Kenya, Milton Obote of Uganda, Julius Nyerere of Tanzania, Patrice Lumumba of Congo, Kenneth Kaunda of Zambia, Madiba Nelson Mandela of South Africa, Kwame Nkrumah of Ghana ● Explaining the factors for success of self-reliance policies of some African leaders ● Identifying the lessons that can be learnt from successful self-reliance policies of African leaders ● Research and presentation of findings. ● Research using ICT/digital skills

<p>Generic competences practiced</p>	<p>Cooperation, Interpersonal management, Lifeskills</p> <p>In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication</p> <p>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, 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 presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving</p> <p>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.</p> <p>Critical Thinking</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning</p> <p>Learners will be given take home assignments and also invited to further research 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.</p>	<p>Cooperation, Interpersonal management, Lifeskills</p> <p>In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication</p> <p>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, 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 presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving</p> <p>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.</p> <p>Critical Thinking</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning</p> <p>Learners will be given take home assignments and also invited to further research 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.</p>	<p>Cooperation, Interpersonal management, Lifeskills</p> <p>In this unit, learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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.</p> <p>Communication</p> <p>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, 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 presentations of their work and discuss in their respective groups.</p> <p>Research and Problem Solving</p> <p>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.</p> <p>Critical Thinking</p> <p>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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.</p> <p>Lifelong Learning</p> <p>Learners will be given take home assignments and also invited to further research 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.</p>
---	--	--	--

<p>Cross-cutting issues to be addressed</p>	<p>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 they will also positive values.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>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.</p> <p>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.</p>	<p>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 they will also positive values.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>Gender: Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p>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.</p>	<p>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 they will also positive values.</p> <p>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 understands the diversity of their backgrounds and abilities.</p> <p>Gender: Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p>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.</p>
<p>Assessment strategies of the key unit competence</p>	<p>A formative assessment task of describing the background of the national duties and obligations (<i>Itorero</i>, community policing, <i>Imihigo</i>, <i>Umuganda</i>) Oral Questions Written assignment</p>	<p>A formative assessment of analysing ways in which justice has been denied and delayed in Rwanda and other societies so as to determine the performed of the justice department. Present the work in an essay form. Oral Questions Written assignment</p>	<p>A formative assessment of explaining how some African leaders succeeded self-reliance policies Oral Questions. Written assignment</p>

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 first need to 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. It allows learners to know what they are going to learn 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 the time, as well as, applying skills in planning the lesson.

A sample of a lesson plan

Template of a Competence-based Lesson Plan

School name:..... Teacher's name:.....

UNIT 1: HISTORY OF RWANDA

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
Second Term	... /.../ 20...	HISTORY	S5 HEG	6	66 of 90	40 minutes	45 learners
Type of Special Educational Needs and number of learners				Three learners are gifted (quick learners). Five learners are slow learners Two learners have language and communication problems			
Topic area:		World history					
Sub-topic area:		Great revolutions and world wars					
Unit title		Major European events from 1836 up to 1878					
Key unit competence:		Evaluate the major events that took place in Europe between 1836 and 1878, their causes, course and effects					
Title of the lesson		The causes of the Greek war of independence					
Instructional objective		Through group discussions on the Greek war of independence, the learners will be able to examine the different reasons that encouraged the Greeks to rise and fight against the Turkish by describing at least ten causes of the Greek war of independence.					
Plan for this class (location: in / outside)		Inside the class					
Learning materials (for all learners)		Textbooks					
References		Norman, L 1997, <i>Mastering World History</i> , 3 rd edition, Palgrave, New York. PEACOCK, HL, 1982, <i>A History of Modern Europe 1789–1981</i> , 7th edition, Heinemann. Muhanguzi, K H, edition 2011, <i>History of Modern Europe; Made easy 1789–1970</i> . http// www.Wikipedia.org					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed
	Teachers' activities	Learners' activities	
Introduction 5 min (approx. 12.5 per cent)	To introduce the new lesson, teachers ask Questions on previous lesson about the background to the Eastern Question.	Learners respond to the Questions.	Cross cutting issues Peace and values Education Generic competences Critical thinking, communication and cooperation
Development of the lesson 25 min (62.5 per cent) Do activity	Organise learners in groups and guide them to discuss the reasons which led the Greeks to rise and fight against the Turkish empire	Guided by the teacher learners form groups and discuss the causes of the Greek war of independence.	Cross cutting issues Peace and values Education Generic competences Critical thinking, communication and cooperation
Feed-back from activity		<p>Group leaders report to the whole class the results of their work.</p> <p>Possible answers:</p> <p>The Greeks were part of the Ottoman Empire since the 14th century when the Turks conquered and colonised the Greeks. By the beginning of the 19th century, nationalism had grown in Greece and in 1821 the Greeks started demanding for their independence in one of the districts called Moorea where the Christians started killing Muslims. The Muslims reacted by killing Christians which led to a total war ended by the Greek independence.</p> <p>Possible causes of the Greek war of independence</p> <p>Nationalism: The Greeks revolted against Turkish administration because of the desire to rule themselves and be free from the domination of the Ottoman Empire.</p> <p>Greek ancient glory: The Greeks were known throughout the world as people who started modern civilisation. When they were colonised by Turkey, they still looked at themselves as being superior and revolted against Turkey in order to revive their ancient glory.</p> <p>Level of literacy: Among the captured states of Turkey, Greece was the most civilised. The Greeks were highly educated and had a number of universities in Athens. They were able to read the progress in other countries like France and Britain. Because of their education, they managed to organise themselves against the administration of Turkey.</p>	Cross cutting issues Peace and values Education Generic competences Critical thinking and communication

		<p>Religious persecutions: The Ottoman Empire consisted of different religious groups that often turned against one another and the Muslim leaders of the empire did not respect other religions. There was no freedom of worship and many Christians were killed by the Muslims. The Greeks rose up in 1821 in order to get the freedom of worship.</p> <p>Influence of the French revolution: The success of this revolution and the spread of revolutionary ideas in the empire inspired the Greeks to revolt. The Greek nationalists used the revolutionary ideas of liberty, equality and fraternity to mobilise the Greeks to fight for their independence.</p> <p>Foreign assistance: The Greeks were supported by other European countries like France, Britain and Russia which inspired them to fight with Turkey and for their independence.</p> <p>Collapse of the Congress System: The Congress System formed in 1815 as an association to insure that forces of nationalism and liberalism are completely controlled, had by 1821 started breaking into pieces as powers began developing misunderstandings. The Greeks took this advantage to start demanding for their independence.</p> <p>Unfair taxation: The Muslims practiced unfair taxation where the Greeks paid a lot of taxes and Muslims benefited at the expense of taxpayers. This made the Greeks to rise up with the hope of getting their independence and stop unfair taxation.</p> <p>Weaknesses of Turkey: In the 19th century, the Turkish military and political control weakened. This encouraged the Greeks to revolt against the Turkish domination. The Greeks had also acquired naval supremacy and they dominated the Ottoman Empire and this encouraged them to go in for war to gain their independence.</p> <p>Birth of a secret society: This was known as <i>Heteria Philika</i>, or the association/society of friends, lead by Alexandros Ypsilantis and Capodistrous founded in 1814 with the major aim of driving the Turkish administration from the land of the Greeks. By 1821, the society had become the official mouthpiece of the Greek war of independence with over 20,000 members.</p>	
<p>Conclusion: Summary Assessment 10 min (approx 25 per cent)</p>	<p>Summarise the lesson by gathering ideas raised from different groups and give homework.</p>	<p>Take down the summary and copy the homework.</p>	
<p>Teacher self-evaluation</p>	<p>In reference to the materials used, Questions asked and answers learners have given, teachers' and learners' activities done in relation to the scores registered, a teacher can conclude that the objectives of the lesson were achieved. If not there is a need to review the lesson again.</p>		

Suggested ways to teach the units step by step

Unit 1: First and Second Republics of Rwanda

Learner's book pages 1–30

Key unit competence

To be able to examine the achievements and failures of the First and Second Republics in Rwanda

Prerequisites of this unit

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

- Rwanda in the pre-colonial period with focus on political, economic and social-cultural organisation.
- Rwanda under German colonisation (1898–1916).
- Rwanda under Belgian colonisation (1916–1962) including the process or steps of the decolonisation of Rwanda.

Cross-cutting issues to be addressed

Peace and values education: Learners will be enabled to have a better understanding 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 special needs education cases. All learners should be given quality and equitable education that meets their basic learning needs, and provides for the diversity of their backgrounds and abilities.

Genocide studies: Rwandan learners will be offered the opportunity to learn about the genocide perpetrated against the Tutsi as well as other genocides, like the holocaust.

Gender: Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Environment and sustainability: Learners will acquire knowledge, skills, attitudes and values that aim 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 work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task they are assigned. 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

Activities in this unit will require learners to confidently convey information and ideas through speaking, writing and other forms of communication, using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their findings and also discuss in their groups.

Research and problem solving

Learners will be given assignments that require them to carry out research so as to find solutions to problems, produce new knowledge based on existing information and explain phenomena based on findings from information gathered or provided.

Critical thinking

This unit will require learners to think critically. They will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions. In addition, learners will explore and weigh up evidence 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 also invited to further research on the different topics explored in this unit. In so doing, they will have the opportunity to use information and communication technology tools which will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Embezzlement, intrigues, ipso facto, manipulate, nepotism, quota, scapegoat, scattered, turmoil.

Guidance on the problem statement

Give the learners an activity that draws their interest to what happens or will happen in this unit. As they get engaged in the lesson, they should be able to discover answers to the Questions they were asking at the beginning. This will help them identify some issues and open them up to the achievements and the failures of the First and Second Republics.

The suggested problem statement is the following: *“Analyse and evaluate the achievements and failures of the First and Second Republics”*. This problem can be given as homework or as a class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.
- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 in

comparison with others. 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:

- 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 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.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	Political problems on the dawn of the independence of Rwanda	1
2	Management of the problem of Inyenzi incursions	1
3	Economic problems and achievements under the First Republic	1
4	Social and cultural evolution of Rwanda under the First Republic	1
5	The failures of the First Republic	1
6	The reasons for the fall of the First Republic	1
7	Political evolution of Rwanda under the Second Republic	1
8	Economic evolution of Rwanda under the Second Republic	1
9	Social and cultural evolution of Rwanda under the Second Republic	1

10	Failures of the Second Republic	1
11	Reasons for the fall of the Second Republic	1
12	Evaluation	1

Lesson Development

Lesson 1: Political problems on the dawn of the independence of Rwanda

Lesson number and title	Lesson 1: Political problems on the dawn of independence of Rwanda
Learning objective	Learners are able to describe the political problems faced in Rwanda just after independence
Prerequisites/ Revision/ Introduction	To introduce this lesson, the teacher ask learners about the independence of Rwanda and to describe the circumstances through which Rwanda recovered its independence.
Teaching aids	A map showing the events of 1959 in Rwanda, Learners' book and a map showing Rwanda with its neighbouring countries.
Learning activities	Teacher arranges the learners into groups and asks them to do the first activity in their textbook. (See Learner's book pages 2) Learners get into groups and discuss and try to give answers to the Questions. Then they come up with the answers. (See Learner's book pages 4–6)
Synthesis	From the answers given by learners, teacher gives a synthesis referring to the Learner's book (pages 4–6)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> Describe the new political regime in Rwanda after recovering its independence. Monopoly of political power was one of the major political problems faced under the First Republic. Explain how Mouvement Démocratique Républicain (MDR Parmehutu) managed to monopolise the political power in Rwanda and its consequences. <p>Suggested Answers</p> <p>Republic: A state where sovereignty rests with the people or their representative, rather than with a monarchy.</p> <p>Republic: a country that is governed by a president and politicians elected by the people and where there is no king or queen.</p>

	<p>3. In order to monopolise the political power in Rwanda, MDR Parmehutu used the following methods: elimination and assimilation of other political parties, intimidation, arbitrary arrest and imprisonment of some members of other political parties, the use physical violence and killing.</p> <p>This monopoly of political power generated different political problems like mistrust and suspicion between MDR Parmehutu members themselves and later on rise of misunderstanding between the members from the north and from the south.</p>
--	--

Lesson 2: Management of the problem of Inyenzi incursions

Lesson number and title	Lesson 2: Management of the problem of Inyenzi incursions
Learning objective	Learners are able to explain how the problem of Inyenzi incursions was managed.
Prerequisites/ Revision/ Introduction	To start this new lesson, teacher asks Questions about the events of 1959 and its consequences.
Teaching aids	<p>A map showing the events of 1959 in Rwanda, Learners' book and a map showing Rwanda with their neighbouring countries.</p> <p>Teacher can also use an audio like a recorded radio broadcast or an audio visual like a film about the history of Rwanda.</p>
Learning activities	<p>Teacher arranges the learners into groups and asks them to do the second activity in their textbook (See Learner's book page 3).</p> <p>Learners get into groups and discuss and try to give answers to the Questions. Then they come up with the answers. (See Learner's book pages 6–7).</p>
Synthesis	From the answers given by learners, teacher gives a synthesis referring to the Learner's book (pages 6–7).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <ul style="list-style-type: none"> ● Discuss the reactions of the leaders of the First Republic towards the problems of Inyenzi incursions. <p>Suggested Answers</p> <p>They reacted in the following ways:</p> <ul style="list-style-type: none"> ● Creation of a state secretariat for refugees at the beginning but this had no positive results. ● Killing of the Tutsi inside the country. ● Execution of some political opponents.

Lesson 3: Economic problems and achievements under the First Republic

Lesson number and title	Lesson 3: Economic problems and achievements under the First Republic
Learning objective	Learners are able describe the economic problems faced by the First Republic
Prerequisites/ Revision/ Introduction	To start this lesson, teacher has to use a revision by asking learners impact of the political problems under the First Republic
Teaching aids	A map of Rwanda and Learners' book
Learning activities	<p>Teacher arranges the learners into groups and asks them to do the third and fourth activities in their textbook (See Learner's book page 3).</p> <p>Learners get into groups and discuss and try to give answers to the Questions. Then they come up with the answers. (See Learner's book pages 7–8)</p>
Synthesis	From the work done by learners and referring to Learner's book (pages 7–8), teacher makes a synthesis and learners take it as notes.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Identify and explain the major economic problems encountered by the First Republic. 2. Make a summary of the main achievements recorded to the First Republic. <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ Problems: Lack of enough and efficient economic infrastructure. <ul style="list-style-type: none"> • Lack of local financial means. • Poor functioning of the monetary and custom union between Rwanda and Burundi. • Deficit in balance of payments. ▶ Some achievements: Construction of the Kigali–Gatuna road. <ul style="list-style-type: none"> • Building of Rusumo bridge and Nyabarongo. • Introduction of new food crops like rice.

Lesson 4: Socio-cultural evolution of Rwanda under the First Republic

Lesson number and title	Lesson 4: Social and cultural evolution of Rwanda under the First Republic
Learning objective	Learners are able to analyse the social and cultural evolution of Rwanda under the First Republic.

Prerequisites/ Revision/ Introduction	To start this lesson, the teacher can ask learners to state the economic achievements under the First Republic.
Teaching aids	A map of Rwanda showing social infrastructure and Learner's books.
Learning activities	Teacher arranges the learners into groups and asks them to do the fifth activity in their textbook (See Learner's book page 4). Learners get into groups and discuss and try to give answers to the Questions. Then they come up with the answers. (See Learner's book pages 9–10)
Synthesis	From the answers given by learners, teacher gives a synthesis referring to the Learner's book (pages 9–10)
Assessment	Questions and Suggested Answers to assess the lesson learning objective. Questions 1. Evaluate the achievements of the First Republic in the sector of education. 2. Examine the accomplishments done in the health sector under the First Republic. Suggested Answers 1. Construction of other secondary schools like Ecole Technique Officielle de Kicukiro and increase in number of pupils in primary schools as well as in secondary schools. Starting of institutes of higher education with the opening of National University of Rwanda at Ruhande. 2. In the health sector, some accomplishments are mentioned like construction of new dispensaries and health centres, construction of some social medical centres

Lesson 5: The failures of the First Republic

Lesson number and title	Lesson 5: The failures of the First Republic
Learning objective	Learners are able to explain the failure of the First Republic in Rwanda.
Prerequisites/ Revision/ Introduction	Teacher asks some Questions to learners about the achievements of the First Republic.
Teaching aids	Learner's books
Learning activities	Teacher asks the learners to join their respective groups and do the first Question of the sixth activity in Learner's book (See Learner's book, page 4)

Synthesis	Referring to the Learner's book (pages 10–12), teacher gives a synthesis to learners which they write down into their notebooks.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the failures of the First Republic</p> <p>Suggested Answers</p> <p><i>Institutionalisation of discrimination against Tutsi:</i> The First Republic did not stop all kind of discrimination against the Tutsi since 1959. This led to its failure.</p> <p><i>Transfer of ethnicism to regionalism Ethnicism:</i> Since 1965, MDR Parmehutu was the ruling political party in a sort of one party state. It was dominated by people from Gitarama. Then it was accused of regionalism. This, later on led to the failure of the First Republic.</p>

Lesson 6: The reasons for the fall of the First Republic

Lesson number and title	Lesson 6: The reasons of the fall of the First Republic
Learning objective	Learners are able to assess the factors for the fall of the First Republic.
Prerequisites/ Revision/ Introduction	To start this lesson, teacher asks to recall some evidence showing the failure of the First Republic.
Teaching aids	Learner's books
Learning activities	<p>Teacher puts learners in groups of 4 or 6 and asks them to do the second Question of the sixth activity. (See Learner's book page 4)</p> <p>Learners get into groups use their books to research the different factors which led to the fall of the First Republic. They present their findings to the class.</p>
Synthesis	From class presentations made by group reporters, teacher makes a synthesis basing on ideas found in the Learner's book. (See Learner's book pages 12–13)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Account for the downfall of the First Republic.</p>
	<p>Suggested Answers</p> <ul style="list-style-type: none"> ● Nepotism ● Reinforcement of regional division ● Violence against the Tutsi ● Impunity ● Need to prolong the presidential mandate

Lesson 7: Political evolution of Rwanda under the Second Republic

Lesson number and title	Lesson 7: Political evolution of Rwanda under the Second Republic
Learning objective	Learners are able to describe the political evolution of Rwanda under the Second Republic
Prerequisites/ Revision/ Introduction	To start this lesson, the teacher can ask some Questions about the downfall of the First Republic.
Teaching aids	Learner's books.
Learning activities	Teacher arranges the learners into different groups and asks them to do the seventh activity. (See Learner's book page 14)
Synthesis	From the group work presentations, the teacher makes a synthesis of a lesson. Then learners write down a summary into their notebooks. (See Learner's book pages 15–17)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Identify and describe the new political institutions established in Rwanda under the Second Republic.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● New Institution voted in December 20th ,1978. ● Creation of Mouvement Révolutionnaire National pour le ● Developement (MRND) as a new political party. ● Establishment of Conseil National pour le Developement (C.N.D) which acted as a national assembly.

Lesson 8: Economic evolution of Rwanda under the Second Republic

Lesson number and title	Lesson 8: Economic evolution of Rwanda under the Second Republic
Learning objective	Learners are able to describe the economic evolution of Rwanda under the Second Republic.
Prerequisites/ Revision/ Introduction	To start this lesson, a teacher asks the learners to recall the political evolution of Rwanda under the Second Republic.
Teaching aids	Learner's books
Learning activities	<p>Teacher requests the learners to join their groups and asks them to discuss and examine the economic evolution of Rwanda under the Second Republic. They use their textbooks.</p> <p>After group discussions, teacher invites one learner from each group to present their work to the class. (See Learner's book pages 17–20)</p>
Synthesis	From the group presentations, the teacher makes a summary of lesson and learners take notes. (See Learner's book pages 17–20)

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Explain the advantages which Rwanda expected to get from its integration into the region during the Second Republic. 2. Evaluate the achievements of the government of Rwanda in the area of economic infrastructures under the Second Republic. <p>Suggested Answers</p> <p>By joining different regional organisations, Rwanda expected to achieve in the following ways:</p> <ol style="list-style-type: none"> 1. To get wide market, to open new investment opportunities, to promote specialisation in many fields of life, to increase employment opportunities, to raise the national revenue and to accelerate industrialisation process among others. 2. Under the Second Republic, some infrastructure was built in order to boost the national economy. This included the following: Several roads were asphalted covering a distance of 888.5 km, public buildings like ministries and hospitals like King Faisal Hospital, extension of electricity network, construction of Kanombe airport and Amahoro national stadium among others.
------------	---

Lesson 9: Socio-cultural evolution of Rwanda under the Second Republic

Lesson number and title	Lesson 9: Social and cultural evolution of Rwanda under the Second Republic
Learning objective	Learners are able to evaluate the social and cultural evolution under the Second Republic
Prerequisites/ Revision/ Introduction	Teacher begins this lesson by asking the learners to recall the economic evolution in Rwanda under the Second Republic.
Teaching aids	Learner's books
Learning activities	<p>Teacher asks the learners to form groups of 3 to 5 learners each and asks them to do activity 10. (See Learner's book page 15).</p> <p>After discussions in groups, teacher invites one learners from each group to present their work to the class.</p>
Synthesis	After the exposé, teacher makes a summary of the lesson and learners write it down into their notebooks. (See Learner's book pages 21–22)

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the social and cultural evolution of Rwanda under the Second Republic.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> • Expansion of the health sector by increasing the number of health centres. • Creation of nutritional centres in order to fight against malnutrition. • Establishment of the broad vaccination program in order to reduce infant mortality. • Establishment of national programme for the fight against HIV/AIDS whose major aim was to control and prevent HIV/AIDS. • Construction of new primary schools. • In 1978–1979, the primary cycle shifted from 6 years to 8 years and Kinyarwanda became a language of instruction. • In secondary school, specialisation started in second form. However, this educational reform failed, and in 1991, it was revised and the primary education cycle back to 6 years.
------------	---

Lesson 10: Failures of the Second Republic

Lesson number and title	Lesson 10: Failures of the Second Republic
Learning objective	Learners are able to explain the failure of the Second Republic.
Prerequisites/ Revision/ Introduction	To introduce this lesson, a teacher can use revision where he / she can ask some Questions about the fall of the First Republic to whether the learners still remembering those point.
Teaching aids	Learner's books
Learning activities	Teacher guides the learners to the activity 11 (See Learner's book page 15). One of the groups presents its work to the class. Learners discuss and teacher guides them to find out how the Second Republic failed.
Synthesis	Teacher summaries the class discussion in form of synthesis to present to the learners. They write this synthesis into their notebooks. (See Learner's book pages 22–26)

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the failure of the Second Republic.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ The Second Republic failed ▶ To find an appropriate solution to the problem of refugees. ▶ To maintain the economic growth. ▶ To keep the balance of political power. ▶ To respect human rights.
------------	--

Lesson 11: Reasons for the fall of the Second Republic

Lesson number and title	Lesson 11: Reasons of the fall of the Second Republic
Learning objective	Learners are able to assess the factors which led to the fall of the Second Republic.
Prerequisites/ Revision/ Introduction	To start this lesson, teacher asks the learners to recall the failures of the Second Republic.
Teaching aids	Learner's books, documentary film on "Ndi Umunyarwanda" (if it is available), extract of some of President Habyarimana's speeches about the issue of refugees for example.
Learning activities	Teacher arranges the learners into groups of 3 to 5 learners and asks them to discuss the reasons for the downfall of the Second Republic. (See Learner's book pages 22–26). After one learner from each group has to present their work.
Synthesis	From the points discussed by learners in their groups, teacher makes a synthesis to present to the learners. (See Learner's book page 22-26)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Examine the different factors which led to the fall of the Second Republic by 1994.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ Lack of freedom of speech and press. ▶ Economic crisis. ▶ The imprisonment and killing of the politicians of the First Republic. ▶ Institutionalisation of ethnic and regional balance or quota system.

	<ul style="list-style-type: none">▶ Centralisation of the power in the hands of a small group of people, called “Akazu”.▶ The exaggerated glorification of the personality of Habyarimana and increasing of dictatorship.▶ Refusal to return refugees.▶ Killing the Tutsi during the 1994 genocide against the Tutsi.▶ Defeat during the 1990–1994 liberation war.
--	--

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, the teacher comes up with the synthesis of this unit. (See Learner’s book pages 27–28)

Additional information

Independence (1961)

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, Rwandan refugees staged attacks into Rwanda from neighbouring countries. Rwandan troops responded, and thousands were killed in the clashes. On 1 July 1962, Belgium, with UN oversight, granted full independence to Rwanda and Burundi. Rwanda was a republic governed by the MDR-Parmehutu, which had gained full control of national politics. In 1963, after the Rwandan refugees’ invasion from Burundi, the government killed about 14,000 Tutsi.

The economic union between Rwanda and Burundi was dissolved and tensions between the two countries worsened. Rwanda became a one-party state.

Kayibanda became Rwanda's first elected president, leading a government chosen from the membership of the directly elected unicameral 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 people in schools and the civil service. This was unfair to the Tutsi. They were allowed only nine per cent of secondary school and university enrolment. The quotas also extended to the civil service. With high unemployment, competition for such opportunities increased social tensions. The Kayibanda government also continued the Belgian colonial government's policy of ethnic identity cards.

Following more violence in 1964, the government suppressed political opposition. It banned UNAR and RADER and executed some of their members.

Military rule

On July 5, 1973, the Defence Minister, Major General 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) whose goals were to promote peace, unity, and national development. The movement was organised from the village to the national level and included elected and appointed officials.

A new constitution that provided for a one-party state under the MRND was approved in a referendum in December 1978. This was followed by presidential elections. 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.

The Liberation War and the 1994 genocide against the Tutsi

Some Rwandan refugees in Uganda joined the rebel forces of Yoweri Museveni in the Ugandan resistance against President Obote's government. They were officially enrolled in the Ugandan army upon Museveni's victory in 1986. Among them were Fred Rwigema and Paul Kagame, who rose to prominence in the Rwanda Patriotic Front (RPF). On October 1, 1990, the RPF invaded Rwanda. RPF blamed the government for failing to democratise and resolve the problems of more than 500,000 Rwandan refugees around the world.

After three years of fighting and several cease-fires, the government and the RPF signed a final cease-fire agreement in August 1993, known as the Arusha Accords, in order to form a power sharing government, a plan which immediately ran into problems.

The UN sent a peacekeeping force named the United Nations Assistance Mission for Rwanda (UNAMIR). It was underfunded, under-staffed, and largely ineffective. The UN denied Lieutenant-General Roméo Dallaire's request for additional troops and changes to the rules of engagement to prevent the coming genocide.

The 1994 genocide against Tutsi

On April 6, 1994, the airplane carrying Juvénal Habyarimana, the president of Rwanda, and Cyprien Ntaryamira, the president of Burundi, was shot down as it prepared to land at Kigali Airport. Both presidents were killed when the plane crashed.

Military and militia groups began rounding up and killing the Tutsi en masse. They also rounded up and killed political moderates irrespective of their ethnic backgrounds. The killing swiftly spread from Kigali to all corners of the country. Between April 6 and the beginning of July more than 1, 000,000 Tutsi were killed. Even ordinary citizens were called on by local officials to kill their Tutsi neighbours who were called *Inkotanyi*—cockroaches—by the local radio stations inciting fear and hatred. The president's MRND party was implicated in the organisation of many aspects of the genocide.

The genocidaires were supported by Radio Télévision Libre des Mille Collines which broadcast hate speech advocating violence against Tutsis. It broadcast at the same time as Radio Muhabura which was based in Uganda and sponsored by the RPF and their Ugandan allies.

The RPF decided to stop the genocide against the Tutsi. The RPF leader Paul Kagame directed RPF forces to march to Kigali, the capital. By June the RPF troops had occupied the northern, eastern, and southern parts of the country. UN member states refused to answer UNAMIR's requests for increased troops and money. The remaining part of the country which was not under RPF control was occupied by France's Operation Turquoise. While the French operation prevented mass killings, it has been alleged that the deployment of French troops was intended to allow the Hutu militias to escape, and that the slaughter of Tutsis continued in the French controlled area.

End of unit assessment

Answers to end of unit assessment or revision Questions (See Learner's book pages 29–30)

a) Multiple choice Questions

1. C
2. C
3. C
4. B
5. B

b) Fill in the blanks:

1. Dominique Mbonyumutwa
2. President Grégoire Kayibanda
3. Assembly
4. Lieutenant Colonel Alexis Kanyarengwe/Seminary
5. Structural Adjustment Plan (SAP)

c) Answer True or False

1. False
2. False

3. False
4. False
5. False

1. The new political institutions put in place in Rwanda on the eve of independence were as follows:

The independence of Rwanda was declared on July 1st, 1962. After the “revolution of 1959”, a referendum was held which abolished the monarchy and ushered in the First Republic. Mbonyumutwa Dominic became the first president on January 28th, 1961. He ruled for only about one year, after which Grégoiré Kayibanda was elected president by the National Assembly on October 26th, 1961.

The members of the National Assembly were elected by universal suffrage on September 25th 1961. Immediately after being elected, Grégoiré Kayibanda formed a government made up of 11 ministers. However, he did not provide for the post of vice-president in this new government and yet the November 24th constitution had provided for it.

2. The achievements of the First Republic in the social and economic sectors.

Economic achievements

Plans were made to tarmack all the roads linking Rwanda to her neighbours in the five-year development plan (1966–1971). In order of priority, the following roads were to be tarmacked:

Kigali–Gatuna

Kigali–Rusumo

Kigali–Butare

Ruhengeri–Cyanika

Before the coup d'état of 1973, work had only started on the Kigali-Gatuna road in 1971. The construction of the road was completed in 1977. In addition to this, Rusumo bridge at the Akagera River and the Nyabarongo River bridge were constructed. In rural development, emphasis was placed on the reclamation of marshlands in order to improve agricultural production and the

distribution of improved seeds and plants in some parts of the country. Besides, new crops like rice were introduced. In terms of animal production, some cattle dips were constructed to fight ticks.

Socio-cultural evolution

In education and health, the First Republic strived to give free education and health services. The first university was opened on November 3rd 1963 with the assistance of Switzerland and Canada. In 1966, the Higher Institute of Education was started.

In health, new dispensaries were built. The number increased from 67 to 142 in 1972. Breastfeeding mothers received training in maternal health care. The government also set up nutrition centres for malnourished children.

A centre for children with disabilities was built at Gatagara while a psychiatry centre was built at Ndera. Vaccination campaigns were introduced between 1965 and 1970.

3. Kayibanda used the following methods to fight the *Inyenzi*:
 - ⦿ After every *Inyenzi* attack, the Tutsi inside the country would be killed.
 - ⦿ State terrorism against the Tutsi in and outside of the country.
 - ⦿ After every *Inyenzi* attack, the government arrested the Tutsi, interrogated and then killed them.
 - ⦿ Systematic horrendous massacres of the Tutsi, characteristic of genocide and ethnic cleansing perpetrated against the Tutsi in Bugesera and Bufundu in the prefecture of Gikongoro.
 - ⦿ Execution of 15 leaders of UNAR and RADER who had been imprisoned in the Ruhengeri prison without being charged in courts of law.

4. Grégoire Kayibanda failed to unify Rwandans because of the following reasons:

Firstly, he institutionalised discrimination against the Tutsi. From 1959 onwards, the Tutsi were targeted. Thousands of Tutsi were killed. Almost two million Tutsi were refugees for four decades. Discrimination against the Tutsi was institutionalised. Periodically, massacres were inflicted against the Tutsi.

Secondly in addition to ethnicism, regionalism was introduced. From 1963, PARMEHUTU experienced internal tensions due to inter-personal rivalries and the distribution of jobs. There was increasing discontent among cadres, learners and individuals with primary and secondary education. Fierce local political competition was combined with rivalries at the national level. Bourgomestres and préfets competed intensely.

The purges which began in February 1973 were initially provoked by learners, but also encouraged or led by the authorities. Along with PARMEHUTU, the authorities aimed at strengthening the regime by defining a common enemy. The purges involved the posting of lists of Tutsi learners and staff, asking them to leave universities and companies. This later evolved beyond the control of the central authorities.

5. The following infrastructures were set up by the Second Republic:
- ⊙ Asphaltting of several roads which totalled a distance of 888.5 kilometres by 1989.
 - ⊙ Construction of offices for different ministries and hospitals for example, King Faisal Hospital.
 - ⊙ Extension of electricity network.
 - ⊙ Construction of Kanombe Airport.
 - ⊙ Construction of Amahoro National Stadium.

Socio-cultural evolution

The following achievements were made the social and cultural sector:

- ⊙ Transformation of dispensaries into health centres and training of more medical personnel. Health centres increased from 32 in 1974 to 50 in 1975.
- ⊙ Establishment of nutrition centres to sensitise parents on nutrition and hygiene.
- ⊙ Improvement of hygiene conditions by putting emphasis on the most vulnerable groups, such as women and children.
- ⊙ Preventive education, including vaccination, nutrition, maternal and child protection.

- ⦿ Establishment of the Broad-Based Vaccination Programme (PEV/BVP) whose objective was to reduce infant mortality through vaccination against tuberculosis, whooping cough, tetanus, polio, measles and diphtheria.
- ⦿ Establishment of the National Programme for the Fight against AIDS (PNLS) whose objective was to control, prevent, reduce and conduct research on AIDS, etc.

In education, the following achievements were made:

- ⦿ The construction of new primary and secondary schools.
 - ⦿ Education reforms of 1978–1979 in primary, secondary and tertiary education.
6. Rwanda was expected to achieve the following advantages:
- ⦿ To widen the market for her goods and services.
 - ⦿ To open new investment opportunities.
 - ⦿ To promote specialisation in many fields of life.
 - ⦿ To increase employment opportunities.
 - ⦿ To raise the national revenue.
 - ⦿ To accelerate industrialisation.
7. The causes of the economic crisis in Rwanda during this period included the following:
- ⦿ Drastic fall of the world coffee and tin prices.
 - ⦿ Overvaluation of the Rwandan franc.
 - ⦿ Poor management of public funds.
 - ⦿ Demographic explosion prevailing in Rwanda since 1940s.
8. Reasons that led to the failure of the 1978/1979 Education Reform:
- ⦿ Lack of teaching aid materials.
 - ⦿ Lack of qualified teachers in various newly introduced subjects in the new curriculum.
 - ⦿ Lack of appropriate evaluation methods for the reform.

9. The ethnic and regional balance applied by the Second Republic excluded the Tutsi and Hutu of Nduga from schools and main administrative posts.
 10. The failures of the First and Second Republics.
 - ⊙ Thousands of Rwandans had become refugees in different neighbouring countries.
 - ⊙ The First and Second Republics divided Rwandans instead of uniting them.
 - ⊙ The problem of insecurity due to the incursions launched by *Inyenzi* from neighbouring countries and the reaction of the Rwandan leaders by killing thousands of Tutsi who had remained in the country.
 - ⊙ Rwanda also encountered a problematic economic situation because it lacked enough resources to insure its financial self-reliance.
 - ⊙ The Habyarimana a regime was characterised by bad governance which was indicated by corruption, dictatorship, nepotism, mismanagement and embezzlement of public funds, violence against members of the opposition including journalists; arbitrary imprisonments, political assassinations, economic crisis in the period from 1987 onwards, refusal to address the problem of the Rwandan refugees, etc.
 11. The factors that led to the downfall of the regime of Kayibanda:
 - ⊙ Institutionalisation of discrimination against the Tutsi.
 - ⊙ Transfer of ethnicism to regionalism.
 - ⊙ Inter-personal rivalries and the uneven distribution of jobs.
 - ⊙ The constitutional amendment which was approved on May 18th, 1973 by the National Assembly.
 - ⊙ Impunity which degenerated into regional confrontation.
- Factors for the downfall of the Second Republic:
- ⊙ Lack of freedom of speech and press.
 - ⊙ Economic crisis.

- ⦿ Imprisonment and killing of the politicians of the First Republic.
- ⦿ Institutionalisation of ethnic and regional balance or quota system.
- ⦿ Centralisation of power in the hands of a small group of people (Akazu).
- ⦿ Exaggerated glorification of the personality of Habyarimana and dictatorship.
- ⦿ Refusal to allow refugees to return.

The remedial activities

Questions

1. Which countries colonised Rwanda?
2. Who established the National University of Rwanda?
3. Who was the founder of MRND?

Answers

1. The countries that colonised Rwanda are Germany and Belgium.
2. The National University of Rwanda was opened on November 3rd, 1963 by a Canadian priest called Levesque as the first rector.
3. The founder of MRND was President Juvénal Habyarimana.

Extended Activities

Questions

1. Compare the First Republic and the second one in terms of achievements.
2. Describe the evolution of pogroms against the Tutsi since 1959.
3. Account for the failures of the First and Second Republics.

Unit 2: Genocide Denial and Ideology in Rwanda and Abroad

Learner's book pages 31-50

Key unit competence

To be able to analyse different forms of genocide denial and ideology in Rwanda and abroad.

Prerequisites of this unit

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

- Causes of 1994 genocide against the Tutsi.
- Planning and execution of the 1994 genocide the Tutsi.
- Role played by RPF/RPA in stopping the genocide against the Tutsi.

Cross-cutting issues to be addressed

Peace and values education: Learners will be enabled to have a better understanding 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 those with special education needs. All learners should be given a quality and equitable education that meets their basic learning needs, and takes into account the diversity of their backgrounds and abilities.

Genocide studies: 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: Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive Sexuality Education: Learners will get 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 will enable them to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

Environment and sustainability: Learners will acquire knowledge, skills, attitudes and values that aim to develop 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

Learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task they are assigned. 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 confidently convey information and ideas through speaking, writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their work and discuss in their respective groups.

Research and problem solving

This unit will require learners to carry out research so as to find solutions to problems, produce new knowledge based on existing information and explain phenomena based on findings from information gathered or provided.

Critical thinking

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 evidence 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 also invited to make further research 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

Banal, discourse, fantasy, inconsonance, indoctrinating, internment, lynching, labelling, plea, spree, trigger.

Guidance on the problem statement

Give the learner's an activity that draws their interest to what happens or will happen in this unit. 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 be inquisitive to know about genocide denial and genocide ideology in Rwanda and abroad.

The suggested problem statement here is the following: *“Reflect and find out the different forms and channels of the 1994 genocide against the Tutsi denial and ideology.”* This problem statement can be given as homework or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.
- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of Lessons

Number of the lesson	Lesson title	Number of period
1	Definition of the concepts: ideology, genocide ideology and genocide denial	1
2	Ways used to deny the 1994 genocide against the Tutsi	1
3	Forms of genocide denial: banal denial	2
4	Forms of genocide denial: literal denial	2
5	Forms of genocide denial: interpretative denial	2
6	Forms of genocide denial: implicatory denial	2
7	Ways of fighting against forms and channels of genocide denial and ideology: African level	2
8	Ways of fighting against forms and channels of genocide denial and ideology: national level	1
9	Evaluation	1

Lesson Development

Lesson 1: Definition of concepts: ideology, genocide ideology and genocide denial

Lesson number and title	Lesson 1: Definition of the concepts: ideology, genocide ideology and genocide denial
Learning objective	Learners are able to identify and explain the meanings of ideology, genocide ideology and genocide denial.
Prerequisites/ Revision/ Introduction	To begin this lesson, the teacher asks the learners some Questions related to genocide.
Teaching aids	Learner's books, documentary film on "Ndi Umunyarwanda" (if it is available), extracts of some of President Habyarimana's speeches about the issue of refugees and speech of Léon Mugesera at Kabaya.
Learning activities	Teacher asks the learners to do activity 1 (Learners' book page 32) on the chalkboard. (At least, 10 learners write their definitions). After this activity the teacher engages other learners to analyse the definitions given.
Synthesis	Teacher, by focusing on the different meanings identified and explained by the learners, formulates general definitions (See Learner's book page 33–34)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>How did different scholars try to define the following concepts:</p> <ul style="list-style-type: none"> ▶ Ideology? ▶ Genocide ideology? ▶ Genocide denial? <p>Suggested Answers</p> <p>Ideology: It is a set of beliefs, especially held by a particular group, that influences the way the people behave.</p> <p>Genocide ideology: It is an aggregate of thoughts characterised by conduct, speeches, documents and other acts aiming at exterminating or inciting others to exterminate people basing on ethnic group, origin, nationality, region, colour, physical appearance, sex, language, religion or political opinion, committed in normal periods or during war.</p> <p>Genocide denial: It is an attempt to deny or minimize statements of the scale and severity of an incidence of genocide .</p>

Lesson 2: Ways used to deny the 1994 genocide against the Tutsi

Lesson number and title	Lesson 2: Ways used to deny the 1994 genocide against the Tutsi
Learning objective	Learners are able to describe the different ways use to deny the 1994 genocide against the Tutsi
Prerequisites/ Revision/ Introduction	To start this lesson, teacher asks learners Questions about genocide denial. Orally and individually, learners explain what they understand by “genocide denial”.
Teaching aids	Learner’s books.
Learning activities	Learners in their groups do activity 2.(See Learner’s book page 32) Teacher guides them and coordinates all groups discussions. Group reporters then make an exposé of their work.
Synthesis	Teacher makes a summary from the work of the learners and supplements it with additional information. (See Learner’s book page 34).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Explain different ways used to deny the 1994 genocide against the Tutsi in Rwanda and abroad.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● Minimising how the genocide was committed by reducing the weight or consequences of the genocide against the Tutsis. ● Altering the truth about the genocide against the Tutsis in order to hide the truth from the people. ● Asserting that there were two genocides in Rwanda: one committed against the Tutsis and the other against Hutus or saying there had been acts of mutual killing, etc.

Lesson 3: Forms of genocide denial: banal denial

Lesson number and title	Lesson 3: Forms of genocide denial: banal denial
Learning objective	Learners are able to explain banal denial as one of the forms of genocide denial
Prerequisites/ Revision/ Introduction	Teacher begins by referring to the lesson on the ways of denying the 1994 genocide against the Tutsi.
Teaching aids	Learner’s books
Learning activities	Learners in their respective groups do activity 4. Teacher guides them during the discussions.(See Learner’s book page 33). They then present the results of their group discussions to the class.

Synthesis	From the group presentations, the teacher makes a summary to the learners. They write it into their notebooks. (See Learner's book pages 36–37)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the manifestations of banal denial as the 1994 genocide against the Tutsi denial.</p> <p>Suggested Answer</p> <p>This kind of denial is manifested through the films in which French soldiers are seen rescuing European, Belgian or French missionaries and refusing to do so towards thousand of Tutsi that were being killed.</p> <p>Members of the interim government, and social groups, move to ignore past atrocities, to minimise the significance of human suffering during the 1994 genocide against the Tutsi.</p>

Lesson 4: Forms of genocide denial: literal denial

Lesson number and title	Lesson 4: Forms of genocide denial: literal denial
Learning objective	Learners are able to describe literal denial as a form of genocide denial.
Prerequisites/ Revision/ Introduction	Teacher can ask some Questions about banal genocide denial to start this lesson.
Teaching aids	Learner's books
Learning activities	<p>In groups of five, learners do activity 5 (See Learner's book page 33).</p> <p>Teacher invites one learner from each group to present their work to the class.</p>
Synthesis	From the oral exposé done by the learners, teacher makes a summary. (See Learner's book page 37 and pages 38 - 40)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Explain how the literal genocide denial is manifested in Rwanda and abroad.</p> <p>Suggested Answer</p> <p>Literal denial involves either the '.... full intention to deceive' or forms of self-deception that result in disbelief, silence or claiming not to know.</p>

	Knowledge may be directly denied, sometimes even in the face of clear evidence to the contrary. Silence, indifference and treating evidence as if it does not merit serious consideration, are all strategies of literal genocide denial.
--	---

Lesson 5: Forms of genocide denial: interpretative denial

Lesson number and title	Lesson 5: Forms of genocide denial: interpretative denial
Learning objective	Learners are able to examine interpretative denial as a form of genocide denial.
Prerequisites/ Revision/ Introduction	Teacher should begin by asking some Questions about other forms of genocide denial previously covered in the classroom.
Teaching aids	Learner's books
Learning activities	Teacher guides the learners to do activity 6. (See Learner's book, page 33). After, they present their work followed by a class discussion.
Synthesis	After class presentations and discussion, teacher makes a synthesis of what has been said and discussed in form of summary. (See Learner's book pages 37–38 and 40–42)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe interpretative genocide denial and show how it is manifested in Rwanda and abroad.</p> <p>Suggested Answer Interpretative genocide denial involves recategorising evidence that is established, and goes beyond negating, ignoring or silencing talk of genocide. Interpretative genocide denial involves use of euphemisms, and the relativising of atrocities by one's own 'side' as an understandable response to the threat from the 'other side.'</p>

Lesson 6: Forms of genocide denial: implicatory denial

Lesson number and title	Lesson 6: Forms of genocide denial: implicatory denial
Learning objective	Learners are able to examine the manifestations of implicatory denial as a form of genocide denial.
Prerequisites/ Revision/ Introduction	To start this lesson, teacher asks learners Questions about other forms of genocide denial.
Teaching aids	Learner's book

Learning activities	<p>Teacher guides the learners to do activity 7 (See Learner's Book page 33). They then come up with a report to present to the class.</p> <p>Teacher facilitates them in the oral exposé.</p>
Synthesis	<p>From the oral exposé presented by learners to the class, teachers summarises a lesson and learners take the notes. (See Learner's book pages 38, and page 42).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Describe implicatory genocide denial manifested in Rwanda and abroad.</p> <p>Suggested Answer</p> <p>Implicatory denial consists of retaliatory counter-accusations, and explicit justification for one's position.</p> <p>Implicatory genocide denial tries to prove that if genocide was committed, it was not by those accused but by the 'other side' in a civil war.</p> <p>Implicatory denial has arisen mainly since 2003, and mainly through legal institutions in France and Spain, and on internet sites of the political opposition to the Rwanda Patriotic Front. In more details, each of these three basic forms of genocide denial can be presented.</p>

Lesson 7: Ways of fighting against forms and channels of the genocide denial and ideology: African level

Lesson number and title	Lesson 7: Ways of fighting against forms and channels of genocide denial and ideology: African level
Learning objective	Learners are able to suggest ways of fighting against different forms and channels of genocide denial and ideology at the international level.
Prerequisites/ Revision/ Introduction	Teacher introduces this lesson by asking the learners to summarise the different forms of genocide denial.
Teaching aids	Learner's book and internet if it is available.
Learning activities	<p>Teacher asks the learners to join their groups and do activity 8. (See Learner's book page 42).</p> <p>After, teacher asks them to make a class presentation, where each group presents its work.</p>
Synthesis	Focusing on the main elements exposed by learners, teacher makes a summary which learners write down into their notebooks. (See Learner's book pages 43-49)

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Suggest different ways which can be used to fight against genocide denial at the international level.</p> <p>Suggested Answer</p> <ul style="list-style-type: none"> • To identify mechanisms for acting on early warning signals to emerging discrimination and discriminatory practices of the State and its functionaries as well as the people themselves. • Good governance demands that states have a 'Best Practice' standard operating procedure to which all member states of the African Union must comply with the possibility of effective sanctions for noncompliance. • Africans must also sit down and agree to stop killing one other. • It is also important and necessary to domesticate decisions and judgments of the International Criminal Tribunal for Rwanda.
------------	--

Lesson 8: Ways of fighting against forms and channels of genocide denial and ideology: national level

Lesson number and title	Lesson 8: Ways of fighting against forms and channels of the genocide denial and ideology: national level
Learning objective	Learners are able to identify and explain the measures to adopt in order to fight against genocide denial in Rwanda
Prerequisites/ Revision/ Introduction	Teacher asks the learners to recall the suggested ways to fight against genocide denial at the international level.
Teaching aids	Learner's books and internet if it is available.
Learning activities	<p>Teacher asks the learners to form groups of 3 to 6 learners, and guides them to do activity 9 (See Learner's book page 43).</p> <p>Teacher then invites the learners to present their work to the class.</p>
Synthesis	By considering the measures proposed and debated by learners, teacher makes a summary of the ways to fight against genocide denial in Rwanda. (See Learner's book page 48–49)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Identify and explain the measures to be adopted in order to fight against genocide denial in Rwanda.</p>

	<p>Suggested Answers</p> <p>The law related to the punishment of the crime of genocide ideology has to be applied not only to punish but also discourage all the persons in Rwanda found guilty of the crime of genocide ideology.</p> <p>Apart from punishing, a campaign of sensitisation has to be led to educate the Rwandans about the evils of genocide ideology and denial and the negative impact it has on the policy of unity and reconciliation which is the pillar of the development of the country.</p> <p>Rwandan and foreign scholars also have to write to combat genocide ideology and denial spread in different media like books, internet, etc.</p> <p>The decent conservation of existent genocide memorials of the genocide against the Tutsi and the construction of others will constitute a permanent evidence to challenge the revisionists of the genocide against Tutsi.</p>
--	--

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, the teacher comes up with a synthesis of this unit. (See Learner's book page 49).

Additional information

Why Rwanda needs the law repressing genocide denial and ideology

In 2003, Rwanda enacted Law No 33 Bis/2003 repressing the crime of genocide, crimes against humanity and war crimes.

Legislative processes in every nation are triggered by the contemporary or future contextual needs of that particular nation. Much as there is always a requirement to ensure legislations of different individual nations conform to internationally accepted principles, norms and practices, there is no requirement for similarity. In other words conformity does not mean similarity.

The Rwandan legislation cited above has been a subject of massive criticism by the western press and non-governmental organisations. In their usual fashion of criticism in general terms without regard to the

nature, content and background, they have created an impression of uniqueness of this legislation.

Their narrative is that this is a draconian law meant to suppress political dissent and freedom of speech. What is not often told, however, is that laws of similar nature have actually been in place in several European countries for decades!

Rwanda's law provides for the punishment of "any person who will have publicly shown, by his or her words, writings, images, or by any other means, that he or she has negated the genocide committed, rudely minimised it or attempted to justify or approve its grounds".

The French freedom of the press Act of 1891 provides that, "Any one who denies the existence of one or more crimes against humanity as defined in article 6 of the statute of the International Military Tribunal annexed to the London agreement of 8 August 1945 which have been committed either by the members of an organisation declared criminal under Article 9 of the statute or by a person found guilty of such crimes by a French or international court shall be liable to the penalties set forth in section 24".

The Council of European Union Framework Decision on Racism and Xenophobia adopted on 28 November 2008 provided for the punishment in all European union states of anyone who, "publicly condoned, denied, or grossly trivialised crimes of genocide, crimes against humanity and war crimes as defined in Articles 6,7,and 8 of the statute of the International Criminal Court".

The Australian National Socialism prohibition law of 1947 as amended in 1992 provides that, "Whoever denies, grossly plays down, approves or tries to excuse the National Socialist Genocide or other national socialist crimes against humanity in a print publication, in broadcast or other media shall be punished".

The Belgian Negationism Law of 1995 as amended in 1999 provides that, "Whoever in the circumstances given in article 444 of the penal code denies, grossly minimises, attempts to justify, or approves the genocide committed by the German National Socialist Regime during the second world war shall be punished".

The Israel Denial of the Holocaust (prohibition) Law of 1986 punishes “a person who, in writing or by word of mouth, publishes any statement denying or diminishing the proportions of acts committed in the period of the NAZI regimes”.

In Luxembourg, the criminal code Act of 19 July 1997 outlaws holocaust denial and denial of other genocides.

Liechtenstein's criminal code provides that, “Whoever publicly denies, coarsely trivialises, or tries to justify genocide or other crimes against humanity via word, writing, pictures, electronically transmitted signs, gestures, violent acts or by other means shall be punished”.

In *Garaudy v. France*, the court ruled that, “Denying crimes against humanity is therefore one of the most serious forms of racial defamation of Jews and of incitement to hatred of them. The denial or rewriting of this type of historical fact undermines the values on which the fight against racism and anti-Semitism is based and constitutes a serious threat to public order. Such acts are incompatible with democracy and human rights because they infringe on the rights of others”.

While certain forms of speech are restricted in those countries, the insinuation in their criticism is that what constitutes denial or hate speech in their situation, is actually a legitimate way of doing politics in our situation.

Double standards exist even in the interpretation of international instruments we all share. Such details as the provisions of Article 19 of the International Covenant Civil and Political Rights are never considered when criticising and demonising our legislations and the way we apply them. The article provides:

“Everyone shall have the right to freedom of expression, this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary for respect of the rights or reputations of others for the protection of national security or of public order, or of public health and morals”

In *Witzsch v. Germany*, the European Court of Human Rights ruled:

“As regards the circumstances of the present case, the court notes that the applicant... denied an equally significant and established circumstance of the holocaust considering it false and historically unsustainable, that Hitler and the USDAP had planned, initiated and organised the mass killing of Jews. The denial of Hitlers’ and national socialist’s responsibility in the extermination of the Jews showed the applicant’s disdain towards the victims of the holocaust”.

Note that the applicant had never denied the holocaust, rather the circumstances in which it was committed. It was still found to be punishable.

It is as clear that these laws do not exist in all countries like in countries that have experienced genocide or related atrocities and this is where the relevance of context arises.

Looking into this brief perusal of European legislations, apart from the usual contempt with which the west holds Africans and their processes, where is the evil in the Rwandan law?

End of unit assessment

Answers to the end of unit assessment (See Learner’s book page 50)

1. Definition of the concept “genocide ideology”

Genocide ideology is an aggregate of thoughts characterised by conduct, speeches, documents and other acts aiming at exterminating or inciting others to exterminate people basing on ethnic group, origin, nationality, region, colour, physical appearance, sex, language, religion or political opinion, committed in normal periods or during war.

Definition of the term “genocide denial” in Rwanda

Genocide denial is an attempt to deny or minimise statements of the scale and severity of an incidence of genocide; for instance, the 1994 genocide against the Tutsi denial and the holocaust denial.

Where there is near universal agreement that genocide occurred, genocide denial is usually considered as a form of illegitimate historical revisionism. However, in circumstances where the generally accepted facts do not clearly support the occurrence of genocide, the use of the term may be an *ad hominem* argument by those who argue that genocide occurred.

2. Different forms of genocide denial that have been manifested in Rwanda and outside the country.

Since 1994, genocide denial has taken three main forms: Literal genocide denial, interpretative and implicatory genocide denial. In the case of the 1994 genocide against the Tutsi, all these three forms of genocide denial are more or less linked to one another.

Literal genocide denial involves negating the facts of genocide, silencing talk of genocidal plans and killings. Literal denial becomes harder to sustain once evidence emerges that genocide plans were made and executed right across Rwanda. Interpretative genocide denial reframes or re-labels the events of the genocide, viewing them as part and parcel of civil war, rather than genocide.

Implicatory genocide denial on the other involves explicit counter-accusations that genocide was planned by those previously viewed as saving the victims. The Rwandan Patriotic Front (RPF) government is thus accused of planning the genocide, not only in Rwanda but also in the eastern Congo, now Democratic Republic of Congo (DRC). A double genocide thesis is part of both the interpretative and implicatory forms of genocide denial. All the three forms of denial tend to reinforce two parallel and mutually incompatible accounts of the 1994 genocide against the Tutsi, of the past, and tend to further polarise political and public opinion, reinforcing divisions over the past, present and future direction of the country.

Banal denial minimises the significance of human suffering and constitutes collective denial, and can even involve official denial by the state.

3. Strategies adopted by the government of Rwanda to fight genocide denial and ideology?

At national level

The law related to the punishment of the crime of genocide ideology is applied not only to punish but also to discourage all people in Rwanda from committing this crime.

Apart from punishment, a sensitisation campaign is carried out to sensitise Rwandans about the evils of genocide ideology and denial and its negative impact on the policy of unity and reconciliation, as a pillar of development.

Rwandan and foreign scholars are required to prepare written documents to combat the spread of genocide ideology and denial which appears in the media in different forms, e.g. books and internet.

The decent conservation of existing genocide memorials of the genocide against the Tutsi and the construction of others will constitute permanent evidence to challenge the revisionists of the genocide against the Tutsi.

4. What the African community has done to prevent genocide denial and ideology from spreading.

The African Union (AU) recommends that the cases judged by the International Criminal Tribunal for Rwanda, be used as one of the tools for effectively fighting genocide ideology in the whole of Africa.

The African Union has also suggested that constitutions of African countries and their laws should establish adequate and self-managing monitoring and checking mechanisms that act as an early warning system to the rise of a genocidal ideology or any other tendency that can lead to crimes against humanity. Such a system, with the assistance and support of the African Union, should have its independent institutions through which citizens can intervene to raise the alarm against segregation and targeting of a section of the population as the 'other'.

The African judiciary should be equipped with additional powers to interpret and restrain actual or potential mischief brewing in the society. African states would benefit by creating propaganda mechanisms aimed at warning the people that state functionaries can also become monsters.

In addition, the African Union supports the creation of regional courts to try crimes against humanity, war crimes and crimes of genocide as it was done in the case of the former Chadian President Hissène Habré in Senegal.

Remedial activities

Questions

- a) Mention three forms of genocide denial.
- b) Give one way of denying genocide.
- c) Which forces stopped the 1994 genocide against the Tutsi?

Answers

- a) There are three forms of genocide denial: Literal denial, impecatory denial and interpretative denial.
- b) One way of denying the 1994 genocide against the Tutsi is using the following terms to designate it: double genocide or civil war.
- c) The 1994 genocide against the Tutsi was stopped by the forces of the Rwanda Patriotic Front.

Extended Activities

Questions

- a) Genocide ideology and denial were planned before and after the 1994 genocide against the Tutsi. Describe the evolution of this process.
- b) Evaluate the strategies which the government of Rwanda has used to fight against genocide ideology and denial.

Unit 3: Origin of Islam and its impact in West Africa

Learner's book pages 51–72

Key Unit Competence

To be able to explain the origin of Islam, its role in the expansion of West African empires and its impact.

Prerequisites of this unit

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

- Birth and expansion of Islam.
- Religious life of Muslims in medieval and modern times.
- Changes brought by Christianity and Islam.

Cross-cutting issues to be addressed

Peace and values education: 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 they will also 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 understands the diversity of their backgrounds and abilities.

Gender: Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Comprehensive sexuality education: Learners will get to 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 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

Learners will have work or assignments to do in teams or groups in this unit. Thus, they will need to interact to accomplish whatever task they are assigned. 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

Learners will be assigned activities in which they will be invited to confidently convey information and ideas through speaking and writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their work.

Research and problem solving

In this unit, learners will be given assignments that require them to carry out research so as to find solutions to problems, produce new knowledge based on research of existing information explain phenomena based on findings from information gathered or provided.

Critical thinking

Activities in this unit will require learners 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 evidence 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 also invited to further research 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

Antagonism, bribery, Creole, elitism, enslavement, gunsmith, hegira, infidel, retrieving, tutor, zeal.

Guidance on the problem statement

Give an activity that draws learners' interest to what happens or will happen in this unit. As they engage in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and and be inquisitive about the origin of Islam and its impact in West Africa.

The suggested problem statement here is the following: *“Assess the role of Islam in the expansion of West African empires and evaluate the causes and consequences of jihad movements in West Africa.”* This problem can be given as homework or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.
- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.

- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of Lessons

Number of the lesson	Lesson title	Number of period
1	Origin of Islam	2
2	Koran and pillars of Islam	2
3	Spread of Islam	2
4	Means used in the spread of Islam in west Africa	2
5	Effects of the spread of Islam in West Africa	2
6	Causes of jihads in West Africa	2
7	Example of a jihad leader: Uthman Dan Fodio	2
8	Example of a jihad leader: All Hadj Umar	2
9	Success of jihads in West Africa	1
10	Consequences of Jihads in West Africa	2
11	Evaluation	1

Lesson Development

Lesson 1: Origin of Islam

Lesson number and title	Lesson 1: Origin of Islam.
Learning objective	Learners are able to explain the origin of Islam
Prerequisites/ Revision/ Introduction	Teacher starts this lesson by asking the learners about different religious beliefs.
Teaching aids	Learner's books

Learning activities	Teacher arranges the learners into groups and guides them to do the activity 1. See Learner's book page 52 After the teacher invites them to make a class presentation.
Synthesis	From the work done by the learners, teacher summaries a lesson. See Learner's book pages 54 - 56
Assessment	Questions and Suggested Answers to assess the lesson learning objective. Question Describe the origin of Islam as a religion. ANSWERS <ul style="list-style-type: none"> • The religion of Islam arose in Middle East (Saudi Arabia in Asia Minor) about 622 AD. The word "Islam" means "the act of submitting, or giving oneself over, to God Allah". The followers of Islam are called Muslims, which means "believers".
	<ul style="list-style-type: none"> • This religion was founded by an Arabic merchant named Muhammad Ibn Abdullah. He came to be known as the prophet of Allah or God.

Lesson 2: Koran and pillars of Islam

Lesson number and title	Lesson 2: Koran and pillars of Islam
Learning objective	Learners are able to explain the pillars of Islam
Prerequisites/ Revision/ Introduction	Teacher starts the lesson by asking the learners describe the faith of their own religion.
Teaching aids	Learner's books
Learning activities	Teacher asks the learners to form groups and to do activity 3. (See Learner's book page 53).
Synthesis	Teacher summarises the lesson and learners take the notes into their notebooks. See Learner's book pages 56–57
Assessment	Questions and Suggested Answers to assess the lesson learning objective. Question Identify and explain the pillars of Islam. Answer <ul style="list-style-type: none"> • The confession of faith (shahada): "There is no god but God, Muhammad is the messenger of God, Allah" • To pray five times a day—at dawn, noon, later afternoon, sunset and evening. Muslims pray facing Mecca (salat). • To give charity to the poor (zakat).

	<ul style="list-style-type: none"> ● To fast from sunrise to sunset during the holy month of Ramadhan (sawm). ● To make pilgrimage (hajj) to Mecca two months after Ramadhan. Every able bodied Muslim is obliged to make pilgrimage to Mecca, at least once in their lifetime.
--	---

Lesson 3: Spread of Islam

Lesson number and title	Lesson 3: Spread of Islam in Europe
Learning objective	Learners are able to describe the factors for the spread of Islam in Europe.
Prerequisites/ Revision/ Introduction	Teacher begins this lesson by asking the learners to recall the pillars of Islam.
Teaching aids	Learner's books and world map
Learning activities	In groups, teacher guides the learners to do the activity 4 and 5 (See Learner's book page 53). After, he / she invite them to make class presentations.
Synthesis	By summarising the learners presentations, teacher synthesises the lesson and learners write this summary into their notebooks. (See Learner's book pages 57–58)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Explain the factors which made the Arabs successful in spreading their religion in some parts of Europe.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● Islam, as their religion, united them. ● They believed those who died fighting infidels went to paradise, which encouraged them to fight so hard. ● The Arabs were fearless fighters and were led by strong leaders. ● Their leaders planned and carried out attacks on the enemies completely by surprise. ● They were skilled in fighting using camels and horses. ● They ensured protection to the people who gave in without a fight and allowed them to keep their land.

Lesson 4: Means used in the spread of Islam in west Africa

Lesson number and title	Lesson 4: Means used in the spread of Islam in west Africa
Learning objective	Learners are able to examine the means applied in order to facilitate the spread of Islam in West Africa.

Prerequisites/ Revision/ Introduction	Teacher starts this lesson by asking learners to state the factors for the spread of Islam in Europe
Teaching aids	Learner's books and world map.
Learning activities	Teacher guides the learners to do activity 10 (See Learner's book page 59). He / she invites them to make presentations after discussing in their groups.
Synthesis	Teacher makes a summary from the class presentations and learners write down in their notebooks. (See Learner's book pages 61–62).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Analyse the means used by Muslims to spread their religion in West Africa.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ Commercial activities ▶ Migration ▶ Muslim missionaries ▶ Education ▶ Conversion of the West African leaders ▶ Jihads ▶ Prestige ▶ Muslim solidarity ▶ Similarity with African culture ▶ Oppression from African leaders

Lesson 5: Effects of the spread of Islam in West Africa

Lesson number and title	Lesson 5: Effects of the spread of Islam in West Africa
Learning objective	Examine the effects brought by the spread of Islam in West Africa
Prerequisites/ Revision / Introduction	Teacher asks learners to recall the main factors which contributed to the spread of Islam in West Africa.
Teaching aids	Learner's books and map of Africa.
Learning activities	<p>Teacher arranges learners into different groups of 3 to 6 learners and invites them to do activity 11 (See Learner's book page 59).</p> <p>The group representatives present their work to the class.</p>
Synthesis	From the work presented by the learners, teacher summarises the lesson and they write in their notebooks. (See Learner's book pages 62)

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Evaluate the effects brought by the spread of Islam in West Africa.</p> <p>Suggested Answers</p> <p>The spread of Islam in West Africa had brought the following effects:</p> <p>The rulers who undertook pilgrimages to Mecca brought back with them technology and scholars from the Muslims world. These influenced and changed the political, economic and social situations in West Africa.</p> <p>Islam was a new religion, many people were thus diverted from their traditional practices and adopted those of Islam such as attending Juma prayers, fasting and pilgrimages to Mecca.</p> <p>Islam introduced literacy as well as Muslim education. For example Arabic language and writing was taught. This made the cities of Niger to become great centres of learning such as Timbuktu University.</p> <p>Islam helped to unite empires that were made up of people with different tribes, culture, language and customs. In other words, Islam brought about different ethnic groups to be one in religion.</p> <p>The leaders employed educated Muslims as secretaries, administrators and judges. These were conversant with Arabic writing and reading.</p> <p>The coming of Islam increased and strengthened trading links between West and North Africa to the Arab world and Europe.</p> <p>Islam gave rise to the growth of small states into large empires which used the Muslim system of government and laws.</p> <p>The Sharia law was introduced in governments of some West African states as the constitution of Muslim states.</p> <p>It discouraged slave trade among Muslims in West African states although in western Sudan it actually encouraged slavery.</p>
------------	--

Lesson 6: Causes of jihads in West Africa

Lesson number and title	Lesson 6: Causes of jihads in West Africa
Learning objective	Learners are able to describe the causes of jihads in West Africa

Prerequisites/ Revision / Introduction	To begin this lesson, a teacher asks the learners the main means used to spread Islam in West Africa.
Teaching aids	Learner's books
Learning activities	In their respective groups, learners guided by the teacher do activity 12 and 13. (See Learner's book page 59). Then, they present those answers to the class.
Synthesis	From the work presented by the learners in the classroom, teacher makes a summary of the lesson and learners write it down into their notebooks. (See Learner's book pages 63–64)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the causes of the jihad movements in West Africa.</p> <p>Suggested Answers</p> <p>Learners can explain the following elements:</p> <ul style="list-style-type: none"> ● To purify Islam. ● To stop unfair judgments in courts of law. ● Tribal sentiments. ● Wide spread belief of the Mahdi (Savior). ● To overthrow pagan governments. ● Desire to spread Islamic education. ● Over taxation. ● Methods used to collect taxes were harsh. ● Defence of African independence.

Lesson 7: Example of a jihad leader Uthman Dan Fodio

Lesson number and title	Lesson 7: Example of a jihad leader Uthman Dan Fodio
Learning objective	Learners are able to describe the role of Uthman Dan Fodio as a jihad leader in West Africa.
Prerequisites/ Revision/ Introduction	Teacher starts this lesson by asking learners about jihads.
Teaching aids	Learner's books.
Learning activities	<p>In their groups, learners under the guidance of teacher, do the activity 14. (See Learner's book, page 60)</p> <p>After, teacher invites the learners to make presentations to the class.</p>
Synthesis	By synthesising the learners' work, teacher makes a summary of the lesson and learners write it into their notebooks. (See Learner's book pages 64-65)

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the role of Uthman Dan Fodio as a jihad leader in West Africa.</p> <p>Suggested Answer</p> <p>The first jihad in western Sudan took place in Hausaland in the 19th century precisely in 1804. This jihad was led by Uthman Dan Fodio. He was a Fulani and a scholar. He was born in 1754 at Martha in Gobir.</p> <p>In his preaching and writings, he attacked all unreligious tendencies; he condemned corrupt and unjust government, illegal taxation and insisted on the complete acceptance of the spiritual and moral values of Islam.</p> <p>He built up a large number of followers most of who believed that he was the Mahdi or the saviour. His fame attracted the administration of Sultan Bawa, the leader of Gobir. He was employed as the tutor of the Sultani's son. which increased his influence.</p> <p>He successfully negotiated with Sultan Bawa of Gobir the release of all Muslims prisoners. He requested that the king grant the freedom of worship and the exemption of Muslims from un-Islamic taxes.</p> <p>Fodio appointed Mohammed Bello his son and Abdullah, his brother as his next in command.</p> <p>Once the conquest period was over, Fodio returned to his work of writing books since he was basically an Islamic scholar and he was also growing old.</p> <p>He divided the empire between his son and his brother. Mohammed Bello was in charge of the eastern region and Abdullah the western region.</p>
------------	--

Lesson 8: Example of jihad leader: Al Hadj Umar

Lesson number and title	Lesson 8: Example of a jihad leader: All Hadj Umar
Learning objective	Learners are able to explain the role of Al Hadj Umar as a jihad leader.
Prerequisites/ Revision/ Introduction	Teacher starts this lesson by asking learners about the role played by Uthman Dan Fodio.
Teaching aids	Learner's books.
Learning activities	Teacher invites the learners to do activity 15 and 16 in their groups. (See Learner's book page 60). Teacher asks one learner from each group to present their work to the class. This is followed by class discussions.

<p>Synthesis</p>	<p>From the exposé and class discussions, teacher makes a summary of the lesson and learners write it down into their notebooks. (See Learner's book pages 66-68)</p>
<p>Assessment</p>	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Discuss the role of Al Hadj Umar in the jihad carried out in West Africa.</p> <p>Suggested Answer</p> <p>Al Hajj Umar was born in 1794 in Futa Toro. Umar was a former disciple of Uthman Dan Fodio.</p> <p>In 1825, he made a pilgrimage to Mecca. The Tijani authorities were so impressed with the works of Umar that he was appointed the Khalifa or religious leader of the Tijaniyya in western Sudan in 1831. He was charged with the duty of reviving and spreading Islam in the region.</p> <p>While away, he was impressed by the reformist ideas of the day. He witnessed the Mohammed Ali revolution in Egypt. He also spent some time in Bornu, Sokoto.</p> <p>He witnessed the expansion and spread of Islam through jihad. He was convinced that the revival and purification and spread of Islam would be possible through embracing Tijaniyya ideas.</p> <p>In 1838, he returned home with even greater inspiration and determination to purify and spread Islam.</p> <p>He settled at a place called Fouta Djallon. From here he made extensive tours, teaching, preaching and converting.</p> <p>In his book <i>Rinah</i>, he attacked evil and illegal tendencies. He condemned mixed Islam. He appealed to the masses assuring them of favoured treatment on the day of judgement as members of the Tijaniyya.</p> <p>His teachings were well received by the ordinary persons. These had been alienated by the elitism of Quadiriyya. His fame as a scholar and teacher attracted him a large following. He was regarded as the Mujaddid (soldiers fighting in support of their strong Muslim beliefs).</p> <p>His growing fame and influence alarmed the Quadiriyya scholars and Fouta Djallon political authorities. In 1851, he fled to Dinguiray. Here, he established an armed camp of his faithful disciples as well as learners attracted from West Africa. These were mainly from the lower classes.</p>

	<p>He equipped the army with European weapons bought from the coastal towns of West Africa. He even established a workshop of gun smiths who served and repaired guns. At a later stage, All Hajj Umar was able to manufacture some of these arms and supply his army.</p> <p>In 1852, Umar declared a holy war on all infidels in the Sudan. In 1854, he conquered the Wangara states. By 1857, he was ready to attack the Bambara of Segu state. This brought him into conflict with the Muslim state of Massina.</p> <p>Umar diverted his attention against French imperialists. This was a mistake that he would regret later. By 1863, the Tukolar Empire extended from Futa Djalon to Timbuktu.</p> <p>Lastly, he made the Tijaniyya sect gain power over the Quadiiriyya . Today, the Tijaniyya is the more dominant in West Africa.</p>
--	---

Lesson 9: Success of jihads in West Africa

Lesson number and title	Lesson 9: Success of jihads in West Africa
Learning objective	Learners are able to examine the reasons for the success of jihads in West Africa.
Prerequisites / Revision / Introduction	To start this lesson, the teacher can ask the learners to recall the influences of the main jihadists in West Africa.
Teaching aids	Learner' books
Learning activities	<p>Teacher asks the learners to do activity 17 (See Learner's book page 60).</p> <p>Teacher invites one member of each group to make presentation of the work.</p>
Synthesis	From the class discussions, teacher summarises the lesson and learners write a summary into their notebooks. (See Learner's book page 68)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Discuss the main reasons for the success of the Jihads in West Africa.</p> <p>Suggested Answers</p> <p>Disunity among non-Islamic states in West Africa against fanatic Muslims.</p> <p>Jihad movement in West Africa enjoyed good leadership.</p>

	<p>These jihads were led by elites who had very convincing rhetoric or persuasive speech that won them big numbers of followers.</p> <p>The possession of fire arms by the jihadists.</p> <p>The hope to gain economic achievements because the non-Muslims who were poor had supported the jihads with hope to raid.</p>
--	---

Lesson 10: Consequences of Jihads in West Africa

Lesson number and title	Lesson 10: Consequences of jihads in West Africa
Learning objective	Learners are able to evaluate the consequences of jihads in West Africa.
Prerequisites/ Revision / Introduction	To start this lesson, teacher can ask the learners to recall the reasons for the use of jihads in West Africa.
Teaching aids	Learner's books.
Learning activities	<p>Teacher invites the learners to join their groups and do activity 18. (See Learner's book page 60).</p> <p>After, teacher invites one learner from each group to present their work to the class. This activity is followed by a class discussion.</p>
Synthesis	From the group presentations and class discussion, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book, pages 68–69)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Discuss the consequences of the jihads movements in West Africa.</p> <p>Suggested Answers</p> <p>The jihads led to closer contacts with the outside world.</p> <p>They led to the spread and revival of Islam culture.</p> <p>They led to the employment of literate Muslim officials by kings and emperors.</p> <p>Large and powerful political states were founded as Islamic states under Muslim rulers.</p> <p>They created clashes and conflicts between the traditional pagans and the Muslims</p> <p>The formation of states strong enough to resist European aggression.</p>

	<p>The creation of a new order of administration known as a centralised system of administration and the rule in accordance to the requirement of the Koran.</p> <p>The stabilisation and efficient management of the economy in the Islamic states.</p> <p>They led to the decline of the African traditional religions.</p> <p>The spread of Christianity in West Africa was checked.</p>
--	---

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, the teacher comes up with a synthesis of this unit. (See Learner's book pages 69).

Additional information

Muslim geographers and historians have provided excellent records of Muslim rulers and peoples in Africa. Among them are Al-Khwarzimi, Ibn Munabbah, Al-Masudi, Al-Bakri, Abul Fida, Yaqut, Ibn Batutah, Ibn Khaldun, Ibn Fadlallah al-Umari, Mahmud al-Kati, Ibn al Mukhtar and Abd al-Rahman al-Sa'di. Islam reached the savannah region in the 8th century CE, the date the written history of West Africa begins. Islam was accepted as early as 850 CE. by the Dya'ogo dynasty of the Kingdom of Tekur. They were the first Negro people to accept Islam. Trade and commerce paved the way for the introduction of new elements of material culture. This made possible the intellectual development which naturally followed the introduction and spread of literacy.

Eminent Arab historians and African scholars have written about the empires of Ghana, Mali, Songhai, and Kanem Bornu. They document famous trade routes in Africa — from Sijilmasa to Taghaza, Awdaghost— which led to the empire of Ghana, and from Sijilmasa to Tuat, Gao and Timbuktu. Al-Bakri describes Ghana as a highly advanced and economically prosperous country as early as the eleventh century. He also discusses the influence of Islam in Mali in the 13th century and describes the rule of Mansa Musa, whose fame spread to Sudan, North Africa and Europe.

Spread of Islam in West Africa

Islam reached the savannah region in the 8th century CE., the date the written history of West Africa begins. The Muslim-Arab historians began to write about West Africa in the early 8th century. The famous scholar Ibn Munabbah wrote as early as 738 CE, followed by Al-Masudi in 947 CE. As Islam spread in the savannah region, it was quite natural that commercial links should also come to be established with North Africa. Trade and commerce also paved way for the introduction of new elements of material culture, and the intellectual development which naturally followed the introduction and spread of literacy, and for which parts of the Sudan were to become famous in the centuries to come. In the Kingdom of Tekur, situated on both banks of the Senegal, Islam was accepted as early as 850 CE, by the Dya'ogo dynasty. This dynasty was the first Negro people who accepted Islam.

It was for this reason that Muslim-Arab historians referred to Bilad al-Tekur as 'The Land of the Black Muslims.' War-jabi, son of Rabis, was the first ruler of Tekur in whose reign Islam was firmly established in Tekur and the Islamic Shari'ah system enforced. This gave a uniform Muslim law to the people. By the time the Al-Murabitun of the Almoravids began their attack on Tekur in 1042 CE, Islam had made a deep impact on the people of that area. Al-Idrisi in 1511 described Tekur as 'secure, peaceful and tranquil.' The capital town of Tekur had become a centre of commerce. Merchants used to bring their wool for sale from Greater Morocco and in return, took with them gold and beads.

We have enough documents about the history of this region since it was known to the Arab historians as the Bilad al-Sudan, the land of the Blacks. The most well-known empires that grew in the medieval period include: Ghana, Mali, Songhai, and Kanem Bornu. Eminent Arab historians have written about the glories of these lands, notable among whom are Al-Bakri, Al-Masudi, Ibn Batutah and Ibn Khaldun. Besides these scholars, there were local scholars whose works have come down to us; for example, *Tarikh al-Sudan*, (*The History of the Sudan*, by Al-Sadi and *Tarikh al-Fattash* by Muhammad al-Kati.

There were famous trade routes, like the one from Sijilmasa to Taghaza, Awdaghast, which led to the empire of Ghana, and another from Sijilmasa to Tuat, Gao and Timbuktu. Others connected present

day Nigeria with Tripoli via Fez to Bornu and Tunisia with Nigeria via Ghadames, Ghat, and Agades to Hausa land. These routes made all the above mentioned places famous trade centres. These centres of trade became centres of Islamic learning and civilisation. New ideas came through visiting traders in administrative practices.

Islam in the Ancient Empire of Ghana

Al-Bakri, the Muslim geographer, gives us an early account of the ancient Soninke empire of Ghana. His *Kitab fi Masalik wal Mamalik (The Book of Roads and Kingdoms)* describes Ghana of 1068 as highly advanced. Economically, it was a prosperous country. The king employed Muslim interpreters and most of his ministers and treasurers were also Muslims. The Muslim ministers were learned enough to record events in Arabic and corresponded, on behalf of the king, with other rulers. "Also, as Muslims, they belonged to the larger body politic of the Islamic world and this would make it possible to establish international relations."

Al-Bakri gives the following picture of Islam in Ghana in the 11th century:

"The city of Ghana consists of two towns lying on a plain, one of which is inhabited by Muslims and is large, possessing 12 mosques one of which is the congregational mosque for Friday prayers. Each has its Imam, Muezzin and paid reciters of the Quran. The town possesses a large number of jurists, consultants and learned men."

Islam in the Empire of Mali

The influence of Islam in Mali dates back to the 15th century when Al-Bakri mentions the conversion of its ruler to Islam. There was a miserable period of drought which came to an end by offering Muslim prayers and ablutions. The Empire of Mali arose from the ruins of Ghana Empire. There are two important names in the history of Islam in Mali: Sundiata (1230–1255) and Mansa Musa (1312–1337). Sundiata was the founder of the Mali Empire but was a weak Muslim, since he practiced Islam with syncretic practices and was highly disliked by the scholars. Mansa Musa was, on the other hand, a devout Muslim and is considered to be the real architect of the Mali Empire. By the time Sundiata died in 1255, a large number of former dependencies

of Ghana had also come under his power. He was followed by Mansa Uli (1255–1270) who made a pilgrimage to Mecca.

Mansa (Emperor) Musa came to power in 1312 and his fame reached beyond the Sudan, North Africa and spread up to Europe. Mansa Musa ruled from 1312 to 1337 and in 1324–25 he made his famous pilgrimage to Mecca (Hajj). When he returned, he brought with him a large number of Muslim scholars and architects who built five mosques for the first time with baked bricks. Thus Islam received its greatest boost during Mansa Musa's reign. Many scholars agree that because of his attachment to Islam, Mansa Musa could introduce new ideas to his administration. The famous traveller and scholar Ibn Batutah came to Mali during Mansa Sulaiman's reign (1341–1360), and gives an excellent account of Mali's government and its economic prosperity—a legacy of Mansa Musa's policy. Mansa Musa's pilgrimage projected Mali's enormous wealth and potentialities which attracted more and more Muslim traders and scholars. These Muslim scholars and traders contributed to the cultural and economic development of Mali. It was during his reign that diplomatic relations were established with Tunis and Egypt, and thus Mali began to appear on the map of the world.

Islam in the Empire of Songhai

Islam began to spread in the Empire of Songhai some time in the 11th century when the ruling Za or Dia dynasty first accepted it. It was a prosperous region because of its booming trade with Gao. By the 13th century it had come under the dominion of the Mali Empire but had freed itself by the end of the 14th century when the dynasty was renamed Sunni. The frontier of Songhai now expanded and in the 15th century, under the leadership of Sunni Ali, who ruled between 1464–1492, the most important towns of the western Sudan came under the Songhai Empire. The great cities of Islamic learning like Timbuktu and Jenne also came under his power between 1471–1476.

Sunni Ali was a nominal Muslim who used Islam for his ends. He even persecuted Muslim scholars and practiced local cults and magic. When the famous scholar Al-Maghilli called him a pagan, he punished him. The belief in cults and magic was, however, not something new in Songhai. It existed in other parts of West Africa until the time the revivalist movements gained momentum in the 18th century. It is

said of Sunni Ali that he tried to compromise between paganism and Islam, although he prayed and fasted. The scholars called it merely a mockery.

Sunni Ali's syncretism was soon challenged by the Muslim elites and scholars in Timbuktu, which was then a centre of Islamic learning and civilisation. The famous family of Agit, of the Berber scholars, had the post of the chief justice and were known for their fearless opposition to the rulers. In his lifetime, Sunni Ali took measures against the scholars of Timbuktu (in 1469 and in 1486). But on his death, the situation completely changed: Islam and Muslim scholars triumphed. Muhammad Toure (Towri), a military commander asked Sunni Ali's successor, Sunni Barou, to appear before the public and make an open confession of his faith in Islam. When Barou refused to do so, Muhammad Toure ousted him and established a new dynasty in his own name, called the Askiya dynasty. Sunni Ali may be compared to Sundiata of Mali, and Askiya Muhammad Toure to Mansa Musa, a champion of the cause of Islam.

On his coming to power, he established Islamic law and arranged a large number of Muslims to be trained as judges. He supported the scholars and gave them large pieces of land as gifts. He became a great friend of the famous scholar Muhammad Al-Maghilli. It was because of his patronage that eminent Muslim scholars were attracted to Timbuktu, which became a great seat of learning in the 16th century. Timbuktu has the credit of establishing the first Muslim university, called Sankore University, in West Africa.

Like Mansa Musa of Mali, Askia Muhammad Toure went on a pilgrimage and thus came into close contact with Muslim scholars and rulers in the Arab countries. In Mecca, the king accorded him great respect. The king gave him the title of Caliph of the western Sudan.

Islam in Kanem-Bornu Empire

Kanem-Bornu in the 13th century included the region around Lake Chad, stretching as far north as Fezzan. Kanem today forms the northern part of the Republic of Chad. Islam was accepted for the first time by the Kanem ruler, Umme-Jilmi, who ruled between 1085—1097 CE, through a scholar named Muhammad B. Mani, credited for bringing Islam to Kanem-Bornu. Umme-Jilmi became a devout

Muslim. He left on a pilgrimage but died in Egypt before reaching Mecca. Al-Bakri also mentions that Umayyad refugees, who had fled from Baghdad following plans to liquidate their dynasty at the hands of the Abbasids, were residing in Kanem.

With the introduction of Islam in Kanem, it became the principle focus of Muslim influence in the central Sudan and relations were established with the Arab world in the Middle East and the Maghrib. Umme's son Dunama I (1092–1150) also went on a pilgrimage and was crowned in Egypt, while embarking at Suez for Mecca. During the reign of Dunama II (1221–1259), a Kanem embassy was established in Tunisia around 1257. Toward the end of the 13th century, Kanem became a centre of Islamic knowledge and famous teachers came from Mali to teach in Kanem. By the middle of the 13th century, Kanem established diplomatic relations with Tuat (in the Algerian Sahara) and with the Hafsid state of Tunis.

The historian Ibn Khaldun calls Dunama II the 'King of Kanem and Lord of Bornu,' because his empire had expanded as far as Kano in the west and Wadai in the east.

In the late 14th century, a new capital of the Kanem empire was established in Bornu at Nigazaragamu by Ali B. Dunama, also called Ali Ghazi, who ruled during the period 1476 to 1503. This thriving capital continued until 1811. Ali revived Islam.

The Islamisation of Bornu dates from the time of Mai Idris Alooma (1570–1602). In the ninth year of his reign, he went on a pilgrimage to Mecca and built a hostel there for pilgrims from Bornu. He revived the Islamic practices and made all his subjects to follow them. He also set up Qadhis courts to introduce Islamic laws in place of the traditional system of customary law. He built a large number of brick mosques to replace the existing ones, built with reeds.

In 1810 during the reign of Mai Ahmad the empire of Bornu came to an end but its importance as a centre of Islamic learning, continued.

Islam in Hausa-Fulani land

There is a well-known Hausa legend concerning the origin of the Hausa state, attributed to Bayajida (Bayazid) who came from Begh to settle down in Kanem-Bornu. The ruling Mai of Bornu of that time (we

do not have any information about the time) welcomed Bayajida and he married their daughter. However they robbed him of his numerous followers. He fled from the Mai with his wife and came to Gaya Mai Kano and asked the goldsmith of Kano to make a sword for him. The story tells us that Bayajida helped the people of Kano by killing a supernatural snake which had prevented them from drawing water from a well. It is said that the queen, named Daura, married him in appreciation of his service to the people. Bayajida got a son from Daura and named him Bawo. Bawo, himself, had seven sons: Biran, Dcura, Katsina, Zaria, Kano, Rano and Gebir, who became the founders of the Hausa states. Whatever may be the merit of this story, it tries to explain how the Hausa language and culture spread throughout the northern states of Nigeria.

Islam came to Hausaland in the early 14th century. About 40 Wangarawa graders are said to have brought Islam with them during the reign of Ali Yaji who ruled Kano during the years 1349–1385. A mosque was built and a muedthin (one who calls to prayer) was appointed to give adthan (call to prayer) and a judge was named to give religious decisions. During the reign of a ruler named, Yaqub (1452–1463), one Fulani migrated to Kano and introduced books on Islamic jurisprudence. By the time Muhammad Rumfa came into power (1453–1499), Islam was firmly rooted in Kano. In his reign Muslim scholars came to Kano. Some scholars also came from Timbuktu to teach and preach Islam.

Muhammad Rumfa consulted Muslim scholars on the affairs of government. It was he who had asked the famous Muslim theologian Al-Maghilli to write a book on Islamic government during the latter's visit to Kano in the 15th century. The book is a celebrated masterpiece and is called *The Obligation of the Princes*. Al-Maghilli later went to Katsina, which had become a seat of learning in the 15th century. Most of the pilgrims from Mecca would go to Katsina. Scholars from the Sankore University of Timbuktu also visited the city and brought with them books on divinity and etymology. In the 13th century, Katsina produced native scholars like Muhammadu Dan Marina and Muhammadu Dan Masina (d. 1667) whose works are available even today.

The literature of Shehu Uthman Dan Fodio, his brother, Abdullahi, and his son Muhammad Bello speaks of the syncretic practices of the Hausa Fulanis at the end of the 18th century. The movement of Uthman Dan Fodio in 1904 was introduced as a revivalist movement in Islam to remove syncretic practices, and what Shehu called devilish innovations.

The spread of Islam in Africa owes to many factors; historical, geographical and psychological, as well as its resulting distribution of Muslim communities. Ever since its first appearance in Africa, Islam has continued to grow. The scholars there have been Africans right from the time of its spread. Islam has become an African religion and has influenced her people in diverse ways.

End of unit assessment

Answers to the end of unit assessment (See Learner's book pages 70–72)

a) Multiple choice Questions

- | | |
|------|------|
| 1) E | 4) F |
| 2) E | 5) F |
| 3) E | |

b) Fill in the Blanks

- | | |
|-------------|-----------------------------------|
| 1) a vision | 5) father-in-law |
| 2) Allah | 6) rampant corruption and bribery |
| 3) Kaaba | 7) Zamfara, Kebbi, and Daura |
| 4) Allah | |

c) Answer True or False

- | | |
|----------|----------|
| 1) False | 4) False |
| 2) False | 5) True |
| 3) True | 6) True |

d) Open Questions

1. Origin of Islam

The religion of Islam arose in the Middle East in Saudi Arabia in Asia Minor about 622^{CE}. This religion was founded by an Arabic merchant named Muhammad Ibn Abdullah. He was known as the Prophet of Allah.

2. Methods used in the spread of Islam in West Africa

Commercial activities: Trade between the states of North and West Africa involved the Berbers who were Muslims. The Berbers converted the West Africans to Islam. This Trade was known as the Trans Saharan Trade. The Sahara has since been referred to as 'Dar-Al- Islam' meaning the country of Islam.

Migration: Some communities of the northern Sahara region migrated due to hot climate and settled in western Sudan and the forest region of West Africa which had good climate. These included the Berbers, the Wolof, the Serere and the Fulani who were mostly Muslims. They integrated with the people of West Africa who also joined Islam.

Muslim missionaries: Muslim fanatics came to West Africa to win people to Islam through preaching and building mosques. For example, a well known Creole missionary, Muhammad Shita, converted many people and built mosques in Freetown, Furah Bay and Lagos.

Education: Many Muslim schools were built in West Africa and many Arab scholars arrived to teach Islamic principles to the people who eventually converted to the faith.

Conversion of the West African leaders: Some African kings and chiefs who joined Islam encouraged their subjects to join Islam too. Those who were especially interested in leadership joined Islam as a symbol of loyalty.

Jihads: Muslim fanatics declared a holy war in order to purify or reform Islam which was declining e.g. the Fulani jihad in Hausaland, Macina, Tukolar, and the Mandika Empire etc.

Prestige: Those who made pilgrimages to Mecca came back with wealth, new ideas etc. They were considered heroes in their communities therefore others were inspired to join Islam in order to enjoy such status.

Muslim solidarity: Islam was based on brotherhood which was admired by many non-Muslims.

Similarity with African culture: Islam tolerated similar African cultural practices. It accepted polygamy, discouraged immorality and tolerated traditional African religion.

Oppression from African leaders: People from the Hausa states faced a lot of oppression and brutality from their leaders. They therefore voluntarily decided to join jihad movements and convert to Islam.

3. The jihad leaders succeeded in their holy wars due to the following factors:
 - ⦿ Disunity among the non-Islamic states in West Africa.
 - ⦿ Jihad movements in West Africa had good leadership.
 - ⦿ Jihads were led by elites who had very persuasive speech that won them big numbers of followers.
 - ⦿ The possession of firearms by the jihadists.
 - ⦿ The hope to gain economic achievements. The non- Muslims supported the jihads with the hope of acquiring wealth in raids.

4. The causes of jihads in West Africa are as follows:
 - ⦿ The need to purify Islam.
 - ⦿ The need to stop unfair judgments in courts of law.
 - ⦿ Widespread belief in the Mahdi (Savior).
 - ⦿ The need to overthrow pagan governments.
 - ⦿ Desire to spread Islamic education.
 - ⦿ Overtaxation.
 - ⦿ Harsh or unfair methods used in the collection of taxes.
 - ⦿ Defence of African independence.

Achievements of Uthman Dan Fodio At the age of 20, he started his career as a writer and teacher in Senegal. From here, he went on missionary tours through Hausaland, especially Zamfara, Kebbi and Daura.

In his preaching and writings, he attacked all unreligious tendencies. He condemned corrupt and unjust government, illegal taxation and insisted on complete acceptance of spiritual and moral values of Islam.

Because of this, he soon built up a large number of followers most of whom believed that he was the Mahdi or the saviour. His fame attracted the administration of Sultan Bawa, the leader of Gobir.

He was employed as the tutor of his son. All these increased Fodio's influence.

Because of this, he successfully negotiated with Sultan Bawa of Gobir the release of all Muslim prisoners.

He also requested the king to grant freedom of worship and exempt Muslims from un-Islamic taxes.

Uthman Dan Fodio soon fell out of favour with the leadership of Gobir. He along with his brother Abdullah, his son Mohammed Bello and many followers fled to Gudu. This was referred to as the hegira.

At Gudu, many Fulani tribesmen joined him and he was elected commander of the faithful *Amir Al Munimin*. He then, declared a jihad on the non-believers and in 1804 confronted the Yunfa's army.

Fodio founded the capital of the Sokoto caliphate and he became the undisputed caliph.

Achievements of the Jihad leader of All Hajj Umar

- ⦿ He revived and spread Islam in his region.
- ⦿ He settled at a place called Fouta Djalon. From here he made extensive tours, teaching, preaching and converting.
- ⦿ He wrote a book *Rinah*, in which he attacked evil and illegal practices. He condemned mixed Islam. He appealed to the people, assuring them of favoured treatment on the day of judgement as members of the Tijaniyya.
- ⦿ His fame as a scholar and teacher attracted a large following. He was regarded as the Mujaddid (soldiers fighting in support of their strong Muslim beliefs).
- ⦿ He established an armed camp composed of his disciples as well as learners. These were mainly from the lower classes.

- ⦿ In 1852, Umar fought a holy war against all infidels in the Sudan. In 1854, he conquered the Wangara states. By 1857, he was ready to attack the Bambara of the Segou state. This brought him in conflict with the Muslim state of Massina.
 - ⦿ After this, Umar also fought against French imperialists although he was defeated.
5. The consequences of the jihads in West Africa:
- ⦿ Closer contacts with the outside world especially Saudi Arabia and the Middle East. A pilgrimage made by Al Hajji Umar to Mecca in 1825 further exposed the Sudan to the outside world.
 - ⦿ The spread and revival of Islamic culture; for example, the way of dressing with items such as the veil, the turban and others like daily prayers and the Hijja.
 - ⦿ Employment of literate Muslim officials by kings and emperors as clerks, secretaries, judges, auditors, inspectors and teachers.
 - ⦿ Large and powerful Islamic states were founded by Muslim rulers like Uthman Dan Fodio of Sokoto, Muhammad Bello of Sokoto, Seku Ahmad of the Macina, Al Hajji Umar of Tokolar and Al Kanemi of Dinguiray.
 - ⦿ Jihads caused clashes and conflicts between the pagans and the Muslims; for example, there was enslavement of non-Muslims. This led to tribal wars and antagonism.
 - ⦿ Formation of states which were strong enough to resist European infiltration because the jihads united the masses behind their leaders against colonialists; such as, the French.
 - ⦿ A centralised system which was based on the Koran was introduced.
 - ⦿ Stability and efficient management of economies in the Islamic states because they abolished unlawful taxes and introduced taxing according to the Koran.
 - ⦿ They led to the decline of the African traditional religions because the leaders and people that refused to convert to Islam were executed.

- ⦿ The jihads, checked the spread of Christianity in West Africa because the European Christian missionaries were not allowed to enter Muslim lands.

Remedial activities

Questions

- a) Who is the founder of Islam?
- b) Explain the following terms: jihad and caliph.
- c) When did Muslims conquer Africa?

Answers

- a) The founder of Islam is Muhammad Ibn Abdullah.
- b) Jihad is an Islamic holy war that is fought by fanatic Muslims against those who do not believe in their faith aiming at spreading, purifying and strengthening Islam.
- c) Caliph is the title given to the successor of Muhammad.

Extended Activities

Questions

- a) Explain the causes and consequences of jihad movements.
- b) Examine the means used in the spread of Islamic civilisation and its effects.

Answers

1. Causes of jihads:
 - ⦿ The need to purify islam.
 - ⦿ The need to stop unfair judgments in the courts of law.
 - ⦿ The need to overthrow pagan governments.
 - ⦿ Desire to spread islamic education.
 - ⦿ Overtaxation.

Consequences of jihads:

- ⦿ Closer contacts with the outside world (Saudi Arabia and the Middle East).

- ⦿ Spread and revival of Islamic culture.
 - ⦿ Employment of literate Muslim officials by kings and emperors as clerks, secretaries, etc.
 - ⦿ Large and powerful Islamic states were formed (Sokoto, Macina, etc).
2. Methods used to spread Islamic civilisation:
- ⦿ Commercial activities between North Africa and West Africa.
 - ⦿ Migration. Communities from north Africa and the Sahara region migrated and settled in western Sudan and the forest region of West Africa.
 - ⦿ Education. Many Muslims schools were built in West Africa by Arabs scholars.
 - ⦿ Muslim missionaries came to West Africa to win followers.
 - ⦿ Conversion of West African leaders.
 - ⦿ Muslim fanatics forced people to convert to Islam.

Effects of the spread of Islam in West Africa:

- ⦿ Introduction of literacy as well as Muslim education; for example, Arabic language and writing were taught.
- ⦿ Increased and strengthened trading links between west and north Africa to the Arab world and Europe.
- ⦿ Rise and growth of new states.
- ⦿ Introduction of Sharia law in governments of some states.
- ⦿ It discouraged slave trade among Muslims in West African states, etc.

Unit 4: European domination and exploitation of Africa in the 19th century

Learner's book pages 73–89

Key Unit Competence

To be able to describe European domination, exploitation of Africa and its consequences in the 19th century.

Prerequisites of this unit

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

- Activities of colonial agents in Africa.
- Roles played by colonial agents in the process of colonisation of Africa.
- Problems faced by colonial agents in Africa.
- Consequences of colonial agents in Africa.
- Colonial administrative policies.

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 special education needs cases. 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: 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 work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task they are assigned. 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

Learners will be assigned activities in which they will be invited to confidently convey information and ideas through speaking, writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their work and discuss in their respective groups.

Research and Problem Solving

Assignments given in this unit will require learners to carry out research so as to find solutions to problems, produce new knowledge based on research of existing information and explain phenomena based on findings from information gathered or provided.

Critical Thinking

Learners will also 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 evidence 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 also invited to further research 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

Bangle, disparity, frenzied, impetus, interplay, intrusion, mutilation, preeminence, rubber, scramble, stake.

Guidance on the problem statement

At the beginning of this unit, give an activity that draws learners interest to what happens in this unit. As they get engaged in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and open them up to what they didn't know about European domination and exploitation of Africa during the 19th century.

The suggested problem statement here is the following: *“Describe the different colonial methods used by European powers to exploit Africa and assess their impacts on African societies.”* This problem can be given as homework or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.

- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of Lessons

Number of the lesson	Lesson title	Number of period
1	Reasons for European scramble for Africa	2
2	Colonial methods of African exploitation: Taxation and forced cash crop growing	2
3	Colonial methods of African exploitation: Forced labour and land alienation	2
4	Colonial methods of African exploitation: Development of legitimate trade	2
5	Colonial methods of African exploitation: discouragement of industrialisation	2
6	Colonial methods of African exploitation: Development of road and railway transport	2
7	Colonial methods of African exploitation: education system	2
8	Political effects of colonial domination of African countries by Europe	2
9	Economic effects of colonial domination of African countries by Europe	2
10	Social effects of colonial domination of African countries by Europe	2
11	Cultural effects of colonial domination of African countries by Europe	1
12	Evaluation	1

Lesson Development

Lesson 1: Reasons for European scramble for Africa

Lesson number and title	Lesson 1: Reasons for European scramble for Africa
Learning objective	Learners are able to examine the reasons for European scramble and partition of Africa

Prerequisites/ Revision / Introduction	Teacher should start the lesson by asking the learners to review the work of some agents of colonisation in Africa.
Teaching aids	Learner's books and portraits of some agents of colonisation.
Learning activities	Teacher invites the learners to join their groups and do activity 1 (See Learner's book page 74). After, teacher invites the learners to present their work to the class and discuss.
Synthesis	From the work learners exposed and discussed in the classroom, teacher summarises the lesson and learners write down this summary into their notebooks. (See Learner's book pages 79-81)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Examine the reasons for European scramble and partition of Africa.</p> <p>Suggested Answers Need for raw materials for European industries. Need for market for the manufactured goods. Need for alternative areas to invest their surplus capital. Need to control economically strategic areas to improve trade. Discovery of minerals in most parts of Africa. To give protection to European traders and trading companies. To resettle excess population from Europe and provide them with jobs. To control strategic areas to station and train their armies for defense purposes. British occupation of Egypt in 1882 encouraged other European countries to come to Africa. Growth of nationalism and jingoism among the Europeans. To colonise as a compensation for major loses in Europe. Activities of King Leopold II of Belgium in Congo. The activities of Pierre Savroгна de Brazza in Congo and Ivory Coast. The influence of the 1884–1885 Berlin Conference.</p>

	<p>To occupy Egypt and the Suez Canal which was a short route to the Far East and control the Mediterranean and Red Sea.</p> <p>To occupy the strategic location of Uganda, Rwanda and Burundi as a source of river Nile that sustains Sudan and Egypt.</p> <p>To control Cape of Good Hope in South Africa which would be a resting place for merchants and administrators linking up with the Far East.</p> <p>French occupation of the Maghreb like Tunisia and Morocco due to their proximity to Europe, astride the Mediterranean Sea and the straight of Gibraltar.</p> <p>To stop slave trade.</p> <p>To civilise Africa to higher levels of living by eradicating African backwardness, ignorance, illiteracy and its unhealthy conditions.</p>
--	---

Lesson 2: Colonial methods of African exploitation: Taxation and forced cash crop growing

Lesson number and title	Lesson 2: Colonial methods of African exploitation: Taxation and forced cash crop growing.
Learning objective	Learners are able to examine the colonial methods used by Europeans to exploit Africa.
Prerequisites / Revision / Introduction	Teacher starts the lesson by asking the learners to recall the economic reasons for the colonisation of Africa.
Teaching aids	Learner's books.
Learning activities	<p>Teacher invites the learners to work in their groups and do activity 2. (See Learner's book page 74).</p> <p>After group discussions, teacher calls on the group reporters to present their work to the class.</p>
Synthesis	From the group presentations and class discussion, teacher makes a summary and learners write it down into their notebooks. (See Learner's book pages 81-82)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Demonstrate how taxation and forced cash crop growing were used as colonial exploitative methods in Africa.</p>

	<p>Suggested Answers</p> <p><i>Taxation</i></p> <p>It was the main method of generating revenue needed to run costs of colonial administration. The commonest were the hut and gun taxes. The method of collection was brutal and harsh, consequently making taxation a sound cause for African resistance wars. For instance the hut tax war of 1898 in Sierra Leone.</p> <p>Taxation was also important in forcing or conditioning Africans to either grow cash crops or to work on European farms. This was because these were the only possible alternatives to get money for paying taxes. In some areas like the Congo Free State and Angola, taxes were paid in form of natural products and animals. Failure to pay taxes in these areas was equivalent to confiscation of property and sometimes mutilation.</p> <p>Forced cash crop growing</p> <p>To meet the primary demand for the colonisation of Africa, cash crop growing had to be boosted. Some cash crops like rubber at the start, were grown traditionally; some such as pyrethrum were grown by whites while others like coffee and cotton by Africans at the supervision of Europeans. These cash crops were important in boosting the industrial revolution in Europe at its climax by 1880.</p> <p>However, there were no attempts made by Europeans to encourage the production of food and forced labour undermined the production of food crops and this led to famine among African societies which traditionally had been self sufficient in terms of food. The African economies were developed as producers of raw materials in form of cash crops, minerals and consumers of European manufactured goods.</p>
--	---

Lesson 3: Colonial methods of African exploitation: Forced labour and land alienation

Lesson number and title	Lesson 3: Colonial methods of African exploitation: Forced labour and land alienation
Learning objective	Learners are able to prove that forced labour and land alienation are colonial exploitative methods used by Europeans in Africa.
Prerequisites/ Revision / Introduction	To start this lesson, teacher asks the learners to recall how taxation was used by Europeans in Africa.
Teaching aids	Learner's books

Learning activities	<p>Teacher invites the learners to join their groups and do activity 3. (See Learner's book page 75).</p> <p>After, the learners are invited to present their work to the class. After this class presentation, teacher calls upon learners to discuss.</p>
Synthesis	<p>From the class presentation and class discussion, teacher makes a summary of the lesson and learners took the notes. (See Learner's book page 82).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Analyse "forced labour and land alienation" as colonial methods of exploitation used by Europeans in Africa.</p> <p>Suggested Answers</p> <p>Forced labour</p> <p>Africans were unconditionally made to work on European farms, mines, construction sites. Their labour was either paid cheaply or not paid at all. In the Portuguese colonies of Angola and Mozambique there was a unique form of forced labour called contract labour. Africans could be rounded up and taken to islands of Principe and Sao Tome in the Atlantic Ocean to work in sugar cane plantations.</p> <p>Due to forced labour, African societies faced famine because the Africans spent many days working for Europeans. Others went to exile in order to escape from being mistreated when they refused to work.</p> <p>Land alienation</p> <p>This was the most evil form of the exploitation methods in colonial Africa. Africans in settler colonies like in Kenya highlands, South Africa, Rhodesia, Algeria, Angola and Mozambique were hit hardest by this exercise. In some areas of Africa, the Africans were forced to settle in reserve camps leaving fertile and mineral rich plots of lands to Europeans.</p> <p>This policy was one of the commonest causes of African resistance in many areas of Africa. Africans were angered to see their fertile soils occupied by the Europeans.</p>

Lesson 4: Colonial methods of African exploitation: Development of legitimate trade

Lesson number and title	Lesson 4: Colonial methods of African exploitation: Development of legitimate trade.
Learning objective	Learners are able to examine the development of legitimate trade as a method used by Europeans to exploit Africa.
Prerequisites / Revision / Introduction	Teacher asks the learners some Questions related to the colonial exploitative methods already discussed in classroom.
Teaching aids	Learners books
Learning activities	Teacher invites the learners to join their groups and do activity 4. (See Learner's book page 75). After, the learners make an exposé of their work to the class followed by class discussion.
Synthesis	After the exposé and class presentations, teacher makes a summary of this lesson and learners take the notes. (See Learner's book page 83)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the development of the legitimate trade as a method applied in order to exploit African continent.</p> <p>Suggested Answer</p> <p>Development of Legitimate Trade as exploitative policy used in Africa by Europeans</p> <p>After fighting slave trade, the Europeans did not leave Africa; instead they developed the other kind of trade known as "<i>Legitimate Trade</i>".</p> <p>This new trade is said to have brought peace and stability as it eliminated the raids and accompanying miseries of slave trade.</p> <p>However, this trade was monopolised by Europeans who transferred all the profits to their mother countries. On top of this they paid low prices for African products and charged highly for their imports to Africa.</p> <p>Worse still, the legitimate trade involved the exchange of high valued African products like gold, copper, diamonds, cotton, coffee, rubber, and palm oil among others while their exports to Africa included beads, used clothes, bangles, spices and glassware among others.</p>

Lesson 5: Colonial methods of African exploitation: Discouragement of industrialisation

Lesson number and title	Lesson 5: Colonial methods of African exploitation: Discouragement of industrialisation
Learning objective	Learners are able to demonstrate that discouragement of industrialisation is an exploitative method of African economy.
Prerequisites / Revision / Introduction	Teacher starts this new lesson by asking the learners to recall the previous methods of exploitation used in Africa by Europeans.
Teaching aids	Learner's books
Learning activities	Teacher asks the learners to work in group and do the activity 5. (See Learner's book page 75) After doing this activity in groups, teacher invites learners to present their work to the class.
Synthesis	From the class presentations and discussions, teacher makes a summary of this lesson while the learners take notes. (See Learner's book page 83)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Demonstrate how discouragement of industrialisation in Africa was an exploitative method of African economy.</p> <p>Suggested Answer</p> <p>To control the monopoly of the sources of raw material and market for their manufactured goods in Africa, Europeans extremely discouraged the setting up of manufacturing industries in Africa. For instance, in Egypt, Lord Cromer only established processing plants for cotton raw material while cotton cloth textile remained a monopoly of metropolitan Britain.</p> <p>He set up tariffs on locally manufactured foods and on imported coal. He also set up heavy fines on smokers to kill the tobacco industry.</p> <p>In Senegal, the French never set up any industries to the extent that even ground nuts were exported in the shells.</p> <p>The only industries set up were primary processing industries which were aimed at reducing the large raw materials. The prices at which these raw materials were sold were very low while the manufactured goods imported from Europe were at high prices to Africans. This was a clear indication of colonial exploitation.</p>

Lesson 6: Colonial methods of African exploitation: Development of road and railway transport

Lesson number and title	Lesson 6: Colonial methods of African exploitation: Development of road and railway transport
Learning objective	Learners are able to prove that the development of road and railway transport in Africa by Europeans was one method of exploitation of Africa.
Prerequisites / Revision / Introduction	Teacher starts this lesson by a revision of the other methods of colonial exploitation of Africa.
Teaching aids	Learner's books.
Learning activities	Teacher invites the learners to join their groups and do activity 6. (See Learner's book page 75). After group discussions, the learners are invited by teacher to make class presentations followed by class discussion.
Synthesis	From the group presentation and class discussion, teacher summarises the lesson and learners write down this summary into their notebooks. (See Learner's book page 83–84)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Prove that development of road and railway transport in Africa by Europeans was one method of exploitation of Africa.</p> <p>Suggested Answers</p> <p>For colonial development of legitimate trade, road and railway transport network establishment became dominant. This network connected the interior of African colonies to the coast.</p> <p>These roads were mainly established in resourceful areas where colonialists had direct gains and their main purpose was to facilitate the effective exploitation of African raw materials.</p> <p>Such roads and railways were constructed in order to get where Europeans could easily get raw materials.</p>

Lesson 7: Colonial methods of African exploitation: Education system

Lesson number and title	Lesson 7: Colonial methods of African exploitation: Education system
Learning objective	Learners are able to examine the education system introduced in Africa as a colonial exploitation policy.
Prerequisites / Revision / Introduction	Teacher starts the lesson by asking learners to recap the previous lesson.
Teaching aids	Learner's books and internet (if available).
Learning activities	Learners in their groups do activity 7. (See Learner's book 75) After group discussions, teacher invites the group representatives to present their work to the class.
Synthesis	By synthesising the group works and class presentations, teacher summarises the lesson and the learners take notes into their notebooks. (See Learner's book page 84)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question To which extent was colonial education used as a colonial exploitation policy?</p> <p>Suggested Answer The colonial education system had been abandoned to Christian missionaries. In the colonial schools, Africans were given skills to serve as lower cadres of colonial rule known as "Colonial Auxiliaries".</p> <p>The main products of these schools best suited the posts of houseboys, house girls and clerks. They could not make engineers, doctors and other high professional careers.</p> <p>The weakness with this education system was that it created people who were intimate to European ways of life, a factor that made them exploiters of their fellow Africans on behalf of colonialists.</p> <p>In case of Rwanda, the priority was primarily offered to the sons of chiefs. In French, Portuguese and Italian colonies education served purposely assimilation aims.</p> <p>Nationalistic and liberal subjects such as psychology, political science, literature and history were neglected in order to keep Africans away from forming revolutionary movements against exploitative, oppressive and suppressive policies of colonialists.</p>

Lesson 8: Political effects of colonial domination of African countries by Europe

Lesson number and title	Lesson 8: Political effects of colonial domination of African countries by Europe
Learning objective	Learners are able to describe the political effects of the colonial domination of African countries by Europe.
Prerequisites / Revision / Introduction	To start this lesson, teacher asks the learners to recap the colonial exploitative methods used by Europeans in Africa.
Teaching aids	Learner's books and internet (if available)
Learning activities	In their groups, the learners are invited by teacher to do activity 8 (See Learner's book page 84). After group discussion, teacher invites them to present their work to the class.
Synthesis	Teacher summarises the lesson and learners write the summary into their notebooks. (See Learner's book pages 86-88)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe the political effects of colonial domination of Africa by Europeans</p> <p>Suggested Answers The nineteenth century was a period of profound and even revolutionary changes in the political geography of Africa, characterised by the demise of old African kingdoms and empires and their reconfiguration into different political entities.</p> <p>Some of the old societies were reconstructed and new African societies were founded on different ideological and social premises. Consequently, African societies were in a state of flux, and many were organisationally weak and politically unstable. They were therefore unable to put up effective resistance against the European invaders.</p> <p>The colonial state was the machinery of administrative domination established to facilitate effective control and exploitation of the colonised societies. Partly as a result of their origins in military conquest and partly because of the racist ideology of the imperialist enterprise, the colonial states were authoritarian, bureaucratic systems.</p> <p>Because they were imposed and maintained by force, without the consent of the governed, the colonial states never had the effective legitimacy of normal governments. Second, they were bureaucratic because they were administered by military officers and civil servants who were appointees of the colonial power.</p>

	While they were all authoritarian, bureaucratic state systems, their forms of administration varied, partly due to the different national administrative traditions and specific imperialist ideologies of the colonisers and partly because of the political conditions in the various territories that they conquered.
--	--

Lesson 9: Economic effects of colonial domination of African countries by Europe

Lesson number and title	Lesson 9: Economic effects of colonial domination of African countries by Europe
Learning objective	Learners are able to explain the economic effects of the colonial domination of African countries by Europe.
Prerequisites / Revision / Introduction	To start this lesson, teacher asks the learners to recall the political effects of colonial domination.
Teaching aids	Learner's books.
Learning activities	Teacher asks the learners to join their groups in classroom and do activity 9 and 10. (See Learner's book page 85). After group discussions, teacher invites them to present their work to the class.
Synthesis	From the group work and class discussions, teacher summarise a lesson and learners write down this summary into their notebooks. (See Learner's book pages 86–87)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Examine the economic effects of the domination of African countries by Europe.</p> <p>Suggested Answers Force labour</p> <p>This was an economic policy introduced by the Europeans in Africa in order to exploit Africa and Africans. All well-built adult people were subjected to forced labour so that one who failed to accomplish it was to be punished. In some cases, the Africans were beaten while others found their properties confiscated.</p> <p>As a result of this forced labour, some Africans rose up in resistance against the European colonialists. Others preferred to migrate to neighbouring countries where the situation was quite different with relative wages for the workers. E.g. Some groups of Rwandans migrated to Uganda under the British control where they expected to find salaried jobs.</p>

	<p>Migration of labour force</p> <p>Due to forced labour, some Africans with abilities to work migrated to other states where they hoped to gain jobs with, at least, a low salary.</p> <p>Resettlement of Africans</p> <p>Another consequence of colonial economic policies was the resettlements of Africans in other areas of Africa due to the land alienation because they were forced to move from their fertile soils for construction of economic infrastructure and social facilities.</p> <p>Over exploitation of Africans</p> <p>All methods used as colonial economic policies resulted into over exploitation of Africans. Those methods were used in order to facilitate the European exploitation of Africans and Africa. These included taxation and forced labour.</p> <p>Over dependence of African economy on Europeans</p> <p>This over dependence of African economy was due to poor economic policy used by the Europeans where they did not implement the industries in Africa but destroying the existence African local factories. The African economy was reduced to the market only for the European goods in order to get more commercial profits. The Europeans got the raw materials at low prices while their manufactured goods were sold at high price in Africa.</p> <p>Development of communication lines</p> <p>The Europeans succeeded in developing communications lines. The railways were constructed in many parts of Africa to connect the interior of Africa to the coast. This was to facilitate economic exploitation of Africa as these communication lines were in areas rich in minerals.</p>
--	---

Lesson 10: Social effects of colonial domination of African countries by Europe

Lesson number and title	Lesson 10: Social effects of colonial domination of African countries by Europe
Learning objective	Learners are able to explain the social effects of the colonial domination of African countries by Europe.
Prerequisites / Revision / Introduction	Teacher starts the lesson by asking learners some Questions about the previous lesson.
Teaching aids	Learner's books and internet (if available).

Learning activities	<p>Learners in their groups do activity 11. (See Learner's book page 85).</p> <p>After the group discussions, the learners present their work to the class.</p>
Synthesis	<p>Teacher summarises the group presentations and learners write this summary into their notebooks. (See Learner's book pages 86–88)</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Explain the social effects of the colonial domination of African countries by Europe.</p> <p>Suggested Answer</p> <p>Resettlement of Africans</p> <p>Another consequence of colonial economic policies was the resettlements of Africans in other areas of Africa due to land alienation. Africans were forced to move from their fertile soils for construction of economic infrastructure and social facilities.</p> <p>Division of African tribes</p> <p>People of the same tribes found themselves divided into different countries by colonial boundaries drawn arbitrarily. Besides, these people divided by colonial boundaries found themselves under different political, economic and social system and development.</p> <p>Loss of African identity and the disappearance of African civilisations</p> <p>Africans actually lost their political right and they were forced to abandon their culture in favour of those of Europeans. This way, several elements of African cultures disappeared or even mixed those of Europeans through colonial education.</p> <p>Spread of Christianity in Africa</p> <p>Under the colonial rule, European missionaries spread their religion in African after accusing the African traditional religion of being archaic. This new religion was spread through the colonial schools founded by the missionaries and had the target of facilitating the colonisation process.</p>

Lesson 11: Cultural effects of colonial domination of African countries by Europe

Lesson number and title	Lesson 11: Cultural effects of colonial domination of African countries by Europe
Learning objective	Learners are able to explain the cultural effects of the colonial domination of African countries by Europe.
Prerequisites / Revision / Introduction	Teacher starts the lesson by asking the learners some Question about the previous lesson.
Teaching aids	Learner's books and internet (If available).
Learning activities	Teacher invites the learners to work in their groups and do activity 11. (See Learner's book page 85) After group discussion, teacher calls on the group reporters to present their work to the class.
Synthesis	From the group work and class discussions, teacher summarise a lesson and learners write down this summary into their notebooks. (See Learner's book pages 85-88)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Identify and explain the cultural effects of colonial domination of African countries by Europe.</p> <p>Answer</p> <p>Development of education system</p> <p>The colonial governments developed social services that included education. It was due to the activities of the missionaries that the first primary and secondary schools were founded. The colonial governments carried the financial burden by introducing grants-in-aid for mission schools.</p> <p>Loss of African identity and the disappearance of African civilisations.</p> <p>Africans actually lost their political right and they were forced to abandon their culture in favour of those of Europeans. This way, several elements of African cultures disappeared or even mixed those of Europeans through colonial education.</p> <p>Spread of Christianity in Africa</p> <p>Under the colonial rule, the European missionaries spread their religion in African after abolishing the African traditional religion accused of being archaic. This new religion was spread through the colonial schools founded by the missionaries and had the target of facilitating the colonisation process.</p>

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, the teacher comes up with a synthesis of this unit. (See Learner's book page 88).

Additional information

The Colonisation of Africa

Between the 1870s and 1900, Africa faced European imperialist aggression, diplomatic pressures, military invasions, and eventual conquest and colonisation. At the same time, African societies put up various forms of resistance against the attempt to colonise their countries and impose foreign domination. By the early twentieth century, however, much of Africa, except Ethiopia and Liberia, had been colonised by European powers.

The European imperialist push into Africa was motivated by three main factors: economic, political, and social. It developed in the nineteenth century following the collapse of the profitability of slave trade, its abolition and suppression, as well as expansion of the European capitalist industrial revolution. The imperatives of capitalist industrialisation—including the demand for assured sources of raw materials, the search for guaranteed markets and profitable investment outlets—spurred the European scramble and the partition and eventual conquest of Africa. Thus the primary motivation for European intrusion was economic.

Colonial Domination: Indirect Rule

In Nigeria and the Gold Coast in West Africa, and Kenya, Uganda and Tanganyika in East Africa, for example, Britain organised its colonies at the central, provincial, and regional or district levels. There was usually a governor or governor-general in the colonial capital who governed along with an appointed executive council and a legislative council of appointed and selected local and foreign members. The governor was responsible to the colonial office and the colonial secretary in London, from whom laws, policies, and programmes were received.

He made some local laws and policies. Colonial policies and directives were implemented through a central administrative organisation or a colonial secretariat, with officers responsible for different departments such as revenue, agriculture, trade, transport, health, education, police, prison, and so on.

British colonies were often subdivided into provinces headed by provincial commissioners or residents, and then into districts headed by district officers or district commissioners. Laws and policies on taxation, public works, forced labour, mining, agricultural production, and other matters were made in London or in the colonial capital and then passed down to the lower administrative levels for enforcement.

At the provincial and district levels, the British established the system of local administration popularly known as indirect rule. This system operated in alliance with existing political leaderships and institutions. The theory and practice of indirect rule is commonly associated with Lord Lugard, who was the first British high commissioner for northern Nigeria and later governor-general of Nigeria. In the Hausa/Fulani emirates of northern Nigeria he found that they had an established and functional administrative system. Lugard simply and wisely adapted it to his ends. It was cheap and convenient. Despite attempts to portray the use of indirect rule as an expression of British administrative genius, it was nothing of the sort. It was a pragmatic and parsimonious choice based partly on using existing functional institutions. The choice was also partly based on Britain's unwillingness to provide the resources required to administer its vast empire. Instead, it developed the perverse view that the colonised should pay for their colonial domination. Hence, the choice of indirect rule.

The system had three major institutions: the "native authority" made up of the local ruler, the colonial official, and the administrative staff; the "native treasury," which collected revenues to pay for the local administrative staff and services; and the "native courts," which purportedly administered "native law and custom," the supposedly traditional legal system of the colonised that was used by the courts to adjudicate cases.

In general, indirect rule worked fairly well in areas that had long-established centralised state systems such as chiefdoms, city-states, kingdoms, and empires, with their functional administrative

and judicial systems of government. But even here the fact that the ultimate authority was the British officials meant that the African leaders exercised authority at the mercy of European colonial officials. Thus the political and social umbilical cords that tied them to their people in the old system had been broken. Some astute African leaders maneuvered and ruled as best they could, while others used the new colonial setting to become tyrants and oppressors, as they were responsible to British officials ultimately.

In the decentralised societies, the system of indirect rule worked less well, as they did not have single rulers. The British colonisers, unfamiliar with these novel and unique political systems and insisting that African “natives” must have chiefs, often appointed licensed leaders called warrant chiefs, as in Igboland, for example.

Colonial Domination: Assimilation

The French, for their part, established a highly centralised administrative system that was influenced by their ideology of colonialism and their national tradition of extreme administrative centralism. Their colonial ideology explicitly claimed that they were on a “civilising mission” to lift the “natives” out of backwardness to the new status of civilised French Africans. To achieve this, the French used the policy of assimilation, whereby through acculturation and education and the fulfillment of some formal conditions, some natives would become evolved and civilised French Africans. In practice, the stringent conditions set for citizenship made it virtually impossible for most colonial subjects to become French citizens. For example, potential citizens were supposed to speak French fluently, to have served the French meritoriously, to have won an award, and so on. If they achieved French citizenship, they would have French rights and could only be tried by French courts, not under *indigénat*, the French colonial doctrine and legal practice where colonial subjects could be tried by French administrative officials or military commanders and sentenced to two years of forced labour without due process. However, since France would not provide the educational system to train all its colonised subjects to speak French and would not establish administrative and social systems to employ all its subjects, assimilation was more of an imperialist political and ideological posture than a serious political objective.

In terms of the actual administrative system in its various African colonies—Algeria, Tunisia, and Morocco in North Africa, and Senegal, French Guinea, French Sudan, Upper Volta, Dahomey, and others in West Africa, and Gabon, Congo-Brazzaville, Ubangi-Shari in Central Africa—the French used a system of direct rule. They also created federations in West Africa and Central Africa. In the colonial capitals the governors were responsible to the minister of colonies in Paris. Most laws and policies were sent from Paris, and the governors who ruled with general councils were expected to enforce them in line with France's centralist traditions. The colonies were also subdivided into smaller administrative units as follows: cercles under commandant du Cercles, subdivisions under chef de subdivisions, and at the next level, cantons were administered by African chiefs who were in effect like the British warrant chiefs.

While France tried to maintain this highly centralised system, in some parts of its colonies where it encountered strongly established centralised state systems, the French were compelled to adopt the policy of association, a system of rule operating in alliance with existing African ruling institutions and leaders. Thus it was somewhat like British indirect rule, although the French still remained committed to the doctrine of assimilation. In the association system, local governments were run with African rulers whom the French organised at three levels and grades: chef de province (provincial chief); chef de canton (district chiefs), and chef de village (village chief). In practice, the French system combined elements of direct administration and indirect rule.

In general, the French administrative system was more centralised, bureaucratic, and interventionist than the British system of colonial rule. The other colonial powers—Germany, Portugal, Spain, Belgium, and Italy—used varied administrative systems to facilitate control and economic exploitation. However, no matter the system, they were all alien, authoritarian, and bureaucratic, and distorted African political and social organisations and undermined their moral authority and political legitimacy as governing structures.

End of unit assessment

Answers to the end of unit assessment (See Learner's book page 89)

1. The main reasons that led Europeans to come to colonise African countries are:

Economic factors

- a) Need for raw materials. Europeans came to Africa to search for raw materials to feed their industries which had grown as a result of the industrial revolution.
- b) The desire for market for European finished goods as a result of the industrial revolution. There was mass production and European countries could not provide market for all their commodities.
- c) The need for investment of surplus capital. European countries had accumulated a lot of capital from their industrial products and they needed markets to invest surplus capital.
- d) Pressure for protection from European traders. European countries came to Africa to protect their traders from hostile tribes and this led them to come and occupy Africa.
- e) Europeans also needed to address unemployment which was a result of the industrial revolution. Because of the industrial revolution, machines had replaced manpower hence Europeans came to Africa in order to create new jobs.

Political factors

- a) Struggle for supremacy after Italian and German unifications. This forced Italy and Germany to join the scramble and partition of Africa to prove they were powerful like other European countries. They wanted to show their strength and gain respect from other nations by conquering foreign lands.
- b) The loss of Alsace and Lorraine. After the Franco-Prussian war, Bismarck took Alsace and Lorraine which forced France to look for compensation in Africa.
- c) The activities of King Leopold II of Belgium in Congo. This attracted other European countries to Africa, hence colonisation of Africa.
- d) The Berlin conference of 1884–1885 and its effects led to the final partition of Africa. This conference tried to solve the conflicts between European countries in the scramble and partition of African countries.

Social factors

- a) Need for more land for settlement because of overpopulation.
- b) The desire to stop slave trade led to the scramble and partition of Africa. This was advocated by missionaries who taught that all people were equal.
- c) The need to civilise Africans who lived in miserable conditions.

Strategic factors

- a) The British occupation of Egypt (River Nile Valley). When Britain got interested in controlling the Nile it also took part in the scramble and partition of Africa.
- b) The term 'scramble' was used to refer to the rush for African colonies or territories by European powers in the period after 1870.

2. Features of the colonial economy:

- ⦿ Taxation.
- ⦿ Forced cash crop growing.
- ⦿ Forced labour.
- ⦿ Land alienation.
- ⦿ Development of legitimate trade.
- ⦿ Discouragement of industrialisation.
- ⦿ Development of road and railway transport.
- ⦿ Education system.
- ⦿ Development of communication lines.

3. The colonial African economy was said to be extroverted. Explain this assertion.

The colonial African economy was said to be extroverted because Europeans built an economy that was dependent on Europe.

This over dependence of the African economy was due to the unfair poor economic policies of the Europeans. They did not introduce industries in Africa. They also destroyed African local industries. The African economy was reduced to a mere market of European goods. The Europeans got the raw materials at low prices while their manufactured goods were sold at high prices in Africa.

4. Colonial activities in Africa to some extent benefited Africans in the sense that Africans adopted modern civilisation.

Remedial activities

Questions

1. Mention two methods used by Europeans to exploit Africa.
2. Mention two African countries that were not colonised.

Answers

1. Two methods used by European colonial masters to exploit Africa are: Taxation and forced labour.
2. Two African countries that were not colonised are: Liberia and Ethiopia.

Extended Activities

Questions

- a) Analyse the causes of the scramble for Africa in the 19th century.
- b) Colonial activities in Africa benefited Africans to some extent. Discuss this assumption.

Answers

1. Causes of the scramble for Africa in the 19th century:
 - ⊙ Necessary for industrialisation.
 - ⊙ Securing foreign markets and protecting their products.
 - ⊙ Seeking a cheap source of raw materials to supply industries.
 - ⊙ Nationalism demanded the building of huge worldwide empires.
 - ⊙ Preparing for colonisation.
2. The benefits of colonial activities in Africa:
 - ⊙ Development of western education system.
 - ⊙ Development of modern transport and communication infrastructure such as roads, railways, buildings, etc.
 - ⊙ Introduction of new crops like tea, coffee, sisal, rubber, etc.

Unit 5: Impact of Colonial Rule on African Societies

Learner's book pages 91–102

Key unit competence

To be able to assess the political, economic and social transformations brought about by colonial rule in Africa.

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.
- European domination in the 19th century.
- Methods of African exploitation.
- Consequences of European domination and exploitation of Africa in the 19th century.

Cross-cutting issues to be addressed

Peace and values education: With this cross-cutting issue, learners will get better understanding 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.

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

Gender: This cross-cutting issue, will enable both boys and girls 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 that will help them to develop sustainable ways of living and know 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 work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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

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

Research and problem solving

They (learners) will also be given assignments that require them to carry out research so as to find answers to Questions, produce new knowledge based on research of existing information 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 evidence 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 also invited to further research 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

Cluster, legacy, plausible, predatory, surrogate.

Guidance on the problem statement

Let the learners do an activity that draws their interest to what happens or will happen in this unit. As they engage in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and be inquisitive about the impact of colonial rule on African societies.

The suggested problem statement here is the following: *“Analyse and evaluate the consequences of European colonisation on African societies.”* This problem can be given as homework or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.
- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of Lessons

Number of the lesson	Lesson title	Number of period
1	Definition of the terms: Colonialism and capitalism	2
2	Different types of colonialism	2
3	Negative effects of colonisation on the African societies: Loss of African independence and division of African tribes.	2
4	Negative effects of colonisation on the African societies: Loss of political power, killing and sexual abuse	1
5	Negative effect of colonisation on the African societies: Change of African lifestyle of living	1
6	Negative effect of colonisation on the African societies: Over exploitation of African resources	1
7	Negative effect of colonisation on the African societies: Introduction of taxes and forced labour	2
8	Negative effect of colonisation on the African societies: Extraversion of the African economy	1
9	Negative effect of colonisation on the African societies: Retarded development.	1
10	Positive effect of colonisation on the African societies: Development of the education system	1
11	Positive effect of colonisation on the African societies: Development of modern infrastructures of transport	1
12	Positive effects of colonisation on the African societies: Introduction of new crops and agricultural methods	1
13	Positive effects of colonisation on African societies: Development of health system.	1
14	Evaluation	1

Lesson Development

Lesson 1: Definition of the terms: Colonialism and capitalism

Lesson number and title	Lesson 1: Definition of the terms: Colonialism and capitalism
Learning objective	Learners are able to examine the different meaning of the colonialism and capitalism.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners some Questions about colonisation.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 1 (See Learner's book page 92). After the group discussion, teacher calls up on the learners to present their work to the class. After the class discusses.
Synthesis	From the work of the learners, teacher makes a lesson summary and learners take the notes. (See Learner's book page 94)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Analyse the different meaning of the concepts colonialism and capitalism.</p> <p>Suggested Answer</p> <p>Colonialism is the policy and practice of a power extending control over weaker people or areas. Colonialism is also defined as a relationship of domination between an indigenous (or forcibly imported) majority and a minority of foreign invaders.</p> <p>Capitalism is defined as the possession of capital or wealth; a system in which private capital or wealth is used in the production or distribution of goods; the dominance of private owners of capital and of production for profit.</p> <p>This definition justifies my understanding that capitalism is a living system whereby only those with the rights to capital and machinery are producing for the whole society while the rest of the people who have no business skills or interests remain dependent on the "monarchs" of the society who happen to decide the fate of the masses, and in my view, this is indifferent to colonialism whereby the political, social and economic powers was left in the hands of the minority (colonial administrations) during the colonial times.</p>

Lesson 2: Different types of colonialism

Lesson number and title	Lesson 2: Different types of colonialism
Learning objective	Learners are able to distinguish the different types of colonialism applied in Africa by Europeans
Prerequisites / Revision / Introduction	To start this lesson, teacher asks learners recall the meaning of colonialism.
Teaching aids	Learner's books and internet (if available)
Learning activities	In groups, learners are called upon by teacher to do activity 2 (See Learner's book page 92). After, teacher invites them to make presentation of their work to the class.
Synthesis	After the group discussion and class presentations the teacher summarises the lesson and learners write down the summary into their notebooks. (See Learner's book page 95)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Discuss the types of colonialism applied in Africa by European imperialists.</p> <p>Suggested Answers Settler colonialism: involves large-scale immigration, often motivated by religious, political, or economic reasons. Exploitation colonialism: involves fewer colonists and focuses on access to resources for export, typically to the mother country. This category includes trading posts as well as larger colonies where colonists would constitute much of the political and economic administration, but would rely on indigenous resources for labour and material. Prior to the end of the slave trade and widespread abolition, when indigenous labour was unavailable, slaves were often imported to the Americas, first by the Portuguese Empire, and later by the Spanish, Dutch, French and British. Plantation colonies: would be considered exploitation colonialism; but colonising powers would utilise either type for different territories depending on various social and economic factors as well as climate and geographic conditions. Surrogate colonialism: involves a settlement project supported by colonial power, in which most of the settlers do not come from the mainstream of the ruling power. Internal colonialism: is a notion of uneven structural power between areas of a nation state. The source of exploitation comes from within the state.</p>

Lesson 3: Negative effects of colonisation on the African societies: Loss of African independence and division of African tribes.

Lesson number and title	Lesson 3: Negative effects of colonisation on the African societies: Loss of African independence and division of African tribes.
Learning objective	Learners are able to examine the negative effects of loss of African independence and division of African tribes.
Prerequisites / Revision / Introduction	To start this lesson, teacher asks the learners to recall the types of colonialism.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher arranges the learners into different groups and asks them to do activity 3 (See Learner's book page 92). After, teacher invites the learners to make a presentation of their work to the class. This is followed by class discussion.
Synthesis	From the group discussion and class presentation, teacher makes a lesson summary which learners write down into their notebooks. (See Learner's book pages 95–96)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the loss of African independence and division of African tribes as one of the negatives effects of colonisation on the African society.</p> <p>Suggested Answers</p> <p>Loss of African independence</p> <p>African communities lost their independence because they ceased to be self-governing states as they were one by one brought under colonial administration either through peaceful signing of agreement or through military conquest.</p> <p>Division of African tribes</p> <p>People of the same tribes found themselves divided into different countries by colonial boundaries drawn arbitrarily. Besides, these people divided by colonial boundaries found themselves under different political, economic and social system and development.</p> <p>In addition, Europeans created conflicts among ethnic groups that had not existed before. For example, the Belgian rulers of Rwanda-Burundi insisted that everyone carry identity cards saying whether they were Hutu or Tutsi. Many people did not know which of these they were.</p>

	<p>The Belgians decided that anyone who owned more than ten cows was Tutsi. The Tutsi got the best education and jobs. Soon the Hutu were resentful, and a violent conflict began.</p> <p>In addition, the partitioning of colonies worldwide into the spheres of influence of imperial powers created colonies that encompassed numerous ethnic, linguistic, and religious groups into a single political entity. This recurrent aspect of imperialism was most notable in Africa, where its partitioning did not correspond to the historical, cultural, or ethnic boundaries of pre-colonial African societies. Thus, states were created which shared widely diverse ethnic populations which felt no identity or connection to the political entity which they had been forcefully drawn into.</p> <p>Countries deeply divided among ethnic lines, a result of imperialism, not only led to the political instability of the former colonies, but also, in some cases, led to serious violence. Modern-day Kenya exemplifies this, as the competition of two different ethnic groups for the control of the government has led to a situation comparable to that of an early civil war.</p>
--	--

Lesson 4: Negative effects of colonisation on the African societies: Loss of political power, killing and sexual abuse

Lesson number and title	Lesson 4: Negative effects of colonisation on the African societies: Loss of political power, killing and sexual abuse
Learning objective	Learners are able to prove that loss of political power, killing and sexual abuse are the negative impact of European colonisation on African societies.
Prerequisites / Revision / Introduction	To start this lesson, teacher asks the learners to recall some of the negative impacts of colonisation on African societies.
Teaching aids	Learner's book and internet (if available).
Learning activities	In their respective groups, learners are invited by teacher to do activity 4 (See Learner's book 92). After this activity, teacher calls upon the learners to make presentations of their work to the class.
Synthesis	From the group presentation and class discussions, teacher synthesises the lesson by providing a summary to the learners. They write it in their notebooks. (See Learner's book page 96–97).
Assessment	Questions and Suggested Answers to assess the lesson learning objective.

	<p>Question</p> <p>Prove that loss of political power and killing and sexual abuse are the negative impact of European colonisation on African societies.</p> <p>Suggested Answers</p> <p>Loss of political power</p> <p>African rulers lost their traditional political powers. Those who had tried to resist were defeated and deposed like Kabalega of Bunyoro, Mwanga of Buganda and Musinga of Rwanda among others while others were killed like Mkwawa of the Hehe, Abushili and Isiki among others. Some people were collected in the camps and others were living on the open veldt, afraid of being killed by the Germans.</p> <p>Killing and sexual abuse</p> <p>In an attempt to justify the argument that sexual abuse was prevailing during the colonial era under the German rule, the Namibians interviewed said that people were put in camps by the Germans. Some died in there, some stayed there. Some, who were found in the open veldt, were killed; others were brought to the camps. The women like those who worked in the kitchens for the soldiers, became the women of these soldiers without being married to them. They would bear them children and were left like that.</p> <p>Colonialism brought about wars that left societies very much reduced to almost nothing in numbers, a very good example is that of the Herero people and some Nama people who were killed due to the extermination order of (02 October) 1904–08 given by General Von Trotha.</p> <p>The people were brutally beaten, imprisoned under harsh conditions just because they were apparently not being subjective to the Europeans (Germans). Women and children were raped and treated insensitively as if they were men, even though being men doesn't mean that one has to be mistreated.</p>
--	--

Lesson 5: Negative effect of colonisation on the African societies:
Change of African lifestyle of living

Lesson number and title	Lesson 5: Negative effect of colonisation on the African societies: Change of African lifestyle of living
Learning objective	Learners are able to prove that the change of African lifestyle of living and loss of African identity are also the effects of European colonisation on African society.
Prerequisites / Revision / Introduction	Teacher begins this lesson by asking the learners some questions concerning the previous lesson.
Teaching aids	Learner's books and internet (if available).

Learning activities	<p>Teacher invites the learners to join their respective groups and do activity 5 (See Learner's book page 92).</p> <p>Teacher then calls upon the learners to present their work so that they discuss it in the class.</p>
Synthesis	<p>By summarising the learners' work and class discussion, teacher gives a synthesis to the learners. They write it in their notebooks. (See Learner's book pages 97).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Demonstrate how the change of African lifestyle of living and loss of African identity are the negative effects of European colonisation on African society.</p> <p>Suggested Answer</p> <p>Change of African lifestyle of living</p> <p>The arrival of Europeans in Africa brought about radical change in African societies. In fact, the colonial conquest had a double impact: it forcibly seized rural means of production, and it pursued agrarian commercialisation." African lifestyle of living a normal socialistic life has suddenly turned out to become capitalistic and the people had to adapt to the changes although not all societies could completely transform and accept the new life successfully.</p> <p>Most of the land has been taken by the Europeans through tricky treaties that our illiterate chiefs and kings unfortunately signed blindly. For example, some Nama and Herero chiefs like Samuel Maherero signed treaties and entered into land sale business that in the end resulted in the Herero people losing a huge amount of land.</p> <p>Loss of African identity and the disappearance of African civilisations</p> <p>Africans actually lost their political right and they were forced to abandon their culture in favour of those of Europeans. This way, several elements of African cultures and identity disappeared or even mixed those of Europeans through colonial education.</p>

Lesson 6: Negative effect of colonisation on the African societies: Over exploitation of African resources

Lesson number and title	Lesson 6: Negative effect of colonisation on the African societies: Over exploitation of African resources
Learning objective	Learners are able to demonstrate that over exploitation of African resources led to negative effect of colonisation on African societies.

Prerequisites / Revision / Introduction	Teacher starts this lesson by asking the learners to recall the negative effects of colonisation.
Teaching aids	Learner's books and internet (if it is available at school).
Learning activities	In groups, learners are called upon by teacher to do activity 6 (See Learner's book page 93). After group discussions, learners make a presentation to the class. After this presentation, teacher opens class discussion.
Synthesis	From the group presentation and class discussion, teacher makes a summary and the learners write it down into their notebooks. (See Learner's book paged 97–98).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Demonstrate how over exploitation of African resources led to negative effect of colonisation on African societies.</p> <p>Suggested Answer: Over exploitation of African resources The long-term well-being of the colonised nation was of no interest for the imperial state, and so any form of sustainable development seemed unnecessary for any imperial government. This is the reason why deforestation is a massive problem for many nations which had formerly been controlled by some imperial power. Imperial powers, in their quest for economic prosperity, disregarded the need for the sustainable management of forest areas and established minimally-regulated lumber industries which sought only short-term profits for themselves and their mother country. Thus, unsustainable overexploitation of natural resources followed. The effects are clear in modern times, as the environmental degradation caused because of self-interested imperialist activities is now difficult to reverse and it is probably connected with the rampant poverty and hunger present today in many former colonies.</p>

Lesson 7: Negative effect of colonisation on the African societies:
Introduction of taxes and forced labour

Lesson number and title	Lesson 7: Negative effect of colonisation on the African societies: Introduction of taxes and forced labour
Learning objective	Learners are able to justify why the introduction of taxes and forced labour are considered as negative effects of colonisation on African societies.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall some negative effects of colonisation.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 7 (See Learner's book page 93). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 98)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Justify why the introduction of taxes and forced labour are considered as negative effects of colonisation on African societies.</p> <p>Suggested Answer</p> <p>Introduction of taxes</p> <p>Africans were forced to pay taxes like hut tax, gun tax and later on the poll tax was introduced by the colonial government to force African to provide labour for colonial governments and for European settlers and to make their colonies financially self-reliant. This made African societies economically poor.</p> <p>Introduction of forced labour</p> <p>Africans were frequently forced to provide labour for European settlers and for government building and agricultural programmes. Forced labour resulted in widespread African discontent and migration to some areas where the Africans hoped to get the free and paid work.</p>

Lesson 8: Negative effect of colonisation on the African societies:
Extraversion of the African economy

Lesson number and title	Lesson 8: Negative effect of colonisation on the African societies: Extraversion of the African economy
Learning objective	Learners are able to explain the extraversion of the African economy as one of the negatives of colonisation on the African societies.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall some negative effects of colonisation.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 8 (See Learner's book page 93). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 98).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the extraversion of the African economy as one of the negatives of colonisation on the African societies.</p> <p>Suggested Answer</p> <p>Imperial investment and construction focused on the development and construction of communications, railways, plantations and mines. However, these investments did not help in the economic transformation of the colonies into industrialised countries.</p> <p>To a certain extent, these investments were intended to accelerate the exploitation of the colonies' natural resources and agricultural capacities. Once the nation attained political independence from the mother country, the legacy left behind from imperialism established an economy which depended on the export of a few selected natural resources and agricultural products, leaving the country's economy extremely vulnerable to market price fluctuations.</p> <p>Most importantly, the unwillingness of imperial powers to reinvest the profits gained from their colonies in their industrial development forcefully kept colonies under a fragile agricultural economy while still depriving them of their finite natural resources.</p>

Lesson 9: Negative effect of colonisation on the African societies:
Colonialism retarded development

Lesson number and title	Lesson 9: Negative effect of colonisation on the African societies: Colonialism retarded development.
Learning objective	Learners are able to demonstrate that colonisation has retarded the African development
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall some negative effects of colonisation.
Teaching aids	Learner's books and internet (if it available).
Learning activities	Teacher invites the learners to join their groups and do activity 9 (See Learner's book page 93). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 99).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Demonstrate how colonisation has retarded the African development.</p> <p>Suggested Answer</p> <p>In two sorts of colonies there is a clear case to be made for colonialism retarding development; those with a centralised state at the time of scramble for Africa and those of white settlement.</p> <p>After independence, even if these states had a coherence others lacked, they had far more predatory rulers. These polities also suffered from the uniform colonial legacies of racism, stereotypes and misconceptions that Africans may not have had and which have since caused immense problems, most notably in Burundi and Rwanda.</p> <p>In colonies of white settlement the most important factor was that the highly extractive nature of colonial rule and land grabs manifested themselves, as we noted, in quite serious impoverishment of Africans during the colonial period.</p> <p>The evolution of the international dissemination and diffusion of technology plus the relative absence of slavery in this part of Africa makes it likely that had colonialism been absent, African living standards would have slowly improved. This, plus the large increases in inequality and the racial and ethnic conflicts left to these colonies after the end of colonialism, make it plausible that development outcomes in places such as Zimbabwe would be better today and over the last century had it not been colonised.</p>

Lesson 10: Positive effect of colonisation on the African societies:
Development of the education system

Lesson number and title	Lesson 10: Positive effect of colonisation on the African societies: Development of the education system
Learning objective	Learners are able to prove that development of the education system in Africa is one of the effects of colonisation on the African societies.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall some negative effects of colonisation.
Teaching aids	Learner's books and internet (If it is available).
Learning activities	Teacher invites the learners to join their groups and do activity 10 (See Learner's book page 99). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 100)
Assessment	Questions and Suggested Answers to assess the lesson learning objective. Question To which extent is the development of the education system a positive effect of colonisation? Suggested Answer The colonial governments had developed social services including education. It was due to the activities of the missionaries that the first primary and secondary schools were founded and continued to play leading role. The colonial governments carried the financial burden by introducing grants-in-aid for mission schools.

Lesson 11: Positive effect of colonisation on the African societies:
Development of modern infrastructures of transport

Lesson number and title	Lesson 11: Positive effect of colonisation on the African societies: Development of modern infrastructures of transport
Learning objective	Learners are able to demonstrate that development of modern infrastructures of transport is one of the positive effects of European colonisation on African societies.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the effects of colonial education.

Teaching aids	Learner's books and internet (if it is available at school).
Learning activities	Teacher invites the learners to join their groups and do activity 11 (See Learner's book page 99). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 100)
Assessment	Questions and Suggested Answers to assess the lesson learning objective Question Demonstrate how development of modern infrastructures of transport is one of the positive effects of European colonisation on African societies. Suggested Answer The modern transport and communication network and facilities were developed in many parts of Africa. The railway networks and all weather roads and bridges were built. Motor vehicles, bicycles, steamers and air planes were introduced in Africa. Such infrastructures later on after independence boosted the African economic development.

Lesson 12: Positive effects of colonisation on the African societies:
Introduction of new crops and agricultural methods

Lesson number and title	Lesson 12: Positive effects of colonisation on the African societies: Introduction of new crops and agricultural methods
Learning objective	Learners are able to demonstrate that new crops and agricultures methods introduced in Africa by Europeans have brought positive effects.
Prerequisites / Revision / Introduction	To start this lesson, teacher asks the learners to recall the previous lesson.
Teaching aids	Learner's books and internet (if it is available at school).
Learning activities	Teacher invites the learners to join their groups and do activity 12 (See Learner's book page 100). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.

Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 100)
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Demonstrate how new crops and agricultural methods introduced in Africa by Europeans have brought positive effects.</p> <p>Suggested Answers</p> <p>Introduction of new crops in Africa</p> <p>The new cash crops were introduced and promoted such as cotton introduced by missionaries; tea, coffee, sisal, rubber, pyrethrum and wheat. The experiments were made on new species of both crops and livestock adaptable to the local conditions.</p> <p>Introduction of new agricultural methods</p> <p>Africans adopted new agricultural methods introduced by the colonial governments such as plantation farming, cash crop growing and terracing among others.</p> <p>Both, new crops and agricultural methods introduced in Africa have played a big role in social and economic development of Africa.</p>

Lesson 13: Positive effects of colonisation on African societies:
Development of health system

Lesson number and title	Lesson 13: Development of the health services: Benefits of the modern medicine introduced in Africa by Europeans
Learning objective	Learners are able to examine the benefits of the modern medicine introduced in Africa by Europeans.
Prerequisites / Revision/ Introduction	To start this lesson, teacher uses the revision to introduce this lesson by asking the learners to recall the previous lesson.
Teaching aids	Learner's books and internet (if it available).
Learning activities	<p>Teacher invites the learners to join their groups and do activity 13 (See Learner's book page 100).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 101)

Assessment	Questions and Suggested Answers to assess the lesson learning objective.
	Question Examine the benefits of modern medicine introduced in Africa by Europeans. Suggested Answer In order to keep Africans safe from the tropical and other diseases, European introduced modern medicine to Africa. They also constructed hospitals, health centres and dispensaries where they provided health care to their fellow Europeans and to Africans. From such healthcare, Africans were able to participate in productive activities, hence developing the countries.

End of Unit

Summary of the unit

From the points discussed by learners in their groups, class presentations, and activities done in the classroom and at home, the teacher comes up with a synthesis of this unit. (See Learner's book page 101).

Additional information

Colonialism impacted the African continent socially, politically and economically both positively and negatively. To a big extent, colonialism was negative. From the European point of view, colonialism was fundamentally positive. For instance, they will consider as positive the following:

The introduction of Christianity which led to more missionary opportunities. Most of the missionaries introduced education in Africa by establishing mission schools to educate the local people and they helped them to learn more about their country and culture. The Europeans defended Africans against their enemies or gave them weapons to enable them defend themselves.

The Europeans brought new technology to Africa. Africans were provided with tools for farming and new crops like maize and cassava from the new world. They also established plantations for the growing of cash crops like cocoa, coffee, tea, rubber and cotton. They built infrastructure like medical facilities, transport and communication networks and schools. Many Africans learned the languages of their

colonial masters like English, French and Portuguese which has enabled them to communicate in the present globalised world. Colonialism also made the world aware of Africa's rich culture. Africans adopted some aspects of European culture.

African wealth in natural and mineral resources was exposed. African countries started to trade on the international markets. New goods including household goods were introduced to Africa. More jobs were created and some of the people learnt new skills. Tribal groups that sided with Europeans became richer.

Stronger institutions were established to govern the people. They still exist in most of the countries.

Some of the negative effects are that the Africans were taken as slaves to the new world and forced to work on the plantations without pay. On the African continent the Europeans seized land from the Africans to establish plantations for the growing of cash crops and forced the people to work on these plantations.

African culture was diluted, traditions were abandoned and their ways of life destroyed. African traditional religion was also discarded. Africans learned European languages and abandoned their traditional eating habits and dressing style.

Families were torn apart due to the partition of Africa which set up new boundaries. Europeans also participated in slave trade in which millions of people were taken away. Europeans took away African resources, especially gold, diamonds, ivory and agricultural products. Africans were not given the opportunity to learn how to use their own resources for development.

Lastly, Africans occupied only the lower ranks of the colonial administration and never had a say in the government of their own countries. Those employed by the colonial administration felt proud and superior and this led to social inequality.

End of unit assessment

Answers to the end of unit assessment (Learner's book (page 102))

Definition of the concept of Colonialism

Colonialism and capitalism cannot be defined separately, especially since both impacted African society and family life.

Colonialism is the extension of control over weaker people or areas by a strong country. Colonialism is also defined as the domination of an indigenous majority by a minority of foreign invaders.

The concept of capitalism

Capitalism is defined as the possession of capital or wealth; a system in which private capital or wealth is used in the production or distribution of goods; the dominance of private owners of capital and of production for profit.

This definition shows that capitalism is a system whereby only those who have access to capital and machinery produce for the society while the rest of the people who have no capital are dependent on the capitalists who also decide the fate of the masses.

Types of colonialism

Settler colonialism involves large-scale immigration, often motivated by religious, political, or economic reasons.

Exploitation colonialism involves fewer colonists and focuses on access to resources for export, to the mother country. This category includes trading posts as well as larger colonies where colonists would constitute much of the political and economic administration, but would rely on indigenous resources for labour and material. Prior to the end of the slave trade and widespread abolition, when indigenous labour was unavailable, slaves were imported to the Americas, first by the Portuguese, and later by the Spanish, Dutch, French and British.

Plantation colonies would be considered exploitation colonialism; but colonising powers would utilise either type for different territories depending on various social and economic factors as well as climate and geographic conditions.

Surrogate colonialism involves a settlement project supported by the colonial power. However, most of the settlers do not come from the country of the ruling power.

Internal colonialism refers to inequality among areas of a nation state. The source of exploitation comes from within the state.

1. To what extent was the 1994 genocide against the Tutsi a result of the actions of European rulers?

Europeans changed the African way of life in the following ways: People of the same tribes found themselves divided between different countries by colonial boundaries. These people lived under different political, economic and social systems, and development models.

Europeans created conflicts among ethnic groups. For example, the Belgian rulers of Rwanda-Burundi insisted that everyone carry identity cards showing their identities as Hutu, Tutsi, or Twa. Many people did not know which of these they were. The Belgians decided that anyone who owned more than ten cows was Tutsi. The Tutsi got the best education and jobs. Soon the Hutu were resentful, and a violent conflict began.

2. Demonstrate how the way of life of Africans was far different before colonialism from that after colonisation.

Change of African lifestyle

The arrival of Europeans in Africa caused radical change in African societies. This was not good to Africans because it favoured the most powerful. The colonial conquest had a twofold impact: it forcibly seized rural means of production, and it pursued agrarian commercialisation. The African lifestyle which was socialist suddenly turned to capitalist. The people had to adapt to the changes, although not all societies could completely transform and accept the new life successfully. Most of the land was taken by the Europeans through tricky treaties signed by illiterate chiefs. For example, some Nama and Herero Chiefs like Samuel Maherero signed treaties and entered into land sales that in the end resulted in the loss of land.

Loss of African identity and culture

Africans lost their political rights and they were forced to abandon their culture. Several elements of African cultures disappeared or even mixed with those of Europeans through colonial education.

3. Find out and explain at least ten negative effects of colonisation on African societies.

Negative effects of colonisation on the African societies

Loss of African independence

African communities lost their independence. They ceased to be self-governing states as they were one by one brought under colonial administration either through peaceful signing of agreements or through military conquest.

Division of African tribes

People from the same tribes were divided into different countries by colonial boundaries. Besides, these people lived under different political, economic and social systems. In addition, Europeans created conflicts among ethnic groups. For example, the Belgian rulers of Rwanda-Burundi insisted that everyone carry identity cards showing whether they were Hutu, Tutsi, or Twa. Many people were not aware of these identities. The Belgians decided that anyone who owned more than ten cows was Tutsi. The Tutsi got the best education and jobs. Soon the Hutu were resentful, and a violent conflict began.

Loss of political power

African rulers lost their traditional political power. Those who resisted were defeated and deposed like Kabalega of Bunyoro, Mwanga of Buganda and Musinga of Rwanda. Others like Mkwawa of the Hehe, Abushiri and Isiki were killed. Some people were forced to live in camps. Others lived on the open veldt, afraid of being killed by the Germans.

Killing and sexual abuse

In Namibia people were forced to live in camps. Some were killed while others survived. Those found in the open veldt and were killed; others were brought to the camps. The women who worked in the kitchens for the soldiers, became concubines and produced children with Germans.

4. Find out and explain at least six positive effects of colonisation on the African societies.

Positive effects of colonisation on the African societies

Development of the education system

Colonial governments developed social services that included education. The missionaries founded the first primary and secondary schools and continued to play a leading role in education. The colonial governments provided financial support to mission schools.

Development of modern transport and communication lines

Modern transport and communication networks were developed in many parts of Africa. Railway networks and all weather roads and bridges were built. Motor vehicles, bicycles, steamers and air planes were also introduced.

Introduction of new crops in Africa

New cash crops were introduced. They included cotton, tea, coffee, sisal, rubber, pyrethrum and wheat. Experiments were carried out on new species of crops and livestock on adaptability to the local conditions.

Introduction of new agricultural methods

Africans adopted the new agricultural methods introduced by the colonial governments such as plantation farming, cash crops and terracing.

Spread of Christianity in Africa

Under colonial rule, European missionaries spread their religion. They also discouraged African traditional religion. The new religion was spread through colonial schools founded by the missionaries who had the target of facilitating colonisation process.

Remedial activities

Questions

- a) Mention two types of colonialism.
- b) Explain what the plantation colonies were.
- c) Name two effects of colonisation on African societies.

Answers

- a) The two types of colonialism are settler colonialism and exploitation colonialism.
- b) Plantation colonies were fertile areas which European colonial powers used to exploit Africa e.g. Kenya highlands.
- c) Two effects of colonisation on African societies are:
 - ⦿ Development of education.
 - ⦿ Loss of African independence.

Extended Activities

Questions

- a) Demonstrate how the way of life of Africans was far different on the eve of the colonial period from that of after colonisation.
- b) Colonisation had a great impact on African societies. Discuss.

Answers

The impact of colonial rule in Africa was negative rather than positive

Some of the negative effects are still visible today:

- ⦿ Division of African tribes.
- ⦿ Loss of political power.
- ⦿ Loss of independence.
- ⦿ Change of African lifestyles.
- ⦿ Loss of lives and sexual abuse.

Unit 6: Major European Events from 1836 up to 1878

Learner's book pages 103–172

Key unit competence

To be able to evaluate the major events that took place in Europe between 1836 and 1878, their causes, course and effects.

Prerequisites of this unit

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

- Conditions in Europe and France before 1789.
- Causes, course and consequences of the French revolution.
- Factors for the rise of Napoleon I, his performance and downfall.
- Terms, forms, reasons for, achievements and failures of the Congress system.
- Factors for the rise and downfall of the Austrian Empire.
- Prince Metternich.
- Causes and consequences of 1830 European Revolutions.

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.

Inclusive education: Care must be given to all learners including special education needs cases. All learners should be given a quality and equitable education that meets their basic learning needs, and caters for the diversity of their backgrounds and abilities.

Gender: 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 work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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

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

Research and problem solving

Learners will be given assignments that require them to carry out research so as to find answers to Questions, produce new knowledge based on research of existing information and explain phenomena based on findings from information gathered or provided.

Critical thinking

Learners will also 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 evidence 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 also invited to further research 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

Abdicate, absorption, acquiescence, activist, armistice, atrocity, bankruptcy, buffer state, capitulation, claim, complain, confederation, conservative, convince, dissatisfaction, divert, entrenchment, extravagancy, federation, forestall, infallibility, interference, nation-state, peacemaker, peninsula, persecution, plebiscite, resign, slum, supremacy, unification, uprising.

Guidance on the problem statement

At the start of unit six, give learners an activity that interests them to know what happens or will happen in this unit. As they get engaged in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and be inquisitive about the major European events from 1836 up to 1878.

The suggested problem statement here is the following: *“Describe and assess the major events that took place in Europe between 1836 and 1878, their causes, course and effects.”* This problem statement can be given as homework or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or

climbing stairs, etc. Such learners may also 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 learner 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.
- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.

- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of Lessons

Number of the lesson	Lesson title	Number of periods
1	Causes of the 1848 European revolutions	2
2	Common characteristics of the 1848 European revolutions	2
3	Effects of the 1848 European revolutions	2
4	Success of the 1848 European revolutions	2
5	Factors for the success of 1848 European revolutions in France	2
6	Failures of the 1848 European revolutions	2
7	Reasons why the 1848 European revolutions did not take place in some countries	2
8	The background of Italian unification	2
9	Italy before 1815	2
10	Factors that delayed the Italian unification	2
11	Factors that facilitated the Italian unification	2
12	Biography of Giuseppe Mazzini	1
13	The role played by Giuseppe Mazzini in Italian unification	2
14	Biography of Joseph Marie Garibaldi	1
15	The role played by Joseph Marie Garibaldi in Italian unification	2
16	Biography of Camillo Benso di Cavour	1
17	The role played by Camillo Benso di Cavour in Italian unification	1

18	Biography of Victor Emmanuel II	2
19	The role played by Victor Emmanuel II in Italian unification	1
20	The role played by foreign powers in Italian unification	2
21	Evaluation	1
22	Stages in the Italian unification: The Plombières and liberation of Lombardy	2
23	Stages in the Italian unification: Annexation of central states and Naples and Sicily to Piedmont	2
24	Stages in the Italian unification: Liberation of Venetia and annexation of Rome	2
25	German Empire and the biography of Bismarck	2
26	Domestic policies of Bismarck 1871-1890	2
27	Foreign policies of Bismarck 1871-1890	2
28	Factors that delayed German unification	2
29	Factors that enabled German unification	2
30	The role played by Von Bismarck in German unification	2
31	Stages in the German unification: Defeat of Denmark and annexation of Schleswig and Holstein	2
32	Stages in the German unification: Annexation of South German states and defeat of France in 1871	2
33	Similarities and differences in Italian and German unification	2
34	Background of the Eastern Question	2
35	Causes of the Greek War of independence	2
36	Course of the Greek War of independence	2
37	Effects of the Greek War of independence	2
38	The causes of the Syrian Question	2
39	Course of the Syrian Question	2
40	Evaluation	1
41	Effects of the Syrian Question	2
42	Causes of the Crimean War	2
43	Course of the Crimean war	2
44	Effects of the Crimean War	2
45	The 1856 Paris Treaty and its impact on Europe	2
46	Reasons for the calling of the Berlin Congress	2
47	Impact of the Berlin Congress on Europe	2
48	Evaluation	2

Lesson Development

Lesson 1: Causes of the 1848 European revolutions

Lesson number and title	Lesson 1: Causes of the 1848 European revolutions
Learning objective	Learners are able to analyse the causes of the 1848 European revolutions.
Prerequisites / Revision / Introduction	To start this lesson, teacher asks some Questions about revolutions in general.
Teaching aids	Learner's books, internet (if available) and map of Europe.
Learning activities	Teacher invites the learners to join their groups and do activity 1 (See Learner's book page 104). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 105–107).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Analyse the causes of the 1848 European revolutions.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ The need to destroy the bad arrangement of the Vienna Settlement. ▶ The oppressive and dictatorial administration of Metternich. ▶ The conducive atmosphere created by the fall of Congress System. ▶ The growth of nationalism. ▶ The rise of new personalities in European politics. ▶ The effects of epidemic diseases. ▶ The negative effects of the rapid population growth. ▶ The corruption and inefficiency of the rulers. ▶ The growth of influence of socialist ideas. ▶ The success of the previous revolutions in Europe. ▶ The negative impact of industrialisation in Europe. ▶ The long term effects of the 1789 French revolution.

Lesson 2: The Common characteristics of the 1848 European revolutions

Lesson number and title	Lesson 2: Common characteristics of the 1848 European revolutions
Learning objective	Learners are able to describe the common characteristics of the 1848 European revolutions.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners Questions about the previous lesson.
Teaching aids	Learner's books and internet (if it is available).
Learning activities	Teacher invites the learners to join their groups and do activity 2 (See Learner's book page 107). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 107–108).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the common characteristics of the 1848 European Revolutions.</p> <p>Suggested Answers</p> <p>All the 1848 revolutions were urban based.</p> <ul style="list-style-type: none"> • Many of the 1848 revolutions were led by educated people like professors, doctors, lecturers, lawyers, journalists and even teachers. • All the revolutions of 1848 lacked foreign assistance. • Almost all revolutions of 1848, except in France, were against the bad arrangement made by the diplomats during the Vienna Settlement. • All the 1848 revolutions took place at the same time; from January to March 1848. • The 1848 revolutions took place in less industrialised and agricultural states like Italy, German, Hungary and France. • All of them had an element of the French revolution of 1789 because they demanded for constitutional changes. • All 1848 revolutions failed, except for France where King Louis Philippe was removed.

	<ul style="list-style-type: none"> ▶ All 1848 revolutions, except the February revolution in France, were organised and carried out against the common enemy: Metternich of Austria and his spy network system. ▶ All 1848 revolutions except in France lacked the support of the domestic army. ▶ All the 1848 revolutions had similar effects in the respective European countries such as loss of lives, destruction of property and some leading politicians were exiled because they were defeated except in France.
--	--

Lesson 3: Effects of the 1848 European revolutions

Lesson number and title	Lesson 3: Effects of the 1848 European revolutions
Learning objective	Learners are able to analyse Effects of the 1848 European revolutions.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners to recall the common characteristics of the 1848 European revolutions.
Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do the activity 3 (See Learner's book page 109).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 109–110).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Analyse the effects of the 1848 European revolutions.</p> <p>Suggested Answers</p> <p>The 1848 revolutions caused loss of people on a mass scale.</p> <p>The 1848 revolutions caused many demonstrations against Metternich who decided to resign and go to exile in London until 1858 when he returned and died in 1859.</p> <p>The 1848 revolutions displaced many people from their ancestral places and a number of important figures who among others included Mazzini, Kossuth, Garibaldi, Prince Metternich and Charles A Learner's bookert were forced to exile.</p>

	<p>The 1848 revolutionary movements contributed to the Italian and German unification in 1871 because the Metternich system which had challenged the unification had collapsed.</p> <p>The 1848 revolutions led to the rise of new men to prominent positions who among others included Otto Von Bismarck and Stephen in Germany, King Victor Emmanuel II in Piedmont, Cavainag and Louis Blanc in France.</p> <p>In September 1848, Emperor Francis I of Austria passed the Emancipation Act under which peasants were permitted to own land and in Hungary, serfdom was brought to an end.</p> <p>On February 24, 1848 King Louis Philippe was forced to abdicate his throne and walked his way to exile which closed the chapter for monarchism in the French political system.</p> <p>The 1848 revolutions abolished privileges that were enjoyed by the nobles and the clergy before 1848.</p> <p>The 1848 revolutions taught the revolutionaries that for any revolution to be successful it should be militarily strong.</p> <p>The 1848 revolutions in central Europe marked the awakening of various peoples to national consciousness. In that year both the Germans and the Italians originated their movements for unification and for the creation of nation-states.</p> <p>The 1848 revolutions led to the success of socialism in Europe where the socialists organised the workers and peasants to fight against capitalism. Although socialism was suppressed then, it later divided Europe into two ideologies of communism and capitalism up to 1970 and beyond.</p> <p>The 1848 revolutions also led to the rise of the dictatorial government and the politics of revenge in the countries where they were failed.</p>
--	---

Lesson 4: Success of the 1848 European revolutions

Lesson number and title	Lesson 4: Success of the 1848 European revolutions
Learning objective	Learners are able to evaluate the factors that led to the Success of the 1848 European revolutions.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners to recall the effects of the 1848 revolutions.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 4 (See Learner's book page 110). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.

Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 110–111).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Evaluate the factors that led to the success of the 1848 European revolutions.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● Good leadership of Louis Blanc and Lamartine: ● The support given by the army. ● The revolutionaries had experience of revolutionary warfare since 1789. ● The support from the French masses to the revolutionaries. ● Nationalism and unity among the Frenchmen. ● The financial support from the middle class. ● The rise of Bonapartism in France. ● The lack of external interference.

Lesson 5: Factors for the success of the 1848 European revolutions in France

Lesson number and title	Lesson 5: Factors for the success of 1848 European revolutions in France.
Learning objective	Learners are able to explain the factors for the success of 1848 European revolutions in France.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the previous lesson.
Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do activity 4 (See Learner's book page 110).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 110–111).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Evaluate the factors that led to the success of the 1848 European revolutions.</p>

	<p>Suggested Answers</p> <ul style="list-style-type: none"> ➤ Good leadership of Louis Blanc and Lamartine. ➤ The support given by the army and the soldiers. ➤ The revolutionaries had a long experience of revolutionary warfare since 1789. ➤ The support from the French masses to the revolutionaries. ➤ Nationalism and unity among the Frenchmen. ➤ The financial support from the middle class. ➤ The rise of Bonaparte's family member in France. ➤ The lack of external interference.
--	--

Lesson 6: Failures of the 1848 European revolutions

Lesson number and title	Lesson 6: Failures of the 1848 European revolutions
Learning objective	Learners are able to analyse the reasons for the failure of the 1848 European revolutions.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners to recall the factors for the success of the 1848 revolution in France.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 5 (See Learner's book page 112). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 112–113).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Analyse the different reasons which led to the failure of the 1848 European revolutions.</p> <p>Suggested Answers</p> <p>The 1848 revolutions failed because they were not supported by the peasants and lacked foreign support because most countries were facing the same situation.</p> <p>Economic hardships because the revolutionary leaders and their supporters were very poor and could not manage to finance a prolonged struggle and to purchase fire arms.</p>

	<p>Existence of ideological conflicts and lack of proper common strategy, i.e. in Germany the northern states wanted a 'little German' under Prussia and the south states wanted a 'big Germany' under Austria.</p> <p>The military strength of Austria under efficient army commanders like General Windschgratz who defeated revolutionaries in Vienna and Hungary and Raditsky who defeated the Italian revolutionaries at Novaro and Custoza.</p> <p>The failure of the revolutionaries to fulfil the promises they made to their supporters in the German and Italian states.</p> <p>Poor masse mobilisation also contributed to the failure of the 1848 revolutions because they were urban centred and left the rural sector ignorant.</p> <p>Religious differences among the revolutionaries. In Germany the southern states supported Austria a fellow Catholic state while the northern Protestants supported Prussia. Charles Albert a catholic hesitated to attack Austria and Pope Pius IX supported Austria against the revolutionaries.</p> <p>The dismissal of liberal ministers in September 1848 by King Fredrick William IV also played a role for the failure of the revolution in Prussia.</p> <p>Unfair representation in the constituent assembly mainly in Prussia contributed to the failure of the revolutions in the German states.</p>
--	--

Lesson 7: Reasons why the 1848 European revolutions did not take place in some countries

Lesson number and title	Lesson 7: Reasons why the 1848 European revolutions did not take place in some countries
Learning objective	Learners are able to demonstrate that the 1848 European revolutions did not take place in some countries.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the failures of the 1848 revolutions.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 6 (See Learner's book page 113). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 113–114).

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Demonstrate that the 1848 European revolutions did not take place in some countries.</p> <p>Suggested Answers</p> <p>In Belgium, the 1848 revolutions did not take place because of the constitutional arrangements achieved through the 1830 revolution. For instance, the right to vote was already extended to include the members of the middle class and there was improvement in public works.</p> <p>Britain and Belgium had already established the parliamentary system whereby many constitutional changes were possible and easily implemented by parliament without necessitating the use of force like in other countries.</p> <p>In Britain the parliamentary system had also focused on improving working conditions. The working hours had already been shortened and the situation of working women and children was also addressed. Even in 1834, the British parliament had passed a law to improve the system of giving assistance to the poor.</p> <p>Britain was a more advanced and industrialised society that was able to meet the needs of the growing population especially employment compared to other European countries by the time where the effects of industrialisation caused political disorders.</p> <p>By 1846 in Britain, there was already a law to improve the living conditions in slums. Improvements in sanitation drainage, street lighting and medical services were achieved thus making life better in Britain than in the central Europe.</p> <p>Britain was also never affected by the Vienna settlement which created a lot of political dissatisfaction in Europe and this helped Britain to escape the series of revolutions in 1848.</p>
------------	--

Lesson 8: The background of Italian unification

Lesson number and title	Lesson 8: The background of Italian unification
Learning objective	Learners are able to describe the background of Italy before unification.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking some Questions about Italy.
Teaching aids	Learner's books and internet (if available).

Learning activities	<p>Teacher invites the learners to join their groups and do activity 7 (See Learner's book page 114).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	<p>From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 114–115).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question</p> <p>Describe the background of Italy before unification.</p> <p>Suggested Answers</p> <p>Italian unification refers to the amalgamation or union of various Italian states to form one Italian kingdom in 1871. The various states that formed a united Italy include Piedmont, Lombardy, central states of Parma, Modena and Tuscany, Naples and Sicily, Nice, Venetia, Savoy and papal states including Rome.</p> <p>Before 1815, Italians were under the control of Austria. But, Napoleon I forced Austria out of Italy in the famous Italian Campaign and merged different Italian states into three divisions. These were the kingdom of Italy in the north, kingdom of Naples in the south and the central Italian states.</p> <p>After the defeat and downfall of Napoleon Bonaparte in 1815, the Italian states had high hopes for regaining their independence and freedom. However, by the Vienna Settlement these Italian States were put under foreign domination.</p> <p>The Italian nationals hated foreign domination and they developed several nationalistic movements. In 1820, there was formation of a secret society called <i>Carbonari Movement</i> headed by Giuseppe Mazzini. He believed that Italy should not only be independent, but also an integrated republic.</p> <p>In 1831 he organised a movement called <i>La Giovine Italia</i> (Young Italy, <i>Movement</i>). The new society, whose motto was "God and the People," sought the unification of Italy.</p> <p>However, due to the lack of massive mobilisation, the movement failed to unify Italy before 1850. Even the 1848 revolutionaries failed to unify the Italian states until 1871.</p>

Lesson 9: Italy before 1815

Lesson number and title	Lesson 9: Italy before 1815
Learning objective	Learners are able to describe the political situation in Italy before 1815.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the background of the Italian unification.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 7 (See Learner's book page 114). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 114–115).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe the political situation in Italy before 1815.</p> <p>Suggested Answer Before 1815, Italians were under the control of Austria. But, Napoleon I forced Austria out of Italy in the famous Italian Campaign. Napoleon then merged the different Italian states into three divisions and these were the kingdom of Italy in the north, kingdom of Naples in the south and central Italian states.</p> <p>Many Italians had admired Napoleon for his victories over the Austrians, whom the Italians disliked, and for the republican ideas that took root in the parts of Italy controlled by the French during the Napoleonic wars.</p> <p>After the defeat and downfall of Napoleon Bonaparte in 1815, the Italian states had high hopes for regaining their independence and freedom. However, by the Vienna Settlement these Italian states were put under foreign domination as follows:</p> <ul style="list-style-type: none"> • Lombardy, Venetia, Parma, Modena and Tuscany under Austrian domination. • Papal states under the Pope Pius IX. • Naples and Sicily under the Spanish king. • Piedmont and Sardinia were left under the Italian king Victor Emmanuel II.

	The Italian nationals hated foreign domination and they developed several nationalistic movements. In 1820, there was formation of a secret society called Carbonari Movement headed by Giuseppe Mazzini.
--	---

Lesson 10: Factors that delayed the Italian unification

Lesson number and title	Lesson 10: Factors that delayed the Italian unification
Learning objective	Learners are able to examine the factors that delayed the Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to describe Italy before 1815.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 8 (See Learner's book page 115). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 115–117).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Examine the factors that delayed the Italian unification.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ Economic backwardness of Italian states. ▶ Strength of Austria and the Metternich system. ▶ Role of the Vienna Settlement of 1815. ▶ Lack of clear and able leaders. ▶ Problem of Pope Pius IX. ▶ Foreign interference. ▶ Geographical terrain. ▶ High level of illiteracy among Italians. ▶ Ideological differences among the Italians. ▶ Lack of secrecy. ▶ Military weaknesses. ▶ Availability of anti-reform Italian leaders. ▶ Negative attitude of European powers towards the Italian unification. ▶ The Italian liberators were too violent in their struggle.

Lesson 11: Factors that facilitated Italian unification

Lesson number and title	Lesson 11: Factors that facilitated Italian unification
Learning objective	Learners are able to analyse the factors that facilitated Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the factors that delayed the Italian unification.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do the activity 9 (See Learner's book page 118). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 118-120).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the factors that facilitated the Italian unification.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ Collapse of the Congress system. ▶ Downfall of Prince Metternich of Austria. ▶ Attainment of an internal base in Italy. ▶ Support from foreign countries. ▶ Emergence of capable leaders after 1848. ▶ Change of government in Britain. ▶ Activities of the Carbonari and the Young Italian Movement. ▶ The 1870–1871 Franco-Prussian war. ▶ Role of the Italian scholars. ▶ Role of Pope Pius IX. ▶ Role of the press. ▶ Resolution of the economic hardships. ▶ Reduction of the powers of the Catholic Church in Italy. ▶ The role of the intellectuals. ▶ Outbreak of the Franco-Prussian war of 1870.

Lesson 12: Biography of Giuseppe Mazzini

Lesson number and title	Lesson 12: Biography of Giuseppe Mazzini
Learning objective	Learners are able to describe the biography of Giuseppe Mazzini as one of the strong leaders of the Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the factors that facilitated the Italian unification.
Teaching aids	Learner's books, a portrait of Giuseppe Mazzini and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 10 (See Learner's book page 120). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 120–122).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe the biography of Giuseppe Mazzini.</p> <p>Suggested Answers Giuseppe Mazzini was born on 22 June 1805. He was an Italian politician, journalist and activist for the unification of Italy. He bitterly resented the absorption of his native republic of Genoa into the kingdom of Sardinia-Piedmont in 1815. In 1827 he joined the revolutionary Carbonari Movement, but after his imprisonment at Savona (1830-31) he abandoned that organisation as ineffective. Exiled, he founded the Young Italy (La Giovine Italia) Movement in Marseille, France, in July 1831. By March 8, 1848 Mazzini was in Paris, where he launched a new political association, the Associazione Nazionale Italiana. The high point of Mazzini's career came during the revolutions of 1848-49, when he returned to Italy and was elected one of the leaders of the new Roman Republic. But when the republic fell (July 1849) to an invading French army, Mazzini once again had to flee.</p>

	<p>The rest of his life was an anticlimax. Efforts to spark republican uprisings in Mantua (Mantova) (1852) and Milan (1853) were unsuccessful, and the leadership of the Italian nationalist movement was taken over by such flexible advocates of a liberal monarchy as Premier Camillo di Cavour of Sardinia-Piedmont.</p> <p>Mazzini came back to Italy during the wars of 1859 and 1860 but took no pleasure in seeing the establishment in 1861 of a unified Italian kingdom rather than a republic. In 1862 he again joined Garibaldi during his failed attempt to free Rome. In 1866 Venetia was ceded by France, who had obtained it from Austria at the end of the Austro-Prussian war, to the new kingdom of Italy, which had been created in 1861 under the Savoy monarchy. In failing health, Mazzini retired to Pisa, where he died on March 10, 1872.</p>
--	--

Lesson 13: The role played by Giuseppe Mazzini in Italian unification

Lesson number and title	Lesson 13: The role played by Giuseppe Mazzini in Italian unification
Learning objective	Learners are able to evaluate the role played by Giuseppe Mazzini in Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the biography of Mazzini.
Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do the activity 10 (See Learner's book page 120).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 120–122).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Evaluate the role played by Giuseppe Mazzini in Italian unification.</p> <p>Suggested Answers</p> <p>Giuseppe Mazzini was an Italian politician, journalist and activist for the unification of Italy.</p> <p>His efforts helped bring about the independent and unified Italy in the place of the several separate states, mainly dominated by foreign powers, which existed until the 19th century.</p>

	<p>He also helped define the modern European movement for popular democracy in a republican state.</p> <p>He bitterly resented the absorption of his native republic of Genoa into the kingdom of Sardinia-Piedmont in 1815.</p> <p>In 1827 he joined the revolutionary Carbonari Movement, but after his imprisonment at Savona (1830-31) he abandoned that organisation as ineffective.</p> <p>He founded the Young Italy (La Giovine Italia) Movement while in exile in Marseille, France, in July 1831.</p> <p>He used propaganda as one way to mobilise and sensitise the Italians. By 1833 his movement had about 60,000 members.</p> <p>In March 8, 1848 Mazzini launched a new political association, the Associazione Nazionale Italiana in Paris. He returned to Italy and was elected one of the leaders of the new Roman Republic. But when the republic fell (July 1849) to an invading French army, Mazzini once again had to flee.</p> <p>In 1862 he again joined Garibaldi during his failed attempt to free Rome.</p> <p>He was still plotting to gain Venice and Rome when he was jailed in Gaeta (August-October 1870) at the time King Victor Emmanuel II of Sardinia was seizing Rome. Mazzini retired to Pisa, where he died on March 10, 1872.</p>
--	--

Lesson 14: Biography of Giuseppe Garibaldi

Lesson number and title	Lesson 14: Biography of Giuseppe Garibaldi
Learning objective	Learners are able to describe the biography of Giuseppe Garibaldi.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the role of G. Mazzini in unifying Italy.
Teaching aids	Learner's books, a portrait of Giuseppe Garibaldi and internet (if available).
Learning activities	Teacher invites the learners to join their groups do activity 11 (Learner's book page 122). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 122–124).

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the biography of Giuseppe Garibaldi.</p> <p>Suggested Answers</p> <p>Giuseppe Garibaldi was born Joseph Marie Garibaldi on July 4, 1807 in Nice, to Giovanni Domenico Garibaldi and Maria Rosa Nicoletta Raimondo. He was an Italian general and politician. He is considered, with Camillo Cavour, Victor Emmanuel II and Giuseppe Mazzini, as one of Italy's "fathers of the fatherland".</p> <p>In 1848, after a long period in exile in Tunisia, Brazil, Cuba, Uruguay and USA, he Garibaldi returned to Italy. Together with Mazzini participated in the 1848 revolution in the papal states, leading to the formation of the Roman Republic Government where he was appointed general by the provisional government of Milan in 1848, General of the Roman Republic in 1849 by the Minister of War, and led the Expedition of the Thousand on behalf and with the consent of Victor Emmanuel II.</p> <p>In 1859 during the liberation of Lombardy, he fought on the side of Piedmont and where he managed to carry out a successful campaign in the Alps, harassed the Austrians with his guerilla attacks. In 1860, he crossed with 1 000 volunteer fighters popularly known as Red Shirts from Coprera and liberated Naples and Sicily and surrendered them to the king of Piedmont.</p> <p>Garibaldi turned his attention to securing Rome for the Italian kingdom. He organised the Society for the Emancipation of Italy and visited Sicily, where he raised a force of volunteers. He was opposed by Victor Emmanuel, who did not want to risk war with France, which was protecting the pope in Rome. Victor Emmanuel defeated Garibaldi at the Battle of Aspromonte on August 29, 1862. Garibaldi was wounded and captured in that battle but was soon pardoned and released.</p> <p>In 1867 Garibaldi again raised a volunteer force with the aim of annexing the papal states to the kingdom of Italy. After a number of initial engagements, he was defeated by combined papal and French forces at the battle of Mentana on November 3, 1867. He was taken prisoner to Varignano, near La Spezia but was held only a short time.</p> <p>In 1879 he founded the "League of Democracy," which advocated universal suffrage, abolition of ecclesiastical property, emancipation of women, and maintenance of a standing army. In 1880 he married Francesca Armosino, with whom he had previously had three children.</p>
------------	---

	On his deathbed, Garibaldi asked that his bed be moved to where he could look at the emerald and sapphire sea. Upon his death on 2 June 1882 at the age of almost 75, his wishes for a simple funeral and cremation were not respected.
--	---

Lesson 15: The role played by Giuseppe Garibaldi in Italian unification

Lesson number and title	Lesson 15: The role played by Giuseppe Garibaldi in Italian unification
Learning objective	Learners are able to describe the role played by Giuseppe Garibaldi in Italian unification.
Prerequisites / Revision / Introduction	Teacher uses the revision to introduce this lesson by asking the learners to recall the biography of Giuseppe Garibaldi.
Teaching aids	Learner's books and internet (If available).
Learning activities	Teacher invites the learners to join their groups and do activity 11 (See Learner's book page 122). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 122–124).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the role played by Joseph Marie Garibaldi in the Italian unification.</p> <p>Suggested Answers</p> <p>Garibaldi was a central figure in the Italian risorgimento, since he personally commanded and fought in many military campaigns that led eventually to the formation of a unified Italy.</p> <p>He generally tried to act on behalf of a legitimate power, which does not make him exactly a revolutionary. He joined the young Italian Movement in 1833 and become a follower of Mazzini.</p> <p>Together with Mazzini he participated in the 1848 revolution in papal states, leading to the formation of the Roman Republic Government where he was appointed general by the provisional government of Milan in 1848, General of the Roman Republic in 1849 by the Minister of War, and led the Expedition of the Thousand on behalf and with the consent of Victor Emmanuel II.</p>

	<p>In 1859 during the liberation of Lombardy, he fought on the side of Piedmont and he managed to carry out a successful campaign in the Alps where he harassed the Austrians with his guerilla attacks.</p> <p>In 1860, he crossed with 1 000 volunteer fighters popularly known as Red Shirts from Coprera, liberated Naples and Sicily and surrendered them to the king of Piedmont.</p> <p>Garibaldi turned his attention to securing Rome for the Italian Kingdom. He organised the Society for the Emancipation of Italy and visited Sicily, where he raised a force of volunteers.</p> <p>He was opposed by Victor Emmanuel, who did not want to risk war with France, which was protecting the pope in Rome. Victor Emmanuel defeated Garibaldi at the Battle of Aspromonte on August 29, 1862. Garibaldi was wounded and captured in that battle but was soon pardoned and released.</p> <p>In 1866, he led the Italian army against Austria in the Seven Weeks War in which Prussia defeated Austria and Venetia was granted to the kingdom of Italy.</p> <p>In 1867 Garibaldi again raised a volunteer force with the aim of annexing the papal states to the kingdom of Italy. After a number of initial engagements, he was defeated by combined papal and French forces at the Battle of Mentana on November 3, 1867.</p> <p>Rome was annexed to Italy in October 1870, and Garibaldi was elected a member of the Italian parliament in 1874.</p> <p>In 1879 he founded the “League of Democracy,” which advocated universal suffrage, abolition of ecclesiastical property, emancipation of women, and maintenance of a standing army. In 1880 he married Francesca Armosino, with whom he had previously had three children.</p> <p>In his last years he sympathised with the developing socialist movement in Italy and other countries. Garibaldi’s autobiography, <i>Autobiography of Giuseppe Garibaldi</i>, was published in 1887.</p>
--	---

Lesson 16: Biography of Camillo Benso di Cavour

Lesson number and title	Lesson 16: Biography of Camillo Benso di Cavour
Learning objective	Learners are able to describe the biography of Camillo Benso di Cavour.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the role of Giuseppe Garibaldi in the unification of Italy.

Teaching aids	Learner's books, a portrait of Camilo Benso di Cavour and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 12. (See learner's book page 124). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 124–127).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Question Describe the biography of Camillo Benso di Cavour.</p> <p>Suggested Answers Camillo Paolo Filippo Giulio Benso, was born in Turin during the Napoleonic rule, into a family that had gained a fair amount of land during the French occupation. He was the second of two sons of Michele Giuseppe Francesco Antonio Benso, 4th Marquess of Cavour and Count of Isolabella, Baron of the French Empire (1781–1850) and his wife Adélaïde (Adèle) Suzanne, Marchioness of Sellon (1780–1846), herself of French origin.</p> <p>He was a leading figure in the movement toward Italian unification. He was the founder of the original Italian Liberal Party and prime minister of the kingdom of Piedmont-Sardinia, a position he maintained (except for a six-month resignation) throughout the second Italian war of Independence and Garibaldi's campaigns to unite Italy. Cavour died only three months after the declaration of a United Kingdom of Italy, and thus did not live to see Venetia or Rome as part of the new Italian nation.</p> <p>Between 1838 and 1842 Cavour began several initiatives in an attempt to solve the economic problems in his area. Firstly he experimented with different agricultural techniques on his estate, such as the use of sugar beet, and was one of the first Italian landowners to use chemical fertilizers. He also founded the Piedmontese Agricultural Society. Cavour was a heavy supporter of transportation by steam engine, sponsoring the building of many railroads and canals. In his spare time, he traveled extensively, mostly in France and the UK.</p>

	<p>In 1849, Cavour founded a newspaper called 'Rosirgimento' meaning resurrection which advocated for a constitutional government and independence of the whole of Italy from foreign troops. After being elected as a member of parliament in 1848, he became the Minister of agriculture, industry and commerce in 1850. The following year, in 1851, he became the minister of finance and in 1852 he was appointed as prime minister by King Victor Emmanuel II.</p> <p>Cavour's long term goal was to expel Austrian power from Italy and expand Italy by annexing Lombardy and Venetia to Sardinia. In 1858, he negotiated a secret deal with Napoleon III who promised to aid Sardinia in case it faced a war with Austria. A year later, he provoked that war. With the French help, Piedmont-Sardinia defeated Austria and annexed Lombardy.</p> <p>After his death on June 6, 1861, his successors completed his dream by negotiating with Bismarck. Italy acquired Venetia in a peace treaty that ended the Austro-Prussian war in 1866.</p>
--	---

Lesson 17: The role played by Camillo Benso di Cavour in Italian unification

Lesson number and title	Lesson 17: The role played by Camillo Benso di Cavour in Italian unification.
Learning objective	Learners are able to examine the role played by Camillo Benso di Cavour in Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the roles of other personalities in unifying Italy.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 12 (See Learner's book page 124). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 124–127).
Assessment	Questions and Suggested Answers to assess the lesson learning objective. Question Examine the role played by Camillo Benso di Cavour in the Italian unification.

	<p>Suggested Answers</p> <p>He founded a newspaper called 'Risorgimento' which means "resurrection" or "renewal". In his newspaper, he published articles on the need for constitutional and parliamentary democracy. He also exposed the oppressive administration of Austrian rulers. This made the Italians to desire for independence.</p> <p>He solicited for funds from foreign powers especially from Britain and France.</p> <p>He improved the economy of Piedmont by signing commercial treaties with Britain, France and Belgium which enabled Piedmont to benefit from free trade with European countries.</p> <p>He carried out military reforms in Piedmont and with a stronger military base of Piedmont the unification struggles of Italy were simplified.</p> <p>He abolished the powers of the pope and Catholic Church in Italy by introducing the Scaardi Law which stopped the church from controlling politics, education and land. This encouraged the liberal Catholics to support the idea of unification.</p> <p>He tactically reconciled other revolutionaries fighters like Mazzini, Garibaldi and King Victor Emmanuel II.</p> <p>He introduced political reforms like drafting of the constitution for Piedmont which set it up as a political base that favoured the unification of Italy.</p> <p>He fought against illiteracy and ignorance in Italy introducing learning centres (schools) in Piedmont. These schools acted as mobilisation centres for the unification struggle.</p> <p>He improved the economy, trade and transport of Piedmont by encouraging agriculture, industrialisation, and building roads, railways, telegraph lines and canals. This partly solved economic backwardness and helped the movement of nationalists and troops.</p> <p>He is credited for introducing civil reforms in land ownership, education and finance in the state of Piedmont and minimised the ecclesiastic law or church power in state affairs.</p> <p>He had a high sense of diplomacy and statesmanship with cherished ingredients for the unification process of Italy completed in 1871.</p>
--	--

Lesson 18: Biography of Victor Emmanuel II

Lesson number and title	Lesson 18: Biography of Victor Emmanuel II
Learning objective	Learners are able to describe the biography of Victor Emmanuel II.

Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the role of Benco di Cavour in uniting Italy.
Teaching aids	Learner's books, a portrait of king Victor Emmanuel II and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 13 (see Learners book page 127). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 127–128).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the biography of Victor Emmanuel II.</p> <p>Suggested Answers</p> <p>Victor Emanuel II was born in 1820 to Charles Albert, Prince of Carignano and Maria Theresa of Austria. His father succeeded a distant cousin as king of Sardinia in 1831. He lived for some years of his youth in Florence and showed an early interest in politics, the military, and sports. In 1842 he married his cousin Adelaide of Austria.</p> <p>He was king of Sardinia from 1849 until, 17 March 1861 when he assumed the title King of Italy and became the first king of a united Italy since the 6th century, a title he held until his death in 1878. The Italians gave him the epithet Father of the Fatherland (Italian: <i>Padre della Patria</i>).</p> <p>King Victor Emmanuel II encouraged all political activists who had been exiled to come back home like Mazzini and Garibaldi and he accepted to work with Cavour. He appointed him in 1852 as a Prime Minister and this helped Cavour to implement his domestic and foreign policies.</p> <p>Lastly, he was the one who made the unification of Italy possible after the death of Cavour in 1861.</p>

Lesson 19: The role played by Victor Emmanuel II in Italian unification

Lesson number and title	Lesson 19: The role played by Victor Emmanuel II in Italian unification
Learning objective	Learners are able to examine the role played by Victor Emmanuel II in the Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the biography of Victor Emmanuel.

Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do the activity 13 (See Learner's book page 127).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	<p>From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 127-128).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the role played by Victor Emmanuel II in the Italian unification.</p> <p>Suggested Answers</p> <p>King Victor Emmanuel II encouraged all political activists who had been exiled to come back home like Mazzini and Garibaldi and he accepted to work with Cavour. He appointed him in 1852 as a prime minister and this helped Cavour to use his domestic and foreign policies.</p> <p>He accepted the leadership of the struggle for Italian unification as he was proposed by Cavour.</p> <p>He appointed Cavour to various ministerial positions which enabled Cavour to introduce a number of economic and political reforms that helped the Italians to attain their independence.</p> <p>He supported various reforms to prepare Italy for unity.</p> <p>He accepted to use Piedmont as the centre of the unification; hence he solved the problem of lack of an internal base from which the Italians achieved their unification.</p> <p>His foreign policy won for Piedmont foreign support and prestige.</p> <p>He allied with Bismarck in 1866, and agreed to remain neutral when Bismarck fought Austria and in return he would be supported to liberate Venetia.</p> <p>After the withdrawal of Cavour from the struggle in 1859, Victor Emmanuel remained to maintain the gains of the struggle. This encouraged the central states to join Piedmont.</p> <p>He marched his troops to occupy Rome after France had withdrawn her soldiers to go and fight in the Franco-Prussian war of 1870-1871.</p>

	Lastly, he was the one who made the unification of Italy possible after the death of Cavour in 1861. His role led to the liberation of Rome and Venetia which completed the Italian unification.
--	--

Lesson 20: The role played by foreign powers in the Italian unification

Lesson number and title	Lesson 20: The role played by foreign powers in the Italian unification
Learning objective	Learners are able to assess the role played by foreign powers in the Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the role Victor Emmanuel played in uniting Italy.
Teaching aids	Learner's books, map of Europe and internet (If it is available).
Learning activities	Teacher invites the learners to join their groups and do the activity 14 (See Learner's book page 128). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 128–129).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Assess the role played by foreign powers in Italian unification.</p> <p>Suggested Answers</p> <p>They inspired the Italians as united monarchies like Britain and France among others.</p> <p>The moral support from Britain and France enabled the Piedmontees to annex the central duchies of Parma, Modena and Tuscany in 1860.</p> <p>Military support like the 200,000 French troops supported Piedmont in the liberation of Lombardy from Austria in 1859;</p> <p>Britain remained isolated and neutral during the liberation of Lombardy in 1859, Venetia in 1866 and Rome in 1870. This was great support to the Italians because had Britain intervened, the liberation would have failed.</p> <p>Prussia assisted the Italians in the liberation of Venetia in 1866 when Austria was defeated in the Austro-Prussian war.</p>

	<p>Imperial disagreement between the great powers worked to the advantage of the Italian cause e.g Russia vs. Austria in 1820 onwards, Britain, France, Turkey against Russia in the Crimean War of 1854–1856, and the Franco–Prussian war of 1870–1871.</p> <p>Foreign powers extended financial support to Italy. Britain and Prussia had financed some of the expeditions of Piedmont.</p> <p>France, Britain and Switzerland offered asylum to the Italian revolutionaries and patriots.</p> <p>There was neutrality of the foreign powers following the invasion and the annexation of the papal state (Rome).</p> <p>Some European powers such as France, Britain and Belgium had concluded economic ties and exchange of technology with Piedmont.</p>
--	---

Lesson 21: Evaluation

Teacher prepares the evaluation and learners have to sit for it. It has to last one period.

Lesson 22: Stages in the Italian unification: The Plombières treaty and liberation of Lombardy

Lesson number and title	Lesson 22: Stages in the Italian unification: The Plombières and liberation of Lombardy
Learning objective	Learners are able to describe the Plombières treaty and the liberation of Lombardy as the first stage in the Italian unification.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners to recap the background of Italian unification.
Teaching aids	Learner's books, map of Italy and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 15 (See Learner's book page 129). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 130).

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the Plombières treaty and the liberation of Lombardy as the first stage in the Italian unification.</p> <p>Suggested Answers</p> <p>After the 1856 Paris treaty, France delayed to assist the Italians until an Italian patriot called Felice Orsini tried to assassinate Napoleon III. Napoleon was forced to make a military alliance with Cavour. In return France was awarded Nice.</p> <p>In 1858, Cavour and Napoleon III of France signed a secret military agreement at Prombières known as 'Patto di Plombières' (Pact of Plombières).</p> <p>Cavour and Napoleon III agreed to a joint war against Austria. Piedmont would gain the Austrian territories of Lombardy and Venetia and some territories of the former Venetian Commonwealth in the Adriatic, as well as the duchies of Parma and Modena, while France would be rewarded with Piedmont's territories in Savoy and Nice.</p> <p>Central and southern Italy, being largely under-developed and of little interest to the wealthier north, would remain largely as it was, although there was some talk that the emperor's cousin Prince Napoleon would replace the Habsburgs in Tuscany. To allow the French to intervene without appearing as aggressors, Cavour was to provoke the Austrians by encouraging revolutionary activity in Lombardy.</p> <p>By this first stage, Austrian troops under Emperor Francis Joseph I had been defeated by the French forces led by Napoleon III at the battle of Solferino on June 24th, 1859. The Piedmontese forces commanded by Victor Emmanuel II later had the better of the Austrians at San Martino. The Austrians accepted to sign an armistice of Villafranca on July 12th 1859 and Piedmont annexed Milan and Lombardy, Austria left the peninsula and there was a creation of a confederation of seven states of northern Italy.</p>
------------	--

Lesson 23: Stages in the Italian unification: Annexation of central states, Naples and Sicily to Piedmont

Lesson number and title	Lesson 23: Stages in the Italian unification: annexation of central states and Naples and Sicily to Piedmont
Learning objective	Learners are able to describe the liberation and annexation of central states, Naples and Sicily to Piedmont.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the stages in the Italian unification.

Teaching aids	Learner's books, map of Italy and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do activity 15 (See Learner's book page 129).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book page 131).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the liberation and annexation of the central states, Naples and Sicily to Piedmont in the Italian unification.</p> <p>Suggested Answers</p> <p>The revolt of central states and their annexation to Piedmont</p> <p>In December 1859, Tuscany, Parma, Modena, and the legations were unified into the <i>United Provinces of Central Italy</i>, and, encouraged by the British, began seeking annexation by the kingdom of Sardinia. Cavour, who triumphantly returned to power in January 1860, wished to annex the territories, but realised that French acquiescence was necessary. Napoleon III agreed to recognise the Piedmontese annexation in exchange for Savoy and Nice. On March 20, 1860, the annexations occurred.</p> <p><i>Liberation of Naples and Sicily and annexation to Piedmont</i></p> <p>Garibaldi, a native of Nice, was deeply resentful of the French annexation of his home city. He hoped to use his supporters to regain the territory. Cavour, terrified of Garibaldi provoking a war with France, persuaded Garibaldi to instead concentrate his forces on the Sicilian rebellions</p> <p>Near Salemi, Garibaldi's army attracted scattered bands of rebels, and the combined forces defeated the opposing army at Calatafimi on May 13. Within three days, the invading force had swelled to 4,000 men. On May 14, Garibaldi proclaimed himself dictator of Sicily, in the name of Victor Emmanuel. After waging various successful but hard-fought battles, Garibaldi advanced upon the Sicilian capital of Palermo, announcing his arrival by beacon-fires kindled at night. On May 27, the force laid siege to the Porta Termini of Palermo, while a mass uprising of street and barricade fighting broke out within the city.</p>

	<p>With Palermo deemed insurgent, Neapolitan general Ferdinando Lanza, arrived in Sicily with some 25,000 troops and furiously bombarded Palermo nearly to ruins. With the intervention of a British admiral however, an armistice was declared, leading to the Neapolitan troops' departure and surrender of the town to Garibaldi and his much smaller army.</p> <p>On August 18 and 21 the people of Basilicata and Puglia, two regions of the kingdom of Naples, autonomously declared their annexation to the kingdom of Italy. At the end of August Garibaldi was at Cosenza, and on September 5 at Eboli, near Salerno. Meanwhile, Naples had declared a state of siege, and on September 6 the king gathered the 4,000 troops still faithful to him and retreated over the Volturno River.</p> <p>After greeting Victor Emmanuel in Teano with the title of king of Italy, Garibaldi entered Naples riding beside the king. Garibaldi then retired to the island of Caprera, while the remaining work of unifying the peninsula was left to Victor Emmanuel.</p>
--	--

Lesson 24: Stages in the Italian unification: Liberation of Venetia and annexation of Rome

Lesson number and title	Lesson 24: Stages in the Italian unification: liberation of Venetia and annexation of Rome.
Learning objective	Learners are able to describe the liberation of Venetia and annexation of Rome as a stage in the Italian unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the stages of Italian unification thus far.
Teaching aids	Learner's books, map of Italy and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do the activity 15 (See Learner's book page 129). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 132–133).
Assessment	Questions and Suggested Answers to assess the lesson learning objective. Question Describe the liberation of Venetia and annexation of Rome as a stage in the Italian unification.

Suggested Answers

Liberation of Venetia

In the Austro-Prussian war of 1866 Austria contested with Prussia the position of leadership among the German states. The kingdom of Italy seized the opportunity to capture Venetia from Austrian rule and allied itself with Prussia. Austria tried to persuade the Italian government to accept Venetia in exchange for non-intervention. However, on April 8, 1866 Italy and Prussia signed an agreement that supported Italy's acquisition of Venetia, and on June 20, 1866 Italy declared war on Austria.

Victor Emmanuel accelerated to lead an army across the Mincio to invade Venetia, while Garibaldi was to invade the Tyrol with his *Hunters of the Alps*. The enterprise ended in disaster.

In spite of Italy's poor showing, Prussia's success on the northern front obliged Austria to cede Venetia. Under the terms of a peace treaty signed in Vienna on October 12, 1866, Emperor Franz Joseph agreed to cede Venetia to Napoleon III in exchange for non-intervention in the Austro-Prussian war and thus Napoleon III ceded Venetia to Italy on October 19, 1866 in exchange for the earlier Italian acquiescence to the French annexation of Savoy and Nice.

Annexation of Rome

In July 1870, the Franco-Prussian war began. In early August, the French Emperor Napoleon III recalled his barracks from Rome, thus withdrawing protection from the papal state. Widespread public demonstrations illustrate the demand that the Italian government take Rome. King Victor Emmanuel II sent Count Gustavo Ponza di San Martino to Pope Pius IX with a personal letter offering a face-saving proposal that would have allowed the peaceful entry of the Italian army into Rome, under the guise of offering protection to the pope.

The Italian army, commanded by General Raffaele Cadorna, crossed the papal frontier on 11 September, 1870 and advanced slowly toward Rome, hoping that a peaceful entry could be negotiated. The Italian army reached the Aurelian Walls on 19 September and placed Rome under a state of siege. Although now convinced of his unavoidable defeat, Pius IX remained inflexible to the bitter end and forced his troops to put up a token resistance. Rome and Latium were annexed to the kingdom of Italy after a plebiscite held on October 2, 1870. The results of this plebiscite were accepted by decree of October 9, 1870. This completed the unification of Italy.

Lesson 25: German Empire and the biography of Bismarck

Lesson number and title	Lesson 25: German Empire and the biography of Bismarck
Learning objective	Learners are able to describe the formation of the German Empire and the biography of Bismarck.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the stages of Italian unification.
Teaching aids	Learner's books, a portrait of Otto Von Bismarck, map of Germany and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do the activity 16 (See Learner's book page 133). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 133–134).
Assessment	Questions and Suggested Answers to assess the lesson learning objective. Question Describe the formation of German Empire in 1871 Suggested Answers The German Empire was born in 1871 after the defeat of France during the Franco–Prussian war by a proclamation at the Hall of Mirrors in France by Emperor William I and survived for 47 years under three emperors. In 1918, the German Empire was destroyed in the same place it was born, at Hall of Mirrors in France and Kaiser William II then abdicated into exile in Holland.

Lesson 26: Domestic policies of Bismarck 1871-1890

Lesson number and title	Lesson 26: Domestic policies of Bismarck 1871-1890
Learning objective	Learners are able to describe the domestic policies of Bismarck from 1871 up to 1890.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to describe the formation of the German empire.
Teaching aids	Learner's books and internet (if available).

Learning activities	<p>Teacher invites the learners to join their groups and do activity 16 (See Learner's book page 133).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	<p>From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 134–135).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the domestic policies of Bismarck from 1871 up to 1890.</p> <p>Suggested Answers</p> <p>Bismarck's internal policy had the following features:</p> <p>The policy against the Catholics: The Catholics were not in good relationship with the new German Empire because it was led by Protestant Prussia. They wanted to teach the dogma of papal infallibility in schools while Bismarck could not accept this. To solve this problem, Bismarck introduced the "May Law" in 1873.</p> <p>The constitution of 1871: Bismarck introduced a new constitution which guaranteed the freedoms and rights for all the Germans and provided for two assemblies in the parliament.</p> <p>The policy against the socialists: The socialist movement was another problem in the new empire of Germany. To solve this problem, Bismarck introduced the exceptional laws in which he exiled the stubborn socialists, arrested and killed some of them, banned socialist meetings and newspapers.</p> <p>Military reorganisation: Bismarck introduced a compulsory military service and built new military industries to produce new military equipment and gunpowder.</p> <p>Administrative policy: In administration, Bismarck introduced a federal government in which he allowed other states to control their own local affairs like education, religion and culture among others.</p>

Lesson 27: Foreign policies of Bismarck 1871–1890

Lesson number and title	Lesson 27: Foreign policies of Bismarck 1871-1890
Learning objective	Learners are able to examine Bismarck's foreign policies.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the domestic policy of Bismarck.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 16 (See Learner's book page 133). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 134–137).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Examine Bismarck's foreign policies.</p> <p>Suggested Answers</p> <p>Maintaining occupation army in France: After the defeat of France in 1871, Otto Von Bismarck sent an army to occupy France with the purpose of ensuring that France pays the war reparation of five billion Francs and intimidating France so that she did not fight the war of revenge.</p> <p>Formation of the Dreikaiserbund in 1872: The objective of this agreement was to allow Bismarck capture the friendship of Austria and Russia in order to isolate France. In this agreement, all members accepted to support one another in case of a war from a non-member. It was to be renewed every year. By this league, Bismarck succeeded in keeping France isolated which prevented the French war of revenge.</p> <p>Maintaining good relationship with Britain: In order to be sure that he keeps in good relationship with Britain, Bismarck sent his son Herbert Bismarck to London as an ambassador. This won him the attention of Britain and assured him that Britain could not ally with France, leading to isolation of France.</p> <p>Calling of the 1878 Berlin Congress: In this congress, Bismarck tried to support the British interests in the region. He supported Austrian control in Bosnia and Herzegovina and he also supported France in Tunisia.</p> <p>Formation of the Dual alliance in 1879: In this alliance, Austria accepted to support Germany if France, Russia and any other power attacked her. In case France alone attacked Germany, Austria would remain neutral.</p>

	<p>Formation of the Triple alliance in 1882: This alliance was an agreement between Germany, Austria and Italy. In this Triple alliance, Germany, Austria and Italy accepted to support one another in case of war from a non-member. Again, Bismarck succeeded in isolating France in Europe.</p> <p>Calling of the Berlin Conference (1884–1885): This conference was called by Bismarck in order to prevent any war between European powers during the partition of Africa.</p>
--	--

Lesson 28: Factors that delayed German unification

Lesson number and title	Lesson 28: Factors that delayed German unification
Learning objective	Learners are able to examine the factors that have delayed German unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap Bismarck's foreign policy.
Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do activity 17 (See Learner's book page 138).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 138–139).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the factors that delayed German unification.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ Economic hardships. ▶ Role of Prince Metternich of Austria. ▶ Lack of good leadership. ▶ Effect of the reformation. ▶ Religious differences. ▶ Lack of strong army. ▶ Lack of foreign support. ▶ Social class differences. ▶ Poor mass mobilisation. ▶ Opposition from the conservative.

Lesson 29: Factors that enabled German unification

Lesson number and title	Lesson 29: Factors that enabled German unification
Learning objective	Learners are able to describe the factors that enabled German unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the factors that delayed German unification.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 18 (See Learner's book page 140). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 140–141).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the factors that enabled German unification.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> • The collapse of the Congress system by 1830. • The downfall of Metternich and his system in 1848. • Military reforms. • Improvements made in the Prussian education system. • Fundamental economic reforms in Prussia from 1860. • The rise of King William I in 1855 in Prussia. • The outbreak of the 1848 revolutions. • The acquisition of foreign support. • Mistakes and military weakness of Germany's enemies. • Role of Field Marshal Von Roon and Von Maltke. • Improvements made in the transport and communication network.

Lesson 30: The role played by Von Bismarck in the German unification

Lesson number and title	Lesson 30: The role played by Von Bismarck in German unification
Learning objective	Learners are able to describe the role played by Von Bismarck in the German unification
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the factors that enabled the unification of Germany.

Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do the activity 19 (See Learner's book page 141).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	<p>From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 141–142).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the role played by Von Bismarck in the German unification.</p> <p>Suggested Answers</p> <p>He advised King William I of Prussia not to resign and encouraged him to implement fundamental reforms in Prussia.</p> <p>He suppressed the Prussian liberals from the Frankfurt parliament who spent much time making speeches and opposed the coalition of a strong army.</p> <p>He carried out fundamental reforms in the Prussian educational system which reduced the illiteracy levels that had hindered mobilisation efforts.</p> <p>He increased the Prussian army from 500,000 to 750,000 under the efficient command of Field Marshal Von Moltke and Von Roon.</p> <p>He won diplomatic relations with the European statesmen and states like Benjamin Disraeli of Britain in 1861 and in 1863 with Russia which enabled Prussia to defeat her enemies without Russia and Britain interfering.</p> <p>He prepared Germany methodically for the 1866 Austro–Prussian war through the Biarritz treaty with Napoleon III in which France promised neutrality hence facilitating the German unification in 1871.</p> <p>In 1864 he defeated Denmark in an attempt to liberate Schleswig which was added to Prussia in 1865 following the August 1865 Gerstein Convention.</p> <p>Through his efforts, Prussia defeated Austria at Sadowa in 1866 which resulted in the liberation of Holstein.</p> <p>In 1869 he completed the unification of the northern German states and as a result a new constitution was promulgated which eliminated Austria from German affairs.</p> <p>Through the 1870–1871 Franco–Prussian war managed by Von Bismarck, Prussia defeated France at Sedan and German unification was officially proclaimed at Versailles in the Hall of Mirrors.</p>

Lesson 31: Stages in the German unification: Defeat of Denmark and annexation of Schleswig and Holstein

Lesson number and title	Lesson 31: Stages in the German unification: defeat of Denmark and annexation of Schleswig and Holstein
Learning objective	Learners are able to describe the defeat of Denmark and annexation of Schleswig and Holstein as the first stage of German unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the role of Bismarck in the German unification.
Teaching aids	Learner's books, map of Germany and internet (if possible).
Learning activities	Teacher invites the learners to join their groups and do activity 20 (See Learner's book page 142). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 142–143).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe the defeat of Denmark and annexation of Schleswig and Holstein as the first stage of German unification.</p> <p>Suggested Answers Defeat of Denmark and annexation of Schleswig Since the late 15th century, Schleswig and Holstein had been controlled by the king of Denmark. Bismarck feared the Schleswig-Holstein Question might become the focal point of a sustained German nationalist movement that would strengthen liberal and parliamentary forces in Prussia. At the same time, he saw the risk that Prussia and Austria, paralysed by mutual suspicion, might allow the issue to become the subject of an international conference in which the fate of the German states would once again be determined by outsiders. Bismarck took the lead in denouncing Denmark's behaviour. He also turned to Austria and stressed the merits of Austrian-Prussian cooperation both to preempt the German nationalists and to forestall possible action by Britain, France, and Russia. The Austrian foreign office was sufficiently impressed by Bismarck's arguments to issue a joint demand with Prussia in January 1864 that Denmark restore the status quo. When Christian refused, a joint Austrian-Prussian expeditionary force occupied Holstein, and then invaded Schleswig.</p>

	<p>The Danish army was outmatched by its much larger adversaries. Denmark's refusal to compromise, combined with the fact that its position was probably not legal, kept the rest of Europe from intervening. By midsummer 1864 the fighting was over. By the <i>Gerstein Convention</i>, signed in August 1865, Holstein was given to Austria as a reward while Schleswig was added to Prussia.</p> <p>Defeat of Austria and annexation of Holstein</p> <p>In 1866, Bismarck planned a war against Austria and formation of the German Confederation by eliminating Austria. He proposed to the Italians unity against a common enemy and promised that at the end of the war he would hand over Venetia to Italy.</p> <p>Besides, Bismarck secretly met Napoleon III and requested him to remain neutral in case war broke out between Austria and Prussia. Napoleon was promised territories along River Rhine but with no written document. Russia had assured Bismarck support because he had chased the Russian rebels who were in Prussia.</p> <p>In June 1866, Austria declared war on Prussia. To the surprise of the rest of Europe, Prussia quickly defeated Austria and its allies at the battle of Königgrätz.</p> <p>As a result of the Peace of Prague (1866), the German Confederation was dissolved; Prussia annexed Schleswig, Holstein, Frankfurt, Hanover, Hesse-Kassel (or Hesse-Cassel), and Nassau; and Austria promised not to intervene in German affairs.</p> <p>To solidify Prussian hegemony, Prussia and several other north German states joined the North German Confederation in 1867. King Wilhelm I served as its president, and Bismarck as its chancellor</p>
--	---

Lesson 32: Stages in the German unification: Annexation of south German states and defeat of France in 1871

Lesson number and title	Lesson 32: Stages in the German unification: annexation of south German states and defeat of France in 1871
Learning objective	Learners are able to describe the annexation of south German states and defeat of France in 1871 as the last stages of German unification.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the first stage of German unification.
Teaching aids	Learner's books, map of Germany and internet (if possible).

Learning activities	<p>Teacher invites the learners to join their groups and do the activity 20 (See Learner's book page 142).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	<p>From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 144–146).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the annexation of south German states and defeat of France in 1871 as the last stages of German unification.</p> <p>Suggested Answers</p> <p>Annexation of South German States</p> <p>After the victory in the Austro–Prussian war and creation of the North Rhine Confederation, Bismarck planned for the annexation of German states south of the Rhine River. He had disappointed and humiliated Napoleon III by refusing to respect the verbal agreement of 1865, and his request to Bismarck for support in the annexation of Belgium and Luxembourg. Bismarck instead used this opportunity to publicise French intentions to the German states and won the economic and military alliance with Southern German states.</p> <p>At this stage, the unification of Germany was almost complete because all the German states were now under a single administration by 1868.</p> <p>Isolation and defeat of France in the Franco–Prussian War (1870–1871)</p> <p>A suitable premise for war arose in 1870, when the German Prince Leopold of Hohenzollern-Sigmaringen was offered the Spanish throne which had been vacant since a revolution in 1868. France blocked the candidacy and demanded assurances that no members of the house of Hohenzollern become king of Spain.</p> <p>To provoke France into declaring war with Prussia, Bismarck published the <i>Ems Dispatch</i>, a carefully edited version of a conversation between King Wilhelm and the French ambassador to Prussia, Count Benedetti. This conversation had been edited so that each nation felt that its ambassador had been disrespected and ridiculed, thus inflaming popular sentiment on both sides in favour of war. Langer, however, argues that this episode played a minor role in causing the war.</p>

	<p>France mobilised and declared war on 19 July. The German states saw France as the aggressor. Swept up by nationalism and patriotic fanaticism, they rallied to Prussia's side and provided troops. Both Bismarck's sons served as officers in the Prussian cavalry. The Franco-Prussian war (1870) was a great success for Prussia. The German army, under the nominal command of the king but controlled by Chief of Staff Helmuth von Moltke the Elder, won victory after victory. The major battles were all fought in one month (7 August till 1 September), and both French armies were captured at <i>Sedan Battle</i> and <i>Metz Battle</i>, the latter after a siege of some weeks. Napoleon III was taken prisoner at Sedan and kept in Germany for a while in case Bismarck had need of him to head a puppet regime; he later died in exile in England in 1873.</p> <p>The war lasted for seven months and ended with the defeat of France and the Frankfurt Treaty in which all the southern states and the French provinces of Alsace and Lorraine were annexed to northern German states to form the United German Empire. King William of Prussia was proclaimed German emperor on 18 January 1871 in the Hall of Mirrors in the Château de Versailles.</p>
--	---

Lesson 33: Similarities and differences in the Italian and German unification

Lesson number and title	Lesson 33: Similarities and differences in the Italian and German unification
Learning objective	Learners are able to compare and contrast the Italian and German unifications.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recall the stages of German unification.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do the activity 21 (See Learner's book page 146). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 146–147).
Assessment	Questions and Suggested Answers to assess the lesson learning objective Question Compare and contrast the Italian and German unifications.

	<p>Suggested Answers</p> <p>Similarities</p> <ul style="list-style-type: none">• Both unifications had a common obstacle—Austria—during their unification struggle.• Both unifications had the Franco–Prussian war as the final event after which they concluded the unification.• Both unification struggles were an attempt to overthrow the arrangements of the 1815 Vienna Settlement which had put both German and Italian states under foreign domination.• Both unifications used force and violence to accomplish the goal.• Both unifications were held and delayed by the Metternich system where it was not possible to organise revolutions.• In both unifications, there was one state that led the struggle. That was Piedmont in Italy and Prussia in German.• In both unifications there was one outstanding leader who played a big role like Mazzini and Garibaldi in Italy and Bismarck in Germany.• Both unifications were frustrated by their kings, Charles A Learner’s bookert of Piedmont and Frederick William I of Prussia.• To some extent, all the unifications used diplomacy by their leaders as Bismarck in Germany and Cavour in Italy.• Both unifications were achieved on the same year, 1871. <p>Differences</p> <p>While the unification of Italy was achieved much out of foreign assistance, that of Germany was achieved by the military strength of the Prussian army.</p> <p>The unification of Germany was blessed by the economic unity of the Germany states in the custom union established by 1844, but on the side of Italy nothing had taken place.</p> <p>The sensitivity of the pope that was an obstacle in Italian unification was not there in the German unification.</p> <p>Italian unification struggle took a long time (1859–1871) while the German unification struggle took a short time (1864 1871).</p> <p>Italian unification was achieved at the expense of some Italian states like Nice which was given to France while there was no German state that was lost during the unification.</p>
--	---

	In the German unification the capital of Prussia, Berlin, remained the capital of the united Germany while the capital of Piedmont Turino was changed and Rome became the capital of united Italy.
--	--

Lesson 34: Background of the Eastern Question

Lesson number and title	Lesson 34: Background of the Eastern Question
Learning objective	Learners are able to describe the background of the Eastern Question.
Prerequisites / Revision / Introduction	To start this lesson, asks the learners to observe the map of Asia and describe its political organisation in general.
Teaching aids	Learner's books, map of Asia and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do the activity 22 (See Learner's book page 147). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 147–150).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe the background of the Eastern Question.</p> <p>Suggested Answers The Eastern Question was a phrase or term by European powers to refer to the problems that took place in the Ottoman Empire (Turkey) from 1815 to 1878, during which various European powers struggled to control Turkish territories.</p> <p>From the 14th century, Turkey became aggressive and conquered large areas that included parts of North Africa (Egypt, Tunisia, Morocco, Algeria and Libya), Middle East and eastern Europe (Romania, Bulgaria, Serbia, Greece and Crete). It further expanded to cover Walachia, Moldavia and Arabian states up to Mesopotamia and the Indian Ocean.</p> <p>Within these boundaries, Turkey had many nationalities including Serbs, Bulgarians, Romanians, Africans, which gave Turkey a very heterogeneous composition with many races.</p> <p>Most of these conquered people were Christians while their masters were Muslims. They took advantage of internal administrative problems to start demanding for their independence.</p>

	<p>The Eastern Question started with the decline of the Ottoman Empire and this decline was due to many factors like its big size, financial crises and decline of military strength among others.</p> <p>Russia constantly attacked Turkey and even exaggerated the problems in the Turkey to the extent of referring to Turkey as “a sick man of Europe”. These foreign powers incited and supported the Greeks, the Wallachians, Moldavians, Bosnians and Bulgarians to revolt against Turkey.</p>
--	---

Lesson 35: Causes of the Greek war of independence

Lesson number and title	Lesson 35: Causes of the Greek war of independence
Learning objective	Learners are able to examine the causes of the Greek war of independence.
Prerequisites / Revision / Introduction	Teacher uses the revision to introduce this lesson by asking the learners to recall the previous lesson.
Teaching aids	Learner's books, world map and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do activity 23 (See Learner's book page 150).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 150–151).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Examine the causes of the Greek war of independence.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> • Rise of Greek nationalism. • Greek ancient glory. • Level of literacy. • Persecutions. • Influence of the French revolution. • Foreign assistance. • Collapse of the Congress System. • Unfair taxation. • Weaknesses of Turkey.

Lesson 36: Course of the Greek war of independence

Lesson number and title	Lesson 36: Course of the Greek war of independence
Learning objective	Learners are able to describe the course of the Greek war of independence.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the causes of the Greek war of independence.
Teaching aids	Learner's books, world map and internet (If available).
Learning activities	Teacher invites the learners to join their groups and do activity 24 (See Learner's book page 151). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 151–153).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe the course of the Greek war of independence.</p> <p>Suggested Answers In March 1821, Ypsilantis organised a revolt in Moldavia and Wallachia against the Turkish Ottoman Empire. His aim was to first liberate the two islands before embarking on Greece.</p> <p>However, this revolt failed due to poor organisation and lack of full support from Wallachia. The result was that Ypsilantis was defeated and fled to Austria where he was imprisoned for seven years by Metternich. Because the Greeks had massacred about 25,000 Muslims, the sultan of Turkey retaliated by massacring about 30,000 Greeks and hanged a senior Bishop Gregorios in Constantinople on easter day.</p> <p>The Greeks embarked on a serious civil war that the Turks failed to suppress. In 1824, the sultan overwhelmed by the continued Greek resistance and the threat of Russian intervention requested Muhammad Ali of Egypt for military assistance.</p> <p>In 1825, Tsar Alexander I of Russia called the Saint Petersburg Congress which was only attended by only four powers which failed to solve the crisis. The failure of the Saint Petersburg Congress to settle the Greek revolt and the continued massacring of Christians by Muhammad Ali gave Russia chance to openly assist the Greeks.</p>

	<p>Britain and France which were against this idea later joined Russia to assist the Greeks because they did not want to see Russia acting alone and increase her influence in the Balkan region to their disadvantage.</p> <p>Despite protests from Austria and Prussia which sympathised with Turkey, Britain, France and Russia signed a treaty with Turkey in which Greece was granted self rule, but under the Turkish overlord ship.</p> <p>As a result, the French then sent troops to Greece, the Russians marched an army to Adrianople (now Edirne, Turkey), and the British fleet sailed to Alexandria, Egypt. However, hostilities did not end until Russia and the Ottomans signed the Treaty of Adrianople on September 14, 1829, and the Ottomans agreed to give up control of Greece. Britain, France, and Russia proclaimed Greece's independence in the London Protocol, signed in February 1830.</p>
--	---

Lesson 37: Effects of the Greek War of independence

Lesson number and title	Lesson 37: Effects of the Greek war of independence
Learning objective	Learners are able to evaluate the effects brought by the Greek war of independence.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the course of the Greek war of independence.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 25 (See Learner's book page 153). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 153–154).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Evaluate the effects brought by the Greek war of independence.</p> <p>Suggested Answers</p> <p>The Greeks managed to get their independence in 1832. The Greeks together with the French and the British defeated the Turks at the battle of Navarino Bay in 1827 and in 1832 the Greek independence was declared.</p>

	<p>The war forced the sultan of Turkey to get conditional support from Egypt where at the end of the war Egypt was to be rewarded with Syria.</p> <p>It contributed to the decline of Turkey and that was why Tsar Nicholas of Russia referred to Turkey as “a sick man of Europe”.</p> <p>It motivated other peoples with different nationalities in Turkey to demand for their independence.</p> <p>It led to the Syrian Question.</p> <p>The Greek war increased the rise of nationalism in Turkey.</p> <p>The Greek war of independence led to the collapse of the Congress system.</p> <p>The Greek war of independence increased Russian influence in the Balkans.</p> <p>The Greek war of independence led to hostility between European powers against Russia.</p>
--	--

Lesson 38: The causes of the Syrian Question

Lesson number and title	Lesson 38: The causes of the Syrian Question
Learning objective	Learners are able to examine the causes of the Syrian Question.
Prerequisites / Revision / Introduction	Teacher introduces this lesson by asking the learners to recap the effects of the Greek war of independence.
Teaching aids	Learner’s books, world map and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 26 (See Learner’s book page 154). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner’s book pages 154–155).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Examine the causes of the Syrian Question.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● The Greek war of independence. ● The failure of Sultan Mahmud II of Turkey to honour his promise to Sultan Muhammad of Egypt. ● The military weaknesses of Turkey.

	<ul style="list-style-type: none"> ● The economic strength of Egypt. ● The success of the Greek war of independence. ● The effects the London treaty of 1827.
--	--

Lesson 39: Course of the Syrian Question

Lesson number and title	Lesson 39: Course of the Syrian Question
Learning objective	Learners are able to describe the course of the Syrian Question.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions about on the previous lesson.
Teaching aids	Learner's books, world map and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do the activity 27 (See Learner's book page 155).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 155–156).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Describe the course of the Syrian Question.</p> <p>Suggested Answers The Syrian Question was caused by the failure of the sultan of Turkey to respect the promise that he had made to Muhammad Ali of Egypt after the Greek war of independence. Muhammad Ali decided to occupy Syria by force in 1832. This Egyptian invasion forced Mahmud II to seek Russian assistance. Russian forces poured into the Balkans which worried Austria, Britain and France.</p> <p>Russia expected something from the sultan and the Ottoman Empire. In this respect, she influenced the Sultan to include a secret clause in the treaty which stated that the straits of Bosphorus and Dardanelles would be closed in times of war to all ships except those of Russia.</p> <p>On June 29, 1839 an invading Ottoman army was again destroyed in Syria by Muhammad's general Ibrahim Pasha at the battle of Nezib, putting him in possession of the whole of Syria. This act threatened to place Istanbul itself and the rule of the entire eastern Mediterranean within his grasp.</p>

	<p>Muhammad Ali was forced to denounce his claims in Syria, was confirmed as the hereditary ruler of Egypt and Turkey recovered Crete and Arabia. This convention also forced Russia to denounce the treaty of Unkiar Skellessi of 1833. Turkey would close the straits of Bosphorus and Dardanelles to the warships of all nations including Russia so that no state threatened her. This was a great diplomatic victory for the British Prime Minister Lord Palmerstone.</p> <p>Russia and France lost in Syrian Question and were not to disturb Europe again. For the meantime, the situation remained calm and there was no war in the region up to 1853 when the Crimean war broke up in the Balkan regions.</p>
--	--

Lesson 40: Evaluation — Test

Lesson 41: Effects of the Syrian Question

Lesson number and title	Lesson 41: Effects of the Syrian Question
Learning objective	Learners are able to assess the effects of the Syrian Question.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions on the previous lesson.
Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do activity 28 (See Learner's book page 156).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 156–157).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Assess the effects of the Syrian Question.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● It increased Russian imperialism in the Balkans. ● It led to the unpopularity of Louis Philippe in France. ● It forced the big powers to get involved in the Balkan affairs. ● It increased the rivalry and suspicion between Russia and other European powers. ● It created hatred between Egypt, France and Britain, Russia, Austria and Prussia. ● It worsened the conditions of the Ottoman Empire. ● It created a lot of hatred between Egypt and Turkey.

Lesson 42: Causes of the Crimean war

Lesson number and title	Lesson 42: Causes of the Crimean War
Learning objective	Learners are able to examine the causes of the Crimean war.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions on the previous lesson.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do the activity 29 (See Learner's book page 157). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 159–160).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Examine the causes of the Crimean war.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> • The violation of 1841 Straits Convention. • The Question of the guardianship of the holy places of Jerusalem and Bethlehem. • The desires of Napoleon III of France. • The refusal of Tsar Nicholas of Russia to recognise Napoleon III as an emperor. • The collapse of the Congress system. • The desire to protect the British commercial interests. • The weakness of Turkey as the 'sick man of Europe'. • The Russian occupation of Wallachia in July 1853. • The role of some personalities. • The Great Sinope massacre of November 1853.

Lesson 43: Course of the Crimean war

Lesson number and title	Lesson 43: Course of the Crimean war
Learning objective	Learners are able to describe the course of the Crimean war.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions on the previous lesson.
Teaching aids	Learner's books, world map and internet (if available).

Learning activities	<p>Teacher invites the learners to join their groups and do activity 30 (See Learner's book page 160).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	<p>From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 160–162).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the course of the Crimean war.</p> <p>Suggested Answers</p> <p>Course of the Crimean war</p> <p>This war was fought in three phases: the war in the Danubian provinces between March–August 1854; the war in the Crimea between September 1854–January 1855 and the war in the Crimea between January–September 1855.</p> <p><i>The war in the Danubian provinces: March–August 1854</i></p> <p>The Danube campaign was opened when the Russians occupied the Danubian principalities of Moldavia and Wallachia in May 1853.</p> <p>An Anglo–French naval expedition went to the Baltic in August but was ineffectual and the area was in any case irrelevant to the causes of the war. Troops were also sent to Gallipoli to make a thrust into the Balkans.</p> <p><i>The war in the Crimea: September 1854–January 1855</i></p> <p>The Crimean campaign opened in September 1854 with the landing of the allied expeditionary force of 50,000 soldiers at Eupatoria, north of Sevastopol. After crossing the Alma River on September 30, 1854, the allies under the command of the British and French generals, Raglan and Saint Arnaud, moved on to invest Sevastopol.</p> <p>The failure of the British and French to follow up on the battle of Balaclava led directly to another and much more bloody battle of Inkerman. On November 5, 1854, the Russians attempted to raise the siege at Sevastopol with an attack against the allies near the town of Inkerman which resulted in another victory for the allies.</p> <p><i>The war in the Crimea: January–September 1855</i></p> <p>In February 1855 the Russians attacked the allied base at Eupatoria, where an Ottoman army had built up and was threatening Russian supply routes. The battle saw the Russians defeated, and led to a change in command.</p>

	<p>In April the allies staged a second all-out bombardment, leading to an artillery duel with the Russian guns, but no ground assault followed. During this time the garrison commander, Admiral Nakhimov, suffered a fatal bullet wound to the head and died on 30 June 1855.</p> <p>In August the Russians again made an attack on the base at Balaclava. The resulting battle of Tchernaya was a defeat for the Russians, who suffered heavy casualties. September saw the final assault.</p> <p>At this point both sides were exhausted, and there were no further military operations in the Crimea before the onset of winter. In 1856, the Crimean war ended with the signing of the Paris Peace Treaty between Russia and the Allied powers. The war and the treaty had political, social and economic effects on Europe.</p>
--	---

Lesson 44: Effects of the Crimean war

Lesson number and title	Lesson 44: Effects of the Crimean war
Learning objective	Learners are able to analyse the effects of the Crimean war.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions on the previous lesson.
Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do the activity 31 (See Learner's book page 162).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 162–164).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question Analyse the effects of the Crimean war.</p> <p>Suggested Answers The war led to the highest loss of lives and massive destruction of property in the history of Europe: 300,000–375,000 on the side of the Allied powers and 220,000 dead on the side of the Russia.</p> <p>It marked the foundation of the nursing profession by English nurses Florence Nightingale and Mary Seacole and the establishment of the Red Cross Society in 1864 which improved on medical services.</p>

	<p>It led to the Russian revolution of 1917 because the tsar regime had become unpopular due to the defeat.</p> <p>It facilitated the Italian unification because Cavour was able to get assistance from France that helped in the liberation of Lombardy.</p> <p>It increased the Napoleon III's prestige and popularity among the French because of victory over Russia, their traditional enemy.</p> <p>It led to the fair treatment of the Orthodox Christians in the Balkans who were under Turkish rule.</p> <p>It marked the complete collapse of the Congress system because the powers which were in permanent alliance were fighting each other.</p> <p>It led to the guarantee of free navigation on big waters like the Black Sea, Mediterranean Sea and Danube River among others.</p> <p>It led to the independence of Turkey which was guaranteed and temporarily saved from Russian imperialism.</p> <p>Tsar Nicholas I of Russia was forced to resort to fundamental reforms mainly in the agricultural and industrial sectors.</p> <p>It led to the founding of more sophisticated military hardware or military weapons that would first be used during the World War II.</p>
--	--

Lesson 45: The 1856 Paris Treaty and its impact on Europe

Lesson number and title	Lesson 45: The 1856 Paris Treaty and its impact on Europe
Learning objective	Learners are able to assess the impact of the 1856 Paris treaty on Europe.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions on the previous lesson.
Teaching aids	Learner's books and internet (if available).
Learning activities	Teacher invites the learners to join their groups and do activity 32 (See Learner's book page 164). After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.
Synthesis	From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 164–165).

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Assess the impact of the 1856 Paris treaty on Europe.</p> <p>Suggested Answers</p> <p>It ensured the integrity and independence of the Turkish Empire.</p> <p>It admitted Turkey to the concert of Europe.</p> <p>It forced the sultan of Turkey to grant fair treatment to his Orthodox Christian subjects.</p> <p>It temporarily checked Russian ambitions in the Balkans.</p> <p>It revised the Straits convention of 1841 declaring the Black Sea neutral.</p> <p>It made territorial adjustments by giving Bessarabia to Moldavia from Russia.</p> <p>It internationalised the navigation of Danube River.</p> <p>It increased Napoleon III's prestige and popularity both in France and in Europe.</p> <p>It recognised Italy and Italy got support for her unification.</p> <p>It humiliated Russia following her territorial losses.</p> <p>It worsened relations between the European powers with Russia.</p> <p>It promoted the disintegration of the Turkish Empire by granting self governance to Moldavia and Wallachia.</p>
------------	--

Lesson 46: Reasons for the calling of the Berlin Congress

Lesson number and title	Lesson 46: Reasons for the calling of the Berlin Congress
Learning objective	Learners are able to evaluate the reasons for the calling of the Berlin Congress.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions on the previous lesson.
Teaching aids	Learner's books and internet (if available).
Learning activities	<p>Teacher invites the learners to join their groups and do activity 33 (See Learner's book page 165).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	From the group presentations and discussions the teacher summarises the lesson and learners write this summary into their note books. (See Learner's book pages 166–167)

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Evaluate the reasons for the calling of Berlin Congress.</p> <p>Suggested Answers</p> <p>The failure of the Paris Peace Treaty of 1856 to settle revolts within the Balkans pressed Otto Von Bismarck to call the Berlin Congress in 1878.</p> <p>The failure of Sultan Abd al-Madjid of Turkey to fairly treat Christians as promised during the Paris Peace Treaty after the Crimean war conditioned the Berlin Conference of 1878.</p> <p>The Russian intention in the Ottoman Empire and the signing of the treaty of San Stefano in 1878 contributed to the calling of the Berlin Congress in 1878.</p> <p>The need to settle territorial disputes among the European powers like conflicts between Russia, Turkey and Austria in the Balkans.</p> <p>The need to save the Ottoman Empire from disintegrating because of Russia's imperialism.</p> <p>The Berlin Congress was also called to settle the commercial rivalry between Russia and Britain. Russian imperialism was threatening Britain's trade.</p> <p>Rebellions like in Bosnia and Herzegovina where a lot of brutality was used to put down the rebellions, conditioned the 1878 Berlin Congress.</p> <p>The need to address the complaints of different states which were struggling for independence like Serbia, Romania and Bulgaria that for long had been subjected to the oppressive rule of the Ottoman Turks.</p> <p>To keep Austria-Hungary and Russia friends which would be a good defence of German interest.</p> <p>Bismarck's desire to promote German supremacy and glory after unification in Europe also contributed to the calling of the Berlin Congress in 1878.</p>
------------	--

Lesson 47: Impact of the Berlin Congress on Europe

Lesson number and title	Lesson 47: Impact of the Berlin Congress on Europe
Learning objective	Learners are able to assess the impact of the Berlin Congress on Europe.
Prerequisites / Revision / Introduction	Teacher starts this lesson by asking learners some Questions on the previous lesson.
Teaching aids	Learner's books and internet (if available).

Learning activities	<p>Teacher invites the learners to join their groups and do the activity 34 (See Learner's book page 167).</p> <p>After group discussions, teacher invites the group representatives to present their work to the class. The class presentations are followed by class discussions.</p>
Synthesis	<p>From the group presentations and class discussions, teacher summarises the lesson and learners write this summary into their notebooks. (See Learner's book pages 167–169).</p>
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Assess impact of the Berlin Congress on Europe.</p> <p>Suggested Answers</p> <p>It managed to maintain peace in Europe for about 30 years, from 1878 to 1914 when the World War I broke out.</p> <p>France was given Tunisia in North Africa to compensate her for losing Alsace and Lorraine during the 1870 - 1871 Franco–Prussian war.</p> <p>The Berlin Congress forced the Turkish sultan to promise better treatment to his Christian subjects.</p> <p>It destroyed the San Stefano Treaty which was imposed on Turkey by Russia in March 1878 in order to save the Ottoman Empire from disintegrating.</p> <p>Otto Von Bismarck who chaired the Berlin Congress became an internationally respected and recognised peace loving figure.</p> <p>It humiliated Italy by taking away her territory of Tunisia in North Africa which was handed over to France.</p> <p>It disappointed Russia because she lost her control over Bosnia, Herzegovina and Bulgaria.</p> <p>It totally ignored and suppressed nationalism in the Balkan states of Bosnia and Herzegovina which increased the conflicts in the Balkan region in later years.</p> <p>It worsened the relationship between Russia and Germany as the former (Russia) refused to renew the Dreikaiserbund League of 1872–1873 between Russia, Germany and Austria. Russia felt that Germany and Austria were not true friends.</p> <p>It greatly led to the outbreak of the 1912–1913 Balkan wars which left a lot of damage in central Europe.</p>

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. The teacher comes up with synthesis of this unit. (See Learner's book page 169)

Additional information

Italian Unification

1. Introduction

Italian unification or Italian risorgimento, were a series of political and military events that resulted in a unified kingdom of Italy in 1861.

Italy was left completely fragmented by the decisions reached at the Congress of Vienna in 1815. The congress divided territories among the victors of the Napoleonic wars, a conflict lasting from 1799 to 1815 between France, led by Napoleon I, and a number of European nations. Many Italians admired Napoleon for his victories over the Austrians, whom they disliked, and for the republican ideas that took root in the parts of Italy controlled by the French. The settlements reached at Vienna, however, restored Austrian domination of the peninsula, although the kingdom of Sardinia recovered Piedmont, Nice, and Savoy and acquired Genoa.

Italy in 1815 faced three obstacles to unity. The first was the Austrian occupation of Lombardy and Venice in the north and northeast of the Italian peninsula. The second was the papal states, the principality under the sovereignty of the pope. The papal states straddled the centre of the peninsula, separating the north from the south. The third obstacle was the existence of several independent states. On the French border was the kingdom of Sardinia, also called Piedmont-Sardinia, which had slowly expanded since the middle ages and was the most advanced state in Italy. The kingdom of Sardinia consisted of the region called Piedmont in northwestern Italy and the island of Sardinia. The kingdom of the two Sicilies occupied the southern half of the peninsula and the island of Sicily. Other small states were the duchies of Tuscany, Parma, and Modena, all governed by relatives of the Habsburgs, the family that ruled Austria. In these states, the monarch exercised absolute powers.

II. The revolutionary phase

Before 1848, a desire for the unity, or even the independence, of Italy was limited to a small section of the aristocracy and the middle class. Among the latter were many retired army officers who had fought with Napoleon. By 1820 these groups had formed secret societies, the largest of which was the Carbonari. They were perhaps more concerned with securing constitutions from their absolutist sovereigns than with any national aim, but some of them wanted a single country they called Italy. In 1820 the Carbonari spearheaded revolutions in the kingdom of the two Sicilies and in the kingdom of Sardinia. More serious revolutions broke out in Bologna in 1831 against Pope Gregory XVI, and in the small duchies of Parma and Modena. All of these uprisings were defeated by Austrian armed intervention.

The revolutionary movement acquired its nationalist character through the work of the Italian patriot Giuseppe Mazzini. He believed that Italy should not only be independent, but also an integrated republic. In 1831 he organised the Young Italy Movement to spread the ideals of nationalism and republicanism. Its goals were education and insurrection. Revolutionary cells were formed all over the peninsula. In the papal states, a liberal pope, Pius IX, was elected in 1846. He immediately began an extensive programme of reforms. An amnesty was proclaimed for political offenders, political exiles were permitted to return, freedom of the press was introduced, the highest government offices were opened to lay people, and a consultative chamber was created to suggest new reforms. The pope's example was followed by the rulers of Lucca, Tuscany, and the kingdom of Sardinia. Instead of checking the revolutionary movement, however, the reforms of 1846 and 1847 only intensified it, culminating in the revolutions of 1848, a series of uprisings in France, Germany, the Austrian Empire, and parts of northern Italy. These revolutions were attempts either to establish constitutional government or to gain independence for a particular nationality.

The first of these revolutions on Italian soil took place in the kingdom of the two Sicilies, where the king was forced to grant a constitution for the whole of his kingdom. In the papal states, Pius IX was denounced by radicals for failing to join the war of national liberation.

A popular insurrection in Rome caused the pope to flee the city in November 1848. In his absence, the temporal power of the pontiff was abolished and a republic was proclaimed. In the kingdom of Sardinia the nationalists called for a war of liberation to drive the Austrians from Italy. After some hesitation, King Charles ALearner's bookert of Sardinia mobilised his army and marched to the assistance of Lombardy, which he entered on March 26.

In the spring of 1848 it looked as if the independence, if not the unity, of Italy was an immediate possibility. However, the Piedmontese were defeated by the Austrians, and Charles ALearner's bookert abdicated. He was succeeded by his son, Victor Emmanuel II, in 1849. In spite of a heroic defence by the Italian nationalist revolutionary leader Giuseppe Garibaldi, the new republic in Rome was ended by French intervention in July 1849. Only in Sardinia did constitutional government survive the pressures in the region to restore monarchical governments. In 1852 Count Camillo di Cavour became prime minister of the kingdom of Sardinia. His subtle, opportunistic, and flexible policy led to the unification of Italy in little more than a decade.

III. The diplomatic and military phase

Cavour's policy was to secure for the kingdom of Sardinia the diplomatic and military support of Napoleon III, the French emperor. Napoleon and Cavour secretly planned a war against Austria. By the spring of 1859, Cavour had created a crisis that led the Austrians to send an ultimatum demanding Piedmontese disarmament. Cavour rejected the ultimatum and, in the subsequent war, the French came to the aid of the Piedmontese. The Austrians were defeated in the two battles of Magenta and Solferino and were forced to surrender Lombardy, with its great city of Milan, to Napoleon III. Then in 1859 Napoleon placed Lombardy under the sovereignty of Victor Emmanuel II.

In a series of elections during 1859 and 1860, all the states in the northern part of the Italian peninsula, with the exception of Venetia, which still belonged to Austria, voted to join the kingdom of Sardinia. In the space of less than two years, the kingdom of Sardinia under Victor Emmanuel II had more than doubled its size. Napoleon III was alarmed by the size of France's new neighbour. Napoleon's unease was soothed by Cavour's decision in 1860 to cede to France the Sardinian

provinces of Savoy, near the Alps, and Nice, on the Mediterranean coast. This decision was unpopular in Italy, and it enraged Garibaldi, who was born in Nice. After 1860, the only French presence on the Italian peninsula was in the city of Rome, where French troops remained at the request of the pope.

Garibaldi was the hero of the next phase of Italian unification. In May 1860, he sailed for Sicily in two small ships with a force of just over 1000 volunteers. Their campaign was successful in Sicily first, and then in Naples, which Garibaldi triumphantly entered on September 7, 1860. The kingdom of Sardinia was sympathetic toward Garibaldi but maintained a policy of neutrality until it appeared that Garibaldi was about to send his army into Rome, which was protected by French troops. Cavour did not want to antagonise Napoleon III. To regain the initiative, Cavour went to war against Pope Pius IX, who had abandoned his liberal views. With Napoleon's consent, Cavour moved his forces into the papal states. Soon afterward, in late 1860, two-thirds of the papal states voted to join the kingdom of Sardinia. The papal states were reduced to Rome and its immediate environs still under the protection of France. The provinces of Naples and Sicily, which Garibaldi had conquered, also voted to join Sardinia. Victor Emmanuel's government controlled the whole peninsula except for Rome and for Venice, which was still part of the Austrian Empire. On March 17, 1861, an all-Italian parliament proclaimed the kingdom of Italy, with Victor Emmanuel as the first king and Cavour as the first prime minister.

Venice was added to Italy in 1866 after Prussia defeated Austria in the Seven Weeks' War, in which Italy sided with Prussia; Venice was its reward. Then, in 1870 during the Franco-Prussian War, Napoleon III withdrew his troops from Rome. With the city of Rome and the remaining papal states left unprotected, Italian troops moved into Rome without opposition. Rome voted for union with Italy in October 1870 and, in July 1871, Rome became the capital of a united Italy.

End of unit assessment

Answers to the end of unit assessment (Learner's book pages 171–172)

1. The 1848 European revolutions were caused by the following reasons:
 - ⊙ The need to destroy the bad arrangement of the Vienna Settlement.
 - ⊙ The oppressive and dictatorial administration of Metternich.
 - ⊙ The conducive atmosphere created by the fall of Congress System.
 - ⊙ The growth of nationalism.
 - ⊙ The rise of new personalities in European politics.
 - ⊙ The effects of epidemic diseases.
 - ⊙ The negative effects of the rapid population growth.
 - ⊙ The corruption and inefficiency of the rulers.
 - ⊙ The growth of influence of socialist ideas.
 - ⊙ The success of the previous revolutions in Europe.
 - ⊙ The negative impact of industrialisation in Europe.
 - ⊙ The long term effects of the 1789 French revolution.
2. The effects of the 1848 revolutions in Europe are:
 - ⊙ The 1848 revolutions caused loss of live of many people on a mass scale. For instance in France more than 500 people were killed, in Berlin over 300 people and between 3000–5000 people were butchered by Windischgratz. General Haynau in Hungary killed the Prime Minister Bethany, 13 generals and 1000 other politicians.
 - ⊙ The 1848 revolutions caused many demonstrations against Metternich who decided to resign and went to exile, in London in England until 1851 when he returned and died in 1852.
 - ⊙ The 1848 revolutions displaced many people from their ancestral places and a number of important figures who among others included Mazzini, Kossuth, Garibaldi, Prince Metternich and Charles A Learner's bookert were forced to exile.

- ⦿ The 1848 revolutionary movements contributed to the Italian and German unification in 1871 because the Metternich system which had challenged the unification had collapsed.
 - ⦿ The 1848 revolutions led to the rise of new men to prominent positions who among others included Otto Von Bismarck and Stephen in Germany, King Victor Emmanuel II in Piedmont, Cavainag and Louis Blanc in France.
 - ⦿ On February 24, 1848 King Louis Philippe was forced to abdicate his throne and go into exile which closed the chapter for monarchism in the French political system.
 - ⦿ The 1848 revolutions abolished privileges that were enjoyed by the nobles and the clergy compared to the situation before 1848.
 - ⦿ The 1848 revolutions taught revolutionaries a lesson that for any revolution to be successful, it should be militarily strong instead of merely relying on intellectual ideas alone.
 - ⦿ The 1848 revolutions led to the success of socialism in Europe where the socialists organised the workers and peasants to fight against capitalism. Although socialism was suppressed then, it later divided Europe into two ideologies of communism and capitalism up to 1970 and beyond.
 - ⦿ The 1848 revolutions also led to the rise of the dictatorial governments and the politics of revenge in the countries where they were failed.
3. The common characteristics of the 1848 European revolutions are:
- ⦿ All the 1848 revolutions were urban based, meaning that they concentrated in cities and towns while the countryside remained peaceful.
 - ⦿ Many of the 1848 revolutions were led by the elite class of educated people like professors, doctors, lectures, lawyers, journalists and even teachers who understood the weaknesses of their home government of the time. E.g. Mazzini in Italy, Louis Blanc and Lamartine in France and Kossuth in Hungary.

- ⑩ All the revolutions of 1848 lacked foreign assistance due to the fact that they occurred in the same year and each country was busy fighting to suppress its own revolution. So, this explains why they were defeated.
- ⑩ Almost all revolutions of 1848, except in France, were against the bad arrangement made by the diplomats during the Vienna Settlement like the restoration of bad leaders, neglect of principles of nationalism and domination of weak countries by the big powers in Europe.
- ⑩ All the 1848 revolutions took place at the same time; from January to March 1848.
- ⑩ The 1848 revolutions took place in less industrialised and agricultural states like Italy, Germany, Hungary and France.
- ⑩ All of them had an element of the French revolution of 1789 where they demanded for constitutional changes.
- ⑩ All 1848 revolutions failed, except in France where King Louis Philippe was removed.
- ⑩ With the exception of the February revolution in France, all the 1848 were organised and carried out against a common enemy—Metternich of Austria and his spy network system.
- ⑩ All the 1848 revolutions were based on the effects of natural disasters like bad weather, epidemics, starvation and scarcity. This explains why there were no revolutions in Britain where these natural disasters had no effect.
- ⑩ All 1848 revolutions except in France lacked the support of the army because for instance in Germany, Italy and Hungary the revolutionaries were not supported by their home soldiers. This was due to the ignorance of revolutionaries regarding the use of soldiers like in Italy, while in Austria the soldiers feared to participate because their kings were dictators.
- ⑩ All the 1848 revolutions had similar effects in the respective European countries such as loss of lives, and destruction of property. Some leading politicians were exiled because they were defeated except in France.

4. Different reasons why Britain and Belgium escaped the 1848 revolutions in Europe are:
 - ⦿ In Belgium, the 1848 revolutions did not take place because of the constitutional arrangements achieved through the 1830 revolution. For instance, the right to vote was already extended to include members of the middle class and besides, there was improvement in public works.
 - ⦿ Britain and Belgium had already established the parliamentary system whereby many constitutional changes were possible and easily implemented by parliament without the use of force like in other countries.
 - ⦿ In Britain the parliamentary system had focused on improving working conditions and the working hour was already shortened and the situation of working women and children was also addressed. In 1834, the British parliament passed a law to improve the system of giving assistance to the poor.
 - ⦿ Britain was a more advanced industrialised country and able to meet the needs of the growing population, especially employment compared to other European countries by the time the effects of industrialisation caused political disorders.
 - ⦿ By 1846 in Britain, there was already a law to improve the living conditions in slums. Improvements in sanitation drainage, street lighting and medical services were achieved, thus making life better in Britain than in central Europe.
 - ⦿ Britain was also never affected by the Vienna settlement which created a lot of political dissatisfaction in Europe. This helped Britain to escape the series of revolutions in 1848.
5. All the 1848 revolutions in Europe failed apart from France because of the following reasons:
 - ⦿ They were not supported by the peasants and lacked foreign support because most countries were facing the same situation.
 - ⦿ Economic hardships: The revolutionary leaders and their supporters were very poor and could not finance a prolonged struggle or the purchase fire arms.

- ⊙ Existence of ideological conflicts and lack of a common strategy, i.e. in Germany the northern states wanted a “little Germany” under Prussia and the south states wanted a “big Germany” under Austria.
 - ⊙ The military strength of Austria: Austria had efficient army commanders like General Windschgratz who defeated revolutionaries in Vienna and Hungary and Raditsky who defeated the Italian revolutionaries at Novaro and Custoza.
 - ⊙ The failure of the revolutionaries to fulfill promises made to their supporters while they concentrated on talking and failed to deliver what they had promised such as in the German and Italian states.
 - ⊙ Poor mass mobilisation also contributed to the failure of the 1848 revolutions because they were urban centred and left out the rural areas.
 - ⊙ Religious differences among the revolutionaries: In Germany the southern states supported Austria, a fellow Catholic state, while the northern Protestant states supported Prussia. Charles A Learner’s bookert, a Catholic hesitated to attack Austria and Pope Pius IX supported Austria against the revolutionaries.
 - ⊙ The dismissal of liberal ministers in September 1848 by King Fredrick William IV also played a role in the failure of the revolution in Prussia.
 - ⊙ Prince Schwazernburg who succeeded Metternich was efficient and had unique organisational abilities.
 - ⊙ Unfair representation in the constituent assembly mainly in Prussia contributed to the failure of the revolutions in the German States.
6. A number of factors or obstacles explain why Italian unification failed before 1850 as discussed below:
- ⊙ *Economic backwardness of Italian states:* The Italian economy lacked industries, was poor; transport and communication networks were not well developed. Without a strong economic base, Italian unification was always frustrated.

- ⦿ *Strength of Austria and Metternich system:* Austria had a very large, well trained, organised and equipped army which was effectively commanded. Metternich had established a strong spy network, and used a policy of divide and rule. The Italians were not militarily strong by 1848 and that is why the Carbonari Movement and the Youth Italian Movement failed to unify Italy.
- ⦿ *Role of the Vienna Settlement of 1815:* The Vienna settlement negatively affected the unification of Italy, because the peacemakers enlarged the Italian states and again put them under foreign control which undermined unification.
- ⦿ *Lack of clear and able leaders:* Italian unification delayed because of lack of capable leaders. The leaders who had tried like Mazzini and Garibaldi did not get support from nobles and clergy because they came from peasant families.
- ⦿ *Problem of Pope Pius IX:* Pope Pius IX did not have the vision of a united Italy. He was greatly opposed to unification of Italy because the struggle between Austria and Italy would mean Catholics fighting fellow Catholics. However, he had encouraged liberalism and nationalism to grow throughout the Italian peninsula.
- ⦿ *Foreign interference:* In 1848 Mazzini and Garibaldi attacked the papal states and formed the Roman republic. But in 1849, France under Napoleon III intervened and the pope was restored by the French troops.
- ⦿ *Geographical terrain:* The Italian terrain made movement and communication difficult. The Alps made communication across the rivers impossible as they froze in winter. So, the movements of nationalists spreading the gospel were hindered.
- ⦿ *High level of illiteracy among Italians:* About 90 per cent of Italians were not educated and therefore had no political ideas which made it extremely difficult for the masses to interpret the justification for the struggle. Because of this problem, the struggle for unification was only around urban areas with the rural masses being passive.

- ⑩ *Ideological differences among the Italians:* Many Italians lacked a common stand while others served in the army. They had no common language which made it hard to criticise and mobilise other Italian states for unification.
- ⑩ The Italian nationalists were also divided as those in Piedmont supported a monarchy and used French as their language, while Garibaldi and Mazzini (Italian speakers) supported republicanism. Then they fought differently and were defeated separately.
- ⑩ *Lack of Secrecy:* As a result of Metternich's spy network, the Austrian police penetrated the secret societies by pretending to support the Italian cause. The Austrian Secret Police was so effective that it revealed the plans and organisations of Italian movements before hand.
- ⑩ *Military weaknesses:* The Italians were militarily weak. They lacked good weapons, military leaders, military bases and military tactics. This military weakness delayed the unification.
- ⑩ *Anti-reform Italian leaders:* The leaders who led the different stages during the early days of the unification were anti-reform. They never wanted to support the struggle for the unification. Some Italian kings collabourated with Austrian rulers to persecute Italian nationalists who wanted unification; leading to the delay of Italian unification.
- ⑩ *Negative attitude of European powers:* Some European powers had a negative attitude towards the Italian struggle. France feared an independent Italy as her neighbour. Austria never wanted to allow Italians to get independence because Italy was her colony while Britain was indifferent about Italian unification.
- ⑩ *The Italian liberators were too violent:* They aimed at using a lot of force to achieve their goal. This forced Austrian rulers to react in a similar way and this use of force and violence scared many Italians away. This weakened the Italian struggle and the Italian unification idea remained a nightmare.

7. Reasons why attempts to achieve Italian unification were successful between 1850–1871:

- ⦿ Collapse of the Congress system: After 1856, there were no more congress efforts in Europe because big powers fought each other during the Crimean war. Therefore, the revolutionary struggles for Italy could not easily be suppressed due to the lack of joint effort.
- ⦿ Downfall of Prince Metternich of Austria: As a leader of the Austrian Empire, Metternich used the Austrian spies and the army to deny Italy unification. However, in 1848 he was overthrown and exiled to London. This allowed the Italians freedom in the struggle because the Metternich system had collapsed.
- ⦿ Internal base in Italy: Before 1848, there was lack of an internal base for the unification struggle. After 1849, Piedmont was used as an internal base to coordinate the unification. This accelerated the unification due to the return of the nationalists who operated from foreign countries.

- ⦿ Support from foreign countries: In the Italian unification foreign powers supported Italy and played a very big role:

France: The Italians received assistance from France in 1859 and Lombardy was liberated from Austria although they lost Nice to France.

Britain: Britain extended financial loans to Italy which helped Piedmont to overcome the economic crisis. Britain also maintained the policy of non-intervention which helped Garibaldi to liberate Naples and Sicily in 1860.

Belgium: Like Britain, Belgium financially supported the struggle for Italian unification.

Prussia: Prussia assisted in 1866 in the liberation of Venetia from Austria.

- ⦿ Emergence of capable leaders after 1848: Italian unification was dominated by Mazzini and Garibaldi who were not respected by the nobility and clergy because of their peasant background. But Cavour solved this problem because he was a royal.

- ⑩ Change of government in Britain: This favoured the unification in Italy because the coming to power of Gladstone as prime minister of Britain and Lord John Russell helped the Italians in the liberation of Parma, Modena and Tuscany through a referendum in 1860.
- ⑩ Activities of the Carbonari and the Young Italian Movement: Before 1848, the Carbonari Movement was a group of persons who started political struggles to end foreign rule.
- ⑩ The 1870–1871 Franco-Prussian war: By this war, Napoleon III was forced to withdraw the French troops from Rome in 1870. This inspired the Italian patriots to take over Rome and concluded the Italian unification in 1871.
- ⑩ Role of Pope Pius IX: Pope Pius IX, a liberal, rose to power in 1848. Unlike Pope Gregory he supported the Italian unification.
- ⑩ Role of the press: The *Risorgimento* newspaper which was introduced by Cavour exposed the Austrian atrocities against Italians and sensitised them about the need for unity.
- ⑩ Resolution of economic difficulties: By 1860, the economy of Piedmont had been reformed and was able to support efforts to challenge Austria and that led to the unification of Italy.
- ⑩ Reduction of the powers of the Catholic church in Italy: The Catholic church was a big barrier in the unification of Italy because it was opposed to fighting Austria a fellow Catholic country. But in 1850, Camillo Benso di Cavour abolished the powers of the Catholic church in politics, education and land. This allowed liberal Catholics to fight against Austria without condemnation from the Catholic church.
- ⑩ The role of the intellectuals: The intellectuals were a group of educated Italians like Alexander Manzoni, Silvio Pellico and Giacomo Leopardi who wrote books, pamphlets, magazines and newspapers which encouraged the Italians to overthrow Austrian rulers. They also exposed the oppressive Austrian administration in their writings, hence encouraging the masses to rise.

- ⦿ Outbreak of the Franco Prussian war of 1870: It was fought between France and Prussia from 1870 to 1871. Due to this war, France was forced to withdraw her soldiers from Rome and to go and fight in Prussia. This freed Rome and Piedmont annexed it.
8. The role of Camillo Benso di Cavour in the success of the Italian Unification.

Sardinian Prime Minister Cavour became the chief architect of Italian unification under Sardinian King Victor Emmanuel II. With Cavour's help, Victor Emmanuel was made king of Italy in 1861 and Italy was officially unified in 1870. Cavour died only three months after the declaration of a united kingdom of Italy, and thus did not live to see Venetia or Rome as part of the new Italian nation.

Between 1838 and 1842 Cavour started to solve the economic problems in Piedmont–Sardinia. Firstly, he experimented with different agricultural techniques on his estate, such as the use of sugar beet, and was one of the first Italian landowners to use chemical fertilisers. He also founded the Piedmontese Agricultural Society. Cavour supported transportation by steam engine, and the building of many railroads and canals.

In 1849, Cavour founded a newspaper called *Risorgimento* meaning “resurrection” which advocated for a constitutional government and independence of the whole of Italy from foreign control. After being elected as a member of parliament in 1848, he became the minister of agriculture, industry and commerce in 1850. In 1851, he became the minister of finance and in 1852 he was appointed as prime minister by King Victor Emmanuel II.

Cavour's long term goal was to expel Austria from Italy and expand Italy by annexing Lombardy and Venetia to Sardinia. In 1858, he negotiated a secret deal with Napoleon III who promised to aid Sardinia in case it faced a war with Austria. A year later, he provoked that war. With French help, Piedmont Sardinia defeated Austria and annexed Lombardy.

After his death on June 6, 1861, his successors completed his dream by negotiating with Bismarck and Italy acquired Venetia in a peace treaty that ended the Austro-Prussian war in 1866. He is remembered for the following contributions during the Italian unification:

He founded a newspaper called *Risorgimento* which means resurrection or renewal. In his newspaper, he published the need for constitutional and parliamentary democracy. He also exposed the oppressive administration of Austrian rulers. This made the Italians to desire for independence.

He also solicited for funds from foreign powers especially from Britain and France.

He improved the economy of Piedmont by signing commercial treaties with Britain, France and Belgium which made it easy for Piedmont to benefit from free trade with European countries.

He carried out military reforms in Piedmont. The strong military base in Piedmont supported the unification struggles of Italy.

He abolished the powers of the pope and the Catholic church in Italy by introducing the Scaardi Law which stopped the church from controlling politics, education and land. This encouraged the liberal Catholics to support the idea of unification.

He tactically reconciled other revolutionary fighters like Mazzini, Garibaldi and King Victor Emmanuel II.

He introduced political reforms like drafting of the constitution for Piedmont which prepared a political base that favoured the unification of Italy.

He fought against illiteracy and ignorance in Italy where he introduced learning centres (schools) in Piedmont. These schools acted as mobilisation centres to support unification.

He improved the economy, trade and transport of Piedmont by encouraging agriculture, industrialisation, and the building of roads, railways, telegraph lines and canals. This addressed economic backwardness and boosted the movement of nationalists and troops.

9. The role played by the foreign powers in the Italian unification. Foreign powers played the following roles:
Britain, France and other united monarchies inspired the Italians. Britain and France provided diplomatic support to Piedmont to annex the central duchies of the Italian states i.e. Parma, Modena and Tuscany in 1860.

France provided 200,000 troops in support of Piedmont in the liberation of Lombardy from Austria in 1859.

Britain remained isolated and neutral during the liberation of Lombardy in 1859, Venetia in 1866 and Rome in 1870. This was great support to the Italians because if Britain had intervened, the liberation would have failed.

Prussia, a German state, assisted Italians in the liberation of Venetia in 1866 when Austria was defeated in the Austro Prussian war.

Disagreement of the great powers was to the advantage of the Italian cause: Russia against Austria from 1820 onwards; Britain, France and Turkey against Russia in the Crimean war of 1854–1856, and the Franco Prussian War of 1870–1871.

Britain and Prussia provided financial support that supported the expeditions of Piedmont.

France, Britain and Switzerland offered asylum to Italian revolutionaries.

There was neutrality of the foreign powers following the invasion and the annexation of the papal state (Rome).

France, Britain and Belgium concluded economic ties and exchange of technology with Piedmont.

10. The role of King Victor Emmanuel II in the unification of Italy by 1871 was as follows:

King Victor Emanuel II (14 March 1820–9 January 1878) was the eldest son of Charles A Learner's bookert, and Maria Theresa of Austria. His father succeeded a distant cousin as king of Sardinia in 1831. He lived for some years of his youth in Florence and showed an early interest in politics.

He was king of Sardinia from 1849 until, on 17 March 1861. He became the first king of a united Italy until his death in 1878. He encouraged all political activists who had been exiled to come back home like Mazzini and Garibaldi. He accepted to work with Cavour whom he appointed in 1852 as a prime minister. This helped Cavour to introduce his domestic and foreign policies.

He continued with the struggle for the unification of Italy after the death of Cavour in 1861. This led to the liberation of Rome and Venetia which completed the Italian unification.

He made the following contributions towards unification:

He accepted leadership of the struggle for Italian unification as proposed by Cavour.

He appointed Cavour to various ministerial positions which enabled Cavour to introduce a economic and political reforms that helped the Italians to attain their independence.

He supported various reforms to prepare Italy for unity.

He accepted to use Piedmont as the centre of the unification. In this way, he solved the problem of lack of an internal base for unification.

His foreign policy won for Piedmont foreign support and prestige. He allied with Bismarck in 1866, and agreed to remain neutral when Bismarck fought Austria and in return he was supported to liberate Venetia.

After the withdrawal of Cavour from the struggle in 1859, Victor Emmanuel maintained its gains. This encouraged the central states to join Piedmont.

He marched his troops to occupy Rome after France had withdrawn her soldiers to go and fight in the Franco Prussian war of 1870–1871.

11. Before attaining this unification, the Germans encountered the following obstacles:

- ⊙ Economic hardships: The Germans were poor with no industries, low income and low levels of education. Such an economic status could not challenge Austria.
- ⊙ Role of Prince Metternich of Austria: Metternich had spies in Germany and in 1819 he passed a decree that stopped political activities in German universities which made it difficult for the Germans to unify their states.
- ⊙ Lack of good leadership: Nobody in Germany was willing to identify himself with the revolutionary movement in order to liberate Germany for fear of Austrian spies.
- ⊙ Effect of the reformation: The reformation which was championed by Martin Luther in 1517 led to the breakup of the Catholic church and consequently, the Protestant church emerged.

- ⦿ This created religious differences and divided German states into Catholic and Protestant areas. The northern Germans were Protestants e.g. Prussia, Hanover, Hamburg and Saxony while other states were Catholic. These religious differences were a hindrance to German unification.
 - ⦿ Lack of a strong army: Germany did not have a well trained single army for all the states that could be used against Austria. All the states except Prussia never had an army and even the Prussian army was too weak to challenge Austria.
 - ⦿ Lack of foreign support: The Germans did not get the support from abroad like the Italians and this made it difficult to deal with the major obstacle which was Austrian military strength.
 - ⦿ Social class differences: The differences between the poor working class and the middle class undermined the unification, i.e. on December 15, 1848 the middle class supported Austria against the Frankfurt parliament members who wanted a socialist revolution.
 - ⦿ Poor mass mobilisation: Before 1860, majority of the Germans had no knowledge of the importance and emergence of the German unification. This was because of poor mobilisation due to failure to sensitise the people.
 - ⦿ Opposition from the conservatives: The conservative Prussia junkers and liberals at the May 1848 Frankfurt Assembly, ignored the establishment of a strong army against Austria and concentrated more on patriotic issues.
12. Factors for the success of the unification of Germany in 1871:
- ⦿ The collapse of the Congress system by 1830 which left Austria isolated and with no foreign assistance to check German nationalism.
 - ⦿ The downfall of Metternich and his system in 1848 because the later chancellors like Schwarzenburg and Count Boul were not as efficient as Metternich.
 - ⦿ Military reforms like increasing the Prussian army from 500,000 to 750,000 under the command of Marshal Von Roon and Von Moltke.

- ⦿ Improvements made in the Prussian education system which greatly solved the problem of ignorance and disunity among the German folks that had hindered the unification efforts.
 - ⦿ Fundamental economic reforms in Prussia from 1860 onwards enabled German patriots, particularly Bismarck to get revenues to finance unification activities like the war between Prussia and Denmark (1864), Austro-Prussian war (1865–1866) and the Franco Prussian war (1870–1871).
 - ⦿ The rise of William I in 1855 in Prussia who appointed Bismarck a minister president in 1861 and this contributed to the German unification.
 - ⦿ The outbreak of the 1848 revolutions which exposed the weaknesses of the army and disunity that the Germans later addressed to attain the unification.
 - ⦿ The acquisition of foreign support. In 1863 Bismarck allied with Austria and Russia to defeat Denmark. In 1865 he allied with Napoleon III of France at Biarritz and Alexander II of Russia in order to defeat Austria in 1866. He also allied with Belgium and some southern German states in 1870 in order to defeat France on 28th January 1871.
 - ⦿ Mistakes and military weakness of Germany's enemies like the annexation of Schleswig by Denmark which violated the 1852 London Treaty and left Denmark isolated in the international affairs.
 - ⦿ Role of Field Marshal Von Roon and Von Moltke who commanded the Prussian army that defeated Denmark in 1864, Austria in 1866 and France in 1871.
 - ⦿ Improvements made in transport and communication like the construction of roads, railways and bridges which facilitated the movements of German patriots while spreading the message of unification.
13. To achieve German Unification, Bismarck played the following roles:
- ⦿ He advised King William I of Prussia not to resign and encouraged him to implement fundamental reforms in Prussia.

- ⦿ He suppressed the Prussian liberals from the Frankfurt parliament who had spent much time in making speeches and opposed the creation of a strong army.
- ⦿ He carried out fundamental reforms in the Prussian educational system which reduced on the illiteracy levels that had hindered mobilisation efforts.
- ⦿ He increased the Prussian army from 500,000 to 750,000 under the efficient command of Field Marshal Von Moltke and Von Roon.
- ⦿ He established diplomatic relations with European statesmen like Benjamin Disraeli of Britain in 1861 and in 1863 with Russia. This enabled Prussia to defeat her enemies without Russian and British interference.
- ⦿ He prepared Germany for the 1866 Austro-Prussian war through the Biarritz Treaty with Napoleon III. By this treaty France promised neutrality and this facilitated unification.
- ⦿ In 1864 he defeated Denmark in an attempt to liberate Schleswig which was added to Prussia in 1865 following the August 1865 Gastein Convention.
- ⦿ Through his efforts, Prussia defeated Austria at Sadowa in 1866 which resulted into the liberation of Holstein.
- ⦿ In 1869 he completed the unification of the northern German states and as a result a new constitution was made which eliminated Austria from German affairs.
- ⦿ During the 1870–1871 Franco Prussian war, Prussia defeated France at Sedan and German unification was officially proclaimed at Versailles.

14. Similarities and differences in Italian and German unifications

Similarities

- ⦿ Both had the common obstacles to their unification.
- ⦿ Both had the Franco-Prussian war as the final event after which they concluded the unification.

- ⦿ Both struggles were an attempt to overthrow the arrangement of the 1815 Vienna Settlement which had put both German and Italian states under foreign domination.
- ⦿ Both used force and violence to accomplish the goal.
- ⦿ Both were delayed by the Metternich system where it was not possible to organise revolutions.
- ⦿ In both, there was one state that spearheaded the struggle. That was Piedmont in Italy and Prussia in Germany.
- ⦿ In both unifications there was one outstanding leader who played a big role like Mazzini and Garibaldi in Italy and Bismarck in Germany.
- ⦿ Both unifications were frustrated by their kings, Charles Albert of Piedmont and Frederick William I of Prussia.
- ⦿ To some extent, both the unifications benefited from the diplomacy of their leaders i.e Bismarck and Cavour.
- ⦿ Both unifications were achieved in 1871.

Differences

- ⦿ While the unification of Italy was achieved mainly through foreign assistance, that of Germany was achieved by the Prussian army.
- ⦿ The unification of Germany was blessed by the economic unity of German states in the customs union established by 1844, but in Italy there was no economic union.
- ⦿ The pope was an obstacle to Italian unification but not in the German unification.
- ⦿ The Italian unification struggle took long (1859–1871) while German unification struggle took a shorter time (1864–1871).
- ⦿ The Italian unification was achieved at the expense of some Italian states i.e Nice and Savoy which were given to France while no German state was lost during unification.

- ⦿ In the German unification Berlin the capital of Prussia remained the capital of the united Germany while Turin the capital of Piedmont was changed and Rome became the capital of united Italy.
15. The Eastern Question started with the decline of the Ottoman Empire and this was due to the following factors:
- ⦿ Big size: The Ottoman Empire had become too large to be effectively controlled by one administration based at Constantinople. As a result the conquered states developed the desire of breaking away.
 - ⦿ Growth of nationalism: This was a result of different nationalities struggling to regain their political freedom from Turkey; i.e. Serbia and Egypt became independent in 1805, Algeria in 1807, Greece in 1832, etc.
 - ⦿ Financial crises: The Turkish administrators were corrupt. They embezzled funds and this created a financial crisis, leading to the decline of Ottoman Empire.
 - ⦿ Decline of military strength: The Ottoman Empire had lost its military strength by the end of the 18th century. That was why revolts like the 1821 Greek war of independence were successful.
 - ⦿ Religious differences: The Muslims who were the leaders had exposed Christians to a lot of suffering. Christians were discriminated in education and administration, and were highly taxed. Most revolts staged against Turkey were a result of the persecutions of Christians. Revolts broke out in Greece and Bulgaria which left Turkey weakened. The persecutions attracted the attention of Russia, Austria and France. Their intervention worsened the problem leading to the success of the revolts in Greece and Bulgaria.
 - ⦿ Influence of French revolutionary ideas: The states under the Turkish domination took advantage of the success of the French revolution to also demand for their independence from the Turkey.

- ⦿ Presence of powerful rival states: The interests of the big powers also contributed to the collapse of the Turkish Empire. Britain competed with Turkey in international trade. Austria and France were also against the influence of Turkey over the many states that it controlled.
- ⦿ Weak leaders: The Ottoman empire extended to the Middle East. It was ruled by weak sultans like Muhammad and Abdul Al Madjid.
- ⦿ Rise of learned personalities: These were mainly the Greek leaders like Prince Alexander Hypslanti and Capodistrias who challenged the sultans of the Ottoman Empire.
- ⦿ European selfish interests: The European major powers like Britain, France and Russia wanted to destroy the Ottoman empire so as to expand their influence into the states that formed the empire.
- ⦿ Russia constantly attacked Turkey and even exaggerated the problems in Turkey to the extent of referring to Turkey as “a sick man of Europe”. This was because of the various political, economic, military and administrative weaknesses. These powers incited and supported the Greeks, the Wallachians, Moldavians, Bosnians and Bulgarians to revolt against Turkey.

16. The causes of the Greek War of Independence:

- ⦿ Nationalism: The Greeks revolted against Turkish administration because of the desire for self rule and freedom from the domination of the Ottoman Empire.
- ⦿ Greek ancient glory: The Greeks were known throughout the world for starting modern civilisation. When they were colonised by Turkey, they still regarded themselves as superior and revolted against Turkey in order to revive their ancient glory.
- ⦿ Level of literacy: Among the conquered states of Turkey, Greece was the most civilised. The Greeks were highly educated and had a number of universities in Athens. They were able to follow the progress in other countries like France and Britain. Because of their education, they were able to organise themselves against Turkey.

- ⦿ Religious persecutions: The Ottoman Empire was composed of different religious groups that often turned against one another and the Muslim leaders of the empire did not respect other religions. There was no freedom of worship and many Christians were killed by the Muslims. The Greeks rose up in 1821 in order to demand for freedom of worship.
- ⦿ Influence of the French revolution: The success of this revolution and the spread of revolutionary ideas in the empire inspired the Greeks to revolt. Greek nationalists used the revolutionary ideas of liberty, equality and fraternity to mobilise the Greeks to fight for their independence.
- ⦿ Foreign assistance: The Greeks were supported by France, Britain and Russia which inspired them to fight against Turkey for their independence.
- ⦿ Collapse of the Congress System: The Congress System of 1815 was an association formed to control nationalism and liberalism. It had by 1821 started collapsing as powers developed misunderstandings. The Greeks took advantage of this to demand for their independence.
- ⦿ Unfair taxation: The Muslims practised unfair taxation where the Greeks paid a lot of taxes and Muslims benefited at the expense of taxpayers. This forced the Greeks to rise up with the hope of getting their independence.
- ⦿ Weaknesses of Turkey: In the 19th century, Turkish military and political control weakened. This encouraged the Greeks to revolt against Turkish domination. The Greeks had also acquired naval supremacy and they dominated the Ottoman Empire. This encouraged them fight for their independence.
- ⦿ Birth of a secret society: This was known as *Heteria Philike*, or the society of friends, lead by Alexandros Ypsilantis and Capodistras. It was founded in 1814 to drive the Turks out of Greece. By 1821, the society had become the official voice of the Greek independence.

17. Effects of the Greek War of Independence:

The Greek war of independence led to the massive loss of life due to the death of the soldiers and civilians.

The Greeks secured their independence in 1832. They together with the French and the British defeated the Turks at the battle of Navarino Bay in 1827 and in 1832 Greek independence was declared.

The war forced the sultan of Turkey to get conditional support from Egypt. At the end of the war Egypt was to be rewarded with Syria.

It contributed to the decline of Turkey. That was why Tsar Nicholas of Russia referred to Turkey as “a sick man of Europe”.

It led to the Syrian Question. The Syria Question was a result of the sultan’s failure to reward Mohamed Ali of Egypt for his assistance against the Greeks. Mohamed Ali decided to occupy Syria by force, which led to war with Turkey.

The Greek war increased the rise of nationalism in Turkey. The success of the Greek war of independence encouraged other small states in the Ottoman Empire to demand for independence, for example, Wallachia, Moldavia, Bulgaria, Montenegro, and Bosnia.

The Greek war of independence led to the collapse of the Congress system. When the European powers met at Verona in 1822 and at Saint Petersburg in 1825, they were divided over the Greek war. Russia, France and Britain supported the Greeks while Austria and Prussia supported the Turks.

The Greek war of independence increased Russian influence in the Balkans. Through treaties signed with Russia like the treaty of Adrianople in 1829 and Unkiar Skelessi treaty in 1833 Russia gained military control of some Turkish territories.

The Greek war of independence led to hostility between European powers against Russia. Britain and France were not happy with the increase of Russian influence in the Balkans. Russian interests in Turkey also threatened British and French economic interests in Turkey. This led to the Crimean war.

18. The causes of the Crimean war of 1854–1856:

The Crimean war (March 1854–February 1856) was a conflict between Russia and an alliance of France, Britain, Turkey, and Piedmont-Sardinia.

The war was a conflict between the major European powers for influence over territories of the Turkish Ottoman Empire. Most of the conflict took place on the Crimean Peninsula.

It began on the Crimean peninsula in 1853. The allies objected to Russian expansion in the Black Sea area and to the seizing of territory from the Ottoman Empire.

The war was caused by the following factors.

The violation of 1841 Straits Convention: Russia had violated this convention by capturing the Turkish territories of Wallachia and Moldavia.

The Question of the guardianship of the holy places: France and Russia were struggling to control the holy places of Jerusalem and Bethlehem. Conflict became inevitable when the sultan of Turkey Abd al-Madjid refused to give control of the holy lands to Russia, and instead gave them to France. This prompted Russia to invade the Turkish territories of Wallachia and Moldavia.

The desire of Napoleon III of France: He wanted to avenge his uncle's defeat in the 1812 Moscow campaign and this led to the war in which France got a chance of fighting with Russia in 1854.

The refusal of Tsar Nicholas of Russia to recognise Napoleon III as an emperor: Napoleon III greatly detested the idea of Tsar Nicholas referring to him as "My friend" instead of "My dear brother" as was the norm of saluting fellow emperors in Europe. This magnified the conflict between them.

The collapse of the Congress system: The idea of the congressmen was still protected by Metternich. However, the 1830 and 1848 revolutions led to the collapse of the Metternich system and eventually the end of the congress system. European matters could no longer be solved diplomatically.

The desire to protect British commercial interests: This forced the British ambassador Strafford in Constantinople to encourage the sultan of Turkey to stand by his decision not to allow France and Russia to protect the holy lands, which forced Russia to occupy the Turkish territories.

The weakness of Turkey as the “sick man of Europe”: Turkey mistreated her subjects and this led to the revolts which attracted the intervention of the big powers. Besides, at the end of the 18th century the conquered states of Turkey started to break away. This encouraged Russia to occupy Wallachia and Moldavia, leading to war in 1854.

The Russian occupation of Wallachia in July 1853: Moldavia and Wallachia were semi independent provinces of the Ottoman Empire under the sultan of Turkey. Russia occupied them to force the sultan accept Russia’s claim of protecting the holy places. The sultan declared war against Russia in October 1853. France and British joined Turkey and they shifted the war from Wallachia and Moldavia to the Crimean peninsula in Russia.

The role of some personalities: The British ambassador in Constantinople Strafford encouraged the sultan of Turkey to give the holy lands to France and not Russia and this contributed to the outbreak of the war.

The Great Sinope massacre of November 1853: It was the most immediate event that led to the Crimean war. When Turkey declared war on Russia, she reacted by bombing a Turkish warship at Sinope, a Turkish province, in the Black Sea, killing many Turks on board. This forced France and Britain to support Turkey by declaring war on Russia in March 1854 in the Crimean peninsula.

19. The effects of the 1854–1856 Crimean war:

There was loss of lives and destruction of property. About 300,000–375,000 people on the side of the allied powers and 220,000 people on the side of Russia died.

It marked the foundation of the nursing profession by English nurses Florence Nightingale and Mary Seacole and the establishment of the Red Cross Society in 1864 which improved on medical services.

During the Crimean war, from 1853 to 1856, many British soldiers died from wounds and disease. Florence Nightingale set up a hospital near the battlefield and helped reduce the death rate among the sick and wounded.

The war led to the Russian revolution of 1917 because the defeat of the Tsarist regime made it unpopular.

It facilitated the Italian unification because Cavour was able to get assistance from France in the liberation of Lombardy.

Napoleon III's prestige and popularity increased in France because of victory over Russia, their traditional enemy.

There was fair treatment of the Orthodox Christians under Turkish rule in the Balkans.

The war marked the complete collapse of the congress system since the powers in the permanent alliance were now fighting each other.

Free navigation on big waters like Black Sea, Mediterranean Sea and Danube River was guaranteed.

Turkey's independence was reinstated and it was temporarily saved from Russian imperialism.

Tsar Nicholas I of Russia was forced to resort to fundamental reforms, mainly in agriculture and industry.

The war marked the beginning of sophisticated military hardware that was to be used during the world war II.

20. The significance of the 1856 Paris Treaty on Europe:

The Paris Peace Treaty of 1856 was a document that concluded the Crimean war of 1854–1856. It was signed by France, Britain, Turkey and Russia under the chairmanship of Napoleon III of France. It had the following impact on Europe:

The integrity and independence of the Turkish Empire was guaranteed.

Turkey was admitted to the concert of Europe.

The sultan of Turkey was forced to grant fair treatment to Orthodox Christian subjects.

The treaty temporarily checked Russian ambitions in the Balkans.

The Straits Convention of 1841 declared the Black Sea neutral.

Territorial adjustments were made giving Bessarabia to Moldavia which was taken away from Russia.

The navigation of Danube River was internationalised.

Napoleon III's prestige and popularity increased both in France and in Europe.

Italy was recognised and received support for her unification.

Russia was humiliated following her territorial losses.

Relations between the European powers and Russia became worse. The treaty promoted the disintegration of the Turkish Empire by granting self governance to Moldavia and Wallachia.

21. Reasons that led to the calling of the Berlin Congress in 1878:
The failure of the Paris Peace Treaty of 1856 to settle revolts within the Balkans forced Otto Von Bismarck to convene the Berlin Congress in 1878.

The failure of Sultan Abd al-Madjid of Turkey to fairly treat Christians as promised during the Paris Peace treaty after the Crimean war.

The Russian interests in the Ottoman Empire and the signing of the treaty of San Stefano in 1878.

Need to settle territorial disputes among the European powers like conflicts between Russia, Turkey and Austria in the Balkans.

To save the Ottoman Empire from disintegrating because of Russia's imperialism.

To settle the commercial rivalry between Russia, Britain and Russian imperialism which threatened Britain's trade.

Rebellions like in Bosnia and Herzegovina where a lot of brutality was used to crush the rebellions.

The need to address the complaints of different states which were struggling for independence like Serbia, Romania and Bulgaria that for long had been subjected to the oppressive rule of the Ottoman Turks.

To keep Austria-Hungary and Russia friends of Germany so as to protect German interests.

Bismarck's desire to promote German supremacy and glory after unification in Europe.

22. The impact of the Berlin Congress of 1878 on Europe:
- ⊙ Peace was maintained in Europe for about 30 years, from 1878 to 1914 when World War I broke out.

- ⦿ France was given Tunisia in North Africa to compensate her for losing Alsace and Lorraine during the 1870–1871 Franco-Prussian war.
- ⦿ The Turkish sultan was forced to promise better treatment of his Christian subjects.
- ⦿ The treaty ended the San Stefano Treaty which was imposed on Turkey by Russia in March 1878 in order to save the Ottoman Empire from disintegrating.
- ⦿ Otto Von Bismarck who chaired the Berlin Congress became internationally respected and recognised as peace loving.
- ⦿ Italy was humiliated by losing Tunisia in North Africa which was handed over to France.
- ⦿ Russia lost her control over Bosnia, Herzegovina and Bulgaria.
- ⦿ The treaty ignored and suppressed nationalism in the Balkan states of Bosnia and Herzegovina which increased the conflicts in the Balkan region.
- ⦿ The relationship between Russia and Germany became worse as Russia refused to renew of the Dreikaiserbund League of 1872–1873 between Russia, Germany and Austria because Russia felt that Germany and Austria were not true friends.
- ⦿ The treaty contributed to the outbreak of the 1912–1913 Balkan wars which left a lot of damage in central Europe.

Remedial activities

Questions

- a) Who was Bismarck?
- b) Name two effects of the Crimean war.

Answers

1. Otto Von Bismarck was born in the Prussian province of Saxony in 1815. He was well educated and fluent in English, French, Italian, Polish and Russian. He became imperial chancellor in 1871 and died in 1898.

2. Below are the effects of the Crimean war:
The loss of lives and destruction of properties, 300,000–375,000 people dead on the side of Allied powers and 220,000 on the side of the Russians.

Extended Activities

Questions

- a) Evaluate the consequences of the Greek war of independence.
- b) Examine the causes of the Syrian Question in 1832–1841.

Answers

1. The consequences of the Greek war of independence are:
 - ⊙ The Greek war of independence led to the loss of life. This included soldiers and civilians.
 - ⊙ The Greeks got their independence in 1832: The Greeks together with the French and the British defeated the Turks at the battle of Navarino Bay in 1827 and in 1832 Greek independence was declared.
 - ⊙ The war forced the sultan of Turkey to get support from Egypt. Egypt was to be rewarded with Syria.
 - ⊙ It contributed to the decline of Turkey and that was why Tsar Nicholas of Russia referred to Turkey as “the sick man of Europe”.
 - ⊙ It encouraged different nationalities in Turkey to demand for their independence.
 - ⊙ It led to the Syrian Question: The Syria Question was a result of the sultan’s failure to reward Mohamed Ali of Egypt for his assistance against the Greeks. This forced Mohamed Ali to occupy Syria, which led to the war with the sultan of Turkey.
2. The Syrian Question was caused by the following factors:
The failure of Sultan Mahmud II of Ottoman to honour his promise to Muhammad: Muhammad accepted to help the sultan on ground that the sultan would give him the territories of Morea, Damascus, Syria and Palestine among others. However, after the war with the Greeks, the sultan of Turkey failed to fulfill his promise. This led to the war between him and Muhammad.

The military weaknesses of Turkey: Turkey had become militarily weak and this encouraged the sultan of Egypt to send his troops to capture and occupy Syria by force.

The economic strength of Egypt: Egypt was economically stronger than Turkey and this enabled her to arm her soldiers and capture Syria. In addition, Egypt wanted to use Syria as her economic base in Turkey.

The success of the Greek war of independence: The Greeks achieved their independence after defeating the combined forces of Turkey and Egypt. So, the sultan of Turkey did not see any reason to reward Egypt. This forced Egypt to reward herself by capturing Syria.

The London treaty of 1827: This gave self-governance to Greece which meant that Muhammad Ali had not fully assisted the sultan to defeat the Greeks. Therefore the sultan of Turkey refused to give Syria to Egypt, leading to misunderstanding between them.

Unit 7: The National Duties and Obligations

Learner's book pages 173–194

Key unit competence

To be able to analyse the national duties and obligations

Prerequisites of this unit

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

- Duties of a citizen toward his/her nation.
- Obligations of the state towards its population.
- How duties and obligations are balanced 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 understanding 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.

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

Gender: This cross-cutting issue will help both boys and girls 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

Learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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 effectively communicate information and ideas through speaking, writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations and discuss in their respective groups.

Research and problem solving

Activities in this unit, will require learners to research so as to find solutions to problems, produce new knowledge based on research of existing information 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 evidence 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 also invited to further research 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

Accountability, agenda, ombudsman, overloaded, taboo.

Guidance on the Problem Statement

Let learners do an activity that interests them to what happens or will happen in this unit. As they get engaged in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and open them up to what they didn't know about the national duties and obligations.

The suggested problem statement here is the following: *“Reflect on the national duties and obligations and examine their contributions in the socio-economic development of Rwanda.”* This problem statement can be given as homework or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.

- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.
- Encourag other learners to treat the physically challenged with respect and dignity.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of Lessons

Number of the lesson or bunch of lessons	Lesson title	Number of period
1	Definition of <i>Itorero</i>	2
2	Historical background of <i>Itorero</i>	2
3	Vision, mission and objectives of <i>Itorero</i>	2
4	Achievements of <i>Itorero</i>	2
5	<i>Urugerero</i> programme	2
6	The historical background of <i>Umuganda</i>	2
7	Achievements of <i>Umuganda</i>	2
8	The historical background of <i>Imihigo</i>	2
9	Impact of <i>Imihigo</i>	2
10	Challenges of <i>Imihigo</i> : problems of measurements	2
11	Challenges of <i>Imihigo</i> : competing agendas, low ownership of <i>Imihigo</i> , understaffing and low capacity	2
12	Challenges of <i>Imihigo</i> : delays in funds disbursement	2
13	Issues in the implementation of <i>Imihigo</i>	2
14	Background and contribution of community policing	2
15	Community policing programmes	2
16	Evaluation	2

Lesson Development

Lesson 1: Definition of *Itorero*

Lesson number and title	Lesson 1: Definition of <i>Itorero</i>
Learning objective	Learners are able to define the concept of <i>Itorero</i> .
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to explain how the ancient national <i>Itorero</i> was suppressed with the exile of Gashamura to Burundi in 1925.

Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 1 in the Learner's book page 174.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 176) basing on the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Define the concept of <i>Itorero</i> in its ancient meaning. 2. Find out the present meaning of <i>Itorero</i>. 3. <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. <i>Itorero</i> was a cultural school and it was the channel through which the nation could convey messages to the people regarding national culture in areas such as language, patriotism, social relations, sports, dances and songs, defence of the nation, etc. Therefore, <i>Itorero ry'Igihugu</i> was an educational institution and a mechanism through which the country channelled various instructions relating to her cultural values. 2. Today, <i>Itorero</i> is a Rwandan civic education institution which aims mainly at teaching all Rwandans to keep their culture through its different values such as national unity, social solidarity, patriotism, integrity, bravery, tolerance, the dos and don't's of the society, etc. Through this instrument, Rwandans also keep informed of government policies and programmes which strengthens ownership of these policies and promotes the role of the population in the implementation of these social-economic development programmes.

Lesson 2: Historical background of *Itorero*

Lesson number and title	Lesson 2: Historical background of <i>Itorero</i>
Learning objective	Learners are able to describe the historical background of <i>Itorero ry'Igihugu</i> (National <i>Itorero</i> Commission).
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to define the concept of <i>Itorero</i> .
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.

Learning activities	A teacher should organise learners into groups and then invite them to do activities 1 and 2 that are in the Learner's book page 174.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 177).
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>What is the background of the National <i>Itorero</i> Commission?</p> <p>Suggested Answers</p> <p><i>Itorero ry'Igihugu</i> was a school in which a sense of patriotism, voluntarism and commitment to service in the general interest were developed through, among other activities, military training, sport, artistic expression (e.g. through poetry recitals and music).</p> <p>It was also through <i>Itorero ry'Igihugu</i> that future leaders were trained. Among the things they were taught were cultural taboos, virtues of hard work, voluntarism, mutual aid and collaboration with others. It was through the activities of <i>Itorero ry'Igihugu</i> that Rwanda as a nation expanded and developed.</p> <p>During colonial rule the institution in its traditional form was suppressed, with the cultural schools which remained focusing exclusively on music and dancing.</p> <p>Between May 1998 and March 1999, the consultative meetings in Urugwiro recommended the revival of the cultural values that could help to cultivate decent citizens.</p> <p>The idea of re-establishing <i>Itorero ry'Igihugu</i> came up during the leadership retreat that took place in Akagera in February 2007. It is in this perspective that a cabinet meeting of 12th November 2007 passed a resolution to revive <i>Itorero ry'Igihugu</i> and make it a channel for instilling a new mindset among Rwandans for speedy achievement of the development goals enshrined in the Vision 2020.</p> <p><i>Itorero ry'Igihugu</i> was later revived at the official launch presided upon by the president of the republic of Rwanda on 16/11/2007 in the parliament buildings.</p>

Lesson 3: Vision, mission and objectives of *Itorero*

Lesson number and title	Lesson 3: Vision, mission and objectives of <i>Itorero</i>
Learning objective	Learners are able to explain the vision, mission and objectives of <i>Itorero</i> .

Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the historical background of <i>Itorero ry'Igihugu</i> (National Itorero Commission).
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activities 3 and 4 that are in the Learner's book pages 174–175.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 178–179) basing on the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> Find out three specific objectives of the National Itorero Commission. What is the vision of National Itorero Commission? Point out Rwanda's national taboos. <p>Suggested Answers</p> <ol style="list-style-type: none"> Three specific objectives of National Itorero Commission: <ul style="list-style-type: none"> ▶ Equip Rwandans with the capacity to analyse their problems in order to find solutions thereto. ▶ Mentor Rwandans in collective action, team spirit and promotion of invention and performance contracts. ▶ Mentor Rwandans to understand and participate in the implementation of national programmes. The vision of the National Itorero Commission is that Rwandans should: <ul style="list-style-type: none"> ▶ have a shared mindset and values to promote their unity and patriotism. ▶ be aware of the goals of the country, ways to achieve them and their contribution in implementing them. ▶ be self confident in solving their problems. ▶ have a shared vision to strive for self development and pride to develop their country. Rwanda's national taboos are: <ul style="list-style-type: none"> ▶ Avoidance of accountability: missed deadlines. ▶ Lack of commitment: ambiguity. ▶ Fear of conflict: artificial harmony. ▶ Lack of trust: invulnerability.

Lesson 4: Achievements of *Itorero*

Lesson number and title	Lesson 4: Achievements of <i>Itorero</i>
Learning objective	Learners are able to evaluate the achievements of <i>Itorero</i> .
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to explain the vision, mission and objectives of <i>Itorero</i> .
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 3 in the Learner's book page 174.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 180) basing on the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Evaluate two achievements of the National <i>Itorero</i> Commission.</p> <p>Suggested Answers</p> <p>From November 7th 2007 up to the end of 2012, <i>Itorero ry' Igihugu</i> had trained a total number of 284,209 Intore.</p> <p>In order to enable each Intore to benefit and experience change of mindset, each group chooses its identification name and sets objectives it must achieve. Those projected objectives must be achieved during or after training, and this is confirmed by the performance contracts that necessarily have to be accomplished. With this obligation in mind, each individual also sets personal objectives that in turn contribute to the success of the corporate objectives.</p> <p>The number of intore who have been trained at the village level amounts to a total of 814,587. Those mentored at the national level are the ones who go down to mentor in villages, schools, and at various work places. In total, 1 098 599 Rwandans have been mentored nationwide.</p>

Lesson 5: *Urugerero* programme

Lesson number and title	Lesson 5: <i>Urugerero</i> programme
Learning objective	Learners are able to describe the <i>Urugerero</i> programme.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to evaluate the achievements of <i>Itorero</i> .

Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 3 in the Learner's book page 174.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 180–182) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Evaluate the achievements of the National Itorero Commission through <i>Urugerero</i>.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> • Sensitising Rwandans on the eradication of genocide and its ideology and encouraging all Rwandans to participate in activities organised to commemorate the genocide committed against the Tutsi in 1994. • Sensitising the community on the importance of the following issues: mutual health insurance, adult literacy, fighting against drug abuse, legalising marriages especially for families that are just cohabitating, environmental protection. • Organising meetings at village levels aimed at educating the community on Rwandan cultural values, unity, patriotism, and development. • Educating the population on personal hygiene and cleanliness of their environment. • Collecting data on different categories of people for example illiterate people, people who have not yet registered for mutual health insurance, people legible to pay tax and making inventories of districts' property, school dropouts and children of school going age who are not yet in school, illegal marriages, etc.

Lesson 6: The historical background of *Umuganda*

Lesson number and title	Lesson 6: The historical background of <i>Umuganda</i>
Learning objective	Learners are able to describe the historical background of <i>Umuganda</i> .
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the <i>Urugerero</i> programme.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.

Learning activities	A teacher should organise learners into groups and then invite them to do the activity 5 in the Learner's book page 175.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 182–183) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> Describe the background of <i>Umuganda</i>. What are the goals of the policy of <i>Umuganda</i>? <p>Suggested Answers</p> <ol style="list-style-type: none"> <i>Umuganda</i> was created to help supplement the national budget spent in construction and the repair of basic infrastructure. The work done is organised by community members and is done voluntarily and without pay. The projects completed through <i>Umuganda</i> include, but are not limited to, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, water canals, etc. The goals of the policy of <i>Umuganda</i> are the following: <ul style="list-style-type: none"> ▶ Supplement national resources by executing specific activities. ▶ Instil a culture of collective effort in the population. ▶ Resolve problems faced by the population by the use of locally available resources. ▶ Restore the dignity of manual labour.

Lesson 7: Achievements of *Umuganda*

Lesson number and title	Lesson 7: Achievements of <i>Umuganda</i>
Learning objective	Learners are able to evaluate the achievements of <i>Umuganda</i> .
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the historical background of <i>Umuganda</i> .
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 6 in the Learner's book page 175.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 184) and the answers developed by the learners.

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Explain two achievements of <i>Umuganda</i> activities.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> • Successful projects include the building of schools, medical centres and hydro electric plants as well as rehabilitating wetlands and creating highly productive agricultural plots. The value of <i>Umuganda</i> to the country's development since 2007 has been estimated at more than US \$60 million. • Professionals also contribute to <i>Umuganda</i>. It is in this context that members of Rwanda's elite and private sector, including engineers, medics, IT specialists, statisticians and other professionals, are actively involved in <i>Umuganda</i> activities.
------------	---

Lesson 8: The historical background of *Imihigo*

Lesson number and title	Lesson 8: The historical background of <i>Imihigo</i>
Learning objective	Learners are able to describe the historical background of <i>Imihigo</i> .
Prerequisites / Revision / Introduction	To introduce this lesson, a teacher should ask learners to define the terms: <i>Imihigo</i> and <i>guhiga</i> .
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 7 in the Learner's book page 175.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 184–185) basing on the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Define the concept of <i>Imihigo</i>. 2. Describe the background of <i>Imihigo</i>.

	<p>Suggested Answers</p> <ol style="list-style-type: none"> 1. <i>Imihigo</i> is the plural Kinyarwanda word for <i>Umuhigo</i>, which means to vow to deliver. <i>Imihigo</i> also includes the concept of <i>Guhiganwa</i>, which means to compete among one another. <i>Imihigo</i> describes the pre-colonial cultural practice in Rwanda where an individual sets targets or goals to be achieved within a specific period of time. The person must complete these objectives by following guiding principles and be determined to overcome any possible challenges that arise. 2. As part of efforts to reconstruct Rwanda and nurture a shared national identity, the government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programmes to the country's needs and context. The result is a set of home grown solutions developed from culturally owned practices translated into sustainable development programmes. One of these Home Grown Solutions is <i>Imihigo</i>. In 2000, a shift in the responsibilities of all levels of government as a result of a decentralisation program required a new approach to monitoring and evaluation. Local levels of government were now responsible for implementing development programmes which meant that the central government and people of Rwanda needed a way to ensure accountability. <p>In 2006, <i>Imihigo</i> (known also as performance contracts) was introduced to address this need. Since its introduction, <i>Imihigo</i> has been credited with improving accountability and quickening the pace of citizen centred development activities and programmes. The practice of <i>Imihigo</i> has now been extended to ministries, embassies and public service staff.</p>
--	---

Lesson 9: Impact of *Imihigo*

Lesson number and title	Lesson 9: Impact of <i>Imihigo</i>
Learning objective	Learners are able to analyse and assess the impact of <i>Imihigo</i> .
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the historical background of <i>Imihigo</i> .
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 8 in the Learner's book page 175.

<p>Synthesis</p>	<p>To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 185–186) and the answers developed by the learners.</p>
<p>Assessment</p>	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Imihigo</i> is a tool that is used to accelerate the national agenda. Discuss this assertion. 2. Findings from <i>Imihigo</i> are used by the government of Rwanda to get information about a number of elements. Name any three. <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. <i>Imihigo</i> are used to accelerate the national agenda. This practice has evolved into a tool for effective planning, implementation, performance evaluation and accountability for all public institutions and staff. 2. Findings from <i>Imihigo</i> are used to inform the government of Rwanda in regards to: <ul style="list-style-type: none"> • Performance: Provide feedback on the delivery of outputs and the impact these have had on the lives of the intended beneficiaries. • Accountability: Whether public spending is addressing the appropriate priorities and whether it is making a difference in the lives of citizens. • Knowledge: Increase knowledge about what policies and programmes work, enabling the government at central and local levels to build an evidence base for future policy development and enabling the identification of innovative ways of increasing effectiveness. • Decision-making: Provide evidence to enable policy-makers, planners and finance departments to judge the merit or worth of an intervention.

Lesson 10: Challenges of *Imihigo*: problems of measurements

<p>Lesson number and title</p>	<p>Lesson 10: Challenges of <i>Imihigo</i>: problems of measurements</p>
<p>Learning objective</p>	<p>Learners are able to analyse the challenges of <i>Imihigo</i>: problems of measurements.</p>
<p>Prerequisites / Revision / Introduction</p>	<p>As revision, a teacher should ask learners to analyse and assess the impact of <i>Imihigo</i>.</p>
<p>Teaching aids</p>	<p>Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.</p>

Learning activities	A teacher should organise learners into groups and then invite them to do the activity 9 in the Learner's book page 175.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 186–187) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Explain the challenge of measurements encountered in <i>Imihigo</i> implementation.</p> <p>Suggested Answers</p> <p>There is absence of a clear standard on how to measure the value of <i>Umuganda</i>. The first issue has to do with the output on increasing the value and participation in <i>Umuganda</i>. For instance, some districts measure its value based on the number of people participating on the day multiplied by the daily labour (mostly farming) rate applicable in that district, whereas other districts attempt to estimate the financial cost of achievements on the day of <i>Umuganda</i>. However, in both cases it is known that <i>Umuganda</i> lasts only three hours. A key defect from the first approach is that when calculations are based on a full day's work rate when <i>Umuganda</i> lasts an average of three hours, the value assigned could potentially mislead by overestimating the achievement.</p>

Lesson 11: Challenges of *Imihigo*: competing agendas, low ownership of *Imihigo*, understaffing and low capacity

Lesson number and title	Lesson 11: Challenges of <i>Imihigo</i> : competing agendas, low ownership of <i>Imihigo</i> , understaffing and low capacity
Learning objective	Learners are able to analyse the challenges of <i>Imihigo</i> : competing agendas, low ownership of <i>Imihigo</i> , understaffing and low capacity.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to analyse the challenge of measurements.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 9 in the Learner's book page 175.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 187–188) and the answers developed by the learners.

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Explain the challenge of competing agendas encountered in <i>Imihigo</i> implementation. 2. Explain the challenge of low ownership encountered in <i>Imihigo</i> implementation. <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The evaluation team noticed the existence of competing agendas between central and local government. In all districts, respondents reported that urgent assignments from line ministries and other central government agencies interfere with local planning. Despite efforts for joint planning meetings between the central and local levels, unplanned for requests emerging from channels outside of joint planning often come from the central government and consume local resources (finances and time) particularly when the demands are not accompanied with implementation funds. 2. Findings of the evaluation suggest that <i>Imihigo</i> ownership is relatively low among the intended beneficiaries. In some respects, districts officials pointed to a “dependency syndrome” where citizens would rather depend on government to provide them with free or subsidised goods. In some instances, the officials pointed out, citizens will compete for lower categories of <i>Ubudehe</i> in order to become eligible for free healthcare and Vision 2020 <i>Umurenge</i> Programme (VUP). Overall, officials point to these programmes as responsible for diminished ownership of <i>Imihigo</i>.
------------	---

Lesson 12: Challenges of *Imihigo*: delays in funds disbursement

Lesson number and title	Lesson 12: Challenges of <i>Imihigo</i> : delays in funds disbursement
Learning objective	Learners are able to analyse the challenges of <i>Imihigo</i> : delays in funds disbursement.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to analyse the challenges of <i>Imihigo</i> : competing agendas, low ownership of <i>Imihigo</i> , understaffing and low capacity.
Teaching aids	Learner’s books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 9 in the Learner’s book page 175.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner’s book (pages 188) and the answers developed by the learners.

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Explain the challenge of delays in disbursement encountered in <i>Imihigo</i> implementation.</p> <p>Suggested Answers</p> <p>Some of the key detriments to <i>Imihigo</i> are delays in funds disbursement, from both the central government and other development partners. The RALGA study pointed to delays in funds disbursement as the most important issue affecting service delivery at local government level, equally important as insufficient staff. This evaluation process has pointed to two related issues that make it difficult to implement <i>Imihigo</i> targets in a timely manner. First, there is a discrepancy between the fiscal year and the period of <i>Imihigo</i> signing. This challenge comes from the relationship with stakeholders most of whom use the calendar which starts in January against the district's fiscal year which starts in July. Overall, time discrepancies mean that there is a period of time that is lost before <i>Imihigo</i> can be effectively implemented.</p>
------------	---

Lesson 13: Issues in the implementation of *Imihigo*

Lesson number and title	Lesson 13: Issues in the implementation of <i>Imihigo</i>
Learning objective	Learners are able to analyse the issues in the implementation of <i>Imihigo</i> .
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to analyse the challenges of <i>Imihigo</i> : delays in funds disbursement.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 10 in the Learner's book page 176.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 188-189) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Find out three issues in implementation of <i>Imihigo</i>.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● Most <i>Imihigo</i> are implemented in the last quarter due to delays in either the transfer of financial resources to the districts or delays on the part of the district to request for disbursement.

	<ul style="list-style-type: none"> ● Shifting priorities take away the resources (time, finances) for implementing <i>Imihigo</i>. ● Some targets are included in <i>Imihigo</i> without adequate control of the sources of funds for implementation. ● In some situations, <i>Imihigo</i> without proper local contextualisation are difficult to implement. A good example was when the evaluators found farmers in some hilly parts of the country using land tillers on terraces in efforts that were clearly designed to reach the target of agricultural mechanisation. The tool was not appropriate for the terrain.
--	--

Lesson 14: Background and contribution of community policing

Lesson number and title	Lesson 14: Background and contribution of community policing
Learning objective	Learners are able to describe the background of community policing and evaluate its contribution.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to analyse the issues in the implementation of <i>Imihigo</i> .
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 11 in the Learner's book page 176.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 189–191) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Describe the background of community policing. 2. Evaluate the contribution of community policing. <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. When Rwanda National Police (RNP) was created in the year 2000, it adopted the community policing strategy in order to build ties and work closely with members of the community to fight crime. Since then, the department for community policing has been influential in reducing crime throughout the country, and is run on a philosophy that promotes proactive partnerships with the public to address public safety issues such as social disorder and insecurity.

	<p>Traditionally, the police respond to crime after it occurs. On top of that, the police cannot be everywhere at all times and, therefore, relies on routine patrols, rapid response to calls for service, arrests and follow-up investigations.</p> <p>Community policing, therefore, was adopted to encourage citizens to participate in crime-solving.</p> <p>2. The Rwanda Governance Scorecard produced by the Rwanda Governance Board in 2016, presented results from a nationwide survey, which indicated that 92 per cent of the citizens trust the police. This is a high score which is a result of professional service, discipline and partnership. Of course, it is not yet 100 per cent, which means the police still has a lot of work to do.</p> <p>But only when the community and the Police can truly work together for their common good, will citizens feel that they can trust the police to that level.</p>
--	---

Lesson 15: Community policing programmes

Lesson number and title	Lesson 15: Community policing programmes
Learning objective	Learners are able to analyse community policing programmes.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to account for and describe the background of community policing and evaluate its contribution.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 12 in the Learner's book page 176.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 192–193) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What are the day-to-day activities of community policing initiatives? 2. Find out two community programmes. <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The day-to-day activities of community policing initiatives are the following:

	<ul style="list-style-type: none">▶ Conducting investigations has always been paramount in the police's missions. For this reason, the police have exploited community policing to build strong investigative functions countrywide, where it gets credible information from citizens.▶ The police also work with established entities such as Community Policing Committees (CPCs), Youth Volunteers in Crime Prevention, as well as individual citizens in general. <p>2. CPCs were introduced in 2007 and they are made up of ordinary citizens chosen by fellow residents. They operate in cells and sectors to collect information that helps in crime prevention, while they also sensitise residents about the need to collectively overcome crime.</p> <ul style="list-style-type: none">▶ The Youth Volunteers in Crime Prevention is an organisation that has over 7,000 young men and women spread throughout the country—with an aim to promote security and participate in crime prevention. They have been influential in aiding police operations and also in sensitising fellow youth against crime.
--	---

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, the teacher comes up with the synthesis of this unit. (See Learner's book page 193)

Additional information

The concept of Imihigo

Imihigo is a performance management tool where government ministers, district mayors, and the mayor of Kigali City, sign a performance contract with the president of Rwanda every year. *Imihigo* was intended to accelerate the achievements of government development programmes and priorities. The government decentralisation policy required a greater level of accountability. The policy, was to make public agencies and institutions more effective and accountable in their implementation of national programmes and accelerate the socio-economic development agenda.

The districts are responsible for implementing programmes under this broad agenda while central government assumes the task of planning and facilitating. Planning ensures that national objectives of growth and poverty reduction are attained. The decentralisation policy is also designed to deepen and sustain grassroots-based democratic governance and to promote equitable local development by enhancing citizen participation and strengthening the local government system, while maintaining effective and accountable linkages between central and local governments. This entails enhancing citizens' participation, promoting the culture of accountability, fast-tracking and sustaining equitable local development as a mechanism to enhance local fiscal autonomy, employment and poverty reduction and enhancing effectiveness and efficiency in the planning, monitoring, and delivery of services. The principle of subsidiary underpins the decentralisation policy, which is designed to ensure transparency and accountability for local service delivery through citizen participation in planning as well as civil society and faith-based organisations, the private sector and development partners.

Imihigo are used across government as performance contracts to ensure accountability. All levels of government from the local district level to ministries and embassies are required to develop their *Imihigo* and to have them evaluated. Members of the public service also sign *Imihigo* with their managers or heads of institutions. In this sense, *Imihigo* is a subset of a district's action plan showing priority activities to be used as a performance measure. District Development Plans are designed to locally contextualise EDPRS-2 priorities in order to address the needs of the local population. Districts are held accountable by the government for meeting targets through the *Imihigo* performance contracts which the mayor signs with the president.

Partnership between the government and local communities is seen as essential to building confidence in government and enabling ordinary Rwandans to take responsibility for their own development. Residents are mobilised via sectors, cells and villages to contribute to the realisation of the targets but local government is also answerable to local residents for the quality of service that they deliver.

At its inception, a limited evaluation process took place between 2006 and 2009 whereby the best ten performing districts from across the nation were reviewed, two from each province and the city of Kigali.

Ever since, the *Imihigo* evaluations have been expanded and they symbolise the tradition of accountability. The evaluation exercise is significant because the government of Rwanda assesses the degree to which ministry and district priorities and targets are realised against their *Imihigo*.

Over time, *Imihigo* have become institutionalised as a means to keep local leaders accountable to their communities and the government. It is a means of planning to accelerate the progress towards economic development and poverty reduction and is designed to: speed up the implementation of government policies and programmes; ensure stakeholder and citizen ownership of the development agenda; promote transparency and accountability; and encourage partnership between government, development partners, community based organisations and the private sector. It is a contract between all Rwandans, public sector institutions, public sector employees and citizens whereby they commit themselves to make the best contribution they can towards the development of the country by agreeing on what they will achieve. The performance targets are based on government priorities designed to drive forward the development process and achieve Vision 2020. Central government ministries' and district councils' performance targets are identified and the outcomes for the districts are announced at the National Dialogue Council. This process is designed to ensure that government policies and priorities are implemented and there is a strong incentive in place for good performance.

The importance of planning and implementing Imihigo

When the plan and contract are being drawn up, careful thought and scrutiny is needed:

Are the targets so organised that it is clear what measure should be used to assess success and what level of performance is to be expected? Is there a baseline to help establish what level of performance can be expected?

Are the actions to be taken clear, and is it clear what counts as a separate action?

For the *Imihigo* contract, are the outcomes which the ministry is committed to furthering clearly linked with an EDPRS2 priority or some other government policy or commitment?

Are the target outputs which they are committed to delivering clearly and logically linked to the outcome they represent? Is there good reason to believe that taking action to deliver these outputs will make the achievement of the outcome more likely?

Are the commitments realistic, in the light of available human and financial resource and the extent to which their achievements depend on factors outside the district or ministry's control?

Imihigo are the result of a participatory process of identifying priorities from the grass roots to the national level. *Imihigo* are developed through a number of stages:

Step 1: Identification of national priorities

Identification of national priorities: Based on EDPRS-2 as well as 7YR government priorities, each line ministry identifies national priorities to be implemented at the local level for which they have earmarked resources that they will transfer to local governments.

Central government consolidates the priorities paying special attention to quick wins, synergy and avoiding unnecessary duplication.

Step 2: Communication of national priorities to local government

Lists of central government priorities are communicated and discussed with local government leaders in the Forum of Central and Local Government.

Step 3: Identification of local priorities

Districts consult their district development partners (DDPs) and consultative meetings are held at the different local authority levels (district, sector, cell, village) to discuss and consolidate emerging priorities.

Step 4: Preparation and approval of district *Imihigo*

District level consultations with DDPs to integrate local priorities and national priorities as communicated in the Forum of Central and Local Government.

Consolidation of national and local priorities at district level and discussion of draft *Imihigo*.

Discussion of draft district *Imihigo* with Quality Assurance Technical Team (Prime Minister's Office, Ministry of Local Government and ministry of finance and local government).

Presentation of priorities to stakeholders.

Approval of *Imihigo*.

End of unit assessment

Answers to the end of unit assessment. See Learner's book page 194)

1. The background of the following national duties and obligations:

a) *Itorero ry'Igihugu*

In precolonial Rwanda, the "*Itorero*" was a cultural school and it was the channel through which the nation could convey messages to the people regarding national culture in areas such as language, patriotism, social relations, sports, dances and songs, defence of the nation, etc. Therefore, *Itorero ry'Igihugu* was an educational institution and a mechanism through which the country channelled various instructions relating to her cultural values. It also played a role of a national forum for grooming national leaders. *Itorero* trainees would delve deeply in discussions relating to national programmes and Rwanda's cultural values with the aim of reaching a common vision and instilling in themselves the virtues of humility, good conduct, and common understanding of what the country expected of them, and the role played by the quality of interdependence in the edification of healthy socio-economic relations.

Today, the "*Itorero*" is a Rwandan civic education institution which aims mainly at teaching Rwandans to keep their culture through its different values such as national unity, social solidarity, patriotism, integrity, bravery, tolerance, the dos and don't's of the society, etc. Through this instrument, Rwandans will also keep informed of government policies and programmes which will strengthen ownership of these policies and promote the role of the population in the implementation of these social-economic development programmes.

b) *Umuganda*

As part of its Vision 2020 development programme, the government implemented a community service policy: *Umuganda*. It was established to help supplement the national budget spent in construction and the repair of basic infrastructure. The work done is organised by community members and is done voluntarily

and without pay. The projects completed through *Umuganda* include, but are not limited to, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, water canals, etc.

The goals of this policy are:

- ⦿ Supplement national resources by executing specific activities.
- ⦿ Instill a culture of collective effort in the population.
- ⦿ Resolve problems using locally available resources.
- ⦿ Restore the dignity of manual labour.

Planning for *Umuganda* is done at council meetings at the cell level. It is the responsibility of local leaders as well as national leaders to mobilise the population to participate in *Umuganda*. Community members meet and plan the date (usually a weekend) and the activity. Participation in *Umuganda* is compulsory for all able-bodied citizens. It is expected that this policy will result in a more cohesive society as all members of a community come together to complete a project that benefits the community. The word *Umuganda* can be translated as ‘coming together in common purpose to achieve an outcome’. In traditional Rwandan culture, members of the community would call upon their family, friends and neighbours to help them complete a difficult task.

As part of efforts to reconstruct Rwanda and nurture a shared national identity, the government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programmes to the country’s needs and context. The result is a set of home grown solutions—culturally owned practices translated into sustainable development programmes. One of these home grown solutions is *Umuganda*.

c) Community policing

When Rwanda National Police (RNP) was established in the year 2000, it adopted the community policing strategy to build ties and work closely with members of the community to fight crime. Since then, the department for community police has been influential in reducing crime throughout the country. It is run on a philosophy that promotes proactive partnerships with the public to address public safety issues such as social disorder and insecurity.

The police respond to crime after it occurs. On top of that, the police cannot be everywhere at all times and, therefore, relies on routine patrols, rapid response to calls for service, arrests and follow-up investigations.

Community policing, was adopted to encourage citizens to participate in crime-solving.

It is focused on the prevention of crime and disorder, by partnering with the public to increase police visibility in all communities to solve, prevent and reduce crime.

Community policing encourages the police to increase the means by which citizens can report incidents or the use of volunteers to provide timely reports that help in anti-crime operations.

Before and during the 1994 genocide against the Tutsi, citizens were always scared and full of mistrust for law enforcing agencies.

Law enforcers were used by politicians to intimidate citizens and this gave them a bad reputation because citizens considered them as part of the problem, rather than as their protectors.

This is the kind of stigma that had to be kicked out to ensure professional delivery of services.

This strategy helped increase police response to crime, because many reports are now provided by community members.

Unlike the previous law enforcers who served the criminal desires of a genocidal regime, the police now serve the citizens and ensure that they have a say in the security of their communities.

2. The achievements of the National Itorero Commission.

From 19 November 2007, *Itorero ry'Igihugu* was launched in all districts of the country. On December 2007, a ceremony to present nationwide Intore regiments at district level to the president of the Republic of Rwanda and other senior government officials took place at Amahoro stadium. Each district's regiment presented their performance contract at that colourful ceremony marked by cultural festivals. Each district's Intore regiment publicly announced its identification name. At the national level, all the 30 district Intore regiments comprise one national *Itorero*, but each district regiment has its identification name. Each district regiment may have an affiliate sub-division which may, in turn, also have a different identification name.

There is also *Itorero* for the Rwandan diaspora that has the authority to develop its affiliated sub-division. From November 2007 up to the end of 2012, *Itorero ry' Igihugu* had a total of 284,209 trained Intore. The total Intore trained at the national level from 2007 to 2012 is 284,209.

In order to enable each Intore to benefit and experience change of mindset, each group chooses its identification name and sets objectives it must achieve. Those projected objectives must be achieved during or after training, and this is confirmed by the performance contracts that have to be accomplished. With this obligation in mind, each individual also sets personal objective that in turn contributes to the success of the corporate objectives.

The number of Intore who have been trained at the village level amounts to a total of 814,587. Those mentored at the national level go down to mentor in villages, schools, and at various work places. In total, 1,098,599 Rwandans have been mentored nationwide.

3. The strengths and weaknesses of *Imihigo* performance contracts

Strengths of Imihigo

Rwanda has made tremendous socio-economic advancement in the last decade. Over the EDPRS 1 period, the average real GDP growth rate was 8.2 per cent and poverty was reduced from 56.7 per cent to 44.9 per cent between 2006 and 2011.

Access to education and health services have become universal with 96 per cent of school-aged children now enrolled in primary school, and a 90 per cent coverage of health insurance. These achievements illustrate the impact of the government development policies in the frame work of a vision based on home-grown solutions. This diverse set of instruments embraces citizen participation and consensus-based policy-making with a focus on culture and national identity, as guiding principles.

Within the commitment of evidence-based policy making, the impact, scope and documentation of home-grown initiatives/solutions (HGI/S) is systematically pursued. It is against this background that the Rwanda Governance Board (RGB) was mandated by the cabinet meeting held on 4th November 2011 to

conduct monitoring, research and policy dialogues on the home-grown initiatives and solutions. One of the most prominent HGI/S has been the *Imihigo*, or performance contract policy. *Imihigo* was implemented from 2006 as a tool to accelerate the national development agenda. Over the years, the practice has evolved into a tool for effective planning, implementation, performance evaluation and accountability for all public institutions and staff.

More specifically, findings from *Imihigo* are used to inform the government of Rwanda about:

Performance: Provide feedback on the delivery of outputs and the impact these have had on the lives of the intended beneficiaries.

Accountability: Whether public spending is addressing the appropriate priorities and whether it is making a difference in the lives of citizens.

Knowledge: Increasing knowledge about what policies and programmes work, enabling the government at central and local levels to build an evidence base for future policy development and enabling the identification of innovative ways of increasing effectiveness.

Decision-making: Providing evidence to enable policy-makers, planners and finance departments to judge the merit or worth of an intervention.

Co-ordination: Identifying key stakeholders expected to be involved in specific areas/programmes/projects and the extent to which they actually participated and how they were coordinated.

Beneficiaries' satisfaction: The extent to which beneficiaries are happy with the different government interventions and the extent to which they were consulted.

Imihigo Challenges

Problems of measurements

There is absence of a clear standard on how to measure the value of *Umuganda*. The first issue has to do with the output on increasing the value and participation in *Umuganda*. For instance, some districts measure their value based on the number of people participating on the day multiplied by the daily labour

(mostly farming) rate applicable in that district, whereas other districts attempt to estimate the financial cost of achievements on the day of *Umuganda*. However, in both cases it is known that *Umuganda* lasts only three hours. A key defect from the first approach is that when calculations are based on a full day's work rate yet *Umuganda* lasts an average of three hours, the value assigned could potentially mislead by overestimating the achievement.

Budget versus needs

There is a clear discrepancy between allocated budget and the magnitude of citizen needs at the local administrative level. This challenge was raised by a number of leaders at the district level from the Executive Committee, Councils, and the Joint Action Development Forum (JADFs). In all the focus group discussions with district authorities, harmonising citizen needs with the available budget was pointed out as a key challenge. While there are always several competing needs for a limited budget, appropriate apportionment implies that the limited resources should respond to the most pressing demands.

Competing agendas

The evaluation team noticed the existence of competing agendas between central and local government. In all districts, respondents reported that urgent assignments from line ministries and other central government agencies interfere with local planning. Despite efforts for joint planning meetings between the central and local levels, unplanned requests emerging from channels outside of joint planning often come from the central government and consume local resources (finances and time) particularly when the demands are not accompanied with implementing funds. In some instances, money to implement an inserted item will be promised but the promise is not delivered when it comes to the implementation phase or local authorities are told to insert items and are then told to expect the resources to come from private sources. In general, local implementers would be less concerned if all the requests from central government were accompanied with implementing resources.

Low ownership of Imihigo

Ideally, district *Imihigo* should be informed by the needs of citizens at the local level while being aligned to national development priorities which stem from those needs. However, findings from this evaluation suggest that *Imihigo* ownership is relatively low among the intended beneficiaries. In some respects, district officials pointed to a “dependency syndrome” where citizens would rather depend on government to provide them with free or subsidised goods. In some instances, the officials pointed out, citizens will compete for lower categories of Ubudehe in order to become eligible for free healthcare and VUP programmes. Overall, officials point to these programmes as responsible for diminished ownership of *Imihigo*.

Understaffing and low capacity

Understaffing and capacity gaps at the local government level is widely documented. Studies have provided evidence on the subject. According to RALGA, lack of staff, insufficient financial means, lack of data base to facilitate planning, monitoring, and evaluation and heavy workload constitute “the most pressings factors influencing service delivery in local government. In 2008 the District Capacity Building Needs Assessment conducted by the ministry of public service and labour showed that in many districts posts are occupied by staff without the requisite skills. The same study pointed to challenges in staff recruitment and low staff retention rate at the levels of the sector and the cell.

While these are factors that affect service delivery at the local level, these shortages have particular effects on the implementation of *Imihigo*. On one hand, district staff is overloaded to the extent that they may not have the requisite time to implement *Imihigo* targets. On the other hand, as evidenced by the above studies, local government staff are not skilled enough in monitoring and evaluation, a key element if the *Imihigo* are to achieve optimum impact.

Delays in funds disbursement

Some of the key detriments to *Imihigo* are delays in funds disbursement, from both the central government and other development partners. The same RALGA study pointed to delays in funds disbursement as the most important issue affecting

service delivery at local government level, equally important as insufficient staff. This evaluation process has pointed to two related issues that make it difficult to implement *Imihigo* targets in a timely manner. First, there is a discrepancy between the fiscal year and the period of *Imihigo* signing. This challenge comes from the relationship with stakeholders most of whom use the calendar which starts in January against the district's fiscal year which starts in July. Overall, time discrepancies mean that time is lost before *Imihigo* can be effectively implemented. More specifically, *Imihigo* are usually signed 2–3 months after the fiscal year has started. This means that almost a quarter of the year is lost.

Issues in implementation of Imihigo

The lag between the passing of the budget and the *Imihigo* translates to a loss of the first quarter in implementation.

Most *Imihigo* are implemented in the last quarter due to delays in either the transfer of financial resources to the districts or delays on the part of the district to request for disbursement.

Shifting priorities take away resources (time, finances) from implementing *Imihigo*.

Some targets are included in *Imihigo* without adequate control of the sources of funds for implementation.

In some situations, *Imihigo* without proper local contextualisation are difficult to implement. A good example is when the evaluators find farmers in some hilly parts of the country using land tillers on terraces in efforts that are clearly designed to reach the target of agricultural mechanisation. The tool is simply not appropriate for the terrain.

Some targets are not achieved due to a third party such as those on water, electricity and road construction where delays in implementation are related to lack of control over the operations of EWSA and RTDA.

There are challenges in establishing measurement standards from one district to another. An output that requires building households for the vulnerable may have a house value ranging between Rwf 2m and 15 million. There is an assumption that an implemented item meets requisite standards which are not outlined anywhere. Guidance from the central government for

standard setting should be strengthened as well as a team for quality assurance to ensure implemented items meet the quality standards.

Some achievements are inflated. A good example is an output for building a house claimed to be 60 per cent complete when a site visit would place it at a far less per centage.

There are challenges in common planning for district trans-boundary items such as feeder road construction.

Understaffing and high turnover at the local administration level calls for improved capacity building and need to improve the institution environment for delivering.

4. The role played by community policing in global security of the country is as follows:

The Rwanda Governance Scorecard produced by the Rwanda Governance Board in 2012, presented results from a nationwide survey, which indicated that 92 per cent of the citizens trust the police. This is a high score which is a result of professional services, discipline and partnership. Of course, it is not 100 per cent yet so there is still a lot of work to be done.

But only when the community and the police can truly work together for their common good, will citizens feel that they can trust the police to that level.

Once the citizens trust the officers who they meet in their day-to-day operations, they feel free to provide them with information to help prevent or solve crimes and to arrest criminals.

This has enabled the police to serve communities better and to fulfill its mission to make the people living in Rwanda feel safe and reassured.

5. The role played by *Umuganda* in the socio-economic development of the country.

Successful projects include the building of schools, medical centres and hydro electric plants as well as rehabilitating wetlands and creating highly productive agricultural plots. The value of *Umuganda* to the country's development since 2007 has been estimated at more than US \$60 million.

Professionals also contribute to *Umuganda*. It is in this context

that members of Rwanda's elite and private sector, including engineers, medics, IT specialists, statisticians and other professionals, are actively involved in *Umuganda* activities.

The military personnel also participate in social activities like building schools and hospitals and this inspires the population to be very active as well.

Umuganda value has increased from Rwf12 billion in 2012 to Rwf 17 billion in 2015. With increase in the monetary activities, *Umuganda* has seen Rwandans build over 400 offices of micro finance institutions commonly known as Umurenge Sacco, 11,000 classrooms for the country's twelve year basic education that has put Rwanda's school enrolment level at over 95 per cent of children in primary school, among other achievements.

Remedial activities

Questions

- a) What is *Umuganda*?
- b) What is *Urugerero*?
- c) Which institution established community policing?

Answers

- a) *Umuganda* is a community service policy implemented by the government as part of its Vision 2020 development programme. *Umuganda* was established to supplement the national budget spent in the construction and the repair of basic infrastructure. The work done is organised by community members voluntarily. The projects completed through *Umuganda* include, but are not limited to, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, water canals, etc.
- b) *Urugerero* or national service started in 2012 and the actual implementation was in 2013. *Urugerero* is organised through various activities designed to promote social cohesion and community wellness in particular, and boost national development in general.
- c) Community policing is one of the departments of the National Police. It closely works with members of the community to fight

crime. This department of community policing helps reduce crime throughout the country, and is run on a philosophy that promotes proactive partnerships with the public to address public safety issues such as social disorder and insecurity.

Extended Activities

Questions

- a) Assess the achievements of *Umuganda* and *Itorero* in fulfilling national duties and obligations.
- b) Critique community policing in dealing with the matter of national security.

Answers

1. Achievements of *Umuganda* are the following:

- ⦿ Restoration of the dignity of manual labour.
- ⦿ Instilling a culture of collective effort in the population.
- ⦿ Solving the problem faced by the population by the use of locally available resources.
- ⦿ Supplementing national resources by executing specific activities.
- ⦿ Infrastructure development and environmental protection.
- ⦿ Construction of schools and hospitals and encouraging the population to be very active.

Achievements of *Itorero* are the following:

- ⦿ *Itorero* enables Intore to benefit and experience change to mindset.
 - ⦿ It sets the performance contracts that have to be accomplished.
 - ⦿ Creation of sub-*Itorero* at all levels.
 - ⦿ 1,098, 599 Rwandans have already been mentored nationwide.
2. Ninety-two per cent of the citizens trust the police. This is a high score which is a result of professional services, discipline and

partnership. However, the police still has a lot of work to do. Only when the community and the police can truly work together for their common good, will citizens feel that they can trust the police to the highest level.

Once the citizens trust the officers whom they meet in their day-to-day operations, they will feel free to provide them with information to help prevent or solve crimes and to arrest criminals. This has enabled the police to serve communities better and to fulfil its mission to make the people living in Rwanda feel safe and reassured.

Unit 8: National and International Judicial Systems and Instruments

Learner's book pages 195–207

Key unit competence

To be able to analyse national and international judicial systems and instruments and how justice has been delayed and denied in Rwandan society.

Prerequisites of this unit

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

- Organs, role and functions of the state and government.
- Sources of Rwandan codes and laws.
- National human rights instruments.
- International human rights instruments.
- Effectiveness of national and international human rights instruments.

Cross-cutting issues to be addressed

Peace and values education: With this cross-cutting issue, learners will be enabled to have a better understanding 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.

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

Gender: This cross-cutting issue, will enable both boys and girls 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

Learners will have work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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

Learners will be assigned activities in which they will be invited to confidently convey information and ideas through speaking, writing and other forms of communication using correct language structure and relevant vocabulary in a range of social and cultural contexts. For instance, learners will have to make presentations of their work and discuss in their respective groups.

Research and problem solving

Learners will also be given assignments that require them to carry out research so as to find solutions to problems, produce new knowledge based on research of existing information 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 evidence and explanations presented by different authors in order to find out the veracity of their works or research.

Lifelong learning

Learners will also be given take home assignments and will be also invited to further research on different topics explored in this unit. In so doing, they will have the opportunity to use information and communication technology tools. This will enhance their personal fulfilment, improvement and development.

Vocabulary or key words

Dispute, doctrine, guilty, jurisdiction, substantive, unanimous, veto, workload.

Guidance on the problem statement

Give an activity that draws learners interest to what happens or will happen in this unit. As they get engaged in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and be inquisitive about national and international judicial systems and instruments.

The suggested problem statement here is the following: *Identify and describe the national and international judicial systems and instruments.*" This problem statement can be given as homework systems or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.
- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.
- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.
- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of lessons

1.2. s

Number of the lesson	Lesson title	Number of periods
1	Concepts of judicial systems	2
2	National judicial systems	2
3	National judicial instruments	2
4	International judicial systems	2
5	International judicial instruments	2
6	Structure of the International Court of Justice	2
7	Organisation of the International Court of Justice	2
8	Structure of the International Criminal Court	2
9	Organisation of the International Criminal Court	2
10	Ways in which justice has been denied and delayed in Rwanda	2
11	Evaluation	2

Lesson Development

Lesson 1: Concepts of judicial systems

Lesson number and title	Lesson 1: Concepts of judicial systems
Learning objective	Learners are able to define the concepts of judicial systems.
Prerequisites / Revision / Introduction	To introduce this lesson, a teacher invites the learners to define the term justice.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.

Learning activities	A teacher should organise learners into groups and then invite them to do activity 1 in the Learner's book page 196.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 198-199) the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Define the term judicial system. 2. What is the responsibility of the judiciary? <p>Suggested Answers</p> <p>The judicial system or court system is the system of courts that interprets and applies the law in the name of the state. The judiciary also provides a mechanism for the resolution of disputes.</p> <ol style="list-style-type: none"> 3. The responsibility of the judiciary is to interpret law and apply it to the facts of each case. In some countries, the judiciary can make law, known as <i>common law</i>, by setting precedent for other judges to follow, as opposed to statutory law made by the legislature. The judiciary is often tasked with ensuring equal justice under law.

Lesson 2: National judicial systems

Lesson number and title	Lesson 2: National judicial systems
Learning objective	Learners are able to analyse the Rwandan national judicial systems and find out its organisation.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to state the responsibility of the judiciary in Rwanda and in other countries.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 2 in the Learner's book page 197.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 197–198) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Categorise the Rwandan judicial system. 2. Find out the different types of courts in present Rwanda.

	<p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The judicial system in Rwanda is made up of two kinds of courts. These are ordinary courts and specialised courts. The ordinary courts are headed by the High Council of the Judiciary. This is established by the Rwandan constitution of 4/06/2003 in its article 157 and 158, as amended. It is the supreme organ of the judiciary. 2. Today, Rwanda has different types of courts headed by the Supreme Court. These include the High Court, intermediate and primary courts. In addition to ordinary courts, there are specialised courts comprising commercial courts and military courts.
--	--

Lesson 3: National judicial instruments

Lesson number and title	Lesson 3: National judicial instruments
Learning objective	Learners are able to describe the Rwandan national judicial instruments.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the organisation of Rwandan national judicial systems.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 2 in the Learner's book page 197.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 197–198) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. In Rwanda, the judicial instruments that are set in place include different courts. At the high level, there is the Supreme Court which is followed by the High Court. The latter comprises various chambers. Find out them. 2. Where are the primary courts located? 3. The High Commercial Court has two branches. Where are they located? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The different chambers of the High Court in the country include the chamber of international crimes, the chamber of Nyanza in southern province, the chamber of Rusizi in western province, the chamber of Rwamagana in eastern province and the Chamber of Musanze in northern province.

	<ol style="list-style-type: none"> 2. The primary courts are located in the districts of Nyarugenge, Gasabo, Nyagatare, Ngoma, Muhanga, Huye, Nyamagabe, Rusizi, Karongi, Rubavu, Gicumbi and Musanze. 3. In Rwanda, the branches of the High Commercial Court are located in Huye and Musanze.
--	---

Lesson 4: International judicial systems

Lesson number and title	Lesson 4: International judicial systems
Learning objective	Learners are able to study the international judicial system and describe its creation and evolution.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the Rwandan national judicial instruments.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 3 in the Learner's book page 199.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 199–201) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. At which occasion was international justice set in place? 2. What was the mission of the International Court of Justice (ICJ) at its foundation? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The establishment of an international tribunal was first proposed during the Paris Peace Conference in 1919 following the first World War by the Commission of Responsibilities. 2. The mission of the International Court of Justice (ICJ) at its foundation was to deal with specific political disputes between countries.

Lesson 5: International judicial instruments

Lesson number and title	Lesson 5: International judicial instruments
Learning objective	Learners are able to identify international judicial instruments.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to portray the creation and evolution of the international judicial system.

Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 3 in the Learner's book page 199.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 199–201) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What are the main international judicial instruments? 2. Point out the duties of international judicial instruments. <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. There are two main international judicial instruments: the International Court of Justice (ICJ) and the International Criminal Court (ICC). 2. The international Court of Justice (ICJ) has the responsibility of solving conflicts that arise between countries. <p>The International Criminal Court (ICC) is an intergovernmental organisation and international tribunal that sits in The Hague in the Netherlands. The ICC has the jurisdiction to prosecute individuals for the international crimes of genocide, crimes against humanity, and war crimes.</p> <p>The ICC is intended to complement existing national judicial systems and it may therefore only exercise its jurisdiction when certain conditions are met, such as when national courts are unwilling or unable to prosecute criminals or when the United Nations Security Council or individual states refer investigations to the court.</p>

Lesson 6: Structure of the International Court of Justice

Lesson number and title	Lesson 6: Structure of the International Court of Justice
Learning objective	Learners are able to analyse the structure of the International Court of Justice.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to identify international judicial instruments.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 4 in the Learner's book page 202.

Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 202–204) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How are judges at the International Court of Justice chosen and how many are they? 2. How are the seats shared between continents and countries? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The ICJ is composed of fifteen judges elected to nine-year terms by the UN General Assembly and the UN Security Council from a list of people nominated by the national groups in the Permanent Court of Arbitration. 2. There is an informal understanding that the seats are distributed by geographic regions so that there are five seats for western countries, three for African states (including one judge of Francophone civil law, one of Anglophone common law and one Arab), two for eastern European states, three for Asian states and two for Latin American and Caribbean states. The five permanent members of the United Nations Security Council (France, Russia, China, the United Kingdom, and the United States) always have a judge on the court, thereby occupying three of the western seats, one of the Asian seats and one of the Eastern European seats. The exception was China, which did not have a judge on the court from 1967 to 1985 because it did not put forward a candidate.

Lesson 7: Organisation of the International Court of Justice

Lesson number and title	Lesson 7: Organisation of the International Court of Justice
Learning objective	Learners are able to describe the organisation of the International Court of Justice.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to analyse the structure of the International Court of Justice.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 4 in the Learner's book page 202.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content that is in the Learner's book pages 202–204 and the answers developed by the learners.

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How are judgements made at the International Court of Justice? 2. How many judges are required to hear a case? 3. How many chambers are there in the International Court of Justice? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. Judges may deliver joint judgments or give their own separate opinions. Decisions and advisory opinions are by majority, and, in the event of an equal division, the president's vote becomes decisive. Judges may also deliver separate dissenting opinions. 2. Generally, the court sits as full bench, but in the last fifteen years, it has on occasion sat as a chamber. Articles 26–29 of the statute allow the court to form smaller chambers, usually 3 or 5 judges, to hear cases. 3. Two types of chambers are contemplated by article 26: firstly, chambers for special categories of cases, and secondly, the formation of <i>ad hoc</i> chambers to hear particular disputes. In 1993, a special chamber was established, under article 26(1) of the ICJ statute, to deal specifically with environmental matters (although it has never been used). <p><i>Ad hoc</i> chambers are more frequently convened. For example, chambers were used to hear the <i>Gulf of Maine Case</i> (Canada/ US). In that case, the parties made it clear that they would withdraw from the case unless the court appointed to the chamber judges who were acceptable to the parties.</p>
------------	--

Lesson 8: Structure of the International Criminal Court

Lesson number and title	Lesson 8: Structure of the International Criminal court.
Learning objective	Learners are able to analyse the structure of the International Criminal Court.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the organisation of the International Court of Justice.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 4 in the Learner's book page 202.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 206–207) and the answers developed by the learners.

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Find out the organs of the International Criminal Court. 2. What is the composition of the judicial divisions? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The International Criminal Court is composed of four organs: the Presidency, the judicial divisions, the Office of the Prosecutor, and the Registry. 2. The judicial divisions consist of the 18 judges of the court, organised into three chambers; the Pre-Trial Chamber, Trial Chamber and Appeals Chamber which carry out the judicial functions of the court. Judges are elected to the court by the Assembly of States Parties. They serve nine-year terms and are not generally eligible for re-election. All judges must be nationals of states party to the Rome Statute, and no two judges may be nationals of the same state. They must be “persons of high moral character, impartiality and integrity who possess the qualifications required in their respective states for appointment to the highest judicial offices”.
------------	--

Lesson 9: Organisation of the International Criminal Court

Lesson number and title	Lesson 9: Organisation of the International Criminal court
Learning objective	Learners are able to describe the organisation of the International Criminal Court.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to analyse the structure of the International Court of Justice.
Teaching aids	Learner’s books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 4 in the Learner’s book page 202.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner’s book (page 204–205) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the responsibility of the Office of the Prosecutor? 2. What is the duty of the Registry?

	<p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The Office of the Prosecutor is responsible for conducting investigations and prosecutions. It is headed by the chief prosecutor, who is assisted by one or more deputy prosecutors. The Rome Statute provides that the Office of the Prosecutor shall act independently. As such, no member of the office may seek or act on instructions from any external source, such as states, international organisations, non-governmental organisations or individuals. 2. The Registry is responsible for the non-judicial aspects of the administration and servicing of the court. This includes, among other things, “the administration of legal aid matters, court management, victims and witnesses matters, defence counsels, detention units, and the traditional services provided by administrations in international organisations, such as finance, translation, building management, procurement and personnel”. The Registry is headed by the registrar, who is elected by the judges to a five-year term.
--	--

Lesson 10: Ways in which justice has been denied and delayed in Rwanda

Lesson number and title	Lesson 10: Ways in which justice has been delayed and denied in Rwanda
Learning objective	Learners are able to explain different ways in which justice has been delayed and denied in Rwanda.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the organisation of the International Criminal Court.
Teaching aids	Learner’s book and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 5 in the Learner’s book page 205.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner’s book (pages 205–206) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Find out two ways in which justice has been delayed and denied in Rwanda.</p> <p>Suggested Answers</p> <p>During the First and the Second Republics, justice was denied to the Tutsi due to the culture of impunity that was prevailing in Rwanda. The Tutsi were targeted and killed and the perpetrators of these crimes were not punished. Moreover, the properties of the Tutsi were destroyed or confiscated.</p>

	<p>Justice has been delayed vis-à-vis the victims of the 1994 genocide against the Tutsi in the following way: After the 1994 genocide against the Tutsi, justice faced the problem of delay due to the following reasons:</p> <ul style="list-style-type: none">▶ Absence of laws punishing the crime of genocide.▶ There was lack of competent judiciary tribunals and existence of a little number of judges because many of them had either been killed during the 1994 genocide against the Tutsi or had fled the country to become refugees abroad. In addition, the few judges who remained were not enough skilled to perform well and professionally their job.▶ Besides, the big number of genocide prisoners complicated this precarious situation. It was difficult to judge all the criminals in a short time. This is the reason why the government of Rwanda decided to resort later in 2005 almost 10 years after 1994 to the Gacaca courts to judge the perpetrators of the 1994 genocide against the Tutsi.▶ Many countries which host the genocide criminals refuse to judge them or to send them in Rwanda, for example 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, the teacher comes up with the synthesis of this unit. (See Learner's book page 206)

Additional information

What are human rights?

Human rights are those activities, conditions, and freedoms that all human beings are entitled to enjoy, by virtue of their humanity. They include civil, political, economic, social and cultural rights. Human rights are inherent, inalienable, interdependent, and indivisible, meaning they cannot be granted or taken away, the enjoyment of one right affects the enjoyment of others, and they must all be respected.

However, only governments are in a position to put in place laws and policies necessary for the protection of human rights and to regulate

private and public practices that impact individuals' enjoyment of those rights. Therefore, national governments are the guarantors, or violators, of human rights.

Human rights protect individuals from government action that would threaten or harm fundamental freedoms, such as life, physical integrity, and liberty. International human rights law is, essentially, a set of rules governing state behaviour vis-a-vis individuals and, at its most basic, requires states to ensure that people enjoy their fundamental freedoms. Like national constitutions, which are covenants between governments and their citizens, international human rights treaties are covenants between states and the international community, where states agree to guarantee certain rights within their own territories.

When states ratify human rights treaties, they agree to both refrain from violating specific rights and to guarantee enjoyment of those rights by individuals and groups within their jurisdictions. Regional and international oversight bodies contribute to state compliance and provide opportunities for redress and accountability that may be non-existent or ineffective at the national level. However, becoming party to a treaty or agreeing to oversight by a supranational body generally remains voluntary. The level of participation in the international human rights framework varies among states.

The driving idea behind international human rights law is that — because it is states who are in a position to violate individuals' freedoms — respect for those freedoms may be hard to come by without international consensus and oversight. That is, a state which does not guarantee basic freedoms to its citizens is unlikely to punish or correct its own behaviour, particularly in the absence of international consensus as to the substance of those freedoms and a binding commitment to the international community to respect them.

States' human rights duties have come to include **positive and negative obligations**. This means that, in limited circumstances, states may have a duty to take proactive steps to protect individuals' rights (rather than merely refraining from directly violating those rights), including from non-state action. In addition, demand for protections beyond the traditional civil and political sphere have increased the number and variety of interests which are now considered rights, particularly in the area of economic, social and cultural concerns. As such, we refer to

states' duties to: respect, protect, and fulfill the enjoyment of human rights.

While international human rights courts and monitoring bodies oversee states' implementation of international human rights treaties, a variety of other sources are also relevant to the determination of individuals' rights and states' obligations. These include the judicial and quasi-judicial decisions of international and domestic courts on international human rights law or its domestic equivalents; the decisions of domestic and international courts on the related (but distinct) subject of international criminal law; and analysis and commentary by scholars and others. Of course, a necessary component of human rights protection is the factual research identifying the conditions which may constitute violations, which is conducted by intergovernmental organisations, as well as by the civil society.

International human rights law is dynamic and its boundaries are daily being pushed in new directions.

The International human rights framework

In the post-world war II period, international consensus crystallised around the need to identify the individual rights and liberties which all governments should respect, and to **establish mechanisms** for both promoting states' adherence to their human rights obligations and for addressing serious breaches. Thus, in the decade following the war, national governments cooperated in the establishment of the United Nations (UN), the Organisation of American States (OAS), and the Council of Europe (COE), each including among its purposes the advancement of human rights.

These intergovernmental organisations then prepared non-binding **declarations** or binding **treaties** which spelled out the specific liberties understood to be human rights, including the **Universal Declaration of Human Rights**, American Declaration of the Rights and Duties of Man, and the European Convention for the Protection of Human Rights and Fundamental Freedoms. By the end of the 1950s, these three systems (United Nations, Inter-American and European) had each established mechanisms for the promotion and protection of human rights, which included the (former) UN Commission on Human Rights, the Inter-American Commission on Human Rights, the

(former) European Commission of Human Rights, and the European Court of Human Rights.

In subsequent decades, each oversaw the drafting of **human rights agreements on specific topics** and created **additional oversight mechanisms**, which now include the United Nations treaty bodies and Universal Periodic Review, the Inter-American Court of Human Rights, and the European Committee of Social Rights.

More recently, other intergovernmental organisations have also established, or begun to establish, regional human rights treaties and monitoring mechanisms. In Africa, the **African Commission on Human and Peoples' Rights** and the African Court on Human and Peoples' Rights monitor state compliance with the African Charter on Human and Peoples' Rights. The decline of the Soviet Union spurred the formation of the Organisation for Security and Co-operation in Europe (OSCE) which recognised dialogue on human rights, political and military relations, and economic development as being equally important to sustained peace and stability across Europe and the (former) Soviet states in southeast Asia. The Association of Southeast Asian Nations (ASEAN) has recently created the ASEAN Intergovernmental Commission on Human Rights, and the League of Arab States in 2009 created the Arab Human Rights Committee.

In addition, the UN, Inter-American, and African systems appoint **individual experts** to monitor human rights conditions in a range of priority areas, such as arbitrary detention and discrimination. These experts are often called rapporteurs, and they carry out their work by receiving information from civil society, visiting countries, and reporting on human rights conditions and the ways in which they violate or comply with international norms. The Council of Europe's Commissioner for Human Rights fulfills a similar role, although his mandate is not issue-specific. The **UN High Commissioner for Human Rights** supports and coordinates the UN's human rights activities, in addition to independently addressing issues of concern through country visits, dialogue with stakeholders, and public statements, much as rapporteurs do.

Human rights bodies' functions

One can think of the different mechanisms for the protection of human rights as **overlapping umbrellas of distinct sizes**, positioned around the globe. The different umbrellas are made up of the courts and monitoring bodies of the following universal and regional human rights systems:

United Nations

- ▶ UN Human Rights Council
- ▶ Human rights treaty bodies
- ▶ Independent experts known as “special procedures“
- ▶ Universal Periodic Review

Africa

- ▶ African Court on Human and Peoples' Rights
- ▶ African Commission on Human and Peoples' Rights

The Americas

- ▶ Inter-American Court of Human Rights
- ▶ Inter-American Commission on Human Rights

Europe

- ▶ European Court of Human Rights
- ▶ European Committee of Social Rights
- ▶ Council of Europe Commissioner for Human Rights

The Middle East & North Africa

- ▶ Arab Human Rights Committee
- ▶ Southeast Asia
- ▶ ASEAN Intergovernmental Commission on Human Rights

These human rights bodies each have **different functions** and jurisdiction. In general, these mechanisms' responsibilities may include: deciding complaints against states, engaging in independent monitoring through country visits and reporting, and reviewing states' reports on their own compliance with human rights standards.

In addition, other intergovernmental or political bodies engage in standard-setting, inter-state dialogue, monitoring, or promotion of human rights. Such bodies include the UN Human Rights Council, ASEAN Intergovernmental Commission on Human Rights, and the Commission on the Status of Women.

Other international courts & monitoring bodies

In addition, a variety of other international bodies outside of what is traditionally referred to as the international human rights framework also play a role in addressing human rights violations.

For example, states may bring complaints against other states before the International Court of Justice, which from time to time decides cases involving individuals' human rights from the standpoint of one state's allegation that another state violated the terms of an international agreement (such as by not affording its nationals access to consular representatives when they were detained in the second state). The International Labour Organisation (ILO) also oversees states' compliance with international labour standards, including by receiving inter-state complaints concerning alleged violations of ILO conventions.

Further, individuals (as opposed to states) may be criminally prosecuted for violations of international humanitarian law or international criminal law or of *jus cogens* norms of international law, or may be sued civilly under domestic law. The International Criminal Court, International Criminal Tribunal for Rwanda, International Criminal Tribunal for the former Yugoslavia, and a number of internationalised criminal tribunals undertake such prosecutions.

A number of regional courts created through economic integration or development agreements have jurisdiction to adjudicate disputes related to human rights. These courts and tribunals of regional economic communities operate in subregions of Africa, the Americas, and Europe.

Finally, national, or "domestic," bodies also play an important role in implementing and enforcing international human rights standards, including through national human rights institutions (NHRIs), domestic civil and criminal legal proceedings, the exercise of universal jurisdiction, and truth and reconciliation commissions.

Cross-fertilisation and competing jurisdiction

These overlapping umbrellas sometimes mean that a particular state will participate in, and report to, several supranational human rights bodies. For example, in the western hemisphere, all 35 independent countries are members of the Organisation of American States and, as such, have signed the American Declaration of the Rights and Duties of Man, under which complaints can be brought against them before the Inter-American Commission on Human Rights. In addition, each of these countries may or may not have ratified one or more

of the core UN human rights treaties overseen by a treaty body—such as the Committee Against Torture — that accepts individual complaints. Additionally, each state may have agreed to bring inter-state disputes arising under a specific treaty, such as the Vienna Convention on Consular Relations, to the International Court of Justice. Further, any of these states may also be a party to the Rome Statute, meaning it is obligated to cooperate with the International Criminal Court in the prosecution of individuals suspected of committing genocide, crimes against humanity, war crimes or (in the future) aggression.

Although each of the various human rights bodies operates independently from the others, under a specific mandate and within the scope of its particular treaties, the provisions of the regional and universal human rights treaties are often highly similar. As such, each tribunal often looks to the jurisprudence of the others when deciding novel or delicate Questions. Tribunals also look to other bodies' interpretations when another treaty exists (typically a universal treaty) that is more specific or germane to the topic at hand, such as when tribunals look to the International Labour Organisation conventions in interpreting the scope of labour rights.

However, this does not mean that the various tribunals have reached consistent conclusions on similar matters. Neither does it mean that the jurisprudence of each body is as developed as the rest. Some tribunals have decades' more experience than others; some, such as the European Court of Human Rights, are so well-known in their regions that they are inundated with claims, while others receive only a handful per year.

Further, the fact that various systems exist does not mean that an individual complainant will be able to obtain redress before any or all of them. Indeed, most judicial and quasi-judicial human rights bodies will only examine an individual complaint if it has not been previously determined by another international body. Finally, each body's jurisdiction is subject to distinct geographical, temporal and substantive limitations.

Accordingly, the layers of protection vary from state to state, depending on the existence of a regional human rights system and each state's ratification of regional and universal instruments. Use of one system over another will depend not only on state membership, but also on

which body has produced more favorable caselaw, the reparations and other outcomes available at each, and practical considerations such as case processing time and backlogs.

End of unit assessment

Answers to the end of unit assessment (See Learner's book page 222)

1. During the first and the Second Republics, the culture of impunity was prevailing in Rwanda. Tutsi were targeted and killed and the perpetrators of these crimes were not punished. Moreover, the properties of the Tutsi were destroyed or confiscated and they could not be given justice.

With the Liberation War which started on October 1st, 1990, the Tutsi were again victims of attacks by the government soldiers and Interahamwe. And again this time nothing done to try the people who had committed these crimes.

After the 1994 genocide against the Tutsi, justice faced the problem of delay due to the following reasons:

- ⦿ Absence of laws punishing the crime of genocide
 - ⦿ There was lack of competent judiciary tribunals and only a few judges because many of them had either been killed during the 1994 genocide against the Tutsi or had fled the country to become refugees abroad. In addition, the few who remained were not skilled enough to perform professionally.
 - ⦿ Besides, the big number of genocide prisoners complicated this situation. It was difficult to judge all the criminals in a short time. This is the reason why the government of Rwanda decided to resort to the Gacaca courts to judge the perpetrators of the 1994 genocide against the Tutsi.
 - ⦿ Many countries which host the genocide criminals refuse to judge them or to send them to Rwanda, for example France.
2. The international judicial system is dominated by the International Court of Justice (ICJ) and the International Criminal Court (ICC). The ICJ was established in 1945 by the UN Charter. The court began work in 1946 as the successor to the Permanent Court of International Justice. The statute of the International Court of Justice, similar to that of its predecessor, is the main constitutional document constituting and regulating the court.

The court's workload covers a wide range of judicial activity. Chapter XIV of the United Nations Charter authorises the UN Security Council to enforce the court rulings. However, such enforcement is subject to the veto power of the five permanent members of the council.

Remedial activities

Questions

- a) Name two international tribunals?
- b) Mention one of the tribunals that operates in Rwanda.

Answers

1. Two international tribunals are:
 - ⊙ The International Criminal Court (ICC)
 - ⊙ The International Criminal court of Justice (ICJ)
2. The supreme court is the supreme organ of the judiciary that coordinates the activities of tribunals operating in Rwanda.

Extended Activities

Questions

- a) Write an essay on Rwanda national judicial systems.
- b) Analyse the international judicial systems and their instruments.

Answers

1. The judicial system or court system is the system of courts that interprets and applies the law in the name of the state. The judiciary also provides a mechanism for the resolution of disputes. The judicial system in Rwanda is divided into two types of courts: ordinary and specialised courts. The ordinary courts are headed by the High Council of the Judiciary. After the High Council of the Judiciary, there is the Supreme Court as a coordinating organ of justice in Rwanda. It is composed of five sections: Department of Courts and Tribunals, the Court of Appeals, the Constitutional Court, the council of State and the Audit Office.

2. The International judicial system and instruments

The International judicial system is dominated by the International Court of Justice (ICJ) and the International Criminal Court (ICC). There had been also the International Military Tribunal which sat in Nuremberg to prosecute German leaders and Japan leaders for the crimes committed during the world war II in the Far East in Tokyo. There had been also the International Law commission (ILC) which was created in 1950s.

Unit 9: Dignity and Self-Reliance

Learner's book pages 209–218

Key unit competence

To be able to identify lessons that can be learnt from successful self-reliance policies of African leaders.

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 e.g. How home-grown solutions (*abunzi, girinka, gacaca, ubudehe, kuremera, Umuganda, agaciro*) contribute to self-reliance.
- Implication of dignity and self-reliance for Rwandan society.

Cross-Cutting issues to be addressed

Peace and values education: 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.

Inclusive education: Care will be given to all learners including special education needs cases. 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, 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 work or assignments to do in teams or groups. Thus, they will need to interact to accomplish whatever task assigned. 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

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

Research and problem solving

Learners also will be given assignments that require them to carry out research so as to find solutions to problems, produce new knowledge based on research of existing information and explain phenomena based on findings from information gathered or provided.

Critical thinking

Activities in this unit will also require learner's 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 evidence 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 further research 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

Pledging, takeover, grid

Guidance on the problem statement

Give learners an activity that draws their interest to what happens or will happen in this unit. As they get engaged in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and be inquisitive about dignity and self-reliance.

The suggested problem statement here is the following: *“Identify and evaluate the lessons that can be learnt from successful self-reliance policies of African leaders.”* This problem statement can be given as homework or in class discussion.

Attention to special educational needs

In history, learners with special educational needs will not have to manipulate instructional objects like in 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

Learners with physical impairment may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs, etc. Such learners may also 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 learner 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.
- Work with the school administration to ensure that there is a friendly school environment e.g, the building of 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.

Learners with special abilities

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 comparison with others. 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:

- 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 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.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and 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.

- 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 therapist.
- 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 do not conform to the expected kind of behaviour laid down in the 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 behaviour.
- Set reasonable levels of expectations and ensure that they are met.

- Be firm when dealing with unacceptable behaviour.
- Refer the learners to a counsellor if necessary.

List of lessons

Number of the lesson	Lesson title	Number of periods
1	The meaning of the terms dignity and self-reliance	2
2	Self-reliance in Kenya under Jomo Kenyatta	2
3	The definition of the term <i>Ujamaa</i>	2
4	<i>Ujamaa</i> under the Nyerere regime in Tanzania	2
5	Mulungushi reforms in Zambia with Kenneth Kaunda	2
6	Brief situation of South Africa when Mandela came to power	2
7	Reforms under Mandela's regime	2
8	Reforms initiated by Kwame Nkrumah in Ghana	2
9	Factors for the success of self-reliance policies of some African leaders	2
10	Lessons learnt from the successful self-reliance policies of African leaders	2
11	Evaluation	2

Lesson Development

Lesson 1: The meaning of the terms dignity and self-reliance

Lesson number and title	Lesson 1: The meaning of the terms dignity and self-reliance
Learning objective	Learners are able to define the concepts of dignity and self-reliance.
Prerequisites / Revision / Introduction	To introduce this lesson, a teacher should ask learners to find out Rwandan values and taboos.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to define the concepts of dignity and self-reliance.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 209) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Define the term dignity. 2. Explain the concept of self-reliance.

	<p>Suggested Answers</p> <ol style="list-style-type: none"> 1. Dignity is the fact of being given honour and respect by people; a sense of your own importance and value of what you are or the good work you do. 2. Self-reliance means to decide things by yourself, rather than depending on other people. It is synonymous with “independent”. You have to avoid the bad practice of waiting for help from developed countries.
--	--

Lesson 2: Self-reliance in Kenya under Jomo Kenyatta

Lesson number and title	Lesson 2: Self-reliance in Kenya under Jomo Kenyatta
Learning objective	Learners are able to explain how self-reliance was implemented in Kenya under Jomo Kenyatta.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to define the concepts of dignity and self-reliance.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 1 in the Learner's book page 210.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book pages (210–211) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Define the term <i>Harambee</i>. 2. What did Jomo Kenyatta do to implement the <i>Harambee</i> policy? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. <i>Harambee</i> is a Kenyan, tradition of community self-help events, e.g. fundraising or development activities. <i>Harambee</i> literally means “all pull together” in Swahili, and is also the official motto of Kenya and appears on its coat of arms. 2. To implement the <i>Harambee</i> policy, Jomo Kenyatta encouraged communities to work together to raise funds for all sorts of local projects, pledging that the government would provide their start up costs. Under this system, wealthy individuals wishing to get into politics could donate large amounts of money to local harambee drives, thereby gaining legitimacy. However, such practices were never institutionalised during Kenyatta's presidency.

Lesson 3: The definition of the term *Ujamaa*

Lesson number and title	Lesson 3: The definition of the term <i>Ujamaa</i>
Learning objective	Learners are able to define the term <i>Ujamaa</i> .
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to explain how self-reliance was implemented in Kenya under Jomo Kenyatta.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 1 in the Learner's book page 210.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 211) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> Who is the initiator of the <i>Ujamaa</i> policy? Define the term <i>ujamaa</i> <p>Suggested Answers</p> <ol style="list-style-type: none"> The initiator of the <i>ujamaa</i> policy is President Julius Nyerere. <i>Ujamaa</i> ('family hood' in Swahili) was the concept that formed the basis of Julius Nyerere's social and economic development policies in Tanzania after it gained independence from Britain in 1961.

Lesson 4: *Ujamaa* under the Nyerere regime in Tanzania

Lesson number and title	Lesson 4: <i>Ujamaa</i> under Nyerere regime in Tanzania
Learning objective	Learners are able to account for the implementation of the <i>Ujamaa</i> policy under Nyerere regime in Tanzania.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to define the term <i>ujamaa</i> .
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 1 in the Learner's book page 210.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 211–212) and the answers developed by the learners.

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. The implementation of <i>Ujamaa</i> policy comprised different actions. Identify them. 2. What are the two dimensions of Tanzanian self-reliance? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. The following are different actions performed to implement the <i>ujamaa</i> policy: <ul style="list-style-type: none"> The creation of a one-party system under the leadership of the Tanganyika African National Union (TANU). The institutionalisation of social, economic, and political equality through the creation of a central democracy. The abolition of discrimination based on ascribed status. The nationalisation of the economy's key sectors. The villagisation of production, which essentially collectivised all forms of local productive capacity. The implementation of free and compulsory education for all Tanzanians in order to sensitise them about the principles of <i>Ujamaa</i>. The creation of a Tanzanian rather than tribal identity through means such as the use of Swahili. 2. The two dimensions of Tanzanian self-reliance are: the transformation of economic and cultural attitudes. Economically, everyone would work for both the group and for him/herself; culturally, Tanzanians must learn to free themselves from dependence on developed countries. For Nyerere, this included Tanzanians learning to do things for themselves and learning to be satisfied with what they could achieve as an independent state.
------------	--

Lesson 5: Mulungushi reforms in Zambia with Kenneth Kaunda

Lesson number and title	Lesson 5: Mulungushi reforms in Zambia with Kenneth Kaunda
Learning objective	Learners are able to describe the Mulungushi reforms in Zambia with Kenneth Kaunda.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to explain the different actions performed to implement the <i>ujamaa</i> policy.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 1 in the Learner's book page 210.

Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 212–213) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is Mulungushi and what does it symbolise? 2. How did Kenneth Kaunda implement his Mulungushi reforms? <p>Suggested Answers</p> <ol style="list-style-type: none"> 1. Mulungushi is a river (and a small town nearby) in central Zambia which has taken on a symbolic and historical meaning synonymous with the independence and identity of the nation, and has been given to a number of events, localities, buildings and organisations, including the Mulungushi Declaration, a policy statement made by President Kenneth Kaunda in 1968 on the nationalisation of the means of production. 2. A major change in the structure of Zambia's economy came with the <i>Mulungushi Reforms</i> of April 1968: Kaunda declared his intention to acquire an equity holding (usually 51 per cent or more) in a number of key foreign-owned firms, to be controlled by Industrial Development Corporation (INDECO). By January 1970, Zambia had acquired majority holding in the Zambian operations of the two major foreign mining interests, the Anglo American Corporation and the Rhodesian Selection Trust (RST). The two became the Nchanga Consolidated Copper Mines (NCCM) and Roan Consolidated Mines (RCM), respectively.

Lesson 6: Brief situation of South Africa when Mandela came to power

Lesson number and title	Lesson 6: Brief situation of South Africa when Mandela came to power
Learning objective	Learners are able to describe the situation in South Africa when Mandela came to power.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to describe the Mulungushi reforms in Zambia with Kenneth Kaunda.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 1 in the Learner's book page 210.

Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (page 213) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Describe the situation in South Africa at the time of the accession of Mandela to power.</p> <p>Suggested Answers</p> <p>Mandela's administration inherited a country with a huge disparity in wealth and services between white and black communities. Of a population of 40 million, around 23 million lacked electricity or adequate sanitation; 12 million lacked clean water supplies, 2 million children were not in school and a third of the population was illiterate. There was 33 per cent unemployment, and just under half of the population lived below the poverty line.</p> <p>Government financial reserves were nearly depleted, with a fifth of the national budget being spent on debt repayment, meaning that the extent of the promised Reconstruction and Development Programme (RDP) was scaled back, with none of the proposed nationalisation or job creation. Instead, the government adopted liberal economic policies designed to promote foreign investment, adhering to the 'Washington consensus' advocated by the World Bank and International Monetary Fund.</p>

Lesson 7: Reforms operated under Mandela's regime

Lesson number and title	Lesson 7: Reforms operated under Mandela's regime
Learning objective	Learners are able to explain the various reforms operated under Mandela's regime.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to portray the situation of South Africa when Mandela came to power.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 1 in the Learner's book page 210.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 213–214) and the answers developed by the learners.

Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Find out the different reforms operated under Mandela's regime.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ The government introduced parity in grants for communities, including disability grants, child maintenance grants, and old-age pensions. ▶ In 1994, free healthcare was introduced for children under six and pregnant women, a provision extended to all those using primary level public sector health care services in 1996. ▶ The Land Restitution Act of 1994 enabled people who had lost their property as a result of the Natives Land Act of 1913 to claim back their land, leading to the settlement of tens of thousands of land claims. ▶ The Land Reform Act 3 of 1996 safeguarded the rights of labour tenants who live and grow crops or graze livestock on farms. This legislation ensured that such tenants could not be evicted without a court order or if they were over the age of 65. ▶ The Skills Development Act of 1998 provided for the establishment of mechanisms to finance and promote skills development at the workplace. ▶ The Labour Relations Act of 1995 promoted workplace democracy, orderly collective bargaining, and the effective resolution of labour disputes. ▶ The Basic Conditions of Employment Act of 1997 improved enforcement mechanisms while extending a 'floor' of rights to all workers. ▶ The Employment Equity Act of 1998 was passed to put an end to unfair discrimination and ensure the implementation of affirmative action in the workplace.
------------	---

Lesson 8: Reforms initiated by Kwame Nkrumah in Ghana

Lesson number and title	Lesson 8: Reforms initiated by Kwame Nkrumah in Ghana
Learning objective	Learners are able to explain different reforms initiated by Kwame Nkrumah in Ghana.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to explain the various reforms implemented under Mandela's regime.

Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do the activity 1 in the Learner's book page 210.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 214–215) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Point out four reforms initiated by Nkrumah in Ghana.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ● He reformed the education system by constructing several primary, secondary and tertiary institutions such as Ghana University. ● He introduced scientific methods of farming like irrigation, mechanised farming, use of fertilisers and pesticides. ● He Africanised the civil service by replacing European expatriates with the African elites. ● He emphasised the need to respect African culture and support local artists to compose African songs and plays.

Lesson 9: Factors for the success of self-reliance policies of some African leaders

Lesson number and title	Lesson 9: Factors for the success of self-reliance policies of some African leaders
Learning objective	Learners are able to examine the factors for the success of self-reliance policies of some African leaders.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to explain various reforms initiated under Nkrumah's regime.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 2 in the Learner's book page 215.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 215-216) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Point out three factors that helped some African leaders to be successful in their self-reliance policies.</p>

	<p>Suggested Answers</p> <p>Some African leaders were successful in their self-reliance policies due to many factors including:</p> <ul style="list-style-type: none"> ▶ Favourable population mindset: In many countries, the African leaders took advantage of the situation because it was immediately after the achievement of African independence. The Africans massively supported their new African leaders. ▶ Negative effects of colonialism: The Africans had for long suffered from colonial constraints. ▶ Outbreak of economic crisis just after independence: Among the immediate problems faced by Africans was the economic crisis. The policies of self-reliance were seen as solution to these problems.
--	---

Lesson 10: Lessons learnt from the successful self-reliance policies of African leaders

Lesson number and title	Lesson 10: Lessons learnt from the successful self-reliance policies of African leaders
Learning objective	Learners are able to draw out lessons learnt from the successful self-reliance policies of African leaders.
Prerequisites / Revision / Introduction	As revision, a teacher should ask learners to examine the factors for the success of self-reliance policies of some African leaders.
Teaching aids	Learner's books and in schools with enough resources, the teacher can use a projector, a computer and its accessories.
Learning activities	A teacher should organise learners into groups and then invite them to do activity 3 in the Learner's book page 216.
Synthesis	To make a synthesis of the lesson, a teacher summarises the content in the Learner's book (pages 216–217) and the answers developed by the learners.
Assessment	<p>Questions and Suggested Answers to assess the lesson learning objective.</p> <p>Question</p> <p>Identify at least three lessons learnt from the successful self-reliance policies of African leaders.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ▶ Dignity and encouraging Africans to be proud of our continent, our culture and customs. ▶ Respect of the home grown solutions: Africans can find solutions to their own problems.

	<ul style="list-style-type: none">● Respect of human rights: Some African countries serve as an example of respect for human rights especially against any discrimination based on race. This is because for long during the colonial period, Africans were denied their rights. They were considered as inferior people who could not manage their own affairs.
--	--

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, the teacher comes up with a synthesis of this unit. (See Learner's book page 217).

Additional information

The Arusha Declaration and TANU's Policy on Socialism and Self-Reliance

PART ONE: The TANU Creed

The policy of TANU is to build a socialist state. The principles of socialism are laid down in the TANU constitution and they are as follows:

Whereas TANU believes:

- a) That all human beings are equal;
- b) That every individual has a right to dignity and respect;
- c) That every citizen is an integral part of the nation and has the right to take an equal part in government at local, regional and national level;
- d) That every citizen has the right to freedom of expression, of movement, of religious belief and of association within the context of the law;
- e) That every individual has the right to receive from society protection of his life and of property held according to law;
- f) That every individual has the right to receive a just return for his labour;

- g) That all citizens together possess all the natural resources of the country in trust for their descendants;
- h) That in order to ensure economic justice the state must have effective control over the principal means of production; and
- i) That it is the responsibility of the state to intervene actively in the economic life of the nation so as to ensure the well-being of all citizens, and so as to prevent the exploitation of one person by another or one group by another, and so as to prevent the accumulation of wealth to an extent which is inconsistent with the existence of a classless society.

Now, therefore, the principal aims and objects of TANU shall be as follows:

- a) To consolidate and maintain the independence of this country and the freedom of its people;
- b) To safeguard the inherent dignity of the individual in accordance with the Universal Declaration of Human Rights;
- c) To ensure that this country shall be governed by a democratic socialist government of the people;
- d) To co-operate with all political parties in Africa engaged in the liberation of all Africa;
- e) To see that the government mobilises all the resources of this country towards the elimination of poverty, ignorance and disease;
- f) To see that the government actively assists in the formation and maintenance of co-operative organisations;
- g) To see that wherever possible the government itself directly participates in the economic development of this country;
- h) To see that the government gives equal opportunity to all men and women irrespective of race, religion or status;
- i) To see that the government eradicates all types of exploitation, intimidation, discrimination, bribery and corruption;
- j) To see that the government exercises effective control over the principal means of production and pursues policies which facilitate the way to collective ownership of the resources of this country;

- k) To see that the government co-operates with other states in Africa in bringing about African unity;
- l) To see that government works tirelessly towards world peace and security through the United Nations Organisation.

PART TWO: The Policy of Socialism

a) Absence of Exploitation

A truly socialist state is one in which all people are workers and in which neither capitalism nor feudalism exists. It does not have two classes of people, a lower class composed of people who work for their living, and an upper class of people who live on the work of others. In a really socialist country no person exploits another; everyone who is physically able to work does so; every worker obtains a just return for the labour he performs; and the incomes derived from different types of work are not grossly divergent. In a socialist country, the only people who live on the work of others, and who have the right to be dependent upon their fellows, are small children, people who are too old to support themselves, the crippled, and those whom the state at any one time cannot provide with an opportunity to work for their living.

Tanzania is a nation of peasants but is not yet a socialist society. It still contains elements of feudalism and capitalism — with their temptations. These feudalistic and capitalistic features of our society could spread and entrench themselves.

b) The Major Means of Production and Exchange are under the Control of the Peasants and Workers

To build and maintain socialism it is essential that all the major means of production and exchange in the nation are controlled and owned by the peasants through the machinery of their government and their co-operatives. Further, it is essential that the ruling party should be a party of peasants and workers.

The major means of production and exchange are such things as: land, forests, minerals, water, oil and electricity, news media, communications, banks, insurance, import and export trade, wholesale trade, iron and steel, machine tool, arms, motor-car, cement, fertilizer, and textile industries and any big factory on which a large section

of the people depend for their living, or which provides essential components of other industries; large plantations, and especially those which provide raw materials essential to important industries.

Some of the instruments of production and exchange which have been listed here are already owned or controlled by the people's government of Tanzania.

c) The Existence of Democracy

A state is not socialist simply because its means of production and exchange are controlled or owned by the government, either wholly or in large part. If a country is to be socialist, it is essential that its government is chosen and led by the peasants and workers themselves. If the minority governments of Rhodesia or South Africa controlled or owned the entire economies of these respective countries, the result would be a strengthening of oppression, not the building of socialism. True socialism cannot exist without democracy also existing in the society.

d) Socialism is a Belief

Socialism is a way of life, and a socialist society cannot simply come into existence. A socialist society can only be built by those who believe in, and who themselves practice, the principles of socialism. A committed member of TANU will be a socialist, and his fellow socialist—that is, his fellow believers in this political and economic system—are all those in Africa or elsewhere in the world who fight for the rights of peasants and workers. The first duty of a TANU member, and especially of a TANU leader, is to accept these socialist principles, and to live his own life in accordance with them. In particular, a genuine TANU leader will not live off the sweat of another man, nor commit any feudalistic or capitalistic actions.

The successful implementation of socialist objectives depends very much upon the leaders, because socialism is a belief in a particular system of living, and it is difficult for leaders to promote its growth if they do not themselves accept it.

PART THREE: The Policy of Self-Reliance

We are at war

TANU is involved in a war against poverty and oppression in our country; the struggle is aimed at moving the people of Tanzania (and the people of Africa as a whole) from a state of poverty to a state of prosperity.

We have been oppressed a great deal, we have been exploited a great deal and we have been disregarded a great deal. It is our weakness that has led to our being oppressed, exploited and disregarded. Now we want a revolution — a revolution which brings an end to our weakness, so that we are never again exploited, oppressed, or humiliated.

A poor man does not use money as a weapon

But it is obvious that in the past we have chosen the wrong weapon for our struggle, because we chose money as our weapon. We are trying to overcome our economic weakness by using the weapons of the economically strong — weapons which in fact we do not possess. By our thoughts, words and actions it appears as if we have come to the conclusion that without money we cannot bring about the revolution we are aiming at. It is as if we have said, 'Money is the basis of development. Without money there can be no development.'

That is what we believe at present. TANU leaders, and government leaders and officials, all put great emphasis and dependence on money. The people's leaders, and the people themselves, in TANU, NUTA, Parliament, UWT, the co-operatives, TAPA, and in other national institutions think, hope and pray for MONEY. It is as if we had all agreed to speak with one voice, saying, 'If we get money we shall develop, without money we cannot develop.'

In brief, our Five-Year Development Plan aims at more food, more education, and better health; but the weapon we have put emphasis upon is money.

It is as if we said, 'In the next five years we want to have more food, more education, and better health, and in order to achieve these things we shall spend £250,000,000'. We think and speak as if the

most important thing to depend upon is MONEY and anything else we intend to use in our struggle is of minor importance.

When a member of parliament says that there is a shortage of water in his constituency, and he asks the government how it intends to deal with the problem, he expects the government to reply that it is planning to remove the shortage of water in his constituency — with MONEY.

When another member of parliament asks what the government is doing about the shortage of roads, schools or hospitals in his constituency, he also expects the government to tell him that it has specific plans to build roads, schools and hospitals in his constituency — with MONEY.

When a NUTA official asks the government about its plans to deal with the low wages and poor housing of the workers, he expects the government to inform him that the minimum wage will be increased and that better houses will be provided for the workers — with MONEY.

When a TAPA official asks the government what plans it has to give assistance to the many TAPA schools which do not get government aid, he expects the government to state that it is ready the following morning to give the required assistance — with MONEY.

When an official of the co-operative movement mentions any problem facing the farmer, he expects to hear that the government will solve the farmer's problems — with MONEY. In short, for every problem facing our nation, the solution that is in everybody's mind is MONEY.

Each year, each ministry of government makes its estimates of expenditure, i.e. the amount of money it will require in the coming year to meet recurrent and development expenses. Only one minister and his ministry make estimates of revenue. This is the minister for finance.

Every ministry puts forward very good development plans. When the ministry presents its estimates, it believes that the money is there for the asking but that the minister for finance is being obstructive. And regularly each year the minister of finance has to tell his fellow ministers that there is no money. And each year the ministers complain about the ministry of finance when it trims down their estimates.

Similarly, when members of parliament and other leaders demand that the government should carry out a certain development, they believe that there is a lot of money to spend on such projects, but that the government is the stumbling block. Yet such belief on the part of ministries, members of parliament and other leaders does not alter the stark truth, which is that government has no money.

When it is said that government has no money, what does this mean?

It means that the people of Tanzania have insufficient money. The people pay taxes out of the very little wealth they have; it is from these taxes that the government meets its recurrent and development expenditure. When we call on the government to spend more money on development projects, we are asking the government to use more money. And if the government does not have any more, the only way it can do this is to increase its revenue through extra taxation.

If one calls on the government to spend more, one is in effect calling on the government to increase taxes. Calling on the government to spend more without raising taxes is like demanding that the government should perform miracles; it is equivalent to asking for more milk from a cow while insisting that the cow should not be milked again. But our refusal to admit the calling on the government to spend more which is the same as calling on the government to raise taxes shows that we fully realise the difficulties of increasing taxes. We realise that the cow has no more milk—that is, that the people find it difficult to pay more taxes. We know that the cow would like to have more milk herself, so that her calves could drink it, or that she would like more milk which could be sold to provide more comfort for herself or her calves. But knowing all the things which could be done with more milk does not alter the fact that the cow has no more milk!

What of external aid?

One method we use to try and avoid a recognition of the need to increase taxes if we want to have more money for development, is to think in terms of getting the extra money from outside Tanzania. Such external finance falls into three main categories.

- a) Gifts: This means that another government gives our government a sum of money as a free gift for a particular development scheme.

Sometimes it may be that an institution in another country gives our government, or an institution in our country, financial help for development programmes.

- b) Loans: The greater portion of financial help we expect to get from outside is not in the form of gifts or charity, but in the form of loans. A foreign government or a foreign institution, such as a bank, lends our government money for the purposes of development. Such a loan has repayment conditions attached to it, covering such factors as the time period for which it is available and the rate of interest.
- c) Private investment: The third category of financial help is also greater than the first. This takes the form of investment in our country by individuals or companies from outside. The important condition which such private investors have in mind is that the enterprise into which they put their money should bring them profit and that our government should permit them to repatriate these profits. They also prefer to invest in a country whose policies they agree with and which will safeguard their economic interests.

These three are the main categories of external finance. And there is in Tanzania a fantastic amount of talk about getting money from outside. Our government, and different groups of our leaders, never stop thinking about methods of getting finance from abroad. And if we get some money or even if we just get a promise of it, our newspapers, our radio, and our leaders, all advertise the fact in order that every person shall know that salvation is coming, or is on the way. If we receive a gift we announce it, if we receive a loan we announce it, if we get a new factory we announce it — and always loudly. In the same way, when we get a promise of a gift, a loan, or a new industry, we make an announcement of the promise. Even when we have merely started discussions with a foreign government or institution for a gift, a loan, or a new industry, we make an announcement — even though we do not know the outcome of the discussions. Why do we do all this? Because we want people to know that we have started discussions which will bring prosperity.

Do not let us depend upon money for development

It is stupid to rely on money as the major instrument of development when we know only too well that our country is poor. It is equally stupid, indeed it is even more stupid, for us to imagine that we shall rid ourselves of our poverty through foreign financial assistance rather than our own financial resources. It is stupid for two reasons.

Firstly, we shall not get the money. It is true that there are countries which can, and which would like to, help us. But there is no country in the world which is prepared to give us gifts or loans, or establish industries, to the extent that we would be able to achieve all our development targets. There are many needy countries in the world. And even if all the prosperous nations were willing to help the needy countries, the assistance would still not suffice. But in any case the prosperous nations have not accepted a responsibility to fight world poverty. Even within their own borders poverty still exists, and the rich individuals do not willingly give money to the government to help their poor fellow citizens.

It is only through taxation, which people have to pay whether they want to or not, that money can be extracted from the rich in order to help the masses. Even then there would not be enough money. However heavily we taxed the citizens of Tanzania and the aliens living here, the resulting revenue would not be enough to meet the costs of the development we want. And there is no world government which can tax the prosperous nations in order to help the poor nations; nor if one did exist could it raise enough revenue to do all that is needed in the world. But in fact, such a world government does not exist. Such money as the rich nations offer to the poor nations is given voluntarily, either through their own goodness, or for their own benefit. All this means that it is impossible for Tanzania to obtain from overseas enough money to develop our economy.

Gifts and loans will endanger our independence

Secondly, even if it were possible for us to get enough money for our needs from external sources, is this what we really want? Independence means self-reliance. Independence cannot be real if a nation depends upon gifts and loans from another for its development. Even if there was a nation, or nations, prepared to give us all the money we need for

our development, it would be improper for us to accept such assistance without asking ourselves how this would effect our independence and our very survival as a nation. Gifts which increase, or act as a catalyst, to our own efforts are valuable. Gifts which could have the effect of weakening or distorting our own efforts should not be accepted until we have asked ourselves a number of Questions.

The same applies to loans. It is true that loans are better than 'free' gifts. A loan is intended to increase our efforts or make those fruitful. One condition of a loan is that you show how you are going to repay it. This means you have to show that you intend to use the loan profitably and will therefore be able to repay it.

But even loans have their limitations. You have to give consideration to the ability to repay. When we borrow money from other countries it is the Tanzanian who pays it back. And as we have already stated, Tanzania's are poor people. To burden the people with big loans, the repayment of which will be beyond their means, is not to help them but to make them suffer. It is even worse when the loans they are asked to repay have not benefited the majority of the people but have only benefited a small minority.

How about the enterprises of foreign investors? It is true we need these enterprises. We have even passed an Act of Parliament protecting foreign investments in this country. Our aim is to make foreign investors feel that Tanzania is a good place in which to invest because investments would be safe and profitable, and the profits can be taken out of the country without difficulty. We expect to get money through this method. But we cannot get enough. And even if we were able to convince foreign investors and foreign firms to undertake all the projects and programmes of economic development that we need, is that what we actually want to happen?

Had we been able to attract investors from America and Europe to come and start all the industries and all the projects of economic development that we need in this country, could we do so without Questioning ourselves?

Could we agree to leave the economy of our country in the hands of foreigners who would take the profits back to their countries? Or supposing they did not insist upon taking their profits away, but

decided to reinvest them in Tanzania; could we really accept this situation without asking ourselves what disadvantages our nation would suffer? Would this allow the socialism we have said it is our objective to build?

How can we depend upon gifts, loans, and investments from foreign countries and foreign companies without endangering our independence?

The English people have a proverb which says, 'He who pays the piper calls the tune'. How can we depend upon foreign governments and companies for the major part of our development without giving to those governments and countries a great part of our freedom to act as we please? The truth is that we cannot.

Let us repeat. We made a mistake in choosing money—something we do not have—to be the big instrument of our development. We are making a mistake to think that we shall get the money from other countries; first, because in fact we shall not be able to get sufficient money for our economic development; and secondly, because even if we could get all that we need, such dependence upon others would endanger our independence and our ability to choose our own political policies.

We have put too much emphasis on industries

Because of our emphasis on money, we have made another big mistake. We have put too much emphasis on industries. Just as we have said, 'Without money there can be no development', we also seem to say, 'Industries are the basis of development, without industries there is no development'. This is true. The day when we have lots of money we shall be able to say we are a developed country. We shall be able to say, when we began our development plans we did not have enough money and this situation made it difficult for us to develop as fast as we wanted. Today we are developed and we have enough money. That is to say, our money has been brought by development. Similarly, the day we become industrialised we shall be able to say we are developed. Development would have us to have industries. The mistake we are making is to think that development begins with industries. It is a mistake because we do not have the means to establish many modern industries in our country. We do not have either the necessary

finances or the technical know-how. It is not enough to say that we shall borrow the finances and the technicians from other countries to come and start the industries. The answer to this is the same one we gave earlier, that we cannot get enough money and borrow enough technicians to start all the industries we need. And even if we could get the necessary assistance, dependence on it could interfere with our policy on socialism. The policy of inviting a chain of capitalists to come and establish industries in our country might succeed in giving us all the industries we need but it would also succeed in preventing the establishment of socialism unless we believe that without first building capitalism, we cannot build socialism.

Let us pray and heed to the peasant

Our emphasis on money and industries has made us concentrate on urban development. We recognise that we do not have enough money to bring the kind of development to each village which would benefit everybody. We also know that we cannot establish an industry in each village and through this means erect a rise in the real incomes of the people. For these reasons we spend most of our money in the urban areas and our industries are established in the towns.

Yet the greater part of this money that we spend in the towns comes from loans. Whether it is used to build schools, hospitals, houses or factories, etc., it still has to be repaid. But it is obvious that it cannot be repaid just out of money obtained from urban and industrial development. To repay the loans we have to use foreign currency which is obtained from the sale of our exports. But we do not now sell our industrial products in foreign markets, and indeed it is likely to be a long time before our industries produce for export. The main aim of our new industries is 'import substitution'—that is, to produce things which up to now we have had to import from foreign countries.

It is therefore obvious that the foreign currency we shall use to pay back the loans used in the development of the urban areas will not come from the towns or the industries. Where, then, shall we get it from? We shall get it from the villages and from agriculture. What does this mean? It means that the people who benefit directly from development which is brought about by borrowed money are not the ones who will repay the loans.

The largest proportion of the loans will be spent in, or for, the urban areas, but the largest proportion of the repayment will be made through the efforts of the farmers.

This fact should always be borne in mind, for there are various forms of exploitation. We must not forget that people who live in towns can possibly become the exploiters of those who live in the rural areas. All our big hospitals are in towns and they benefit only a small section of the people of Tanzania. Yet if we had built them with loans from outside Tanzania, it is the overseas sale of the peasants' produce which provides the foreign exchanges for repayment. Those who do not get the benefit of the hospital thus carry the major responsibility for paying for them. Tarmac roads, too, are mostly found in towns and are of special value to the motor-car owners. Yet if we have built those roads with loans, it is again the farmer who produces the goods which will pay for them. What is more, the foreign exchange with which the car was bought also came from the sale of the farmers' produce. Again, electric lights, water pipes, hotels and other aspects of modern development are mostly found in towns. Most of them have been built with loans, and most of them do not benefit the farmer directly, although they will be paid for by the foreign exchange earned by the sale of his produce. We should always bear this in mind.

Although when we talk of exploitation we usually think of capitalists, we should not forget that there are many fish in the sea. They eat each other. The large ones eat the small ones, and small ones eat those who are even smaller. There are two possible ways of dividing the people in our country. We can put the capitalists and feudalists on one side, and the farmers and workers on the other. But we can also divide the people into urban dwellers on one side and those who live in the rural areas on the other. If we are not careful we might get to the position where the real exploitation in Tanzania is that of the town dwellers exploiting the peasants.

The people and agriculture

The development of a country is brought about by people, not by money. Money, and the wealth it represents, is the result and not the basis of development. The four prerequisites of development are different; they are (i) People; (ii) Land; (iii) Good Policies; (iv) Good

Leadership. Our country has more than ten million people and and; is more than 362,000 square miles.

Agriculture is the basis of development

A great part of Tanzania's land is fertile and gets sufficient rain. Our country can produce various crops for home consumption and for export.

We can produce food crops (which can be exported if we produce in large quantities) such as maize, rice, wheat, beans, groundnuts, etc. And we can produce such cash crops as sisal, cotton, coffee, tobacco, pyrethrum, tea, etc. Our land is also good for grazing cattle, goats, sheep, and for raising chickens, etc.; we can get plenty of fish from our rivers, lakes, and from the sea. All of our farmers are in areas which can produce two or three or even more of the food and cash crops enumerated above, and each farmer could increase his production so as to get more food or more money. And because the main aim of development is to get more food, and more money for our other needs our purpose must be to increase production of these agricultural crops. This is in fact the only road through which we can develop our country—in other words, only by increasing our production of these things can we get more food and more money for every Tanzanian.

The conditions of development

a) Hard Work

Everybody wants development; but not everybody understands and accepts the basic requirements for development. The biggest requirement is hard work. Let us go to the villages and talk to our people and see whether or not it is possible for them to work harder.

In towns, for example, wage-earners normally work for seven and a half or eight hours a day, and for six or six and a half days a week. This is about 45 hours a week for the whole year, except for two or three weeks leave. In other words, a wage-earner works for 45 hours a week for 48 or 50 weeks of the year.

In or a country like ours these are really quite short working hours. In other countries, even those which are more developed than we are, people work for more than 45 hours a week. It is not normal for a young country to start with such a short working week. The normal thing is to begin with long working hours and decrease them as the

country becomes more and more prosperous. By starting with such short working hours and asking for even shorter hours, we are in fact imitating the more developed countries. And we shall regret this imitation. Nevertheless, wage earners do work for 45 hours per week and their annual vacation does not exceed four weeks.

It would be appropriate to ask our farmers, especially the men, how many hours a week and how many weeks a year they work. Many do not even work for half as many hours as the wage-earner does. The truth is that in the villages the women work very hard. At times they work for 12 or 14 hours a day. They even work on Sundays and public holidays. Women who live in the villages work harder than anybody else in Tanzania. But the men who live in villages (and some of the women in towns) are on leave for half of their life. The energies of the millions of men in the villages and thousands of women in the towns which are at present wasted in gossip, dancing and drinking, are a great treasure which could contribute more towards the development of our country than anything we could get from rich nations.

We would be doing something very beneficial to our country if we went to the villages and told our people that they hold this treasure and that it is up to them to use it for their own benefit and the benefit of our whole nation.

b) Intelligence

The second condition of development is the use of intelligence. Unintelligent hard work would not bring the same good results as the two combined. Using a big hoe instead of a small one; using a plow pulled by oxen instead of an ordinary hoe; the use of fertilisers; the use of insecticides; knowing the right crop for a particular season or soil; choosing good seeds for planting; knowing the right time for planting, weeding, etc.; all these things show the use of knowledge and intelligence. And all of them combine with hard work to produce more and better results.

The money and time we spend on passing this knowledge to the peasants are better spent and bring more benefits to our country than the money and great amount of time we spend on other things which we call development.

These facts are well known to all of us. The parts of our Five-Year Development Plan which are on target, or where the target has been exceeded, are those parts which depend solely upon the people's own hard work. The production of cotton, coffee, cashew nuts, tobacco and pyrethrum has increased enormously for the past three years. But these are things which are produced by hard work and the good leadership of the people, not by the use of great amounts of money.

Furthermore the people, through their own hard work and with a little help and leadership, have finished many development projects in the villages. They have built schools, dispensaries, community centres, and roads; they have dug wells, water channels, animal dips, small dams, and completed various other development projects. Had they waited for money, they would not now have the use of these things.

Hard work is the root of development

Some planned projects which depend on money are going on well, but there are many which have stopped and others which might never be fulfilled because of lack of money. Yet still we talk about money and our search for money increases and takes nearly all our energies. We should not lessen our efforts to get the money we really need, but it would be more appropriate for us to spend time in the villages showing the people how to bring about development through their own efforts rather than going on so many long and expensive journeys abroad in search of development money. This is the real way to bring development to everybody in the country.

None of this means that from now on we will not need money or that we will not start industries or embark upon development projects which require money. Furthermore, we are not saying that we will not accept, or even that we shall not look for, money from other countries for our development. This is not what we are saying. We will continue to use money; and each year we will use more money for the various development projects than we used the previous year because this will be one of the signs of our development.

What we are saying, however, is that from now on we shall know what is the foundation and what is the fruit of development. Between money and people it is obvious that the people and their hard work are the foundation of development, and money is one of the fruits of that hard work.

From now on we shall stand upright and walk forward on our feet rather than look at this problem upside down. Industries will come and money will come but their foundation is the people and their hard work, especially in agriculture. This is the meaning of self-reliance.

Our emphasis should therefore be on:

- a) The land and agriculture
- b) The people
- c) The policy of socialism and self-reliance, and
- d) Good leadership.

a) The Land

Because the economy of Tanzania depends and will continue to depend on agriculture and animal husbandry, Tanzanians can live well without depending on help from outside if they use their land properly. Land is the basis of human life and all Tanzanians should use it as a valuable investment for future development. Because the land belongs to the nation, the government has to see to it that it is being used for the benefit of the whole nation and not for the benefit of one individual or just a few people.

It is the responsibility of TANU to see that the country produces enough food and enough cash crops for export. It is the responsibility of the government and the co-operative societies to see to it that our people get the necessary tools, training and leadership in modern methods of agriculture.

b) The People

In order to properly implement the policy of self-reliance, the people have to be taught the meaning of self-reliance and its practice. They must become self-sufficient in food, serviceable clothes and good housing.

In our country work should be something to be proud of, and laziness, drunkenness and idleness should be things to be ashamed of. And for the defense of our nation, it is necessary for us to be on guard against internal stooges who could be used by external enemies who aim to destroy us. The people should always be ready to defend their nation when they are called upon to do so.

c) Good Policies

The principles of our policy of self-reliance go hand in hand with our policy of socialism. In order to prevent exploitation it is necessary for everybody to work and to live on his own labour. And in order to distribute the national wealth fairly, it is necessary for everybody to work to the maximum of his ability. Nobody should go and stay for a long time with his relative, doing no work, because in doing so he will be exploiting his relative. Likewise, nobody should be allowed to loiter in towns or villages without doing work which would enable him to be self-reliant without exploiting his relatives.

TANU believes that everybody who loves his nation has a duty to serve it by co-operating with his fellows in building the country for the benefit of all the people of Tanzania. In order to maintain our independence and our people's freedom we ought to be self-reliant in every possible way and avoid depending upon other countries for assistance. If every individual is self-reliant the ten-house cell will be self-reliant; if all the cells are self-reliant the whole ward will be self-reliant; and if the wards are self-reliant the district will be self-reliant. If the districts are self-reliant, then the region is self-reliant, and if the regions are self-reliant, then the whole nation is self-reliant and this our aim.

d) Good Leadership

TANU recognises the urgency and importance of good leadership. But we have not yet produced systematic training for our leaders. It is necessary that TANU headquarters should now prepare a programme of training for all leaders—from the national level to the ten-house cell level—so that every one of them understands our political and economic policies. Leaders must set a good example to the rest of the people in their lives and in all their activities.

PART FOUR: TANU Membership

Since the party was founded we have put great emphasis on getting as many members as possible. This was the right policy during the independence struggle. But now the National Executive feels that the time has come when we should put more emphasis on the beliefs of our party and its policies of socialism.

That part of the TANU constitution which relates to the admission of a member should be adhered to, and if it is discovered that a man does not appear to accept the faith, the objects, and the rules and regulations of the party, then he should not be accepted as a member. In particular, it should not be forgotten that TANU is a party of peasants and workers.

PART FIVE: The Arusha Resolution

Therefore, the National Executive Committee, meeting in the Community Centre at Arusha from 26.1.67 to 29.1.67 resolves:

a) The Leadership

- i) Every TANU and government leader must be either a peasant or a worker, and should in no way be associated with the practices or capitalism or feudalism.
- ii) No TANU or government leader should hold shares in any company.
- iii) No TANU or government leader should hold directorships in any privately owned enterprise.
- iv) No TANU or government leader should receive two or more salaries.
- v) No TANU or government leader should own houses which he rents to others.
- vi) For the purposes of this resolution the term 'leader' should comprise the following:
Members of the TANU National Executive Committee, ministers, members of parliament, senior officials of organisations affiliated to TANU, senior officers of parastatal organisations, all those appointed or elected under any clause of the TANU constitution, councilors, and civil servants in the high and middle cadres. (In this context 'leader' means a man, or a man and his wife; a woman, or a woman and her husband.)

b) The Government and other Institutions

- i) Congratulates the government for the steps it has taken so far in the implementation of the policy of socialism.

- ii) Calls upon the government to take further steps in the implementation of our policy of socialism as described in Part Two of this document without waiting for a commission on socialism.
- iii) Calls upon the government to put emphasis, when preparing its development plans, on the ability of this country to implement the plans rather than depending on foreign loans and grants as has been done in the current Five-Year Development Plan. The National Executive Committee also resolves that the plan should be amended so as to make it fit in with the policy of self-reliance.
- iv) Calls upon the government to take action designed to ensure that the incomes of workers in the private sector are not very different from the incomes of workers in the public sector.
- v) Calls upon the government to put great emphasis on actions which will raise the standard of living of the peasants, and the rural community.
- vi) Calls upon NUTA, the co-operatives, TAPA, UWT, TYL, and other government institutions to take steps to implement the policy of socialism and self-reliance.

c) Membership

Members should get thorough teaching on party ideology so that they may understand it, and they should always be reminded of the importance of living up to its principles.

End of unit assessment

Answers to the end of unit assessment (See Learner's book page 219)

2. Factors for the success of Self-Reliance Policies of some African Leaders

Some African leaders were successful in their self-reliance policies due to many factors including:

Favourable population mindset: In many countries, the African leaders took advantage of the situation because it was immediately after the achievement of African independence. The Africans massively supported their new African leaders, leading to the success of their policies.

Negative effects of colonialism: The Africans had for long suffered from colonial constraints. This is why self-reliance policies were successful in many African countries.

Outbreak of economic crisis just after the independence: Among the immediate problems faced by Africans was the economic crisis. Self-reliance was seen as a solution to these problems. The policy was a success because it was supported by the population.

Recovery of African identity: During European colonisation, all African initiatives were undermined by Europeans. When Africans recovered their independence, African leaders wanted also to recover the African identity by implementing internal solutions to their problems. This is why they found these policies successful.

Sign of obedience to their own leaders: Africans accepted self-reliance as one way to express their obedience to their new leaders.

3. Lessons from successful self-reliance policies of African leaders: The success of the self-reliance in some African countries is true inspiration to other developing countries in general and to other African countries in particular.

Another lesson is that dignity and self-reliance should encourage Africans to be proud of our continent, our culture and customs.

It is a testimony that Africans can find solutions to their own problems.

Some African countries served as an example for the respect of the human rights, especially against discrimination based on race. This is because during the colonial period, Africans were denied their rights. They were considered as inferior people who could not manage their own affairs.

Remedial activities

Questions

- a) Give the countries in which the following self-reliance policies were used. a) *Harambee* b) *Ujamaa*
- b) Which country was led by President Kenneth Kaunda?

Answers

1. Countries in which the following self-reliance policies were used:
 - ⊙ *Harambee*: Kenya
 - ⊙ *Ujamaa*: Tanzania
2. Kenneth Kaunda was the president of Zambia

Extended Activities

- a) Analyse the role played by different African leaders in the self-reliance policy.
- b) Describe the type of socialism initiated by President Nyerere known as *Ujamaa*.

Answers

1. Different African leaders played an important role in self-reliance:
 - ⊙ Mzee Jomo Kenyatta of Kenya with his *Harambee* which literally means “all pull together”.
 - ⊙ Mwalimu Julius Nyerere with his *Ujamaa* meaning “extended family”, “brotherhood” or “socialism”.
 - ⊙ Kwame Nkrumah of Ghana with his panafricanism which aimed at uniting African countries.
2. *Ujamaa* or “Tanzanian socialism” initiated by the former Tanzanian President Julius Nyerere Kambarage was a political concept which asserted that a person becomes a person through the people or community.
Nyerere used *Ujamaa* as the basis for a national development project. He translated the *Ujamaa* concept into a political-economic management model through several means:
 - ⊙ The creation of a one-party system under the leadership of the Tanganyika African National Union (TANU) in order to help solidify the cohesion of the newly independent Tanzania.
 - ⊙ The institutionalisation of social, economic, and political equality through the creation of a central democracy.
 - ⊙ The abolition of discrimination based on ascribed status; and the nationalisation of the economy’s key sectors.
 - ⊙ The villagisation of production, which essentially collectivised all forms of local productive capacity.

References

- Brose, D 1997, *German History, 1789–1871: From the Holy Roman Empire to the Bismarckian Reich*, Berghahn.
- Dallaire, R 2005, *Shake hands with the devil: The failure of humanity in Rwanda*.
- Docker, 2008, *The origins of violence: Region, history and genocide*, Pluto Press, London.
- Evans, R 1997, *Rereading German History: From Unification to Reunification, 1800–1996*, Routledge.
- Gatwa, T 2005, *The churches and ethnic ideology in Rwanda Crises 1900–1994*, Regnum, Oxford, London.
- Goldberg, E 2006, *Holocaust Memoir Digest*, Vol. 3.
- Gorman, M 1989, *The Unification of Germany, 1815–1871*, Cambridge University Press.
- Gribbin, R 2005, *In the Aftermath of Genocide: The U.S role in Rwanda*, Universe Inc/Lincoln, New York.
- Howard, M 1985, *The Franco-Prussian War: The German Invasion of France, 1870–1871*, Condon Routledge.
- Krosiak, D 2007, *The role of France in the Rwandan Genocide*, London: C, Hurst & Co.Ltd, London.
- Ndahiro, A. 2008, *Hotel Rwanda: or the Tutsi Genocide as seen by Hollywood*, L'harmattan, Kigali.
- Norman, L 1997, *Modern World History*, 3rd edition, Palgrave Master Series, London.
- Okoth, A 2006, *A History of Africa 1915–1995: African Nationalism and the Decolonisation process*, Vol. 2, East African Educational Publishers, Nairobi.
- Pflanze, O 1990, *Bismarck and the Development of Germany*. 3 vols, 2nd ed, Princeton University Press.

Reid, R 2009, *A History of Modern Africa 1800 to the present*, 1st Edition, Wiley-Blackwell.

Stuart, M 1997, *Modern European History*. 2nd edition, Palgrave Master Series, London.

Surf 2006, *Heroes of our time: Rwandan courage & survival*.

Totten, S. 2010. *We cannot forget: survivors of 1994 genocide in Rwanda*. RUP, London: R.

UNESCO, (2004), *Embracing Diversity: Toolkit for creating inclusive learning-friendly environment*, UNESCO Bangkok, Bangkok.

Waller, B 1997, *Bismarck*, 2nd ed. Blackwell, London.

Williamson, D 1998, *Bismarck & Germany, 1862–1890*, 2nd ed. Longman, London.