History and Citizenship

For Rwandan Schools

Senior One

Teacher's Guide

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UNIT 1:	**Historical Sources**

Key Unit Competence

To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.

Content map

	Unit 1: Historical Sources
Number of periods	6
Introduction	Defining History, the teacher asks learners to remember some of his/her childhood friends. An extract from newspaper is read. Learners discuss different sources of History, how to collect them, their importance and challenges in collecting them.
Classroom organisation	Whole class orientation followed by group work and individual work.
Equipment required	
Activities	• Researching the definitions of History on internet. • Reading extracts from newspapers. • Narrating stories in class. • Copying maps and identifying historical sites. • Discussing sources of History, process of collecting historical information and challenges involved.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication through storytelling, question and answer.
Language	Discussion in groups.
Vocabulary acquisition	Mythology, curators

Study skills	• Present the timeline showing the past, present and future. • Compare different historical sources.
Revision	Tasks provided after each area discussed.
Assessment	Ability to analyse the definition of history and examine the effectiveness of collecting historical information.
Learning outcomes	• Know the definition of history. • Identify different sources of History. • Describe the process of collecting historical information. • Know various sources of historical information. • Explain importance of History. • Know challenges in collecting historical sources.

Learning objectives

By the end of the unit, learners will be able to:
- Know the definition of history.
- Identify different sources of History.
- Describe the process of collecting historical information.
- Know various sources of historical information.
- Explain importance of History.
- Know challenges in collecting historical sources.

UNIT 2:   **ADVANTAGES AND DISADVANTAGES OF HISTORICAL SOURCES**

TOPIC AREA: **Collecting and analysing historical sources**

SUB-TOPIC AREA: **Concepts of History and historical research**

UNIT 2:   **Advantages and disadvantages of historical sources**

Key Unit Competence
To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.

Content map

	Unit 2: Advantages and disadvantages of historical sources
Number of periods	10
Introduction	The teacher asks learners to sing the Rwandan National Anthem. He/she then asks learners to think of the people with hearing impairment who could not hear that sweet melody. Learners then discuss advantages and disadvantages of historical sources while comparing them.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Singing the National Anthem of Rwanda. • Doing Activity 2.2 to understand archaeology. • Discussing advantages and disadvantages of historical sources while comparing them.
Competences practised	• Cooperation , interpersonal management and life skills through discussions in groups. • Critical thinking while discussing how to spend RWF 7, 000.
Language	Discussion in groups.
Vocabulary acquisition	Chronology, fictitious
Numeracy	
Study skills	• Present the timeline showing the past, present and future. • Compare different historical sources.

Revision	Tasks provided after each area discussed.
Assessment	Ability to explain the effectiveness of collecting historical information.
Learning outcomes	• Know the advantages and disadvantages of the historical sources discussed. • Compare different sources of History.

Learning objectives

By the end of the unit, learners will be able to:
- Know the advantages and disadvantages of the historical sources discussed.
- Compare different sources of History.

UNIT 3: **ORIGIN, ORGANISATION AND EXPANSION OF RWANDAN KINGDOM**

TOPIC AREA: **History of Rwanda**

SUB-TOPIC AREA: **History of ancient, colonial and post-colonial Rwanda**

UNIT 3: **Origin, organisation and expansion of Rwandan kingdom**

Key Unit Competence

To be able to explore the organisation and expansion of Rwandan Kingdom in the interlacustrine region.

Content map

	Unit 3: Origin, organisation and expansion of Rwandan kingdom
Number of periods	12
Introduction	The teacher asks learners to do Activity 3.1 in order to prepare them for the lesson. He/she then introduces the topic and engages the learners in group activities to tackle various activities in the Learners' Book. Learners then discuss the organisation and expansion of Rwandan Kingdom in the interlacustrine region.
Classroom organisation	Whole class orientation followed by group work and individual work.
Equipment required	
Activities	• Drawing maps. • Doing Activity 3.5 to understand organisation of Rwanda Kingdom. • Discussing rise and fall of Rwandan; and some monarchs in ancient Rwanda Kingdom.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication while doing group discussions.
Language	Discussion in groups.

Vocabulary acquisition	Inaugurations, reign, regents
Study skills	• Analyse how the interlacustrine region was settled. • Examine the origin, political, social and economic organisation of the Rwanda Kingdom in comparison to other kingdoms.
Revision	Tasks provided after each area discussed.
Assessment	Ability to analyse the definition of History and examine the effectiveness of collecting historical information.
Learning outcomes	• Know the kingdoms in the interlacustrine region. • Explain the origin and organisation of Rwandan society. • Describe factors that led to growth and decline of Rwanda Kingdom.

Learning objectives

By the end of the unit, learners will be able to:
- Know the kingdoms in the interlacustrine region.
- Explain the origin and organisation of Rwandan society.
- Describe factors that led to growth and decline of Rwandan Kingdom.

UNIT 4: **ADVANTAGES AND DISADVANTAGES OF HISTORICAL SOURCES**

TOPIC AREA: **History of Rwanda**

SUB-TOPIC AREA: **History of ancient, colonial and post-colonial Rwanda**

UNIT 4: **Civilisation of pre-colonial Rwanda**

Key Unit Competence

To be able to analyse the civilisation of pre-colonial Rwanda.

Content map

	Unit 4: Civilisation of pre-colonial Rwanda
Number of periods	12
Introduction	The teacher asks learners to do Activity 4.1. This sets the pace for understanding the heading of the unit. The teacher explains what civilisation means. The teacher then groups learners to do Activity 4.2. The teacher then explains to the learners about the notion of civilisation and its components in relation to Rwanda. Learners then discuss famine, epizooties and socio-political and economic dependence in ancient Rwanda.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Research on the internet to find out the meaning of civilisation. • Doing Activity 4.2 to understand archaeology. • Discussing organisation of ancient Rwanda, famine and epizooties and socio-political and economic dependence.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions.
Language	Discussion in groups.
Vocabulary acquisition	Endeavours, possessions, epizooties, redeeming and homogeneous

Study skills	• Assess notion and components of civilisation in reference to the modern life. Analyse causes of famines and epizooties during pre-colonial Rwanda. • Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda.
Revision	Tasks provided after each area discussed.
Assessment	Ability to correctly understand the strengths and weaknesses of the civilisation of pre-colonial Rwanda.
Learning outcomes	• Know the notion and components of civilisation in relation to pre-colonial Rwanda. • Explain various famines and epizooties that were experienced in pre-colonial Rwanda. • Know the socio-political and economic dependence of ancient Rwanda people.

Learning objectives

By the end of the unit, learners will be able to:

- Know the notion and components of civilisation in relation to pre-colonial Rwanda.
- Explain various famines and epizooties that were experienced in pre-colonial Rwanda.
- Know the socio-political and economic dependence of ancient Rwanda people.

UNIT 5:   **GENOCIDE AND ITS FEATURES**

TOPIC AREA: **History of Rwanda**

SUB-TOPIC AREA: **History of genocide**

UNIT 5:   **Genocide and its features**

Key Unit Competence

To be able to differentiate between genocide and other mass crimes.

Content map

	Unit 5: Genocide and its features
Number of periods	8
Introduction	The teacher asks learners to do Activity 5.1. This prepares the learners for the unit. The teacher engages the learner to discuss the unit and do some activities alone.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Research on the internet to find out the etymology of genocide. • Doing Activity 5.3 to understand the difference between genocide and mass crime.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions. • Life long skills during group discussions to deal with impact of the 1994 Genocide against the Tutsi.
Language	Discussion in groups.
Vocabulary acquisition	Antagonism, massacre and status quo
Study skills	Compare genocide and others mass crimes by assessing their features.
Revision	Tasks provided after each area discussed.
Assessment	Ability to compare genocide and others mass crimes.
Learning outcomes	• Know about genocide and other war crimes. • Know about the 1948 Convention.

Learning objectives

By the end of the unit, learners will be able to:
- Know about genocide and other war crimes.
- Know about the 1948 Convention

UNIT 6:   **EVOLUTION OF MANKIND**

TOPIC AREA: **History of Africa**

SUB-TOPIC AREA: **History of ancient Africa**

UNIT 6:   **Evolution of mankind**

Key Unit Competence

To be able to analyse how mankind evolved, developed and settled in different parts of Africa.

Content map

	Unit 6: Evolution of mankind
Number of periods	10
Introduction	The teacher starts by asking the whole class to do Activity 6.1. The teacher then explains to the learners the origin of mankind. The teacher then gives learners activities on theories of evolution of mankind. He/she also tackles stone age period.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Reading a story about Sabizeze, the first man in Rwanda (Activity 6.1). • Doing group and individual activities.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions. • Life long skills during group discussions to deal with impact of the1994 Genocide the Tutsi.
Language	Discussion in groups.
Vocabulary acquisition	Bipedal
Study skills	• Describe early physical and cultural development of mankind from Palaeolithic era to modern times. • Evaluate different theories of evolution.
Revision	Tasks provided after each area discussed.
Assessment	Ability to analyse how mankind evolved, developed and settled in different parts of Africa.

Learning outcomes	• Know theories about origin of mankind.
	• Explain development of mankind during Stone Age period.
	• Explain the characteristics of hunter-gatherer societies.

Learning objectives

By the end of the unit, learners will be able to:
- Know theories about origin of mankind.
- Explain development of mankind during Stone Age period.
- Explain the characteristics of hunter-gatherer societies.

UNIT 7:   **EGYPTIAN CIVILISATION**

TOPIC AREA: **History of Africa**

SUB-TOPIC AREA: **History of ancient Africa**

UNIT 7:   **Egyptian civilisation**

Key Unit Competence

To be able to analyse how mankind evolved, developed and settled in different parts of Africa.

Content map

	Unit 7: Egyptian civilisation
Number of periods	10
Introduction	The teacher begins by asking the learners to individually attempt Activity 7.1. The teacher then explains to the learners the origin and elements of Egyptian civilisation. The teacher then leads them into discussing various kingdoms of ancient Egypt.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing individual activity, Activity 7.3. • Doing group activities.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions. • Life long skills during group discussions to deal with impact of the1994 Genocide against the Tutsi. • Research skills during follow-up activity.
Language	Discussion in groups.
Vocabulary acquisition	Legendary, antiquity and sculpted
Study skills	• Describe early physical and cultural development of mankind from Palaeolithic era to modern times. • Evaluate different theories of evolution.
Revision	Tasks provided after each area discussed.

Assessment	Ability to explain some aspects of ancient Egyptian civilisation.
Learning outcomes	• Know origin and elements of Egyptian civilisation. • Explain contributions of Egyptian civilisation to the modern world. • Identify influence of Egyptian religious beliefs on ancient Egypt.

Learning objectives

By the end of the unit, learners will be able to:
- Know origin and elements of Egyptian civilisation.
- Explain contributions of Egyptian civilisation to the modern world.
- Identify influence of Egyptian religious beliefs on ancient Egypt.

UNIT 8:   **TRANS-SAHARAN TRADE**

TOPIC AREA: **History of Africa**

SUB-TOPIC AREA: **History of ancient Africa**

UNIT 8:   **Trans-Saharan Trade**

Key Unit Competence

To be able to identify factors for the development and decline of Trans-Saharan Trade.

Content map

	Unit 8: Trans-Saharan Trade
Number of periods	10
Introduction	The teacher begins by asking the learners to individually attempt Activity 8.1. The teacher then explains to the learners the rise and organisation of Trans-Sahara Trade. The teacher then gives activities to discuss growth, challenges, decline and effects of business activities in relation to Trans-Saharan Trade.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing case study in Activity 8.2. • Doing group activities. • Teacher guided class activities.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups • Communication during plenary discussions. • Creativity and innovation in terms of trade.
Language	Discussion in groups.
Vocabulary acquisition	Oases
Study skills	• Identify the factors for the rise, growth, organisation and decline of Trans-Saharan Trade. • Identify effects and problems faced during Trans-Saharan Trade.
Revision	Tasks provided after each area discussed.

Assessment	Ability to explain the rise, organisation, effects and decline of Trans-Saharan Trade.
Learning outcomes	• Know rise and organisation of Trans-Saharan Trade. • Explain effects of Trans-Saharan Trade. • Know reasons for the decline of Trans-Saharan Trade.

Learning objectives

By the end of the unit, learners will be able to:
- Know rise and organisation of Trans-Saharan Trade.
- Explain effects of Trans-Saharan Trade.
- Know reasons for the decline of Trans-Saharan Trade.

UNIT 9:   **TRANS-ATLANTIC SLAVE TRADE**

TOPIC AREA: **History of Africa**

SUB-TOPIC AREA: **History of ancient Africa**

UNIT 9:   **Trans-Atlantic Slave Trade**

Key Unit Competence

To be able to analyse the origin, growth, organisation, effects and decline of Trans-Atlantic Slave Trade.

Content map

	Unit 9: Trans-Atlantic Slave Trade
Number of periods	10
Introduction	The teacher begins by referring the learners to Unit 8. He/she then introduces the unit followed by giving learners individual and group activities. The teacher then explains to the learners the rise and organisation of Trans-Atlantic Slave Trade. The teacher then gives activities to discuss growth, challenges, decline and effects of business activities in relation to Trans-Atlantic Slave Trade.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing case study in Activity 9.2. • Doing Activity 9.4 outside classroom. • Teacher guided class activities.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions. • Creativity and innovation in terms of trade.
Language	Discussion in groups.
Vocabulary acquisition	Acquisition, Industrial revolution and abolish
Study skills	• Identify the factors for the rise, growth, organisation and decline of Trans-Atlantic Slave Trade. • Identify effects and problems faced during Trans-Saharan Trade. • Explain reasons for the abolition of Trans-Atlantic Slave Trade.

Revision	Tasks provided after each area discussed.
Assessment	Ability to explain the rise, organisation, effects and decline of Trans-Atlantic Slave Trade.
Learning outcomes	• Know rise and organisation of Trans-Atlantic Slave Trade. • Explain effects of Trans-Atlantic Slave Trade. • Know reasons for the decline of Trans-Atlantic Slave Trade. • Explain reasons for abolition of Trans-Atlantic Slave Trade.

Learning objectives

By the end of the unit, learners will be able to:
• Know rise and organisation of Trans-Atlantic Slave Trade.
• Explain effects of Trans-Atlantic Slave Trade.
• Know reasons for the decline of Trans-Atlantic Slave Trade.
• Explain reasons for abolition of Trans-Atlantic Slave Trade.

UNIT 10:   **CONCEPT OF HUMAN RIGHTS, CITIZEN DUTIES AND RESPONSIBILITIES AND WAYS OF PREVENTING HUMAN RIGHTS VIOLATIONS**

TOPIC AREA: **Society**

SUB-TOPIC AREA: **Human rights, citizen duties and responsibilities and ways of preventing human rights violations**

UNIT 10:   **Concept of human rights, citizen duties and responsibilities and ways of preventing human rights violations**

Key Unit Competence

To be able to explain the concept of human rights, citizen duties and responsibilities and suggest ways of preventing human rights violations.

Content map

	Unit 10: Concept of human rights, citizen duties and responsibilities and ways of preventing human rights violations
Number of periods	3
Introduction	The teacher begins by asking learners to research on the meaning of human rights. He/she then guides the learner to do Activity 10.2. The teacher then explains to the learners the concept of human rights and their violations. This is then followed by discussing citizens responsibilities.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing Activity 10.3. • Teacher guided class activities. • Questions and answers.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups • Communication during plenary discussions.
Language	Discussion in groups.

Vocabulary acquisition	Inherent and sensitising
Study skills	• Assess human rights notions at national and international levels. • Examine ways of preventing human rights violations.
Revision	Tasks provided after each area discussed.
Assessment	Ability to explain the concept of human rights, citizen duties and suggest ways of preventing human rights violations.
Learning outcomes	• Know the concept of human rights. • Know ways of preventing violations of human rights. • Know citizen duties and responsibilities.

Learning objectives

By the end of the unit, learners will be able to:
• Know the concept of human rights.
• Know ways of preventing violations of human rights.
• Know citizen duties and responsibilities.

UNIT 11: **CONCEPT OF HUMAN RIGHTS, CITIZEN DUTIES AND RESPONSIBILITIES AND WAYS OF PREVENTING HUMAN RIGHTS VIOLATIONS**

TOPIC AREA: **Society**

SUB-TOPIC AREA: **Democracy and justice**

UNIT 11: **Forms and principles of democracy**

Key Unit Competence

To be able to explain forms and principles of democracy.

Content map

	Unit 11: Forms and principles of democracy
Number of periods	3
Introduction	The teacher begins by asking learners to discuss how members of parliament are elected. He/she then asks them to attempt Activities 11.1 and 11.2 in groups. He/she then explains to the learners the principles and forms of democracy.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing Activity 11.3. • Teacher guided class activities. • Questions and answers.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions.
Language	Discussion in groups.
Vocabulary acquisition	Coercion and intimidation
Study skills	• Evaluate forms of democracy in accordance with leadership. • Analyse different principles of democracy. • Compare different forms of democracy.

Revision	Tasks provided after each area discussed.
Assessment	Ability to explain how democracy works and their forms and principles.
Learning outcomes	• Know the concept of human rights. • Know ways of preventing violations of human rights. • Know citizen duties and responsibilities.

Learning objectives

By the end of the unit, learners will be able to:

• Know the concept of human rights.
• Know ways of preventing violations of human rights.
• Know citizen duties and responsibilities.

UNIT 12:	IDENTIFY ONESELF DIFFERENTLY IN REFERENCE TO RWANDA
TOPIC AREA:	**Society**
SUB-TOPIC AREA:	**Unity**
UNIT 12:	**Identify oneself differently in reference to Rwanda**

Key Unit Competence

To be able to identify oneself differently in reference to Rwanda.

Content map

	Unit 12: Identify oneself differently in reference to Rwanda
Number of periods	2
Introduction	The teacher begins by asking learners to individually do an activity of identification. He/she then takes them through various ways of identification in Rwanda. This is followed by more activities in Learners' Book. He/she then engages them in explaining importance of living in harmony.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing Activity 12.1 and Activity 12.2 as individual activities followed by Activity 12.3 as a group activity. • Teacher guided class activities. • Questions and answers.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions.
Language	Discussion in groups.
Vocabulary acquisition	Asylum and strife
Study skills	• Evaluate forms of democracy in accordance with leadership. • Analyse different principles of democracy. • Compare different forms of democracy. • Critical thinking while doing Activity 12.2.

Revision	Tasks provided after each area discussed.
Assessment	Ability to identify oneself differently in reference to Rwanda.
Learning outcomes	• Know forms of identities. • Know similarities and differences between identities. • Know roles of identities. • Explain importance of living together.

Learning objectives

By the end of the unit, learners will be able to:
• Know forms of identities.
• Know similarities and differences between identities.
• Know roles of identities.
• Explain importance of living together.

UNIT 13:   **FORMS, CAUSES AND CONSEQUENCES OF CONFLICT AND VIOLENCE**

TOPIC AREA: **Society**

SUB-TOPIC AREA: **Conflict transformation**

UNIT 13:   **Forms, causes and consequences of conflict and violence**

Key Unit Competence

To be able to analyse forms, causes and consequences of conflict and violence.

Content map

	Unit 13: Forms, causes and consequences of conflict and violence
Number of periods	3
Introduction	The teacher begins by telling learners to read the story in Activity 13.1. Let the learners know that conflict sometimes originates from within oneself before it involves other people. The teacher takes them through various forms, causes and consequences of conflict and violence. This is followed by more activities in Learners' Book.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing Activity 13.1 as a group activity, followed by Activity 13.2 as individual activity. • Teacher guided class activities. • Questions and answers.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions. • Critical thinking when doing Activity 13.4.
Language	Discussion in groups.
Vocabulary acquisition	Defile, prospects and trauma

Study skills	• Analyse conflict and violence situations in Rwanda and show its influence. • Compare and contrast different forms of conflict and violence. • Analyse causes of conflict and violence and show how it can be avoided. • Evaluate effects of conflict and violence in the society.
Revision	Tasks provided after each area discussed.
Assessment	Ability to analyse forms, causes and consequences of conflict and violence.
Learning outcomes	• Explain the concept of conflict and violence. • Know forms of conflict and violence. • Know causes of conflict and violence. • Know consequences of conflict and violence. • Know conflict management.

Learning objectives

By the end of the unit, learners will be able to:
- Explain the concept of conflict and violence.
- Know forms of conflict and violence.
- Know causes of conflict and violence.
- Know consequences of conflict and violence.
- Know conflict management.

UNIT 14:	DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY
TOPIC AREA:	**Society**
SUB-TOPIC AREA:	**Dignity and self-reliance**
UNIT 14:	**Dignity and self-reliance in Rwandan society**

Key Unit Competence

To be able to explain dignity and self-reliance and their implication on Rwandan society.

Content map

	Unit 14: Dignity and self-reliance in Rwandan society
Number of periods	2
Introduction	The teacher begins by defining dignity and self-reliance. He/she then tells the learners to do Activity 14.1 in pairs. The teacher then takes the learner through home –grown solutions that contribute to self-reliance in Rwanda such as *Abunzi*.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing Activity 14.1 in pairs. • Doing Activity 14.2 as a group activity, followed by Activity 14.5 as an individual activity. • Activity 14.3 can be done as a class activity. • Teacher guided class activities. • Questions and answers.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions. • Research skills through Activity 14.4.
Language	Discussion in groups.
Vocabulary acquisition	Pilot programme, launched, accommodation and diaspora

Study skills	• Analyse dignity and self-reliance and their role in Rwandan nation.
	• Assess the measures adopted by the Rwandan government to achieve self-reliance.
	• Discuss how home-grown solutions contribute to self-reliance.
	• Examine the implication of dignity and self-reliance.
Revision	Tasks provided after each area discussed.
Assessment	Ability to explain dignity and self-reliance.
Learning outcomes	• Know the concept of dignity and self-reliance.
	• Know the measures put in place by the government of Rwanda to achieve self-reliance.
	• Know the implication of dignity and self-reliance.

Learning objectives

By the end of the unit, learners will be able to:

- Know the concept of dignity and self-reliance.
- Know the measures put in place by the government of Rwanda to achieve self-reliance.
- Know the implication of dignity and self-reliance.

UNIT 15:   **CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION**

TOPIC AREA: **Society**

SUB-TOPIC AREA: **Disability and inclusive education**

UNIT 15:   **Concept of disability and inclusive education**

Key Unit Competence

To be able to understand the concept of disability, types of disability and explore attitudes towards people with disability in Rwanda.

Content map

	Unit 15: Concept of disability and inclusive education
Number of periods	2
Introduction	The teacher begins by asking learners to do Activity 15.1 in the Learners' Book. The teacher then asks the learners to identify the photos just above Activity 15.2. He/she then guides the learners to know various types of disability, their causes, consequences, and attitudes and feelings towards disability in Rwanda.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing Activity 15.1 individually. • Doing Activity 15.2 as a class activity, followed by Activity 15.3 done in groups of five. • Teacher guided class activities. • Questions and answers.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions.
Language	Discussion in groups.
Vocabulary acquisition	Amputated and vulnerability

Study skills	• Apply knowledge towards the concept of disability. • Examine causes and consequences of disability. • Analyse the types of disabilities. • Assess different attitudes and feelings towards disability in Rwanda.
Revision	Tasks provided after each area discussed.
Assessment	Ability to understand the concept of disability and types of disability and explore attitudes towards people with disability in Rwanda.
Learning outcomes	• Understand the concept of disability. • Know the causes and consequences of disability. • Identify types of disability. • Explain people's attitudes towards persons with disability in Rwanda.

Learning objectives

By the end of the unit, learners will be able to:
- Understand the concept of disability.
- Know the causes and consequences of disability
- Identify types of disability.
- Explain people's attitudes towards persons with disability in Rwanda.

UNIT 16:   **FAMILY AND PERSONAL VALUES**

TOPIC AREA: **Individual and family**

SUB-TOPIC AREA: **Values, attitude and sources of sexual learning**

UNIT 16:   **Family and personal values**

Key Unit Competence

To be able to examine the various sources of sexual learning, the relationship between values and behaviour and make decisions consistent with individual values.

Content map

	Unit 16: Family and personal values
Number of periods	3
Introduction	The teacher begins by asking learners to explain the meaning of values, gender, sexuality education and reproductive health. Guide the learners to do the activities in the the Learners' Book. The teacher then takes the learner through understanding sexual learning and reproductive health.
Classroom organisation	Whole class orientation followed by group work and individual work.
Activities	• Doing Activity 16.1 individually. • Doing Activity 16.2 as a class activity, followed by Activity 16.3 done in groups of five. • Teacher guided class activities. • Questions and answers.
Competences practised	• Cooperation, interpersonal management and life skills through discussions in groups. • Communication during plenary discussions.
Language	Discussion in groups.
Vocabulary acquisition	Amputated and vulnerability
Study skills	• Describe personal values. • Evaluate how cultural values affect male and female roles.

Revision	Tasks provided after each area discussed.
Assessment	Ability to differentiate between gender and sex, gender construction and gender roles. Ability to analyse human rights related to sexual and reproductive health policies.
Learning outcomes	• Understand the concept of values, sources of values and sexual learning; gender and social construction of gender. • Know concepts of human rights related to sexual reproductive health.

Learning objectives

By the end of the unit, learners will be able to:

- Understand the concept of values, sources of values and sexual learning; gender and social construction of gender.
- Know concepts of human rights related to sexual reproductive health.

Part One

HISTORY AND CITIZENSHIP

INTRODUCTION

History and Citizenship is one of the social science subjects and an important discipline that has contributed to human activities, and political and social transformation throughout the whole world. This has enabled man to understand the past and present so as to predict the future. It is in line with the Political Education Sector, Economic Development and Poverty Reduction Strategy (II), Education Sector Strategic Plan 2013/14 – 2017/18, Education for All, Government Seven Year Program 2010-2017, Vision 2020 and the East African Community Protocol. This is one reason why it is included in the national and regional context of government.

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

Aims of History and Citizenship

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

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

Developing competencies in History and Citizenship

Basic competencies are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each of units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process are

briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

Generic competences

- *Critical and problem solving skills:* The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.

- *Creativity and innovation:* The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided in classroom to generate new ideas and construct new concepts.

- *Research:* This will help learners to find answers to questions based on existing information and concepts and use it to explain phenomena from gathered information.

- *Communication in official languages*: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. The teachers should communicate clearly and confidently and convey ideas effectively through spoken and written by applying appropriate language and relevant vocabulary.

- *Cooperation, inter personal management and life skills*: This will help the learner to cooperate as a team in whatever task assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.

- *Lifelong learning*: The acquisition of such skills will help learners to update knowledge and skills with minimum external support. The learners will be able to cope with evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.

Broad History and Citizenship competencies at the end of Ordinary Level

During the learning process, the learner should be able to:

- Acquire knowledge about the past and the present so as to prepare for the future (History) is indeed "a bridge connecting the past with the present and pointing the road to the future" (Allen Nerins);

- Analyse and understand how societies evolved in order to know appropriately his near and distant environment so as to apply such techniques in developing their own societies.
- Develop into a mature, informed, responsible and active participating citizen.
- Acquire a sound knowledge and understanding of History in order to develop learners skills in expressing historical ideas, in a more coherent and logical manner (Stimulate critical thinking and reasoning among learners in order to create citizens who reason) so as to increase their reasoning capacity.
- Acquire international understanding in order to recognise ability and capacity of Rwandans in developing collectively alongside other societies.
- Understand the nature of cause, consequence, continuity, change, similarity and difference;
- Live in harmony and tolerance with others without any distinction, religious distinction or other form of discrimination and exclusion that have caused problems in society such as the Tutsi Genocide of 1994 in order to transform them in to good citizens.

- Appreciate Rwandese values, universal values of peace, respecting human rights, rights of gender equality, democracy, justice, solidarity and good governance.
- Promote moral, intellectual, social values through which learners will improve, competence and skills that are essential for sustainable development of the country.
- Develop patriotic spirit, the sense of civic pride and spirit of knowing what happens all over the world.
- Encourage the development of a sense of moral responsibility and commitment to social justice and gender equity.
- Encourage learners to assume responsibility for their own behaviour and to respect the rights of others.
- Promote the spirit of self–reliance, dignity and cooperation among nations.

Pedagogical approach

It is a known fact that learners learn better when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied

but flexible within well- structured sequences of lessons: learner-centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Therefore the learning process should be dominated by the learner guided by the teacher.

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

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

Role of a teacher

The change to a competency-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming. Teachers therefore need to shift from the traditional method of instruction but rather play the role of a facilitator in order to value learners' individual needs and expectations. The teacher must identify the needs of the learners, the nature of the learning to be done, and the means to shape learning experiences accordingly.

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

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

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

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

Role of a learner

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

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

Special needs and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

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

Conditions for success

The following conditions must be fulfilled so that this programme can be successfully realised:
- Qualified teachers
- Necessary and adequate

didactic materials including pedagogical guides and learner manuals should be available. They should be given to a teacher of that course.

N.B: For some historical themes, for example **"genocide''** it is better not to treat such subject during national mourning period for example, during April and July so that learners will not be traumatised.

Assessment approaches

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

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

Types of assessment

1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the of end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following:

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

2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a

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

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute to a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners

in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

Record Keeping

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

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over a given period of time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of Advanced level. Besides, it will serve as a verification tool for each learner that he/she

attended the whole learning before he/she undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% on summative assessment of each year.

Item writing in summative assessment

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

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

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.

- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but testing broad competencies as stated in the syllabus.

Structure and format of examination

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

Time: 3 Hours

Paper 1
- History of Rwanda
- History of Africa: North Africa, East Africa, Central Africa, South Africa and West Africa)

Paper 2
- History of the World
- Citizenship

Reporting to parents

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

Assessment standards for competences

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

Key

Lit. - Literacy

Num. - Numeracy

Comm. - Communication

Creat. - Creativity

Crit. - Critical thinking

Coop. - Cooperation

Assessment standards

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

Resources

Relevant textbooks about:
- History of Rwanda
- History of Africa
- World ancient and modern civilisations
- Modern World History and World Wars
- Atlas
- Geographical and Historical maps

Other materials
- Access to use of internet
- Films and videos (audio-visual sources)
- Historical sites
- Archaeological sites

- Memorial sites
- Photographs
- Braille
- Museum
- Tale, tactile maps, stories and testimonies

Skills for the teacher of this subject

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

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

Some strategies to address special education needs

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

Syllabus units

Presentation of the structure of the syllabus units

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

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

The units have the following elements:

1. Unit is aligned with the **number of lessons.**
2. Each unit has a **key unit competency** whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
3. Each unit key competency is broken into three types of learning objectives as follows:
   a. *Type I:* Learning objectives relating to **knowledge** and **understanding** (*Type I* Learning Objectives are also known as **Lower Order Thinking Skills or LOTS)**
   b. *Type II a*nd *Type III:* These learning objectives relate to acquisition of **skills, attitudes and values** (*Type II* and *Type III* learning objectives are also known as Higher Order Thinking Skills or HOTS)

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

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

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

Key competences at the end of Senior 1

At the end of **Senior one**, a learner will be able to:

- Describe the origin and expansion of Rwanda and locate Rwanda in time and space.
- Explain the concepts of History and Citizenship, how historical information is collected, its role and its link with other subjects.
- Describe Rwanda and Egyptian civilisation.
- Describe the rise and organisation of Trans-Saharan and triangular trade.
- Explain the concepts of dignity, family personal and family values and self-reliance.
- Explain the concepts of disability and inclusive education.
- Describe forms and principles of democracy and identity.

Sample scheme of work

Academic year: 2016

Term: I

School: Musanze School

Subject: HISTORY AND CITIZENSHIP

Teacher's name: Gatete A.

Class: Senior 1

Week	Key Unit Competencies	LESSONS	Learning objectives	Resources & References	Teaching methods & techniques	Observations/self-evaluation (including proposed dates of assessment)
Week 1	To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.	**LESSON 1:** History, sources of History and process of collecting historical information	Learners should be able to: • Define History. • Identify different sources of History. • Describe the process of collecting historical information.	Learner's textbooks, newspapers, sample questionnaire and braille for learners with visual impairment. Sign language interpreter for learners with hearing impairment.	• Group activities • Guided discovery • Role-playing • Case studies • Field visits • Demonstrations	I didn't cover all the content due to sickness on wednesday. **Strategy:** Lesson to be repeated during free time on 18th January wednesday after lunch.

LESSON 2, 3 and 4: Sources of historical information	Learners should be able to: • Explain different sources of historical information. • Compare different sources of historical information.	Learner's textbooks, media (video and newspaper), stories, fossils and braille for learners with visual impairment. Sign language interpreter for learners with hearing impairment.	• Group activities • Guided discovery • Role-playing • Case studies • Field visits • Demonstrations	Adequately covered

Week 2	To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.	**LESSON 5:** Importance of History	Learners should be able to explain the importance of History in today's life.	Learner's textbooks, media (video and newspaper), stories, fossils and braille for learners with visual impairment. Sign language interpreter for learners with hearing impairment.	• Group activities • Guided discovery • Role-playing • Case studies • Field visits • Demonstrations	Adequately covered

LESSON 6: Challenges in collecting historical sources	Learners should be able to state the challenges encountered when collecting historical information.	Learner's textbooks, media (video and newspaper), stories, fossils and braille for learners with visual impairment. Sign language interpreter for learners with hearing impairment.	• Group activities • Guided discovery • Role-playing • Case studies • Field visits • Demonstrations	Test on January 15 after finishing unit 1.

Comments from School Director / DOS

Sample Competence-based lesson plans

Sample 1

School Name: Musanze School   **Teacher's name**: Gatete A.

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	4/01/ 2016	History and Citizenship	S1	1	1 of 10	40 minutes	40

Type of Special Educational Needs to be catered for and number of learners in each category	To be identified by the teacher and prepare appropriate materials/ equipment to cater for her/him in class.
Topic area:	Collecting and analysing historical sources
Sub-topic area:	Concepts of History and historical research
Unit title	Historical sources
Key unit competence:	To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information
Title of the lesson	Meaning of History and different sources of History
Instructional objectives	Provided with the Learner's Book and other sources of historical information, the learner should be able to define the term 'History' and identify different sources of History.
Knowledge and understanding	1. Explain the concept of History. 2. Explain how historical information is collected.
Skills	Present the timeline showing the past, present and future.
Attitudes and values	Appreciate the role of History in human development.
Plan for this class (location: in/outside)	Both inside and outside classroom. Pair work and small groups.
Learning materials (for all learners)	Learner's textbooks, media (video and newspaper), stories, fossils and braille for learners with visual impairment. Sign language interpreter for learners with hearing impairment.
References	Learner's textbooks, Teacher's guide, any other reference book on concepts of History

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed
	Learners individually research on the internet to find out the meaning of History. This prepares them for the explanation from the teacher. In groups they read extracts of newspapers (one is provided in the Learner's Book). This will develop their communication skills. They should also discuss the process of collecting historical information. This enables them to appreciate the efforts made by historians who collected/collect historical information. They then copy notes in their notebooks as guided by their teacher.		
	Teacher activities	**Learner activities**	
Introduction 10 minutes	Guiding learners to carry out activity 1.1 in Learner's Book page 3. Bringing newspapers in class. Listening to and correcting learners reading the newspapers. Guiding learners to answer questions in activity 1.1. Guiding learners during group discussions.	Carrying out the tasks in activity 1.1. Reading newspapers. Responding to questions asked by the teacher during group/class activities. Writing notes as guided by the teacher.	**Competencies:** Critical thinking, problem-solving, communication, Co-operation and interpersonal skills, lifelong skills.
Development of the lesson 20 minutes	Teacher makes groups of five and guides the learners to discuss the message in the extract of newspapers. The teacher guides the learners to discuss the process of historical information. The teacher moderates the discussion sessions.	Learners read and follow instructions and carry out group activity (newspaper reading and discussing the process of collecting historical information)	**Cross-cutting issues:** Peace and values education, environment and sustainability.

Conclusion 10minutes	Teacher summarises main points and highlights the key points of the lesson. Teacher gives an exercise on definition and sources of History. Bright learners can be given a research activity on finding out the process of collecting historical information in advance.	Learners ask questions for clarifications and further information, then take notes. Learners define and explain sources of History. Bright learners do research on process of collecting historical information.	
Teacher self-evaluation	Teacher to evaluate him or herself on whether the lesson objectives have been met.		

Sample 2

School Name: Musanze School   **Teacher's name**: Gatete A.

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	11/03/ 2016	HISTORY AND CITIZENSHIP	S1	4	6 of 12	40 minutes	40

Type of Special Educational Needs to be catered for and number of learners in each category	To be identified by the teacher and prepare appropriate materials/ equipment to cater for her/his in class.

Topic area:	History of Rwanda
Sub-topic area:	History of ancient, colonial and post-colonial Rwanda
Unit title	Civilisation of pre-colonial Rwanda
Key Unit Competence:	To be able to analyse the civilisation of pre-colonial Rwanda.
Title of the lesson	Components of civilisation
Instructional Objective	Through discussions, learners will correctly explain and give examples of the various components of civilisation.
Knowledge and understanding	Explain the components of civilisation in pre-colonial Rwanda.
Skills	Assess the components of civilisation in reference to the modern life.
Attitudes and Values	Show respect for the components of the Rwandan pre-colonial civilisations.
Plan for this Class (location: in/outside)	Inside classroom. Group discussions.
Learning Materials (for all learners)	Learner's textbooks, internet, tactile materials and braille for learners with visual impairment. Sign language interpreter for learners with hearing impairment.
References	Learner's textbooks, Teacher's guide and any other reference book on civilisation of pre-colonial Rwanda.

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Learners to define the term civilisation and give examples of some civilisations in pre-colonial period. This helps them to understand the concept of civilisation. Again, it prepares them for the explanation from the teacher regarding the civilisations of pre-colonial Rwanda. In groups, they can give examples of civilisations in Art and Architecture, culture, technology and religion. This will develop their communication skills too. Then they take notes in their notebooks as guided by the teacher.		
	Teacher activities	**Learner activities**	
Introduction 10 minutes	Guiding learners to define civilisation. Asking learners to mention some components of civilisation. Asking some questions on civilisation in pre-colonial Rwanda.	Defining civilisation, identifying components of civilisation. Responding to questions asked by the teacher during class activities. Writing notes as guided by the teacher.	**Competencies:** Critical thinking, problem-solving, communication, Co-operation and interpersonal skills, lifelong skills.
Development of the lesson 20 minutes	Teacher makes groups of not more than five learners per group and guides them to discuss civilisation in pre-colonial Rwanda. The teacher moderates the discussion sessions.	Learners discuss and follow instructions related to group activity.	**Cross-cutting issues:** Gender, comprehensive sexuality education and peace and values education.

Conclusion 10 minutes	Teacher summarises main points and highlights the key points of the lesson.	Learners ask questions for clarifications and further information, and then take notes.	
Teacher self-evaluation	Teacher to evaluate him or herself on whether the lesson objectives have been met.		

Sample 3

School Name: Musanze School   **Teacher's name**: Gatete A.

Term	Date	Subject	Class	Unit Nº	Lesson Nº	Duration	Class size
I	07/09/2016	HISTORY AND CITIZENSHIP	S1	7	1 of 2	40 minutes	40

Type of Special Educational Needs to be catered for and number of learners in each category	To be identified by the teacher and prepare appropriate materials/ equipment to cater for her/his in class.
Topic area:	Society
Sub-topic area:	Disability and inclusive education
Unit title	Concept of disability and inclusive education
Key Unit Competence:	To be able to understand the concept of disability, types of disability and explore attitudes towards people with disability in Rwanda.
Title of the lesson	Concept of disability
Instructional Objectives	Provided with illustrations showing persons with different types of disability, learners should be able to appropriately explain the Concept of disability and the various types of disability.
Knowledge and understanding	• Explain the Concept of disability. • Identify and explain various types of disability.
Skills	1. Apply knowledge towards the concept of disability in order to determine who is disabled. 2. Analyse the types of disability so as to put people with disability in different categories (mental and physical disabilities).
Attitudes and Values	1. Acknowledge the raised awareness on disability. 2. Display tolerance and respect for all people and show concern for and acceptance of people living wit h disability.

Plan for this Class (location: in/outside)	Inside classroom. Group discussions.
Learning Materials (for all learners)	Learner's textbooks, internet, media (radio, video and newspaper), tactile materials and braille for learners with visual impairment. Sign language interpreter for learners with hearing impairment.
References	Learner's textbooks, Teacher's guide and any other reference book on concept of disability and inclusive education.

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Learners individually do Activity 15.1 in order to understand the meaning of 'disability'. This helps them to understand the concept of disability. This prepares them for the explanation from the teacher regarding the general concept of disability. In groups, they then discuss the various types of disability. The discussion should make them display tolerance and respect for all people and show concern for and acceptance of people living wit h disability. This will develop their communication skills too. They then copy notes in their notebooks as guided by their teacher.		
	Teacher activities	**Learner activities**	
Introduction 10 minutes	Guiding learners to do Activity 15.1 in Learner's Book page 135. Guiding learners to answer question 2 of Activity 15.2.	Carrying out the tasks in Activity 15.1. Responding to questions asked by the teacher during group/class activities. Writing notes as guided by the teacher.	**Competencies:** Critical thinking, problem-solving, communication, Co-operation and interpersonal skills, lifelong skills.

Development of the lesson 20 minutes	Teacher makes groups of not more than five learners per group and guides the learners to discuss various types of disability. The teacher moderates the discussion sessions.	Learners read and follow instructions and carry out group activity.	**Cross-cutting issues:** Inclusive education, genocide studies and peace and values education.
Conclusion 10minutes	Teacher summarises main points and highlights the key points of the lesson. Teacher gives an exercise on types of disability.	Learners ask questions for clarifications and further information, and then take notes. Learners write answers on types of disability.	
Teacher self-evaluation	Teacher to evaluate him or herself on whether the lesson objectives have been met.		

Rationale of teaching and learning History

Every society has a history that forms part of its culture. History contributes to the development of the learner's identity and dignity. History provides a mirror of a people's achievements and challenges that helps them to effectively plan for their future. Herodotus, the Greek Historian, stated that a society without a history is like a human being without a memory. History is important to learners because:

1. Through history, students develop research skills as they trace various cultural traditions back to their roots and investigate the interrelationship between the past and the present generations.

2. The study of history also promotes important skills of critical thinking, problem solving and decision making as the learner tries to understand the events that took place in the past, in terms of their causes, effects and lessons learnt.

3. History promotes local, regional and international understanding. This encourages tolerance as students discuss and appreciate their own history as well as the history of people of different cultures at the local, regional and international levels.

4. History also has a utilitarian dimension in that it unearths a catalogue of indigenous knowledge, skills and values that can be utilised for personal advancement, employment and the general development of the society.

Core elements and their outcomes

These are the inter-relationships among the individual, family and society.

Students will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural beliefs, values, attitudes and practices.

Methodologies, techniques and strategies of teaching History

(a)   Methodology

A *teaching method* is an approach that a teacher uses during a lesson. There are many approaches that can be used to teach History. The main ones are:
(i)   Teacher centred
(iii)   Learner centred

1. Teacher-centred approach

This approach is where the teacher is actively involved in learning process. The most common teacher-centred approach is lecture method.

The teacher uses this method to introduce new concepts and explain or introduce new topic. In most cases, the learner is passive as the teacher transmits lesson contents that the learner needs to know. The learner is not actively involved in the lesson.

2. Learner-centred approach

This approach is where the learner actively participates in the learning process. The teacher supervises what the learner does and encourages participation by explaining important concepts further to the learner. The learner may engage in group discussions, role-play, debates and carry out research to find out or examine a given learning concept.

b) Techniques

Techniques of teaching are the specific activities the teacher carries out in the lesson and the activities the learners will be involved in the course of a lesson. The activities to be employed depend on whether the lesson will be teacher-centred or learner-centred.

Teacher-centred activities include lecturing, students copying notes, students listening to the resource person or the radio teacher. Learner-centred activities include asking and answering questions, working in groups, role-playing or dramatising an event, drawing maps or discussing an issue. Students learn better, faster and remember more of what they learn, when they are actively involved in the lesson. This can best be achieved if a teacher uses more than three techniques in a lesson that involve the learners actively in the lesson.

(c) Teaching strategies

A *teaching strategy* is the sequencing of the teaching techniques to be used by the teacher during a lesson. This is common in the lesson plan, where the teacher indicates the activities to be performed by the teacher and the learners, from the start of the lesson till the end of the lesson. Such an arrangement of teaching and learning activities, gives the strategy the teacher will use to achieve the lesson objectives.

Below are some teaching techniques a teacher may use in teaching History:
1. Demonstration
2. Question and answer
3. Observation
4. Class discussion
5. Pair work
6. Group work
7. Use of resource person
8. Field study or educational visits
9. Projects
10. Debates

11. Think-pair-share
12. Role play
13. Simulation
14. Quizzes
15. Small group discussion
16. Essay writing
17. Library research
18. Peer assessment
19. Map study
20. Jigsaw
21. Brainstorming

1. Field study

The teacher is called upon to organise the class to visit an area near the school or far away, so that the students will be able to understand better what the teacher explains in class. Such activities enable the students to collect information for themselves and also get first-hand information concerning an issue. When properly organised, field visits provide information to the learners that they remember for a long time.

Before leading the students to a field study, the teacher should prepare adequately for the trip, treating it as a lesson like any other. It is advisable that the teacher is aware of the places of field study, having visited the places previously. This is necessary because it enables the teacher to identify the areas or points of interest and development of the lesson or trip objectives. The

students also require to be prepared in terms of their expected behaviour, the questions they should ask and the activities they will be involved in, such as observing, drawing sketches, making notes, listening and interviewing.

After the visit, the teacher should give students opportunity to report on what they saw and their opinion about the trip and areas of the study. The following are some of the advantages of using field study:

(i) The students learn to be independent in gathering information.

(ii) It exposes the students to real life situations.

(iii) The students develop the skill of leadership and the spirit of teamwork.

(iv) It enables the learners to develop the skills of observation, data collection, note-taking and interviewing.

(v) It is a valuable break from the classroom monotony.

2. Discussion

This is one of the most effective teaching techniques in history. The role of the teacher is that of a facilitator. Discussion can best be used if the students have information about the topic, in order to contribute to the lesson. Discussion is effective when more than 50% of the students

are participating. The teacher can divide the class into several groups to facilitate small group discussion, where the majority of the students will be involved in the discussion.

During a whole class discussion, the teacher should not rely on volunteers to give their opinion, but should give opportunities to all members of the class to contribute in the discussion. During discussion, the students' contributions are important regardless of their correctness. The learners should be encouraged to ask questions, since this is a sign of a successful discussion.

Discussion is valuable when the teacher engages the learner to give their opinion.

3. Use of resource persons

This is the use of experts in certain topics of History to come and offer a talk to the students. In the area around the school there exists knowledgeable persons on some topics in history who can be invited to share their knowledge with the students. After identifying the resource person, agree on the areas of discussion and the time the resource person will talk to the students.

After confirming with the resource person, the teacher should prepare the students by telling them who the resource person is, the day and time of the talk and how they are expected to conduct themselves during the talk. The teacher should encourage the students to ask the resource person questions, so as to clarify issues that they do not understand. They should also make notes from the talk. After the resource person has left, the teacher should go over the points of the talk with the class, to clarify or correct any errors that may have been pointed out.

4. Question and answers

The use of questions and answers is one of the most commonly used teaching techniques. The questions asked by the teacher in the course of the lesson, assist the teacher to gauge the level of understanding of the students. It also allows the student to participate in the lesson, as they ask questions. The teacher should ask guiding or leading questions that involve all members of the class. The questions asked by the teacher should vary from low order questions that require students to recall knowledge gained, to high order questions that require the students to analyse or synthesis information before responding to the questions asked. The questions should be short, clear and relevant to the topic of discussion. The teacher

should distribute the questions to all members of the class, without relying on those students whose hands are up.

The teacher needs to reinforce the students to encourage them to participate actively in the lesson. Incorrect responses by the student should be corrected by the teacher. The teacher should not answer all the questions asked during the lesson, he or she can ask the students to respond to a question asked by the other student, but clarify the responses given by the students. This technique is important as it:
(i)   Increases student participation.
(ii)   Reduces teacher talk.
(iii) Creates enthusiasm and motivation in the learners.
(iv)   Encourages creative thinking.
(v)   Helps to develop skill in organisation of ideas.
(v)   Keeps the class active and lively.
(vii) Promotes interaction among students with teaching aids.
(viii) Makes the learner the centre activity.

5.   Debates

The use of debates in class is encouraged because they enable the students to defend a particular line of thought, thereby learning from one another. The students prepare adequately as they gather the points for debate. The teacher should identify appropriate topics for debate, which have sufficient points for and against, to allow the pupils enough time to give their points. There are adequate topics that can generate issues for debate, such as the advantages and disadvantages of sources of information on history.

A class debate should only be organised after the students have gained some knowledge on a given issue, in order to apply or recall the knowledge they have acquired.

6.   Simulation

This is the use of games to reinforce what has already been covered in class. The teacher can identify a topic with several points, needed for scoring, such as state the contributions made by the Greeks to the world. The teacher can then group the class into 2 or 3 groups to compete in a game of scoring points. For instance, the group that states the highest number of contributions wins the game. This game helps the students to remember the contributions of the Greek Civilisation to the world.

7.   Projects

The use of projects is appropriate in History, especially to emphasise the skills learnt in class. The students

are assigned specific activity after a given topic, to reinforce their rate of learning and to provide them with an opportunity to apply the knowledge and skills acquired. Projects may be inform of investigating the stages through which human beings evolved.

8. Role-playing and dramatisation

This involves the students acting out a given situation to imitate its occurrence. The teacher is called upon to identify suitable topics that can be acted out by more than three students, such as a market scene. The students are assigned specific roles, of which they need to be given time to memorise the words and actions. This technique works better if the topic to be acted out has already been taught, since the students have prior knowledge about the topic.

These techniques assist the students to express themselves thus enabling them to remember more of what they learn in class.

9. Group work

It is difficult to involve a large class of 40 students actively in the lesson. But when the class is divided into groups of 5 students it provides opportunities to more students to participate in the lesson, thus remembering and learning more of the lesson content. Putting students into groups also gives opportunity to those who are shy to take part in large class discussions. The teacher should assign tasks to groups, which must be clearly understood by all the groups, in order for them to perform the assigned tasks appropriately. The teacher should visit each group to ascertain that the groups are performing the actual tasks given and that all the students are participating in the discussion or carrying out the tasks given.

10. Demonstration

This involves the use of teaching aids such as models to demonstrate concepts or illustrate a process or function. The learner could also be required to carry out a procedure either individually or collectively. Demonstrating is the process of teaching through examples or experiments. For example, a History teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

11. Quizzes

These are sets of short answers-response questions administered without notice. They can be oral or

written. They take a short time but play a big role in having a quick check in evaluating what has been learnt. They are often used either before or at the end of a lesson.

In a well-planned lesson, they can be used in the course of teaching for diagnostic purposes, thereby giving an immediate feedback to the teacher on how well the lesson is being received and learning taking place.

12. Brainstorming

Brainstorming is a group creativity technique that is designed to generate a large number of ideas for the solution of a problem. It is helpful when a teacher needs to break out of stale or establish patterns of thinking, so that he or she can develop new ways of looking at things. This can be when a teacher needs to develop new opportunities and improve teaching.

Brainstorming is a group-centred interaction method. The brainstorming technique describes a way of collecting ideas or information in a creative and uninhibited way.

13. Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialise in one aspect of a topic (for example,

one group studies the factors that led to the partition of Africa, while another group studies the events that led to the Berlin Conference). Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Importance of using jigsaw:
1. It helps build comprehension.
2. It encourages cooperative learning among students.
3. It helps improve listening, communication and problem solving skills.

How to use jigsaw
1. Introduce the strategy and the topic to be studied.
2. Assign each student to a "home group" of 3-5 students who reflect a range of reading abilities.
3. Determine a set of reading selections and assign one selection to each student.
4. Create "expert groups" that consist of students across "home groups" who will read the same selection.

5. Give all students a framework for managing their time on various parts of the jigsaw task.

6. Provide key questions to help the "expert groups" gather information in their particular area.

7. Provide materials and resources necessary for all students to learn about their topics and become "experts."

Note: It is important that the reading material assigned is at appropriate instructional levels (90–95% reading accuracy).

8. Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned.

9. Prepare a summary chart or graphic organiser for each "home group" as a guide for organising the experts' information report.

10. Remind students that "home group" members are responsible to learn all content from one another.

14. Peer Assessment

Peer assessment is the assessment of a student's work by other students. This might be used for formative feedback or summative grading purposes. Engaging students in peer assessment can help them learn to evaluate their own learning and interpreting assessment criteria. Further benefits include:

1. Increasing feedback to students

2. Reducing marking load for the teacher

3. Giving students a sense of ownership of the assessment process

4. Encouraging students to be more involved and take more responsibility for their learning

5. Encouraging critical analysis of student work, so students see beyond a mark or grade.

15. Think-Pair-Share

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to:

(1) Think individually about a topic or answer to a question

(2) Share ideas with classmates. Discussing an answer with a partner serves to maximise participation, focus attention and engage students in comprehending the reading material.

Think-pair-share is useful because:

1. It helps students to think individually about a topic or answer to a question.

2. It teaches students to share ideas with classmates and builds oral communication skills.
3. It helps focus attention and engages students in comprehending the reading material.

Steps in using think-pair-share

(a) Teacher poses a problem or asks an open-ended question to which there may be a variety of answers.

(b) Teacher gives the students 'think time' and directs them to think about the question.

(c) Following the 'think time' students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging.

(d) The pair then shares their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own.

16. Observation

Observation refers to the direct knowledge the learner receives through seeing things and events of the nature. Students can observe through two ways; directly and indirectly. Direct observation involves getting in contact with the real object while indirect observation may be through audio-visual and instructional materials. Through observation, students get direct experience through direct method. It activates and energises their knowledge. It avails much information through easy direct contact. Students actively participate in direct observation. It also helps in presenting the bookish knowledge in an interesting way by mixing one's direct experiences with it.

17. Pair work

Students have the chance to work with and learn from their peers; struggling students can learn from more capable peers; it is especially useful for students who prefer interpersonal learning settings.

The major challenge of this method is that pairing different students (like good and poor performers) may not work or be useful to some students.

18 Essay writing

Essays are brief, non-fiction compositions that describe, clarify, argue, or analyse a subject. These essays have a three step approach: telling the readers what term is being defined, presenting clear and basic information and using facts, examples, or anecdotes that readers will understand. An essay is a piece of writing that methodically analyses and evaluates a topic or issue.

Fundamentally, an essay is designed to get the student's academic opinion on a particular matter.

19. Map study

History as a subject contains and analyses the maps, for example there is the map of Africa, Middle East, and where different kingdoms were situated. Students would be required to locate the centres of different civilisations like Chinese, Egyptian, Greek and Aztec.

20. Library research

The library has a unique position as a potential educational force. The effectiveness of a library as an instrument of education is determined by the success with which it is able to provide the user with information he or she seeks.

Teachers require students to dig a little deeper about a topic through the use of the library. For this reason, students should become familiar with the library and all its terms, rules and methods.

Part Two

TOPIC AREA: Collecting and analysing historical sources

SUB-TOPIC AREA: Concepts of History and historical research

UNIT 1: Historical sources

Number of lessons: Six (6)

Unit 1 — Historical sources

Key unit competence

At the end of six (6) lessons, the learner should be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.

Brief introduction

The unit on 'Historical sources' informs the learner about the meaning of History and the sources of History. The unit enables the learner to understand the process of collecting historical information.

The main sub-topics to be covered in this unit are:
- Definition of History
- Different sources of History
- Process of collecting historical information
- Sources of Historical information such as archaeology, oral traditions, written primary and secondary, audio-visual and linguistics
- Importance of History
- Challenges in collecting historical sources

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the concept of History. • Explain how historical information is collected.	• Present the timeline showing the past, present and future. • Compare different historical sources.	• Present the timeline showing the past, present and future. • Appreciate the role of History in the human development.

• Describe the relevance/ importance of History in today's life.	• Evaluate the importance of history in comparison with other sciences.	• Acknowledge the importance of historical sources.
• State challenges encountered when collecting historical information.	• Analyse challenges encountered in collecting historical information.	• Criticize the accuracy of different historical sources.
		• Advocate for the study of History among his/ her peers.
		• Demonstrate commitment in dealing with the challenges encountered in collecting historical information addressed.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

(b) Creativity and innovation: This is thinking beyond what is provided in order to generate new ideas to enrich learning.

It also includes generating new ideas and applying them in learning situations.

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

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

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

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

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

Links to other subjects

This unit links well with some units in languages, and map and field work in Geography.

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

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

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

(iii) Assess learners' responses to questions you will ask during teaching and

while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

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

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

b) Summative assessment (assessment of learning)

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

Cross-cutting issues

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

• Environment and sustainability: Emphasise that as a way of conserving the environment, places of historical importance need to be protected because they can be used to generate income to the locals and to the government through tourism.

• Peace and values education: Tell the learners that sources such as linguistics promote peace because language is a unifying factor among people.

Safety

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

Introduction to the unit

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

Definition and different sources of History/process of collecting historical information

Refer to Learner's Book pages 3 – 12

Learning objectives

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

• Explain the concept of History

• Compare different sources of History

• Explain how historical information is collected

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

• Let the learners to individually do **Activity 1.1**.
• Organise a field trip just outside the school compound for learners to collect some information from the people they meet. Guide them on how to behave when talking to adults.

Notes for the teacher

Different sources of History

History has two basic sources. These are:
(i)   Primary sources
(ii) Secondary sources

Primary sources of History

These are materials that provide first-hand accounts about a person or a historical event. Examples of primary sources of History are letters, speeches, diaries, oral interviews, manuscripts, photographs and artefacts.

Secondary sources of History

Secondary sources of History interpret and analyse primary sources of History. They may have pictures, quotes or graphics of primary sources in them. Examples of secondary sources of History include text books, magazines, articles and encyclopaedia.

Process of collecting Historical information

The following is the process of collecting information:
(i)   Data collection
(ii) Data analysis
(iii) Conclusion

Data collection is gathering of information from different sources. The methods of data collection include questionnaires, interviews, survey, tape-recording, filming, photographing and observation.

Data analysis is interpreting the data collected. It involves putting or simplifying the data collected for easy interpretation. It can be put in categories, tabular, pictorial, chart or graph form.

Conclusion refers making decisions on the data collected.

Further activity

Take the learners on a field trip just outside the school compound for learners to collect some information from the people they meet. Guide them on how to behave when talking to adults. Guide them on questions that they may ask as part of the process of collecting historical information.

Follow-up activity

Ask your friend to tell you the following information:
- His/her birthday
- His/her full name
- Where he/she started school
- Subjects he/she studies in Senior One
- What he/she hopes to become in future

Write an essay of one or two paragraphs of the information he/she gave you.

Sources of historical information

Refer to Learner's Book pages 3 – 8

Learning objectives
By the end of the sub-topic, the learner should be able to:
- Identify various sources of historical information.
- Explain and appreciate different sources of historical information.

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who

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

Teaching/learning activities

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

- Pair learners to do **Activity 1.2**.
- Let the learners to individually do **Activity 1.4**.
- **Activity 1.5** should be done smaller groups, not more than four learners. Be close to hear their pronunciations.
- Organise a visit to a nearby museum or to the National Museum for learners to gather more information on sources of historical information.

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

New word

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

Notes for the teacher

There are three main sources of historical information. These are:

- (i)   Unwritten sources
- (ii) Written sources
- (iii) Electronic sources

(a)   Unwritten sources

These include the following:

- Oral tradition
- Archaeology
- Linguistics
- Anthropology
- Genetics

Each of these sources of historical information has been discussed below:

(i)   Oral tradition

Oral tradition is defined as any information passed by word of mouth (verbally) from one generation to another. This is done through socialisation especially between the young and the old.

Oral traditions may be in form of songs, stories, legends, poems and proverbs of people's past. It is based on eyewitness accounts about an event.

Oral traditions are transmitted mostly by traditionalists, old men and old women. These people have a wide knowledge about history, medicine, administration, technology and culture of their societies.

(ii) Archaeology

It refers to the study of dug up materials or material remains of people's past. Ryamurari is one of the archaelogical sites in our country. It is located in Bufunda Village, Bufunda Cell, Mukama Sector, Nyagatare District in Eastern Province.

(iii) Linguistics

Linguistics deals with the study and analysis of languages, their sound, structure, and formation. It also deals with the relationship between various languages. From these studies, one can conclude that people of the same language may have been in contact.

(iv) Anthropology

This is the study of the existing social institutions and relationships of people's cultures, traditions, norms, values and attitudes. It deals with the study of how societies were established. It also deals with how they were socially, economically and politically organised. All these act as a basis of transformation of society to the present status.

In Rwanda, the National Museum is a good source of information. It has information on the history of the country and the region.

The Institute of National Museums of Rwanda (INMR) researches on these sites. It is a way of identifying, protecting and promoting them for cultural heritage. Cultural heritage promotes tourism.

(v) Genetics

Genetics is the study of genes, heredity and genetic variations in living organisms. Genetic studies enables historians to categorise different races and ethnic groups. The study of Genetic enables historians to understand human identity and origins of different communities. Since this occurs over time, a historian can capture relevant periods in the development of people. Through comparative studies of DNA, which is inherited from parents, it is widely believed that modern humans, Homo sapiens sapiens, originated in Africa.

(vi) Written sources

They include books, non published documents, letters, dailies, magazines, journals, inscriptions on coins and newspapers. Among the earliest written records was the 'Periplus of the Erythrean Sea'. It was written by an unknown Greek.

(vi) Electronic (audio-visual) sources

These include the use of modern technology such as mobile phones, radios, television, cinemas and the internet.

Getting information through seeing and hearing is what we call **audio-visual**. It is one of the ways through which historical information is collected.

Further activities
Let the learners do **Activity 1.3**.

Follow-up activity
Give them **Activity 1.6**.

Diagnostic assessment
Explain what the following mean in relation to collection of historical information:
- Data collection
- Data analysis
- Conclusion

Answers to Diagnostic assessment
- Data collection is gathering of information from different sources.
- Data analysis is interpreting the data collected.
- Conclusion refers making decisions on the data collected.

Importance of studying History

Refer to Learner's Book pages 10 – 12

Learning objectives
By the end of the sub-topic, the learner should be able to:
- Describe the relevance/ importance of History in today's life
- Evaluate the importance of History in comparison with other sciences
- Advocate for the study of History among his/her peers

Preparation
You need to adequately prepare by reading widely about importance of history.

Teaching/learning materials
The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Ask the learners about how History helps them in their daily life.
- Let them dramatise the conversation between Gahizi, Kwikiriza and Hakuzimana.

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

Notes for the teacher
- History prepares us for the future, after we have known the present and past. For example, Rwanda's pre-colonial, colonial and post independence era helps us plan for our country.

- The study of History inspires us and instils in us a patriotic and nationalistic spirit. This spirit develops as we learn about our heroes such as Kigeli IV Rwabugiri.
- We study History as a career subject. Through it we can become teachers, lawyers, administrators, curators and politicians.
- It also sharpens our critical sense as it widens our knowledge and competencies. Through History, we can read, write, interpret information, debate and draw logical conclusions and judgments.
- It promotes moral principles through the study of personalities with high moral standards. It helps us to avoid any form of injustice.
- It helps to promote international understanding among nations and people. This is through the study of other countries' systems of governance. It can also be achieved through actions of international organisations such as the United Nations (UN), African Union (AU) and the East African Community (EAC).
- It helps us to be tolerant. Through the study of History, we are able to learn about cultures and values of different ethnic groups, tribes and races. This is important in the promotion of mutual understanding, tolerance and peaceful co-existence.

- It helps us to understand the nature of social, economic and political problems of a given society.
- It helps us to make a thorough analysis of the past events such as the 1994 Genocide against the Tutsi. This will help us prevent them from occurring again.

Further activity

Identify some careers that require one to study History.

Answers to Further activity

They include teaching, archaeology, political analysis, anthropology, law and theology.

Follow-up activity

Write an essay on the contribution of History to the development of Rwanda.

Challenges in collecting historical information

Refer to Learner's Book pages 12 – 13

Learning objectives

By the end of the sub-topic, the learner should be able to:
- State the challenges encountered when collecting historical information
- Demonstrate commitment in dealing with the challenges encountered in collecting historical information

Preparation

You need to adequately prepare by reading widely about historical sources and the challenges faced in collecting historical information.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to do **Activity 1.7** in groups.
- Encourage learners to ask questions.

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

Notes for the teacher

- Some sources are inconvenient to use for all learners. For instance, oral tradition which cannot be used by people with hearing impairments.
- Some historical sources are affected by language barrier. A piece of information may be in local language which might be not easy to translate into another language.
- Written records cannot be used by illiterate people.
- Oral traditional sources are highly affected by death. Once someone dies before it is recorded then the information is lost.
- Some historical sources are very hard to interpret and are usually misinterpreted. For example, use of gestures. In some cases, stone inscriptions found in caves are sources of historical information, though may be hard to interpret.
- In some cases, getting the right information takes a longer time. This is because of the many processes involved.
- Some historical sources such as archaeology are expensive to use. They require expensive resources such as excavation and laboratory equipments.
- Some historical sources such as archaeology require experts and skilled people. Such experts are usually lacking in some areas.

- It is also difficult to trace some historical information especially where fossils are involved.

Further activity

In groups, learners should discuss how the some of the above challenges can be addressed.

Follow-up activity

Find out the number of archaeologists from your village. Explain the reasons for the number you have given.

Diagnostic assessment

State different ways of preserving historical information.

Answers to Diagnostic assessment

- Recording in books
- Recording on tapes, phones and compact discs (CD)
- Keeping it on internet
- Memorising

Revision questions

Refer to Learner's Book page 18

1. Identify the source of information that will be easier to use for:
   (a) The visually impaired
   (b) The physically handicapped
   (c) Those with hearing impairments
2. Justify the importance of studying History.
3. Identify different ways through which historical information is collected.
4. Explain the advantages of written source of History.
5. State the disadvantages of oral source of History.
6. Explain the challenges faced in collecting historical information.

Answers to Revision questions

1.
   (a) Oral traditions and written (braille)
   (b) Oral traditions, audio-visual, written
   (c) Written (for literate people)
2.
   - History prepares us for the future, after we have known the present and past.
   - The study of History inspires us and instils in us a patriotic and nationalistic spirit.
   - We study History as a career subject.
   - It also sharpens our critical sense as it widens our knowledge and competencies.
   - It promotes moral principles
   - It helps to promote international understanding among nations and people.
   - It helps us to be tolerant.
   - It helps us to understand the nature of social, economic and political problems of a given society.
   - It helps us to make a thorough analysis of the past events such as the

1994 Genocide against the Tutsi.

3.
- Verbal interviews
- Researching on books
- Researching on internet
- Listening to radios and watching television sets

4.
- It is easy to communicate because many people can read and write.
- It is more accurate than oral sources. It is not easy to change what is written.
- It is fairly cheaper than archaeological sources.
- It can be easily translated into different languages that different people can understand.
- It does not involve travelling to other parts of the world in order to learn their history.
- It can be stored for a long time. Written sources offer a more permanent record about human events if kept well.
- It provides a good chronology by providing or giving proper updates.
- It reaches a wider population through the use of media, library and internet.

5.
- Information can easily be forgotten. This may affect its accuracy.

- The information can be distorted in the process of being passed on from one person to another.
- There may exist language barriers.
- It is not convenient to people who have hearing impairment.
- There could be lack of chronology in the narration.
- If one dies without giving information, it may mark its end.

6.
- Some sources are inconvenient to use for all learners. For instance, oral tradition which cannot be used by people with hearing impairments.
- Some historical sources are affected by language barrier. A piece of information may be in local language which might be not easy to translate into another language.
- Written records cannot be used by illiterate people.
- Oral traditional sources are highly affected by death. Once someone dies before it is recorded then the information is lost.
- Some historical sources are very hard to interpret and are usually misinterpreted.

TOPIC AREA: **Collecting and analysing historical sources**

SUB-TOPIC AREA: **Concepts of History and historical research**

UNIT 2:   **Advantages and disadvantages of historical sources**

No of lessons: Ten (10)

Unit 2 — Advantages and disadvantages of Historical sources

Refer to Learner's Book pages 14 – 21

Key unit competence

At the end of ten (10) lessons, the learner should be able to research and analyse the advantages and disadvantages of historical sources.

Brief introduction

This unit involves advantages and disadvantages of various historical sources. The main sub-topics to be covered in this unit are:

- Advantages and Disadvantages of using different types of historical sources
- Comparison of different sources of History.

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Identify the advantages and disadvantages of different historical information. • Explain the limitations of collecting historical information.	• Analyse the advantages and disadvantages of using different sources of History while collecting historical information. • Determine the most appropriate source to use. • Compare different limitations in collecting historical information and how to overcome them.	• Appreciate the advantages and disadvantages of historical sources and their impact on an individual. • Acknowledge the limitations of History sources and suggest ways of overcoming them.

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

Teaching/learning materials

You will need a variety of teaching/learning materials to deliver your lessons. These include textbooks, internet, poems, press media (videos, newspapers), stories, songs, fossils, tactile materials, jaws software, talking globes and braille materials. Sign language should be used when teaching learners with hearing impairment language, etc.

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on

research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

The teacher should let the learners know that in subjects such as English (Languages), stories are used to give information. Tell the learners about Evolution theory as taught in Biology. Let them visit historical sites in the country or use maps to locate them. This is taught in Geography.

Assessment criteria

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

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

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

This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

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

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

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

(b) Summative assessment (assessment of learning)

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

Cross-cutting issues

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

- Peace and values education when singing and discussing the National Anthem; and also when discussing Anthropology. Explain to the learners that the collection of historical information was largely due to prevalence of peace in different societies and therefore learners should be keen on promoting peace in their societies and in the nation at large for mutual living as well as social, economic and political development.
- Financial education when discussing **Activity 2.4** (preparation of a shopping list)
- Comprehensive sexuality education when discussing **Activity 2.5**

Safety

During some of the lessons in this unit, learners may be required to visit different places. They may also be required to do an activity of excavation. You have to ensure that the learners are safe as they carry out the different lesson activities in those places.

Introduction to the unit

In this unit, we will look at different types of historical sources. Each historical source has its advantages and disadvantages. Sources to be discussed include:

- Oral traditions
- Archaeology
- Linguistics
- Anthropology
- Written sources
- Audio visual sources

Also, we will compare the above sources.

Oral traditions

Refer to Learner's Book pages 14 – 15

Learning objectives

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

- Appreciate oral traditions as a source of historical information
- Explain the advantages and disadvantages of oral traditions as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information**.**

More emphasis should be on advantages and disadvantages of oral traditions as a source of historical information.

Teaching/learning materials

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

Teaching/learning activities

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

- Using **Activity 2.1**, let learners sing the National Anthem together as a class. Divide them into groups and guide them to explain what the National Anthem says about our country.
- Referring to **Unit 1**, let learners give the meaning and examples of oral traditions. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of oral traditions as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic.

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

New word

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

Notes for the teacher

Advantages of oral traditions

(i) It gives first-hand information since it is given by people who were present at an event.

(ii) It is cheap to use since the speaker may not require payments for the information given.

(iii) It helps the information seeker to ask questions in order to understand something better.

(iv) It is clearer and reliable when both people involved speak the same language.

(v) It keeps the mind alert because it requires the receiver to be attentive for easy memorisation.

(vi) It is readily available since it is sourced from people.

Disadvantages of oral traditions

(i) Information can easily be forgotten. This may affect its accuracy.

(ii) The information can be distorted in the process of being passed on from one person to another.

(iii) There may exist language barriers.

(iv) It is not convenient to people who have hearing impairment.

(v) There could be lack of chronology in the narration.

(vi) If one dies without giving information, it may mark its end.

(vii) The informer may be biased. He or she may tell the successes and not the failures. People who belong to the same clans, families or societies tend to promote their own traditions. They sometimes undermine those of others. This affects the truth of the information.

(viii) It is time consuming since many people like telling long and irrelevant stories.

Further activity

Explain how narratives can be beneficial to a historian.

Answers to Further activity

• Tell about the history/origin of a community

• Tell about the beliefs/customs/ traditions and of a community

• Tell about some important people of the community such as kings

Follow-up activity

Learners can be asked to find out from elders about traditional songs, poems, proverbs, riddles and stories of the Rwandan people.

Archaeology

Refer to Learner's Book pages 15 – 16

Learning objectives
By the end of this sub-topic, the learner should be able to:
• Appreciate archaeology as a source of historical information
• Explain the advantages and disadvantages of archaeology as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of archaeology as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic:

Senior One History textbook for pupils, internet, fossils, videos, jaws, digging tools and braille materials for visually impaired learners.

Teaching/ learning activities

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

- Help the learners to form groups to carry out **Activity 2.2** in school. A maximum of four groups would be sufficient for this activity in order to save time.
- Guide the learners in discussing question a, b and c of **Activity 2.2**. This can be done as a class discussion or by individual learner.
- Referring to **Unit 1**, let learners give the meaning of archaeology. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of archaeology as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (an archaeologist if available) to shed more light on the sub-topic.

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

Notes for the teacher

Advantages of archaeology

(i)   It gives information about the past which we have no written records of.
(ii) It tells about the life and culture of the ancient people.
(iii) It gives true information since it is backed by evidence.
(iv) It is the only source that has helped in discovering pre-history in different parts of the world. A good example is the discovery of the origin of man.
(v)   Archaeology assists historians to understand the past in relation to the present life. Archaeological sites, artefacts, food remains, and other records facilitate this process.

Disadvantages of archaeology

(i)   It is not very accurate especially in the dating of fossils.
(ii) Digging into the ground is very tiresome.
(iii) It is an expensive source because it requires expensive equipment for digging and dating.

(iv) It requires specialists. Archaeologists are very few.

(v) It is very difficult to trace where one can find fossils.

(vi) It has a problem of bias. Different historians tend to interpret historical artefacts in their own ways.

Further activity

Mention some of the archaeological sites in Rwanda.

Answers to Further activity

- Utubindi twa Rubona
- Urutare rwa Ngarama
- Ryamurari
- Mimuri

Follow-up activity

You can organise a visit to a nearby archaeological site.

Linguistics

Refer to Learner's Book pages 16 –17

Learning objectives

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

- Appreciate linguistics as a source of historical information
- Explain the advantages and disadvantages of linguistics as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of linguistics as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, internet, videos, newspapers written in different languages, and braille materials for visually impaired learners.

Teaching/learning activities

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

- Guide the learners in forming groups to translate articles from newspapers into other languages. For example, from English into Kinyarwanda.
- Let the learners translate some well known Kinyarwanda songs/ poems into English. This activity should be done at individual level.

- Referring to **Unit 1**, let learners give the meaning of linguistics. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of linguistics as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (a linguist if available) to shed more light on the sub-topic.

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

Notes for the teacher

Advantages of linguistics

(i) It is cheap since there is no payment for the study of languages spoken.

(ii) It tells the origin, migration and settlement patterns of people.

(iii) It is not easily destroyed since it cannot die but can be moderated.

(iv) The method is reliable since it uses scientific approaches of practised observation of the language.

(v) It helps to determine the migration, origin, and patterns of people.

(vi) It has helped to classify people of Africa into various language groups. For example, the Bantus and the Nilotes.

(vii) It has helped in identifying languages in Africa for example, Kinyarwanda.

(viii) It is possible to know when languages, currently being spoken, came into existence.

Disadvantages of linguistics

(i) Linguistic experts are very few.

(ii) It is very expensive to employ linguists.

(iii) It is limited by language barriers, as it requires people who understand many languages.

(iv) Classification of languages is complicated.

(v) Translation of languages distorts meaning of some words. Sometimes it interferes with the original language.

Follow-up activity

You can ask the learners to identify various languages spoken in their Districts. This should include foreign languages.

Anthropology

Refer to Learner's Book pages 17 – 18

> **Learning objectives**
>
> By the end of this sub-topic, the learner should be able to:
> - Appreciate anthropology as a source of historical information
> - Explain the advantages and disadvantages of anthropology as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of anthropology as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, internet, videos, newspapers written in different languages, and braille materials for visually impaired learners.

Teaching/ learning activities

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

- Guide the learners to form groups to discuss **Activity 2.3**, part 2. It would be better if they are grouped according to their neighbourhoods, villages or Cells.
- Let them to individually do **Activity 2.3**, part 1 (naming of one's Cell).
- Referring to **Unit 1**, let learners give the meaning of anthropology. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of anthropology as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (an anthropologist if available) to shed more light on the sub-topic.

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

Notes for the teacher

Advantages of anthropology

(i) There are many anthropologists to help trace historical facts.

(ii) It helps to explain the settlement and growth of different people.

(iii) It explains some issues, especially where certain societies have not changed much in recent times.

(iv) It explains people's traditional ways of life.

Disadvantages of anthropology

(i) It is difficult to understand how and why people think the way they do.

(ii) It is time consuming since it involves staying with people in order to understand their culture.

(iii) Facts from anthropology are not conclusive enough to justify historical evidence. These facts do not stand the test of time.

(iv) The anthropologists may have racial and cultural differences hence failing to understand another society.

Follow-up activity

You can ask the learners to research on the cultures of people living in their Districts. This should also include cultures of the foreigners.

Written sources

Refer to Learner's Book page 18

> **Learning objectives**
> By the end of this sub-topic, the learner should be able to:
> • Appreciate written sources as a source of historical information

> • Explain the advantages and disadvantages of written sources as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of written sources as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, magazines, journals, newspapers, story books, and braille materials for visually impaired learners.

Teaching/learning activities

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

• Let the learners to individually do **Activity 2.4.**

• Referring to **Unit 1**, let learners give the meaning of written sources of historical information. Let them mention some of the books of History that they know, adding the names of authors and/or publishers will be better.

- Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of written sources as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (a History author if available) to shed more light on the sub-topic.

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

Notes for the teacher

Advantages of written sources

(i) They are easy to communicate because many people can read and write.

(ii) They are more accurate than oral sources. It is not easy to change what is written.

(iii) They are fairly cheaper than archaeological sources.

(iv) They can be easily translated into different languages that different people can understand.

(vi) They do not involve travelling to other parts of the world in order to learn their history.

(vii) They can be stored for a long time. Written sources offer a more permanent record about human events if kept well.

(viii) Written sources provide a good chronology by providing or giving proper updates.

(ix) Written sources reach a wider population through the use of media, library and internet.

Disadvantages of written sources

(i) Written records do not keep secrets.

(ii) Some textbooks are written in languages that are difficult to understand.

(iii) They cannot be used by illiterate people.

(iv) Most written sources tend to wear out and get destroyed over time.

(v) They are not appropriate for the visually impaired.

Follow-up activity

You can ask the learners to make a list of the books, magazines and journal that they have read. They should identify their authors or publishers.

Electronic (or audio-visual) sources

Refer to Learner's Book page 19

Learning objectives

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

- Appreciate audio-visual sources as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of audio-visual sources as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, internet, videos, audio tapes, and braille materials for visually impaired learners.

Teaching/learning activities

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

- Referring to **Unit 1**, let learners give the meaning of audio-visual.
- Form groups and guide the learners to discuss **Activity 2.5**. Alternatively they can form only two groups, one supporting television and the other supporting radio.
- Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of linguistics as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (an expert in audio-visual technology if available) to shed more light on the sub-topic.

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

New word

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

Notes for the teacher

Advantages of electronic (or audio-visual) sources

(i) The information is generally accessible (easily got).

(ii) Some information for example, broadcast over the television

gives first-hand information. Some events are watched as they happen (live events).

(iii) Information is easily understood because it is supported by images.

(iv) Information is easily spread to a wide range of people.

Disadvantages of electronic (or audio-visual) sources

(i) The information is sometimes fictitious thereby misleading people.

(ii) Sometimes, information is broadcast in a language that may not be understood by listeners or viewers.

(iii) Information may not be easily preserved by individuals.

(iv) If a person misses the information, they may not get it. It requires one to be present.

(v) The source is expensive. Many people cannot afford owning radios and television sets.

(vi) They rely on the presence of power electricity which may not be readily available.

Follow-up activity

You can ask the learners to give examples of other electronic (or audio-visual) gadgets.

Comparison of different sources of History

Refer to Learner's Book page 20

Learning objectives
By the end of this sub-topic, the learner should be able to compare different sources of History.

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. You can revisit different sources of historical information in **Unit 1.**

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History Learner's Book (**Unit 1**), poems, songs, fossils, tactile maps, internet, videos, audio tapes, and braille materials for visually impaired learners.

Teaching/ learning activities

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

• Forming groups to dramatise **Activity 2.6**

• Letting them to individually do **Activity 2.6,** parts (a) and (b)

- Guiding them to form groups to discuss part (c) of **Activity 2.6**
- Presenting ideas from the discussions to the rest of the class

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

Notes for the teacher

Historical sources of information relate to each other. Historians devised different methods of storing them. You will realise that the same information could be in books, electronic media and human memory.

Remember that for every source of historical information, a suitable method should be applied to get it.

Further activities

1. Using the advantages and disadvantages discussed above:
   (i) Find the most appropriate method that can be used to collect information in the provided scenarios.
   (ii) Explain the reasons why you think it is the best.
2. Describe how Kinyarwanda related to Luganda, Kinyankore and Swahili languages.

Answers to Further activities

1. Answers depend on learner's preference. Ensure that convincing reasons have been given to support the learner's choice.
2. All are Bantu languages.

Diagnostic assessment

1. Make a list of sources of historical information.
2. State the demerits of linguistics as a source of historical information.

Answers to Diagnostic assessment

1.
   (i) Oral traditions
   (ii) Linguistics
   (iii) Anthropology
   (iv) Archaeology
   (v) Audio-visual
   (vi) Written sources

2.
   (i) It is cheap since there is no payment for the study of languages spoken.
   (ii) It tells the origin, migration and settlement patterns of people.
   (iii) It is not easily destroyed since it cannot die but can be moderated.
   (iv) The method is reliable since it uses scientific approaches of practised observation of the language.

(v) It helps to determine the migration, origin, and patterns of people.

(vi) It has helped to classify people of Africa into various language groups. For example, the Bantus and the Nilotes.

(vii) It has helped in identifying languages in Africa for example, Kinyarwanda.

(viii) It is possible to know when languages, currently being spoken, came into existence.

Revision questions

Refer to Learner's Book page 21

1. Explain the advantages of oral traditional source of historical source of information.

2. Discuss the disadvantages of archaeological source of historical source of information.

3. Compare archaeology and oral traditional sources of History and then identify the most reliable.

4. Describe the title that is given to specialists who carry out the following:
   (a) Archaeology
   (b) Linguistic
   (c) Anthropology

5. Examine the advantages and disadvantages of audio-visual source of historical information.

Answers to Revision questions

1.

(i) It gives first-hand information since it is given by people who were present at an event.

(ii) It is cheap to use since the speaker may not require payments for the information given.

(iii) It helps the information seeker to ask questions in order to understand something better.

(iv) It is clearer and reliable when both people involved speak the same language.

(v) It keeps the mind alert because it requires the receiver to be attentive for easy memorisation.

(vi) It is readily available since it is sourced from people.

2.

(i) It is not very accurate especially in the dating of fossils.

(ii) Digging into the ground is very tiresome.

(iii) It is an expensive source because it requires expensive equipment for digging and dating.

(iv) It requires specialists. Archaeologists are very few.

(iv) It is very difficult to trace where one can find fossils.

(v) It has a problem of bias. Different historians tend to interpret historical artefacts in their own ways.

3.

Oral traditions	Archaeology
• Explain the concept of History.	• Full of bias. My not be accurate
• Involves verbal activities such as talking, singing and narrations.	• Involves physical activities such as excavation.
• It is simple, does not need a lot of scientific knowledge.	• It is complex, needs a lot of scientific knowledge for interpretation.
• It is less expensive. In some cases, no money is required to get information.	• It is expensive. It requires very expensive resources such as tools and equipment for excavation.
• It requires little time.	• It is time consuming.
• Full of bias. My not be accurate	• Is always accurate. No bias since the information is got scientifically.

Both require human resource for them to be carried out successfully
Both have advantages and disadvantages

Conclusion: Both are good and reliable depending on the circumstances of need. Archaeology is more accurate for it depends on a more scientific approach e.g. the Carbon 14 dating.

4. (a) Archaeologists
   (b) Linguists
   (c) Anthropologists

5. **Advantages of eletronic (or audio-visual) sources**
   (i) The information is generally accessible (easily got).
   (ii) Some information for example, broadcast over the television gives first-hand information. Some events are watched as they happen (live events).
   (iii) Information is easily understood because it is supported by images.
   (iv) Information is easily spread to a wide range of people.

   Disadvantages of eletronic (or audio-visual) sources
   (i) The information is sometimes fictitious thereby misleading people.

(ii) Sometimes, information is broadcast in a language that may not be understood by listeners or viewers.

(iii) Information may not be easily preserved by individuals.

(iv) If a person misses the information, they may not get it. It requires one to be present.

(v) The source is expensive. Many people cannot afford owning radios and television sets.

(vi) They rely on the presence of power electricity which may not be readily available.

TOPIC AREA:　　　　**History of Rwanda**

SUB-TOPIC AREA:　　**History of ancient, colonial and post-colonial Rwanda**

UNIT 3:　　　　　　**Origin, organisation and expansion of Rwandan Kingdom**

No of lessons:

Origin, organisation and expansion of Rwanda Kingdom

Refer to Learner's Book pages 24 – 36

Key unit competence

At the end of twelve lessons, the learner should be able to explore the origin, organisation and expansion of Rwandan Kingdom in the interlacustrine region.

Brief introduction

The unit on 'Origin, organisation and expansion of Rwandan Kingdom' takes the learner through history of Rwandan Kingdom. It informs the learner about origin, organisation, expansion and downfall of the ancient Rwandan Kingdom. The unit also gives a brief life history of some important Rwandan kings.

The main sub-topics to be covered in this unit are:
• Kingdoms in the interlacustrine region
• Origin and organisation of Rwandan Kingdom
• Reasons for expansion of Rwanda Kingdoms
• Reasons for downfall of Rwandan Kingdom
• The most important monarchies
    (i) Ruganzu Bwimba
    (ii) Kigeli Mukobanya
    (iii) Ruganzu II Ndoli
    (iv) Cylima II Rujugira
    (v) Yuhi IV Gahindiro
    (vi) Mutara II Rwogera
    (vii) Kigeli IV Rwabugiri

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Identify the kingdoms in the interlacustrine region. • Explain the origin and organisation of Rwandan society. • Describe the factors for expansion and decline of Rwandan Kingdom.	• Analyse how the interlacustrine region was settled. • Examine the origin, political, social and economic organisation of the Rwandan Kingdom in comparison to other kingdoms. • Assess the factors of expansion and decline of Rwandan Kingdom in order to find out why Rwanda was different from other kingdoms as this will develop learner's spirit of nationalism and awareness.	• Critique the settlement of the interlacustrine region. • Appreciate the organisation of Rwandan Kingdom in the intrelacustrine region. • Acknowledge the expansion and downfall of Rwandan Kingdom.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

This unit links well with extended units in Literature (languages), barter trade, pre-colonial economy in Economics, map reading and photographic interpretation in Geography.

Assessment criteria

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

(i) Observe and listen as learners interact during group discussions and activities. From such, you

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

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

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

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

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

(b) Summative assessment (assessment of learning)

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

Cross-cutting issues

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

- Financial education: Highlight this when tackling economic organisation in Rwandan Kingdom.
- Standardisation culture: Remind the learners that barter trade was practised during the pre-colonial Rwanda. There was no standard medium of exchange.
- Gender: Both men and women were involved in several cultural practices.
- Peace and values education: Explain to the learners that peace that prevailed enabled the Rwanda Kingdom to function well. Even today, the government achieves its goals easily because of peace in our society.
- Comprehensive sexuality education when dealing with sexual education for girls, *Gukuna*.

- Environment and sustainability: Tell the learners that agriculture thrived because the environment was conserved.

Safety

During some lessons of this unit, learners may be required to visit a museum to learn more about the Kingdom of Rwanda. Ensure their safety during such visits.

Introduction to the unit

The word *'interlacustrine'* refers to an area situated or existing between lakes. The interlacustrine region consisted of various kingdoms that were located between the great lakes of Central and East Africa. A remarkable lake in this case was Lake Victoria.

The kingdoms of interlacustrine region included Bunyoro-Kitara, Buganda, Ankole, Bushi, Buhavu, Bahunde, Rwanda, Karagwe, Burundi and Buhaya. These interlacustrine kingdoms existed between the 14th and 15th centuries.

The area to the north, west and south-western shores of Lake Victoria as far as Lake Kivu and eastern part of Democratic Republic of Congo was inhabited by a group of kingdoms where the languages were closely related.

The largest of all was Buganda followed by Rwanda and Burundi.

Other smaller kingdoms were Ankole, Bunyoro, Buhaya and Karagwe in Tanzania.

Origin and organisation of Rwandan Kingdom

Refer to Learner's Book pages 25 – 31

Learning objectives
By the end of this sub-topic, the learner should be able to:
- Identify the kingdoms in the interlacustrine region.
- Explain the origin and organisation of Rwandan society.
- Analyse how the interlacustrine region was settled.
- Examine the origin, political, social and economic organisation of the Rwandan Kingdom in comparison to other kingdoms.
- Appreciate the organisation of Rwandan Kingdom in the interlacustrine region.

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do **Activities 3.1**, **3.2** and **3.3**.
- Let them do **Activity 3.4** in small groups followed by a plenary discussion.
- Resource person's input.

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

New word

Guide the learners to learn the meaning of the word *inaugurations*.

Let them spell, pronounce and use the word correctly in a sentence.

Notes for the teacher

The kingdom of Rwanda existed in the 14th and 15th centuries. The word '*Rwanda*' derives its name from *Ikinyarwanda* language verb '*kwaanda*' that means to 'expand'. It also means to 'enlarge' or 'increase in size'.

Rwanda Kingdom started as a centralised state from a small *Nyiginya* state. The state was known as *Rwanda rugari rwa Gasabo,* meaning the vast Rwanda of Gasabo. It was located on the shores of Lake Muhazi, in today's Gasabo District. It is believed that the founder of the Nyiginya Dynasty was *Gihanga Ngomijana*.

Rwanda Kingdom being in the interlacustrine region, shared its feudal monarchy. The feudal monarchy of Rwanda was similar to earlier kingdoms of Buganda and Bunyoro. Through combination and annexing of smaller states, the united Rwanda spread all over in so many years.

Organisation of Rwandan Kingdom

The Kingdom of Rwanda was also organised in different ways. These were:

- Political organisation
- Economic organisation
- Social organisation

All these were aimed at strengthening and developing the kingdom.

Political organisation

Politically, the kingdom of Rwanda had an elaborate system of administration. The system of administration had key positions where everybody played a vital role. These positions were for the king, Queen mother, ritualists and traditional leaders.

In terms of leadership, like many other kingdoms in the interlacustrine region, Rwanda had a centralised system of government. The king was at the top of the administration hierarchy. He was commonly referred to as *Imana* (God), and at times as *Nyagasani*. He was also called *Umwami*. He got these titles from his subjects due to the respect they had for him.

Under him, traditional leaders *(Ibikingi)* chiefs known as *Abatware* for plural and *Omutware* for singular. These included *Omutware w'ingabo* (army chief), *Omutware w'ubwatsi/ Omutware w'inka* (cattle chief) and *Omutware w'ubutaka* (land chief).

The chiefs played different roles in the kingdom on behalf of the king. These included:

- Advising him on important issues
- Helping him in maintaining law and order.

- Collecting taxes and tributes from the conquered states in form of milk, honey, butter and meat.
- Solving land and cattle disputes among people.

The king usually came from Abanyiginya clan. According to traditions, Abanyigiya clan came from *Sabizeze*. *Sabizeze* fell from the sky to the world in the Mubari Kingdom of the *Abazigaba* clan.

The system of succession to the throne was hereditary. When a king died, which was popularly known as *Gutanga*, he was replaced by his son, brother or any other immediate relative from the lineage of kingship. This was done by the *Abiru* ritualists who usually named the next successor.

Economic organisation

Economically, by the virtue of its location in the interlacustrine region, the kingdom depended on agriculture. Banyarwanda kept cattle, goats, sheep and also grew food crops including bananas, sweet potatoes, sorghum and beans. These were consumed locally. The surplus was exchanged internally with the neighbors or traded with other kingdoms in the region like Buganda, Karagwe and Ankole.

Banyarwanda also practiced pottery. For instance, the Twa dominated

societies manufactured pots out of clay soil. This was used for cooking, fetching and preserving water. Pots were also exchanged for milk, cattle or food internally and were also traded with neighbouring kingdoms.

Among other activities that generated income in the region was bee keeping, hunting, weaving, carpentry and art and craft. Some of these products were also exchanged for other goods that they could not produce. This improved their living standards.

Social organisation

Socially, the kingdom had diverse social-cultural values which had a strong attachment to the people. Religiously, Banyarwanda were very God fearing people who believed in the existence of the creator (God). They accorded Him names like Imana and Nyagasani. They also offered gifts in form of animals, meat, milk and agricultural products. This was for expected blessings such as getting children among the married, soil fertility, curing diseases and rainfall during drought seasons.

In addition to the above, Banyarwanda had a saying, "Imana yirirwa ahandi igataha Murwanda". From this saying, we learn that Rwandans believed in the existence of God.

Besides the above, they also believed in Imandwa (traditional religion) and Abazimu (ancestral spirits). Their purposes of worship was for various reasons. They also offered gifts to the gods for appeasing and asking for forgiveness in case someone went wrong.

The other cultural aspect was language. Throughout the entire kingdom, people from all walks of life spoke the same language called Kinyarwanda. This acted as a uniting factor.

Blood pact rituals was another social aspect of the Rwanda kingdom. This was the drinking of blood from a cut made on each other. It was a sign of brotherhood made by very close friends. This ritual bound people of different social origins together. Going against was believed to cause death to either of the two people involved.

Construction was another important social aspect in the Rwanda kingdom. The Banyarwanda constructed and lived in huts thatched with grass. They also decorated those hunts with mats on the floor. This made them attractive to live in.

Further activity
Rwanda Kingdom had some chiefs. State their titles.

Answers to Further activity
- Land chief
- Pasture chief
- Army chief

Follow-up activity
Find out from elders about the beliefs that people hold about the traditional Rwandan Kingdom.

Reasons for expansion of Rwanda Kingdom

Refer to Learner's Book pages 31 – 32

Learning objectives
By the end of the sub-topics, the learner should be able to:
- Describe the factors for expansion and decline of Rwandan Kingdom.
- Assess the factors of expansion and decline of Rwandan Kingdom in order to find out why Rwanda was different from other kingdoms as this will develop learner's spirit of nationalism and awareness.
- Acknowledge the expansion and downfall of Rwandan Kingdom.

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

Teaching/learning materials
The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Let the learners **Activities 3.5** and **3.6** in small groups followed by a plenary discussion.
- Resource person's input.

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

Notes for the teacher
Reasons for expansion of the Rwanda Kingdom

(i) The army (Ingabo) and the military ability of Rwandan people

Rwanda Kingdom had able men capable of defending the kingdom. Boys and men were recruited into the army. This was a sign of cooperation.

The army was well trained and permanent and had enough arms for use during wars. In addition, they were physically fit. They also had a willing heart to serve the kingdom.

(ii) Weak neighbouring kingdoms

Rwanda Kingdom was militarily stronger than her neighbouring kingdoms from Ruganzu Ndoli. The kingdom was at first so small and centrally well organised. This made the administration of the kingdom easier. It took a short period of time to monitor and evaluate kingdom projects. Expansion of the kingdom continued even after the kingdom had expanded.

(iii) Cultural unity

All people in the Rwanda Kingdom spoke one language, *Ikinyarwanda*, throughout the kingdom. This acted as a unifying factor for growth and expansion.

People in the Rwanda Kingdom had their traditional religion. They believed in *Imana* (God) whom they consulted in times of trouble. They praised Him in times of peace and also offered sacrifices. This bound them together hence favoured expansion and growth.

(iv) Efficient leadership

The kingdom of Rwanda had experienced, able and courageous leaders. The leaders fought so hard to maintain or even expand their kingdom.

(v) Patriotism

The people of Rwanda had a strong will of fighting for their kingdom. They also loved and served it whether in good or bad times. They were so dedicated and courageous to serve and defend wherever need arises. This contributed to its rise and expansion.

Reasons for the downfall of the Rwandan Kingdom

(i) The coming of Europeans and consequent colonisation of Rwanda

The first contact the Rwanda Kingdom had with Europeans was in September 1892. Dr Oscar Baumann and Graf von Goetzen who came in 1894 wrote a comprehensive report about the Kingdom. Rwanda officially became a protectorate in 1897. This was the begining of the downfall of Rwanda Kingdom.

The coming of the Belgians in 1916 also weakened the kingdom. They introduced reforms that reduced the kings' powers. For instance, they abolished traditional institutions such as *ubwiru* and *umuganura*, which helped the king to govern.

(ii) Succession disputes

The Kingdom of Rwanda lost one of its famous and prosperous kings, Kigeli IV Rwabugiri, in 1895. This was followed by succession wrangles. The prince heir Rutarindwa (Mibambwe IV) became the king. However, his stepmother (Queen mother) Kanjogera helped by her brothers, organised the *Rucuncu* coup d'état, because she wanted Musinga to become the king. Musinga was her son. This brought power conflicts in the kingdom which ended with European intervention.

(iii) Revolts and rejection of Musinga as king

There were numerous revolts in the Rwandan Kingdom during King Musinga's rule. These revolts weakened the kingdom. For instance, the consequences of *Rucunshu* coup d'Etat was the Basebya, Ndangutse and Rukara revolts in the north of the kingdom. Other revolts were those of Nyiragahumuza. The revolts destabilised the kingdom.

(iv) Death of able leaders

The death of leaders such as Mutara III Rudahigwa followed by the 1959 political and ethnic violence led to the end of the kingdom. The latter caused many Tutsis to be massacred, and many others fleeing to neighbouring states. Together with the complicity of the Belgian power, the kingdom experienced a coup d'état of Gitarama. This led to the abolition of the monarchy on 28th January 1961and subsequent declaration of the republic confirmed by the referendum.

The most important monarchies in Rwanda Kingdom

Refer to Learner's Book pages 30 – 36

> **Learning objectives**
> By the end of the sub-topic, the learner should be able to:
> * Give a brief history of some important kings of traditional Rwanda.
> * Identify and appreciate the contribution of some Rwandan kings.

Preparation

You need to adequately prepare by reading widely about some important kings of traditional Rwanda. You may invite an elderly person who understands the history of the Rwandan Kingdom to share it with the learners. Pictures and maps of the Rwandan Kingdom may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- You should prepare in advance to tackle **Activity 3.7** with the learners, as a class activity. Find out from relevant stakeholders about the history of your school.
- Resource person's input

New words

Guide the learners to learn the meanings of the words *reign, annexed* and *regents*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

King Ruganzu Bwimba (1312-1345)

His father was called Nsoro and his mother was Nyiraruganzu Nyakanga. He succeeded his father around 1312. His wife was called Robwa. Ruganzu died during a war at Gisaka in 1345. He died while trying to expand the borders of Rwanda Kingdom.

Kigeli Mukobanya (1379-1411)

He was the son of Cyilima Rugwe. His mother was Nyirakigeli. He succeeded his father in 1379.

During his reign, Rwanda Kingdom was attacked by Banyoro of Bunyoro-Kitara Kingdom in Uganda. He was wounded in the war by a spear. Luckily, he remained safe from the invasion.

Ruganzu II Ndoli (1510-1543)

His father was called Ndahiro Cyamatare and his mother was Nyiraruganzu Nyabacuzi. Ruganzu is well known in the history of Rwanda for unifying Rwanda and expanding its borders.

He annexed Bugara, Bugoyi, Kinyaga, Ijwi, Bunyambiriri, Byahi, Rusenyi and Bwanamukari. He was also known to have instituted the *Kalinga* royal drum to replace *Rwoga*. *Rwoga* had earlier on been captured by Banyabungo. He died in 1543 at a place called Musaho-wa-Rubengera in Kibuye. He died while trying to repulse people against his rule.

Cyilima II Rujugira (1690-1708)

His father was Yuhi III Mazimpaka and his mother wasNyiracyilima Kirongoro. He fought and defeated Buyenzi, Buganza, Rutare, Muhura, Giti and Ndorwa. He then annexed them to Rwanda Kingdom. During his reign, a popular saying developed. It said *"Urwanda ruratera nti ruterwa"* (Rwanda invades but is not invaded). This was because of his innovation of creating Ingerero, which were armies to protect the borders. He later died in 1708.

Yuhi IV Gahindiro (1746-1802)

His father was called Sentabyo and his mother was Nyirayuhi Nyiratunga. He occupied the throne when he was an infant of one year. He had two regents; his mother and an uncle named Rugagi. He had an outstanding army. He fought, defeated and annexed south Ndorwa and Buhunde. However, during his reign, Rwanda experienced great famine and drought called *Rukunguru*.

Mutara II Rwogera (1802-1853)

His father was Yuhi Gahindiro and his mother was Nyiramavugo Nyiramongi. He was commonly known as a man who was humble, kind and welcoming. During his reign, he fought, defeated and annexed Gisaka but failed to capture their royal town.

Also, during his reign, the island of Ijwi declared itself independent from Rwanda. This was a shame to Rwanda Kingdom. He died of tuberculosis in 1853.

Kigeli IV Rwabugiri (1853-1895)

His father was called Mutara II Rwogera and his mother was called Nyirakigeri Murorunkwere. He was one of the most prosperous and famous kings of Rwanda. He was a renowned warrior. He re-organised the army to consolidate his rule. He is also known to have centralised the power and strengthened structures.

During his reign, Rwanda attacked the island of Ijwi. It is also remarkable that during King Rwabugiri's tenure, the first Europeans came to Rwanda. He met Graf von Goetzen in 1894 at Kigeyo which is in Ngororero District, Western Province.

Follow-up activity

Let the learners do **Activity 3.8** as a follow-up activity. Advise them to do a thorough research regarding the activity then write a report on their findings. This activity should be done by learners individually.

Diagnostic assessment

1. State the role that pasture chief played in the traditional Rwanda Kingdom.
2. Describe how hunting was done in traditional Rwanda Kingdom.

Answers to Diagnostic assessment

1.
   - He was in charge of cattle and pasture related affairs.
   - He collected taxes and royalties from farmers.
   - He distributed grazing land to farmers.
   - He as a judge where cattle and pasture issues were involved.
2. People hunted hares, leopards, porcupines, gazelles and antelopes. They used dogs, spears, snares and arrows.

Revision questions

Refer to Learner's Book pages 36

1. List any 10 satellite states of Rwanda and where they were located.
2. a) Name the main and important monarchs of Rwanda Kingdom.
    b) Show the important events that happened during their rule.
3. Give the meaning of the name *Urwandat* then explain the origin the origin of Rwanda Kingdom.
4. State the factors that led to the rise, growth and expansion of ancient Rwanda Kingdom.
5. Discuss the reasons that led to the fall of Rwanda Kingdom.

Answers to Revision questions

1. Bugara, Bushiru, Bungwe, Bugesera, Gisaka, Ndorwa, Nduga, Bufundi, Rwankeri and Bugoyi.
2. (a) Ruganzu Bwimba, Kigeli I Mukobanya, Ruganzu II Ndoli, Cylima II Rujugira, Yuhi IV Gahindiro, Mutara II Rwogera and Kigeli IV Rwabugiri.

    (b) King Ruganzu Bwimba (1312-1345): Ruganzu died during a war at Gisaka in 1345 while trying to expand the borders of Rwanda Kingdom.

    Kigeli Mukobanya

(1379-1411): During his reign, Rwanda Kingdom was attacked by Banyoro of Bunyoro-Kitara Kingdom in Uganda. He was wounded in the war by a spear. Luckily, he remained safe from the invasion.

Ruganzu II Ndoli (1510-1543): Ruganzu is well known in the history of Rwanda for unifying Rwanda and expanding its borders. He annexed Bugara, Bugoyi, Kinyaga, Ijwi, Bunyambiriri, Byahi, Rusenyi and Bwanamukari. He was also known to have instituted the *Kalinga* royal drum to replace *Rwoga*. *Rwoga* had earlier on been captured by Banyabungo. He died in 1543 at a place called Musaho-wa-Rubengera in Kibuye while trying to repulse people against his rule.

Cyilima II Rujugira (1690-1708): He fought and defeated Buyenzi, Buganza, Rutare, Muhura, Giti and Ndorwa. He then annexed them to Rwanda Kingdom. During his reign, a popular saying developed. It said *"Urwanda ruratera nti ruterwa"* (Rwanda invades but is not invaded). This was

because of his successful military expeditions. He later died in 1708.

Yuhi IV Gahindiro (1746-1802): He fought, defeated and annexed south Ndorwa and Buhunde. However, during his reign, Rwanda experienced great famine and drought called *Rukunguru*.

Mutara II Rwogera (1802-1853): During his reign, he fought, defeated and annexed Gisaka but failed to capture their royal town. Also, during his reign, the island of Ijwi declared itself independent from Rwanda. This was a shame to Rwanda Kingdom. He died of tuberculosis in 1853.

Kigeli IV Rwabugiri (1853-1895): He was one of the most prosperous and famous kings of Rwanda. He was a renowned warrior. He re-organised the army to consolidate his rule. He is also known to have centralised the power and strengthened structures. During his reign, Rwanda attacked the island of Ijwi. This military expedition was led by his mother and an uncle. It is also remarkable that, during king Rwabugiri's tenure, the first Europeans came to Rwanda.

3. It means to expand.

Rwanda Kingdom started as a centralised state from a small *Nyiginya* state. The state was known as *Rwanda rugari rwa Gasabo,* meaning the vast Rwanda of Gasabo. It was located on the shores of Lake Muhazi, in today's Gasabo District. It is believed that the founder of the Nyiginya Dynasty was *Gihanga Ngomijana*.

Rwanda Kingdom being in the interlacustrine region, shared its feudal monarchy. The feudal monarchy of Rwanda was similar to earlier kingdoms of Buganda and Bunyoro. Through combination and annexing of smaller states, the united Rwanda spread all over in so many years.

4.

- Rwanda Kingdom had able men capable of defending the kingdom
- Rwanda had a well trained and loyal army.
- Rwandan people traded with neighbouring states and kingdoms of Ankole, Karagwe and Buganda. This helped the kingdom to grow very fast.
- Rwanda Kingdom was at first so small and centrally

well organised for easy administration.

- All Rwandans spoke one language, *Ikinyarwanda*, throughout the kingdom. This acted as a unifying factor for growth and expansion.
- Rwandans had their traditional religion which bound them together hence favoured expansion and growth.
- The Kingdom of Rwanda had experienced, able and loving leaders such as Kigeli and Gahindiro who fought so hard to expand the boarders.

5.
- The coming of Europeans and consequent colonisation of Rwanda by the Germans
- The big size of Rwanda kingdom
- Weak army
- Weak and unable leaders who could not to defend the kingdom's glory
- Succession disputes
- Revolts and demand for independence from vessel states
- Civil wars (internal wars)

TOPIC AREA: **History of Rwanda**

SUB-TOPIC AREA: **History of ancient, colonial and post-colonial Rwanda**

UNIT 4:   **Civilisation of pre-colonial Rwanda**

No of lessons: Twelve (12)

Civilisation of pre-colonial Rwanda

Refer to Learner's Book pages 37 – 52

Key unit competence

At the end of twelve lessons, the learner should be able to analyse the civilisation of pre-colonial Rwanda.

Brief introduction

The unit on 'Civilisation of pre-colonial Rwanda' takes the learner through history of Rwanda before the era of colonisation. It informs the learner about different aspects of organisation of Rwandans during that time.

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

- Notion and components of civilisation
- Social organisation of the Rwandese traditional society (family, marriage solidarity division of work….)
- Cultural organisation (oral literature, traditional religion, rite)
- Political and military organisation
- Economical organisation (agriculture, cattle keeping, commerce, artisan)
- Famine and epizooties
- Socio-political and economic dependence (Ubuhake, Ubukonde, Uburetwa)

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the notion of civilisation and its components.	• Assess notion and components of civilisation in reference to the modern life.	• Show respect for components of the Rwandan precolonial civilisations.

• Describe the social, cultural, political and economical organisation of pre-colonial Rwanda. • Identify different famines and epizooties and their impact on Rwandan society. • Point out the socio-political and economic dependence of pre-colonial Rwanda.	• Analyse the social, cultural, political and economic organisation of pre-colonial Rwanda and compare it with current organisation. • Analyse causes and consequences of different famines and epizooties that happened during pre-colonial Rwanda. • Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda.	• Appreciate the importance of social, political, cultural and economic organisation of pre-colonial Rwanda. • Acquire compassion and generosity to the victims of famine. • Value the socio-political and economic dependence of pre-colonial Rwanda dependence.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

(a) Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before

arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.

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

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

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

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

(f) Research skills: This is being resourceful in finding answers

to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with songs, poems and culture in Kinyarwanda subject; as well as songs, poems and musical instruments in Music and Drama.

Assessment criteria

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

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

(ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing

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

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to correctly understand the strengths and weaknesses of the civilisation of pre-colonial Rwanda.

Cross-cutting issues

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

- Financial education: Highlight this when tackling economic organisation in pre-colonial Rwanda.

- Standardisation culture: Remind the learners that barter trade was practised during the pre-colonial Rwanda. There was no standard medium of exchange.

- Gender: Both men and women were involved in several cultural practices.

- Peace and values education: Explain to the learners that peace that prevailed enabled the Rwanda Kingdom to function well. Even today, the government achieves its goals easily because of peace in our society.

- Comprehensive sexuality education when dealing with sexual education for girls, *Gukuna*.

- Environment and sustainability: Tell the learners agriculture thrived because the environment was conserved.

- Financial education when dealing with economic organisation.

Safety

During some lessons of this unit, learners may be required to visit a museum to learn more about the pre-colonial Rwanda. Ensure their safety during such visits.

Introduction to the unit

Civilisation refers to a process by which a society reaches an advanced stage of social development and organisation. It is also a stage of social, political and technological development.

Notion of civilisation

Way back in time of Stone Age (Neolithic), people began to group themselves into settlements. They cooperated to make better lives for themselves. According to archaeologists, the first settlements were in river valleys or near water bodies. People lived on hunting and gathering food from forests.

Notion and components of civilisation

Refer to Learner's Book pages 37–41

> **Learning objectives**
> By the end of the sub-topic, the learner should be able to:
> * Explain the notion of civilisation and its components
> * Assess notion and components of civilisation in reference to the modern life
> * Show respect for components of the Rwandan pre-colonial

Preparation

You need to adequately prepare by reading widely about the civilisation of pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to share it with the learners. Pictures and maps of the pre-colonial Rwanda may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
* Let the learners to individually do **Activity 4.1**.
* Let them do **Activity 4.2** in small groups followed by a plenary discussion.

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

stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *endeavours* and *possessions*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

The ancient people developed tools by a slow and torturous process of trial and error. Eventually with these tools, came a true culture.

The people devised implements with which to farm, dig irrigation ditches, construct housings and make utensils.

To help them in their endeavours, they developed a language. The language was first spoken, and later written. They also had to learn rudimentary mathematics. It dealt with how to measure land and count objects such as animals and possessions.

At some very early period, people developed the tools to engage in decorative, musical and literary art. The decorative art probably appeared first for example, the remarkable cave paintings. It is likely that people wrote to each other. They also expressed themselves by drawings or pictograms.

If culture and civilisation are for all practical purposes, then they signify the totality of a society's achievements. Technological advancements in fields such as arts, politics and religion are the result of human ingenuity.

Components of civilisation

Art and architecture: This is where by there are various types of art work and buildings. The art works and buildings express the talents, beliefs and values of people in a society.

Culture: This is a way of life of people in a society or a given area. It differs from goodness, strength and weakness. It is a social norm of people without which they cannot live.

Technology: It involves various tools and skills people use to make life easier in a society. There is always advancement in technology in terms of art, transport, communication and education.

Religion: It is a social institution involving beliefs and practices based on recognising the sacred. This acts as a unifying factor towards civilisation.

Trade: In the past, there was exchange of goods for other goods. This was called barter trade. This was made possible through an organised network of earth roads and water

ways for moving people and goods from one place to another.

Writing/language: The system of communication involving symbols that stand for sounds and ideas to record information. A well developed language network in a society helps so much in civilisation because of easy communication.

Economy: The way people use resources to meet their needs is so much important in a society. When resources are used sparingly, a society stands a chance for fast civilisation. This is because of the growth of the economy.

Further activity

State some of the aspects of civilisation.

Answers to Further activity

- Improvement in art and architecture
- Development of culture, without characteristics of barbarism
- Advancement in technology
- Following good religious
- Having an organised trade/ transportation
- Having advanced system of communication such as writing/ language

Follow-up activity

Let the learners do **Activity 4.3** in the Learner's Book as a follow-up activity.

Social, cultural, political and economic organisation

Refer to Learner's Book pages 39 – 48

> **Learning objectives**
>
> By the end of the sub-topic, the learner should be able to:
> - Describe the social, cultural, political and economic organisation of pre-colonial Rwanda
> - Analyse the social, cultural, political and economic organisation of pre-colonial Rwanda and compare it with current organisation
> - Appreciate the importance of social, political, cultural and economic organisation of pre-colonial Rwanda

Preparation

You need to adequately prepare by reading widely about the social, cultural, political and economic organisation of pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to shed more light on social, cultural, political and economic organisation of pre-colonial Rwanda to the learners. Pictures and maps of the pre-colonial Rwanda may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History

Learner's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do **Activities 4.8** and **4.10**.
- Let them do **Activities 4.4**, **4.5**, **4.7** and **4.9** in small groups followed by a plenary discussion.
- Resource person input

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

New word

Guide the learners to learn the meanings of the word *labia minora*. Let them spell, pronounce and use the word correctly in a sentence.

Notes for the teacher

Social organisation of the Rwandan traditional society

Family

Rwandans lived together as one in an extended family type. This was the basic unit of society characterised by sharing, giving and receiving. A man (husband) of the first family was the head of the extended family.

Marriage

Whenever a boy or a girl reached 18 years of age, arrangements for marriage would be done. This was a traditional ceremony handled by elders with a lot of care. It involved paying of dowry, and giving away ceremony. The couple would live in a separate house and form their own unit.

Community work

Rwandans practised communal work (*Umuganda*) to make some work easier and simpler. Women had their work of weaving mats and baskets, and taking care of the home. Men went for hunting, gardening and offered security. Children helped their parents in their duties.

Food

Rwandans fed on agricultural and animal products. They cultivated crops such as sorghum, beans, yams and bananas. They also reared cattle for milk and meat.

Traditional drinks

Rwandans respected their traditional drink so much. They brew and drank *urwagwa* and *amarwa*, banana and sorghum beer respectively. They also drank porridge, especially women and sick people.

Clothing

Rwandans had their traditional clothes made from plant products and animal skins. Plant product clothes included bark clothes from fig tree and banana stem barks. They were joined together to make a garment. Clothes of skin included *uruyonga* for boys over ten years, *ishabure* and *indengera* for girls and *ikanda* for women. Men put on calf hides while leopard skins were for kings and chiefs.

Education

Rwandans had informal education which was general and *Intore* education. Education went with sex and age brackets. Young girls were taught by their mothers and paternal aunts. Boys were taught by their fathers on hunting and agriculture.

Young boys from famous homes and families went to the king's palace to train. They were trained on warrior drills and were commonly known as *Intore*.

Solidarity

Rwandans were lovely people and stood on better relations with neighbours and relatives. They made visits, contributed to each other, made marriage alliance and exchanged cows.

Blood pacts ritual was also emphasised in traditional Rwanda. This was made by very close friends drinking blood from a cut made on each other's stomach. In case you betrayed your friend, you would die instantly.

Cultural organisation

Oral literature: Rwandans practised oral literature. Their oral literature included folk tales, musical theatre, proverbs and riddles. It also included life histories, plays, epic poems and historical recitations. It was passed down to future generations by the word of mouth, through memorisation and recitation. It was considered as a verbal art form.

Traditional religion: This was one of the most unifying factors that brought Rwandans together. They believed in God (*Imana)* for everything they were doing. This was seen in giving God (*Imana*) different names such as *Nyagasani, Rugira, Ruhanga* and *Iyakare*. Other names given to *Imana* were *Iyambere, Rugaba* and *Rwagisha*.

Different people were given different names to show the supremacy of *Imana* (God). For example, *Bizimana,*

Habyarimana, Habimana, Nyiramana and *Hakizimana*.

The Rwandans remained in touch with their gods through different means.

- **Guterekera:** Appeasing the living dead by giving sacrifices of beer, food and milk.
- **Kuragura:** This was a spiritual divination to consult the gods and keep in touch.
- **Kubandwa:** This was a special ceremony to worship *Ryangombe* by *imandwa* or those who have been initiated to the cult of *Ryangombe*. The chief *imandwa* was called *Ryangombe*.

Rites

This was like a ritual, well established, ceremonial and it was usually religious. Rwanda society had various rites such child naming, sexual initiation, death ceremony and taboos.

Child naming: *This* ceremony was done seven days after a new baby was born. All village children from three to ten years would come and cultivate some land using sticks. Thereafter, a male adult would stop them and throw water at them. The kids would then run home to be given food in front of adults. The kids would be requested to put forward names, and the father would give the name he had selected.

Sexual initiation for girls, Gukuna: Young girls were secretly advised and trained to do what was called *Gukuna*. This was a practice of elongating the *labia minora*. This was done to increase sexual pleasure for both males and females. This was commonly done at puberty stage with some plant extract.

Death ceremony: Whenever person died, family members would take part in certain activities such as prayers and speeches. They also performed some rituals for send-off. There was always a period of mourning announced by the head of family. During that period, sexual relations and working in fields were forbidden. At the end of it, they performed a ritual as the last stage of the ceremony.

Taboos and forbidden things: Taboos in Rwanda were commonly known as *Kirazira,* meaning forbidden. The following taboos existed in Rwandan society:

(i) Girls/women were prohibited from milking cows, when they were in monthly periods.
(ii) Children were forbidden to sit on their fathers stool.
(iii) Whistling at night was prohibited.
(iv) Sitting on a mortar was forbidden.
(v) One could not marry from his or her own clan.

(vi) A wife should not mention the name of her father in-law.

(vii) Premarital pregnancy was prohibited.

(viii) Girls were forbidden to climb trees.

Political and military organisation

Every administrative unit of Rwanda Government has a leader. These leaders ensure that government policies are implemented. They also link the people at all levels with the government. All these leaders are headed by the president.

The Kingdom of Rwanda also had its administrative system. The Kingdom of Rwanda is known to have started in a small area of *Urwanda rwa Gasabo*. It enlarged to a bigger size and was named *Urwanda rugari rwa Gasabo* meaning the big size of Rwanda.

The kingdom of Rwanda was headed by a king with a title of *Umwami*. This provided him dignity and respect among others.

The king had a centralised system of administration, whereby he was the overall head of administration. He lived in a palace at the centre of a large court. He was treated as a divine living. He was the sole owner of land and cattle in the whole kingdom.

Administrative structure and central power

The current Government of Rwanda has a cabinet. Members of the cabinet perform different duties. Apart from those duties, they also update and advise the president on matters of national importance. The king too had his cabinet.

The king, as the head of the kingdom, had a daily life that was rather unique. He lived alongside *Abiru* who performed various rituals as kingdom ritualists. Some words were specifically used on the life style of the king. These were:

• Carrying him on a stretcher (*Kuremererwa*)

• His speech (*Irivuze umwami*)

• His wife (*Umwamikazi*)

• Travelling (*Kurambagira*)

• His death (*Gutanga*)

The king usually came from *Abanyiginya* clan. The king's authority had a symbol of a sacred royal drum called *Kalinga*. There were other small drums such as *Kiragutse*, *Mpatsibihugu* and *Rucabagome*.

The king was a supreme judge and had power over life and death. He also had power to wage war and conquest, and to appoint and dismiss leaders. He also administered justice in the kingdom.

The king was a great personality because of different important roles he played. He was commonly referred to as *Imana* (God) and at times known as *Nyagasani*.

The Queen mother: She was the biological mother of the king though not in all cases. She was regarded as an important person in the palace in the exercise of power. She was the first chief advisor (counsellor) of the king. She guided the actions of the king.

*Abiru***:** These were officials of the kingdom in charge of *ubwiru*. They mainly came from *Abatsobe* clan. They were guardians of the tradition and kept the secrets of the kingdom. They also advised and counselled the king, and kept the royal drum, *Kalinga*.

Rwanda Kingdom was further divided into Districts called *Ibiti*, headed by chiefs appointed by the king. These Districts were further sub-divided into *Ibikingi* (Sub-districts) also headed by chiefs. Sub-districts were also sub-divided into *Imirenge* and headed by a chief answerable to *Ibikingi*.

Military/army (*Ingabo*)

The king, based on the powers entrusted in him, appointed the head of the army. The head of the army was referred to as army chief (*Umugaba w'ingabo*). Remember, the king was the commander-in-chief.

The army chief reported to the king directly.

Duties of the army chief

- Recruiting fighters in the army
- Monitoring the Districts and report to the king
- Supplying the courts with certain items
- Supervising other District commanders to administer security
- Prepare the soldiers for war
- Commanding other soldiers on the battle and physically fighting the enemy
- Performing any other duty as assigned by the king

Economic organisation

Agriculture

Agriculture refers to growing of crops and rearing of animals. The ancient Kingdom of Rwanda people practised subsistence agriculture specifically to feed their own families. People used their own hand-made hoes. They grew crops such as sorghum, millet, beans yams and pumpkins.

It was a normal routine for people to wake up in the morning to work in their farms. Slashing the bush for farming was the role of men while women resorted to weeding. They also looked after granaries.

Later on, after the coming of whites, various types of crops were introduced. They were introduced

to supplement what already existed before. The crops introduced included bananas, groundnuts, cassava, rice, soya beans, green peas and Irish potatoes. Others were cash crops such as coffee, tea and tobacco. Some of these crops were brought during the reign of King Rwabugiri.

Cattle keeping

Ancient Rwandan people were closely associated with rearing cattle. It was like a tradition to own cows. Various types and species of cows were reared. These included noble cows (*Inyambo*), *Ankole* cows and *Inkuku*. Men took the role of herding or looking after livestock. People of Rwanda also reared goats, sheep and chicken. Cows were reared for prestige, respect, milk, food and skins.

Commerce/trade

Commerce refers to trade and aids to trade. In traditional Rwandan society, people carried out trade to earn a living as an economic activity.

Barter trade

People exchanged goods for goods, and services for services. Main items used for exchange included cattle, skins and craft. They were exchanged within and outside Rwanda Kingdom. The kingdoms that Rwanda traded with included Ankole, Burundi, Buganda, Bushi, Nyamwezi and Bunyoro.

Art

The people of ancient Rwanda were so skilled in making various things. They manufactured and produced items such as hoes axes, swords, spears, hammers, knives and needles. People also did some weaving; men wove trays, doors and stretchers. Women and girls wove mats and baskets.

Pottery

Rwandans also obtained clay from swamps and made pottery. The products included pots for fetching water and keeping beer and pipes for smoking tobacco. They also did some carpentry work. Products made included spoons, stools, canoes, bows, playing boards, hair combs and pipes.

Bee keeping

Rwandans kept bees around the places where they lived. People made traditional bee hives and put them up on a tree branch to trap bees. Bee keepers harvested honey and its various products. This was after sometime in the dry season. Honey could be mixed with sorghum to make i*nkangaza* and i*nturire* local beer drinks.

Hunting

The ancient Rwandan people practised hunting as an economic activity. They hunted hares, leopards, porcupines, antelopes and gazelles. They tamed, trained and used specific tough dogs for hunting down

the wild animals. Alongside dogs, they used other equipment such as spears, snares, arrows and bows for hunting.

This economic activity provided people with meat and skins. Others hunted to chase away wild animals that occasionally destroyed their plants. King and chiefs went hunting as a way of making sports and pleasure.

Further activity

Let the learners do Activity 4.6 as a further activity.

Follow-up activity

Identify some of the economic activities in your Cell. Specify the activities and those who are involved.

Diagnostic assessment

The following terms were used in traditional Rwanda in relation to the king:

- *Kuremererwa*
- *Irivuze umwami*
- *Umwamikazi*
- *Umugabekazi*
- *Ingoro*
- *Kurambagira*
- *Gutanga*

State what each means.

Answers to Diagnostic assessment

- *Kuremererwa*: Carrying him on a stretcher

- *Irivuze umwami*: His speech
- *Umwamikazi*: His wife
- *Umugabekazi*: His mother
- *Ingoro*: His palace
- *Kurambagira*: His travelling
- *Gutanga*: His death

Famine and *epizooties*

Refer to Learner's Book page 48 – 49

Learning objectives

By the end of the sub-topic, the learner should be able to:
- Identify different famines and epizooties and their impact on Rwandan society
- Analyse causes and consequences of different famines and epizooties that happened during pre-colonial Rwanda
- Acquire compassion and generosity to the victims of famine

Preparation

You need to adequately prepare by reading widely about the famine and epizooties that afflicted the pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to shed more light on famine and epizooties during pre-colonial Rwanda.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History

Learner's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- During a class activity, ask the learners to narrate what they have heard about previous famines and epizooties
- Ask them about their feeling towards famine and epizooties
- Resource person's input

New words

Guide the learners to learn the meanings of the words *epizooties* and *famine*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

These famines were primarily caused by prolonged sunshine that resulted to drought. The drought made plants dry out in gardens before the harvest season.

It was also because of constant wars of expansion that made so many people busy in fighting. They forgot to practise agriculture, and people were still running up and down. They had no time to settle down and cultivate.

Poor timing of agricultural seasons culminated into famine at one time or another. Crops could either be affected by floods or meet sunshine season before reaching harvest season.

Pests and diseases also affected crops. They were eaten up by pests and attacked by various diseases leading to drying out. Common pests included locusts, grasshoppers, rodents and rats.

Different famines that affected Rwanda at different times had far reaching effects. These were:

- A big number of people and animals died due to lack of food and pasture respectively.
- Vegetation dried out leading to destruction of environment and natural beauty. This was felt especially in cases where famine was caused by prolonged sunshine.
- Famine also affected the Kingdom of Rwanda negatively in terms of the economy. It led to reduction of royalties and taxes.

- People also suffered from poor feeding because of inadequate food supply in various families of Rwanda. Several granaries of families remained empty.

Follow-up activity

Let the learners do Activity 4.11 as a follow-up activity. Advise them to do a thorough research regarding the activity then write a report on their findings. This activity should be done by learners individually.

Socio-political and economic dependence in pre-colonial Rwanda

Refer to Learner's Book page 50 – 51

Learning objectives

By the end of the sub-topic, the learner should be able to:
- Point out the socio-political and economic dependence of pre-colonial Rwanda
- Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda
- Value the socio-political and economic dependence of pre-colonial Rwanda

Preparation

You need to adequately prepare by reading widely about the socio-political and economic dependence of pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to shed more light on socio-political and economic dependence of pre-colonial Rwanda. Pictures and maps of the pre-colonial Rwanda may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, Internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Discuss with the learners about *Ubuhake, Ubukonde* and *Uburetwa*
- Resource person's input
- Questions and answers

Note: There is a debate at the end of this sub-topic/unit. Divide the learners into two main groups, one opposing and the other supporting.

Let them write down the main points during the debate. Take control in order to give chance to many learners to participate. Make the debate as lively as possible.

New words

Guide the learners to learn the meanings of the words *redeeming and homogeneous*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher
Ubuhake

This was a customary contract between the owner of the cattle and person who wished to acquire a cow. The owner of the cow was known as *Sebuja* (patron). The client was known as *Umugaragu*.

The contract was because a person would be looking for protection from the more powerful patron. He would seek social protection from a wealthy patron.

The U*buhake* was primarily on individual liberty. One entered freely and left freely as he so wished especially after acquiring enough cows. This meant that he could then stand on his own. It was also considered as a school as clients learnt culture and history of their societies.

Patrons and clients had a common link and shared commitments as they made *Ubuhake* in the society.

The following were the duties of the client:

(i)   Cultivating the fields of the patron
(ii) Looking after the cattle and ensuring that the milk was of good quality
(iii) Repairing homesteads
(iv) Guarding homes at night
(v)   Providing liquor
(vi) Building fences
(vii) Escorting the patron to war
(viii)Taking part in sorghum growing
(ix) Acting as a messenger

Patron's duties included:

(i)   Protecting the client against those who were socially stronger than him and others likely to be enemies
(ii) Assisting the client in court
(iii) Redeeming the client
(iv) Giving bull calves and milk
(v)   Contributing to formation of a new herd

Ubukonde

This was a system where people gained rights to large tracts of land by being the first to clear and valorise the land (known as *gukonda*). In this system, a lineage held rights to land corporately and major decisions about managing land holdings were taken by the lineage chief (*umutware w'umuryango*). The abakode lineages

held economic and political power over their ubukonde and could grant rights to *abagererwa* to use the land in their territory. Clients were required to make payments to their patrons, most often in the form of a portion of the harvests or in manual labour. This took place in the patrons' fields or enclosure.

There were three specific types of ubukonde. These were *ubukonde bw' inzogera* (hunting grounds), *ubukonde bw' inka* (grazing lands) and *ubukonde bw' isuka* (agricultural lands). In all three types, the umukonde (*ubukonde/abagererwa* owner) allowed *abagererwa* access to these lands in exchange for gifts and/or labour.

Uburetwa

This was traditional constraints introduced during Rwabugiri's reign in some regions. It was mandatory for each man to work two days out of five days in a week (a week was 7 days) for a political administrative leader without any compensation.

Further activity

1. Explain the meaning of the term *Ubuhake* as was applied in the traditional Rwandan society.
2. State the role of the client according to *Ubuhake* tradition.

Answers to Further activity

1. This was a customary contract which was between the owner of the cattle, referred to as patron (*Sebuja*) and person who wished to acquire a cow, referred to as client (*Umugaragu*).
2.
- Cultivating the fields of the patron
- Looking after the cattle and ensuring that the milk was of good quality
- Repairing homesteads
- Guarding homes at night
- Providing liquor
- Building fences
- Escorting the patron to war
- Taking part in sorghum growing
- Acting as a messenger

Follow-up activity

MODERN CULTURE IS BETTER THAN TRADITIONAL CULTURE, debate.

Diagnostic assessment

State the role of the patron according to *Ubuhake* tradition.

Answers to Diagnostic assessment

- Protecting the client against those who were socially stronger than him and others likely to be enemies
- Assisting the client in court
- Redeeming the client
- Giving bull calves and milk

- Contributing to formation of a new herd

Revision questions

Refer to Learner's Book page 52

1. List down six economic activities that were carried out in pre-colonial Rwanda.
2. Discuss the role played by the following leaders in pre-colonial Rwanda:
   (i) The king
   (ii) Queen mother
   (iii) Ritualists
   (iv) Army chief
   (v) Land chief
3. a) Define the term civilisation.
   b) Briefly list down the components of civilisation.
4. a) Give at list six causes of famines in pre-colonial Rwanda.
   b) State the consequences of famines in pre-colonial Rwanda.
5. Discuss the role of the army in ancient Rwanda during civilisation.
6. List down the duties of clients and patrons during *Ubuhake* in pre-colonial Rwanda.
7. As a student of History, explain what you can do to preserve the Rwandan traditional culture.

Answers to Revision questions

1. • Crop farming
   • Cattle keeping

- Art
- Pottery
- Bee keeping
- Hunting
- Commerce/trade (barter trade)

2.

The king

- The king was a supreme judge.
- He also power to wage war and conquest.
- He appointed and dismissed leaders.
- He administered justice in the kingdom.

The Queen mother

- She was the first chief advisor (counsellor) of the king.
- She guided the actions of the king.

Ritualists/*Abiru*

- They were officials of the kingdom in charge of *ubwiru*.
- They were guardians of the tradition and kept the secrets of the kingdom.
- They also advised and counselled the king.
- They kept the royal drum, *Kalinga*.
- They presided over inaugurations of a new king.

Army chief

- Recruiting fighters in the army
- Monitoring the Districts and report to the king
- Supplying the courts with certain items
- Supervising other District commanders to administer security
- Prepare the soldiers for war
- Commanding other soldiers on the battle and physically fighting the enemy
- Performing any other duty as assigned by the king

Land chief

- He was in charge of settling family and land disputes.
- He helped in the settlement of new inhabitants and distribution of land.
- He collected royalties and kept some for consumption.

3. a) **Civilisation** refers to a process by which a society reaches an advanced stage of social development and organisation.

   b) **Components of civilisation**
   - Improvement in art and architecture
   - Development of culture, without characteristics of barbarism
   - Advancement in technology
   - Following good religions
   - Having an organised trade/transportation
   - Having advanced system of communication such as writing/language

4. a)
   - Unbalanced rainfall
   - War
   - Prolonged drought
   - Poor timing of agricultural seasons
   - Pests and diseases

   b)
   - Death of people and animals
   - Depopulation
   - Migration of people
   - Poor feeding/malnutrition
   - Reduction of royalties and taxes

5.
   - Protecting the kingdom from enemies
   - Participating in battles
   - Conquering other places

6.

Duties of the client

- Cultivating the fields of the patron
- Looking after the cattle and ensuring that the milk was of good quality
- Repairing homesteads
- Guarding homes at night
- Providing liquor
- Building fences
- Escorting the patron to war

- Taking part in sorghum growing
- Acting as a messenger

Duties of the patron
- Protecting the client against those who were socially stronger than him and others likely to be enemies
- Assisting the client in court
- Redeeming the client

- Giving bull calves and milk
- Contributing to formation of a new herd

7.
- Studying it
- Teaching it to others
- Practising the good cultural practices
- Promoting unity of Rwandans

TOPIC AREA: **History of Rwanda**

SUB-TOPIC AREA: **History of Genocide**

UNIT 5: **Genocide and its features**

Number of lessons: Eight (8)

Unit 5

Genocide and its features

Refer to Learner's Book pages 53 – 60

Key unit competence

At the end of eight (8) lessons, the learner should be able to differentiate between genocide and other mass crimes.

Brief introduction

This unit, Genocide and its features, takes the learner through the definition and features of genocide. It enables the learner to differentiate between genocide and other mass crimes. A special attention has been given to the 1994 Genocide against the Tutsi. The learner is also reminded about the 1948 Convention and the International Criminal Tribunal for Rwanda (ICTR). The main sub-topics to be covered in this unit are:

- Genocide, its features and other mass crimes
- Genocide and other mass crimes
- The 1948 Conventions and other legal instruments

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Briefly explain the concept of genocide and its features. • Identify the differences between genocide, war crimes and other mass crimes.	• Compare genocide and other mass crimes in Africa. • Assess the features of genocide and other mass crimes. • Distinguish 1994 Genocide against the Tutsi from others mass crimes.	• Show concern pain of others and take action to relieve it. • Recognise genocide and other mass crimes and advocate for fighting against it.

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

Teaching/learning materials

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

Teaching/learning methods

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

Links to other subjects

You can link this unit to other subjects such as Social studies and general studies. The unit links well with subjects that deal with conflict transformation.

Assessment criteria

Learners should demonstrate the ability to differentiate between genocide and other mass crimes.

Cross-cutting issues

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

- Genocide studies; basically, the whole unit deals with genocide studies.
- Environment and sustainability; this is captured in a screen just before **Revision questions**.
- Peace and values education; talk about this when dealing with **Activity 5.6** and *Gacaca* courts.

Safety

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

Introduction to the unit

Genocide is the massive killing of innocent people basing on their tribe, race or religion with intensions of completely wiping them out. Examples of genocide are:

- The 1994 Genocide against the Tutsi
- The 1939-1945 Genocide against the Jews, Holocaust

This unit mainly deals with the 1994 Genocide against the Tutsi. It exposes the learners to the features of genocide and other mass crimes. The learners will get to know the differences between genocide and other mass crimes. It will inform the learners about the 1948 Convention in France and its terms.

Genocide and other mass crimes

Refer to Learner's Book page 54 – 57

> **Learning objectives**
>
> By the end of this sub-topic, the learner should learner should be able to:
>
> - Define genocide, war, war crime and mass crime
> - Explain the features of genocide (the 1994 Genocide against the Tutsi)
> - Explain the differences between genocide and other mass crimes

Preparation

In your preparation, you should read widely about genocide and other mass crimes. You should read about genocides that have been experienced long before the 1994 Genocide against the Tutsi such as the Holocaust in Germany.

Teaching/learning materials

In order to tackle this sub-topic well, you will need Senior 1 History Learner's Book, songs, poems, testimonies and stories.

Teaching/learning activities

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

- Let them do **Activity 5.1** and **Activity 5.2** in groups of five.
- Let them to individually do **Activity 5.3** and **Activity 5.5**.
- **Activity 5.4** should be done in pairs.
- Question 1 of **Activity 5.6** should be done by the whole class. Ask them the question and let them answer verbally in class, on learner at a time.

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

Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *fictitious, antagonism, perpetrators* and *massacre*. Let them spell, pronounce and use the word correctly in a sentence.

Notes for the teacher

Genocide is the massive killing of innocent people basing on their tribe, race or religion with intensions of completely wiping them out. Examples of genocide are 1994 Genocide against the Tutsi (in Rwanda) and the 1939-1945 genocide

against the Jews, also known as the Holocaust (in Germany).

War

This is a planned state of conflict, armed hostility, antagonism and military operations between societies, nations or states. An example of war is the Second World War of 1939 -1945.

War crime

This refers to the individual violation of laws and customs during a war. It includes punishing spies, killing hostages and deliberately destroying property. The people who do that are referred to as criminals of war.

Features of the 1994 genocide against the Tutsi

- *Massive killing and massacre of people*

During the genocide, many people were killed. Over one million people perished in only 100 days. The killings were spear-headed by the state organs and paramilitary (*Interahamwe* militia).

- *Extreme forms of violence against innocent people*

It involved rape, abduction and torture of the innocent Tutsi by the majority Hutus. It involved pounding babies in mortars, and confining and starving victims to death. It also involved burying victims alive,

maiming and shooting them to death.

- *Organised to eliminate the Tutsi*

The 1994 Genocide against the Tutsi was organised specifically to clear the Tutsi minority. The perpetrators killed the Tutsi elderly, men, women, youth and children. They went to the extent of cutting pregnant women to remove the foetus. They made sure that the foetus was dead. They also killed Hutu politicians opposed to the Genocide.

- *Isolation and lack of external interference*

During the genocide against the Tutsi, Rwanda was isolated by other countries and peace keeping agencies. For instance, there was a limited UN peace keeping force that was stationed in Rwanda. However, the UN Security Council ignored warnings of the impending massacre. The UN failed to empower the force, and did not issue a mandate to stop the genocide.

- *Role of state machinery*

The government innitiated, executed and coordinated the genocide. Government soldiers were involved. They encouraged the Hutus to perpetrate the genocide.

- *Popular participation*

Before and during the 1994 genocide against the Tutsi, the government

carried out a wide propaganda to involve all the Hutu to exterminate the minority Tutsi, many Hutu accepted, they were briefed, trained and equipped with everything to wipe out the Tutsi.

Differences between 1994 Genocide against the Tutsi and other mass crimes

The Holocaust was done behind closed doors. The 1994 Genocide against the Tutsi was done in front of the whole world. The United Nations understood and watched it happening. It never stepped forward to stop the genocide. This was something that UN regretted later.

During the genocide against the Tutsi, over one million people perished. This happened in a period of one hundred days. Over six million people perished in the Holocaust in Germany over a period of 6-7 years. In countries such as Sudan, the massacre took over ten years.

The genocide against the Tutsi was mainly a tribal affair. In some countries such as Nigeria and Bosnia, people have been killed because of religion.

The genocide against the Tutsi occurred at the time when Rwanda was politically corrupt. The country had just emerged from a civil war.

Nazi party in Germany was politically stable and fighting in World War I at the same time.

Further activities

Explain the feature of the 1994 Genocide against the Tutsi.

Answers to Further activities

(i) Massive killing and massacre of people; over one million people were killed.
(ii) There was rape, abduction and torture of innocent people.
(iii) Organised to clear the Tutsi minority; the intention was to wipe out the Tutsis.
(iv) Isolation and lack of external interference; during the genocide against the Tutsi, Rwanda was isolated by other countries and peace keeping agencies.
(v) Massive poverty; this was largely due to overreliance on external charity as a strategy of long term survival.
(vi) Role of state machinery; the government supported the genocide.

Follow-up activity

Find out, from elders in your Cell, how the perpetrators of the 1994 Genocide against the Tutsi have been dealt with by the government.

The 1948 Convention

Refer to Learner's Book pages 57 – 60

> **Learning objectives**
>
> By the end of this sub-topic, the learner should learner should be able to:
> *   Understand and appreciate the 1948 Convention
> *   State the terms of the 1948 Convention
> *   Explain the aims of the International Criminal Tribunal for Rwanda (ICTR)

Preparation

You should read widely about the 1948 Convention in France and the establishment of the ICTR. Having books or articles on the two, that is, the 1948 Convention and the ICTR can be an added advantage to you.

Teaching/learning materials

In order to tackle this sub-topic well, you will need Senior 1 History Learner's Book, songs, poems, testimonies, tactile maps, video and stories.

Teaching/learning activities

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

*   Let the learners do **Activity 5.7** in groups of five.
*   Organise a trip to one of the genocide memorial sites next to you. • During the trip, let the learners find out the causes and consequence of the 1994 genocide against the Tutsi. Encourage them to take notes.
*   Let them have a class discussion after the trip.

Notes for the teacher

This was a gathering of nations. It intended to prevent the occurrence of genocide or related acts in its member states. It was headed by the United Nations General Assembly.

The convention was signed in Paris on 9th December 1948. It was made effective on 12th January 1951.

During the 1948 convention, many terms were agreed upon.

Terms of the 1948 convention in France

*   The convention urged member states to prevent genocide and seriously punish anyone with the ideology.
*   The 1948 Convention legally defined genocide to include causing mental and bodily harm to a group of people. The definition also included the intent to destroy in whole or in part an ethnic or religious group.
*   It also stipulated that any act

of genocide, be it directly or indirectly, shall be punishable.

• It was agreed that persons charged with genocide shall be put to trial.

• Persons charged with genocide or any of the other acts associated with it, shall be tried by competent tribunal of the state in the territory of which the act was committed or by such international penal tribunal as may have jurisdiction with respect to those contracting parties which shall have accepted its jurisdiction.

• It was agreed that any disputes related to interpretation of genocide shall be solved by international courts of justice.

Despite the ratification of the 1948 convention, the UN did not prevent the genocide against the Tutsi. The United Nations was present in Rwanda during the genocide. The United Nations understood and watched it happening. It never stepped forward to save the innocent murdered Tutsi.

The Genocide against Tutsi could have been prevented. The rest of the world knew about it but did not want to get involved. The United States refused to send help, something that President Clinton regretted later.

A Statute of the International Criminal Tribunal for Rwanda (ICTR) was created after the 1994 Genocide against the Tutsi. It was created on 8th November 1994 and had a series of Resolutions. Among these resolutions, the Security Council condemned the systematic and widespread violations of international humanitarian law committed in Rwanda.

Aims of the ICTR

1. It was determined to put an end to crimes against humanity.

2. To take effective measures to bring to justice the persons who were responsible for the crimes. This was after determining that the situation in Rwanda constituted a threat to international peace and security.

3. It was also to contribute to the process of national reconciliation and to the restoration and maintenance of peace.

4. The tribunal was established for the purpose of prosecuting persons responsible for the 1994 Genocide against the Tutsi.

5. It was also to prosecute people involved in other violations of international humanitarian law committed in Rwanda.

The ICTR was also responsible for prosecuting people charged with other violations committed in the territory of neighbouring States, between 1st January 1994 and 31st December 1994.

The ICTR was later replaced by MICT (Mechanism for International Criminal Tribunal).

Further activity

• Identify the major aims of the International Criminal Tribunal for Rwanda (ICTR).

Answers to Further activity

(i) It was determined to put an end to crimes against humanity.

(ii) To take effective measures to bring to justice the persons who were responsible for the crimes. This was after determining that the situation in Rwanda constituted a threat to international peace and security.

(iii) It was also to contribute to the process of national reconciliation and to the restoration and maintenance of peace.

(iv) The tribunal was established for the purpose of prosecuting persons responsible for the 1994 Genocide against the Tutsi.

(v) It was also to prosecute people involved in other violations of international humanitarian law committed in Rwanda.

Diagnostic assessment

1. Explain the meanings of the following words:
    • Homicide
    • Suicide
    • Matricide
    • Patricide
    • Genocide

2. Explain the difference between war crime and mass crime.

Answers to Diagnostic assessment

1. **Homicide** means killing of one person by another.
   Suicide means the act of killing yourself intentionally.
   Matricide means the act of killing your own mother.
   Patricide means the act of killing your own father.
   Genocide is the massive killing of innocent people basing on their tribe, race or religion with intention of completely wiping them out.

2. **War crime** refers to the individual violation of laws and customs during a war. It includes punishing spies, killing hostages and deliberately destroying property. **Mass crime** refers to atrocities against many people such as rape, murder and genocide.

Revision questions

Refer to Learner's Book page 58

1. Define the term 'genocide'.
2. Describe the state of Rwanda during the 1994 Genocide against the Tutsi.
3. Explain how the government of national unity and reconciliation has attained development in the past two decades.
4. Distinguish between the 1994 Genocide against the Tutsi and other mass crimes.
5. Examine the effects of the 1994 Genocide against the Tutsi on Rwanda.

Answers to Revision questions

1. **Genocide** is the massive killing of innocent people basing on their tribe, race or religion with intention of completely wiping them out.

2. • Over one million Tutsis were killing within one hundred days.
   • Many Tutsi women were raped.
   • Houses belonging to Tutsis were set on fire.
   • Many Tutsis were maimed.
   • Many people ran other countries to seek asylum.

3. • It created *Abunzi* (mediation committees in 2006 to resolve conflicts through community participation.
   • It started *Girinka* programme (one cow per poor family).
   • It established the *Agaciro* Development Fund as a way of reducing foreign aid.
   • It started the *Ubudehe* (poverty eradication) programme.
   • It started *Kuremera* programme to solve the problem of unemployment especially among the youth.
   • It started *Umuganda* (National community service) to conserve the environment.
   • It established the *Gacaca* courts to bring to a consensus between the perpetrators and the victims of the1994 Genocide against the Tutsi.
   • It started the *Ndi Umunyarwanda* programme to bring a lasting peace, unity and reconciliation after the 1994 Genocide against the Tutsi.

4.

Genocide against the Tutsi	Other mass crimes
Over one million people were killed just within one hundred days.	Most people killed over a long period of time. For example over six million were killed in a period of over six years during the Holocaust.
The whole world was aware of it going on.	Some were done secretly that even the UN could not know immediately they started. For example the Darfur massacre and the Holocaust.
The main target of the perpetrators was the minority Tutsis.	In some cases, the general public was targeted, as was witnessed in the Democratic Republic of Congo.

5. Examine the effects of the 1994 Genocide against the Tutsi on Rwanda.
   - It depopulated Rwanda.
   - It led to Rwanda having many widows and orphans.
   - It led to economic challenges; the economy of the country became unstable for some time.
   - It led to death of many Tutsis.
   - Many people were displaced.

TOPIC AREA: **History of Africa**

SUB-TOPIC AREA: **History of ancient Africa**

UNIT 6: **Evolution of mankind**

No of lessons: Ten (10)

Unit 6 — Evolution of mankind

Refer to Learner's Book pages 62 – 70

Key unit competence

At the end of ten lessons, the learner should be able to analyse how mankind evolved, developed and settled in different parts of Africa.

Brief introduction

The unit on 'Evolution of mankind' takes the learner through various stages of evolution including Stone Age period. The unit exposes the learner to discoveries that were made during Stone Age period.

The main sub-topics to be covered in this unit are:
- Origin of mankind
- Evolution of man
- Stone age period
- Discoveries made in Stone Age period (old, middle and new stone age)
- Characteristics of hunter-gatherer societies

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the different theories of the origin of mankind. • Explain the development of man during the Stone Age periods.	• Describe early physical and cultural development of mankind from Palaeolithic era to the modern times in order to know our origin.	• Critique theories of the origin of mankind from the primate family into modern man. • Appreciate the importance of man's major developments during the Stone Age.

	• Evaluate different theories that have been put forward to explain the origin of mankind and test the validity of each theory. • Analyse how Africa was settled after new Stone Age. • Assess man's discoveries during Stone Age periods.	• Show respect for discoveries of mankind in Stone Age period.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

(c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions

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

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

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

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

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

Links to other subjects

This unit links well with evolution of man as taught in Biology , as well as migration as taught in Geography and Social Studies.

Assessment criteria

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

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

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

(iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic

discussed. See their level of lifelong learning from their responses to the questions.

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to analyse how mankind evolved, developed and settled in different parts of Africa.

Cross-cutting issues

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

- Environment and sustainability: Tell the learners that over the years, environment has offered shelter to mankind as is evident in this unit.
- Gender: According to creation theory, God created both male and female (Adam and Eve)

- Peace and values education: Through the whole process of evolution, human beings lived together and supporting each other.

Safety

During some lessons of this unit, learners may be required to visit some historical sites or museums. They may also be required to visit some historical sites. Ensure their safety during such activities.

Introduction to the unit

The origin of humankind is said to have undergone five distinctive stages that include the following:

- Australopithecus
- Homo habilis
- Homo erectus
- Homo sapiens
- Homo sapiens sapiens

Australopithecus lived between 3.9 and 3.0 million years ago. He retained the apelike face with a sloping forehead. He had a ridge over the eyes. He had flat nose, and a chinless lower jaw, and height, 3'6" and 5' tall. He was fully bipedal, and the thickness of his bones showed that he was quite strong. His built was similar to that of a human. The head and face were proportionately much larger. The remains of

Australopithecus were found in Kenya.

Homo habilis was also called *The Handy Man* because tools were found with his fossil remains. He existed between 2.4 and 1.5 million years ago. The brain shape shows evidence that some speech had developed. He was 5' tall and weighed about 100 pounds.

Homo erectus lived between 1.8 million and 300,000 years ago. Towards the end, his brain size was like that of modern human beings. He definitely could speak. Homo erectus developed tools, weapons and fire. He also learned to cook his own food. He travelled out of Africa into China and the southeast Asia. He developed clothing for northern climates. He turned to hunting for his food. Only his head and face differed from those of modern human beings.

Homo sapiens lived in Europe and in the Middle east between 150,000 and 35,000 years ago. His brain size averaged larger than modern human being. His head was shaped differently, longer and lower. His nose was large and extremely different from that of modern human beings in structure.

He was a massive man, about 5' 6" tall. He had a heavy skeleton that showed attachments for massive muscles. He was far stronger than modern human beings. His jaw was massive with a receding forehead like that of Homo erectus.

Homo sapiens appear to have been replaced by a new species called **Homo sapiens sapiens** (or modern man), who evolved in Africa and migrated widely in the world. This species is estimated to have come into existence about 200,000 years ago. Fossils of this species have been found in Omo River Valley, north of Lake Turkana, Singa in Sudan and Ngaloba in Tanzania. The brain of Homo sapiens sapiens resembled that of modern man. He was more advanced in speech and technology.

A number of sites excavated by popular archaeologists of the 20th Century points to this. Dr Leakey worked in the 1960s and 1970s at a site called Olduvai Gorge in Tanzania.

Archaeological evidence tells the fact that people in this era lived on scavenged meat. They also ate wild plants. In short, they practised hunting and gathering.

Dr Leakey's works discovered other sites around Lake Turkana in northern Kenya. The discoveries were largely similar to that of Olduvai Gorge.

Donald Johansson worked separately from Dr Leakey, a decade later in northern Ethiopia.

He found fossils that confirmed great

human presence in the region several thousand years before.

Over time, man spread beyond the few identified spots of originality. He spread to other places on the continent and beyond to other continents. This was influenced by climatic conditions as well as his search for food. Also, man spread while escaping from dangerous animals that ate him.

It also happened as a result of purposeless wondering where he kept on moving in any direction without any specific point to return to as man was wild too without ant elements of domestication.

Evolution of man

Refer to Learner's Book pages 65 – 66

Learning objectives
By the end of the sub-topic, the learner should be able to:
- Explain the different theories of the origin of mankind
- Evaluate different theories that have been put forward to explain the origin of mankind and test the validity of each theory.
- Critique theories of the origin of mankind from the primate family into modern man.

Preparation

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Organise a full class activity to **Activities 6.1** and **6.2**.
- Question 2 of Activity 6.1 should be done as a follow-up activity.
- Let them do **Activity 6.3** in groups of three, followed by a plenary discussion.

Activity 6.4 should be done in groups as a further activity.

- Resource person's input.
- Display pictures showing evolution of mankind.

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

New word

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

Notes for the teacher

Evolution of man

The evolution of man refers to the stages human beings went through in order to become the present day human beings. There are two theories that explain the evolution of man. These are:

- The creation theory (Biblical theory)
- The scientific theory

The creation theory/Biblical theory

This theory explains that humankind was created by God, according to Genesis 1 and 2. God moulded man from soil and later a woman from man's rib (Adam and Eve). The two were given responsibility to reproduce and fill the earth.

The scientific theory

The modern theory concerning the evolution of humankind has a different view. It proposes that humans and apes derived from an ape-like ancestor. The ape-like ancestor lived on earth a few million years ago.

The theory states that humankind emerged through a combination of environmental and genetic factors. Humankind emerged as a species to produce the variety of ethnicities seen today. It further states that modern apes evolved on a separate evolutionary pathway.

Perhaps the most famous proponent of evolution theory was Charles Darwin (1809-82). He authored *The Origin of Species* (1859) to describe his theory of evolution. Since then, humankind's origin has generally been explained from an evolutionary perspective.

Moreover, the theory of man's evolution has been and continues to be modified. New findings are discovered and revisions to the theory are adopted. Earlier concepts that have proven incorrect are discarded.

Further activity

Let the learners do **Activity 6.4** in groups as a further activity.

Follow-up activity

Let the learners do question 2 of **Activity 6.1** as a follow-up activity.

Stone age period/discoveries made in Stone age period

Refer to Learner's Book page 67 – 69

> **Learning objectives**
> By the end of the sub-topic, the learner should be able to:
> • Explain the development of man during the Stone Age period (old, middle and new).
> • Assess man's discoveries during Stone Age periods.
> • Appreciate the importance of man's major developments during the Stone Age.
> • Show respect for discoveries of mankind in Stone Age period.

Preparation

You need to adequately prepare by reading widely about Stone Age period and the discoveries made during that time. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
• Let the learners to individually do **Activity 6.5**.
• Questions and answers.

Notes for the teacher

Stone Age is a period that precedes History. It was the period when human beings did not know how to read and write.

Pre-history is made up of three periods:
• Early Stone Age (1,500,000-750,000 BC)
• Middle Stone Age (750,000-300,000 BC)
• Late Stone Age (300,000 -50,000 BC)

Archaeologists and historians have referred to this period as Stone Age Period. This is because major tools used at that time were made out of stones.

Early Stone Age period (Palaeolithic)

- During this period, man's activities were hunting and gathering food from forests.
- Man was living a wandering life and lived on trees.
- Man was shaping stones into double edged hand axe that was used in hunting.

The middle Stone Age period (Mesolithic)

- During this period, there was improved method of making shaped flakes from bigger stones. The flakes became tools for cutting meat, scraping skins and sharpening of weapons.
- Man learnt to bind together stones into wooden handles which was called hafting. They were able to make improved tools such as ropes and poisoned arrows for hunting.
- Man invented fire and used it for roasting meat, warming himself and scaring away wild animals.
- Man continued with food gathering, that is, collecting fruits, leaves, stems and roots.
- Man started keeping domestic animals like dogs, cats, goats, etc.

- Man started living in caves and forming small families.
- Man invented fishhooks and canoes.

Late Stone Age/Neolithic period

This is the period when human beings started making great changes. They improved their ways of life. It is characterised by the following:

- They started constructing small huts using grass, trees and skins.
- They settled in a permanent place and stopped wandering.
- They started putting on skins and woven clothes.
- They began farming in order to produce their own food. This constitutes a revolution known as a Neolithic revolution.
- They used fertilisers and storage facilities.
- They started living in villages and forming communities.
- They increased domestication of several domestic animals such as horses, cows, sheep and pigs.
- They started iron working and began using iron tools such as machetes, hoes and knives. They used less stone tools.
- They started using better tools for hunting such as spears, arrows and bows.
- They made rules and regulations to have law and order in the societies.

- They began to bury the dead in graves instead of leaving them to rot on the ground.
- They started exchanging items with other communities (trade).

Characteristics of hunter-gatherer societies

Refer to Learner's Book page 70

> **Learning objectives**
> By the end of the sub-topic, the learner should be able to describe the characteristics of hunter-gatherer societies.

Preparation

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Questions and answers
- Guide them to form small groups to discuss the challenges that early human beings faced in the quest for food.
- Resource person's input.

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

Notes for the teacher
- People lived by wandering from place to place. They moved from one place to another.
- People lived in groups or communities based on their lineages and clans.
- The major economic activities were hunting wild animals and gathering wild fruits for food.
- Informal education was administered from parents to children.
- Stone tools were mainly used for cutting meat and for protection.

- The societies had no laws to govern them because they lived a semi-permanent life.
- In these societies land was owned communally, not individually. Everyone had a right to settle where they wanted.
- Herbal medicine was used to treat wounds, coughs and diseases such as malaria.
- Intermarriages were common among people, but on consent of parents from both parties.
- The societies had no hierarchical social structure of administration.

Further activity

Guide the learners to form two groups to debate on this topic:

LIFE DURING STONE AGE WAS BETTER THAN MODERN LIFE

Follow-up activity

Organise a visit to a historical site and to a museum for learners to collect facts about the origin and development of humankind. Let them present their findings to the teacher/class after their return fro the site/museum.

Diagnostic assessment

1. Write down the main characteristics of Neolithic period.
2. State two main theories of evolution of mankind.

Answers to Diagnostic assessment

1. It is characterised by the following:
   - Human beings started constructing small huts using grass, trees and skins.
   - They settled in a permanent place and stopped wandering.
   - They started putting on skins and woven clothes.
   - They began farming in order to produce their own food. This constitutes a revolution known as a Neolithic revolution.
   - They used fertilisers and storage facilities.
   - They started living in villages and forming communities.
   - They increased domestication of several domestic animals such as horses, cows, sheep and pigs.
   - They started iron working and began using iron tools such as machetes, hoes and knives. They used less stone tools.
   - They started using better tools for hunting such as spears, arrows and bows.
   - They made rules and regulations to have law and order in the societies.

- They began to bury the dead in graves instead of leaving them to rot on the ground.
- They started exchanging items with other communities (trade).

2.
- Creation/Biblical theory
- Scientific theory

Revision questions

Refer to Learner's Book page 70

1. Discuss humankind's major discoveries in the Neolithic period.
2. Explain why Africa is called the cradle land of man.
3. Describe some developments of man during the middle stone age.
4. Explain the importance of fire to early man.
5. Differentiate between modern human beings and apes.

Answers to Revision questions

1.
- Human beings started constructing small huts using grass, trees and skins.
- They settled in a permanent place and stopped wandering.
- They started putting on skins and woven clothes.

- They began farming in order to produce their own food. This constitutes a revolution known as a Neolithic revolution.
- They used fertilisers and storage facilities.
- They started living in villages and forming communities.
- They increased domestication of several domestic animals such as horses, cows, sheep and pigs.
- They started iron working and began using iron tools such as machetes, hoes and knives. They used less stone tools.
- They started using better tools for hunting such as spears, arrows and bows.
- They made rules and regulations to have law and order in the societies.
- They began to bury the dead in graves instead of leaving them to rot on the ground.
- They started exchanging items with other communities (trade).

2. It is believed that the first man lived in Africa. The remains of the early man were found in Africa.

3.

- During this period, there was improved method of making shaped flakes from bigger stones. The flakes became tools for cutting meat, scraping skins and sharpening of weapons.
- Man learnt to bind together stones into wooden handles which was called hafting. They were able to make improved tools such as ropes and poisoned arrows for hunting.
- Man invented fire and used it for roasting meat, warming himself and scaring away wild animals.
- Man continued with food gathering, that is, collecting fruits, leaves, stems and roots.
- Man started keeping domestic animals like dogs, cats, goats, etc.
- Man started living in caves and forming small families.
- Man invented fishhooks and canoes.

4.

- Roasting meat
- Warming himself
- Scaring away wild animals

5.

Modern human beings	Apes
They have canines that do not project out from tooth row.	Their canines project out from tooth row.
They have thick tooth enamel.	They have thin tooth enamel.
They have cranial capacity which is over 1000cc.	They have cranial capacity which is averagely.

TOPIC AREA: History of Africa

SUB-TOPIC AREA: History of ancient Africa

Unit 7: Egyptian civilisation

No of lessons: Ten (10)

Unit 7 Egyptian civilisation

Refer to Learner's Book pages 71 – 80

Key unit competence

At the end of ten lessons, the learner should be able to explain the elements and the importance of early Egyptian civilisation.

Brief introduction

The unit on 'Egyptian civilisation' takes the learner through the Egyptian civilisation, one of the world's earliest civilisations. The unit exposes the learner to some elements and contribution of Egyptian civilisation.

The main sub-topics to be covered in this unit are:
- Origin and elements of Egyptian civilisation
- Contributions of Egyptian civilisation to the modern world
- Influence of Egyptian religious beliefs on ancient Egypt

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the origin of Egyptian civilisation. • Explain the major elements of Egyptian civilisation. • Explain the importance of Egyptian civilisation to the modern world. • Identify the ways in which religious beliefs shaped the lives of ancient Egyptians.	• Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilisation. • Assess major elements of Egyptian civilisation and other civilisations and evaluate their contribution to the modern world.	• Appreciate the importance of Egyptian civilisation to the modern world • Balance the major elements of Egyptian civilisation and other civilisations.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

(f) Research skills: This is being resourceful in finding answers

to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with Geography and irrigation in Geography

Assessment criteria

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

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

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

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain some aspects of the ancient Egyptian civilisation.

Cross-cutting issues

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

• Financial education: Highlight

this when talking about the expansion of Egypt's economy through trade.

- Standardisation culture: Remind the learners that Egyptians developed the mathematical concepts (addition, subtraction, multiplication and division) which are used worldwide.

Safety

During some lessons of this unit, learners may be required to move outside the classroom to carry out observatory activities. Ensure their safety during such activities.

Introduction to the unit

The roots of Egyptian civilisation go back more than 6,000 years. The roots start from the beginning of settled life along the banks of River Nile. The country has an unusual geographical and cultural unity. That has given the Egyptian people a strong sense of identity. It has also given them pride in their heritage as descendants of humankind's earliest civilised community.

Certain events have been crucial to the development of Egyptian society and culture. One of these was the unification of the Upper Egypt and Lower Egypt. This happened sometimes in the third millennium BC.

Emphasise to the learners that

civilisation in Egypt started long time ago, before it spread to most parts of the world.

Origin and elements of Egyptian civilisation

Refer to Learner's Book pages 71 – 76

Learning objectives
By the end of the sub-topic, the learner should be able to:
- Explain the origin of Egyptian civilisation
- Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilisation
- Appreciate the importance of Egyptian civilisation to the modern world

Preparation
You need to adequately prepare by reading widely about the Egyptian civilisation. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures and maps should be used during the lessons.

Teaching/learning materials
During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille

materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do **Activity 7.1**.
- Let them do **Activity 4.2** in groups of three, followed by a plenary discussion.
- Display map(s) showing extents of Old, Middle and New kingdoms.

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

New words

Guide the learners to learn the meanings of the words *legendry, antiquity and sculpted*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

The ancient Egyptians regarded this event as the most important in their history. It was compared to the 'first time', or the creation of the universe. With the unification of the 'two lands' by the legendary King Menes, the glorious Pharaonic age began. Power was centralised in the hands of a god-king, and thus, Egypt became the first organised society.

Elements of Egyptian civilisation

The following were some of the elements of Egyptian civilisation.

- The ancient Egyptians were the first people of antiquity to believe in life after death.
- They were the first to build using stones and to fashion the arch using stones and bricks.
- The Egyptians had developed a system of writing. This happened even before the unification of the two lands.
- They were accomplished sailors and ship builders.
- They learned to chart the heavens in order to predict the Nile floods.
- Their physicians prescribed healing remedies and performed surgical operations.
- They sculpted in stone. They also decorated the walls of their tombs with naturalistic murals in vibrant colours.

The legacy of the ancient Egypt is written in stone across the face of the country. It starts from the pyramids of Upper Egypt. It goes up to the rock tombs in the Valley of the Kings. It extends to the old kingdom temples of Luxor and Karnak. It continues to the Ptolemaic temples of Edfu and Dendera and to the Roman temple. It ends at Isis on Philae Island.

The Egyptian civilisation history happened in a series of stable periods known as:
- The Old kingdom (2780-223 BC)
- The Middle kingdom (2130-1600 BC)
- The New Kingdom (1500-1200 BC)

The civilisation was separated by periods of relative instability known as intermediate periods.

The Old Kingdom (2780-223 BC)

Egypt had two states, Upper Egypt and Lower Egypt. These states had different rulers. King Menes united the two states with the capital at Memphis.

During the time of Old Kingdom, civilisation of Egypt took a step ahead. The three great pyramids were built as the tombs of Great Kings. The pyramids were built at places such as Giza and Khufu. It took more than 20 years to build them.

The Middle Kingdom (2130-1600 BC)

During this period, there was a lot of confusion, hate and jealousy. All this was because of the power of the pharaoh over the control of Egypt administration. This was experienced by a new line of pharaohs that took over the administration. They brought calm and unity. In this period, the pharaoh had less power, and was never buried in pyramids. The pharaoh lived a unique life than in the past.

The Middle Kingdom is notably known when Egypt was attacked and invaded. It was attacked and invaded by Hyksos from western Asia. They governed, ruled and controlled Egypt for more than 150 years. Prince Ahmose staged an uprising against the Hyksos, which consequently led to their defeat. They were pushed out of Egypt.

The New Kingdom (1500-1200 BC)

Just like other pharaohs, Ahmose continued with the line of duty that made Egypt expand. Egypt became richer too. It was during this reign that the Egyptian empire was established. Egypt expanded and brought Syria and Palestine under its control. This brought glory and a good image to Egyptians and beyond.

Egypt's economy improved drastically through trade. Its cities grew larger and borders extended in conquest wars.

Further activity

Explain the main elements of Egyptian civilisations

Answers to Further activity

- The ancient Egyptians were the first people of antiquity to believe in life after death.
- They were the first to build using stones and to fashion the arch using stones and bricks.
- The Egyptians had developed a system of writing. This happened even before the unification of the two lands.
- They were accomplished sailors and ship builders.
- They learned to chart the heavens in order to predict the Nile floods.
- Their physicians prescribed healing remedies and performed surgical operations.
- They sculpted in stone. They also decorated the walls of their tombs with naturalistic murals in vibrant colours.

Contributions of Egyptian civilisation to the modern world

Refer to Learner's Book page 76 – 78

Learning objectives

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

- Explain the importance of Egyptian civilisation to the modern world
- Explain the importance of Egyptian civilisation to the modern world

Preparation

You need to adequately prepare by reading widely about the contributions Egyptian civilisation to the modern world. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures and maps should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and

ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

• Let the learners to individually do **Activity 7.3**.

• Take the learners outside the classroom, but within the school compound. Let them do **Activity 7.4** in groups of three, followed by a plenary discussion.

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

Notes for the teacher

(i)   Hieroglyphics

This was the earliest Egyptians type of writing where pictures, symbols and signs were used to represent ideas. It was later copied by other countries to come up with modern writing.

(ii)   Mummification

This was the conservation of the dead bodies. The Egyptians believed in life after death, and took great care to burry their dead. The pharaohs and some nobles had their bodies preserved. This has prevailed to date.

(iii) Medicine

Egyptians contributed so much in field of medicine. They were the first specialist eye doctors, dentists, veterinary doctors and surgeon doctors.

(iv) Paper

Egyptians invented paper and books from papyrus. This led to introduction of paper and books for record keeping.

(v)   Calendar

Egyptians were the first people to devise the means of counting days in a week, month and year. It is this that led to the introduction of modern calendar.

(vi) Irrigation

Egyptians had the system of irrigation called *Shadoofs* and *Sakias*. They also had the system of digging canals. The canals were for the distribution of water in fields hence giving rise to modern irrigation.

(vii) Mathematics

Egyptians were people remembered to be so good in Mathematics. They developed modern mathematical concepts such as fractions, addition, multiplication, division and subtraction. These concepts are still being used.

(viii) Architecture

Egyptians were excellent builders using stones. They built the great pyramids, temples and tombs. These styles are still applied in modern society.

(ix) Science

Egyptians made an important contribution to the science of astronomy. This practice was copied and is used in modern societies.

(x) Art

Egyptians were specialists in arts. They had coloured paintings to adorn the sides of monuments, walls of temples, palaces and tombs. This gave rise to modern art and craft.

(xi) Technology

Egyptians had developed a glassy material known as Faience. Faience is believed to have contributed to modern technology of making glasses.

Further activity

Group the learners then ask them to discuss the importance of Egyptian to the modern world.

Influence of Egyptians religious beliefs on ancient Egypt

Refer to Learner's Book pages 78 – 80

Learning objectives

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

- Identify the ways in which religious beliefs shaped the lives of ancient Egyptians
- Explain the importance of religion to the modern world

Preparation

You need to adequately prepare by reading widely about the influence of Egyptians religious beliefs on ancient Egypt. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures and maps should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do question 1 of **Activity 7.5**.
- Guide them to form small groups to discuss question 2 of **Activity 7.5.** This should be followed by a plenary discussion.

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

Notes for the teacher

The Egyptians were very religious. Religion was part and parcel of their life. They had a clear idea of the life after death.

Egyptians worshipped many gods. Every village, town and district had at least one god. The Egyptian gods exceeded three thousands. The most important ones included:
(i)   Sun-god (Ra).
(ii) The god of the Nile and judge of the dead (Osiris)
(iii) The wife of Osiris (Isis)

Religion acted as a unifying factor to all the Egyptians under the same umbrella of civilisation. They became strong believers in religion, a thing that laid a foundation of the Egyptian culture.

Religious beliefs also promoted political stability of the Egyptians. They believed in their leaders (pharaohs) as having divine powers. The pharaohs were also religious leaders.

Religious beliefs promoted a sense of discipline and respect as a social norm among the Egyptians. They had it in mind that the gods would punish them in case of indiscipline. They also believed that the gods would reward you in case you appeased them. The Egyptians appeased their gods by doing good deeds and offering sacrifice.

Religious beliefs also influenced Egyptians' economic activities such as agriculture. There was a god for better harvests for their crops.

The Egyptians had their god for the Nile. They believed that this god protected them against floods.

Further activity

Mention any six Egyptian gods that you know

Answers to Further activity

Horus, Set, Thoth, Isis, Osiris, Anubis, Ptah, Amon, Ra, Sobek, Hathor and Khnum

Follow-up activity

Use internet to find more about Egyptian civilisation. Write the addresses/links of the sites where you got the information from.

Diagnostic assessment
1.   Write the name of the Egyptian king who united Upper and Lower Egypt

2. Explain how religious beliefs promoted Egyptian political stability.

Answers to Diagnostic assessment

1. King Menes
2. Egyptians believed that their leaders (pharaohs) had divine powers, so they respected the. The pharaohs were also religious leaders.

Revision questions

Refer to Learner's Book page 80

1. Explain why River Nile is considered as the lifeline of Egypt.
2. State the use of papyrus in ancient Egypt.
3. Explain ways through which ancient Egypt contributed to the civilisation of modern world.
4. (a) Name the three main kingdoms of Egypt.
   (b) State the events that took place in those kingdoms during ancient Egyptian civilisation.
5. (a) State the name given to Egyptian type of writing.
   (b) Give its contribution to modern civilisation.
6. a) Define the term 'irrigation'.
   (b) Give reasons why it was important during Egyptian civilisation.

Answers to Revision questions

1. Egypt depends heavily on River Nile for irrigation.
2. Papyrus was used for making papers.
3.

- Hieroglyphics, that is, using symbols and pictures to communicate, led to modern writing.
- Mummification led to preservation of dead bodies.
- Egyptians contributed so much in field of medicine. They were the first specialist eye doctors, dentists, veterinary doctors and surgeon doctors.
- Egyptians invented paper and books from papyrus. This led to introduction of paper and books for record keeping.
- Egyptians were the first people to devise the means of counting days in a week, month and year. It is this that led to the introduction of modern calendar.
- Egyptians had the system of irrigation called *Shadoofs* and *Sakias*. They also had the system of digging canals. The canals were for the distribution of water in fields hence giving rise to

modern irrigation.

- They developed modern mathematical concepts such as fractions, addition, multiplication, division and subtraction.
- Egyptians were excellent builders using stones. They built the great pyramids, temples and tombs. These styles are still applied in modern society.
- Egyptians made an important contribution to the science of astronomy. This practice was copied and is used in modern societies.
- They gave rise to modern art and craft.
- Egyptians had developed a glassy material known as Faience. Faience is believed to have contributed to modern technology of making glasses.

4.a)

- Old Kingdom
- Middle Kingdom
- New Kingdom

4.b)

Old Kingdom

- King Menes united Upper Egypt and Lower Egypt

- Three great pyramids were built

Middle Kingdom

- There was poor administration by former pharaoh.
- New pharaohs brought calm and unity.
- The new pharaohs had less power.
- Egypt was attacked and invaded by the Hyksos.
- Hyksos controlled Egypt for more than 150 years.
- Prince Ahmose defeated the Hyksos and pushed them out of Egypt.

New Kingdom

- Prince Ahmose expanded Egyptian empire.
- Egypt's economy improved.

5. (a) Hieroglyphics
   (b) It has contributed to modern way of writing.

6. a) Irrigation refers to artificial application of water to land or soil for cultivation of crops.

   (b)
- It helped them to grow crops.
- It contributed to Egypt's fame worldwide.

TOPIC AREA: **History of Africa**

SUB-TOPIC AREA: **History of ancient Africa**

UNIT 8:   **Trans-Saharan Trade**

Number of lessons: Ten (10)

Trans-Saharan Trade

Refer to Learner's Book pages 81 – 91

Key unit competence

At the end of ten (10) lessons, the learner should be able to identify factors that led to the development and decline of Trans-Saharan Trade.

Brief introduction

The unit on 'Trans-Saharan Trade' takes the learner through the trade which was carried out between North African Berbers and the West African Negroes across the Saharan desert. The unit enables the learner to understand a brief history of the Trans-Saharan Trade including reasons behind its rise and fall.

The main sub-topics to be covered in this unit are:
- Reasons for the growth and development of Trans-Saharan Trade (rise)
- Organisation of Trans-Saharan Trade
- Problems faced by traders during the Trans-Saharan Trade
- Effects of the Trans-Saharan Trade
- Factors for the decline of the Trans-Saharan Trade

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Identify the factors for the rise and expansion of Trans-Saharan Trade. • Explain the organisation of Trans-Saharan Trade.	• Examine the factors for rise and organisation of Trans-Saharan Trade. • Evaluate the effects of Trans-Saharan Trade and judge their influence.	• Appreciate the factors for the rise and organisation of the Trans-Saharan Trade. • Appreciate the effects and problems of Trans-Saharan Trade.

• Identify the effects and problems faced during Trans-Saharan Trade. • Explain reasons for the decline of Trans-Saharan Trade.	• Carry out an investigation on the reasons for its decline.	• Show concern the reasons for the decline of Trans-Saharan Trade. • Acquire the spirit of hardworking.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, documents on Trans-Saharan Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

(d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written

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

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

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

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

Links to other subjects

This unit basically deals with trade. That links it well with trade and exchange as taught in Economics and Entrepreneurship.

Assessment criteria

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

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

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

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

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

(v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will

have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the rise, organisation, effects and decline of Trans-Saharan Trade.

Cross-cutting issues

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

- Financial education: This unit is basically about trade. Try to emphasise on financial education when tackling growth and development of Trans-Saharan Trade, as well as the activities in this unit.
- Standardisation culture: This is clearly stated in a screen just before **Activity 8.5**. Emphasise on, "The Rwandan government is emphasising standardisation culture or quality principles. This is to ensure that its citizens get the best quality products for a worthy cost. This helps to overcome problems like those experienced during the Trans-Saharan Trade. During that time, people gave much for less. For example, beads for gold, and a gun for hundreds of people (slaves)."

The last screen, just before Revision exercise, also brings out this cross-cutting issue. It says, "Trade is conducted for purposes of profits. When profits are well managed through savings and investments, it creates positive socio-economic changes on society. It changes people's standards of living, increasing savings and reducing dependency ratios."

- Gender: Remind the learners that trade is always conducted by both men and women.
- Peace and values education: Tell the learners that peace that prevailed during the Trans-Saharan Trade, enabled people to conduct business. Trade cannot thrive where there is no peace.
- Emphasise Environment and sustainability: Cross-cutting issue. Explain to the learners that the growing awareness of the impact of the human race on the environment has led to recognition of the need to ensure our young people understand the importance of sustainability as they grow up and become responsible for the world around them. They should therefore avoid businesses that shall end up putting their societies and the nation in danger.

Safety

During some lessons of this unit, learners may be required to visit

trading centres. Ensure there safety during such visits. Help them cross the roads, talk politely to business owners, and take any necessary step to ensure that they are safe.

Introduction to the unit

Trans-Saharan Trade was carried out between North African Berbers and the West African Negroes. It was carried out across the Sahara Desert. Some historians suggested that the trade might have begun in the 2nd century.

Let the learners understand the emergence, organisation, effects, growth and development of the Trans-Saharan Trade. They should understand that this trade was successful at some point then, later on, it declined. Let learners understand the reasons that led to the decline of Trans-Saharan Trade.

Rise and organisation of Trans-Saharan Trade

Refer to Learner's Book pages 81 – 88

Remember that this sub-topic also deals with participants, items, routes, means of transport, and problems faced during the Trans-Saharan Trade.

Learning objectives

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

- Understand and explain the reasons that led to the rise of Trans-Saharan Trade
- Describe the participants, items, routes and means of transport during Trans-Saharan Trade
- Explain the problem faced during Trans-Saharan Trade

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, map, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do questions 1 and 2 of **Activity 8.1**. Question 3 of the same activity can be done in groups. Guide them to form groups of five. They can do research on the internet to tackle question 3. Form groups then guide the learners to do **Activity 8.2**.

- Organise a visit to a nearby trading centre. Let the learners take time tackle questions in **Activities 8.3** and **8.4** during the visit.

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

New word

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

Notes for the teacher

Reasons for the rise and development Trans-Saharan Trade

(i) Introduction of Camels

The introduction of camels greatly helped in its improvement, especially in the means of transport. In addition to the above, the camels could also carry large amounts of goods. They could also take long without drinking water.

(ii) Emergence of West African empires

Some of such important empires included Mali, Ghana and Songhai. The existence of such empires assured the traders of security. It also encouraged more people to join the trade.

(iii) The conquest of North Africa by the Arabs

This forced the Berbers to migrate southwards. They finally reached West Africa. That marked the beginning of the trade. Furthermore, they introduced a common language (Arabic). This encouraged the coming of more Arabs who participated in the trade thereby developing it.

(iv) The spread of Islamic religion in West Africa

With the spread of Islam in West Africa, Muslim traders felt secure to carry out trade. Islam acted as a uniting factor. Islam

also increased trade in Islamic books and Arabic textiles.

(v) The extension of trade southwards to the forest region

The trade grew because of the high profits which were involved. This attracted many more people to join

(vi) Re-production of different commodities by West and North Africa

This led to the need of exchanging goods produced in the two regions. It eventually led to the development of the trade.

(vii) The presence of the Tuaregs and Berbers

The Tuaregs of the desert maintained wells and guided trade.

(viii) High profits

The trade grew because of the high profits that were involved. This attracted many more people to join.

(ix) Absence of natural barriers

There were no natural barriers such as lakes and mountains between North Africa and West Africa. This made movement of goods and people easy.

(x) Slave trade

The Arab Muslims in the north could not enslave fellow Muslims. They had to go to West Africa where many were not Muslims. This led to the growth of the trade.

The Organisation of Trans-Saharan Trade
1. Participants

The groups of people which were involved in the trade included the following:

The Berbers

These were the people of North Africa. They played the following roles:
- Controlling the trade
- Providing capital
- Organising the caravans across the desert
- Employing the Tuaregs who acted as guides

The Tuaregs

These were the people of the Sahara Desert. They played the following roles in the trade:
- Providing water for the caravans
- Providing food for the caravans
- Acting as guides to the caravans across the desert
- Providing labour in the salt mines

The Negroes

These were the people of West Africa. They played the following roles:
- Owning the gold mines
- Providing agricultural products
- Working as slave raiders
- Providing security to the traders in West Africa

- Acting as a market to European products

Europeans and Arabs

They brought goods from Europe and Asia to North Africa. They exchanged these goods with West African products.

2. Items or goods traded in Trans-Saharan Trade

The major products which were involved were in two forms:
- Goods from North Africa to West Africa
- Goods from West Africa to North Africa

Goods from North Africa to West Africa included weapons, clothes, beads, medicine and salt.

Goods from West Africa to North Africa included the following:
- Gold
- Ivory
- Silver
- Skins and hides
- Food stuffs
- Slaves
- Kola nuts
- Ostrich feathers

They initially practised barter trade. Later, they introduced cowrie shells as a medium of exchange. Barter trade proved to be inconvenient and unreliable.

3. Trade routes used during the trade

There were four major routes. These were:
- The western route from Fez to Sigilimasi, Taghaza and ended in Timbuktu
- The central route from Ghadames up to Kano in the south
- The eastern route from Tripoli to Bilma up to Lake Chad in the south
- The route from Egypt to the western parts of Africa. However, this was not commonly used.

4. Means of transport during Trans-Saharan Trade

At the beginning, traders used to move on foot while carrying out trade (head portage). Later in the 4th century, camels were introduced and eased means of transport. This greatly increased the volume of trade. Camels were suitable for desert conditions in addition to carrying heavier load.

5. Problems faced by the traders during the Trans-Saharan Trade

Any trader may face challenges during trade. The traders you visited and talked to must have confirmed this to you. Traders who participated in the Trans-Saharan Trade faced

some challenges. The challenges have been discussed below.

(i) Language barrier: The traders could not communicate easily while transacting. So, they used signs and gestures. The use of signs and gestures was not very effective.

(ii) Long distance: It could take 2-3 months to travel from North Africa to West Africa and coming back.

(iii) Water shortage: Oases were few and far, and located far apart. They could sometimes dry up.

(iv) Sand storms: Strong desert winds disturbed the traders.

(v) Inadequate weights and measures: This made it difficult to determine the weights of goods in order to find their value.

(vi) Barter trade: It had challenges such as transportation means, storage facilities and determination of values of goods.

(vii) Locating routes: The traders also faced a problem of locating routes that they were to follow. This was because they did not have compasses to use.

(viii) Harsh climate: The problem of the harsh climate also disrupted the trade activities. It was extremely hot during the day and very cold during the night.

(ix) Inadequate facilities: Storage facilities were inadequate. Some of the goods could get spoilt, especially agricultural goods.

(x) Heavy goods: Some of the goods they carried were very heavy and transporting such goods became difficult.

(xi) Heavy taxes imposed on the traders also limited the traders' profits.

(xii) Civil wars also put the lives of the traders at a big risk. Some could get killed while crossing such areas.

(xiii) Dishonest traders could disappear without paying or supplying goods agreed upon.

(xiv) High way robbers could steal the goods from the traders or even kill them.

(xv) Wild animals such as hyenas, snakes, lions and leopards scared and on some occasions killed the traders.

Further activities

Identify the role played by the following people during Trans-Saharan Trade:
(a) The Berbers
(b) The Tuaregs
(c) The Negroes

Answers to further activities

(a) The Berbers
   • Controlling the trade
   • Providing capital
   • Organising the caravans across the desert

- Employing the Tuaregs who acted as guides

(b) The Tuaregs
- Providing water for the caravans
- Providing food for the caravans
- Acting as guides to the caravans across the desert
- Providing labour in the salt mines

(c) The Negroes
- Owning the gold mines
- Providing agricultural products
- Working as slave raiders
- Providing security to the traders in West Africa
- Acting as a market to European products

Follow-up activity

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

Effects of Trans-Saharan Trade

Refer to Learner's Book pages 88 – 89

Learning objectives

By the end of this sub-topic, the learner should be able to describe the effects of Trans-Saharan Trade.

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, map, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Guide the learners to form groups of not more than six. Let them discuss **Activity 8.5** then present their findings during plenary discussion.
- You can also lead a question and answer session.

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

Notes for the teacher

Effects of the Trans–Saharan Trade

The market you visited above serve similar importance like the Trans-Saharan Trade. Both provide employment opportunities and foster economic development in terms of taxes.

The effects Trans-Saharan Trade were:

- The trade led to the exploitation of African resources such as minerals, ivory and agriculture products. That led to their exhaustion.
- It led to the introduction of new commodities in West Africa such as beads, clothes and guns.
- It led to the development of many trading centres/towns that grew into big cities. Such centres were Tripoli, Fez, and Timbuktu.
- It led to the development of trade routes that have become permanent roads till today.
- The trade also provided employment opportunities to many people such as guides, guards and porters. It improved their standards of living.
- Many people who participated in the trade became rich. For instance, kings of West Africa and the Arabs.
- The trade also created a lot of suffering to the Africans. Most of them were taken into slavery.
- It also led to depopulation of many areas due to slavery.
- It led to the introduction of Islam into West Africa. This was due to the participation of many Arabs in the trade.
- It led to intermarriages between the Arabs and the Africans. This gave rise to a new race of coloured Africans.
- It led to the spread of Islamic education. For example, Islamic universities were established in Mali and Songhai.
- The trade also brought many Arabs into West Africa. These Arabs settled there permanently.
- The trade also created a lot of insecurity as guns were brought in big numbers.
- It also brought Islamic architecture into West Africa. Most of the buildings resembled those of the Islamic world.
- It introduced camels into North and West Africa. The camels were the major means of transport.
- It led to the decline of local industries because of the introduction of cheap foreign goods.
- The trade led to the rise and expansion of empires such as Ghana, Mali, and Songhai. This

was because the empires got a lot of wealth in form of taxes from the trade.

- The Arabic culture including language, dressing and cooking was introduced.
- The trade created a permanent relationship between North and West Africa, and the Arab world.
- It led to the European colonisation of Africa because European powers wanted to stop slave trade.

Further activities

Highlight the positive effects of Trans–Saharan trade

Answers to Further activities

- It led to the introduction of new commodities in West Africa such as beads, clothes and guns.
- It led to the development of many trading centres/towns that grew into big cities. Such centres were Tripoli, Fez, and Timbuktu.
- It led to the development of trade routes that have become permanent roads till today.
- The trade also provided employment opportunities to many people such as guides, guards and porters. It improved their standards of living.
- Many people who participated in the trade became rich. For instance, kings of West Africa and the Arabs.

- It led to the introduction of Islam into West Africa. This was due to the participation of many Arabs in the trade.
- It led to intermarriages between the Arabs and the Africans. This gave rise to a new race of coloured Africans.
- It led to the spread of Islamic education. For example, Islamic universities were established in Mali and Songhai.
- The trade also brought many Arabs into West Africa. These Arabs settled there permanently.
- It also brought Islamic architecture into West Africa. Most of the buildings resembled those of the Islamic world.
- It introduced camels into North and West Africa. The camels were the major means of transport.
- The trade led to the rise and expansion of empires such as Ghana, Mali, and Songhai. This was because the empires got a lot of wealth in form of taxes from the trade.
- The Arabic culture including language, dressing and cooking was introduced.
- The trade created a permanent relationship between North and West Africa, and the Arab world.
- It led to the European colonisation of Africa because

European powers wanted to stop slave trade.

Follow-up activity

Write an essay on negative effects of Trans-Saharan Trade.

Reasons for the decline of Trans-Saharan Trade

Refer to Learner's Book page 90 – 91

Learning objectives

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

- Explain the reasons that led to the decline of Trans-Saharan Trade.
- Acquire the spirit of hardworking.

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, map, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do question 1 of **Activity 8.6**.
- Guide the learners to form groups and discuss question 2 of **Activity 8.6**.
- Guide the learners as per their groups to present their findings during plenary discussion.

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

Notes for the teacher

Trans-Saharan Trade declined due to the following factors:

- Slave trade was abolished and thus Trans-Saharan Trade could not continue. Slaves were an important item of the trade.
- The introduction of cheap European goods made the African goods to lose market. This led to the decline of Trans-Saharan Trade.

- Increasing insecurity along the trade routes also discouraged the traders leading to its decline.
- The trade declined because of the discovery of gold in other parts of the world. For example, the discovery of gold in America.
- It also declined due to the constant shortage of water. Most oases dried up.
- The death of important kings led to the decline of the trade. Such kings included Mansa Musa and Askia Mohammed.
- The trade declined because of the downfall of some West African empires. Such empires included Mali, Songhai, and Ghana.
- The rise and development of Trans-Atlantic Slave Trade led to the decline of Trans-Saharan Trade. Trans-Atlantic Slave Trade was more profitable than Trans-Saharan Trade.
- The trade also declined because of high taxation imposed on the traders in West Africa. High taxation reduced their profits.
- The discovery of the sea route through the Mediterranean Sea to West Africa also led to its decline.
- There was a shortage of raw materials such as gold and ivory. This led to the decline of Trans-Saharan Trade.

The colonisation of Africa by the European powers made these Europeans to become controllers of Africa. This led to the decline of Trans-Saharan Trade.

Further activities

Identify the main reasons that led to the decline of Trans-Saharan Trade.

Answers to Further activities

- The introduction of cheap European goods made the African goods to lose market. This led to the decline of Trans-Saharan Trade.
- Slave trade was abolished and thus Trans-Saharan Trade could not continue. Slaves were an important item of the trade.
- Increasing insecurity along the trade routes also discouraged the traders leading to its decline.
- It also declined due to the constant shortage of water. Most oases dried up.
- The rise and development of Trans-Atlantic Slave Trade led to the decline of Trans-Saharan Trade. Trans-Atlantic Slave Trade was more profitable than Trans-Saharan Trade.
- The discovery of the sea route through the Mediterranean Sea to West Africa also led to its decline.
- The colonisation of Africa by the European powers made these Europeans to become

controllers of Africa. This led to the decline of Trans-Saharan Trade.

Follow-up activity

Propose some of the steps that could have been taken to prevent the collapse of Trans-Saharan Trade.

Diagnostic assessment

1. Identify the items of trade that were from North Africa to North Africa.
2. State the major routes that were used during Trans-Saharan Trade.

Answers to Diagnostic assessment

1. Gold, ivory, silver, food stuffs, slaves, kola nuts, ostrich feathers, skins and hides.

2.
- The western route from Fez to Sigilimasi, Taghaza and ended in Timbuktu
- The central route from Ghadames up to Kano in the south
- The eastern route from Tripoli to Bilma up to Lake Chad in the south
- The route from Egypt to the western parts of Africa

Revision questions

Refer to Learner's Book page 91

1. Describe the organisation of Trans-Saharan Trade.

2. Examine the factors for the growth and development of Trans-Saharan Trade.
3. Highlight the challenges that the traders faced during the Trans-Saharan Trade.
4. Analyse the factors for the decline of Trans-Saharan Trade.
5. Discuss the effects of Trans-Saharan Trade.

Answers to Revision questions

1.

Participants

Trans-Saharan Trade had the following participants:

(a) The Berbers from North Africa. They played the following roles:
- Controlling the trade
- Providing capital
- Organising the caravans across the desert
- Employing the Tuaregs who acted as guides

(b) The Tuaregs who were the people of the Sahara Desert. They played the following roles:
- Providing water for the caravans
- Providing food for the caravans

- Acting as guides to the caravans across the desert
- Providing labour in the salt mines

(c) The Negroes who were the people of West Africa. They played the following roles:
- Owning the gold mines
- Providing agricultural products
- Working as slave raiders
- Providing security to the traders in West Africa
- Acting as a market to European products

(d) Europeans and Arabs brought goods from Europe and Asia to North Africa. They exchanged these goods with West African products.

Items or goods traded in Trans-Saharan Trade

Goods from North Africa to West Africa included weapons, clothes, beads, medicine and salt; while goods from West Africa to North Africa included gold, ivory, silver, food stuffs, slaves, kola nuts, ostrich feathers, skins and hides

Trade routes used during the trade

The major routes were:
- The western route from Fez to Sigilimasi, Taghaza and ended in Timbuktu

- The central route from Ghadames up to Kano in the south
- The eastern route from Tripoli to Bilma up to Lake Chad in the south
- The route from Egypt to the western parts of Africa

Means of transport during Trans-Saharan Trade

At the beginning, traders used to move on foot while carrying out trade (head portage). Later in the 4th century, camels were introduced and eased means of transport.

2.
(i) Introduction of Camels as a means of transport.
(ii) Emergence of West African empires such as Mali, Ghana and Songhai.
(iii) The conquest of North Africa by the Arabs encouraged the coming of more Arabs who participated in the trade thereby developing it.
(iv) The spread of Islamic religion in West Africa made Muslim traders feel secure to carry out trade.
(v) The extension of trade southwards to the forest region attracted many more people to join
(vi) High profits attracted many more people to join.

(vii) Slave trade. The Arab Muslims in the north could not enslave fellow Muslims. They had to go to West Africa where many were not Muslims. This led to the growth of the trade.

3.
- Language barrier
- Long distance
- Water shortage
- Sand storms
- Inadequate weights and measures
- Barter trade
- Locating routes
- Harsh climate
- Inadequate facilities
- Heavy goods
- Heavy taxes Civil wars
- Dishonest traders
- High way robbers
- Wild animals

4.
- Slave trade was abolished and thus Trans-Saharan Trade could not continue. Slaves were an important item of the trade.
- The introduction of cheap European goods made the African goods to lose market. This led to the decline of Trans-Saharan Trade.
- Increasing insecurity along the trade routes also discouraged the traders leading to its decline.
- The trade declined because of the discovery of gold in other parts of the world. For example, the discovery of gold in America.
- It also declined due to the constant shortage of water. Most oases dried up.
- The death of important kings led to the decline of the trade. Such kings included Mansa Musa and Askia Mohammed.
- The trade declined because of the downfall of some West African empires. Such empires included Mali, Songhai, and Ghana.
- The rise and development of Trans-Atlantic Slave Trade led to the decline of Trans-Saharan Trade. Trans-Atlantic Slave Trade was more profitable than Trans-Saharan Trade.
- The trade also declined because of high taxation imposed on the traders in West Africa. High taxation reduced their profits.
- The discovery of the sea route through the Mediterranean Sea to West Africa also led to its decline.
- There was a shortage of raw materials such as gold

and ivory. This led to the decline of Trans-Saharan Trade.

- The colonisation of Africa by the European powers made these Europeans to become controllers of Africa. This led to the decline of Trans-Saharan Trade.

5.

- The trade led to the exploitation of African resources such as minerals, ivory and agriculture products. That led to their exhaustion.
- It led to the introduction of new commodities in West Africa such as beads, clothes and guns.
- It led to the development of many trading centres/ towns that grew into big cities. Such centres were Tripoli, Fez, and Timbuktu.
- It led to the development of trade routes that have become permanent roads till today.
- The trade also provided employment opportunities to many people such as guides, guards and porters. It improved their standards of living.
- Many people who participated in the trade became rich. For instance,

kings of West Africa and the Arabs.

- The trade also created a lot of suffering to the Africans. Most of them were taken into slavery.
- It also led to depopulation of many areas due to slavery.
- It led to the introduction of Islam into West Africa. This was due to the participation of many Arabs in the trade.
- It led to intermarriages between the Arabs and the Africans. This gave rise to a new race of coloured Africans.
- It led to the spread of Islamic education. For example, Islamic universities were established in Mali and Songhai.
- The trade also brought many Arabs into West Africa. These Arabs settled there permanently.
- The trade also created a lot of insecurity as guns were brought in big numbers.
- It also brought Islamic architecture into West Africa. Most of the buildings resembled those of the Islamic world.
- It introduced camels into North and West Africa. The camels were the major means of transport.

- It led to the decline of local industries because of the introduction of cheap foreign goods.
- The trade led to the rise and expansion of empires such as Ghana, Mali, and Songhai. This was because the empires got a lot of wealth in form of taxes from the trade.
- The Arabic culture including language, dressing and cooking was introduced.
- The trade created a permanent relationship between North and West Africa, and the Arab world.

It led to the European colonisation of Africa because European powers wanted to stop slave trade.

TOPIC AREA: **History of Africa**

SUB-TOPIC AREA: **History of ancient Africa**

UNIT 9:   **Trans-Atlantic Slave Trade**

Number of lessons: Ten (10)

Unit 9 — Trans-Atlantic Slave Trade (Triangular trade)

Refer to Learner's Book pages 92 – 101

Key unit competence

At the end of ten (10) lessons, the learner should be able to analyse the origin, growth, organisation, effects and decline of Trans-Atlantic Slave Trade.

Brief introduction

The unit on 'Trans-Atlantic Slave Trade' takes the learner through the trade which was carried out across Atlantic Ocean. Trans-Atlantic Slave Trade was the trade which involved Europe, West Africa and the West Indies (America). This unit enables the learner to understand a brief history of the Trans-Atlantic Slave Trade including its origin, organisation and effects. It also informs the learner about the reasons behind its abolition.

The main sub-topics to be covered in this unit are:
*   Origin and growth of Trans-Atlantic Slave Trade
*   Organisation of Trans-Atlantic Slave Trade
*   Effects and problems of Trans-Atlantic Slave Trade
*   Reasons for the abolition of Trans-Atlantic Slave Trade

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Identify the factors for the rise and expansion of Trans-Atlantic Slave Trade.	• Examine the factors for rise and organisation of Trans-Atlantic Slave Trade and interpret it in the modern way.	• Understand what Trans-Atlantic Slave Trade is. • Appreciate the factors for the rise and organisation of the Trans-Atlantic Slave Trade.

• Explain the organisation of Trans-Atlantic Slave Trade. • Identify the effects and problems faced by trade participants during Trans-Atlantic Slave Trade. • Explain reasons for the decline of Trans-Atlantic Slave Trade. • Identify the reasons for the abolition of Trans-Atlantic Slave Trade.	• Evaluate the effects of Trans-Atlantic Slave Trade and judge their influence. • Carry out an investigation on the reasons for its decline. • Analyse the reasons for the abolition and the effects Trans-Atlantic Slave Trade.	• Appreciate the effects and problems of Trans-Atlantic Slave Trade. • Show concern for the reasons for the decline of Trans-Atlantic Slave Trade. • Acknowledge the reasons its abolition through abolitionists' movement. • Acquire the spirit of hardworking.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile materials, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

This unit basically deals with trade. That links it well with trade and exchange as taught in Economics and Entrepreneurship; and displacement of people and migration as taught in Geography.

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

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

(ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most

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

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the origin, growth, organisation, effects and decline of Trans-Atlantic Slave Trade.

Cross-cutting issues

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

- Financial education: This unit is basically about trade. Try to emphasise on financial education when tackling growth and development of Trans-Atlantic Slave Trade, as well as the activities in this unit.

  Standardisation culture: explain to the learners that the Rwandan government is emphasising standardisation culture or quality principles. This is why Rwandan franc is used as a medium of exchange. This helps to overcome problems of barter trade experienced during the Trans-Atlantic Slave Trade.

  Trade is conducted for purposes of profits. When profits are well managed through savings and investments, it creates positive socio-economic changes on society. It changes people's standards of living, increasing savings and reducing dependency ratios.

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

- Peace and values education: Tell the learners that peace that prevailed during the Trans-Atlantic Slave Trade, enabled people to conduct business. Trade cannot thrive where there is no peace.

- Emphasise Environment and sustainability: Cross-cutting issue. Explain to the learners that they should avoid businesses that shall end up putting their societies and the nation in danger.

Safety

During some lessons of this unit, learners may be required to visit trading centres. Ensure their safety during such visits. Help them cross the roads, talk politely to business owners, and take any necessary step to ensure that they are safe.

Introduction to the unit

The Trans-Atlantic Slave Trade was the trade which involved Europe, West Africa and the West Indies (America). It was also called the Triangular Trade. This was because the ships used made three stages in the course of their journey. That is, from Europe to West Africa, America then back to Europe. This made the shape of a triangle.

Origin, growth and organisation of Trans-Atlantic Slave Trade

Refer to Learner's Book pages 93 – 96

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

- Identify the factors for the rise and expansion of Trans-Atlantic Slave Trade.
- Explain the organisation of Trans-Atlantic Slave Trade.
- Examine the factors for rise and organisation of Trans-Atlantic Slave Trade and interpret it in the modern way.
- Understand what Trans-Atlantic Slave Trade is.
- Appreciate the factors for the rise and organisation of the Trans-Atlantic Slave Trade.

Preparation

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

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile materials, tactile maps

and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do **Activities 9.1** and **9.2**.
- Form groups then guide the learners to do **Activities 9.3** and **9.4**.
- You may organise a visit to a nearby trading centre for learners to do more research on the trading activities that are carried out there.

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

New word

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

Notes for the teacher

Origin of Trans-Atlantic Slave Trade

Slaves were still demanded by European countries even after the decline of Trans-Saharan Trade. This gave a boost to Trans-Atlantic Slave Trade. The origin of Trans-Atlantic Slave Trade can be traced to as early as 1441.

It started when Gonzalves, a Portuguese explorer in West Africa, took ten slaves to Portugal. He took them initially as missionary trainees, but later turned them to be slaves. The slaves looked energetic. This marked the beginning of Triangular Trade especially after the Portuguese had developed Port Elmina. Port Elmina was developed in 1482 to handle the trade.

Various European countries such as Britain, France, Spain, Dutch and Portugal scrambled for slaves. They scrambled for slaves from West Africa to America (New Found Lands) because of free labour.

European countries needed agricultural raw materials to feed their home industries. They would then bring their manufactured goods to West Africa. The goods included guns, salt, clothes, mirrors, shoes, tea and sugar.

Factors for the rise, growth and development of Trans-Atlantic Slave Trade

- *The Industrial Revolution in Europe:* Industrialists needed raw materials and market for their manufactured goods. The Europeans resorted to Africans for market. In return, they obtained slaves who were sold to European plantation owners in exchange for raw materials.

- *The discovery of America and West Indies by Spain in 1492:* The discovery of America and West Indies was one important factor. The subsequent occupation of these areas by other European countries was another factor. Both factors led to rise and growth of Trans-Atlantic slave trade.

- *The decline of Trans-Saharan Trade*: This led to the rise of Trans-Atlantic Slave Trade. There was a constant demand of slaves and commodities thereafter.

- *The introduction of armed conflicts in African politics:* This prompted the need to acquire European arms and ammunitions.

Other factors were:

- The trade was profitable to the Europeans and Africans who were involved in it. African chiefs and other participants got European goods which were of high value.

- There was a desire by African chiefs to get wealth and political power. This could be obtained through the acquisition of arms and maintain friendship with Europeans.

- There was the growth of new merchants in Europe as feudalism was declining. The new merchants of Europe wanted to accumulate a lot of wealth. This became a justification to participate in Triangular Slave Trade.

- There was development of consumer culture among the African chiefs. There was also the need for the European goods. These two needs encouraged the Africans to sell their fellow Africans into slavery.

- Slavery and slave trade were an old and accepted institution in Africa. Slave trade had existed for long even before trans-Atlantic Slave Trade. This was just the continuation. On the other hand, there was moral decay and social inequality in Europe. Political and social conditions in Europe were so poor. The Europeans were pre-occupied with their own affairs. They never noticed the evils of slave trade.

- There was increased demand for certain luxurious goods such as sugar, alcohol, clothes and mirrors. This demand led to rise

and growth of Trans-Atlantic slave trade.

- The winds and ocean currents helped to steer the European ships to America and Africa. These were the north-east trade winds and the north equatorial currents.
- Africans were considerably physically fit. They could withstand harsh climatic conditions in America compared to Europeans or Asians.
- The supply of firearms became a factor for the development of Triangular Trade. Africans wanted to acquire firearms to defend themselves against enemies and calm down internal wars.

Organisation of Trans-Atlantic Slave Trade

The triangular trade was linked, organised and conducted along the great triangle. The triangle linked three continents of Europe, Africa and America.

- **From Europe to Africa**: Ships would carry traders and manufactured goods such as guns, gunpowder, clothes, beads and utensils.
- **From Africa to America**: Africans would receive manufactured goods and in return give Europeans slaves. They also sold ivory, bee-wax, honey and tortoise shells.

Europeans would then head to America.

- **From America to Europe**: Slaves in America would grow cash crops such as cotton, coffee, tea, sugar cane and tobacco. They would also exploit minerals such as iron ore, copper, gold and diamond. These raw materials would be shipped to Europe to feed their home industries.

The European merchants did not go into the interior of Africa to capture slaves. The African chiefs, traders and wealthy people could take them to Europeans at a cost. Africans were enslaved in five ways. These were:

(a) Criminals were sold by chiefs as a punishment.

(b) Free Africans were captured in raids by African and European gangs.

(c) Domestic slaves were resold to Europeans.

(d) Prisoners of war and debtors who failed to pay would be sold.

(e) Porters who went carrying goods to the coast were normally kidnapped and sold into slavery.

Kings and chiefs carried out constant raids and slaves were bartered for the European goods. Later on, cowrie shells were introduced as money.

Slaves captured in the interior were made to match in caravans for long distances. Their arms and necks were tied to each other. Slaves had no sufficient water and food. Those who refused or failed to continue with the journey were killed. Some were tied on trees and left to be eaten by wild animals.

At the coast, slaves were inspected and branded then were taken to America. They were made to work in cotton, sugar cane, tobacco and tea plantations. They also worked in gold and silver mines.

Slaves worked for long hours with little food and rest. They suffered from physical weakness (fatigue), poor living conditions and harsh treatment. Most of them died.

The products of their labour were taken to feed the European industries. The industries made products which were again taken to West Africa for exchange of slaves. The trade continued in that cycle.

Further activities

Identify various ways through which Africans were enslaved during trans-Atlantic Slave Trade.

Answers to further activities

- Criminals were sold as slaves by chiefs as a punishment.
- Free Africans were captured in raids by African and European gangs.

- Domestic slaves were resold to Europeans.
- Prisoners of war and debtors who failed to pay would be sold.
- Porters who went carrying goods to the coast were normally kidnapped and sold into slavery.

Follow-up activity

Find out the countries of origin of some of the foreign traders in your Province.

To the teacher: This activity can be given when learners are about to close school for holiday.

Effects and problems Trans-Atlantic Slave Trade

Refer to Learner's Book pages 97 – 99

Learning objectives
By the end of this sub-topic, the learner should be able to:
- Identify the effects and problems faced by trade participants during Trans-Atlantic Slave Trade.
- Evaluate the effects of Trans-Atlantic Slave Trade and judge their influence.

Preparation
Read more on the effects and problems of Trans-Atlantic Slave Trade. Identify some trading

activities that have contributed to the development of your area. Also consider the negative effects of some trading activities in your area.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile materials, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to form groups of not more than six. Let them discuss **Activity 9.6** then present their findings during plenary discussion.
- You can also lead a question and answer session.
- Resource person's input.

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

Notes for the teacher

Effects of Trans-Atlantic Slave Trade

Migration of people comes with various effects. These effects can be social, political or economic. Triangular Trade too had some effects. The effects have been discussed below.

Social effects

- It led to depopulation of many areas through constant wars and raids. Approximately 15.4 million people were exported.
- It led to dehumanisation of human beings. That is, human beings lost value and were reduced to the level of minor items.
- Raids and wars displaced many people from their homes while others ran away into hiding.
- There was a general moral decay in Africa. The punishments which used to be given to the offenders in the society were ignored. Instead, they were sold into slavery.
- Africans were disposed to different parts of the world to form new races. Some were sent to America, Portugal, France and Spain.

- It greatly accelerated the spread of Christianity in predominated Islamic states of West Africa.

Political effects

- It led to the growth of trading states such as Calabar and Bonny along the coast.
- It led to the growth and expansion of some empires in West Africa. Most of those empires such as Dahomey, Oyo and Asante participated in the trade.
- It led to the destruction of strong states and empires due to frequent wars and raids.
- It delayed the European penetration in the interior of West Africa. This was because the middlemen wanted to maintain their positions. This hindered the development in the interior compared to the coastal towns.

Economic effects

- It led to the decline of Trans-Saharan Trade. It reversed Africa's trade from North Africa towards the coast of West Africa.
- Centres of wealth and power moved. They moved from the Sudanese states to forest states and to the coastal trading communities.
- It hindered economic development of West Africa because people paid attention to slave trade. People neglected agriculture, industry and legitimate trade.
- Art and craft such as pottery and weaving declined. This was because the products made were replaced with European finished goods.
- Insecurity that prevailed stopped people from carrying out agriculture. Crops and livestock were destroyed leading to famine.
- It benefited the Europeans. The majority in West Africa did not gain much from slave trade.
- It encouraged the development of coastal towns and ports such as Accra and Lagos.

Problems encountered in Trans-Atlantic Slave Trade

You can link the challenges of migration in **Activity 9.6** with Triangular Trade. You realise that the challenges of migration are related with those of Triangular Trade. Let us now look at the problems that were encountered during Triangular Trade.

(i) *Poor means of exchange:* They initially practised barter trade. Later, cowrie shells were introduced as a medium of exchange. Barter system of trade proved to be inconsistent and unfair in the trade.

(ii) Language barrier: The people of West Africa could not talk the languages of the Europeans. This made the trade a bit more difficult and complicated.

(iii) Hostile tribes: Some tribes in West Africa were harsh and hostile. Traders could not penetrate through and carry out hunting and raids of slaves. This made the trade a bit difficult.

(iv) Food shortage: Traders could at times run out of food. Agriculture was rarely practised in villages because of constant hunting of slaves.

(v) Poor communication network: Roads and railways were not there. Traders were forced to move and walk long distances in the forests of West Africa.

(vi) Wild animals: Traders encountered a problem of wild animals such as leopards, lions and hyenas. The animals threatened their movements in the forests of West Africa.

(vii) Diseases: Traders were affected by diseases such as sleeping sickness and malaria which killed some of them.

(viii) High taxes on trade items: African chiefs demanded high taxes from the traders. This later on demoralised the traders because they made little profits.

Further activities

Let the learners do Activity 9.6 as a further activity.

Follow-up activity

Write an essay on negative effects of Trans-Atlantic Slave Trade.

Reasons for the abolition of Trans-Atlantic Slave Trade

Refer to Learner's Book pages 99 – 100

Learning objectives
By the end of this sub-topic, the learner should be able to:
• Identify and acknowledge the reasons for the abolition of Trans-Atlantic Slave Trade.
• Acquire the spirit of hardworking.

Preparation

As this will be last sub-topic, ensure that you read widely again about the whole topic while giving special attention to this particular sub-topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile materials, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to form groups and discuss **Activity 9.7**.
- Questions and answer session.
- Guide the learners as per their groups to present their findings during plenary discussion.

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

New words

Guide the learners to learn the meanings of the words *Industrial Revolution and abolish*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

- The British government, through parliament, banned (stopped) slavery in 1807. It was found out that free labour was cheaper than forced labour.

- Some humanitarians realised that slavery and slave trade were illegal before God and before the Law. They started campaigns for its abolition.
- Slaves in the plantations often rioted, killed their masters and destroyed their property.
- Economic factors in Europe led to the abolition of slave trade. For example, as a result of Industrial Revolution, machines could do work better than labour. Therefore, human labour of slaves was no longer needed.
- Britain and other European countries needed market in West Africa. They could not get it before establishing conditions. Therefore, they had to abolish slave trade.
- The British industrialists needed more raw materials such as cotton for textile industries. They also needed palm oil to lubricate their industry machines. They agreed that slaves should be set free.
- It was the British national interest to abolish slave trade. This was because if Trans-Atlantic Slave Trade continued, it would have reduced the growth of industries.
- Brazil and Cuba started to produce sugar cane in large quantities in the 19th century. It was cheaper in European markets. Britain felt that slave

trade was no longer profitable.

- The American Revolution of 1776 against the British colonial master undermined slave trade. Colonies in America declared themselves independent. Britain changed her attitude towards these colonies. Britain started to invest in industries which needed less human labour.

- The introduction and development of legitimate trade made the abolition of slave trade possible. It created a new type of economy, where European and African traders would benefit. It was profitable to sell raw materials than selling slaves. It was also cheaper to transport raw materials than slaves.

- The French Revolution of 1789 emphasised liberty, fraternity, solidarity and equality of all human beings. The revolution helped to create awareness about human rights.

- There was the rise of men with new ideas in Europe. Great thinkers (philosophers) such as Voltaire preached against slave trade and slavery in the world.

- The declaration of independence of the Maroons (ex-slaves) in Jamaica. This raised a lot of concern. Slave owners started looking at slaves as a liability than as an asset.

- The exploration of the interior of West Africa by Europeans helped to abolish slave trade. The European and African associations were interested in the scientific and geographical problems. They were also interested in market for European manufactured goods. Slaves were no longer an issue to recon with.

- The new policy of colonisation of Africa could not work succeed if slave trade was still on. In order to colonise and exploit African resources, it was important to first stop slave trade. It was only then that the colonialists could make themselves acceptable in Africa.

Further activity

Identify the social effects of Trans-Atlantic Slave Trade.

Answers to Further activity

- It led to depopulation of many areas through constant wars and raids. Approximately 15.4 million people were exported.

- It led to dehumanisation of human beings. That is, human beings lost value and were reduced to the level of minor items.

- Raids and wars displaced many people from their homes while others ran away into hiding.

- There was a general moral decay in Africa. The punishments which used to be given to the offenders in the society were

ignored. Instead, they were sold into slavery.

- Africans were disposed to different parts of the world to form new races. Some were sent to America, Portugal, France and Spain.
- It greatly accelerated the spread of Christianity in predominated Islamic states of West Africa.

Follow-up activity

In your own opinion, explain why it was important to abolish Trans-Atlantic Slave Trade.

Diagnostic assessment

Identify the goods that came from Europe to Africa during the Triangular Trade.

Answers to Diagnostic assessment

Guns, gunpowder, clothes, beads and utensils

Revision Questions

Refer to Learner's Book page 101

1. Explain why Trans-Atlantic Slave Trade is commonly referred to as 'Triangular Trade'.
2. Describe the origin of Trans-Atlantic Slave Trade.
3. Triangular Trade had to rise, grow and develop because of various factors. Mention at least eight factors.
4. Explain the effects of Triangular trade on West Africa, Europe and America.
5. Clearly elaborate the organisation of Trans-Atlantic Slave Trade before the 19th Century.
6. Explain the reasons that led to the collapse of Triangular Trade in the 19th Century.

Answers to Revision Questions

1. During the Trans-Atlantic Slave Trade, the trade routes from Europe to Africa to America (West Indies) formed the shape of a triangle.

2.

The origin of Trans-Atlantic Slave Trade can be traced to as early as 1441. It started when Gonzalves, a Portuguese explorer in West Africa, took ten slaves to Portugal. He took them initially as missionary trainees, but later turned them to be slaves. The slaves looked energetic. This marked the beginning of Triangular Trade especially after the Portuguese had developed Port Elmina. Port Elmina was developed in 1482 to handle the trade.

Various European countries such as Britain, France, Spain, Dutch and Portugal scrambled for slaves.

They scrambled for slaves from West Africa to America (New Found Lands) because of free labour.

European countries needed agricultural raw materials to feed their home industries. They would then bring their manufactured goods to West Africa. The goods included guns, salt, clothes, mirrors, shoes, tea and sugar.

3.
- The Industrial Revolution in Europe
- The discovery of America and West Indies by Spain in 1492
- The decline of Trans-Saharan Trade
- The introduction of armed conflicts in African politics
- Profitability of the
- Desire by African chiefs to get wealth and political power
- Growth of new merchants in Europe as feudalism was declining
- Development of consumer culture among the African chiefs
- Slavery and slave trade being
- Increased demand for certain luxurious goods such as sugar, alcohol, clothes and mirrors

- Winds and ocean currents that helped to steer the European ships to America and Africa
- Physical ability of Africans
- The supply of firearms

4.

Social effects
- It led to depopulation of many areas through constant wars and raids. Approximately 15.4 million people were exported.
- It led to dehumanisation of human beings. That is, human beings lost value and were reduced to the level of minor items.
- Raids and wars displaced many people from their homes while others ran away into hiding.
- There was a general moral decay in Africa. The punishments which used to be given to the offenders in the society were ignored. Instead, they were sold into slavery.
- Africans were disposed to different parts of the world to form new races. Some were sent to America, Portugal, France and Spain.
- It greatly accelerated the spread of Christianity in predominated Islamic states of West Africa.

Political effects
- It led to the growth of trading states such as Calabar and

Bonny along the coast.

- It led to the growth and expansion of some empires in West Africa. Most of those empires such as Dahomey, Oyo and Asante participated in the trade.
- It led to the destruction of strong states and empires due to frequent wars and raids.
- It delayed the European penetration in the interior of West Africa. This was because the middlemen wanted to maintain their positions. This hindered the development in the interior compared to the coastal towns.

Economic effects

- It led to the decline of Trans-Saharan Trade. It reversed Africa's trade from North Africa towards the coast of West Africa.
- Centres of wealth and power moved. They moved from the Sudanese states to forest states and to the coastal trading communities.
- It hindered economic development of West Africa because people paid attention to slave trade. People neglected agriculture, industry and legitimate trade.

- Art and craft such as pottery and weaving declined. This was because the products made were replaced with European finished goods.
- Insecurity that prevailed stopped people from carrying out agriculture. Crops and livestock were destroyed leading to famine.
- It benefited the Europeans. The majority in West Africa did not gain much from slave trade.
- It encouraged the development of coastal towns and ports such as Accra and Lagos.

5.

From Europe to Africa: Ships would carry traders and manufactured goods such as guns, gunpowder, clothes, beads and utensils.

From Africa to America: Africans slaves, sold ivory, bee-wax, honey and tortoise shells. Europeans would then head to America.

From America to Europe: Slaves in America would grow cash crops such as cotton, coffee, tea, sugar cane and tobacco. They would also exploit minerals such as iron ore, copper, gold and diamond. These raw materials would be shipped to Europe to feed their home industries.

6.

- It was found out that free labour was cheaper than forced labour.
- Campaigns from some humanitarians led to its abolition.
- Slaves in the plantations often rioted, killed their masters and destroyed their property.
- Industrial Revolution, human labour of slaves was no longer needed.
- It was the British national interest to abolish slave trade because if Trans-Atlantic Slave Trade continued, it would have reduced the growth of industries.
- The American Revolution of 1776 against the British colonial master undermined slave trade.

TOPIC AREA: Society

SUB-TOPIC AREA: **Human rights, citizen duties and responsibilities**

UNIT 10:   **Concept of human rights, citizen duties and responsibilities and ways of preventing human rights violations**

No of lessons: Three (3)

Concept of human rights, citizen duties and responsibilities and ways of preventing human rights violations

Refer to Learner's Book pages 104 – 112

Key unit competence

At the end of three lessons, the learner should be able to explain the concepts of human rights, citizen duties and responsibilities, and suggest ways of preventing human rights violations. The main sub-topics to be covered in this unit are:
- Concept of human rights
- Ways of preventing human rights violations and gender based violence including rape and sexual abuse
- Basic human rights with a special focus on gender equality and children rights
- Citizen duties and responsibilities

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the concept of human rights. • State some cases of human rights violation. • Identify different ways of preventing cases of human rights violation.	• Assess human rights notions at national and international levels by considering humanism in different societies. • Examine ways used in preventing human rights violation by referring to justice and democracy in societies and take appropriate action.	• Appreciate the importance of human rights protection. • Show respect for every human being. • Show concern for human rights violation. • Practice the rights of the child in their daily life

| | • Compare cases of human rights violation in different societies.
• Analyse the consequences of forced labour on children in reference to our society. | |

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

(c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems.

This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

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

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

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

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

Links to other subjects
This unit links well with Human Rights, Genocides and Holocaust in General Studies.

Assessment criteria

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

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

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

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

(iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each

of the groups and grade them accordingly.

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the concept of human rights and citizen duties, and suggest ways of preventing human rights violations.

Cross-cutting issues

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

• Peace and values education: Explain to the learners that when people's rights are respected in society, peace and mutual understanding prevail.

• Gender**:** Rights of all people must be protected regardless of a person's gender.

• Inclusive education: All children have the right to education regardless of their sexes or abilities. Children with disabilities must be accepted in learning institutions.

• Genocide studies: Remind the learners that there was violation of human rights during the 1994 Genocide against the Tutsi.

Safety

During some lessons of this unit, learners may be required to visit some institutions that promote human rights. Ensure their safety during such visits.

Introduction to the unit

Human rights are rights which are inherent by the mere fact of being human. The concept of human rights is based on a belief. The belief is that every human being is entitled to enjoy his or her rights. The rights should be enjoyed without discrimination.

Concept of human rights and ways of preventing human rights violation

Refer to Learner's Book pages 104 – 108

> **Learning objectives**
>
> By the end of the sub-topic, the learner should be able to:
> - Explain the of human rights
> - Identify different ways of preventing human rights violation
> - Show respect for every human being

Preparation

You need to adequately prepare by reading widely about human rights and violation of human rights. You may invite a resource person to shed more light on human rights to the learners. Get a copy of the Universal Declaration of Human Rights charter and the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do **Activities 10.1** and **10.2**. Tell the learner not to write his/her name when tackling question 3 of **Activity 10.2**. There is need for anonymity when answering this question.
- Let them do **Activity 10.3** in small groups followed by a plenary discussion.
- Resource person's input.

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

New words

Guide the learners to learn the meanings of the words *inherent* and *sensitising*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

Human rights differ from other rights in two ways.

Firstly, they are characterised by being inherent in all human beings by virtue of their humanity. They do not have to be purchased or to be granted. They are:

- Inalienable (within qualified legal boundaries)
- Equally applicable to all

Secondly, the main duties deriving from human rights fall on states and their authorities or agents. They do not fall on individuals.

One important implication of these characteristics is that human rights must themselves be protected. They must be protected by law. Furthermore, any disputes about these rights should be submitted for adjudication. The submission should be done through a competent, impartial and independent tribunal.

The tribunal should apply procedures which ensure full equality and fairness to all parties. It should also determine the question in accordance with clear, specific and pre-existing laws. The law must be known to the public and openly declared.

Ways of preventing human rights violation

1. Sensitising the people through formal or informal education on the basic human rights. This will greatly contribute to the development and change of attitudes that are based on the respect of human life and dignity.
2. Prevention should be an on-going activity that constantly educates, corrects and influences the people on any desired society ideal that promote peace.

Additional notes for the teacher

History of human rights

- The first written documents on human rights and freedom were published in England, and there after USA. It was *Magna Carta* or great charter (1217) that announced guarantees against the arbitrariness of the crown.
- The declaration of American independence on 4th July 1776 coincided with the proclamation of the human rights to be respected by the political powers.
- The declaration of human and citizen rights (France, 1789) and the claim for freedom during the 19th and 20th centuries broadened the field of human rights and defined economic and social rights.
- The United Nations (UN) charter signed on July 20th 1945 proclaimed the peoples trust for fundamental human rights, their dignity, and values and the equality of men and women as well as the nations, regardless of their sizes.

- The first act of the UN general assembly was the declaration of human rights on December 10th 1948.

Forms of human rights violation

- *Denial of people's civic and political rights*: This involves rights and freedoms to life, individual safety, torture and slavery; denial of people involvement in political activities, denial of people freedom of opinion, expression, thought, consciousness, religion and denial freedom for association.
- *Denial of individual's freedom and safety:* Citizens and their property should be protected by the state. Instead, they are unlawfully arrested, and their right to of privacy is infringed.
- *Denial of right to privacy*: People are subjected to illegal interference in their private and family lives. They are barred from enjoying their honour and reputation.
- *Denial of right to marry and have family*: Some are denied the right to marry persons of their choice. Denial of right to nationality; this is when people are denied their nationality or right to change their nationality.

Other forms of human rights violation are denial of the right to:

- Ownership
- Recognition by law
- Religion
- Meetings and associations
- Movement

Further activity

State various ways of preventing human rights violation.

Answers Further activity

- Educating people on such violations
- Reporting to the relevant authorities
- Starting centres/institutions that deal with human rights violations
- Punishing those who violate human rights

Follow-up activity

Identify various institutions that deal with human rights in your District.

Basic human rights with a special focus on gender equality and children rights

Refer to Learner's Book pages 109 – 111

Learning objectives

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

- Explain the basic of human rights
- Practise rights of children in his/her daily life

Preparation

You need to adequately prepare by reading widely about human rights,

paying attention to children rights and gender equality. You may invite a resource person to shed more light on human rights to the learners. Get a copy of the Universal Declaration of Human Rights charter and the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Let them do question 1 **Activity 10.4** in small groups followed by a plenary discussion. Question 2 of **Activity 10.4** should be done as a follow up activity.
- Resource person's input.

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

Notes for the teacher

Children's rights

Children's rights include the following:
(i)   Right to education from the state and parents
(ii) Right to good health
(iii) Right to basic education
(iv) Right of protection against any kind of harm such as physical assault

Other rights of children are:
(i)   Children should not be separated from their parents except by the decision of authorities and court.
(ii) State should protect children from any kind of violence including violence and sexual exploitation.
(iii) State should look after children without families. It should provide suitable protection and settlement for them.
(iv) Handicapped children are entitled to medical care (treatment) and special education.
(v) Children's access to medical care and public health care.
(vi) State should protect children against economic exploitation and hard labour.

(vii) Children should not face corporal punishments and life imprisonments.

(viii) Children should not participate in any hostilities such as armed conflicts.

(ix) Children should not be mistreated or neglected by their parents, friends, guardians or the state.

(x) Children should be prevented from dropping out of school.

Follow-up activity

Enquire from your elders at school and at home about the following as far as rights for women and children are concerned:

* *Isange* one stop centre
* *Umugoroba wa babyeyi*
* *Abunzi*

Citizen duties and responsibilities

Refer to Learner's Book pages 111 – 112

Learning objectives

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

* Explain the duties and responsibilities of citizens
* Perform his/her duties and as a Rwandan citizen

Preparation

You need to adequately prepare by reading widely about duties and responsibilities of a Rwandan citizen.

You may invite a resource person to shed more light on the sub-topic to the learners. Get a copy of the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

* Let them do **Activity 10.5** in small groups followed by a plenary discussion.
* Resource person's input.

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

Notes for the teacher

(i) **Obeying the law:** Citizens should serve specific purposes such as helping people, preventing accidents and allocating resources fairly.

(ii) **Paying taxes:** This is because the Government uses tax money to develop the country and to pay civil servants. People pay taxes as a percentage of what they earn. Taxes are also levied on the purchase or sale of goods or even property.

(iii) **Defending the nation:** All able bodied men and women above 18 years should voluntarily register with the government. They should register in order to serve in the armed forces. This way, they provide security to the citizens and their property in the country.

(iv) **Serving in court:** Every adult citizen must be prepared to promote justice. He or she can witness at a trial if called to do so. This will promote justice.

(v) **Attending school:** The government requires young people to attend school so that they get education.

(vi) **Being informed:** Citizens need to know what the government is doing so that they can voice their opinions. People can learn about issues and leaders by reading print publications and listening to news. They can also get the news through talking to people and searching the internet

(vii) **Respecting others' rights:** People must respect public property and the property of others. Vandalism and littering are acts of disrespect and criminal too.

(viii) **Respecting diversity:** Citizens should be tolerant by respecting and accepting others regardless of their beliefs, practices or differences.

(ix) **Contributing towards common good:** This involves taking time, putting effort, and contributing money to help others .It also involves improving the community by being an active member of the society.

Further activity

Paying taxes is of the duties of citizens. Explain what the government does with the taxes collected.

Answers to Further activity
- Paying civil servants
- Constructing roads
- Purchasing medicine that are given in public hospitals
- Offsetting public debt
- Providing electricity

Follow-up activity

Explain how you can encourage fellow learners to respect human rights.

Diagnostic assessment

State the duties of Rwandans to their country.

Answers to Diagnostic assessment

- Obeying the law
- Paying taxes
- Defending the nation
- Serving in court
- Attending school

Revision questions

Refer to Learner's Book page 112

1. Explain what is meant by the term 'human rights'.
2. State the principles of human rights.
3. Explain the various forms of human rights violations.
4. Discuss various ways of preventing human rights violation.
5. State five rights of children.

Answers to Revision questions

1. Human rights are rights which are inherent by the mere fact of being human.
2.
   - *Indivisibility:* Human rights are indivisible and interdependent.
   - *Participation:* People have a right to participate in decision making.
   - *Accountability:* Government must ensure the standards of rights are met.
   - *Transparency:* Government be informed of government decisions that affect their lives.
   - *Non-Discrimination:* Human rights must be guaranteed without discrimination of any kind.

3.
   - Denial of people's civic and political rights
   - Denial of individual's freedom and safety
   - People being denied the right to privacy
   - Some citizens being denied their rights to marry and family
   - Denial of right to nationality
   - People denied the right to ownership

4.
   - Educating people on such violations
   - Reporting to the relevant authorities
   - Starting centres/institutions that deal with human rights violations
   - Punishing those who violate human rights

5.
   - Right to education from the state and parents
   - Right to good health
   - Right to basic education
   - Right of protection against any kind of harm such as physical assault
   - Right to play

TOPIC AREA: Society

SUB-TOPIC AREA: **Democracy and justice**

UNIT 11:   **Forms and principles of democracy**

Number of lessons: Three (3)

Unit 11 — Forms and principles of democracy

Refer to Learner's Book pages 113 – 116

Key unit competence

At the end of six (6) lessons, the learner should be able to explain forms and principles of democracy

Brief introduction

This unit, 'Forms and principles of democracy', takes the learner through forms and principles of democracy. The main sub-topics to be covered in this unit are:

• Definition of democracy
• Principles of democracy
• Forms of democracy

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the concept of democracy. • Identify the principles of democracy. • Explain different forms of democracy.	• Evaluate forms of democracy in accordance with leadership. • Analyse different principles of democracy and the role and relationship between three powers. • Compare different forms of democracy.	• Appreciate the importance of democracy in the society. • Show concern for democratic practices.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, documents such as sample ballot papers, maps, internet, films, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

(f) Research skills: This is being resourceful in finding answers to questions and solutions to

problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with democracy and good governance as taught in General Studies and Communication Skills.

Assessment criteria

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

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

  (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most

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

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain how democracy works, its forms and principles.

Cross-cutting and emerging issues

As you teach this unit, remember to emphasise a number of cross-cutting

and emerging issues. The issues you will tackle in this unit include:

- Gender: Rwandan parliament has both elected men and women. The rights of all Rwandans are respected including women and children.
- Peace and Values Education: Democracy promotes peace and moral values. It also emphases on living in a peaceful society.
- Inclusive Education: In democracy, all people's rights are respected and catered for irrespective of their disabilities.

Sensitise learners on the cross-cutting issues associated with every lesson learnt.

Safety
During some lessons, the learners may be required to visit the National Electoral Commission (NEC) offices. Ensure that the learners are safe during the trip.

Introduction to the unit
The term democracy has its origin in Athenian government of Greece during their great civilisation. It means a form of leadership where people choose their leaders form amongst themselves without any form of coercion or intimidation. The learner will appreciate the role of elections in promoting democracy. It is important to ask the learner to mention some of the political parties in Rwanda.

Definition and principles of democracy
Refer to Learner's Book pages 113 – 115

Learning objectives
By the end of this sub-topic, the learner should be able to:
- Define democracy
- Explain the principles of democracy, paying attention to three powers namely legislature, judiciary and executive
- Appreciate importance of democracy the society

Preparation
You need to have adequate information on democracy and its principles. Having books (other than the Senior 1 History and Citizenship book) or articles on democracy will be an added advantage to you. You also need to have contact with some civic educators and people who are well versed with democracy.

Teaching/learning materials
The following materials will help you during the lessons; Senior 1 History Learner's Book, maps to show the learners electoral boundaries, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when

teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to form groups of not more that six learners to discuss **Activities 11.1** and **11.2**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- Let them to individually do **Activity 11.3**.
- You can also invite a civic educator or any other specialist to shed more light on democracy.

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

New words

Guide the learners to learn the meanings of the words *coercion* and *intimidation*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

The term democracy has its origin in Athenian government of Greece during their great civilisation. It means a form of leadership where people choose their leaders form amongst themselves without any form of coercion or intimidation. Guide the learners to find the etymology of democracy.

Principles of democracy

CITIZEN PARTICIPATION: All citizens should participate in the leadership of their government.

EQUALITY: In democratic any government, everyone is equal before the law.

POLITICAL TOLERANCE, Democracy allows existence of many political parties (Multiparty system)

ACCOUNTABILITY:Government resources must be properly allocated and managed in accordance to the intended aims and according to the law.

Further activity

Find out the etymology of the word 'democracy'.

Answers to Further activity

- Democracy originates from two Greek words, *dêmos* which means people; and *krátos*, which means force or power.

- The term democracy originates from the Greek word *dē mokratia* which means 'rule of the people'.

Follow-up activity

Find out how by-elections are conducted in Rwanda.

Forms of democracy

Refer to Learner's Book pages 115 – 116

Learning objectives

By the end of the sub-topic, the learner should be able to:
- Identify and explain various forms of democracy
- Compare different forms of democracy

Preparation

You need to have adequate information on democracy and its principles. Having books (other than the Senior 1 History and Citizenship book) or articles on democracy will be an added advantage to you. You also need to have contact with some civic educators and people who are well versed with democracy.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, maps to show the learners electoral boundaries, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Guide the learners to form groups of not more that six learners to discuss **Activity 11.4**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- You can also invite a civic educator or any other specialist to shed more light on democracy.

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

Notes for the teacher

Forms of democracy

(a) Direct democracy

This places all power in the hands of an individual. When political

decisions must be made, all members of an organised unit gather to vote. In theory, this sounds like the ideal form of government. There are no intermediaries. People are treated as equals. Each person is given a chance to directly influence the policymaking process. In practice, however, this system is hard to implement.

Direct democracy is ideal in small towns or within indigenous communities. This is because everyone knows one another. As such, issues under debate directly affect them.

(b) Representative democracy

This political arrangement establishes an intermediary political actor between the individual and the policy outputs of the state. Through the electoral process, one person or a group of people is elected. They are assigned the task of making decisions on behalf of the citizens they represent.

Follow-up activity

Find out from a current or former election official about his/her position and duty during elections.

Diagnostic assessment
1. Identify the three powers of the government.
2. State the major role played by the three powers of government.

Answers to Diagnostic assessment

1.
   (i) Legislature
   (ii) Judiciary
   (iii) Executive

2.
- Legislature makes and amends law.
- Judiciary interprets law.
- Executive implements law.

Revision Questions
Refer to Learner's Book page 116
1. Define the term democracy.
2. Discuss the various forms of democracy you know.
3. Examine the advantages and disadvantages of democracy.
4. State the qualities of a good leader.
5. Explain the principles of democracy you know.

Answers to Revision Questions

1.
   Democracy means a form of leadership where people choose their leaders from amongst themselves.

2.
   (i) Direct democracy: In this case, all power is placed in the hands of an individual. When political decisions

must be made, all members of an organised unit gather to vote.

(ii) Representative democracy: In this case, one person or a group of people is elected. They are assigned the task of making decisions on behalf of the citizens they represent.

3.

Advantages of democracy

(i) It enables people to air their views freely, that is, it promotes freedom of speech.

(ii) It enables people to choose leaders of their own choice.

(iii) It ensures responsibility on the part of the government. There is always a third eye watching.

Disadvantages of democracy

(i) Leadership is pegged on decision of the majority, a decision that may be wrong.

(ii) Election of a leader becomes a long and a tedious process because many people must be involved.

4.

- Responsible
- Transparent
- Approachable
- Understanding
- Competent
- Just

5.

- Citizen participation
- Equality
- Political tolerance
- Accountability
- Transparency
- Regular free and fair elections
- Economic freedom
- Control of the abuse of power
- Bill of rights
- Accepting the results of elections
- Human rights
- Multi party system
- Rule of law

TOPIC AREA: **Society**

SUB-TOPIC AREA: **Unity**

UNIT 12:   **Identify oneself differently in
                         reference to Rwanda**

Number of lessons: Two (2)

Unit 12

Identify oneself differently in reference to Rwanda

Refer to Learner's Book pages 117 – 122

Key unit competence

At the end of two (2) lessons, the learner should be able to identify oneself differently in reference to Rwanda.

Brief introduction

This unit, 'Identify oneself differently in reference to Rwanda' takes the learner through various forms of identity in reference to Rwanda, roles of identity and importance of living together.

The main sub-topics to be covered in this unit are:
- Forms of identities
- Similarities and differences between identities
- Roles of identities
- Importance of living together

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain different forms of identities by showing their similarities and differences. • Describe the importance of living together in harmony.	• Examine different forms of identities by showing their similarities and differences. • Assess the role of identity in the society and show how it has helped people to live together in harmony.	• Recognise different forms of identities and show respect for others and love for one another. This will develop spirit of nationalism and self-reliance.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

(f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on

research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with topic dealing with living together in harmony in General Studies, Social Studies and religious Education.

Assessment criteria

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

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

(ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson

will also help you to find out the attitude and values of the learners.

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to identify oneself differently in reference to Rwanda.

Cross-cutting and emerging issues

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

- Peace and values education: Explain to the learners that identifying oneself in relation to Rwanda and living together in harmony are aimed at promoting peace in Rwanda.
- Gender: All Rwandans are supposed to identify themselves in relation to Rwanda without discrimination.
- Standardisation culture: The government has put ways of identifying oneself in relation to Rwanda in a standard form. All Rwandans identify themselves in the same way.

Safety

During some lessons, the learners may be required to do outdoor activities such as visiting learners from other schools. Ensure that the learners are safe during such visits.

Introduction to the unit

Identity is very important in every society. It promotes respect for others and love for one another. This will develop the spirit of nationalism and self-reliance. Rwandans can be identified by name, gender, age, Province and nationality.

Forms of identities/roles of identities

Refer to Learner's Book pages 117 – 120

Learning objectives

By the end of the sub-topic, the learner should be able to:
- Examine and explain different forms of identities by showing their similarities and differences.
- Recognise different forms of identities and show respect for others and love for one another.

Preparation

You need to have adequate information on forms and roles of identities in Rwanda. Having books (other than the Senior 1 History and Citizenship book) or articles on forms and roles of identities in Rwanda will be an added advantage to you. You also need to invite a civic educator and people who are well versed with forms and roles of identities in Rwanda to shed more light on the topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do question 1 of **Activity 12.1**. Question 2 of the same activity can be done as a follow-up activity.
- **Activity 12.1** should also be by individual learners.
- Guide the learners to form groups of not more that six learners to discuss the importance of *'NDI UMUNYARWANDA'*.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- You can also invite a civic educator or any other specialist to shed more light on the sub-topic.

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

New word

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

Notes for the teacher

Identity by name

A Rwandan can be named according to:

- Order of birth for example, Niwempfura
- Circumstances under which one is born for example, Mahoro, Ntambara and Rugamba
- Religious connotations for example, Cyubahiro, Ishimwe, Ikuzo and Ineza

Identity by gender

Rwandans identify themselves according to gender, either male or female.

Identity by age

This is in regard to date of birth. Rwandans change titles every time they leave one age stage to another.

Identity by province

A Rwandan born in Rwanda originates from one of the five provinces of Rwanda. These are Kigali City, Northern Province, Southern Province, Western Province and Eastern Province.

Identity by nationality

A person is Rwandan by birth if both or one of the parents is Rwandan. A person can also be Rwandan by naturalisation or through adoption.

A spouse who is not Rwandan, upon application, is entitled to Rwandan nationality. Rwandans returning from any countries of asylum and their children are natural citizens. This includes children who were born while in asylum.

Similarities and differences between identities

Basically there are no differences among Rwandans based on identities. There is a similarity that cuts across all Rwandans, that is, '*NDI UMUNYARWANDA*.' This cuts across regardless of provincial origin, gender, age and name.

Roles of identities

Identifying one as Rwandan is of great importance.
(i)   It gives one a sense of belonging and pride of being identified as Rwandan.

(ii) It creates and strengthens the spirit of patriotism among Rwandans. This especially applies to those who grew outside the country.

(iii) Identifying one as Rwandan is a bond of togetherness among people especially among the youth. For example, the Makerere University Banyarwanda Students' Association (MUBSA).

(iv) Identity helps people to keep the values of Rwanda as a nation. Examples of such values are self reliance, dignity and anti-corruption.

(v)   Identity creates self-appreciation and hard work towards achievement of common goals of development for the nation. For example, *Umuganda* and contribution to the *Agaciro* development fund.

Follow-up activity

Find out, from your classmate, who else you share more than three forms of identity.

Importance of living together in harmony

Refer to Learner's Book pages 120 – 122

Learning objectives
By the end of this sub-topic, the learner should be able to explain:
•   Describe the importance of living together in harmony.

- Appreciate the importance of living together in harmony.

Preparation

You need to have adequate information on the importance of living together in harmony. Having books (other than the Senior 1 History and Citizenship book) or articles on the importance of living together in harmony will be an added advantage to you. You also need to invite a civic educator/resource person to shade more light on the topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do question 1 of **Activity 12.3**.

- Question 2 of **Activity 12.3** can be done as a whole class activity.
- Resource person's input.

New word

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

Notes for the teacher

- Living together in harmony enables sharing of knowledge and skills among people. For example, students at school can share knowledge.
- It also enables people to live and work together to achieve common goals.
- It helps to avoid social strife and struggle among people of a given society or country.
- Harmony creates happiness among residents. No one will harbour ill will towards other person. For instance, Muslims, Christians and non–believers respect each other.
- It promotes socio-cultural activities such as communal work (*Umuganda*), inter-clan as well as cross religious marriages.
- It breeds a spirit of close cooperation among neighbours in times of need. People come together to help the needy. For example, constructing homes

for the genocide survivors, bye-bye *nyakatsi* and constructing schools.

- It prevents political chaos and armed resistance as is common in many parts of Africa.
- Harmony is the foundation of self-reliance and independence among nations. It builds a strong spirit of patriotism as it has done in Rwanda.
- Harmony leads to economic and social development of the country. This includes development of infrastructure, education, trade and commerce.

Further activity

State the conditions for one to be considered a Rwandan by nationality.

Answer to Further activity

- If both parents are Rwandans
- If that person was adopted by Rwandans
- On application, if on is married to a Rwandan
- Rwandans returning from asylum

Follow-up activity

Find out from the elders of your village/Cell how Rwandans were identified during the colonial era.

Revision questions

Refer to Learner's Book page 122

1 Define the term 'identity'.

2 Explain how one can identify themselves in relation to the Rwandan society.

3. Discuss the importance of peaceful co-existence among Rwandans.

4. Describe the role of identities among Rwandans.

Answers to Revision questions

1. Dignity means controlled behaviour that makes people value and respect a person.

2. By name, gender, age, Province and nationality.

3.
- Living together in harmony enables sharing of knowledge and skills among people. For example, students at school can share knowledge.
- It also enables people to live and work together to achieve common goals.
- It helps to avoid social strife and struggle among people of a given society or country.
- Harmony creates happiness among residents. No one will harbour ill will towards other person. For instance, Muslims, Christians and non–believers respect each other.
- It promotes socio-cultural activities such as communal

work (*Umuganda*), inter-clan as well as cross religious marriages.

- It breeds a spirit of close cooperation among neighbours in times of need. People come together to help the needy. For example, constructing homes for the genocide survivors, bye-bye *nyakatsi* and constructing schools.
- It prevents political chaos and armed resistance as is common in many parts of Africa.
- Harmony is the foundation of self-reliance and independence among nations. It builds a strong spirit of patriotism as it has done in Rwanda.
- Harmony leads to economic and social development of the country. This includes development of infrastructure, education, trade and commerce.

4.
- It gives one a sense of belonging and pride of being identified as Rwandan.

- It creates and strengthens the spirit of patriotism among Rwandans. This especially applies to those who grew outside the country.
- Identifying one as Rwandan is a bond of togetherness among people especially among the youth. For example, the Makerere University Banyarwanda Students' Association (MUBSA).
- Identity helps people to keep the values of Rwanda as a nation. Examples of such values are self reliance, dignity and anti-corruption.
- Identity creates self-appreciation and hard work towards achievement of common goals of development for the nation. For example, *Umuganda* and contribution to the *Agaciro* development fund.

TOPIC AREA: Society

SUB-TOPIC AREA: **Conflict transformation**

Unit 13:   **Forms, causes and consequences of conflict and violence**

No of lessons: Three (3)

Unit 13 — Forms, causes and consequences of conflict and violence

Refer to Learner's Book pages 123 – 129

Key unit competence

At the end of three lessons, the learner should be able to analyse forms, causes and consequences of conflict and violence.

Brief introduction

The unit on 'Forms, causes and consequences of conflict and violence' takes the understanding of the meanings of conflict and violence; their forms, causes and consequences. The unit informs the learner about ways of managing conflict and violence.

The main sub-topics to be covered in this unit are:
- Conflict and violence
- Forms of conflict and violence including gender based violence and domestic abuse
- Causes of conflict and violence
- Consequences of conflict and violence
- Conflict management

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain concepts of conflict and violence at the family, community and national level.	• Analyse conflict and violence situations in Rwanda and show their influence. • Compare and contrast different forms of conflict and violence.	• Show concern for having conflict and violence situations addressed. • Appreciate the importance of conflict management and transformation.

• Identify forms of conflict and violence at the family, community and national level. • Indicate the causes of conflict and violence. • Identify the consequences of conflict and violence.	• Analyse causes of conflict and violence and show how they can be avoided. • Evaluate effects of conflict and violence in the society.	• Show the impartiality in conflict solving. • Develop a sense of tolerance, resistance to negative peer influence, justice, fairness and law-abiding.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

(c) Problem solving: In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is

also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

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

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

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

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

Links to other subjects

This unit links well with conflict transformation, wars and conflict in General Studies and Social Studies.

Assessment criteria

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

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

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

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

(iv) Put the learners into two groups (with weak and bright learners) and select

specific questions for each of the groups and grade them accordingly.

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to analyse forms, causes and consequences of conflict and violence.

Cross-cutting issues

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

• Financial education: Explain to the learners that conflict and violence lead to destruction of property and social infrastructure such as roads and hospitals. When this happens, the government spends a lot of money in rehabilitating and re-investing in those destroyed facilities instead of setting new development. This leads to economic backwardness.

• Peace and values education: Tell the learners that conflict and violence interfere with peace.

We should avoid or manage conflict and violence in order to promote peace.

• Environment and sustainability: Tell the learners that environment is usually destroyed as a result of conflict and interest.

• Genocide studies: Remind them that conflict and violence can lead to genocide such the 1994 Genocide against the Tutsi.

Safety

During some lessons of this unit, learners may be required to visit places that had been affected by conflict and violence. Ensure their safety during such visits.

Introduction to the unit

Conflict refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas.

Violence is a behaviour or treatment in which physical force is exerted. The force is exerted with the purpose of causing damage or injury.

Conflict and violence are all together a public disorder that affect our societies both locally and internationally. For example, the 1994 Genocide against the Tutsi led to the killing of more than one million

people. The killing happened within 100 days. This brought untold stories in Rwanda, socially, economically and politically.

Forms of conflict and violence

Refer to Learner's Book pages 124 – 125

Learning objectives
By the end of the sub-topic, the learner should be able to:
- Explain concepts of conflict and violence
- Identify/compare different forms of conflict and violence
- Analyse conflict and violence situations in Rwanda and show its influence

Preparation

You need to adequately prepare by reading widely about conflict and violence including their forms. You may invite a resource person (counsellor) to shed more light on the sub-topic to the learners.

Teaching/learning materials
The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, pictures, maps (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for

learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate, ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Let the learners to individually do **Activity 13.2**.
- Let them do **Activity 13.1** in small groups followed by a plenary discussion.

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

New word

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

Notes for the teacher

There are various forms of conflict and violence that people go through. Some people are beaten or hit by

objects in order to harm them. Some are left to suffer in the cold or exposed to extreme temperatures. This is called **physical violence.**

There are people who defile children. Some rape women or touch them in an indecent manner. Others force people to watch pornographic materials. This is known as **sexual violence.**

In some cases, people go to war fight against people they perceive as enemies. The 1994 genocide against the Tutsi saw some people carrying weapons. They used the weapons to attack others. This is an example of **armed conflict.**

Sometimes a conflict involves the use of an unbecoming language. It is normally characterised by behaviour such as name calling, anger and jealousy. This type of conflict affects others emotionally and psychologically. That is why it is called **emotional** or **psychological conflict/violence.**

Follow-up activity

Give examples of conflict and violence that you have witnessed in your village.

Causes, consequences and conflict transformation

Refer to Learner's Book pages 125 – 129

Learning objectives

By the end of the sub-topics, the learner should be able to:
- Indicate and analyse causes of conflict and violence, and show how they can be avoided
- Identify and evaluate effects of conflict and violence in the society
- Show impartiality in solving conflict
- Develop a sense of tolerance, resistance to negative peer influence, justice/fairness and; and be law-abiding.

Preparation

You need to adequately prepare by reading widely about causes, consequences and management of conflict and violence. You may invite a resource person (counsellor) to shed more light on the sub-topics to the learners.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

• Pair learners to do **Activity 13.2**.
• Let the learners to individually do **Activity 13.4**.
• Let them do **Activity 13.5** in small groups followed by a plenary discussion.

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

New words

Guide the learners to learn the meanings of the words *prospects* and *trauma*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

Causes of conflict and violence

(i) ***Inequality:*** It is inequality between groups rather than individuals that increase the prospects of violent conflicts.. Where the society is divided into two predominant groups, growing inequality between them leads to conflicts.

(ii) ***State collapse:*** Collapse is rarely sudden. It takes a long process that is characterised by a corrupt government.

(iii) ***Economic decline and economic shock:*** Continuous economic decline plays a major part in state collapse and conflict. For example, hyper inflation may lead to violence and the overthrow of the government.

(iv) ***History:*** Many conflicts occur where there is a tradition of resolving problems by violent means. Political violence is entrenched and the instruments of the state such as the army, the police and the judiciary sustain the process.

(v) ***Scarcity of resources:*** There is likely to be conflict where people struggle for the few natural resources. For example, pastoralist communities sometimes engage in conflicts because of grazing areas.

(vi) ***Unemployment, lack of education and population pressure****:* Countries with high level of unemployment among youth face a higher risk of conflicts. The situation is the same where male education levels are low.

(vii) ***The abuse of ethnicity:*** Negative political remarks based on ethnicity promote ethnic hatred.

(viii) ***Availability of arms****:* Availability of small arms is a major factor in sustaining and fuelling conflicts.

(ix) ***Regional and interlocking conflicts****:* Countries that could help avoid the conflict in a neighbouring country are at times in constant war.

(x) ***The conflict cycle:*** **T**he greatest risks occur when a fragile peace is not properly consolidated. A non resolved conflict keeps on rotating.

(xi) ***Inadequate and inappropriate mediation****:* If the conflict is not properly resolved through mediation it can reoccur.

Consequences of conflict and violence

(i) ***Loss of human lives and civilian causalities:*** Hundreds and thousands of human lives are lost in conflicts. Some people have become physically handicapped.

(ii) ***Displacement:*** A lot of people have become internally displaced while others have become refugees.

(iii) ***Degradation of vulnerable groups:*** People such as children are denied their rights to a living since they cannot support themselves.

(iv) ***Sexual harassment:*** Girl children and vulnerable mothers, especially in war torn areas, always face sexual harassment.

(v) ***Child soldier:*** Children are deliberately indoctrinated into a culture of violence and used as specific instruments of war.

(vi) ***Target of Civilians:*** They end up being the targets of the conflicts to achieve endless goals of perpetrators.

(vii) ***Famine:*** War denies people access to their land at critical growing or planting periods. This always leads to famine.

(viii) ***Destruction of infrastructure:*** War seriously damages infrastructure such as roads, railways, ports, airports, electricity and water supply.

(ix) Effects on services: Schools and health centres are increasingly the targets of military activity. It leads a large number of young uneducated persons.

(x) Poor governance and investment: Conflict and violence change the quality of governance. This lead to poor governance resulting into the economic losses.

(xi) Debt burden: Conflict also contributes to unsustainable debt to the government. The whole burden shifts to the citizens to pay recurring debt for years.

(xii) Regional and economic impact: The effects of conflict and violence are rarely confined to one country. It extends to the whole region.

(xiii) International impact: Conflict has a major effect on the environment through uncontrolled exploitation of natural resources. It leads to the other evils such as money laundering and drugs smuggling.

(xiv) Separation of families: Conflict and violence bring separation in families.

(xv) Psychological trauma: This occurs in many people as a result of conflicts and violence. For example, the 1994 genocide against Tutsi left many people traumatised.

Conflict management

An effective response to conflict requires agreement on and understanding of its causes. It is possible to know the root causes of conflict and violence. It is also important understand the secondary causes that sustain conflicts.

The following strategies can be employed to manage conflict and violence:

- **Inclusive government:** Conflict prevention will be effective if it is based on own experience. It should also be based on the capacity to respond to a crisis.

- **Restoring the legitimacy of the state:** This is done through great commitment to re-establishing and delivering basic services. This demonstrates the value of national government.

- **Dealing with the climate of impunity:** There is need for unity and reconciliation.

- **Peacekeeping and peace enforcement:** This attracts widespread international interest to provide support and training.

- **Dealing with small arms proliferation and control of light weapons:** There should be action against illegal transfer and transport of arms. There should be international support for the disposal and destruction of weapons surplus to national security needs.

- *Commitment and support to addressing conflict:* There should be a long term commitment and comprehensive framework to address conflict.
- *Amicable settlement:* It is when two conflicting sides decide to solve their conflicts without calling a third party.

Other ways of conflict management include the following:

(i) Regional and economic integrations and mutual security

(ii) Local mediation and peace building activities for the civil societies and religious leadership

(iii) Making stringent laws against conflicts and violence

(iv) Encouraging social justice national wide

(v) Settling conflict outside courts of law between two or agents of conflicting sides. A settlement contract is usually signed to adhere.

Conflict and violence can also be managed through international criminal courts. For example, the International Criminal Court in Hague-Netherlands. It tries war crimes, genocide crimes, crimes against humanity and aggression. This can make an impact on the reduction of crimes, conflicts and violence in various parts of the world.

Conflict transformation

Conflict refers to fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas.

Violence is a behaviour or treatment in which physical force is exerted for the purpose of causing damage or injury.

Conflict and violence is all together a public disorder that affect our societies both local and international. For example: the 1994 genocide against Tutsi where by the minority Tutsi were killed by the Hutu, it is estimated that more than one million Tutsi died within 100 days. This brought untold stories in Rwanda, socially, economically and politically.

Further activity

State what can cause conflict between two friends.

Answers to Further activity

- Mistrust
- Failure to help the other during a problem
- Lying against the other

Follow-up activity

Form a group/club that will be resolving conflict amongst fellow learners.

Diagnostic assessment

Define the following terms:
- Conflict
- Physical violence

Answers to Diagnostic assessment

Conflict refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas.

Physical violence is refers a treatment in which physical force is exerted with the purpose of causing bodily pain or injury.

Revision questions

Refer to Learner's Book page 129
1. Explain what is meant by 'conflict' and 'violence'.
2. State some forms of violence and conflict in different societies today.
3. Discuss the causes of conflict and violence today.
4. Explain the impact of conflict and violence on the society.
5. Explain how conflict and violence can be resolved nationally and internationally.

Answers to Revision questions

1. **Conflict** refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas. **Violence** is a behaviour or treatment in which physical force is exerted. The force is exerted with the purpose of causing damage or injury.

2.
- Physical violence
- Sexual violence
- Armed conflict
- Emotional or psychological conflict/violence

3.
- Inequality
- State collapse
- Economic decline and economic shock
- History
- Scarcity of resources
- Unemployment, lack of education and population pressure
- The abuse of ethnicity

- Availability of arms
- Regional and interlocking conflicts
- The conflict cycle
- Inadequate and inappropriate mediation

4.
- Loss of human lives and civilian causalities
- Displacement
- Degradation of vulnerable groups

- Famine
- Destruction of infrastructure

5.
- Nationally
- Setting up local tribunals
- Letting the perpetrators to communal work
- Amnesty for reformers
- Setting up peace committees at village upwards level

TOPIC AREA: Society

SUB-TOPIC AREA: Dignity and self-reliance

UNIT 14:   **Dignity and self-reliance in Rwandan society**

Number of Lessons: Two (2)

Unit 14 — Dignity and self-reliance in Rwandan society

Key unit competence

At the end of two (2) lessons, the learner should be able to explain dignity and self-reliance and their implication on Rwandan society

Brief introduction

This unit, 'Dignity and self-reliance in Rwandan society' takes the learner through measures that the government has put in place to achieve self-reliance. The learner is made aware of the meaning and importance of dignity and self-reliance. The main sub-topics to be covered in this unit are:

- Dignity and self-reliance
- Importance of dignity and self-reliance
- Measures to achieve self-reliance in Rwanda (home-grown solutions that contribute to self-reliance)
- Implication of dignity and self-reliance on Rwandan society

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the concepts of dignity and self-reliance. • Identify the measures put in place by the Government of Rwanda to achieve self-reliance.	• Analyse dignity and self-reliance and their role in Rwandan nation building. • Assess the measures adopted by the Rwandan Government to achieve self-reliance and how it has been instrumental to achieve development.	• Acknowledge the importance of dignity and self-reliance. • Recognise and advocate for home-grown solutions. • Develop a sense of patriotism, commitment, self-esteem and hardworking.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, documents such as sample ballot papers, maps, internet, films, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on

research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with General Studies, Communication Skills, Kinyarwanda, French and English.

Assessment criteria

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

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

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

out the attitude and values of the learners.

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain dignity and self-reliance and their implication on Rwandan society.

Cross-cutting and emerging issues

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

- Financial Education as a cross-cutting issue: Explain to the learners that good financial spending and management helps societies, nations and continents to be self-reliant. Therefore, we need to do away with lavish spending and extravagance in order to be self-supportive and self- reliant in Rwanda. Mention *Girinka, Ubudehe* and *Agaciro* Development Fund as examples.
- Peace and values education: Explain to the learners that peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Therefore they must be keen and be vigilant in promoting peace in Rwanda so as to achieve self-reliance. Remind them of this cross-cutting issue when discussing *Abunzi.*
- Inclusive Education as a cross-cutting issue: Explain to the learners that every individual, disabled or not, should get equal opportunity to education in order to promote self-reliance in his/her country.
- Environment and sustainability: *Umuganda* helps in conserving the environment.

Safety

During some lessons, the learners may be required to do outdoor activities such visiting some community projects such as *Girinka*. Ensure that the learners are safe during such visits.

Introduction to the unit

Dignity: It is a condition of being worth of respect, esteem or honour.

Self-reliance: This is a state of being independent in all aspects. The independence could be social, political and economic.

Explain to the learner that Rwanda has many initiatives such as *Girinka, Agaciro* Development Fund*, Kumerera, Umuganda* and *Ndi Umunyarwanda* that bring dignity to us and to the country at large. The learner should appreciate such initiatives and feel proud to Rwandan.

Measures to achieve dignity and self-reliance in Rwanda

Refer to Learner's Book pages 130 – 135

Learning objectives
By the end of the sub-topic, the learner should be able to:
- Define/explain the concepts of dignity and self-reliance

- Identify and appreciate measures put in place by the Government of Rwanda to achieve dignity and self reliance

Preparation

You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 1 History and Citizenship book) or articles on dignity and self-reliance on Rwandan society democracy will be an added advantage to you. You also need to invite a civic educator and people who are well versed with dignity and self-reliance on Rwandan society.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, maps, pictures, internet and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do Activity **14.1**.
- Guide the learners to form groups of not more that six learners to discuss **Activities 14.2** and **14.3**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- You can also invite a civic educator or any other specialist to shed more light on dignity and self-reliance on Rwandan society.

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

New words

Guide the learners to learn the meanings of the words *pilot programme, launched, accommodation* and *consensus*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher
Dignity and self-reliance

Dignity: It is a condition of being worth of respect, esteem or honour.

Self-reliance: This is a state of being independent in all aspects.

The independence could be social, political and economic.

Measures put in place by the government of Rwanda to achieve self-reliance

In the past few years, Rwanda has worked hard towards the achievement dignity and self-reliance. Several measures were put in place to achieve it.

(a) Abunzi

These are mediation committees that were created in 2006 to resolve conflicts through community participation. In other words, they were to decentralise justice. There are local officers at village level (*umudugudu*) whose major role is intervention. They intervene in small wrangles among citizens and harmonise the situation before it involves the courts.

(b) Girinka programme (one cow per poor family)

This programme was launched on 12th April 2006 with mainly four prime objectives:
• Fighting malnutrition
• Reducing poverty through dairy farming
• Improving agricultural productivity through use of manure
• Improving soil quality and reducing effects of erosion through planting trees and grass

One member of the community is given a pregnant dairy cow. He or she is supposed to give a first born female calf to another beneficiary. The chain is continuous. By September 2014, close to 200 000 beneficiaries had received cows.

The criterion used for one to benefit from the one cow per poor family project is as follows:
• The beneficiary must not have already owned a cow.
• One must be considered poor by the community through the *ubudehe* principle.
• One must have constructed a cow shed.
• One must have at least 0.25 to 0.75 hectares of land. A part of that land must be covered with fodder.
• One must be a person of integrity (*Inyangamugayo*).

Before one is given the cow, he or she undergoes training from the Rwanda Agricultural Board. This is to prepare him or her on how to manage the cows.

(c) Agaciro Development Fund

This refers to solidarity fund that has been initiated by Rwandans. The fund seeks to improve the level of financial autonomy of Rwanda.

It is a government programme. It was started by his Excellency the President of the Republic of Rwanda in August, 2012. It was started as a way of reducing foreign aid.

(d) Itorero

It is a civic education training that was established in 2007 to train different leaders. It trains teachers, bankers and all civil servants. This is done to promote Rwanda values and produce leaders who strive for community development.

(e) Ubudehe

This is a poverty eradication programme under the ministry of finance. A pilot programme was launched in 2001. The official launch was in 2004. It is a culture of collective action and solidarity to solve problems of poverty by people themselves.

This is done by categorising Rwandans into different income groups according to self sustenance. The poor are given priority in terms of health insurance, education, electricity, water supply and accommodation.

(f) Kuremera

It is an initiative created by the government of Rwanda. It aims at solving the problem of unemployment especially among the youth.

At the start, the Rwanda government gave Rwanda francs 200 million to youth. They were given this amount to start self-help projects. This has gone even to local levels. Members of a given community can join hands to help the needy in their community. For example, they construct houses, avail water for the aged and provide food.

(g) One-dollar campaign

It was an initiative by Rwandans living in the diaspora to raise some money. It was about contributing at least one dollar per head. The money would then be sent home for improvement of their society. This helped in construction of the planned settlement schemes. It marked the end of grass thatched houses in Rwanda. The project was known as 'bye-bye *nyakatsi*'. There were many other projects which were all aimed at giving dignity to Rwandans.

(h) Umuganda (National community service)

This is a national communal activity that is done every last Saturday of the month. It starts at 7:00 am and ends at 12 noon. All people dedicate that time to cleaning and rehabilitation of the environment. After that, a meeting is held to discuss the progress of the nation. Government programmes such as immunisation days are also announced.

(i) Ishema ryacu

This started in July 2015 after the arrest of General Karenzi Karake Emmanuel. General Karenzi was arrested in Britain under the order of Spain. Rwandans started *Ishema* campaign to collect money and pay for his bail which was 1million pounds. *Ishema* fund was to bring back the pride of Rwanda and Rwandans.

(j) Gacaca

This word *gacaca* means 'to bring justice at the grass root'. *Gacaca* courts were established in 2005. They were started to bring to a consensus between the perpetrators and the victims of the1994 genocide against the Tutsi.

The courts worked at the village level. By the time of their official closure on 4th May 2015, they had successfully resolved many cases. They had also created a united Rwandan society.

(k)   Ingando

This was a peace programme aimed at training the youth especially after high school (Senior 6). They were trained on the history and origins of divisions amongst the Rwandans. It was a way of promoting patriotism and fighting the genocide ideology. It took place between 1999 and 2009.

Since 2010, *Ingando* has changed trend. High school graduates do not go to train in a common place. Alternatively, they involve themselves in community work for a given period of time. *Ingando* has since changed its name to *Urugerero*.

(l) Ndi Umunyarwanda

This programme was put forward by the National Unity and Reconciliation Commission (NURC). It was started to bring a lasting peace, unity and reconciliation after the 1994 genocide against the Tutsi. It was launched on 15th November 2013 at Integrated Polytechnic Regional Centre (IPRC), Kigali. It was launched by the Permanent Secretary of the Ministry of Youth and Information and Communication Technology (MYICT).

Further activity

Explain the importance of cleaning of your own surroundings.

Answers to Further activity

- Keeps us away from diseases such as malaria and cholera
- Increases the beauty of our environment
- Conserves the environment
- Promotes carefulness/keenness and responsibility

Follow-up activity

Use internet or newspapers to find out the names of the following:
1. Minister for Youth and Information and Communication Technology
2. Permanent Secretary for Youth and Information and Communication Technology

Implication of dignity and self-reliance on Rwandan society

Refer to Learner's Book pages 135 – 136

Learning objectives

By the end of this sub-topic, the learner should be able to explain:
• The implication of dignity and self-reliance
• Importance of dignity and self-reliance

Preparation

You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 1 History and Citizenship book) or articles on dignity and self-reliance on Rwandan society democracy will be an added advantage to you. You also need to invite a civic educator and people who are well versed with dignity and self-reliance on Rwandan society.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, maps, pictures, internet and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
• Let the learners to individually do question 1 of **Activity 14.1**.
• Guide the learners to form groups of not more that six learners to discuss question 1 of **Activity 14.5**.
• Guide the learners, as per their groups, to present their findings during plenary discussion.
• You can also invite a civic educator or any other specialist to shed more light on dignity and self-reliance on Rwandan society.

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

Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Notes for the teacher

Dignity and self-reliance have positive implications on the Rwandan society. Some of these are:

- They have brought, among Rwandans, a sense of togetherness and love for one another. The love is not based on any other string but Rwandans, hence the slogan '*Ndi Umunyarwanda'*.

- Dignity and self-reliance have played a big role in the economic development of Rwanda .Every Rwandan feels that it is their duty to develop their own country.

- Dignity and self-reliance have led to promotion of peace and stability among Rwandans. People learn to respect and live in harmony with each other.

- Rwanda has been able to fight the bad history of tribalism of the 1950s and early 1990s. Rwandans now work together towards the development of their nation.

- They have also helped to reduce income inequalities among Rwandans. Rwandan society looks forward to dignifying every member, that is, the rich help the poor.

- They reduce the dependency ratio on the government. Some issues are addressed by the citizens through various campaigns such as 'bye-bye *nyakatsi'*. Campaigns such as *Kuremera* and *Agaciro* Development Fund have enabled the government to finance up to 66% of its budget.

- Rwanda has been able to provide basic services to its citizens. For example, under the *Ubudehe*, the vulnerable Rwandans are given priority in terms of education.

Further activity

Explain the importance of dignity and self-reliance.

Answer to Further activity

- Lead to economic development
- Lead to respect from other people/nations
- Encourage hard work
- Reduce dependency on foreign aid
- Increase employment opportunities as most people will be self-employed

Follow-up activity

Write the English translation of Rwanda National Anthem.

Diagnostic assessment

Explain what the following concepts mean:
(a) *Abunzi*
(b) *Kuremera*
(c) *Ndi Umunyarwanda*

Answers to Diagnostic assessment

(a) Abunzi

These are mediation committees that were created in 2006 to resolve conflicts through community participation.

(b) Kuremera

It is an initiative created by the government of Rwanda to solve the problem of unemployment especially among the youth.

(c) Ndi Umunyarwanda

This programme was started to bring a lasting peace, unity and reconciliation after the 1994 genocide against the Tutsi.

Revision questions

Refer to Learner's Book page 136

1. Define the term 'dignity'.
2. Explain how dignity and self-reliance have been achieved in Rwanda.
3. Discuss the implication of dignity and self-reliance on your society.
4. State the meaning of 'self-reliance'.

Answers to Revision questions

1. Dignity refers to a condition of being worth of respect, esteem or honour.

2. By starting programmes such as:
   - *Abunzi*
   - *Girinka* (one cow per poor family)
   - *Agaciro* Development Fund
   - *Itorero*
   - *Ubudehe*
   - *Kuremera*
   - *Umuganda* (National community service)
   - *Ishema ryacu*
   - *Gacaca* courts (officially closed)
   - *Ndi Umunyarwanda*

3.
   - Brought, among Rwandans, a sense of togetherness and love for one another
   - Encouraged Rwandans to develop their own country
   - Promoted peace and stability among Rwandans
   - Ended tribalism that was experienced in the 1950s and early 1990s
   - Helped to reduce income inequalities among Rwandans
   - Reduced the dependency ratio on the government
   - Enabled Rwanda to provide basic services to its citizens

4. Self-reliance is a state of being independent in all aspects. The independence could be social, political and economic.

TOPIC AREA: **Society**

SUB-TOPIC AREA: **Disability and inclusive education**

UNIT 15:   **Concept of disability and inclusive education**

Number of Lessons: Two (2)

Unit 15 · Concept of disability and inclusive education

Key unit competence

At the end of two (2) lessons, the learner should be able to understand the concept of disability, types of disability and explore attitudes towards people with disability in Rwanda.

Brief introduction

This unit, 'concept of disability and inclusive education' takes the learner through the concept of disability. It enables the learner to understand various types of disability, their causes and consequences. It also reminds the learner on the need to advocate for people with disabilities at family, community and national level.

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

• Concept of disability
• Types of disability
• Causes and consequences of disability
• Attitudes and feelings towards disability in Rwanda

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the concept of disability. • Explain the causes and consequences of disability.	• Apply knowledge towards the concept of disability in order to determine who is disabled. • Examine the causes and consequences of disability and how they can be avoided.	• Acknowledge the raised awareness of disability. • Display tolerance and respect for all people to show concern for and acceptance of people with disabilities.

• Identify types of disability. • Explain people's attitudes towards disability in Rwanda.	• Analyse the types of disabilities so as to put people with disability in different categories (mental and physical disabilities) • Assess different attitudes towards disability in Rwanda.	• Appreciate the need to advocate for equality for people with disabilities at family, community and national level.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

(c) Problem solving: In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems.

This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

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

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

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

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

Links to other subjects

This unit links well with topics such as living together and human rights as taught in Social Studies and Communication Skills.

Assessment criteria

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

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

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

(iii) Assess learners' responses to questions you will ask during teaching and while performing various

activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to understand the concept of disability and explore attitudes towards people with disability in Rwanda.

Cross-cutting and emerging issues

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

- Inclusive Education: This unit basically talks about inclusive education. Remind the learners that Rwanda offers education to all learners without discrimination.

- Peace and values education: We should show love to those with disabilities as this will promote peace.

- Genocide studies: Remind the learners that the 1994 Genocide against the Tutsi left some people disabled.

Safety

During some lessons, the learners may be required to do some sporting activities. Let all learners play together, but ensure their safety. Pay special attention to learners with disability.

Introduction to the unit

Disability is an umbrella term covering impairments, activity limitations and participation restrictions. It is difficult for some people to carry out activities that a normal person does. This could be due to pre-existing or acquired conditions. Such people are said to be living with disability.

Concept, types, causes and consequences of disability

Refer to Learner's Book pages 137 – 140

Learning objectives

By the end of the sub-topics, the learner should be able to:
- Explain the concept, types, causes and consequences of disability.
- Apply knowledge towards the concept of disability in order to determine who is disabled.
- Examine the causes and consequences of disability and how they can be avoided.
- Analyse the types of disabilities so as to put people with disability in different categories (mental and physical disabilities).
- Display tolerance and respect for all people to show concern for and acceptance of people with disabilities.
- Appreciate the need to advocate for equality for people with disabilities at family, community and national level.

Preparation

You need to have adequate information on concept of disability and inclusive education. Having books (other than the Senior 1 History and Citizenship book) or articles on disability and inclusive education will be an added advantage to you.

You also need to invite a resource person to shed more light on the topic to the learners.

Teaching/learning materials

During the delivery of these sub-topics, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Let the learners to individually do **Activities 15.1** and **15.2**.
- Guide the learners to form groups of not more that six learners to discuss **Activity 15.3**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- Resource person's input.

Remember to let them write points as they discuss in groups. They should appoint one person

to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *amputated* and *vulnerability*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

There are four main types of disability. These are:

i. **Physical disability**

   This is an impairment that makes one unable to use his or her physical organs to perform a function.

ii. **Sensory disability**

   This is an impairment of one or more senses. It mostly affects vision and hearing.

iii. **Mental disability**

   This is a psychological or behavioural condition that affects the brain.

iv. **Developmental disability**

   This type of disability affects growth and development of a person.

Causes of disability

Accidents: Many people become disabled as a result of road, fire and work related accidents.

War: Apart from causing death and destruction of property, war has always left many people disabled.

Diseases: Diseases such as polio and cancer can cause disability. Some parts of a person's body may be amputated as a result of cancer.

Birth related: Some disabilities are as a result of problems experienced by the mother during delivery. Some children are born with disability.

Inherited disability: Some people inherit disability from their family lineage. An example is albinism.

Injections and medicine: Use of wrong medicine can cause lameness or even blindness. If injection is not done correctly, the patient may end up having disability.

Natural disasters: Natural disasters such as earthquakes and lightening can also cause disability.

Failure to immunise and vaccinate children: Children who are not immunised may suffer from diseases such as polio. Consequently, they will be disabled.

Poison: It can cause conditions such as paralysis and blindness.

Consequences of disability

Stigma: Disability sometimes makes those living with it to have fear. Some people also cause fear to people living with disability.

Discrimination: In some families, children with disability are discriminated against. Some are locked up in rooms whenever visitors come.

Break up of families: Some people have ended up divorcing because of disability.

Low self-esteem: Some of those living with disability look down upon themselves. They feel that they are not important in the society.

Exploitation: Some disabled persons, especially women, get harassed. Some are sexually abused because they cannot defend themselves.

Vulnerability to diseases: People living with disability are at a high risk of contracting diseases. This could be caused by germs that some of them contact every time.

Further activity

Let the learners do Activity 15.4 in groups.

Follow-up activity

Research on other causes of disability.

Attitudes and feelings towards disability in Rwanda

Refer to Learner's Book pages 140 – 142

Learning objectives

By the end of this sub-topic, the learner should be able to explain:
- Explain people's attitudes towards disability in Rwanda.
- Appreciate the need to advocate for equality for people with disabilities at family, community and national level.

Preparation

You need to have adequate information on attitudes and feelings towards disability in Rwanda. Having books (other than the Senior 1 History and Citizenship book) or articles on attitudes and feelings towards disability in Rwanda will be an added advantage to you. You also need to invite a resource person to shed more light to the learners.

Teaching/learning materials

During the delivery of these sub-topics, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

You should try as much possible to make the learning interactive. Give

the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

- Lead a whole class discussion to hear from the learners about their feelings towards disability.
- Questions and answers
- Resource person's input.

New word

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

Notes for the teacher

People living with disability are aware of being looked at. They are often self-conscious about their bodies. They face all of the attitudes people have about disability whenever they go out in public.

People with disability are easily angered by the sometimes patronising attitudes they encounter. They are suddenly treated as needy, unable and tragic.

Encountering prejudices

People with disability should learn how to let people have their beliefs. Let them find out that that you do not care how they see you. Demonstrate an attitude that should not pity you or make a hero of you. Return to

the primary task of life, work, play family, community, love and spirit.

Attitudes are learned

People who have not had direct experience around people with disability always feel uncomfortable around them. They mostly rely on information given to them about disability. For example, if a parent pulls a kid out of the way of a person riding a wheelchair, the child learns to stay away from persons on wheelchairs.

Disability pride

Persons with disability should continue to demonstrate independence. They should show that they are not looking to be cared for, but to be treated as a whole. They should hold their rights to make personal decisions and have a full life. As such, society learns to value and respect persons living with disability.

Disability is not inability

Rwandans have developed the attitude that disability does not necessarily mean inability. Persons with disability should therefore be given equal chances. They should go to school, start and develop businesses. They can get employment in offices, marry, own homes and have families. This is a clear indication that disability is not inability.

The government partners with other Non-governmental organisations such as ADRA-Rwanda (Adventist Development and Relief Agency), Handicap International and Action Aid. In partnership, they provide support materials such as wheel chairs and crutches. They give scholarships and offer trainings to teachers on how to handle children with disability.

The government of Rwanda has put on measures to ease movement of children with disability. One of such measures is the construction of user friendly buildings. The government encourages indoor games in schools to enable children with disability to study without difficulties.

Further activity

As Senior One students, make an outreach programme. Reach out to any disabled persons from around your school. Help them to clean their environment and fetch water for them. Take time to interact with them.

Follow-up activity

Research on other consequences of disability.

Diagnostic assessment

Explain what the following types of disability:
(a) Mental disability
(b) Developmental disability

Answers to Diagnostic assessment

(a) Mental disability refers to a psychological or behavioural condition that affects the brain.
(b) Developmental disability refers to the disability that affects growth and development of a person.

Revision questions

Refer to Learner's Book page 142

1. Explain what is meant by 'people living with disability'.
2. Mention the types of disability we have in our communities.
3. State the causes of disability in most African countries today.
4. Discuss the consequences of disability in Rwanda today.
5. Explain your attitude and feelings towards disability in Rwanda.

Answers to Revision questions

1. People living with disability are those who have conditions such as visual impairment which cannot allow them to carry out activities that a normal person does.

2.
   - Physical disability
   - Sensory disability
   - Mental disability
   - Developmental disability

3.
   - Accidents
   - War
   - Diseases
   - Birth related
   - Inherited disability
   - Injections and medicine
   - Natural disasters
   - Failure to immunise and vaccinate children
   - Poison

4.
   - Stigma
   - Discrimination
   - Break up of families
   - Low self-esteem
   - Exploitation
   - Vulnerability to diseases

TOPIC AREA: **Individual and Family**

SUB-TOPIC AREA: **Values, Attitude and source of sexual learning**

UNIT 16:   **Family and personal values**

Number of lessons: Three (3)

Family and personal values

Refer to Learner's Book pages 141 – 145

Key unit competence

At the end of six (6) lessons, the learner should be able to examine the various sources of sexual learning, the relationship between values and behaviour; and make decisions with individual values.

Brief introduction

This unit, 'family and personal values', takes the learner through understanding of values and its sources. It also enables the learner to know the meaning of gender and social construction of gender. Towards the end, it exposes the learner to concepts of human rights related to sexual and reproductive health.

The main sub-topics to be covered in this unit are:
• Definition of values
• Sources of values
• Sources of sexual learning
• Definition of gender
• Social construction of gender
• Concepts of human rights related to sexual and reproductive health

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Describe how families, peers, school, religious teachings, media and culture are sources of values and sexual learning; and the type of information learnt. • Differentiate how gender identities and roles are learnt. • Explain how human rights are applied in national and international documents to promote sexual and reproductive health and right. • Explain how tolerance and respect develops in relationships.	• Describe how their own personal values in relation to range of sexuality and reproductive health issues. • Evaluate how cultural values affect male and female gender role expectations. • Demonstrate how to resist negative peer influence in their sexual decision making. • Describe human rights provisions in national sexual and reproductive health policies; and international conventions related to sexual and reproductive health. • Examine the bias related to disabilities prejudice, stigma, intolerance, harassment, rejection and bullying.	• Appreciate the importance of standing for own values. • Show respect and fairness between boys and girls; men and women. • Show tolerance, and have respect for different values, beliefs and attitudes. • Appreciate and defend human rights related to sexual and reproductive health in national policies. • Stand up for people with disabilities.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired.

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

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming,

group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

This unit links well with culture, gender in General Studies and effective communication; peace education and human rights, sexual behaviour and reproductive health in Social Studies, reproduction and reproductive health in Biology; the human body, organs, systems and their functions in SET.

Assessment criteria

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

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

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

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

(iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each

of the groups and grade them accordingly.

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to differentiate between gender and sex, gender construction and gender roles. They should also demonstrate ability to analyse human rights related to sexual and reproductive health policies.

Cross-cutting and emerging issues

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

•   Gender: This is discussed under the sub-topic 'social construction of gender'.

•   Peace and Values Education: Tell the learners that peace is one of the values that we should always have.

•   Inclusive Education: Let the learners that the vision, mission and motto of their school encourage inclusive education.

They will realise this when they do **Activity 16.2**.

- Comprehensive sexuality education: This is tackled exclusively under the sub-topics 'sources of sexual learning' and 'concepts of human rights related to sexual and reproductive health'. It is also tackled in Activity 16.3.
- Sensitise learners on the cross-cutting issues associated with every lesson learnt.

Safety

During some lessons, the learners may be required to do some outdoor activities such as visiting a person living with HIV. Ensure that the learners are safe during the trip.

Introduction to the unit

Values are principles or standards of behaviour. They are one's judgment of what is important in life. Values also refer to important and lasting beliefs or ideals shared by the members of a culture. These ideals determine what is good or bad, desirable or undesirable.

Values have major influence on a person's behaviour and attitude. They serve as broad guidelines in all situations. There are various types of values namely:

(i) Ethical or moral values

(ii) Doctrinal or ideological (religious, political) values

(iii) Social values

(iv) Aesthetic values

Sources of sexual learning

Refer to Learner's Book pages 145 – 146

Learning objectives

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

- Define values
- Describe how their own personal values in relation to range of sexuality and reproductive health issues.
- Appreciate the importance of standing for own values.

Preparation

You need to have adequate information on sources of values and sexual learning. Having books (other than the Senior 1 History and Citizenship book) or articles relevant to the sub-topic will be an added advantage to you. You also need to invite a resource person to shed more light on the topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos),

tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Let the learners to individually do **Activity 16.1**.
- Guide the learners to form groups of not more that six learners to discuss **Activity 16.2**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- Resource person's input.

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

Notes for the teacher

Sources of values

- **Genetics:** Significant portion of our value system is genetically determined. Genes are responsible for a part of our value system. The value system could be altered due to environmental factors.
- **Culture:** Certain values are reinforced by culture. Certain cultures consider values such as achievements, peace, cooperation, unity, equity and democracy desirable.
- **Parents (family):** Values are established in our families through parents. Parents mould and instil a certain sense of values in their children. This will help the kids to cope with future challenges.
- **Friends and peers:** Through friends and peers, many people acquire values. Some acquire negative values while the others acquire constructive values to brighten their future.
- **School:** Through informal and formal education, a good number of people acquire values. We learn a lot of things at school as we get knowledge and skills. This is a source of values to the majority. Good schools instil constructive ideas to students as a sense of direction.
- **Media/press:** Through newspapers, magazines, internet, radios, televisions and other relevant media, people acquire values. They admire and adopt values through role models in the media.

- ***Other value systems:*** Our value system may get altered as we grow up and get exposed to other value systems. For example, being recruited into the army or police force may change our past existing value systems.

Sources of sexual learning

Sexual learning refers to instruction on issues relating to human sexuality. The issues include human sexual anatomy, sexual reproduction, sexual activity, reproductive health and emotional relations. Other issues are reproductive rights and responsibilities, sexual abstinence and birth controls.

Sexual learning can be done formally or informally.

Informal sources

Sexual learning may be taught informally. Someone can receive information from a conversation with parents, friends, religious leaders, or through the media. It may also be delivered through sex self-help authors, sex columnists or sex education websites.

Sexual learning must be introduced to children at an early age. This will help them manage body changes during adolescence.

Formal sources

Formal sexual learning occurs when schools or health care providers offer sex education lessons. Sexual learning teaches the young persons what they should know about their personal conduct. It also teaches them how to relate with others, especially members of the opposite sex. It is also necessary to prepare the young for the tasks ahead.

Sometimes, sexual learning is taught as a full course as part of the curriculum. It is taught in both junior and senior high schools.

Further activity
Let learners do Activity 16.3 as a further activity.

Follow-up activity
Write an essay on the importance of teaching sexual education in schools.

Gender/social construction of gender

Refer to Learner's Book pages 146 – 147

Learning objectives

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

- Differentiate how gender identities and roles are learnt.
- Evaluate how cultural values affect male and female gender role expectations.
- Show respect and fairness between boys and girls; men and women.

Preparation

You need to have adequate information on gender and social construction of gender. Having books (other than the Senior 1 History and Citizenship book) or articles on the sub-topic will be an added advantage to you. You also need to invite a resource person to shed more light on the sub-topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

You can organise a whole class activity to discuss the sub-topic. This can be achieved through having a question/answer session.

Resource person's input.

New word

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

Notes for the teacher

Gender refers to either the male or female division of a species, especially as differentiated by social and cultural roles and behaviour. It is impossible to define gender as 'sex'. The term sex can be used when differentiating male creatures from female ones biologically. The concept of gender is primarily applied to human beings and has additional connotations.

Social construction of gender

Social construction refers to how the society groups people and how it privileges certain groups over others. The social construction of gender begins with the assignment to a sex category to babies. It is done on the basis of what the genitalia look like at birth.

When a baby is born, the doctor first looks at the baby's genitalia. He or she does this in order to determine whether it is a boy or a girl. This is the beginning of the gender process of social construction.

After children have been classified as boys or girls, parents become part of this societal process.

They start dressing them with different clothes and colours to identify their gender.

As children grow up, they start learning how they are supposed to behave. They observe and imitate the people of the same gender as them. Girls act as their mothers and boys as their fathers. Each gender is expected to dress and act in a certain way. However, this behaviour leads to stereotypes.

Follow-up activity
Find out from your village the beliefs that people hold regarding gender roles.

Concepts of human rights related to sexual and reproductive health

Refer to Learner's Book pages 147 – 148

Learning objectives
By the end of the sub-topic, the learner should be able to:
- Explain how human rights are applied in national and international documents to promote sexual and reproductive health and right.
- Describe human rights provisions in national sexual and reproductive health policies; and international conventions related to sexual and reproductive health.

- Appreciate and defend human rights related to sexual and reproductive health in national policies.

Preparation
You need to have adequate information on concepts of human rights related to sexual and reproductive health. Having books (other than the Senior 1 History and Citizenship book) or articles on the sub-topic will be an added advantage to you. You also need to invite a resource person to shed more light on the sub-topic.

Teaching/learning materials
During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

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

- You can organise a whole class activity to discuss the sub-topic. This can be achieved through having a question/answer session.
- Resource person's input.

New word

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

Notes for the teacher

(a) Sexual health

Sexual health is a state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships. Sexual health is about the possibility of having pleasurable and safe sexual experiences. The sexual relationships should be free of coercion, discrimination and violence.

Sexual rights

The struggle for sexual rights includes and focuses on sexual pleasure and emotional sexual expression. At the 14th World Congress of Sexology (Hong Kong, 1999), the congress adopted the universal declaration of sexual rights. This includes the following sexual rights:
(i) The right to sexual freedom
(ii) The right to sexual autonomy, sexual integrity and safety of sexual body
(iii) The right to sexual privacy
(iv) The right to sexual equity
(v) The right to sexual pleasure
(vi) The right to emotional sexual expression
(vii) The right to sexually associate freely
(viii) The right to make free and responsible reproductive choices
(ix) The right to sexual information based upon scientific inquiry
(x) The right to comprehensive sexuality education
(xi) The right to sexual health care

(b) Reproductive health

Reproductive health implies that people are able to have a responsible, satisfying and safer sex life. It also implies that they have the capability to reproduce. They also have the freedom to decide when and how often to do so. One interpretation of this implies that men and women ought to be informed. They should have access to safe, effective, affordable and acceptable methods of birth control. They should also have access to appropriate health care services of sexual and reproductive medicine.

Health education programmes should be implemented. They stress on the importance of women going

through pregnancy and childbirth safely. Health education provides couples with the best chance of having a healthy infant.

Reproductive rights

Reproductive rights are legal rights and freedoms relating to reproduction and reproductive health. The World Health Organization (WHO) defines reproductive rights as follows:

"Reproductive rights rest on the recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing- and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. They also include the right of all to make decisions concerning reproduction free of discrimination, coercion and violence."

Further activity

Differentiate between gender and social construction of gender.

Answers to Further activity
Gender refers to either the male or female division of a species, especially as differentiated by social and cultural roles and behaviour. **Social construction** refers to how the society groups people and how it privileges certain groups over others.

Follow-up activity

Form anti-bully squads at school.

Diagnostic assessment

State various types of values.

Answers to Diagnostic assessment
- Ethical or moral values
- Doctrinal or ideological (religious, political) values
- Social values
- Aesthetic values

Revision Questions
Refer to Learner's Book page 148
1. Define the term 'values'.
2. Mention various sources of values.
3. Explain what is meant by 'sexual learning'.
4. Clearly explain the sources of sexual learning.
5. Explain the meanings of:
   a) Sexual health
   b) Reproductive health
6. State at least ten sexual rights.

Answers to Revision Questions

1. Values are principles or standards of behaviour. Values also refer to important and lasting beliefs or ideals shared by the members of a culture.

2.
- Genetics
- Culture
- Parents (family
- Friends and peers
- School
- Media/press

3. Sexual learning refers to instruction on issues relating to human sexuality.

4.
- Informal sources such as a conversation with parents, friends, religious leaders, or through the media.
- Formal sources such as schools or health care providers offer sex education lessons.

5.
(a) Sexual health is a state of physical, mental and social well-being in relation to sexuality.
(b) Reproductive health is a state of physical, mental, and social well-being in all matters relating to the reproductive system, at all stages of life.

6.
- The right to sexual freedom
- The right to sexual autonomy, sexual integrity and safety of sexual body
- The right to sexual privacy
- The right to sexual equity
- The right to sexual pleasure
- The right to emotional sexual expression
- The right to sexually associate freely
- The right to make free and responsible reproductive choices
- The right to sexual information based upon scientific inquiry
- The right to comprehensive sexuality education
- The right to sexual health care