History and Citizenship

For Rwanda Schools

Senior 2

Teacher's Guide

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PART ONE

S2 HISTORY AND CITIZENSHIP CONTENT MAP

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
	Collecting and analysing historical sources	German and Belgian colonisation	Causes and course of the Genocide against the Tutsi	Kingdoms of East and Central Africa	Long Distance Trade	Ngoni migration
Number of periods	4	10	6	10	8	8
Introduction	Defining History, the teacher asks learners to read a narration in Activity 1.1. Learners discuss complementarities of historical sources, challenges faced when using material, immaterial and electronic sources. Learners discuss usefulness of different sources of History.	The teacher asks learners to find out the meaning of the word colonisation. The teacher then introduces the topic. The learners and the teacher then study various maps of colonisation. Learners then discuss causes, impact, reforms and effects of German and Belgian colonisation.	The teacher asks learners to do Activity 6.1 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 Learner's Book	The teacher asks learners to do Activity 4.1. This sets the pace for understanding the heading of the Unit. The teacher takes the learners through the Buganda and Kongo kingdoms. He/she then guides learners in discussing the rise, organisation and collapse of Buganda and Kongo kingdoms.	The teacher asks learners to do Activity 5.1. This prepares the learner for the Unit. The teacher engages the learner to discuss the rise, organisation, decline and effects of long distance trade.	The teacher starts by asking the learners to define migration. He/she then explains to the learners about the origin of t he N g o ni. This is then followed by group activities and discussion of different Ngoni groups, reasons for their migration and consequences of their migration.
Classroom organisation	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.
Learning materials required	Books, internet, poems, press media (videos, newspaper), stories, songs, fossils, tactile materials, jaws software, talking	Documents, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software,	Books, internet, poems, press media, songs, testimonies from survivors and rescuers, films, media, (radio, newspapers and	Books, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs	Books, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and	Books, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes &

	tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment language	talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment language	videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment	braille materials. Signs language should be used when teaching learners with hearing impairment		tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment
	globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment	braille materials. Signs language should be used when teaching learners with hearing impairment	language should be used when teaching learners with hearing impairment	language should be used when teaching learners with hearing impairment	braille materials. Signs language should be used when teaching learners with hearing impairment	
Learning outcomes	**Examining** the complementarities of different sources of history in order to test the validity from each source **Analysing** the differences between electronic, material and immaterial sources by showing the features of each source **Assessing** the validity of different sources of history in order to determine the most appropriate source to use	**Analysing** the causes of German and Belgian colonisation and lessons that we can learn from it **Examining** the impact of German colonisation on political, economic and social domains **Assessing** the political, economic, judicial, sociocultural transformations introduced by Belgians so as to determine their performances **Exploring** the effects of Belgian colonisation during military occupation,	**Analysing** the causes of the genocide against the Tutsi **Assessing** the course of genocide against the Tutsi **Evaluating** how genocide against the Tutsi was stopped	**Examining** the factors for the expansion of Buganda and Kongo kingdoms and show how these factors helped them to rise into large kingdoms **Assessing** the political, social and economic organisation of Buganda and Kongo and interpret the similarities and differences between the two. **Analysing** the factors for the downfall of Buganda and Kongo kingdoms	**Analysing** the rise and organisation of Long Distance Trade and relate to modern trade **Comparing** the organisation of Long Distance Trade with the organisation of Trans-Saharan trade **Examining** the effects and the reasons of decline of Long Distance Trade	**Explaining** the origin of the Ngoni in order to understand the relationship between the people of South Africa and East and Central Africa **Analysing** the movement of different groups of the Ngoni into Central and East Africa **Evaluating** the reasons for Ngoni migration with the migrations of other societies in Africa **Examining** the

		mandate and trusteeship				effects both positive and negative of the Ngoni migrations in East and Central Africa
Assessment	Ability to judge the effectiveness use of different types of collecting	Ability to contrast the causes and impact of German and Belgian colonisation	Ability to explain the origin, rise, organisation and decline of kingdoms in East and Central Africa (Buganda and Kongo).	Ability to explain the origin, rise, organisation and decline of Kingdoms in East and Central Africa (Buganda and Kongo).	Ability to explain effectively the rise, organisation, effects and decline of Long Distance Trade.	Ability to explain effectively the origin, causes and effects of Ngoni migration.
Activities	Reading extracts from newspapers and books Narrating stories in class Discussing sources of History, process of collecting historical information and challenges involved	Discussing causes, impact, reforms and effects of German and Belgian colonisation. Find out about economic activities currently carried out in Rwanda. Essay writing.	Referring to Senior 1 History and Citizenship to remind learners on genocide studies in the previous year. Doing research work.	Map reading Resource person's input Discussing about the rise, organisation and collapse of Buganda and Kongo kingdoms	Defining trade Discussing the rise, organisation, decline and effects of Long Distance Trade.	Discussing reasons for migration in relation to Ngoni Doing group and individual activities.
Competences practised	Cooperation, interpersonal management and life skills through discussions in groups Communication through storytelling, question-answer	Cooperation, interpersonal management and life skills through discussions in groups.	Cooperation, interpersonal management and life skills through discussions in groups Communication while doing group discussions.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.

Language	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments
Vocabulary acquisition	Complementarities	Indigenous, nominal	Massacres, stalwarts, genocidaires, impartial	Interlacustrine, interstate trade, homogenous, sufficient, upheaval	Exhaustion	Tyrant, regiments, detribalisation, deculturalisation
Study skills	Present the timeline showing the past, present and future. Compare different	Analyse causes, examine, assess and explore causes, impact, reforms and effects of German and Belgian colonisation.	Analyse the causes of the 1994 genocide against the Tutsi. Assess the course of the 1994 Genocide against the Tutsi. Evaluate how the 1994 Genocide against the Tutsi was stopped.	Examine the factors for the expansion of Buganda and Kongo kingdoms and show how these factors helped them to rise into large kingdoms. Assess the political, social and economic organisation of Buganda and Kongo and interpret the similarities and differences between the two.	Analyse the rise and organisation of Long Distance Trade and relate to modern trade. Examine the effects and the reasons of decline of Long Distance Trade.	Recognise the origin of the Ngoni. Analyse movements of different Ngoni groups. Evaluate reasons for Ngoni migration. Examine the positive and negative effects of Ngoni migration.
Revision	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions

	UNIT 7	UNIT 8	UNIT 9	UNIT 10	UNIT 11	UNIT 12
	Exploration of Africa	European colonisation of Africa	African response to colonial conquest	Industrial revolution	Causes and impact of American revolution	Rights, duties and obligations
Number of periods	8	8	10	10	6	3
Introduction	The teacher introduces the unit by letting the learners understand of meaning of exploration. The teacher asks learners to individually do Activity 7.1. The teacher then tells the learners about the European explorers, causes, effects and problems of their exploration	The teacher begins by asking the learners to individually do Activity 8.1. The teacher then explains to the learners about the causes and methods of colonisation; colonial systems of administration and consequences of European colonisation. The teacher then let learners do activities.	The teacher begins by telling the learners to do Activity 9.1. He/she then introduces the unit followed by giving learners individual and group activities. The teacher then explains to the learners about the forms of African responses; types, effects and methods of resistance; forms and collaboration and how Africans collaborated with European colonialists.	The teacher begins by asking learners to do Activity 10.1. He/she then explains to the learners about the political, economic and social situation in England before the industrial revolution. This is then followed by discussing factors that led to industrial revolution. The teacher then discusses different technical inventions and their inventors.	The teacher begins by asking learners to do Activity 11.1. He/she then explains to the learners about the causes and effects of American revolution.	The teacher begins by asking learners to individually do Activity 12.1. He/she then guides to discuss duties and obligations toward the nation and how duties and obligations are balanced in Rwanda.
Classroom organisation	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.
Learning materials required	Books, internet, media, (newspapers and videos), map,	Books, internet, films, atlas, globe, wall map, pictures and photographs,	Books, internet, films, atlas, globe, wall map, pictures and photographs, media, (newspapers and videos),	Books, internet, charts, films, atlas, wall map, pictures and photographs,	Books, internet, videos, pictures, media, (newspapers and	Books, internet, pictures, maps, media, (newspapers and

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment	media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment	stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment	media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment	videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment	videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment
Learning outcomes	**Comparing** the achievements of different explorers in Africa **Assessing** the effects and process of exploration **Analysing** the causes of European explorers in Africa **Evaluating** the problems faced by European explorers and how they could be solved	**Evaluating** the causes of European colonisation of Africa and show whether they were justified **Comparing** and contrast different methods used by European colonialists to acquire colonies in Africa **Assessing** the consequences of European colonisation of Africa and look for the stand point **Analysing** methods used in acquiring colonies in Africa and comment	**Analysing** forms of African response towards European colonial conquest and show how it was remarkable in the History **Comparing** primary and secondary resistance by giving examples **Evaluating** the causes and consequences of African resistance towards European colonialists and interpret them **Analysing** forms of collaboration, its causes and its consequences	**Analysing** the political, economic and social situation in England before industrial revolution in order to know the background of the current industries **Examining** the factors that led to the industrial revolution as to determine the contribution of each factor **Assessing** the effects of industrial revolution and its impact on Africa **Researching** the technical inventions & their inventors and how they increased the scale of world production	**Analysing** the causes of American revolution and interpret the role of each cause **Assessing** the effects of American revolution and balance positive and negative effects	**Examining** the role of rights, duties and obligations in society and nation building **Analysing** the difference between duties and obligation

		on it.				
Assessment	Ability to explain different causes and consequences of exploration of Africa	Ability to evaluate the European colonisation of Africa and its consequences	Ability to analyse varied the African response to colonial conquest.	Ability to explain the causes and effects of the industrial revolution in Europe and the rest of the world	Ability to make judgement about the causes and effects of American Revolution	Ability to identify oneself differently in reference to Rwanda
Activities	Doing individual activity, Activity 7.4 Doing group activities	Doing case study in Activity 8.2. Doing group activities Teacher guided class activities	Doing case study in Activity 9.2 Teacher guided class activities.	Doing Activity 10.2 Teacher guided class activities. Questions and answers.	Doing Activity 11.2 Teacher guided class activities. Questions and answers.	Doing group and individual activities 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 during follow-up activity	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions. Creativity and innovation in terms of trade.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions. Creativity and innovation in terms of trade.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions
Language	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments
Vocabulary acquisition	Transcontinental, cartographer, fencer, mercantilism	Manpower	Seized, agitated, rivalry	Beasts of burden, governesses	Sovereign	Democratic process

Study skills	Compare the achievements of different explorers in Africa. Assess the effects and process of exploration. Analyse the causes of European explorers in Africa. Evaluate the problems faced by European explorers and how they could be solved.	Compare and contrast different methods used by European colonialists to acquire colonies in Africa. Assess the consequences of European colonisation of Africa and look for the standpoint. Analyse methods used in acquiring colonies in Africa and comment on it.	Analyse forms of African response towards European colonial conquest and show how it was remarkable in the History. Compare primary and secondary resistance by giving examples. Evaluate the causes and consequences of African resistance towards European colonialists and interpret them.	Analyse the political, economic and social situation in England before industrial revolution in order to know the background of the current industries. Examine the factors that led to the industrial revolution as to determine the contribution of each factor. Assess the effects of industrial revolution and its impact on Africa. Research the technical inventions and their inventors and how they increased the scale of world production.	Analyse the causes and effects of American revolution	Examine the role of rights, duties and obligations in society and nation building
Revision	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions

	UNIT 13	UNIT 14	UNIT 15	UNIT 16	UNIT 17	UNIT 18
	State and government	Interdependence and unity in diversity	Social cohesion	Hindrances of dignity and self-reliance in Rwandan society	Concept of disability and inclusive education	Family and Personal Values
Number of periods	2	3	3	3	3	3
Introduction	The teacher begins by telling learners to do Activity 13.1. The teacher then takes them through definition of state and government, difference, types and organs/role/functions of state and government	The teacher begins by letting learners do activity 14.1. He/she then guides them to understand what interdependence and unity in diversity in relation to Rwanda.	The teacher begins by asking learners to do Activity 15.1 in the Learner's Book. He/she then guides the learners to define social cohesion; discuss factors influencing social cohesion; and challenges to social cohesion.	The teacher begins by asking learners to do Activity 16.1. He/she then explains to the learners the types and importance of dignity and self-reliance. Guide the learners to do the activities in the Learner's Book.	The teacher begins by asking learners to do Activity 16.1 in the Learner's Book. He/she then guides the learners through types of hindrances of dignity and self-reliance; importance of dignity and self-reliance and cooperation in respect to Rwandan aspirations.	The teacher begins by asking learners to do Activity 18.1 in the Learner's Book. He/she then guides the learners to understand conflict and misunderstandings between parents and children; and importance of parent-child dialogue.
Classroom organisation	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.	Whole class orientation followed by group work and individual work.
Learning materials required	Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs	Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille	Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be	Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should	Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be	Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs

	language should be used when teaching learners with hearing impairment	materials. Signs language should be used when teaching learners with hearing impairment	used when teaching learners with hearing impairment	be used when teaching learners with hearing impairment	used when teaching learners with hearing impairment	language should be used when teaching learners with hearing impairment
Learning outcomes	**Analysing** the definition of state and government and compare them **Applying** knowledge on the types of state and forms of government **Assessing** the organs, role and functions of the state and government and determining where you belong	**Describing** oneself identity and national identity and show people's concern about this **Evaluating** the importance of unity **Assessing** the interdependence	**Examining** the importance of social cohesion in Rwanda and other societies **Analysing** different factors influencing social cohesion and have been limited **Describing** challenges to social cohesion	**Examining** the hindrances of dignity and self reliance in order to determine measures/strategies to overcome them **Assessing** the importance of dignity and self reliance in Rwandan society **Evaluating** how we can foster national pride and respect among Rwandan citizens	**Assessing** the causes and effects of disability and relating the current situation **Evaluating** effectiveness of measures to prevent disabilities in Rwandan society	**Assessing** the family and personal values and show how they are inter-related **Evaluating** negative social norms/practices related to sexuality and marriage and indicate their contributions in the society **Analysing** healthy relationship among peers and parents through dialogue and problem solving
Assessment	Ability to explain role and functions of state and government.	Ability to explain the interdependency and unity in diversity	Ability to analyse how people can live together in harmony	Ability to identify hindrances of dignity and self-reliance on Rwandan society.	Ability to analyse causes and effects of disabilities and determine measures to prevent disability	Ability to analyse how people can live together in harmony
Activities	Doing Activity 13.1 as a group activity, followed by Activity 13.2 as	Doing group and individual activities Teacher guided	Doing individual and group activities Teacher guided class activities	Doing Activity 10.2 Teacher guided class activities. Questions and	Doing individual and group activities Teacher guided class activities.	Doing individual and group activities. Teacher guided class activities

	individual activity Teacher guided class activities. Questions and answers	class activities. Questions and answers	Questions and answers	answers.	Questions and answers	Questions and answers.
Competences practised	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions. Research skills through Activity 14.4	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions	Cooperation, interpersonal management and life skills through discussions in groups Communication during plenary discussions.
Language	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments	Discussion in groups Written assignments
Vocabulary acquisition	Apparatus, absolute, derivative	Homogeneity	Antagonistically	Optimally	Auditory, mobility	Authoritarian, permissive
Study skills	Analyse the definition of state and government and compare them. Assess the organs, role and functions of the state and government and determine where	Evaluate the importance of unity. Assess the interdependence among individuals.	Examine the importance of social cohesion in Rwanda and other societies. Analyse different factors influencing social cohesion. Describe challenges to	Examine the hindrances of dignity and self-reliance in order to determine measures/strategies to overcome them. Assess the importance of dignity and self-reliance in Rwandan	Assess the causes and effects of disability and relate the current situation Evaluate effectiveness of measures to prevent disabilities in Rwandan society	Assess the family and personal values and show how they are inter-related. Evaluate negative social norms/practices related to sexuality and marriage and indicate their

	you belong	social cohesion.	society	contributions in the society. Analyse healthy relationship among peers and parents through dialogue and problem solving.
Revision	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions	Tasks provided after each area discussed, various activities in the Learner's Book, End of Unit Revision Questions

INTRODUCTION

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

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

Aims of History and Citizenship

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

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

Developing competencies in History and Citizenship

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

Generic competences

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

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

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

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

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

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

Broad History and Citizenship competencies at the end of Ordinary Level

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

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

- Analyse and understand how societies evolved in order to know appropriately his near and distant environment so as to apply such techniques in developing their own societies.

- Develop into a mature, informed, responsible and active participating citizen.

- Acquire a sound knowledge and understanding of History in order to develop learners skills in expressing historical ideas, in a more coherent and logical manner (Stimulate critical thinking and reasoning among learners in order to create citizens who reason) so as to increase their reasoning capacity.

- Acquire international understanding in order to recognise ability and capacity of Rwandans in developing collectively alongside other societies.

- Understand the nature of cause, consequence, continuity, change, similarity and difference;

- Live in harmony and tolerance with others without any distinction, religious distinction or other form of discrimination and exclusion that have caused problems in society such as the Tutsi Genocide of 1994 in order to transform them in to good citizens.

- Appreciate Rwandese values, universal values of peace, respecting human rights, rights of gender equality, democracy, justice, solidarity and good governance.

- Promote moral, intellectual, social values through which learners will improve, competence and skills that are essential for sustainable development of the country.

- Develop patriotic spirit, the sense of civic pride and spirit of knowing what happens all over the world.

- Encourage the development of a sense of moral responsibility and commitment to social justice and gender equity.

- Encourage learners to assume responsibility for their own behaviour and to respect the rights of others.

- Promote the spirit of self–reliance, dignity and cooperation among nations.

Pedagogical approach

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

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

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

Role of a teacher

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

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

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

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

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

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

Role of a learner

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

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

Special needs and inclusive approach

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

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

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

Conditions for success

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

- **Qualified teachers**

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

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

Assessment approaches

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

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

Types of assessment

1. Formative and continuous assessment (assessment for learning)

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

Coop. - Cooperation

Crit. - Critical thinking

Creat. - Creativity

Assessment standards

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

Resources

Relevant textbooks on:

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

Other materials

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

Skills for the teacher of this subject

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

- Have at least a diploma in History from a recognised teaching Institution of Higher learning.

- Properly use text books, teachers' guide, historical information that are in line with this curriculum.

- Have a good command of the English language and use it properly.

- Have some basic skills and knowledge about in special needs education like Rwandan sign language, braille reading and writing.

- Be able to modify the methodology to accommodate the diversity needs of learners in class.

- Be an objective assessor of learners performance and demonstrate strong leadership skills.

- Be well organised, and able to manage his/her tasks and time well.

Some strategies to address special education needs

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

- Teaching aids should include adaptive materials like tactile and talking materials.

- Activities could include individual research and group discussions according to the level of understanding of learners (gifted, talented and slow learners).

- The use of models and examples from local environment is recommended.

- There should be in-service teacher training in basic special needs education.

Syllabus units
Presentation of the structure of the syllabus units

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

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

The units have the following elements:
1. Unit is aligned with the number of lessons.

2. Each unit has a key unit competency whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.

3. Each unit key competency is broken into three types of learning objectives as follows:

   a. *Type I:* Learning objectives relating to knowledge and understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS)

   b. *Type II and Type III:* These learning objectives relate to acquisition of skills, attitudes and values (*Type II* and *Type III* learning objectives are also known as Higher Order Thinking Skills or HOTS)

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

4. Each unit has a content which indicates the scope of coverage of what a teacher should teach and learner should line in line with stated learning objectives

5. Each unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach).

6. Finally, each unit is linked to other subjects, its assessment criteria and the materials (or Resources) that are expected to be used in teaching and learning process.

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

Key competences at the end of Senior 2

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

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

Format of Unit Plan/Scheme of work

Academic year: 2017   **Term**: One   **School**: ……………………

Subject: History and Citizenship **Teacher's name**: …………… **Class + Combination**: ………… **Number of periods per week**: 3

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

Period	Lesson / Content	Learning Objectives	Methods	Resources
From January 16th (Monday) to January 20th (Friday)	**Lesson 4:** Challenges faced when using material sources of History **Lesson 5:** Challenges faced when using immaterial sources of History **Lesson 6:** Challenges faced when using electronic sources of History	**Knowledge and Understanding:** - Describe the specify use of material, immaterial and electronic sources **Skills:** - Analyse the differences between electronic, material and immaterial sources by showing the features of each source **Attitudes and Values:** - Acknowledge the challenges faced when using electronic sources		
From January 23rd (Monday) to January 27th (Friday)	**Lesson 7:** Usefulness of different sources of History: Oral traditional source and Written sources **Lesson 8:** Usefulness of different sources of History: Archaeology, Anthropology, Linguistics and Electronic Sources	**Knowledge and Understanding:** - Explain the validity of different sources of History **Skills:** - Assess the validity of different sources of History in order to determine the most appropriate source to use **Attitudes and Values:** - Appreciate how different methods are used	- Question and answer - Class discussion - Map analysis - Brainstorming - Guided discovery	- Learner's Books - Internet - Poems - Press media (videos, newspapers) - Stories - Songs - Fossils - Tactile materials - Jaws software - Talking globes and tactile maps

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

History and Citizenship Lesson Plan

School Name:

Teacher's name: ………………………………………………………

Term	Date	Subject	Class	Unit Nº	Lesson Nº	Duration	Class size
2	18/05/ 2017	History and Citizenship	S2	5	2 of 8	40 minutes	35 learners

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

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

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

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

Part Two

Methodologies, Techniques and Strategies of teaching
S2 History and Citizenship

TOPIC AREA
COLLECTING AND ANALYSING HISTORICAL SOURCES

SUB-TOPIC AREA
CONCEPTS OF HISTORY AND HISTORICAL RESEARCH

UNIT I
COLLECTING AND ANALYSING HISTORICAL SOURCES

NO. LESSONS
FOUR (4)

Unit 1

Collecting and Analysing Historical Sources

Refer to Learner's Book pages 1 – 12

Key unit competence

By the end of four (4) lessons, the learners should be able to examine the complementarities of material, immaterial and electronic sources of History.

Introduction

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

The main subtopics to be covered in this topic are:

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

Learning Objectives

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

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

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

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

Links to other subjects

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

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

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

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

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

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

Summative assessment (assessment of learning)
Learners should demonstrate the ability to analyse the definition of History and examine the effectiveness of collecting historical information.

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

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

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

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

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

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

1.1: COMPLEMENTARITIES OF HISTORICAL SOURCES
Refer to Learner's Book pages 1 - 7.

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

Teaching materials
The following teaching materials are instrumental for the success of these lessons:
S2 History Learner's Book, Internet, poems, press media (videos, newspapers), stories, songs, fossils, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities
The learning process should be interactive learning thoughout. Learners should be given priority to actively participate by airing their views. The role of the teacger is to moderate the discussion.

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

Notes for the teacher

1. Oral traditional sources
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. The complementarities of oral historical sources include:

a) *Linguistic sources* - Linguistics involves studying and analysing languages, their sound, formation and relationship with other languages.Through that, it complements the oral traditional sources.

b) *Archaeological sources* – These sources give an explanation about the study of dug up materials and remains of man's past. It complements oral traditional source whereby the findings are narrated to other generations. This makes the two sources complementary.

2. Written sources

These are written materials where information can be obtained from. Examples include magazines, textbooks, newspapers and diaries. Written records are also complementary with other sources of historical information. For example, written information is sometimes gathered from other sources such as oral tradition. Consider the following examples:

a) *Oral traditional sources*

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

b) *Archaeology*

The digging of the remains and materials of man's past is another source of information to written records. This is because after carbon dating, the results and findings made are written down. The written record is then presented to the public either in textbooks, internet or magazines for reading.

3. Anthropology

Anthropology involves the study of the existing social institutions and relationships of people's cultures, traditions, norms, values and attitudes. The study cannot be done without the support of other sources of historical information. Among other sources which are complementary to anthropology are:

a) *Written sources* - After studying and analysing values, norms and attitudes of people such findings and conclusions are written down. The written records are intended to help the current and future generation and researchers get information. It is therefore clear that both written sources of History and anthropology complement one another.

b) *Oral traditional sources* - The narratives of past events further support anthropology. This is because through these narratives, anthropologists acquire relevant information about people's cultures. They also learn about traditions and norms of different people. Obviously, oral traditional sources and anthropology complement each other.

4. Archaeology

This is the study of dug up materials or material remains of people's past. Archaeology as a source of history is complementary with other sources of History such as:

a) *Oral traditional sources*

Here, narratives and stories can help in the location of places where fossils can be found.

b) *Written sources*

In this case, a person can study about fossils from books and articles on archaeology. Written

sources provide a more permanent way of keeping archaeological records. Therefore, information about the dug up materials and remains of man is not forgotten.

c) *Audio-visual sources*
    Activities of archaeologists can be watched on television and video. Special programmes (documentaries) on archaeology are always aired on television. This enables interested people see some of the dug out materials. Learners also get to see the tools and equipment used during excavation.

5. Linguistics

Linguistics deals with the study and analysis of languages, their sound structure and formation. Linguistics as a source of historical information is well complemented by other historical sources such as:

a) *Written sources* - These sources complement linguistic sources on the information about language analysis, sound and structure. Some textbooks provide information on how some words should be pronounced. They also enable a person to learn about sentence structures of different languages.

b) *Anthropology* - Anthropolgy is another complementary source of linguistic sources. The study of the existing social institutions and cultures involves people's languages. Linguists can apply anthropology as their source of historical information. This makes the two sources complementary.

c) *Oral traditional source*
    This is another complementary source to linguistic sources. Oral traditional source gives a practical support to linguistic sources by providing the pronunciation of certain words in a given language. This facilitates linguistic sources.

6. Electronic or audio-visual sources

Audio-visual sources enable us to get historical information by listening and watching. We often get the information on electronic devices such as computer, television and smart phones. It is the most recent source of historical information.

Audio-visual sources have got common complementarities with other sources of History such as:

a) *Oral traditional sources*
    This is mostly appropriate in the cases of events that involve eye witnesses at the time of happening. For example, a live football match in a stadium. In this case, a journalist broadcasts news on television in a way of narration. He or she narrates to the viewers what is taking place in the stadium. At the same time, the play is shown live on television.

Such narrative is equated to oral traditional source,thereby complementing audio-visual source of historical information.

b) *Archaeological sources*
Remains of man's past or material he used may be discovered in an area.The discovery may complement audio-visual sources. This is because once a site is discovered, a video recording can be done. The recording may be posted on the internet for people to watch and listen to. It may also be broadcast on a television station. This way, archaeology shall have become a complementary source of audio-visual sources.

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

Refer to Learner's Book pages 7 - 9.

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

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

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

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
• Put learners in groups of five to do **Activity 1.3** on page 7.
• Let the learners to individually do **Activity 1.4** on page 9.

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

Notes for teacher
 a) Material sources
These include the use of important historical sources that can be considered while collecting historical information.

The following are challenges faced in using material sources:

- Written records cannot be used by illiterate people. It is only limited to those who can read and write.
- Some material sources such as archaeology and linguistics require skills. This explains why archaeologists and linguists are very rare in developing countries.
- Material sources such as archaeology and writing down information are expensive. They require huge sums of money.
- Material sources are also time consuming and take lengthy processes to come up with required information.
- Material sources such as written records can be easily destroyed by fire or water.

b) Immaterial sources

These are historical sources that are not important in a particular situation. They include oral traditional and anthropology sources. The use of immaterial sources is associated with the following challenges:

- The use of oral traditional sources involves a lot of exaggeration and telling wrong information. This makes it more unreliable.
- Immaterial sources such as oral traditional are affected by the death of an eye witness. Once he or she dies, information can never be recovered.

- Anthropology requires skilled people and experts. These experts are very few.
- Immaterial sources are affected by language barrier. Information may be collected in a local language which might be not easy to translate into other languages.

c) Electronic or audio-visual sources

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

The challenges faced when using electronic sources include the following:

- They require enough power supply such as solar or electric power. Without power supply, they cannot be used.
- In remote areas without network coverage, television, mobile phones and internet cannot be used. Therefore with such state of affairs, it is really challenging to use electronic sources.
- They are expensive. Radios, mobile phones, television and cinemas require a lot of money to acquire. This is a real challenge to low income earners, especially in developing countries.
- Electronic sources such as radios cannot be used by people with hearing impairment. Television cannot be used by those with visual impairment.

- The use of internet requires one to have knowledge about information and communication technology. He or she must know how two use the computer. A person who is not computer literate may not access information from it.

Further Activity

Let learners do **Activity 1.4** on page 8 in pairs.

Diagnostic assessment

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

Answers to diagnostic assessment

Oral traditional source is a source of historical information we get from eye witness and from word of mouth. Narratives from eye witnesses and testimonies are usually written down in diaries or books. The books later form written sources of historical information.

1.3: USEFULNESS OF DIFFERENT SOURCES OF HISTORY

Refer to Learner's Book pages 9 - 12.

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

Preparation for teaching

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

Teaching/learning materials

The following materials will help you during the lesson:

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

Teaching/learning activities

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

The following suggested activities can make the teaching/learning interactive:
- Ask the learners about how History helps them in their daily life.
- Let them dramatise the conversation between Umuhoza, Umwali, Isaac, Kalisa and Iradukunda in **Activity 1.5** on page 9.

Notes for the teacher

Oral traditional sources
- It is the oldest source everybody that has used. Most of other sources originated from oral traditional source.
- It gives first hand information since it is given by eye witnesses at the site of the event.

- Information can be verified whereby there is room for asking questions and getting feedback. This allows one to understand the content very well.
- It can be used by all classes of people except those with hearing impairment. This is because it does not involve writing and reading.
- It can be spread over a wide range of people at ago. The information can be spread within a very short period of time.
- It is cheaper compared to all other sources of History such as archaeology and written sources.

Written sources
- They are more accurate and reliable than oral traditional source. more reliable source one can trust.
- Written records can spread faster in a country mostly to people who can read and write.
- They can be translated into different languages for different kinds of people.
- They are fairly cheaper than archaeology.
- Written records can be stored for a long period time, even more than 100 years.

Archaeology
- It gives information about the past where we have no records.
- It tells us about life and culture of the ancient people.
- Archaeology assists historians to understand the past in relation to the present life.

Anthropology
- There are many anthropologists who can help to trace historical facts.
- Anthropology helps to explain the settlement and growth of different people.
- It explains some issues, especially where certain societies have not changed much in recent times.

Linguistics
- It makes it possible to understand how the present languages came into existence.
- Linguistics helps in identifying languages of Africa such as Kinyarwanda for Rwandans.
- Linguistic sources help to determine the migration, origin, and patterns of people.
- It is cheap since there is no payment for the study of languages spoken.

Electronic or audio–visual sources
- The information can be well understood since it is backed by images.
- Audio-visual sources can spread information to a wide range of people.
- The source provides first hand information where it involves live broadcasts.
  The information is generally accessible to people with mobile phones, television and computers.

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

They should appoint one person to represent them during plenary discussion while one of them notes on the board points agreed.

Further activity
In groups of six, let the learners do **Activity 1.6** on 11 of the Learner's Book.

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

Interactive and multi-ability learning
To promote interactive and multi-ability learning, ask learners to role play the conversation in **Activity 1.5** on page 9.
In groups, ask learners to work on **Activity 1.4** on page 9 and present their findings. In both activities, ensure that learners with special needs are catered for.

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

Interactive and multi-ability learning
To promote interactive and multi-ability learning, ask learners to role play the conversation in **Activity 1.5**.
In groups, ask learners to work on **Activity 1.4** and present their findings.
Ensure that learners with special needs are catered for.

Extension/Remedial Activities
Ask learners to work on end of unit Revision Questions.

Extension/Remedial Activities
Ask learners to work on end of unit Revision Questions.

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

Answers to Revision Questions
1. Complementary means combining in such a way as to enhance or emphasise the qualities of each other or another.
2. (a) *Oral tradition and linguistics:* Oral traditional source is complementary with

linguistic sources in way from oral traditions, linguists can obtain historical information hence making the two complementary.

(b) *Anthropology and written sources:* The relationship between the two is that after studying and analysing values, norms and attitudes of people such findings and conclusions are written down. The written records are intended to help the current and future generation and researchers get information. It is therefore clear that both written sources of History and anthropology complement one another.

3. Challenges faced in using material sources:

- Written records cannot be used by illiterate people. It is only limited to those who can read and write.
- Some material sources such as archaeology and linguistics require skills. This explains why archaeologists and linguists are very rare in developing countries.
- Material sources such as archaeology and writing down information are expensive. They require huge sums of money.
- Material sources are also time consuming and take lengthy processes to come up with required information.

- Material sources such as written records can be easily destroyed by fire or water.

4. (a) They are more accurate and reliable than oral traditional sources.

(b) Written records can be used by many people who can read and write.

(c) They can be translated into different languages for different kinds of people.

(d) They are fairly cheaper than archaeology.

(e) Written records can be stored for a long period time.

5. Disadvantages of using electronic sources:

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

TOPIC AREA
HISTORY OF RWANDA

SUB-TOPIC AREA
HISTORY OF ANCIENT, COLONIAL AND POST-COLONIAL RWANDA

UNIT 2
GERMAN AND BELGIAN COLONISATION

NUMBER OF LESSONS
TEN (10)

German and Belgian Colonisation

Refer to Learner's Book pages 14 – 54

Key unit competence

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

Brief introduction

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

The main topics to be covered are:

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

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the causes of German and Belgian colonisations • Identify the effects of German colonisation • Identify the political, economic, judicial, socio-cultural transformations introduced by Belgians.	• Analyse the causes of German and Belgian colonisation and lessons that we can learn from it. • Examine the impact of German colonisation on political, economic andsocial domains	• Appreciate the causes of German and Belgian colonisation. • Acknowledge the impact of German colonisation on Rwandan society

• Describe the effects of Belgian colonisation during Belgian military occupation, mandate and trusteeship	• Assess the political, economic, judicial, socio-cultural transformations introduced by Belgians so as to determine their performances • Explore the effects of Belgian colonisation during military occupation, mandate and trusteeship	• Recognise different transformations introduced by Belgians. • Show concern for the effects of Belgian colonisation during military occupation, mandate and trusteeship

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

Teaching/learning materials
You will need a variety of teaching/learning materials to deliver your lessons:
Some of these materials are documents, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

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

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

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

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

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

(d) Communication skills: This involves comprehending language

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

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

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

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

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

Assessment criteria
(a) Formative and continuous assessment (assessment for learning)
1. Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.

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

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

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

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

(b) Summative assessment (assessment of learning)
Learners should demonstrate ability to explain the effectiveness of collecting historical information.

Cross-cutting issues

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

2.1: CAUSES OF GERMAN AND BELGIAN COLONISATION

Refer to Learner's Book pages 18 - 23.

Learning Objectives

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

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

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

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

- Group learners into pairs and let them to **Activity 2.1** on page 14.
- **Activity 2.2** on page 18 should be done individually.

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

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

Notes for the teacher
Causes of German and Belgian colonisation
a) **Industrial revolution in Europe**

Industrial Revolution begun in Britain in the second half of the 18th Century. It led to an increase in demand for raw materials needed by the industries for further production. As production increased, so was the need for an expanded market for the manufactured products. To ensure that production and subsequent consumption of the manufactured goods continued, European countries had to look up to Africa to provide the much needed raw materials and market.

b) Rivalry among European countries

Rivalry between European countries also contributed to colonisation of African countries. For instance, Britain and France had hated each other for centuries due to the infamous hundred years war, and they both wanted to out-do the other in Africa. However, the race for power was not limited to Britain and France. Other nations wanted to benefit as well, like Germany, Italy and Spain. Nationalism was quite popular in many Western European countries where everyone wanted their country to be the strongest.

Competition to produce more and supply more also contributed to the rivalry among European powers such as Britain and Germany. Both had to protect their overseas territories because the territories supported the entire industrialisation process. Continued occupation and exploitation of these territories subsequently led to the European countries in charge to lay a claim on them as their colonies in years that followed.

c) Investment of surplus capital

Continued production and supply of manufactured goods led to massive profits to bourgeoisies who owned the factories. These wealthy people wanted to invest their surplus income outside their countries because of competition and reduced investment opportunities their countries offered. This factor pushed them to look for opportunities as far as into Africa.

d) A source of raw materials and cheap labour

European colonies were able to acquire raw materials and cheap labour for use in their home industries. The labour was also used in neighbouring colonies to the benefit of the colonisers. For example, Belgians acquired cheaper labour from Rwanda for use in the Democratic Republic of Congo. Africans helped in the collection of ivory and rubber and extraction of minerals in the upper Congo basin for sale elsewhere in world. In addition, a number of major Belgian investment companies pushed the Belgian government to take over the Congo and develop the mining sector. This sector required local labour which was regionally acquired.

e) Prestige and geostrategic interest

Some European nations competed to assert themselves as major super powers. For example, the newly formed nations of Germany and Italy wanted to catch up with England, France and other established colonial powers. Thus, they felt that they had to acquire colonies in African countries for national prestige. More colonies for these countries was a sign of a nation's strength.

In addition, European countries which had already established themselves in some African countries felt that it was necessary for them to acquire more countries for **geostrategic** reasons. Due to this reason, countries often conquered a country to hinder the expansion of a rival power or to facilitate communication between different regions of the empire. For example, Germany had already acquired Tanganyika, and therefore wanted Rwanda and Burundi in addition for effective control of the region. They also wanted to outdo Belgians who already had Congo Free State.

f) Need to spread Christianity

The colonisation of Rwanda was a way to spread Christianity by European missionaries. The missionaries were mainly Roman Catholics and Anglicans. They later established their churches and missions in Rwanda.

g) Stopping slave trade and slavery in Rwanda

Germany and Belgium colonised Rwanda to stop slave trade. They also wanted to stop inhuman labour that had already taken course in Rwanda.

h) Need to settle their excess population

The colonisation of Rwanda by Germany and Belgium was for a reason. Their main target was to settle their excess population and at the same time provide them with employment opportunities.

Unemployment was growing at a high rate amongst European countries. Therefore, colonising Rwanda was seen to provide a solution to the problem.

i) Need to promote western civilisation

The Germans and Belgians considered Rwanda to be backward and therefore had a strong desire to civilise it socially, economically and politically.

j) The role of the 1884–1885 Berlin Conference

During this time, African countries were distributed among European countries where Rwanda was given to Germany. This accelerated and contributed to the colonisation of Rwanda.

2.2: IMPACT OF GERMAN COLONISATION

Refer to Learner's Book pages 24 - 26.

Learning objectives

By the end of the sub-topic, the learner should be able to:
1. Identify the effects of German colonisation.
2. Examine the impact of German colonisation on political, economic and social domains.
3. Acknowledge the impact of German colonisation on Rwandan society.

Preparation for teaching

You need to adequately prepare by reading widely about the impacts of German colonisation . You may invite a resource person to shed

more light on the sub-topic to the learners. Relevant pictures should be used during the lessons.

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

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Use **Activity 2.3** on page 20 to make the teaching/learning interactive.

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

Notes for the teacher
Impact of German colonisation of Rwanda

In the beginning, Germans had little control in the region. They were completely dependent on the indigenous government. They did not encourage modernisation and centralisation of the regime. Their reign was short-lived, from 1897 to 1916. This was hampered by their defeat in the First World War in Europe and Rwanda respectively in 1916.

They made a little impact as discussed below:

a) Demarcation of Rwandan border

On 14th May 1910, the European Convention of Brussels fixed the borders of Uganda, Congo and East Africa. This included Tanganyika and Rwanda-Urundi. It is until 1918, under the Treaty of Versailles, that the former German colony of Rwanda-Urundi was made a League of Nations protectorate. This led to demarcation of Rwanda's borders by cutting off some parts. The fixing was done using a map. Rwanda lost parts equal to one and half of its actual size.

b) Support to King Musinga (Mwami)

The Germans settled and helped the *Mwami* (King Musinga) gain greater nominal control over Rwandan affairs. They fought rebellions and defended his rule. The Germans used indirect rule in Rwanda that gave power to the king and local authorities.

c) Opening of the country to outside world

Dr Oscar Baumann came to Rwanda in September 1892. He was followed by Von Götzen in 1894. The latter led an expedition to claim the interior of Tanganyika colony. In 1897, German

colonialists and missionaries arrived in Rwanda. Therefore, the initial visits of Baumann and Von Götzen is seen as the beginning of the opening up of Rwanda to the outside world.

d) Integration of Rwanda in world economy

German colonisation of Rwanda led to the export of large quantities of hides and skins and livestock. The exportation was mainly to European countries. This initiated a market economy in Rwanda.

e) Introduction of money

Money was introduced in Rwanda during the German colonisation of Rwanda. People used coin money, heller and rupees. Many Rwandans saw money as a replacement for barter trade in terms of economic prosperity and social standing.

f) Introduction of head tax

German colonisation of Rwanda led to the introduction of the head tax on male adult Rwandans.

g) Coming of European missionaries

The German colonisation of Rwanda led to the coming of European missionaries in Rwanda. Roman Catholic missionaries, led by the White Fathers, came to Rwanda in 1900. They were followed by the Presbyterian missionaries in 1907. This promoted Christianity in Rwanda.

Further activity

Let the learners do in pairs **Activity 2.3** on page 20 in their note books.

2.3: REFORMS INTRODUCED BY BELGIANS

Refer to the Learner's Book pages 26 - 51.

Learning Objectives

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

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.**Activity 2.5** on page 23 and **Activity 2.6** on page 24 can make the teaching/learning interactive.

Notes for the teacher
Reforms introduced by Belgians
During the First World War I, Germans fought with Belgians in Rwanda. This led to the defeat of Germans in May 1916. Belgians then officially took over control of Rwanda from Germans. The Belgian administration in Rwanda led to a total change in Rwanda's political, social, economic, cultural and religious sectors.

It is important to distinguish the reforms introduced by Belgians in Rwanda into three stages of the entire Belgian rule. These are:

i) Reforms introduced during the Military Administration (1916-1924)

ii) Reforms introduced during the Belgian Mandate (1926-1946)

iii) Reforms introduced during the Trusteeship (1946-1962)

i) Reforms introduced during the Military Administration (1916 - 1924)

After the conquest of Ruanda-Urundi in 1916, German colonialists were replaced by the Belgian occupational troops. The troops were responsible for managing the country. The Belgian Military High Commander in charge was J. P Malfeyt. He was the first Belgian Royal High Commissioner in Rwanda. His residence was at Kigoma. He was tasked to maintain order and public safety over all the *territoires* in Ruanda-Urundi. He was in charge of Belgian troops in the occupation of Rwanda. He played this role until the end of the First World War.

After the War, Rwanda once again fell under military regime, and was divided into military sectors. These were Gisenyi, Ruhengeri, Cyangugu and Nyanza. The military sectors were later transformed into *territoires,* namely:

- The western territory (Rubengera territory capital)
- Northern territory (Ruhengeri territory capital)
- The territory of Nyanza (Nyanza territory capital)
- The Eastern territory (Kigali territory capital)

Major De Clerk later was named as Resident in 1917. Later, he was replaced by F. Van De Eede in 1919.

The following are some of the reforms introduced in Rwanda during the military administration:

a) Systematic disintegration of the monarchy

b) Undermining the *Mwami's* (king's) legal power

c) Reduction of the *Mwami's* (king's) political power

d) Abolition of *Ubwiru* and *Umuganura*

e) Declaration of religious freedom

f) Abolition of *imponoke* and *indabukirano*

Each of these reforms has been explained below in detail:

a) Systematic disintegration of the monarchy

The relationships of the occupying authorities with the court of the king were very bad. For example, on 25th March 1917, the General Auditor of Kigoma was ordered to arrest the king. It is at this time that the Royal Commissioner, General Malfeyt, decided to send De Clerk as the Resident.

Under De Clerk, the residence of Rwanda was divided into Northern, Nyanza, Western and Eastern territories. The division was to facilitate implementation of military orders, food requisition and recruitment of carriers for the Belgian colonialists. Furthermore, in 1922, the decision by Belgians that the Resident at Nyanza would assist the *Mwami* (King Musinga) in his legal prerogatives was meant to undermine the king's legal power.

b) Undermining the Mwami's (king's) legal power

The king, before the Belgian occupation, had authority to pass 'life or death' sentence over his subjects. The king was stripped off this right to determine whether a person would live or be killed because of a crime committed. Crimes that warranted the death sentence from the king included murder, fighting with fellow subjects or treason. Without such authority, the king's title was reduced to being just but honorary. This, among other reasons, humiliated the king greatly.

c) Reduction of the Mwami's (king's) political power

King Musinga was stopped from appointing and dismissing any of his subordinates without permission of the Belgian High Commissioner or Resident. Chiefs and Governors of provinces too did not have the right to dismiss those who worked under them. With time, the final source of authority became the Belgian administration. Chiefs and their deputies therefore were required to report to the Belgian administration and not King Musinga as was the case initially.

Traditional authorities were charged with the following responsibilities:

a) Collecting taxes

b) Mobilising porters and workers on local roads and tracks

d) Abolition of *ubwiru* and *umuganura*

Abiru were officials in Rwandan Kingdom who were in charge of *ubwiru*. The traditional institution of *ubwiru* played very important roles in the Rwandan Kingdom and to the *mwami* (king). Among others, *abiru* played the following roles:

- The *abiru* were guardians of tradition.
- They kept royal secrets of the kingdom.
- They also advised and counselled the king.
- They named the next successor by *Umwiru Mukuru*, the chief of *abiru*.
- *Abiru* played an important role

in the kingdom of Rwanda by coronating the new king.

- They also conducted rites of the kingdom like *imihigo y'umuganura*.

Umuganura was meant to thank God for the harvest. It was also to strategise for the next season, so as to ensure that the harvest is good. It was celebrated by Rwandans after harvest of sorghum. It was a very big event in the kingdom as Rwandans celebrated their achievements in terms of harvest both at the kingdom and family level.

Belgians abolished both the *ubwiru* and *umuganura* in a systematic way to curtail the king's powers. Eventually, in 1925, the chief of *ubwiru* who was called *Gashamura* was exiled in Burundi. The Resident communicated to King Musinga that *umuganura* had been abolished.

e) Declaration of religious freedom

In traditional Rwanda, the king was not only an administrative leader but also a religious leader who was an intermediate between God *(Imana)* and Rwandans. This made Rwandans to consider their King as God and would refer to him as *Nyagasani* (meaning God). However, with the influence of the Catholic Church and the administration of the Belgians in 1917, King Musinga was forced to sign a law accepting freedom of worship.

From then, the King had no option but to allow religious freedom

that would favour the Catholics. Therefore, the royal power was separated with religion because the King had just been forced to forego his religious powers.

f) Abolition of *imponoke* and *indabukirano*

Indabukirano were gifts given to the chief after being nominated and coronated to the position. The gifts included items like cows and beer *(indabukirano)*. Such was meant to show loyalty to him by his subjects. It was also to enable the new chief cope with the new lifestyle, to show happiness and to congratulate the new chief.

Imponoke was a sign of compensation to the chief usually after a heavy loss of cows, especially due to diseases or being struck by lightening. This was a sign of active bystandership to the chief by his subjects. Generally, to the chief, it was a way of compensating him for the loss of cows and to enable him continue living within the lifestyle he was used to before the loss. It was one of the ways Rwandans used to show concern for others in the society.

Both *imponoke* and *indabukirano* were important because:
- They were ways of demonstrating loyalty and humility to the chief.
- They were meant to show love and respect for the chieftaincy.
- They enabled the chief to rule his subjects happily.

- They helped to improve the status of the chief (to make him different from ordinary people).
- They enabled the chief to solve some of the problems that befell his subjects such as famine.
- They were ways of ensuring sufficient food supply to him and his family.
- They were ways of showing happiness and congratulating the king.

The practice of *imponoke* and *indabukirano* were abolished by the Belgians when they took over the administration of Rwanda. This was aimed at weakening the influence of the king over his subjects. It was also to help the Belgians remain with monopoly of power. The expected end result was to reduce the belief in traditional practices where Rwandese had deep attachment.

THE BELGIAN MANDATE (1926-1946) REFORMS

A mandated territory is a country or territory that is governed by another country based on the authority given by the League of Nations. The mandate may imply different forms of government varying from direct administration by the other country to being self governing.

Rwanda under the Belgian Mandate 1926-1946

Mandated territories were introduced in 1919. In 1922, the League of Nations gave Belgium a mandate over the territory of Ruanda-Urundi. Belgium was to administer and control the territory while respecting the freedom of religion and stopping slavery. The mandates were divided into three classes, A, B and C, according to the presumed development of their population. Rwanda was put under the mandate B with Belgium as a mandatory power. This mandate was approved on 20th October 1924 by the Belgian parliament. For this reason, from 1916 – 1924, Rwanda was called "a territory under occupation." However, it was officially known as a "territory under mandate B." Other countries in this category were Tanzania, Rwanda, Burundi, Togo and Cameroon.

The administrative reforms initiated by Belgian authorities started in 1926 and brought with it a number of changes where Rwanda-Burundi was joined to Belgian Congo in terms of administration. This meant that Congolese colonial laws were applied to both countries.

The following were the other reforms in administration:

1. Political reforms

In the ancient Rwanda Kingdom, the day-to-day administration was done by the *mwami* (king), *umugabekazi* (the queen mother), *abatware* (chiefs) and *abiru* (officials in the kingdom).

The *mwami (king)*

He was the head of political, social and political units of the kingdom. He also acted as a spiritual leader who mediated between God and his subjects. This made his subjects to

love and respect him so much. It was for this reason that he was referred to as *Nyagasani*. His word was final. He also had powers over life and death. He could appoint and dismiss his officials without question.

The umugabekazi (queen mother)

The queen mother was the mother of the king. She was the advisor to the king. In fact, the queen mother was an influential person to the king. The queen mother advised the king on administrative issues of the kingdom.

Abatware b'Intebe

These were mostly chiefs to the king (*ibisonga*). They lived at the king's palace.

Before the coming of the colonialists, Rwanda was divided into districts known as *ibiti*. The districts were divided into *ibikingi*.

The administration at *igikingi* level was done by three chiefs. These were the land chief (*umutware w'ubutaka*), cattle chief (*umutware w'umukenke*) and the army chief (*umutware w'ingabo*). The land chief (*umutware w'ubutaka*) ruled over farmers and received tributes (*ikoro*) in form of foodstuffs.

Umutware w'ubutaka collected millet, peas, bananas, sorghum among others and sent them to the palace. He also distributed land to the landless and solved land disputes. *Umutware w'umukenke* was concerned with cattle issues (*ubworozi*). He was also responsible for giving grazing land (*inzuri*) to the farmers as well

as solving conflicts arising between people concerned with pastoralism.

Umutware w'ingabo worked along the above two chiefs. He was responsible for offering defence and promoting peace in the kingdom, recruiting and training the army, ensuring expansion of the kingdom frontiers as well as protecting the kingdom. Army chiefs also worked to preserve cultural values of the society.

The army chief was the most important of all chief mentioned above in Rwanda kingdom.

Mortehan reforms (1926-1931)

Between 1926 and 1932, the Resident of Rwanda called Georges Mortehan introduced reforms in the administrative structure of Rwanda. These reforms marked the end of the three-tier leadership in their various regions. The kingdom was divided into districts (*ibikingi*), whose leader had to be a chief (*chef de cheferie*), appointed by the Resident himself.

The administration at *igikingi* level changed. The three former chiefs were replaced with Tutsi chiefs and sub-chiefs who were also appointed Mortehan (Resident). The functions of the chiefs were no longer seen in the administrative system of the country. Their responsibilities were given to the territorial administrators and chiefs of districts. The king no longer had powers to appoint or dismiss chiefs.

Unfortunately, the administrative responsibilities in the new structure was unfairly done. It excluded the

Hutu, Twa and Tutsi with a moderate background in favour of the Tutsi from well to do families. The chiefs were in turn replaced by their sons who completed from the school reserved for sons of chiefs. This is because they were seen as being able to rule in a modern way.

Deposition of King Yuhi V Musinga in 1931

It is important to note that King Musinga first collaborated with the German administrators during German colonialism. The colonialists in return supported him to defeat the northern rebellions. However, Mwami Musinga was opposed to the missionary activities, especially those of the Catholic Church. He considered Christianity as one way for weakening his position. The situation worsened with the coming of the Belgians who collaborated with the Catholic Churchs' authorities.

It is because of this state of affairs that made King Musinga to refuse to be baptised. According to the report of the Vice Governor General Voisin in 1931, he stated, "*King Musinga had been accused of being opposed to moral, social and economic activities of the colonial administration. He is at the same time accused of being hostile to the work of the missionaries.*" It is this that soured the relationship between the King and the colonial administration, the Catholic missionaries as well as Rwandan collaborators all of whom were Belgians.

On 12ᵗʰ July 1931, Governor General Voisin announced the deposition of King Yuhi V Musinga. The king was asked to leave Nyanza royal court to Kamembe in Kinyaga. Musinga left for Kamembe on 14ᵗʰ July 1931. On that very date, Rudahigwa, the son of the chief of Nduga-Marangara, was proclaimed King by Vice-Governor General Voisin under the royal name of Mutara III.

King Musinga was moved from Kamembe to Moba near Bukavu in Democratic Republic of Congo (D.R.C.) in 1940. He spent the last bitter years of his life here, eventually dying on October 25ᵗʰ 1944.

2. Socio-cultural reforms

a) Traditional education

Traditionally, education was informal and it was delivered through the family. The family taught boys and girls differently. Girls got their education from their mothers and aunties through *urubohero*. Boys training was delivered through *Itorero*. The education offered to the youth in *Itorero* included military and leadership skills, iron smelting, pottery and basket making. This is because the youth were expected to take over the mantle of leadership and participate in nation building in the future. *Itorero* training was also meant to instil patriotism and boost self esteem among the granduants.

However, with the coming of the colonialists, *itorero* and other forms of traditional education in Rwanda were abolished. They were replaced with secular and religious education. The most important skills acquired from these formal schools were

reading, writing and arithmetic. This new form of education also enabled learners to acquire skills necessary to work for Belgians. Unfortunately, this did not benefit the local populace, especially the younger generation, which lost touch with their history and ancestry.

Contrary from what was expected, the shift from traditional (informal) education to the formal (colonial) type of education did not serve to address national needs at that time. It instead provided avenues of climbing to a higher social status. Those who went through formal education came to be perceived as being of a better status than those who did not have this type of education. This divided the society rather than unite it as traditional education had done.

Since then, primary education which was limited to a lower level was expanded. For instance, between 1925 and 1935, the number of pupils increased. By 1945, the numbers had reached 100,000 pupils in primary schools.

Secondary schools started in 1912 with the creation of the minor seminary of Kansi which in 1913 was shifted to Kabgayi. In 1929, with the establishment of the Groupe Scolaire d'Astrida, secondary education grew and increased. In 1933, the pupils of the former school for the sons of chiefs who lived at Nyanza were enrolled.

Apart from Groupe Scolaire d'Astrida, there were other secondary schools which include the following:

- Teacher Training School in Save which was started and managed by the Marist Brothers.
- Teacher Training School in Zaza by Brothers of Charity.
- Teacher Training School in Ruhengeri by Brothers of Christian Instruction.
- Teacher Training School for girls at Save managed by White Sisters.
- Teacher Training School in Kigali for girls ran by the Benedictine Sisters while their auxiliary laymen ran other Training College at Muramba and Byimana.
- Teacher Training School College in Shyogwe by the Alliance of Protestants.

b) Introduction of identity cards

Before the colonial form of identification, a Rwandan was first identified by his clan. Being Hutu, Twa or Tutsi was a mere social category.

The identity cards which were introduced by the Belgians in 1935 classified Rwandans as belonging to Tutsi, Hutu and Twa. Each Rwandan had an ethnic identity card in the years that followed later.

To ascertain where one belonged, those who owned ten cows or more were classified as being Tutsi. Those with less cows were classified as Hutu while Batwa were considered not only as those without but also as the pygmies and as those who survived on pottery activities.

Unfortunately, there were cases where some of the children belonging to the same parent could be classified both as Hutu and Tutsi. For instance, one who had cows was regarded as a Tutsi and another one without cows was regarded as Hutu, yet the two shared same biological parents.

c) Health centres

Before the coming of colonialists in Rwanda, Rwandans used natural herbs (*imiti gakondo*) to cure various diseases such as malaria and headaches.

However, colonialists phased out of local herbs and replaced them with western drugs and medicines. In collaboration with the Christian missionaries, the health sector was transformed by constructing various hospitals in different parts of the country.

The medical sector was left in the hands of the Christian Missions. By 1932, the colonial administration had 2 hospitals including Kigali hospital and Astrida as well as 29 dispensaries. From 1933, the colonial administration introduced a new policy of replacing all dispensaries with mobile "assistance camps."

All this aimed at providing health care to the local populace in order to solve the problem of insufficient medical infrastructure.

The private hospitals were put in place in Kigeme and Shyira by the Anglican Church and some others by Mining companies like hospital of Rutongo by SOMUKI and Rwinkwavu Hospital by GEORWANDA. Other hospitals set up by Christian Missionaries in different parts of the country among others included the following set up the following:

- Kabgayi and Mibilizi by the Catholic missionaries
- Kilinda by the Presbyterians
- Gahini by the Anglicans
- Ngoma-Mugonero by the Adventists

In an attempt to increase the medical staff, a section of training of medical assistants was opened in Groupe Scolaire of Astrida and medical auxiliaries also opened at Astrida and 2 schools for Assistant Nurses at Kabgayi and in Kigali. As a result by the end of Belgium mandate, 4 rural hospitals and more than 10 dispensaries had been built by the Colonial administration.

d) Religion (Christianity)

Before the coming of the colonialists, the king was not only the head of the monarchy, but also a spiritual leader. He was considered divine and therefore held religious rituals regularly. He was thought to be a link between his people and the ancestors.

Colonial agents worked against traditional religion as they considered it pagan and backward. In fact, they considered the African way of life to be that of uncivilised people. They used this as an excuse to introduce and support Christianity over traditional religion.

Important to note is that the spread of Christianity and Christian culture benefited a lot from the 1926 colonial administrative reforms. These reforms required that to be a chief or sub-chief, one was to have at least some western education acquired from the colonial schools in Rwanda.

Catholicism was the most dominant religion among other denominations like the Presbyterian, Anglican and Adventists. Churches were built across the county in places such as Zaza, Nyundo, Rwaza, Kabgyayi, Kilinda, Gahini and Gitwe.

3. Economic reforms

Rwanda experienced a lot transformation during the Belgian Mandate. Such had both negative and positive effects on Rwandans.

Some of the economic reforms introduced in Rwanda during the Belgian Mandate include the following:

i) Forced labour policy

During the Belgium rule, some members of a family were required to offer free compulsory labour. This was to accomplish some projects started by the colonial government in a system called the *akazi*. This labour to the government was to be offered for two days in a week of seven days.

Worse still, the forced labour was given amidst cruelty and brutality from the administrators. The introduction of *akazi* made people feel that they were being punished.

The local people underwent suffering while constructing roads, churches and hospitals. This included transporting construction materials from different areas to Kabgayi Catholic Church and growing and cultivating various crops like cassava, sweet potatoes and coffee far from their homes. Locals were also required to transport European goods to places they were asked to.

Sometimes, people could fail to harvest what they cultivated due to the long distance from their homes. At times, the farms were intentionally picked near the roads where colonial officials could usually pass so as to create good impression.

Due to the forced labour policy, the locals could not get enough time to work on their farms. They instead concentrated on working on coffee farms, with little or no pay. This led to a shortage in food supply. As a result, a number of famines were experienced, such as Rumanura (between 1917 and 1918), Gakwege (between 1928 and 1929) and Ruzagayura (between 1943 and 1944). These famines affected people more often than before the coming of the colonialists.

It too resulted into fleeing of many Rwandese to neighbouring countries like Congo and Uganda to look for paid labour.

ii) Agriculture and animal husbandry

The Belgians introduced cash crops such as coffee, pyrethrum, cotton and tea. Unfortunately, this was done through forced labour where labourers worked for long hours. They established agricultural research

centres in various parts of the country to ensure the best harvests. These included Rubona (Southern Province), Rwerere (Western Pronvince), and Karama (Eastern Province).

The Rubona adriculture research station was to deal with agricultural problems affecting average attitude land, Rwerere station in Gisenyi dealt with those affecting higher attitude while Karama station was for low attitude areas.

Overemphasis on these crops meant that food crops were not considered as important. The result was frequent food shortages and famines. The Belgians countered food shortages by introducing cassava, maize, soya beans and Irish potatoes to try to improve food production for subsistence farmers. This was important especially because of the two droughts and subsequent famines of *Rwakayihura/Rwakayondo* and *Rudakangwimishanana* between 1928-29 and 1943-44 respectively.

Hybrid cattle breeds were also introduced to boost the production of hides and skins for export. To support animal husbandry, research centers were set up at Nyamiyaga-Songa in the southern region, Cyeru in the northern region and Nyagatare in the eastern region. Animal health centres were built and veterinary clinics established in rural areas to improve the local breeds by crossbreeding them with exotic ones. This was to develop more productive and resistant breeds.

iii) Mining activities

Mining activities started from 1923 with two main companies: Rwanda-Urundi Tin Mines Company (MINETAIN: Société des Mines d'Etain du Ruanda-Urundi) and Muhinga-Kigali Mining Company (SOMUKI: Société Minière de Muhinga-Kigali) in 1934. Some other mining companies such as GEORWANDA was established in 1945 while Compagne de Recherche et d'Exploitation Minière (COREM) was established in 1948.

The major minerals extracted by the mining companies were gold, cassiterite, wolfram, tin, colombotantalite and mixed minerals. These mines not only increased the volume of exports but also provided local people with employment opportunities.

iv) Taxation policy

In a bid to increase tax revenue to finance their administration and projects, Belgians introduced poll tax in 1917. This was compulsory for all adult male Rwandans. This was to be paid in form of money. Unfortunately, the methods of collection were brutal. Tax defaulters were flogged while others were imprisoned, which made many people who were unemployed to run to the Belgians to look for jobs so as to pay taxes.

v) Trade and commerce

In pre-colonial times, Rwanda's socio-economic activities revolved around cattle rearing, crop cultivation, ironwork, art and crafts and hunting.

These activities provided the local population with products for subsistence consumption. However, surplus products were used for trade with the neighbouring communities. Like many countries in Africa, trade of goods and services was carried out in Rwanda through a barter trade where goods were exchanged for other goods.

During the colonial period, Congo, Rwanda and Burundi were placed under common Belgian protectorate from 1916 to the early 1960s. The introduction of head-tax and use of money as a medium of exchange by the Germans and Belgians respectively changed the society's socio-economic perception of wealth.

Over time, trading centres started to develop. People could find agricultural products as well as crafts from such centres. Colonial administrators established commercial centres where local and foreign traders like Europeans and Asians could trade. Others who took part in the trade were the Belgians, Portuguese, Indians, Greeks, the Omani's and Pakistanis who operated licensed businesses. Generally, the business environment has been expanding since then, to include cross-border and international trade.

vi) Infrastructural development

In the 1920s and 1930s, Belgians constructed roads to facilitate trade and effectively administer the colony. The first vehicle arrived in Rwanda in 1927, which led to the construction of the following three international roads:

- Bujumbura-Bugarama-Astrida-Kigali-Rwamagana-Gatsibo-Nyagatare-Kagitumba
- Bujumbura-Cyangugu-Bukavu
- Bukavu-Cyangugu-Astrida

However, European administrators generally overlooked the abuses of the officials who embezzled the taxes that were collected. They also oversaw forced labour during the construction roads, in various mining activities and during the planting of coffee.

There was also the setting up of hydro-electric power stations to produce electricity. These stations were set up as from late 1950's to supply power to developing industries. Those that were constructed include Mururu (on River Rusizi) and Ntaruka (between lakes Burera and Ruhondo).

iii) Reforms introduced during the Trusteeship (1946-1962)

After World War II in 1945, the victorious nations created the United Nations Organisation (UNO) which replaced the League of Nations. This is because the League of Nations had failed to promote world peace. The principle mission of the UNO was to maintain peace and security in the world. By this time, Rwanda's mandate regime was replaced by the trusteeship regime, although they were all under the Belgian authority.

On 13th December 1946, the UNO and Belgium signed a Trusteeship Agreement on Rwanda. On April 29th 1946, the Belgian Parliament approved it.

The UNO's mission was to help prepare Rwanda to reach autonomy before its independence. Later on, the UNO began to have visits every after two years. The purpose of these missions was to hold consultations, examine together with the state holding trusteeship any petition arising from the administrated population and to assess the political situation of the countries under the trusteeship. Such missions in Rwanda were in 1948, 1951, 1954, 1957 and 1960. The UNO requested Belgium to assist her colonies for the political evolution.

The trusteeship had the following general objectives:
- To maintain international peace and security.
- To help in political, economic, social and cultural development of the inhabitants of the territories under trusteeship.
- To ensure progress towards either autonomous leadership or independence.
- To promote respect for human rights and fundamental freedoms for all irrespective of the race, gender, language and religion.
- To ensure equal treatment in all social, economic and financial problems to all the members of the UN.

When UN mission visited Rwanda in 1948, they found that Belgians had done nothing to enable Rwanda reach the political evolution expected. The UN left after requesting Belgium to prepare Rwandans to reach autonomy that was desired for political independence.

Belgium, instead of acting as requested by the UN, introduced the *Ten Year Plan*. This was aimed at achieving social and economic development than political development as requested by the UNO.

Economic reforms

The first mission of the UNO in 1948 realised that the Belgian government had not done much in socio-economic development and recommended that more social and economic reforms be promoted. In reaction to this recommendation, the Belgian government elaborated a Ten Year social and economic development plan for Rwanda-Urundi in 1951.

a) The Ten year plan

The Belgian-led administration in Rwanda put in place a *Ten Year Plan*, which was meant to bring about political, economic and social development in Rwanda. It also focused on providing significant financial support in public health, agriculture and education.

However, this Plan had several weaknesses. These include:
- It was projected over a long period of time.
- Not all the people of Rwanda were involved in its formulation. Only the leaders were told about it while the rest of the population was ignored.

- Since the Belgian administrators who were in charge of the plan could be moved from one country to another, it was difficult for it to be effectively implemented.

The Ten Year Plan resulted to notable changes in Rwanda, even if these changes were slow despite its full implementation. Under this Plan, the following was achieved:

a) There was an improved access to education, although the majority of the learners continued to receive basic education. Numbers decreased as learners continued to advance into higher classes.

b) It had a range of strategies aimed at preventing famine.

c) The increasing monetarisation of the Rwandan economy enabled more people, apart from the elites, to realise the advantages and opportunities associated with business activities.

d) Access to medical care also became more equitable, widely available, effective and affordable – independent of sub-group identity.

Several projects were financed under this Plan, like the construction of schools, hospitals, dispensaries, roads and the development of marshlands and the plantation of forests. Financing of the Ten Year Plan was in two forms, that is:

- External financing, which the Belgians achieved by creating a *"Fonds du Bien-Etre Indigène"*

with two million francs. Belgium was also committed to annual financial aid which increased from 150 million per annum in 1950 – 1951 to 560 million in 1961.

- Financing local projects was done through increasing tax rates on cattle, subjecting polygamy taxation as well as taxing exports.

b) Abolition of Ubuhake

On land authorities, there were considerable socio-economic reforms which were done. Among the most notable ones, there was the abolition of the socio-economic dependence system based on the cow or *ubuhake* by the royal decree of the King Mutara III Rudahigwa on 1st April 1954.

The abolition of *ubuhake* was as a result of the decision of the king in agreement with the indigenous Rwandan Superior Council. The traditional patron-client relationship of *ubuhake* was a highly personalised relationship between two individuals of unequal social status. The king further argued that the clientship was an obstacle to economic development that could create disorder among the people if not stopped. This abolition had two objectives:

- To liberate the pastoral clients (*abagaragu*) who used to spend much of their time working for their patron (*shebuja*)

- To encourage private initiatives and to force cattle keepers to reduce the number of cows to manageable and profitable size.

Political reforms

During the reign of the Belgian Trusteeship, there were two political reforms brought by the Belgian administrators: the establishment and creation of councils.

Establishment of councils

The first reform of its kind was introduced on May 4th 1947. It was the creation of a **Conseil du Governement du Ruanda-Urundi**. The Council comprised of 22 members, 5 of whom were Belgians including the Governor, 2 Resident Representatives and 2 Belgian state agents. The other 13 members were said to represent other foreigners living in Ruanda-Urundi.

From 1949, the Kings of Ruanda-Urundi became members of the *Conseil du Governement*. This Council was majorly meant for consultation. On March 26th 1949, it was abolished by a Belgian royal decree and replaced with the **Conseil Général du Ruanda-Urundi.**

Conseil Général du Ruanda-Urundi was composed of 50 members. 9 of these were high level personalities and automatic members, who included the Governor, 2 Residents, 2 kings and 4 high level Belgian functionaries. Apart from these, there were seats reserved for 4 representatives chosen by the **Haut Conseil du Ruanda-Urundi** from among its members, 18 representatives of expatriates and 14 members appointed by the Governor.

Another political reform initiated by the Belgians in Rwanda was as a result of the Decree of 14th July, 1952. This was in response to the critical reports of the United National Trusteeship missions in Rwanda in 1948 and 1951. The decree led to the establishment of councils at local and country levels. They included *Conseil de sous-chefferie* (sub-chief councils), *Conseil de chefferie* (the council of chiefs), *Conseil de territoire* (the council of territory) and *Conseil Superieur du Pays* (the superior council of the country).

The Councils established served for consultation purposes only. They did not have any power in decision making. The composition of each council was as follows:

(a) **Conseil de sous-chefferie** *(the Council of sub-chief):* It was made up of a sub-chief who presided over it and 5 to 9 elected members.

(b) **Conseil de chefferie** *(the Council of Chiefs):* This was composed of the chief himself who was its chairperson and 10 to 18 members of whom 5 were sub-chiefs elected by their peers. Others were notables elected from members of a college made up of 3 notables from sub-districts.

(c) **Conseil du territoire** *(the territorial council):* This was made up of the head of the territory and chiefs from that territory as well as a number of sub-chiefs which had to be

equal to the number of chiefs. The sub-chiefs who sat on this council were chosen by their fellow sub-chiefs from their ranks. There were also notables on the council whose number was equal to that of chiefs and sub-chiefs. The notables were elected from an electoral college composed of 3 people elected by each *conseil du territoire* from among its members.

(d) ***Conseil Superieur du Pays*** *(the high council of the state):* This was presided over by the king. It was made up of representatives of the councils of the 9 territories (Cyangugu, Astrida, Nyanza, Kigali, Kibungo, Byumba, Ruhengeri, Gisenyi and Kibuye), 6 chiefs elected by their peers, a representative elected by each council of the territory from the members who sat on it, 4 people chosen because of their understanding of the problems of the country and 4 people chosen based on their level of assimilation towards western culture.

The councils were created mainly because the trusteeship terms provided that the Belgian administration was to increase the participation of Rwandans in the administration of their country. Thus, the powers of the local government were increased although they were to be supervised by the trusteeship administration. However, the elections to the councils were to be indirect, and the chiefs were tasked to determine the outcome.

The decree also had the following effects:
- It empowered the king to make regulations in the administration of the kingdom.
- The king was also authorised to make arrangements for social and economic services and to impose communal labour in 60 days.
- The chiefs had authority to implement the decrees of the king especially communal labour and labour services for the chiefs.

The right to vote was introduced in 1954. Nevertheless, the system could hardly be described as democratic. For example, notables responsible for electing the sub-chiefdom councils – that is, the lowest level of councils – would themselves now be elected rather than nominated. Each council would thereafter vote on the membership of the superior council of the country council as previously done.

Very important to note was that only nationals were allowed to be members of these councils and they served for a period of three renewable years. The administrative structure of Rwanda after establishment of these councils by 1952 was as follows:

Decolonisation of Rwanda

The Belgians used the divide and rule system of administration. In Rwanda, they took advantage of the historic

division of labour between the Hutu and Tutsi. They went ahead to incorporate the Tutsi into the ruling class. Generally, the Belgian rule was characterised by social favouritism towards the Tutsi. From the *conseil supérieur du pays*, a memorandum called **Mise au point** was made on 22nd February 1957. This was mainly addressed to the UN Trusteeship mission to Rwanda and to the Belgian colonial administration. This document strongly questioned the colonial power. It criticised discrimination based on colour, questioned monopoly of the missionary-led education which compromised its quality and finally demanded for increased representation of Rwandans in the political administration of their country.

More so, the **Mise au point** made the Belgian authorities to mobilise an intellectual group of the Hutu to write another memorandum as a counter attack which they called **Le Manifeste des Bahutu** (*Hutu manifesto*) or **Note sur l'aspect social du problème racial indigène au Rwanda.** It was produced on 23rd March 1957. The signatories of this memorandum included Grégoire Kayibanda, Joseph Habyarimana Gitera, Calliope Murindahabi, Maximillian Niyonzima, Munyambonera Silvastre, Ndahayo Claver, Sentama Godefroid and Sibomana Joseph among others. They were majorly opposed to the power by the Tutsi.

In such a state of affairs, the colonial power had successfully created a *Hutu-Tutsi conflict* which had never been there before. Later on, it became a barrier to the unity of Rwandans. This prompted King Mutara III Rudahigwa to establish a committee to study the "*Muhutu-Mututsi social problem*" on 30th March 1958.

In June 1958, the *conseil supérieur du pays* produced a reaction on the report established by the committee. They pointed out that there was no Hutu– Mututsi problem that existed but a social-political problem on the level of political administration. This problem, they concluded, was not ethnic in nature. The *conseil supérieur du pays* members moved on to demand the removal of the ethnic mention in the identity cards.

The situation intensified with the creation of political parties in Rwanda competing for power. These political parties included:

Union Nationale Rwandaise (UNAR)

The Union Nationale Rwandaise (UNAR), or Rwanda National Union Party, was officially formed on 3rd September 1959. Its President was Francis Rukeba. Its other leaders were Michel Rwagasana, Michel Kayihura, Pierre Mungarurire and Chrisostome Rwangombwa among others.

The party was basically a nationalist, monarchist, anti-colonialist and reformist party. It was formed to demand for immediate independence of Rwanda.

Rassemblement Démocratique du Rwanda (RADER)

Rassemblement Démocratique du Rwanda (RADER) or Rwanda Democratic Assembly, had the following members: Bwanakweli Prosper, Ndazaro Lazarus, Priest Bushayija Stanslas and Steven Rwigemera.

This Party was quite close to the colonial administration and the Catholic Church. It was also democratic and advocated for constitutional monarchy.

Parti du Mouvement pour l'Emancipation Hutu (PARMEHUTU)

Parti du Mouvement pour l'Emancipation Hutu or Movement for the Emancipation of the Hutu was formed in October 1959. It was officially launched as a Party on 18th October 1959 with Grégoire Kayibanda as its President. Other prominent members were Niyonzima Maximillien, Ndahayo Claver, Murindahabi Calliope, Makuza Anastase, Rwasibo Jean Baptiste and Dominique Mbonyumutwa.

PARMEHUTU advocated for privatisation of property especially land and codification of customs. In the beginning, it seemed to advocate for constitutional monarchy. However, later on, it advocated for a republican state. On May 8th 1960, while in its meeting at Gitarama, the abbreviation of **MDR** *(Mouvement Démocratique Républicain)* was adopted to PARMEHUTU.

Association pour la Promotion Sociale de la Masse (APROSOMA)

APROSOMA stands for *Association for Social Promotion of the Masses*. It was established on 1st November 1957 by Joseph Habyarimana Gitera. It was launched officially as a political party on February 15th 1959. Its other influential members were Munyangaju Aloys, Gasigwa Germain and Nizeyimana Isidore. The day-to-day activities of APROSOMA were not far different from that of PARMEHUTU.

Besides the above national political parties, there existed other local political clubs. Some of these were:

- **AREDETWA:** This stands for *Association pour le Relèvement Démocratique de Batwa* or Association for Democratic Elevation of Batwa. It was founded by Laurent Munyankuge from Gitarama. This party was later absorbed by PARMEHUTU.
- **APADEC:** This stands for *Association du Parti Démocratique Chrétien* or Association of Christian Democratic Party. Its founder was called Augustin Rugiramasasu.
- **UMUR:** This stands for *Union des Masses Rwandaises*.
- **UNINTERCOKI:** This stands for *Union des Intêréts Communs du Kinyaga*.
- **ABAKI:** This stands for for *Alliance des Bakiga*.
- **MEMOR:** This stands for *Mouvement Monarchiste Rwandais*.

- **MUR:** This stands for *Mouvement pour l'Union Rwandaise.*

The formation of these political parties set the ball rolling for intense mobilisation of their strongholds through public political gatherings. These gatherings were followed by violence. It explains the subsequent violence that occurred in the years that followed, beginning 1959.

From 1st to 7th November 1959, violence broke out in Gitarama against the Tutsi and the members of UNAR. This was started by the members of PARMEHUTU and APROSOMA from Byimana in Marangara. Soon, it spread to Ndiza, Gisenyi and Ruhengeri.

The origin of this violence was believed to be the attack of Dominic Mbonyumutwa, a member of PARMEHUTU, (who was the chief of Ndiza at that time). He was attacked by young Tutsis as he was leaving Catholic Church service at Byimana Parish, in the former prefecture of Gitarama in the present day Ruhango District.

Between 7th and 10th November 1959, there was a *counter attack* prepared by the members of UNAR against the major leaders of PARMEHUTU and APROSOMA. These attacks had been hindered due to intervention of the *Force Publique*. During that period, the resident representative Preud'homme had put Rwanda under a military occupation regime. Colonel Guy Logiest was dispatched from Stanleyville (Kisangani in Belgian Congo) and appointed commander of the military forces which were operating in Rwanda at the time on the 11th November 1959.

This violence had various effects, which included:

a) Houses belonging to the Hutus and Tutsis were destroyed systematically.

b) Many Tutsis were killed, internally displaced and became refugees in neighbouring countries like in Burundi, Uganda, Tanzania and Belgian Congo.

c) There were arbitrary arrests, imprisonments and assassinations.

d) The twenty chiefs were dismissed and 150 sub-chiefs replaced by the members of PARMEHUTU, with the assistance of Colonel Guy Logiest.

Following the above, in November 25th 1960, the following administrative reforms were introduced:

- The General Governor changed the title and became General Resident

- The sectors or sub-chiefdoms were reduced from 544 to 229. They were renamed *Communes* then *commune* elections were prepared.

- The 10 *Territoires* become *Prefectures* headed by the *Préfets* who were appointed.

- The High Councils of the state was dissolved and replaced by as a Special Provisional Council comprising 8 members from 4 political Parties namely RADER, PARMEHUTU, UNAR and APROSOMA. This Special

Provisional Council was formed on 4th February 1960 at Kigali. King Kigeli V Ndahindurwa could not hide his hostility for that council because it actually substituted his powers.

• The chiefdoms or Districts were abolished.

From 26th to 30th July 1960, there were communal elections. The following results were realised: PARMEHUTU obtained 70.4% equivalent to 2,390 Communal Councilors, APROSOMA obtained 7.4% equivalent to 233 Communal Councilors, RADER obtained 6.6% equivalent to 206 Communal Councilors and UNAR got 1.8% which was equivalent to 56 Communal Councillors.

From these elections, PARMEHUTU got 166 Bourgmasters from which 21 were from APROSOMA, 18 from APROSOMA-PARMEHUTU, 7 from RADER and 17 from different political parties.

In reference to these results, PARMEHUTU was declared the winner. In the meantime, UNAR protested against these results and so did King Kigeli V Ndahindurwa. For this reason, King Kigeli V Ndahindurwa on July, 1960 was forced to go to Congo Belgian to meet the UN Secretary General and as well as to attend Congo's independence celebration. After these elections, the Belgian Minister in charge of Ruanda-Urundi issued orders stopping King Kigeli V Ndahindurwa from returning to Rwanda.

This made the Resident General to put in place a Provisional Government on 26th October 1960. This was made up of 10 Rwanda Ministers and 9 Belgian State Secretaries.

A few months later, on 28th January 1961, there a coup at Gitarama, famously known as *Coup d'Etat de Gitarama*. During this time, a meeting took place in a market place in Gitarama in which about 2,900 Councilors and Bourgmasters who had been elected from PARMEHUTU and APROSOMA political parties participated. With full support of the Belgian government, the following resolutions were reached:

• The monarchy was to be abolished.
• The Kingdom emblem and the royal drum (*Kalinga*) was also to be abolished.
• The Ubwiru institution was also to be abolished.
• Rwanda was to be officially declared a Republic.
• Mbonyumutwa Dominique was to be elected as the first President of the Republic.
• There was to be the formation of a Government made up of 11 ministers with Grégoire Kayibanda as Prime Minister.
• The was to be a constitution and a judiciary based on the new state.

In February 1961, the Belgian Trusteeship confirmed that regime and transferred the power of autonomy to them. A new tri-colour flag of Red, yellow and Green was

exhibited on 26th February 1961. On September 25th 1961, legislative elections and a referendum were organised and were won by PARMEHUTU.

It was declared that majority of voters voted "No" against the monarchy and the candidature of King Kigeli V Ndahindurwa. On 2nd October 1961, the legislative assembly was put in place. Grégoire Kayibanda was elected the President of the Republic by the Legislative Assembly headed by Joseph Habyarimana Gitera. On 1st July 1962, Rwanda got independence, and the Belgian flag was replaced by the Rwandan flag.

2.4: EFFECTS OF BELGIAN COLONISATION

Refer to Learner's Book pages 51 - 54.
Learning objectives
By the end of the sub-topic, the learner should be able to:
- Describe the effects of Belgian colonisation during Belgian military occupation, mandate and trusteeship.
- Explore the effects of Belgian colonisation during military occupation, mandate and trusteeship.
- Show concern for the effects of Belgian colonisation during military occupation, mandate and trusteeship Belgian.

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

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

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: Let each learner individually attempt **Activity 2.19** on page 54.

Notes for the teacher
Effects of Belgian colonisation
Political effects

a) Change in the traditional administration
Belgians used indirect rule as their administrative method. With this, they stripped off the traditional powers of the *Mwami* (king) and reduced his position to being ceremonial.

They rejected the ancient administration of Rwanda that was based on the functions of the three chiefs at *igikingi* level. The former cattle, land and army chiefs were abolished and replaced with one chief. They reduced the powers of the king including barring him from appointing or dismissing his chiefs.

Finally, King Yuhi V Musinga was deposed in 1931. This meant that the entire administration rested in the hands of Belgian administrators.

b) Formation of councils

During the Belgian administration, there was formation of councils. These were mainly to prepare Rwandans for autonomy that was to enable them gain total independence.

c) Formation of political parties

Belgian colonial rule led to the formation of political parties like PARMEHUTU, UNAR and RADER. These were to compete for power during the transition to democracy. However, this was not achieved at all.

Economic effects
i) Improvement in agriculture

There was transformation in crop cultivation as well as animal husbandry. For instance, they introduced new food and cash crops like cassava and coffee to solve famine and increase the volume of exports respectively.

The growing of cash crops was compulsory so as to improve Belgian economy. This was followed by introduction of research centres and animal breeding centres in places such as Karama, Songa and Rubona. These centres were meant to produce better quality seeds in food and cash crops, fast growing and drought resistant varieties as well as quality animal breeds.

However, they used forced labour (*shiku*) where people provided free labour on European gardens as well as plant coffee on their farms by law. Other cash crops introduced included cotton, tea and pyrethrum.

ii) Generation of electricity

In the field of energy, from 1958, the dams were constructed to produce hydro-electric power. These included Mururu on Rusizi River and Ntaruka HEP stations.

iii) Establishment of industries

Belgians were instrumental in the setting up of industries in Rwanda. Examples of such industries include BRALIRWA, a beer manufacturing company. After establishment, it officially started operating in 1959. In addition, the management of the Breweries of Congo and Burundi, then under the management of **Brasseries de Leopoldville** (Brewery of Kinshasa), decided to build a brewery in the eastern region of Rwanda (in Gisenyi) on the northern shores of Lake Kivu.

iv) Introduction of commercial mining

Mining activities started in 1930 with two main companies: Rwanda-Urundi Tin Mines Company (MINETAIN: Société des Mines d'étain du Ruanda-Urundi) and Muhinga-Kigali mining company (SOMUKI: Société Minière de Muhinga-Kigali) in 1934. Some other mining companies that were established include GEORWANDA and COREM.

v) Construction of roads

In the 1920s and 1930s, Belgians constructed various roads to facilitate trade. However, European administrators generally overlooked

the abuses of those officials who embezzled funds collected as taxes, road construction and human abuses in plantation farming.

vi) Introduction of taxes

Belgians also introduced the collection of taxes. The introduction of cash taxes instead of agricultural produce was intended to increase cultivation of coffee as a cash crop in their favour. This was very unfair for the majority were not employed and could not pay cash taxes.

vii) The traditional manufacturing sector was discouraged

Imported substitutes were encouraged hence replacing the locally produced products since they were of better quality than locally made products. The imported goods included clothes, salt, knives and hoes. This led to poverty and suffering to local entrepreneurs.

viii) Introduction of forced labour

Many economic reforms that were introduced were implemented using the forced labour policy. However, this destroyed their aims because instead of solving the economic problems, they led to famines where the energetic people fled to the neighbouring countries to engage in paid labour.

Social effects

a) Abolishment of traditional education

The Belgian colonialists abolished traditional education through *itorero* and replaced it with colonial education. The Belgian colonial government in collaboration with missionaries established schools like GS Astrida, teacher training schools and seminaries.

b) Establishment of health centres

Belgians also set up health centres to take care of the people. The government hospitals established during the Belgian rule included the hospitals at Kigali, Butare, Nyanza, Kibuye, Gisenyi, Ruhengeri, Byumba, Kibungo and Rwamagana. Gishari Tuberculosis Centre was established by the Belgian colonial government in 1955.

c) Construction of churches

They also constructed churches in different parts of the country like in Kabgayi, Ngoma-Mugonero and Gahini. This was to facilitate the spread of Christianity.

Further activities for slow and fast learners

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

a) **Fast learners**
   Ask them to discuss the impact of German colonisation in Rwanda and present their findings before the next lesson.

b) **Slow learners**
   Ask them to draw the map of Eastern Africa and name the countries colonised by Germany in Eastern Africa.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to

work on **Activity 2.4** on page 21 in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities
Ask learners to work on end of unit questions

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

Answers to Revision Questions
1. *Answers to this question are found in the Learner's Book, between pages 18 and 20. The following are the points to be explained:*
- Industrial revolution in Europe
- Investment of surplus capital
- Rwanda as source of raw materials
- Need for market
- Need to spread Christianity
- Stopping slave trade and slavery in Rwanda
- Employment of European people in Africa
- To civilise Rwanda
- European countries looking for new places in Africa to settle their surplus population
- Pride
- The Berlin Conference of 1884 - 1885
- German defeat in the World War I (1914 -18).

2. *Answers to this question are found in the Learner's Book, pages 24 and 26. The following are the points to be explained:*
- Demarcation of Rwandan border
- Support to King Musinga (*Mwami*)
- Opening of the country to outside world
- Exportation of goods
- Introduction of money
- Experimentation with some few agricultural crops
- Construction of passable roads
- Racial discrimination
- Introduction of head tax
- Coming of European missionaries

3. *Answers to this question are found in the Learner's Book, pages 26 and 51. The following are the points to be explained:*

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

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

4. *Answers to this question are found in the Learner's Book, pages 51 and 54.5*

TOPIC AREA
HISTORY OF RWANDA

SUB-TOPIC AREA
HISTORY OF GENOCIDE

UNIT III
CAUSES AND COURSE OF THE 1994 GENOCIDE AGAINST THE TUTSI

NUMBER OF LESSONS
SIX (6)

Refer to Learner's Book pages 55 -62

Key unit competence

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

Introduction

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

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

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

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the causes of the 1994 Genocide against the Tutsi. • Describe how genocide was planned, executed and stopped	• Analyse the causes of the 1994 Genocide against the Tutsi. • Assess the course of the 1994 Genocide against the Tutsi. • Evaluate how the 1994 Genocide against the Tutsi was stopped.	• Appreciate the causes of the 1994 Genocide against the Tutsi and advocate for solutions • Recognise how the 1994 Genocide against the Tutsi was carried out • Appreciate the role played by RPF/RPA to stop the 1994 Genocide against the Tutsi.

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

Teaching/learning materials

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

Teaching/learning methods

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

Links to other subjects

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

Assessment criteria

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

Cross-cutting issues

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

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

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

Safety

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

Introduction to the unit

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

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

3.1: CAUSES GENOCIDE AGAINST THE TUTSI

Refer to Learner's Book pages 55 - 57.

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

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

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

Book, from pages 55 - 57. Therefore, ensure you prepare well for this unit by reading the cited section in the Learner's Book, alongside other reference materials.

Teaching/learning materials

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

Teaching/learning activities

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

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

Let them do **Activity 3.1 on page 55** and **Activity 3.2** on page 57 in groups of five. Let each group have a leader who will present their findings in class.

Let them do **Activity 3.3** on page 57 individual then present their work for marking.

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

Refer to Learner's Book pages 57 - 60.

Learning objectives

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

1. Describe how genocide was planned, executed and stopped.
2. Assess the course of genocide against the Tutsi.
3. Recognise how genocide against the Tutsi was carried out.

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

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

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

Remember to let them write points as they discuss in groups and appoint

a group discussant and a secretary no note down agreed upon points.

Notes for the teacher

The history of genocide dates back to 1959. This is because the root cause of the 1994 Genocide against the Tutsi was a long process of violence, hatred, injustice and divisions under the 1st and 2nd Republics whose results were first marked by the 1959 massacres directed against the Tutsi.

In 1973, other Tutsi massacres were organised by the government of the 1st Republic using the Rwandan students (of secondary schools and universities). These massacres targeted Tutsi intellectuals.

After 1990, the government of the 2nd Republic crystallised ethnic split. The 1994 Genocide against the Tutsi started on 7th April 1994 under the pretext of Juvenal Habyarimana's plane crash near Kanombe airport. From the first killings in Kigali, the genocide spread across the whole country within 100 days where over 1,000,000 Tutsi civilians perished.

Identification of the enemy

The enemy to be eliminated was any Tutsi within the country. Enemies also included moderate Hutu who were seen as sympathisers.

Preparation and establishment of lists

As part of the conspiracy to exterminate the Tutsi, civilian and military authorities and militia prepared lists of persons to be eliminated. This was done by establishing a list of the people

to kill especially the Tutsis. It also included politicians, intellectuals, businessmen and ordinary people in Kigali and elsewhere in the country. As early as in October 1990, lists were used for arrests.

Creation of civilian militia

Militias comprised of organised groups, armed individuals and army troops (*Garde présidentielle*, *Interahamwe* and *impuzamugambi* militias). These were trained and served as a complementary force to Rwandan army to ensure that all enemies were killed.

Setting up road blocks

Day and night patrols (*Amarondo*) were set up in different corners of the country to prevent any attempt to escape.

Course of the 1994 Genocide against the Tutsi

It should be noted that no genocidal action could take place without the involvement of the government. This is why the 1994 Genocide against the Tutsi was a long process, having started in 1959. It had been set into motion by the governments of the 1st and 2nd Republics of Rwanda.

The 1994 Genocide against the Tutsi began on 7th April 1994 shortly after the crush of the presidential plane. Soon afterwards, there was incitement from the local media and *genocidaires*, soldiers of the presidential guards and *Interehamwe* militias who described the act as assassination of the president by the Tutsi. They started systematic

elimination of the Tutsi and Hutu politicians in opposition.

Different meetings were held at the High Command of the F.A.R (*Forces Armées Rwandaise*) which resulted into the formation of the interim government on 8th April 1994, where Dr Sindikubwabo Theodore was nominated as the President of the Republic and Kambanda Jean as Prime Minister. Their government was composed of ministers most of whom belonged to extremist wing of political parties that had accepted to be part of the coalition.

From 7th to 11th April 1994, acts of great horror had spread throughout the entire country except in Gitarama and Butare Prefectures. The killings began on 15th and 21st April after sensitisation from some members of the interim government.

At the beginning, the militias in small groups killed the victims in their homes and along road blocks. However, later on, the Tutsi began to escape and look for safe places in public offices, commune offices, hospitals, stadiums, schools and churches. Even in these places, they would still attack and kill them. Generally speaking, there were no safe places to hide.

On 12th April 1994, the interim government (also called *Abatabazi*) left the capital of Kigali following the advance of the RPF-Inkotanyi and settled in Gitarama at Murambi. From here, they later relocated to Gisenyi and in refugees camps located in Goma (in Zaïre/DRC).

Among the features of the 1994 Genocide against the Tutsi, there were many forms of extreme violence. The main tools used during the genocide against the Tutsi were machetes, grenades and bullets. Other forms of torture and killings included burning people alive, throwing people into pit latrines while still alive and forcing family members to kill each other.

Actors of genocide against the Tutsi

The Genocide against the Tutsi in Rwanda had different categories of actors: organisers, executors, accomplices of killers and those who killed observers.

- *Government of Rwanda under Habyarimana:* As the main organiser, it holds the core responsibility of having neither forbidden nor punished violence against one part of its population. It provided financial, material and moral support to the executors. It had used all means to encourage the killings through the sectarian education and government owned media.

- *Militias:* These were paramilitary groups of people formed and trained for civil defense of the country by 1990. Groups like *Interahamwe* and *Impuzamugambi* were used to echo hatred, suspicion and division against the Tutsi as the Liberation War was on-going.

The teachings recalled many differences between Hutu and Tutsi, prejudices and other kinds of stereotypes of each group.

• *Forces of Garde présidentielle (Republican forces):* They actively participated in the killings all over the country as from 19th April 1994.

• *Civil servants and the military:* These include prefecture and commune civil servants and commune police. They organised militias and Hutu citizens to track and kill the victims hiding in many places including hills and houses.

• *Local actors:* These included businessmen, MRND local representatives and local opinion leaders (such as teachers and entrepreneurs). They worked hand in hand with local authorities to implement government directives and to execute the genocide against the Tutsi.

• *Citizens:* They played the role of being observers, executors and accomplices to the killing of innocent relatives, brothers, sisters, colleagues and friends. The targeted group to be exterminated was the Tutsi population without any distinction of age, religion, region and sex.

Note: One could assert that among all these categories, there were a few numbers that were reluctant to act as they were expected. Some accepted to die instead of killing their brothers, sisters, neighbours and friends while others used all means to save those who were being killed by providing them refuge or helping them escape the danger before RPF forces arrived. Some testimonies of genocide survivors proved this fact.

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

Refer to the Learner's Book page 61.

Learning Objectives

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

1. Evaluate how the 1994 Genocide against the Tutsi was stopped.

2. Appreciate the role played by RPF/RPA to stop the 1994 Genocide against the Tutsi.

Preparation for teaching

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

Teaching/learning materials

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

Senior 2 History Learner's Book, internet, poems, press media, songs, testimonies from survivors and rescuers, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials.

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

Teaching/learning activities

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

Further activities for slow and fast learners

Ask the fast learners to discuss the role played by the RPF to stop the Genocide against the Tutsi as the average and slow learners list the causes of the I994 Genocide against the Tutsi.

Interactive and multi-ability learning

In groups, ask learners to work on **Activity 3.2** on page 61 and present their findings in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

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

Diagnostic assessment

Write the folloewing acronyms in full:

a) RPF

b) RPA

c) MRND

Answers to diagnostic assessment

a) **R**wanda **P**atriotic **F**ront

b) **R**wanda **P**atriotic **A**rmy

c) **N**ational **R**evolutionary **M**ovement for **D**evelopment

Revision questions

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

2. Explain the course of the 1994 Genocide against the Tutsi.

3. Discuss the role played by RPF/RPA to stop the 1994 genocide against the Tutsi in Rwanda.

4. Write down what the following initials stand for in relation to Rwanda:

    a) ICTR

    b) RPF

    c) UNAMIR

Answers to Revision Questions

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

Question 1

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

- The divisionism ideology
- The culture of impunity
- Extremist political parties
- Role played by the French government in the preparation of the 1994 Genocide against the Tutsi
- Role played by the international community
- The media

For more details, refer to information in the Learner's Book on pages 55 - 57.

Question 2

Refer to information in the Learner's Book on page 58 – 59.

Question 3

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

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

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

Question 4

a) ICTR

International **C**riminal **T**ribunal for **R**wanda

b) RPF

Rwanda **P**atriotic **F**ront

c) UNAMIR

United **N**ations **A**ssistance **M**ission for **R**wanda

TOPIC AREA
HISTORY OF AFRICA

SUB-TOPIC AREA
HISTORY OF ANCIENT AFRICA

UNIT IV
KINGDOMS OF EAST AND CENTRAL AFRICA

NUMBER OF LESSONS
TEN (10)

Kingdoms of East and Central Africa

Refer to Learner's Book pages 64 - 86.

Key unit competence

By the end of 10 lessons the learner should be able to describe the origin, rise, organisation and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.

Introduction

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

The main sub-topics to be covered in this unit are:
- Factors for the rise of Buganda and Kongo kingdoms.
- Political, Social and Economic organisation of Buganda and Kongo kingdoms.
- Factors for the decline of Buganda and Kongo Kingdoms.

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the factors for the rise of Buganda and Kongo kingdoms • Describe political, social and economic organisation of Buganda and Kongo Kingdoms	• Examine the factors for the expansion of Buganda and Kongo kingdoms and show how these factors helped them to rise into large kingdoms. • Assess the political, social and economic organisation of Buganda and Kongo and interpret the similarities and differences between the two.	• Accept the factors for the rise of Buganda and Kongo kingdoms. • Show respect for the political, social and economic orgnisation of Buganda and Kongo kingdoms

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

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

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

Assessment criteria

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

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

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

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

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

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

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

(b) **Summative assessment (assessment of learning)**
Learners should demonstrate the ability to explore the different theories of origin, organisation, expansion and decline of Rwandan Kingdom.

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

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

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

4.1: FACTORS FOR THE RISE OF BUGANDA AND KONGO KINGDOMS

a) BUGANDA KINGDOM

Refer to Learner's Book pages 64 - 69.

Learning Objectives
By the end this sub-topic, the learner should be able to:
- Explain the factors for the rise of Buganda Kingdom.
- Examine the factors for the expansion of Buganda Kingdom and show how these factors helped it to rise into a large kingdom.
- Accept the factors for the rise of Buganda Kingdom.

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

Prepare well by ensuring that **Activity 4.1** on page 64 is well taken care of berore the start of the lesson.

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

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. To make the teaching/learning interactive, let the learners to individually do **Activity 4.2** on page 64.

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

Information for the the teacher
Origin of Buganda Kingdom
Refer to Learner's Book pages 65 - 66.

The Buganda Kingdom was one of the most developed and highly centralised states in the interlacustrine region in the middle of 19th Century. It covered

the area between Lake Kyoga and Lake Victoria in the north and south respectively. To the west she was boarded by Bunyoro and extended as far as River Nile to the east.

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

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

Factors for the rise and growth of the Buganda Kingdom

Refer to Learner's Book pages 66 - 69.

a) Strong and ambitious leaders
Around the 14th and 15th centuries, the small Buganda Kingdom experienced rapid growth and expansion. Initially, the kingdom was made up of smaller kingdoms of Busiro, Kyadondo and Mawokota. This growth came about as a result of powerful and ambitious kings of Buganda at that time. Such kings captured new areas towards the end of the 16th century. They added them to the existing Buganda Kingdom. At the same time, it can rightly be argued that the kingdom had weaker neighbours such as Bunyoro Kingdom.

Examples of such strong leaders are Kabaka Kateregga, who raided Bunyoro and conquered Ggomba, part of Butambala, southern Ssingo and part of Busunju. This was around the 16th and 17th centuries. However, Kabaka Kyabaggu made raids into Busoga but was later forced to withdraw.

Another successful and ambitious leader was Kabaka Jjunju, who annexed Buddu, Kooki, parts of Kiziba and Karagwe from Bunyoro in the 18th Century. He also made Buhaya pay tribute to the larger Buganda Kingdom. Kabaka Ssemakokiro, in the last quarter of the 18th Century, got Buwekula and Bulemezi. He also forced Busoga to pay tribute to Buganda. Kabaka Mawanda, in the 18th Century, got Karagwe, which lay to the north east of Bulemezi and north west of Singo.

b) Centralised administration
Buganda was a highly centralised state under a king known as Kabaka. He ruled with the help of the traditional parliament called Lukiiko. Apart from the Lukiiko, the king was also assisted by three important officials: the prime minister (*Katikiro*), the treasurer (*Omuwanika*) and chief justice (*Omulamuzi*).

The king was a source of power from the head of the administrative unit to

the bottom level. Important to note is that a decision by the Lukiiko as well as Kabaka's word was final in settling disputes and initiating development projects.

c) Smooth succession of leaders
Succession of leadership in the kingdom was well laid out. Before the kabaka died, he had to name his successor. If he did not, the katikiro and the clan heads would be responsible for choosing the capable kabaka. This reduced conflict that could arise out of succession. In general, this promoted stability and peace in the kingdom.

d)   Trade
Bugada Kingdom participated in trade with its neighbours such as Ankole, Bunyoro, Karagwe and Rwanda. It traded in bark cloth and iron. Generally, the trade boosted its economic progress.

The kingdom also participated in Long Distance Trade that was being carried out between the East African Coast and Central Africa. The Arabs from the coast brought guns in exchange for slaves and ivory. The kingdom used these guns to conquer her neighbours and further expand her territory.

e)   Strategic location
Buganda Kingdom was strategically positioned with natural features. For instance, Lake Victoria on the south, Lake Kyoga on the north and River Nile on the east. These natural features provided defense against her neighbours.

f) Fertile soils and favourable climate
The kingdom supported agriculture. This is because it lay on land that was fertile. Together with favourable climate that it experienced, it produced good harvest that supported the population. Matoke was their staple food. They also kept livestock such as cattle, sheep and goats.

g)   Strong army
The kingdom had an army equipped with iron weapons such as spears, bowls and iron arrows. There also existed royal bodyguards that maintained the Kabaka's court and constantly protected it.

The army defended the kingdom and protected its boundaries. Every able-bodied male adult had a responsibility to protect it. The army was well organised, trained and disciplined.

h)   Unifying language, religion, ancestry and culture
The Kingdom of Buganda had several unifying factors. Among these was their language, others being their traditional religion, a common ancestry and similar culture. All these factors led to the kingdom's rise, growth and expansion. For instance, the Buganda Kingdom was a homogenous society with the Bantu whose language was Luganda. This made communication easy and swift throughout the kingdom.

The Kabaka among the Baganda on the other hand was not only an

administrative leader, but also a spiritual leader. He was believed to be the overall mediator between his people and their god, Lubaale.

Their culture also emphasised respect for authority and elders. This minimised cases of disobedience and internal revolts.

i)   Begun as a small state

At first, the Kingdom of Buganda was small. This made it possible to be easily administrated and controlled. Communication throughout the kingdom was also fast and effective.

b) THE KONGO KINGDOM

Refer to Learner's Book pages 69 - 86.

Learning Objectives
By the end this sub-topic, the learner should be able to:
- Explain the factors for the rise of Kongo Kingdom.
- Examine the factors for the expansion of Kongo Kingdom and show how these factors helped it to rise into a large kingdom.
- Accept the factors for the rise of Kongo Kingdom.

Information for the teacher
The Kingdom of Kongo was located in west central Africa. It covered the current northern Angola, Cabinda and the Democratic Republic of Congo. It stretched to southern most part of Gabon. At its greatest extent, it reached from the Atlantic Ocean in the west, to the Cuango River in the east. Further, it reached from the Congo River in the south, to the Kwanza River in the south.

The kingdom consisted of several core provinces ruled by the *'Manikongo',* meaning lord or ruler of the Kongo Kingdom. Nevertheless, its spheres of influence extended to neighbouring kingdoms such as Ngoyo, Kakongo, Ndongo and Matamba. The Kingdom of Kongo largely existed from 1390-1891 as an independent state.

From 1891-1914, it existed as a vassal state of the Kingdom of Portugal. In 1914, the titular monarchy was forcibly abolished, following the Portuguese victory against a Kongo revolt. The remaining territories of the kingdom were assimilated into colony of Angola.

According to Kongo traditions, the kingdom's origin lies in the very large and not very rich area of Mpemba Kasi. Mpemba Kasi is located just south of modern day Matadi in the Democratic Republic of Congo. A dynasty of rulers from this small polity built up their rule along the Kwilu Valley, and lie buried in Nsi Kwilu, its capital.

Traditions from the 17th Century allude to this scared burial ground. According to missionary Girolamo da montesarchio, the site was so holy that looking upon it was deadly. Girolamo da montesarchio was an Italian capuchin who visited the area from 1650-1652.

17th Century subjects of Mpemba Kasi called their country *"mother of*

the king of Kongo" in respect of the territory's antiquity. The first king of the Kingdom of Kongo was Lukeni Lua Nimi (1380-1420).

NOTE: The Kingdom of Kongo was also known as *Kongo dya Ntotila* or *Wene wa Kongo*.

Origin and factors for the expansion of Kongo Kingdom

Refer to the Learner's Book pages 70 - 72

Learning objectives
By the end this sub-topic, the learner should be able to:
- Explain the factors for the origin and rise of Kongo kingdom
- Examine the factors for the expansion of Kongo Kingdom and show how these factors helped it to rise into a large kingdom.
- Accept the factors for the rise of Kongo kingdom.

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

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

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

Let the learners attempt **Activity 4.5** on page 70 in groups. Each group should present their answers to the class for further discussion.

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

Information for the teacher
Discuss the following factors that contributed to the expansion of Kongo Kingdom:

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

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

to strengthen the kingdom.

c) *Contributions from vassal states*
There was also income from tributary states which was paid inform of fish, ivory, meat and minerals. This favoured the growth and rise of Kongo Kingdom.

d) *Availability of minerals*
The Kingdom of Kongo was rich in minerals such as copper and iron. These items were traded with the Portuguese. The kingdom earned a lot of income from the minerals.

e) *Agriculture*
Kongo Kingdom had fertile soil which favoured growth of crops. People cultivated cassava, maize, beans and sweet potatoes. The kingdom did not experience serious famine.

f) *Art and craft*
Many people in the kingdom had skills in pottery and weaving. They made pots and pipes and wove fine cloth. They traded these items with the people of Atlantic Ocean in exchange for seashells and salt. This helped the kingdom stabilise and rise.

g) *Able leaders*
Kongo Kingdom had able, strong and brave leaders who organised the kingdom under effective control. The leaders ensured that there was peace and prosperity in the kingdom. Some of the notable kings were King Afonso and King Alvaro I.

h) *Strong army*
The kingdom had an army equipped with iron weapons such as spears, bowls and iron arrows. The army defended the kingdom and protected its boundaries.

i) *Absence of external and internal attacks*
There were no external threats to the kingdom. Attacks were less, if all there was any. King Alfonso even used the Portuguese mercenaries and guns to exert direct control over defence, tribute collections and long distance trade.

4.2: POLITICAL, SOCIAL AND ECONOMIC ORGANISATION OF BUGANDA AND KONGO KINGDOMS

a) BUGANDA KINGDON

Organisation of Buganda Kingdom

Refer to Learner's Book pages 73 - 76.

Kingdom of Buganda was also organised in different ways. These were:
  • Political organisation
  • Economic organisation
  • Social organisation

All these were aimed at strengthening and developing the kingdom

i) Political organisation
Buganda was a highly centralised state under a king, also known as *'Kabaka'*. He was referred to as *'Ssabataka'* (head of *Bataka*) and *'Ssabasajja'* (Head of all men).

Ssabasajja meant that he was above the *Bataka* and all men.

The system of succession to the throne in Buganda was matrilineal, that is, the Kabaka's sons took up their mothers' clans. This was aimed at giving opportunity to every clan to produce a king.

The Kabaka was the source of power. He could appoint, discipline and dismiss any official of the state at his will. This promoted loyalty in his subjects and chiefs.

For efficient and effective administration, the kingdom was divided into 20 counties. Each county was under a *Saza* chief. There were further sub-divisions into sub-counties, each under a *Gombolola* chief. The chiefs were appointed directly by the king.

Militarily, Buganda had no standing army. It was the responsibility of every male adult to contribute to the defence of the state. That is why the chiefs were not merely administrative in function. They were also military leaders in their regions as well. However, there was a royal guard that was maintained at the Kabaka's court for protecting him. The Kabaka was a commander-in-chief of the kingdom.

The central government of Buganda was in the hands of the Kabaka, assisted by three important ministers. These were the Prime minister (*Katikkiro*), the Chief justice (*Omulamuzi*) and the Chief treasurer (*Omuwanika*).

They were appointed by the king amongst most influential clans in Buganda.

For easy administration, the Kabaka also had a council called *Lukiiko* which advised him on important state matters. It was composed of 89 members. These were the prime minister, chief justice, six Kabaka's nominees, 60 clan heads, 20 county chiefs and treasurers.

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

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

ii) *Economic organisation*

a) *Agriculture*

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

b) *Art and craft*

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

c) *Trade*

The economy of Buganda Kingdom was characterised by interstate trade. Bark cloth was

traded in different territories such as Busoga Bunyoro and Teso. Buganda also traded in fish with lakeshore people of Buvuma and Ssese Island. Exchange of these items at this time was through barter trade. By mid 19th Century, Buganda got actively involved in long distance trade. It established close ties with Arabs. Through these ties, Buganda acquired arms and ammunitions. Other items traded included cloth, beads and glassware materials. War booty, minerals and tributes also formed another important revenue source for Buganda Kingdom. After acquiring arms and ammunitions, Buganda embarked on organising raids and wars against her neighbours. Buganda stole cattle, iron works and beautiful women from neighbours.

Buganda obtained tributes from conquered state such as Busoga and Bukedi. The tributes were paid regularly as sign of loyalty to the king.

ii) Social organisation

The clan was the basic social political unit in the organisation of the kingdom. The clans were led by clan heads. They were Kabaka's representatives among his people. Clan heads were also charged with settling disputes on behalf of the Kabaka. Mbogo, Mamba, Ngeye and Ngonge were some of the clans in Buganda.

Buganda was a homogenous society with the Bantu whose language was Luganda. They also had the same way of dressing and dancing. This homogeneity in language and culture promoted unity within the Buganda society. The Kabaka was a political and religious leader of the kingdom. He presided over most of the virtual functions in the kingdom.

a) Intermarriages and unity

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

b) Class division

Buganda was a class society. There were three classes namely: Royal class *(Abambejja* and *Abalangila);* The chiefs and clan heads *(Bataka) and-* Peasants *(Abakopi).* The royal class enjoyed several privileges such as owning a lot of land and not paying taxes. It was also referred to as the first class.

The second class was made up of clan heads called *Bataka* and chiefs. They were clan functionaries of the state and enjoyed several privileges such as owning land.

The third class was made up of commoners or peasants *(Abakopi).* They were not supposed to own land. *Abakopi* consist-

ed of slaves and captives from conquered areas.

c)   *Traditional religion*
Buganda Kingdom was a religious society. The Kabaka was a spiritual head and overall mediator between his people and their god, Lubaale. This god was consulted through mediums who were usually ancestors. There were other minor gods such as Nalubale, Dungu, Musoke and Kibuuka under Lubaale.

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

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

Answers to further activity
- The prime minister (*Katikiro*)
- The chief justice (*Omulamuzi*)
- The chief treasure (*Omuwanika*)

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

b) KONGO KINGDOM

Organisation of Kongo Kingdom

Refer to Learner's Book pages 77 - 80.

Learning objectives
By the end this sub-topic, the learner should be able to:
- Describe political, social and economic organisation of Kongo Kingdom.
- Assess the political, social and economic organisation of Kongo and interpret the similarities and differences between other kingdoms.
- Show respect for the political, social and economic orgnisation of Kongo Kingdom.

i) Political organisation
The Kingdom of Kongo was ruled by a king who had absolute power. In most times, the king ascended to the throne through conquests.

The king of Kongo Kingdom took the title of *Manikongo,* meaning lord or ruler of Kongo.

The king appointed lower level officials to serve, typically for a three year term. The king also had power to dismiss lower officials at any time he wished. The king appointed officials from his family.

The Kingdom of Kongo was divided into various provinces that made its highest administrative divisions.

The Kingdom of Kongo was centralised. The highest concentration of population around Mbanza-Kongo and its outskirts played a critical role in the centralisation of Kongo. The capital was a densely settled area. Rural areas were sparsely populated, not exceeding five persons per square kilometre.

The Kongo administration regarded their land as revenue assignments. The government put a head tax for each villager, forming a basis for the kingdom's finances. The kingdom granted land titles to the holders of land, renewable annually at the court.

The kingdom's army mainly constituted of a male population. The army fought with swords and carried shields for protection. An army of about 20,000 soldiers stayed in the capital. Smaller contingents were deployed to and lived in major provinces under the command of provincial ruler.

ii) Economic organisation

The people of Kongo earned their living in the following ways:

a) *Trade*

The Kingdom of Kongo was a highly developed state at the centre of an extensive trading network. The country manufactured and traded copper ware, ferrous metal goods, raffia cloth and pottery. They mainly traded with the Portuguese.

Tributes were collected from the conquered people (vassal states). The tributes were inform of minerals, ivory animal skins and hides, meat and agricultural products.

The kingdom also collected taxes from long distance trade. Mbanza Ngungu was the terminal of various long distance trade routes. Through it, a lot of tax was collected from the traders.

b) *Agriculture*

Kongo was located in a fertile area which was suitable for agriculture. Food was sufficient. The surplus could be exchange for other goods. People grew maize, cassava, potatoes and beans. They also reared animals such as cattle, goats and sheep.

c) *Mining*

People in Kongo mainly participated in mining. The kingdom was endowed with minerals such as iron, copper, gold and diamond. They exchanged and traded in the minerals with Portuguese.

d) *Hunting and gathering*

Hunting and food gathering were common in Kongo Kingdom. This supplemented agriculture and trading. Elephants were hunted in order to get ivory which was so marketable at the time.

e) *Art and craft*

People in Kongo Kingdom practised art and craft. They made pottery such as pipes and pots from clay. They also wove raffia clothes which would be exchanged and traded with other people in and outside Kongo.

iii) Social organisation

The society of Kongo kingdom was based on clan system. Everybody was supposed to belong to a particular clan which was headed by clan head. The clan settled disputes on behalf of the king.

The society was also divided according to profession of people. People of the same profession belonged to the same group.

Religion played an important role

in lives of the people of Kongo Kingdom. The religious cults were under the leadership of regional religious leaders. The king acted as a spiritual and religious leader. This unified people under one umbrella of belief.

With time, the kings of Kongo Kingdom such as King Afonso were converted to Christianity. This increased their authority while undermining the authority of regional religious leaders. This made Kongo to become heavily dependent on Portugal and other Christian world.

The Kongo people spoke in the Kikongo language. This united almost all provinces in Kongo Kingdom in terms of communication. People respected their culture and it was a source of pride.

4.3: FACTORS FOR THE DECLINE OF BUGANDA AND KONGO KINGDOMS

a) BUGANDA KINGDOM

Factors for the decline of Buganda Kingdom

Refer to Learner's Book pages 81 - 83.

Learning objectives

By the end this sub-topic, the learner should be able to:
* Identify the causes for the decline of Buganda kingdom.
* Analyse the factors for the downfall of Buganda kingdom
* Acknowledge the factors for collapse of Buganda kingdom and show how they can be de-

fended from taking place other countries.

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Let the learners discuss **Activity 4.12** on page 80 in pairs and present their findings to the class.

Notes for the teacher

Some of the factors for the decline of Buganda Kingdom include:
a)   *The coming of Europeans*
      The Kingdom of Buganda did not survive longer because of the coming of Europeans. These Europeans consisted of explorers, missionaries, chartered companies and, later on,

colonialists. They signed treaties with the king and chiefs, and stopped slave trade and slavery. They also abolished traditional religion, introduced Christianity and reduced the powers of the king. This led the kingdom to collapse.

b) *Big size of the kingdom*
The kingdom expanded to its great height to annex Busoga and Bukedi and other vassal states. The big size due to expansion came with administrative Loopholes, rebellions and inefficiency in control.

c) *Religious conflicts*
The coming of Christian missionaries in Buganda brought some negative impacts. For instance, there were some religious conflicts among Catholics, Protestants and Muslims. These religious conflicts divided people along religious lines.

d) *Weak military*
The kingdom had a weak military system. It had no standing army to defend the kingdom on a daily basis except the royal guards that maintained the king's security. This led to its decline.

e) *Succession disputes*
This was so much common especially when a king died. Conflict would arise on who would become the heir to the king. Ambitious princes fought each other leading to different camps and support of different princes.

f) *Decline of trade*
Trade in Buganda kingdom declined or collapsed especially with the coming of Europeans. The Europeans stopped long distance trade with its main item, slaves. This led to a reduction of the kingdom's revenue, consequently leading to its downfall.

g) *Death of able leaders*
The kingdom of Buganda lost capable, brave and strong leaders such as Kabaka Mwanga and Kabaka Mutesa. These leaders had special and natural skills of administration. This brought a gap in the kingdom in terms of re-organisation hence leading its decline.

h) *External attacks*
Buganda Kingdom kept on declining and became less feared by its neighbours. At many times it was attacked by Bunyoro. As a result, Buganda experienced damages and losses.

i) *Disunity*
The kingdom became disunited because of religious conflicts and divisions. The subjects started hating and fighting themselves. This led to the kingdom's decline.

j) *Political instabilities*
The kingdom of Buganda experienced political upheaval especially with the coming of colonialists (the British). The British system of administration was contrary to Buganda

doctrines. This brought rebellions, revolts and dissatisfaction among the people.

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

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

b) KONGO KINGDOM
Factors for the decline of Kongo Kingdom

Refer to Learner's Book pages 83 - 86.

Learning objectives
By the end this sub-topic, the learner should be able to:
  • Identify the causes for the decline of Kongo Kingdom.
  • Analyse the factors for the downfall of Kongo Kingdom.
  • Acknowledge the factors that led to the decline of Kongo Kingdom.

Information for the teacher
Start the discussion of the factors for the decline of Kongo Kingdom with **Activity 4.13** on page 90. Ask learners to pay attention to the discussions that the will be holding about each of the factors. They should understand the discussions for them to correctly attempt the activity.

The intertribal conflicts
Various tribes started fighting amongst themselves in the Kingdom of Kongo. These conflicts became so much common after the death of King Antonia. The conflicts ended up weakening the kingdom.

b) *The Ambuila battle of 1665*
The Portuguese seriously fought with the Kongolese army over the mining of copper. Kongolese army was defeated and King Antonia was killed and his hand cut and transported to Portugal. This made the kingdom collapse.

c) *Stopping of slave trade and slavery*
The coming of Europeans in the 19th Century led to the stopping of slave trade. This made the kingdom become so weak economically.

d) *External attacks*
Between 1568 -1569, the Kingdom of Kongo suffered an external invasion from the east. The invaders, also known as the *Jaga*, quickly overran the kingdom. The king was forced into exile.

e) *Collapse of the central authority in Kongo Kingdom*
This downfall led the kingdom to disintegrate into rival regional factions. Each faction fought one another in pursuit of war captives.

f) *The European conquest in the 19th Century*
Like any other kingdom in Africa, Kongo did not survive the

scramble and partition of Africa. The Berlin conference of 1884-1885 decided the sharing of Kongo Kingdom between three countries. These were France, Belgium and Portugal. This marked the end of Kongo Kingdom.

g) *The presence of the Portuguese in Kongo Kingdom*
The Portuguese had a lot of influence in Kongo Kingdom. They even falsely re-instated a new king called Alvaro I with the help of the mercenaries from Sao Tome islands. This greatly weakened the kingdom.

h) *Weak army*
The Kongolese army became so weak because of internal and external attacks that were constant. The Kongolese army mostly relied on Portuguese mercenaries who became of little help because of their personal demand.

i) *Big size*
The kingdom of Kongo had become too big to be administered by the already weak leaders. The army too was not so strong enough to protect and defend the kingdom from internal and external attacks.

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

a) **Fast Learners**
Ask them to work on **Activity 4.4** on page 69 in groups and present the findings.

b) **Slow learners**
Ask them to write down the factors that lead to the rise of Buganda Kingdom.

Interactive and multi-ability learning

Invite a resource person as instructed in **Activity 4.2** on page 64. Ensure you prepare them well all questions that will help them get more information about the Buganda Kingdom. Make notes.

In groups, ask learners to work on **Activity 4.3** on page 66 and present their findings in class Ensure that learners with special needs are catered for.

Extension/Remedial Activities
Ask learners to work on **Activity 4.9** on page 76 and **4.13** on page 86.

Revision questions
1. Explain the origin of Buganda Kingdom.
2. Discuss the factors that led to the rise and growth of Buganda Kingdom.
3. Describe the organisation of Buganda Kingdom in the 19th Century.
4. Examine the factors that led to the rise Kongo Kingdom.
5. Identify the reasons that led to the decline of Kongo Kingdom.

Answers to Revision Questions

1. Explain the origin of Buganda Kingdom.

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

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

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

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

a) Centralised administration

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

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

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

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

e) *Traditional religion*
Buganda was a religious society. The Kabaka was a spiritual head and an overall mediator between his people and god, Lubaale. Traditional religion acted as a unifying factor of the kingdom, hence rise and growth.

f) *Language*
Buganda was a homogenous society with the Bantu whose

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

g) *Agriculture*

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

h) *Controllable size at start*

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

i) *Good and favourable climate*

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

j) *Military strength of the kingdom*

Buganda had no standing army. It was the responsibility of every adult male to contribute to the defence of the state. In case of war, the chiefs would call all male adults to contribute a military wing. However, there existed royal bodyguard that maintained the Kabaka's court for protecting him.

k) *Unity of the Baganda*

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

l) *Absence of external attacks*

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

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

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

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

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

They were appointed by the king amongst most influential clans in Buganda.

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

The Kabaka had important women advisors namely; *Namasole* (Queen

mother), *Lubuga* (Chief sister) and *Nabagereka* (Chief wife).

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

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

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

c) *Trade*
The economy of Buganda Kingdom was characterised by interstate trade.
By mid 19th Century, Buganda got actively involved in long distance trade. It established close ties with Arabs. Through these ties, Buganda acquired arms and ammunitions. Other items traded included cloth, beads and glassware materials.

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

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

b) *Class division*
Buganda was a class society. There were three classes namely:
1. Royal class *(Abambejja* and *Abalangila)*
2. The chiefs and clan heads *(Bataka)*
3. Peasants *(Abakopi)*

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

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

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

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

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

c) *Contributions from vassal states*
There was also income from tributary states which was paid inform of fish, ivory, meat and minerals. This favoured the growth and rise of Kongo Kingdom.

d) *Availability of minerals*
The Kingdom of Kongo was rich in minerals such as copper and iron. These items were traded with the Portuguese. The kingdom earned a lot of income from the minerals.

e) *Agriculture*
Kongo Kingdom had fertile soil which favoured growth of crops. People cultivated cassava, maize, beans and sweet potatoes. The kingdom did not experience serious famine.

f) *Art and craft*
Many people in the kingdom had skills in pottery and weaving. They made pots and pipes, and wove fine cloth. They traded these items with the people of Atlantic Ocean in exchange for seashells and salt. This helped the kingdom stabilise and rise.

g) *Able leaders*
Kongo Kingdom had able, strong and brave leaders who organised the kingdom under effective control. The leaders ensured that there was peace and prosperity in the kingdom. Some of the notable kings were King Afonso and King Alvaro I.

h) *Strong army*
The kingdom had an army equipped with iron weapons such as spears, bowls and iron arrows. The army defended the kingdom and protected its boundaries.

i) *Absence of external and internal attacks*
There were no external threats to the kingdom. Attacks were less, if all there was any. King Afonso even used the Portuguese mercenaries and guns to exert direct control over defence, tribute collections and long distance trade.

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

a) *The intertribal conflicts*
Various tribes started fighting amongst themselves in the Kingdom of Kongo. These conflicts became so much common after the death of King Antonia. The conflicts ended up weakening the kingdom.

b) *The Ambuila battle of 1665*
The Portuguese seriously fought with the Kongolese

army over the mining of copper. Kongolese army was defeated and King Antonia was killed and his hand cut and transported to Portugal. This made the kingdom collapse.

c) *Stopping of slave trade and slavery*
    The coming of Europeans in the 19th Century led to the stopping of slave trade. This made the kingdom become so weak economically.

d) *External attacks*
    Between 1568 -1569, the Kingdom of Kongo suffered an external invasion from the east. The invaders, also known as the *Jaga*, quickly overran the kingdom. The king was forced into exile.

e) *Collapse of the central authority in Kongo Kingdom*
    This downfall led the kingdom to disintegrate into rival regional factions. Each faction fought one another in pursuit of war captives.

f) *The European conquest in the 19th Century*
    Like any other kingdom in Africa, Kongo did not survive the scramble and partition of Africa. The Berlin Conference of 1884-1885 decided the sharing of Kongo Kingdom between three countries. These were France, Belgium and Portugal. This marked the end of Kongo Kingdom.

g) *The presence of the Portuguese in Kongo Kingdom*
    The Portuguese had a lot of influence in Kongo Kingdom. They even falsely re-instated a new king called Alvaro I with the help of the mercenaries from Saotome islands. This greatly weakened the kingdom.

h) *Weak army*
    The Kongolese army became so weak because of internal and external attacks that were constant. The Kongolese army mostly relied on Portuguese mercenaries who became of little help because of their personal demand.

i) *Big size*
    The kingdom of Kongo had become too big to be administered by the already weak leaders. The army too was not so strong enough to protect and defend the kingdom from internal and external attacks.

TOPIC AREA
HISTORY OF AFRICA

SUB-TOPIC AREA
HISTORY OF ANCIENT AFRICA

UNIT V
LONG DISTANCE TRADE

NUMBER OF LESSONS
EIGHT (8)

Unit 5 — Long Distance Trade

Key unit competence

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

Brief introduction

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

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

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

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the causes for the rise and expansion of Long Distance Trade. • Describe its organisation • Explain effects and reasons for its declines	• Analyse the rise and organisation of long distance trade and relate to modern trade • Balance its organisation with the oganisation of Trans-Saharan trade. • Examine the effects and the reasons for the decline of Long Distance Trade.	• Appreciate the causes for the rise and organisation of the long distance trade • Appreciate the organisation of the long distance trade. • Appreciate the effects of Long Distance Trade in the fields of social, political and economic fields. • Value the reasons for its decline.

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

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

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

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

Assessment criteria

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

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

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

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

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

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

(b) Summative assessment (assessment of learning)
Learners should demonstrate the ability to explain effectively the rise, organisation, effects and decline of Long-distance Trade.

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

• **Financial education:** This unit is basically about trade. Try to emphasise on financial education when tackling growth and development of long distance Trade, as well as the activities in this unit.

• **Peace and values education:** Let the learners understand that the rise and expansion of long distance trade was attributed to presence of peace and so they should be part of peace promotion in their communities so as to promote trade as well.

• **Environmental conservation and sustainability:** Explain to the learners that the growing awareness of the impact of the human race on the

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

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

Introduction

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

5.1: RISE AND ORGANISATION OF LONG DISTANCE TRADE

Refer to Lerner's Book pages 87 - 92.

Learning objectives

By the end this sub-topic, the learner should be able to:
- Explain the causes for the rise and expansion of long distance trade.
- Analyse the rise and organisation of long distance trade and relate to modern trade
- Appreciate the causes for the rise and organisation of the long distance trade.

Preparation for teaching

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

Teaching/learning materials,

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:
- Organise a visit to a nearby trading centre. Let the learners take time tackle questions in Activities during the visit.

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

Notes for the teacher
Reasons for the rise of long distance trade

a) *Availability of goods in the interior of both East and Central Africa*
The goods included gold, ivory, animal skins, slaves and feathers. These goods, especially ivory, were highly demanded in India for making bangles. In Europe and America, the goods were used for making piano key and ornaments.

b) *Increased penetration into the interior by coastal people*
From 1840, Sayyid Said moved his capital from Muscat to Zanzibar at the coast of East Africa. This led various people to move deep in the interior of East Africa for channelling slaves and ivory.

c) *Increased demand for slaves in Europe and America*
Slaves were selling like a hot cake in Europe and America. This led various dealers in the trade to move all over places in the interior for slaves, market and exportation.

d) *The vital role played by Indian and other Arab merchants in Zanzibar*
Most Indians and Arabs were professional traders. This greatly contributed to the growth and expansion of the professional caravan traders. The traders were greatly motivated to carry out adventures in the interior of East and Central Africa.

e) *The French sugar industries*
The French sugar industries on the Islands of Mauritius, Madagascar and Re-union also played a big role in the expansion of slave trade. It was this cheap free labour in combination with Island climate that favoured the growth of sugarcane.

f) *Introduction and availability of fire arms*
Availability of fire arms made it easier for Chokwe, Bisa and Nyamwezi people to acquire captives.

g) *Division of labour*
Specialisation in some interior communities boosted the rise and development of long distance trade. Communities such as Chokwe and Nyamwezi practised division of labour. After preparing the land for planting, men would leave the work of harvesting to women. Men would then travel far off looking for ivory and transacting trade for several months without checking back home.

h) *Introduction of cowrie shells as a medium of exchange*
Initially, long distance trade was

conducted on barter system which had many loopholes. Later on, cowrie shells were introduced to act as a medium of exchange. This solved such as cheating and divisibility of some goods experienced during barter trade. This led to rise and growth of long distance trade.

i) *The hospitality of interior societies*

Some African societies such as the Baganda warmly welcomed the traders. The Yao guided and offered food and shelter to the traders.

j) *Mutual understanding between the coastal people and the interior tribes*

Tribes such as the Yao, Akamba, Nyamwezi and Buganda related well with coastal people. This good relationship helped the trade to develop because it promoted trustworthy among the traders.

k) *The climatic factor*

This partly contributed to growth of long distance trade. The interior of East Africa was characterised by two types of climate, wet and dry. March to November was a wet season allowing people to indulge in agriculture. December to February was a dry season. During this period, the interior tribes engaged in long distance trade.

l) *Increased demand for goods*

The increased demand for goods from both sides necessitated the trade for exchange. The interior people highly demanded coastal goods such as guns, clothes, glasses and saucepans. Coastal traders demanded the interior goods such as gold, slaves, copper, skins, feathers and agricultural products (honey and tobacco).

m) *The introduction of Kiswahili*

Kiswahili was used as a medium of communication by traders while exchanging goods. It initially started at the Coast. Later on, it spread to the interior parts of East Africa.

n) *Political stability in the interior of East Africa*

This was characterised by a period of peace brought about by the rise of empires such as Nyamwezi. The kings such as Nyungu ya Mawe, Mirambo, Seyyid Said and Mutesa provided security and accommodation to traders. They also collected trade items and organised caravans .

Organisation of long distance trade

1. **Participants of the trade**

Traders of long distance trade came from the interior and outside. They included the interior African tribes such as the Yao, Akamba, Nyamwezi, Baganda, Bisa, Banyoro, Ganda and Kikuyu. These tribes provided commodities

and security to the traders. On the other hand, the Arabs and Europeans also took part in this trade bringing the manufactured products.

2. **Trade items**

The interior African tribes provided the following commodities to traders; ivory, gold, slaves, ostrich feathers, leopard and zebra skins, copper and rubber. The Arabic/foreign goods included guns, gun powder, clothes, iron products, knives, beads, plates, sugar, saucepans and mirrors.

3. **Means of transport and communication**

Originally, traders used to move on foot from the East African Coast to the interior of East Africa. Later on, donkeys were introduced from Saudi Arabia, hence making transportation of goods easier. Mode of communication at first was a problem. Later on, Swahili-Arabs introduced Kiswahili language that was commonly used in the business.

4. **Means of exchange**

At the beginning of this trade, barter system was used. This was associated with transaction problems. Later on, cowrie shells were introduced and started to be used as a medium of exchange.

Major trade routes of long distance trade

Long distance trade was conducted through four main routes namely; the southern routes, the central route, the northern route and the Khartoum route.

a) *The southern route*

This began from coastal port in towns of Kilwa, Malindi and Sofala. It ran through southern Tanganyika, modern Mozambique and south of Lake Malawi. It extended to corridors of Yao and Biza region. Slave trade was a dominant activity carried out along this route. The Yao tribe dominated the trade.

b) *The central route*

It began from port of Bagamoyo and penetrated the interior across Tanganyika to Ujiji on Lake Tanganyika. It crossed the Lake to reach the resourceful Congo basin. From Tabora, the route diverted northwards to link the kingdoms of Karagwe, Buganda, Ankole and Bunyoro. Again, this central route branched southwards to enter the corridors of Lake Tanganyika, Lake Rukwa and Lake Malawi. The Nyamwezi people dominated this route and the main trading item was ivory.

c) *The northern route*

This started from ports of Pangani, Mombasa, and Tanga.

It passed through north east Tanganyika and Nyika plateau of Kenya on its way to western Kenya, Lake Rudolf, and eastern shores of Lake Victoria. The Akamba, Kikuyu and Mrima people were prominent traders along this route. They dealt in goods such as ivory, slaves, traditional medicine and poisoned arrows.

d) *The Khartoum route*
This route followed the present day Nile River up to Sudan in the Nile valley. It crossed the Mediterranean Sea. It was mainly dominated by Khartoumers from Sudan. The Khartoumers traded with segmentary societies of northern Kenya and northern Uganda. This route mainly dealt in slaves and ivory.

Follow-up activity
Find out from traders in a trading centre near about where there goods come from.

5.2: REASONS FOR THE DECLINE OF LONG DISTANCE TRADE

Refer to Lerner's Book pages 93 - 95.

Learning objectives

By the end this sub-topic, the learner should be able to:
- Explain reasons for the decline of long distance.
- Examine the reasons for the decline of long distance trade.

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

Teaching/learning materials
The following materials will help you during the lesson:
Senior 2 History Learner's Book, map showing routes used during the long distance trade, Internet, charts and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 5.5** on page 93 and **Activity 5.6** on page 97 in groups.

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

Notes for the teacher
a) **Long distance trade became less profitable**
It attracted many people which resulted into competition for market. This led to the flooding of goods forcing traders to lower prices. By the end of the day, their goods fetched low profits.

b) Constant interstate wars
These resulted into insecurity, for example, wars caused by the Nyamwezi who were using the Ruga-Ruga warriors. This made many traders to abandon this trade for fear of being killed.

c) The death of some trade tycoons
Rich and prominent people in this trade such as Mutesa I and Mirambo died in 1884. Seyyid Said died in 1846. These kings did not only control but also financed the organisers of the trade. Their death deprived this trade of security, hence its downfall.

d) Exhaustion of some vital goods
Important goods and commodities such as ivory, gold, salt, zebra skins, rhino horns and ostrich feathers led to decline of this trade. These goods were purchased in large quantities due to high demand and with time they got depleted.

e) The role played by Seyyid Bargash
He attempted to overthrow Seyyid Said as the leader of Oman at the East African Coast (Zanzibar). This resulted into fierce fighting between the group of Seyyid Bargash and that of Seyyid Said. This forced Seyyid Said to close the Zanzibar slave trade market.

f) The abolition of slave trade by Britain and Belgium parliament in 1820
This resulted into reduced slaves in the market. Since many traders were interested in the slaves, abolition of slave trade culminated into the collapse long distance trade.

g) Poor means of transport
This deterred the transportation of goods from the interior to the coast. This was partly caused by physical difficulties due to deep valleys, rivers, lakes and mountains. This provided an obstacle in the transportation of goods to East African Coast.

h) Over-taxation
African chiefs and kings charged a lot taxes because they wanted to get rich in a short time. This led to reduced profits in the trade and consequently discouraging traders from the trade. They finally pulled out of long distance trade.

i) Scramble for and partition of Africa
The colonisation of Africa resulted into final collapse of long distance trade. This is because the political, social and economic life of the Africans fell under the control of Europeans. Colonial masters put a stop to long distance trade.

j) Flooding of European cheap goods in the African market
Industrial revolution in Europe led to mass production of goods. These cheap quality products sold more than the

African goods, leading to the collapse of long distance trade.

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

5.3: EFFECTS OF THE LONG DISTANCE TRADE

Refer to Lerner's Book pages 95 - 97.

Learning objectives
By the end of this section, the learner should be able to:
- Explain effects of long-distance trade
- Examine the effects of long distance trade
- Appreciate the effects of long distance trade

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

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

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

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

Notes for the teacher
a)   Social effects
- The trade led to widespread of various cultures including languages in East and Central Africa. The interaction of interior people with Arabs at the coast made them adopt Kiswahili language and Islam.

- Long distance trade helped to improve relationship between some African societies which had been enemies before. For example, the Akamba and the Nandi tribes in Kenya had to ignore their traditional differences in order to trade freely as friends.

- The trade depopulated many places. It involved, among others, selling of human beings as slaves. Many people were killed as they were trying to defend themselves against the slave traders. Others were captured, enslaved and sold.

- As trade expanded in East and Central Africa, the old trading centres developed into major towns. These towns included Kilwa, Tabora, Ujiji and Zanzibar.

- Famine was experienced in some areas. This was as a result of slave raid which forced people to flee their homes looking for safer areas. This disorganised the agricultural activities and earlier economic ventures set up by East and Central African people.

b) Economic effects

- It led widespread introduction of new commodities in the interior of East and Central Africa. Such commodities included guns, beads, porcelain materials and clothes.

- The trade revealed how productive the interior of East and Central Africa was. It had a lot of ivory, copper, gold, tortoise shells and rhino horns. Europeans developed an interest to control East and Central African areas for easy exploitation of the unexploited resources.

- The use of cowrie shells as a medium of exchange increasingly became important in East Africa. For example, they were used in the kingdoms of Buganda and Bunyoro. By the end of 19th Century, Indian Rupees had spread to Buganda. This greatly undermined the old system of barter trade.

- The trade stimulated the production of local foodstuffs. A lot of foodstuffs were required to meet the food demands of caravan traders. The traders did not carry food supplies along with them in the long journey. This gave the natives along the various trade routes in East and Central Africa an opportunity to have an income from sale of food items.

- It led to emergence of people with skills. People such as Mirambo Nyungu ya Mawe and Tippu Tipu made names as traders and pioneers in large economic activities of East Africa.

- The demand and sale of ivory led to the depletion of elephants in East Africa. The trade demonstrated an example of man's misuse and exploitation of African human and animal resources without any conservation measures put in place.

c) Political effects

- The firearms introduced strengthened some African communities. A lot of African societies that were weak before were able to stage strong resistances against the invading colonialists in the later years. The Bunyoro, Hehe and the Nandi resisted colonialism during and after long distance trade.

- Long distance trade led to state formation of East Africa. This came about as a result of individuals who acquired wealth and other opportunities from the trade. The trade

helped leaders such as Nyugu ya Mawe, Mutesa I, Mirambo and Misri to build lager political kingdoms.

- The trade led to the collapse of some weak African societies. For example, Ngindo and Tonga of southern Tanganyika declined as a result of long distance trade activities.

- Long distance trade communities managed to build themselves large armies which were used to expand their territories. For example, Nyamwezi had Ruga-Ruga, trained especially for plundering and defence of the kingdom. The Banyoro also built its army known as Abalusura. Nyungu ya Mawe's army was called Mviti.

- The trade discouraged the production of local commodities such as beans, iron implements, salt and bark cloth. This was mainly because local communities proved less profitable than slaves and ivory. The other reason was that the imported commodities such as clothes, shoes and saucepans proved quite superior to local ones.

Further activity
Discuss the positive effects of long-distance trade.

Answers to further activities
- Long distance trade communities managed to build themselves large armies.
- Long distance trade led to state formation of East Africa.

- The firearms introduced strengthened some African communities. A lot of African societies that were weak before were able to stage strong.

- It led to emergence of people with skills.

- The use of cowrie shells as a medium of exchange increasingly became important in East Africa.

- The trade revealed how productive the interior of East and Central Africa was.

- As trade expanded in East and Central Africa, the old trading centres developed into major towns.

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

Interactive and multi-ability learning
To promote interactive and multi-ability learning, ask learners work on **Activities 5.3, 5.4** and **5.5** on pages 88, 90 and 93 respectively in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities
Ask learners to work on **Activity 5.6** on page 97 and *End of unit Revision Questions*.

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

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

Answers to Revision Questions
Qn 1. Assess learners' discussion on the factors for the rise of the long distance trade. More details are found in the Learner's Book between pages 88 and 90.
The following points are given to guide you.
a) *Availability of goods in the interior of both East and Central Africa*
b) *Increased penetration into the interior by coastal people*
c) *Increased demand for slaves in Europe and America*
d) *The vital role played by Indian and Arab merchants in Zanzibar*
e) *The French sugar industries*
f) *Introduction and availability of fire arms*
g) *Division of labour*
h) *Introduction of cowrie shells as a medium of exchange* conducted on barter system
i) *The hospitality of interior societies*
j) *Mutual understanding between the coastal people and the interior tribes*
k) *The climatic factor*
l) *Increased demand for goods*
m) *The introduction of Kiswahili*
n) *Political stability in the interior of East Africa*

Qn 2: The organisation of long distance trade
Learners are expected to read widely on the organisation of long distance trade. Ensure you recommend enough reference materials to add to their knowledge from their S2 History Learner's Book.

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

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

Note: More details are available from the S2 History (Learner's Book) from pages 90 - 92.

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

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

- *Long distance trade became less profitable*
- *Constant interstate wars*
- *The death of some trade tycoons*
- *Exhaustion of some vital goods*
- *The role played by Seyyid Bargash*
- *The abolition of slave trade by Britain and Belgium parliament in 1820*
- *Poor means of transport*
- *Overtaxation*
- *Scramble for and partition of Africa*
- *Flooding of European cheap goods in the African market*

A detailed explanation of each of these points is available from the S2 History (Learner's Book) from pages 93 - 95.

Qn 4: Effects of long distance trade

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

Learners are expected to discuss these effects as explained in the *Learner's Book* from page 95 - 97 as well as from other relevant reference materials. Ensure that you assess each learner's responses, guiding them on the correct ones and dismissing the wrong ones. Pay attention to additional points they may mention from other books that you may not be having. It therefore means that you also need to read widely so that you do not end up dismissing responses that are correct but you are not informed of.

Qn. 5 The meaning of long distance trade

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

TOPIC AREA

HISTORY OF AFRICA

SUB-TOPIC AREA

HISTORY OF ANCIENT AFRICA

UNIT VI

NGONI MIGRATION

NUMBER OF LESSONS

EIGHT (8)

Ngoni Migration

Refer to Learner's Book pages 98 - 105

Key unit competence

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

Introduction

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

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

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

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Identify the origin of the Ngoni • Identify different groups of the Ngoni • Describe the reasons for Ngoni migration • Discuss the effects of Ngoni migration	• Recognise the origin of the Ngoni in order to understand the relationship between the people of South Africa and East and Central Africa. • Analyse the movement of different groups of the Ngoni into Central and East Africa • Evaluate the reasons for Ngoni migration with the migrations of other societies in Africa • Examine the effects both positive and negative of the Ngoni migrations in East and Central Africa	• Appreciate the origin and the reasons for the Ngoni migration. • Recognise the effects of the Ngoni migration • Acquire the spirit of decisiveness and determination.

Teaching/learning materials

During the delivery of this unit, you will need:

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

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

Assessment criteria

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

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

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

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

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

(v) Allocate marks using the colours in the formative 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, different Ngoni groups, reasons for migration and effects of Ngoni migration.

Cross-cutting issues

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

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

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

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

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

Introduction to the unit

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

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

Refer to the Learner's Book pages 98 - 101.

Learning objectives

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

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

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

Preparation for teaching

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

Teaching/learning materials

The following materials will help you during the lessons:

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

Teaching/learning activities

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

Let the learners do **Activity 6.1** on page 98.

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

Information for the teacher
Different Ngoni groups

The Ngoni left their homeland and crossed River Zambezi in 1835. They fought and the destroyed the Shona and made a temporary settlement at Nyasaland (Malawi) in Central Africa. They continued to Ufipa, southern Tanzania in the 1840s. As they marched northwards, their number increased greatly as a result of absorbing men and women they defeated into their army. By the time they reached southern Tanganyika in about 1840s, they had become 'mixed' people.

The Ngoni entered southern Tanganyika in two groups. These were the Maseko Ngoni and Zwangendaba. Zwangendaba was initially of the Ngoni tribe under Ndwedwe society. He led the first and largest group out of South Africa. They crossed River Zambezi, moved through Malawi and Zambia until they reached Ufipa plateau in around 1840s. This group was mainly composed of the Ngoni tribe.

Zwangendaba's group was quite strong and displaced many people in different societies they passed through. The Ngoni never settled in an area for long. They kept moving northwards capturing, absorbing and recruiting people into their regiments for expansion of Ngoni areas.

Zwangendaba died around 1845. As a result, his followers split into five sections. Three of the groups moved to Central Africa, occupying the present day Malawi and Zambia. After series of succession disputes, two of these groups (Tuta and Gwangara Ngoni) remained at Ufipa. Later on, Tuta moved northwards into Holoholo in Tanganyika.

While in Tanzania, the Tuta Ngoni were responsible for the amalgamation of many dispersed Nyamwezi chiefdoms. The chiefdoms were amalgamated into one loosely organised and centralised Nyamwezi state. The Tuta Ngoni needed protection against other Ngoni invaders. In the process, they disorganised the trade routes along Tabora and Ujiji. They captured Mirambo and imprisoned him. They later released and recruited him in their army. Eventually, he became a military genius and a statesman who established the Nyamwezi Kingdom until 19th Century.

The Gwangara group led by Induna commanders such as Zulugama and Mbonani moved eastwards. They defeated the Hehe and Sangu. Theyreached Songea around 1860s. In Songea, the Gwangara fought with Maseko Ngoni in a fierce battle. As a result, the Maseko Ngoni were defeated. Mputagama was killed.

The Ngoni fled across Ruvuma to Morogoro under Chikuse who replaced Mputagama. They intermarried with the local people to form the Mbuga group and established a new state at Songea. The Mbwewa and Quasi Ngoni groups moved into the present day Zambia. They founded a small state there. The Maseko Ngoni were led by Induna Maputo (Mputa). They travelled through Mozambique and crossed River Zambezi. They passed to the east of Lake Malawi and finally settled at Songea. They incorporated many Yao groups and became the ruling class in the area. Another group led by Mzilikazi moved northwards across Drakensberg mountains. They first settled in Transvaal republic. Due to Boer and Zulu pressure, they were forced to cross River Limpopo. They finally settled in the present day Zimbabwe where they founded the famous Ndebele Kingdom.

Another important group to mention was the Holoholo who migrated to Barotseland in the present day Zambia. This was the original Sotho tribe which lived between the Orange and Transvaal rivers in South Africa.

6.3: REASONS FOR NGONI MIGRATION

Refer to the Learner's Book pages 101 - 103

a) The dictatorship of King Shaka Zulu

Shaka was the king of the Zulu empire where the Ngoni came from, he was a dictator and a tyrant. He used harsh administration policies such as forced recruitment into his age regiments which made his subjects to suffer. This partly made the Ngoni to migrate, looking for a political change.

b) Over-population

On the one hand, Zulu land had become too small for the Zulu to live. On the other hand, some of the Ngoni owned large herds of cattle which needed bigger lands. This too inspired the Ngoni to migrate northwards to Central and East Africa in search of pastureland and water for their animals.

c) External pressure

This was due to the British and the Boer invaders who moved and occupied Ngoni's original homeland from Cape Town (the Great Trek). This caused panic and fear among the Ngoni hence making them to migrate to East and central Africa.

d) Shakas' wars of expansion

Shaka Zulu began expansionist wars which turned the Zulu land into a land of misery, suffering, displacement of people and death. This is what came to be known as *Mfecane*. Therefore, the Ngoni migration was meant to search for peaceful areas.

e) Love for adventure

This was mostly among the Ngoni youth who desired to see the red cattle they had heard at Ufipa. They wanted to know

more about foreign lands such as East and Central Africa beyond River Limpopo. It is this, among other reasons,which made the Ngoni to migrate from their homeland.

f) Presence of political ambitious leaders

There were some Ngoni leaders such as Zwangendaba, Maputo, and Zulugama who conflicted for political power with Shaka. Shaka denied them a chance for political positions in the Zulu land. These leaders provided good leadership. The Ngoni desired to migrate hence making their migration inevitable.

g) Outbreak of diseases

There was a wide outbreak of a number of diseases in the Zulu land which scared people. Diseases such as small pox and sleeping sickness attacked both animals and people. Many people died while others lost their cattle in large numbers. This led to their migration into East and Central Africa.

h) Outbreak of famine

The Zulu land experienced by hunger and food shortage. This was due to Shaka's expansionist wars that caused insecurity and hindered food production and agriculture. There was also limited land for cultivation.

i) To export iron working elsewhere

History has it that the Ngoni were iron workers who made items made of iron such as spears, arrows and knives. This too drove them into looking for new areas where they could get market for their products.

j) Internal conflicts

These were as a result of land shortage and forceful recruitment of the youth into age regiments. These drew local people into conflicts with their king, making their homeland unpleasant to live in.

k) Hostility of the Ngoni

The Ngoni were naturally hostile people. They were raiders and plunders. They always wanted new areas for raiding and stealing because it was their lifestyle.

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

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

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

6.4: CONSEQUENCES OF NGONI MIGRATION

Refer to the Learner's Book pages 103 - 105.

Learning objectives

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

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

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

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

- Guide the learners to form groups of not more than six. Let them discuss **Activity 6.4** on page 103 then present their findings during plenary discussion.
- You can also lead a question and answer session.

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

Notes for the teacher

- The invasion gave rise to the 'Ruga Rugas' hordes of savages, stateless bandits, and unreliable mercenaries. Worse than the Rugarugas were the "Maviti," a wondering band of vagrants who lived only to steal, plunder and destroy property.
- Ngoni invasion led to the captivity, incorporation and training of some East African peoples for example Mirambo was a Ngoni captive during his youth period. Mirambo and his contemporaries copied Ngoni tactics and used groups of Ruga Rugas to wield big empires. Chiefs learning Ngoni new tactics included Nyungu ya Mawe and Mirambo.
- Many small Ntemi chiefdoms united and formed large political units under strong leaders to fight the Ngoni. This led to the formation of new societies (ethnic) groups like the Mbuga.
- The Ngoni contributed to

the growth of nationalism in Tanganyika, here they teamed up with other tribes like the Hehe, Pogoro, and Wamatumbi to stage a resistance against German colonialist in Tanganyika in the famous Maji-Maji rebellion of 1905.

- There was spread of Ngoni customs and culture as well as detribalisation in places where they settled. People of east Africa copied and learned the cultures and languages of the Ngoni which resulted into deculturalisation in most societies.

- It led to introduction of new weapons and military skills in east Africa like the assegai spear, cow hides and spears that the Ngoni had copied from king Shaka.

- There were intermarriages between Ngoni and Nyamwezi which subsequently led to improved relationship between the invaders and the indigenous people in addition to increase in population.

- It led to wide spread loss of lives leading to depopulation in some areas where they passed and settled.

- Their migration led to wide spread devastation, depopulation and displacement of people, most people ran to mountains, bushes due to fear of Ngoni raids and attacks.

- They destroyed the economy of the people of southern Tanzania, due to cattle rustling by the Ngoni,

most people who depended on cattle for survival were left poor.

- The Tuta Ngoni on their movements northwards disrupted the trade particularly long-distance trade between Tabora and Ujiji which partly led to collapse of long distance trade.

- The Ngoni raids led to disturbance and disruption of normal cultivation for food hence decline in agriculture, this explains the later on famine in the region.

- Their movement led to insecurity and instabilities, this was due to the new weapons and military tack ticks that increased warfare and aggression in the regions that were previously peaceful.

- The Ngoni intensified slave trade in East Africa, this was because they displaced people from their homes and so made it easy for slave raiders to capture and sell them.

- The Ngoni led to emergency of new strong states led by groups known as Ruga-Ruga, their system of administration changed to centralised from clan leadership, this strengthened such newly created states.

- It led to emergence of age regiment systems in establishment of east and central African societal forces.

- Ngoni language was imposed over the languages of the conquered people.

- They contributed to population increase in Tanganyika.

- Great kingdoms were destroyed in central Africa by the Ngoni like Monomotapa Empire.

- Some societies re-organised themselves after the Ngoni invasion. They took up economic and military reforms to strengthen their societies for example Hehe and the Segu.

- The invasion gave rise to the formation of bigger political units for defensive purposes for example thirty chiefdoms of the Hehe united under chief Muyumbwa and Hehe became a strong state.

- Ngoni invasion made people to persevere, resist and become combat hardened i.e. got used to hard war conditions.

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

a) **Fast learners**
   Ask them to discuss reasons for Ngoni migration and present their findings before the next lesson.

b) **Slow learners**
   Ask them to list the reasons for Ngoni migration.

Interactive and multi-ability learning
To promote interactive and multi-ability learning, ask learners to work on **Activities 6.3** and **6.4** both on page 103 in groups and present their findings in class.
Ensure that learners with special needs are catered for.

Extension/Remedial Activities
Ask learners to work on **Activity 6.5** on page 79 and end of unit Revision Questions**.**

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

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

Qn2. The different Ngoni groups include the following:

- *The Zwangendaba group:*

Zwangendaba's group was quite strong and displaced many people in different societies they passed through. Zwangendaba died around 1845. As a result, his followers split into five sections. Three of the groups moved to central Africa, occupying the present day Malawi and Zambia. After series of succession disputes, two of these groups (Tuta and Gwangara Ngoni) remained at Ufipa. Later on, Tuta moved northwards into Holoholo in Tanganyika.

- *The Gwangara group:* They were led by Induna commanders such as Zulugama and Mbonani. They defeated the Hehe and Sangu. They reached Songea around 1860s.

- *The Maseko Ngoni:* These were led by Induna Maputo (Mputa). They travelled through Mozambique and crossed River Zambezi. They passed to the east of Lake Malawi and finally settled at Songea. They incorporated many Yao groups and became the ruling class in the area.

- *The group led by Mzilikazi:* They moved northwards across Drakensberg mountains. They first settled in Transvaal republic. Due to Boer and Zulu pressure, they were forced to cross River Limpopo. They finally settled in the present day Zimbabwe where they founded the famous Ndebele Kingdom.

- *The Holoholo:* They migrated to Barotseland in the present day Zambia. This was the original Sotho tribe which lived between the Orange and Transvaal rivers in South Africa.

Qn 3: Reasons for Ngoni migration:

The following were some of the reasons (explained in the Learner's Book on pages 105 and 107) that learners are expected to expound on. Be careful to identify other reasons, correctly explained, apart from these ones:

a) *The dictatorship of King Shaka Zulu*
b) *Over-population*
c) *External pressure*
d) *Shakas' wars of expansion*
e) *Love for adventure*
f) *Presence of political ambitious leaders*
g) *Outbreak of diseases*
h) *Outbreak of famine*
i) *To export iron working elsewhere*
j) *Internal conflicts*
k) *Hostility of the Ngoni*

Qn 4. Positive effects of Ngoni migration:

- The invasion gave rise to the formation of bigger political units for defensive purposes.
- It led to introduction of new weapons such as the assegai spear in East Africa. They also introduced military skills which they learnt from king Shaka.

- There were intermarriages between the Ngoni and Nyamwezi.
- Many small Ntemi chiefdoms united and formed large political units under strong leaders to fight the Ngoni.
- The Ngoni led to emergence of new strong states led by groups known as Ruga-Ruga.
- The Ngoni contributed to the growth of nationalism in Tanganyika.
- They contributed to population increase in Tanganyika.

Qn 5. Negative effects of Ngoni migration

- The invasion gave rise to the 'Ruga Rugas' mercenaries who lived only to steal, plunder and destroy property.
- There was spread of Ngoni customs and culture as well as detribalisation in places where they settled.
- It led to loss of lives leading to depopulation in some areas where they passed and settled.
- Their migration led to displacement of people due to fear of Ngoni raids and attacks.
- They destroyed the economy of the people of southern Tanzania, due to cattle rustling
- As the Tuta Ngoni were moving northwards, they disrupted the long-distance trade between Tabora and Ujiji.
- The Ngoni raids led to disturbance and disruption of normal cultivation for food hence decline in agriculture, leading to famine in the region.
- Their movement led to insecurity and instabilities due to the new weapons and military tackticks that increased warfare and aggression in the regions that were previously peaceful.

TOPIC AREA
HISTORY OF AFRICA

SUB-TOPIC AREA
EUROPEAN EXPLORATION AND COLONISATION OF AFRICA

UNIT VII
EXPLORATION OF AFRICA

NUMBER OF LESSONS
EIGHT (8)

Exploration of Africa

Refer to Learner's Book pages 106 - 123

Key unit competence

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

Brief introduction

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

The main sub-topics to be covered in this unit are:
- Different European explorers and their routes.
- Different causes of exploration
- Consequences of exploration of Africa.
- Problems faced by explorers in Africa.

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Identify different Europeans who explored Africa • Explain different causes and effects of exploration	• Compare the achievements of different explorers in Africa • Assess the effects and process of exploration	• Appreciate importance of the activities of different explorers in Africa • Notice the causes of European exploration in Africa
• Explain the problems encountered by explorers in Africa	• Analyse the causes of European explorers in Africa • Evaluate the problems faced by European explorers and how they could be solved	• Acknowledge the effects European exploration • Recognise the problems encountered by European explorers

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects
Demography, migration in Geography, wars and conflict in General Studies, commercial relations in Economics.

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

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

(b) Summative assessment (assessment of learning)
Learners should demonstrate the ability to explain the reasons for the exploration of Africa.

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

Introduction to the unit

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

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

7.1: DIFFERENT EUROPEAN EXPLORERS AND THEIR ROUTES

Refer to the learner's Book pages 106 - 116

Learning Objectives

By the end of this section, the learner should be able to:
- Identify different Europeans who explored Africa.
- Compare the achievements of different explorers in Africa.
- Appreciate the importance of the activities of different explorers in Africa

Preparation for treaching

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

Teaching/learning materials

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

Teaching/learning activities

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

The following suggested activities can further make the teaching/learning interactive: **Activity 7.1** and **Activity 7.2** on page 106 in pairs. Ensure that learners have adequate reference materials for this activities.They can also carry out a research on the internet to handle the activity.

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

Notes for the teacher
1. Oscar Bauman

He was an Austrian explorer well known for his exploration in German

East African presently Rwanda, Burundi and Tanzania and producing maps of the region in 1885. He was the first explorer to enter Rwanda in 1892, he was also the first European to visit Lake Eyasi, Manyara and Ngorongoro Crater.

2. Count Gustav Adolf von Götzen

He was a German explorer and a governor of German East Africa. He was also the second explorer to reach in Rwanda after Dr Bauman. He made his first trip to Africa in a hunting expedition to Mount Kilimanjaro.

3. Doctor David Livingston

He was a Scottish congregationist pioneer medical missionary with the London missionary society and an explorer in Africa. He was the first European to see the Victoria Falls which he later named Victoria, an English name in honour of Queen Victoria of England. He discovered numerous geographical features for western science such as Lake Ngami, Lake Malawi, Lake Bangweulu and Victoria falls as earlier mentioned.

4. Sir Henry Morton Stanley

His original name was John Rowlands, also a Congolese by name *Bula Matari* meaning "Breaker of rocks". Stanley was a Welsh journalist and explorer famous for his explorations in Africa as well as his search for Dr. David Livingstone.

5. Bartolomeu Diaz

He was a Portuguese explorer, he sailed around the south most tip of south Africa in1488 reaching the Indian ocean from the Atlantic Ocean and he was the first European known to have done so. He is well known for discovering the Cape of Good Hope in May 1488.

John Hanning Speke

He was an officer in the British Indian army well known for his search for the source of the Nile. Speke and Burton were the first Europeans to reach Lake Tanganyika in February 1858. He was also the first European to reach Lake Victoria which he proved to be the source of the Nile and to map it making him the discover of the source of the Nile on 30th July 1858.

Mungo Park

He was a Scottish explorer of West Africa and he was the first westerner known to have travelled to the central portion of the Niger River. He is believed to be the first European to reach the long sought Niger River at Ségou, on 21st July 1796.

Johannes Rebmann

He was a German missionary and explorer credited with feasts including being the first European along with Johann Ludwig Krapf to enter Africa from the Indian Ocean coast, in addition he was the first European to find Mount Kilimanjaro in 1848, the following year he saw Mount Kenya together with his colleague Krapf.

Sir Richard Francis Burton

He was a British explorer. He was

known for his travels and explorations in Asia, Africa and America as well as his extra ordinary knowledge of languages and cultures, he spoke 29 European, Asian and African languages. Burton together with John Hannington were the first Europeans to visit the great lakes region of Africa in search of the source of the Nile.

Sir Samuel Baker

He was the British explorer. He served as a governor of General of the Equatorial Nile Basin (Today's northern Uganda and South Sudan), between April 1869-August 1873 which he established as the province of Equatorial.He is most remembered as the discoverer of Lake Albert.

Vasco Da Gama

He was a Portuguese explorer who discovered an ocean route from Portugal to India on 20th May 1498. He was the first European to reach India by sea linking Europe and Asia for the first time by ocean route as well as linking the Atlantic with Indian oceans.

Mary Henrietta Kingsley

She was the first female explorer on the African continent. Whose work helped to shape European perceptions of African cultures and British imperialism. Mary landed in sierra Leon on 17th August 1893 and passed into Luanda in Angola.

Carl Peters

He was a German explorer, colonial ruler, politician and author. The major reason for the foundation of German colony of East Africa in today's Tanzania. CarlPeters was a strong supporter of social Darwinism and his attitude towards the indigenous people made him one of the most controversial colonisers during his time.

James Grant

He was British Royal Navy officer and a navigator in the early nineteenth century. He sailed into Table Cape, South Africa on 8th July 1800.

7.2: DIFFERENT CAUSES OF EXPLORATION

Refer to the Learner's Book pages 116 - 118.

Learning objectives

By the end of this section, the learner should be able to:
- Assess the effects and process of exploration
- Notice the causes of European exploration in Africa

Preparation for teaching

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

Teaching/learning materials

The following materials will help you during the lesson:

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. To make the teaching/learning interactive, ask learners, in groups, to do **Activity 7.3** on page 116.

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

Notes for the teacher

The following were some of the reasons why Europeans wanted to explore Africa:

- *Geostrategic interests*
  The desire for respect and prestige drove many European explorers into Africa. This was because those who would discover new things were given tittles like sir and many other rewards, a country with many colonies was also highly respected hence the exploration of Africa.

- *Humanitarian reasons*
  Some of the explorers had hu-manitarian reasons and feel-ings like stopping slave trade and cure various diseases that were affecting lives of Africans as well as claiming their lives like malaria, this was mostly Dr David Livingstone.

- *To discover more about Africa*
  Africa was long believed to be dark and un domesticated con-tinent to many Europeans it is this among other reasons that made the Europeans to come to Africa for exploration.
  On the other hand, some of the explorers such as Thomas Fowel Buxton were scientists and geographers who desired to research about African soci-eties.

- *To spread Christianity*
  Some explorers were Chris-tian missionaries like Rebman and so they came partly to spread Christianity to Africa which was long believed to be un Christianised and to drive Muslims out of other lands

- *Agents of colonialism*
  Explorers are also believed to have been sent by their home countries to prepare Africa for colonisation the more reason as to why they did the map-ping, tracing minerals and fer-tile soils.

- *To discover the source of African rivers*
  The source of this longest Af-rican river was unknown to all,

this created the need to come and find its source hence the coming of explorers like Richard Burton and Speke.

- *Love for adventure*
Some other explorers were full excitement of traveling to new places beyond their continent especially Africa that was believed to be dark and uninhabited, this also attracted many to come to Africa for exploration.

- *The effects of industrial revolution*
By 1750's European changed from agriculture to industrial economy, this required raw materials and spices like nutmeg, ginger, cloves, cinnamon, pepper, etc. and luxury goods (silk, gold, silver, jewels, ivory, porcelains, tea, etc.) from Africa and the East as well as market for their industrial out puts hence amore reason to justify why European explorers came to Africa.

- *To find new trade routes*
Due to political tensions and frequent fights on the way from European countries to India (in Asia), the explorers were looking for an alternative safe trade route. Usual path passing through Suez Canal was clouded with political instabilities and frequent fights. It was also becoming less and less safe for trade purposes.

- *Improvements in technology*
Europeans began to build stronger, faster sailing ships like caravel, a ship with two sails one each for running with the wind and for sailing into the wind, better navigational instruments (astrolabe, could tell north and south of the equator by the position of the stars, magnetic compass, told direction accurately and more accurate maps with the discovery of how to find the longitude all this led to exploration of Africa.

7.3: CONSEQUENCES OF EXPLORATION

Refer to the Learner's Book pages 118 - 120.

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

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

Preparation for teaching

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

- It led to the introduction of Christianity on the African continent.
- It led to the drawing of the map of Africa as explorers

drew more accurate maps of Africa which eased the coming of many more Europeans in Africa.

- It led to the discovery of the sea route to India by Vasco da Gama 1497-1499 which increased trade links between Europe and the East.
- It contributed to the stopping of slave trade as some of the explorers reported evils of slave trade in Europe and argued that slave trade should be replaced with legitimate trade.
- Exploration opened the interior of Africa to the Europeans.
- It led to imposition of European cultures in Africa.
- Explorers led to the improvement in the life of Africans. This was mostly by Dr David Livingstone who was a doctor and helped in the reduction and treatment of many diseases like malaria and small pox.
- Exploration led to the colonisation of Africa. Through a number of activities like signing misleading treaties with local African chiefs, cooperating with other colonial agents like missionaries, Africa was finally colonised by Europe.
- It made Europeans to increase their political ambitions to create colonial empires and get the prestige they desired.
- It turned Africa to be a source of raw materials and market for European manufactured goods like clothes and guns.

- It led to the production of a new race of people known as the Mulattos. These came as a result of intermarriages between Africa and European explorers.
- It led to introduction of plantation agriculture. For example, the Portuguese had maize plantations wherever they settled.
- It led to the rise of triangular trade, which was a network of trading between Europe, Africa and the America.
- It led to the rise of capitalism, as a result of the growth of town and city life and the expansion of trade (capitalism is an economic system based on private ownership of resources and use of capital (goods and services).
- It led to the rise of mercantilism. This rose from economic growth and expanding royal power, joint-stock companies were formed like the English East India Company and Dutch East India Company. It also led to rivalries at sea.
- Europe became the center of world trade.
- It led to introduction of new crops. As knowledge of the earth increased, new kinds of food were grown like sugarcane, rice, tea, cacao and tobacco. Others were potatoes, corn, Asian oranges and bananas. Animals like chicken, pigs, horses, and cattle were also kept.

- Shifts in population occurred as Europeans migrated to Asia and America to Africa.
- Methods of navigation and mapping also improved as a result of the travels of people like Prince Henry the Navigator. Prior to his expeditions, navigators used traditional charts which kept them tied to the shoreline.

All in all, the Age of Exploration served as a stepping stone for geographic knowledge. It allowed more people to see and study various areas around the world which increased geographic study, giving us the basis for much of the knowledge we have today.

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

Answers to further activities
1. • Doctor David Livingstone
   - Sir Samuel Baker
   - John Hanning Speke
   - John Hanning speke and Burton
   - Johannese Rebman
2. **Oscar Bauman:** He was an Austrian explorer well known for his exploration in German East African presently Rwanda, Burundi and Tanzania and producing maps of the region in 1885. He was the first explorer to enter Rwanda in 1892, he was also the first European to visit Lake Eyasi, Manyara and Ngorongoro Crater.

7.4: PROBLEMS FACED BY EXPLORERS
Refer to the Learner's Book pages 120 - 122.

Learning objectives
By the end of this section, the learner should be able to:
- Explain the problems encountered by explorers in Africa
- Evaluate the problems faced by European explorers and how they could be solved.
- Recognise the problems encountered by European explorers

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

Teaching/learning materials
The following materials will help you during the lesson: *Senior 1 History Learner's Book, Internet, media, (newspapers and videos) ,map, tactile materials, jaws software, talking globes*

& tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions. Class discussions ans presentations should also feature in your teaching. **Activity 7.5** on page 120 can be carried out in groups, with the findings being presented in class.

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

Notes for the teacher

Problems encountered by European explorers
Any traveler encounters a number of challenges during the travel. This therefore concludes to explain the challenges faced were the same as those of explorers as follows:

- **Poor communication and transport:** Generally the whole of pre-colonial Africa had no established railways, water canals, most rivers and lakes were not navigable, physical barriers like forests, mountains, rift valleys limited movements, the European explorers were not familiar with such and many times could get lost in forests this slowed their work for some time.

- **Unconducive climatic conditions**: In Africa, it was sometimes too hot or too cold, tropical diseases like malaria, yellow fever killed a large number of European explorers, due to such conditions, west Africa was regarded as a white man's grave yard, this led to ill health and being sickly all the time coupled with death.

- **Hostility from slave dealers**: Most Europeans explorers claimed to have come to stop slave trade on African soil, this drew them into hostility with Arab slave dealers who disliked missionary explorers for attacking their business where they used to earn a living, and this led to constant attacks and allied with resistors to frustrate Europeans.

- **Limited manpower**: The explores faced the challenge of lack of lack of enough manpower, this was due to coming in few numbers compared to the big tasks they had been assigned yet some died or were sick un able to work, Africans were ignorant and had no skills in trade etc this led to over working and many places were left un attended to

- **Language barrier**: Many European explorers only spoke their dialects that were not known in Africa. Europeans used languages such as Latin, English and French. There was no uniform language because even Swahili

was not known to all. This hampered communication as there were no even interpreters.

- **The threat of Islam**: Islam had long been introduced in most places of Africa especially at the cast of West Africa and east Africa where Arab traders lived. Many people had welcomed Islam yet missionary explorers wanted to stop spread of Islam and replace it with Christianity, this led to wars where many perished and slowed the work of explorers.

- **Hostile tribes**: Most tribes stopped explorers from passing in their land. Examples are the Turkana, Nandi and Massai from Kenya. They even attacked and killed explorers. This affected the work of European explorers.

- **Presence of wild animals**: These included lions, reptiles, and wildebeests. Most explorers passed through forests due to lack of geographical maps and compasses. They were either attacked or even killed by lions (man eaters) hence threatening their mission in Africa.

- **Lack of home support:** Most explorers lacked enough support from home. This was due to long geographical separation between Europe and Africa, this led to limited supplies in form of food, medicine, clothes and this crippled their work alongside

registering a lot of failures for example Dr David Livingston who died before completing his work.

- **Poor soils and unfavourable climatic conditions**: Depending on where they were, the climate and soil would not bear them the crops to which they were accustomed in their homelands. They had nature against them; it was either too dry or flooded in other places the climate might be perfect, but the soil was sterile.

- **Diseases:** When explorers encountered new people they exchanged diseases as well as goods. Diseases such as malaria, dysentery and yellow fever caused many deaths among ships crews. Some of these, especially yellow fever, were spread to other ports the sailors visited. This left most of them sickly and unable to do the work effectively.

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

Interactive and multi-ability learning
In groups, ask learners to work on **Activities 7.2** on page 106 and **7.4** on page 118 and present their findings in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 7.3** on page 116 and *End of Unit Revision Questions.*

Revision questions

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

Answers to Revision Questions

Qn. 1

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

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

Learners are expected to reseach further on each of these explorers and write brief notes for presentation in class. Use the information in the Learner's Book between pages 106 and 116 to guide you in marking.

Note that the list is not exhaustive. Guide those learners who will identify even more explorers apart from the ones mentioned above.

Qn 2.

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

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

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

Qn 3:

Some of the challenges faced by explorers in African include:

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

Other challenges may be identified by leaners from their supplementary learning materials and references. Your responsibility is to ensure that only correct responses are given and well explained.

Qn 4:
The impact of the exploration of the African continent by the European explorers include:

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

TOPIC AREA

HISTORY OF AFRICA

SUB-TOPIC AREA

EUROPEAN EXPLORATION, COLONISATION AND
COLONIAL ADMINISTRATIVE SYSTEMS IN AFRICA

UNIT VIII

EUROPEAN COLONISATION OF AFRICA

NUMBER OF LESSONS

EIGHT (8)

Unit 8   European colonisation of Africa

Refer to Learner's Book pages 124 - 134.

Key unit competence

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

Introduction

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

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

Knowledge and understanding	Skills	Attitudes and values
• Different causes of European colonisation of Africa	• Evaluate the causes of European colonisation of Africa and show whether they were justified	• Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa
• Identify different methods of colonial conquest	• Compare and contrast different methods used by European colonialists to acquire colonies in Africa	• Appreciate the causes of European colonisation of Africa
• Describe the consequences of European colonisation of Africa	• Asses the consequences of European colonisation of Africa and look for the stand point	• Acknowledge the effects of the European colonisation of Africans societies and Europeans

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• Identify different colonial systems of administration	• Analyse methods used in acquiring colonies in Africa and comment on it	

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

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

Assessment criteria
(a) Formative and continuous assessment (assessment for learning)
(i)   Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge

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

(b) Summative assessment (assessment of learning)
Learners should demonstrate ability to explain the colonial rule in Africa, its causes, consequences and resultant effects.

Cross-cutting issues
As you teach this unit, remember to highlight and emphasise a number of cross-cutting issues:
•   *Peace and values education:* When handling the causes of colonisation of Africa, meth-

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

- *Environmental conservation and sustainability:* Explain how colonisation of Africa left lasting impacts on the environment especially in areas where there was resistance that resulted into rebellions.

- *Gender and comprehensive sexuality education:* Highlight cases of gender violence, especially in some rebellions where women and girls were raped, as was the case with Akidas and Jumbes in Tanzania.

8.1: DIFFERENT CAUSES OF EUROPEAN COLONISATION OF AFRICA

Refer to Learner's Book pages 125 - 126.

Learning objectives

By the end of this section, the learner should be able to:
- State the different causes of European of Africa
- Evaluate the causes of European colonisation of Africa and show whether they were justified
- Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa.

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive:
- Let learners do **Activity 8.1** on page 124 individually. Each should write findings about the words then prepare to present in class.
- Help learners form groups then complete the table in **Activity 8.2** on page 124.

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

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

Information for the teacher

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

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

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

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

Causes of European colonisation of Africa

1. There was a need for raw materials for their home industries. This was due to exhaustion of raw materials in their home areas/industrial revolution.
2. There was a need for market for their finished goods because the European markets were not enough to consume whatever was being produced by their industries.
3. They also wanted employment because the industrial revolution made many people unemployed as machines replaced human labour.
4. They also wanted areas where to invest their surplus capital because in Europe, investment was not profitable due to competition.
5. They also wanted land to settle the excess population which had grown due to improved medical care.
7. They wanted to spread Christianity so as to save the Africans from hell.
8. They Europeans also wanted to stop slave trade and slavery and thereby promote respect for human rights.
9. They also wanted to civilise Africans by teaching them how to read, write, teach European

cultures for example dressing, eating/feeding habits etc) because they believed the European culture was the best.

10. They also aimed at saving Africans from tropical diseases for example malaria, small pox etc. through establishing medical centres.

11. The Berlin Conference of 1884-1885 led to the scramble and partition of Africa. It laid down the guidelines/general rules that were to facilitate colonialists in the colonisation of Africa/acquisition of colonies.

12. European countries colonised Africa because they had lost some areas and thus needed areas for compensation for example Britain had lost U.S.A, Canada and India; France had lost Alsace and Lorraine extra.

13. The explorers' activities led to the colonisation of Africa through activities like drawing the map of Africa which revealed Africa's wealth, signing treaties etc. which attracted their home governments to come and take over Africa.

14. Missionary activities led to the scramble and partition of Africa through signing treaties with African Chiefs which gave away their lands, softened Africans' hearts and easily accepted colonial rule extra.

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

16. Countries like Germany and Italy had achieved their unifications and wanted other countries to recognise them.

17. European countries also wanted to control strategic places which would serve as training grounds for their armies, while others would be docking areas and provide refreshments like water, food etc.

Further activity
Research on other causes of European colonisation.

Answers to Further activity
• European countries colonised Africa because they had lost some areas and thus needed areas for compensation. For example, Britain had lost USA, Canada and India; France had lost Alsace and Lorraine.

• The explorers' activities led to the colonisation of Africa through activities such as drawing the map of Africa which revealed Africa's wealth followed by signing of treaties among others. This attracted their home governments to come and take over Africa.

• Missionary activities led to the scramble for and partition of Africa through signing treaties with African Chiefs which led to giving away of Africans' land, softened Africans' hearts and acceptance of colonial rule.

- The trading companies or traders operating in Africa exaggerated the wealth of the continent and encouraged their home countries to come and take over Africa.
- Countries such as Germany and Italy had achieved their unifications and wanted other countries to recognise them.
- European countries also wanted to control strategic places which would serve as training grounds for their armies, while others would be docking areas and provide refreshments such as water and food.

Follow-up activity
Learners are asked to write down essays on the European colonisation of Africa.

8.2: METHODS OF COLONIAL CONQUEST IN AFRICA

Refer to Learner's Book pages 126 - 128.

Learning Objectives
By the end of this sub-topic, the learner should be able to:
- Identify different methods of colonial conquest.
- Compare and contrast different methods used by European colonialists to acquire colonies in Africa.
- Appreciate the causes of European colonisation of Africa.

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

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

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

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

Information for the teacher
The following were some of the methods of colonial conquest used in Africa:
1. **Use of explorers:** Explorers drew maps showing fertile areas. Minerals extra, which attracted their home governments to come and take over African areas.
2. **Use of missionaries:** These signed treaties, called for protection, softened African hearts extra, which led to the colonisation of Africa.
3. **Use of traders/chartered companies:** These also facilitated the colonisation of Africa.
4. **Use of force:** Whenever the Africans resisted, the Europeans could use force to acquire their areas.

5. **Treaty signing:** Europeans also signed treaties with African Chiefs to take over Africa areas.

6. **Use of bribes and gifts:** Some Africans were given bribes in form jobs, made chiefs and promises of big things for example, Semei Kakungulu of Uganda.

7. **Philanthropy:** Europeans came under the umbrella of saving Africans from suffering due to diseases, wars, slave trade etc.

8. **Use of tricks:** This is where Europeans deceived African chiefs and took over their areas e.g. Jaja of Opobo was convinced to board a war ship in 1887 by Johnston and deported to the West Indies.

9. **Use of collaborators:** These were Africans who were ready to cooperate with Europeans to spread colonial rule. They fought against African resistance and crated many friends for the whites.

10. **Establishment of better means of transport** which eased the movement of colonial troops/administrators from one place to another.

Further activity
Give other methods of colonial conquest in Africa.

Answers to Further activity
• The Europeans used African chiefs to get them colonies because the Africans respected and were very loyal to them.

Follow-up activity
You can organise the class to watch a movie on colonialism in Africa.

8.3: COLONIAL SYSTEMS OF ADMINISTRATION
Refer to Learner's Book pages 128 - 132.

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

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

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

Teaching/learning activities
During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive.
• Guide learners to work in pairs and find the meaning of 'assimilation' and then later, former bigger groups of five to discuss the advantages and disadvantages of assimilation. Activity **8.4** on page 126.

- In your review of indirect rule, ask the learners to tell you what they think direct rule is. Group them to discuss the advantages and disadvantages of direct rule basing on the knowledge from previous topic (indirect rule). Ensure that they conclude the group with with **Activity 8.7** on page 130.
- Organise a debate on the topic 'DIRECT RULE IS BETTER THAN ASSIMILATION' as part of their remedial learning.

Remind learners to take notes as they debate. Make it an open debate to have everyone involved.

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

Notes for the teacher
There were several systems of administration used by colonialists after successfully colonising them. These included the following:
i)   Direct rule by the British
ii)   Assimilation by the French
iii)   Direct rule by the Germans

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

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

Reasons why the British used indirect rule
Refer to Learner's Book page 129.
1.   It was economically cheap.
2.   The British lacked enough manpower
3.   Fear of resistance and hostilities from Africans.
4.   Language barrier.
5.   The African king and chiefs would act as shock absorbers.
6.   Existence of well established centralised system of administration in Africa.
7.   The British wanted to train future African leaders
8.   The success of indirect rule in other parts of the world
9.   The British used rule because they expected African loyalty.
10. Indirect rule was favorable.
11. Collaboration of African societies like Buganda.

ii)   The French assimilation policy
Assimilation came from the French word "assimiler" which means cause to resemble or to look alike. The term assimilation policy refers to the French colonial administrative policy that intended Africans into French citizens and African territories into French territories that is to say the Africans

were to substitute their indigenous culture, religion and customs with French culture, language,laws,religion and civilisation.

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

Reasons why the French adopted assimilation policy
Refer to Learner's Book on page 130 - 131
1. The French believed in superiority of their culture and civilisation.
2. The influence of the French revolutionary ideas of liberty, equality and fraternity
3. The French defeat during the Franco-Prussian war of 1870-1871.
4. The French wanted to create that would support France in future conflicts and international issues.
5. The French expected this policy to be economically cheap because the process of assimilating Africans was simple and easy.
6. The French regarded their colonies as overseas French territories and not areas of exploitation.
8. The early contacts between the French coastal areas of West Africa especially Senegal made it easy for assimilation because Africans had already adopted French cultures and language.

9. The French wanted to be different from the British by using a unique system of administration.

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

Why the Germans applied direct rule
Refer to Learner's Book on page 131 - 132

a)   It was used because the Germans believed that the only system through which they could effectively administer their colonies.
b)   They also believed the system would enable them to exploit and benefit from African resources for example raise enough revenue through taxation.
c)   With direct rule, the Germans would ensure that the Africans grow enough cash crops to feed their home industries
d)   The Germans had used force to take over many parts of Tanganyika and therefore soldiers had to be used otherwise Africans could revolt at the slightest opportunity.
e)   The Germans had suffered early revolts and therefore had to bring in the harsh leaders as a way of avoiding more riots.

f) The Germans wanted to promote their superior culture over Africans. This would involve imposing their culture on them.

g) In many societies there were no chiefs and where they existed, they were not faithful or powerful enough and therefore the Germans had no one to entrust authority with.

h) They opted for this system because they had enough manpower to man all departments and thus saw no need to recruit or use Africans

i) They feared the expense of training Africans before they could take over administration as this could have also strained their budget.

j) Like other powers, the Germans did not want to use a system that was used by their rivals (British) as this would intensify competition and rivalry among them.

Further activity

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

Follow-up activity

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

8.4: CONSEQUENCES OF EUROPEAN COLONISATION

Refer to Learner's Book pages 132 - 134.

Learning Objectives
By the end of this sub-topic, the learner should be able to:
• Describe the consequences of European colonisation of Africa.
• Assess the consequences of European colonisation of Africa.
• Acknowledge the effects of European colonisation of African societies.

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

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

Teaching/learning activities
During the lesson, you should give the learners an opportunity to give their ideas as much as possible. **Activity 8.10** on page 136 will make the teaching/learning interactive.

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

Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Notes for the teacher
Consequences of European colonisation

The colonisation of Africa which started after 1870 and ended on 1960's when many African countries got their independence had far reaching consequences which were both positive and negative as discussed below.

Positive consequences

i)   Colonisation led to creation of bigger African states as a result of combining small African societies.

ii) European colonisation led to abolition of slavery and slave trade among African societies.

iii) There was introduction of Western Education in the colonies.

iv) There was establishment of communication networks and infrastructure.

v)   Colonisation led to the development of Agriculture in Africa through introduction of new crops like coffee, cotton, cocoa, rubber and sugarcane.

vi) Colonisation led to the spread of Christianity in Africa.

vii) Western cultures were introduced in Africa, for example, the ways of dressing, dancing, eating and marriage.

ix) There was emergence of towns and urban centers. During the colonial period, such towns started as administrative centers for colonial governments which have developed into modern towns today.

x)   Colonisation led to rise of African nationalism where Africans wanted to rule themselves instead of being ruled by Europeans.

xi) Colonisation opened up parts of African continent to the outside world. This led to the creation of links between African countries and the rest of the world.

Negative consequences

i)   Colonisation led to loss of independence for many African societies.

ii) Colonisation led to rebellions that resulted from resistance by some Africans. An example is the Maji–Maji Rebellion, Shona–Ndebele and Mau-Mau in Kenya.

iii) Colonisation led to creation of artificial boundaries in Africa which caused conflict between African states.

iv) The European policy of divide and rule created hatred and disunity among Africans.

v)   It led to collapse of African culture.

vi) Colonisation made African countries to remain underdeveloped and dependant on the colonial masters.

vii) It led to over-exploitation of African resources like gold and fertile soils were exploited by the Europeans for their own benefits.

Further activity

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

Answers to further activity

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

Further activities for slow and fast learners

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

a) **Fast learners**

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

b) **Slow learners**

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

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activity 8.4** on page 126, **Activity 8.8** on page 130 and **Activity 8.9** on page 131 in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 8.10** on page 132 and End of unit Revision Questions.

Follow up activity

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

Revision questions

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

Answers to Revision Questions
Qn 1:
a) There was a need for raw materials for their home industries. .
b) There was a need for market for their finished goods.
c) They also wanted employment because the industrial revolution made many people jobless.
d) They wanted areas where to invest their surplus capital.
e) They wanted land to settle the excess population.

f) They wanted to spread Christianity.

g) They wanted to stop slave trade and promote respect for human rights.

h) They wanted to civilise Africans by teaching them how to read and write.

i) They aimed at saving Africans from tropical diseases such as malaria and small pox.

j) The Berlin Conference of 1884-1885 led to the scramble and partition of Africa.

k) European countries colonised Africa because they had lost some areas and thus needed areas for compensation.

m) Missionary activities led to the scramble and partition of Africa through signing treaties with African Chiefs which gave away their lands, softened Africans' hearts and easily accepted colonial rule.

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

o) Countries like Germany and Italy had achieved their unifications and wanted other countries to recognise them.

p) European countries wanted to control strategic places which would serve as training grounds for their armies.

Qn 2:

i) Colonisation led to creation of bigger African states as a result of combining small African societies.

ii) European colonisation led to abolition of slavery and slave trade.

iii) There was introduction of Western Education in the colonies.

iv) There was establishment of communication networks and infrastructure.

v) Colonisation led to the development of Agriculture in Africa.

vi) Colonisation led to the spread of Christianity in Africa.

vii) Western culture was introduced in Africa, in terms of dressing, dancing, eating and marriage.

ix) There was emergence (growth) of towns and urban centers in African.

x) Colonisation led to rise of African nationalism.

xi) Colonisation opened up parts of African continent to the outside world. This led to the creation of links between African countries and the rest of the outside world.

Qn 3:

(a) Uganda, Kenya, Sudan, Egypt, Ghana, Nigeria, Gambia, South Africa, Botswana, Zambia, and Zimbabwe.

(b) Tanzania, Togo, Cameroon, Namibia, Rwanda and Burundi

(c) Senegal, Ivory Coast, Mali, Mauritania, Burkina Faso, Morocco, Algeria, Tunisia, Chad, Niger, Congo Brazzaville, Chad, Madagascar, Central African Republic and Guinea.

TOPIC AREA
HISTORY OF AFRICA

SUB-TOPIC AREA
EUROPEAN EXPLORATION, COLONISATION AND COLONIAL
ADMINISTRATIVE SYSTEMS IN AFRICA

UNIT IX
AFRICAN RESPONSE TO COLONIAL CONQUEST

NUMBER OF LESSONS
TEN (10)

African response to colonial conquest

Refer to Learner's Book pages 135 - 156

Key unit competence

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

Introduction

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

• Forms of African response towards European colonial conquest, with emphasis on the Nama Herero, Kabalega of Bunyoro, Samoure Toure of the Mandinka and Maji-Maji Rebellion.

• Types of resistance, their causes and effects and methods of resistance

• Forms of collaboration

• How Africans collaborated with European colonialists e.g Mutesa (Buganda), Lenana of Masai etc

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Describe forms of African responses towards European colonial conquest	• Analyse forms of African response towards European colonial conquest and show how it was remarkable in the History	• Appreciate the reasons for resistances so as to acquire the spirit of nationalism and patriotism.
• Identify types of resistance, their causes and effects	• Compare primary and secondary resistance by giving examples • Evaluate the causes and consequences of African resistance towards European colonialists and interpret them.	• Acknowledge forms and causes of collaboration so as to determine how much some Africans betrayed their fellow Africans

• Explain how Africans resisted the colonial administration • Explain forms of collaboration, its causes and consequences	• Asses the consequences of European colonisation of Africa and look for the stand point	• Acknowledge the effects of European colonisation of Africans societies and Europeans
• Describe how Africans collaborated with the Euro European colonialists	• Analyse forms of collaboration, its causes and its consequences	

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

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

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

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

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

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

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

(d) Communication skills: This involves comprehending language through listening and reading, using oral and written

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

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

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

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

Links to other subjects

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

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

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

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

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

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

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

b) Summative assessment (assessment of learning)

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

Cross-cutting issues

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

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

es where property was destroyed and economies declined.

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

Introduction to the unit

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

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

9.1: FORMS OF AFRICAN RESPONSE TOWARDS EUROPEAN COLONIAL CONQUEST

Refer to Learner's Book pages 135 - 144.

Learning Objectives

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

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

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. Use **Activity 9.1** on page 135 to make your learning interactive.

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

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

Notes for the teacher

Forms of African response towards European colonial conquest

Different African societies reacted differently towards colonial rule. The reactions depended on the

circumstances that existed in such societies. African response can be grouped into two main ways, that is, *collaboration* and *resistance*.

Further activity
Write short notes on collaboration.

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

9.2: TYPES OF RESISTANCE
Refer to Learner's Book pages 144 - 150.

Learning objectives
By the end of this sub-topic, the learner should be able to:
1. Identify types of resistance, their causes and effects.
2. Compare primary and secondary resistances by giving examples.
3. Evaluate the causes and consequences of African resistance towards European colonialists and interpret them.

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

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

Teaching/learning activities
During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive: **Activiy 9.2** on page 138, **9.3** on page 140, **9.4** on page 141 and **9.5** on page 144.

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

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

Types of resistance
Resistance can be divided into two groups. These are:
• Active resistance
• Passive resistance

a) Active resistance

It involved the use of arms against the colonisers. Examples of African leaders who actively resisted were:

- Samoure Toure of Mandinka
- Menelik II of Ethiopia
- Kabalega of Buganda
- Kinjekitile Ngwale who led the Maji-Maji rebellion

Active resistance is also known as **armed resistance**.

b) Passive resistance

It refers to deliberate refusal by the Africans to cooperate with the colonisers. An example is a case whereby some African communities resisted by refusing to pay taxes. Passive resistance is also known as **unarmed resistance** or **non-cooperation.**

Causes of African resistance to colonial rule

African societies resisted because some of their traditional enemies had collaborated with the Europeans. Therefore, they could not join their rivals. For example, the Asante resisted because the Fante collaborated. Bunyoro also resisted because Buganda had collaborated.

Some African societies felt they were militarily strong and could therefore defeat the Europeans. For example, King Kabalega of Bunyoro did not imagine that there was any force that could defeat his own army.

Other African communities had the desire to protect their trade monopolies and commercial prosperity. They wanted to protect their commercial benefits that they had gained from earlier trades. Examples of such communities are the Hehe and the Ngoni who had big influence in the long distance trade.

Need to protect their cultural practices and customs. Africans resisted because they felt that Europeans were going to dilute their culture and customs like polygamy, worship of their gods, beer drinking etc, which the Europeans considered primitive and barbaric.

Bad economic practices of Europeans. These included forced labour, taxation, land allianation and forced cash crop growing. These policies made Africans suffer and later the resulted into resistances like the Maji–Maji and Nama–Herero rebellions.

Some African leaders were enlightened enough to realise the tricks and plans of Europeans in advance. This made them to resist straight away for example Menelik of Ethiopia who demanded writing of the treaty in two languages

Africans resisted because they wanted to preserve political independence of their territories. The African leaders feared to lose their positions and power to the European and therefore opted for resistance.

The influence of African traditional religion also contributed to the spirit of resistance in Africa. African traditional leaders preached to the people that their gods were not happy because of presence of foreigners on the African land and this led to resistance.

In addition to the above, religion also attributed the occurrence of natural calamities like prolonged drought, diseases as being caused by the whites and this caused the Africans to oppose their role.

Some African societies resisted because they were economically strong and required no assistance from the Europeans. e.g Samoure Toure had built a strong economy for Mandinka empire through controlling trade . This made him feel that he did not need any support from the Europeans.

Nationalism. Africans resisted because of a high spirit of nationalism for their societies and people which forced them to fight foreigners from their land.

Some other Africans resisted because they were criminals and feared to be punished by colonial governments for example the Nandi had stolen materials for construction of the railway and so feared to be punished by the British.

Effects of African resistance towards colonial rule

The effects of Africa resistance can be divided into negative and positive effects as discussed below:

Negative effects

Some of the negative effects of African resistance were:

The natives fought the British in battle in order to defend their territories. Many people were lost during such resistance battles.

The demand for cash crops caused a shortage of food which led to famine.

Some Africans lost their culture and customs as they copied those of the whites.

Land was transferred to the authority of the British without the consent of the whites.

African culture was replaced by the European culture through the educational system.

There was division among Africans. Communities were split because of the artificial boundaries put by the British. This caused tension within regions.

Positive effects

Some of the positive effects of African resistance were:

As a result of African resistance, European colonialists put efforts to improve colonies and resulted in improved sanitation and education.

Hospitals, schools and factories were built creating more jobs. The conditions of work improved because forced labour was abolished in some colonies like in Tanganyika after Maji Maji Rebellion.

The amount of local warfare was reduced greatly due to control of the African government by Europeans. This brought political stability in many African territories.

Order and peace were brought to the colonies because the Europeans intensified security in their colonies after recognising that Africans had the potential to resist their rule.

The average life expectancy increased as a result of combined factors like improved medical care, and formal education.

9.3: FORMS OF COLLABORATION

Refer to Learner's Book page 150.

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

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

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

Teaching/learning activities
During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activity will make the teaching/learning interactive: **Activity 9.11** on page 150. Provide the learners with the background information they need for the activity.

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

Notes for the teacher
Forms of collaboration
Africans collaborated with Europeans in two main ways. These were:

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

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

9.4: HOW AFRICANS COLLABORATED WITH EUROPEAN COLONIALISTS
Refer to Learner's Book pages 151 - 156.

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

1. Explain forms of collaboration, itscauses and consequences.

2. Describe how Africans collaborated with European colonialists.

3. Analyse forms of collaboration, its causes and its consequences.

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

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

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

Notes for the teacher

How Africans collaborated with European colonialists

Africans collaborated with Europeans in the following ways:

a) **Signing treaties:** The most common way of African collaborating was by signing treaties. All these treaties were signed in favour and protection of European interests, for example, giving them authority over land.

b) **Provision of labour:** Africans also collaborated by providing labour on European farms and construction projects. Africans went ahead to mobilise fellow Africans to work on European farms.

c) **Provision of accommodation:** Africans also collaborated by providing accommodation to the Europeans. They also guided them through the areas which they did not know, especially places that were not easy to locate.

d) **Spread Christianity:** Africans helped the Europeans to preach Christianity to fellow Africans. Christianity softened their hearts, thus wooing more collaborators.

e) **Helping in interpretation:** African collaborators also served as interpreters to the European colonialists. Some active collaborators were taught the European languages. They went ahead to interpret to their counterparts who could not understand the languages.

Reasons for African collaboration

African societies collaborated in order to get support from Europeans against their local enemies. They expected to get military assistance from the Europeans, for example, Buganda against Bunyoro, and the Fante against the Asante.

Some other African societies were militarily weak. They feared to resist European rule since their resistance would not be successful. They therefore decided to collaborate. Examples of such societies are the Maasai, Ankole and the Haya.

Natural calamities such as drought, famine and diseases also forced some African societies to collaborate. This is because they expected that collaboration with Europeans would be a solution to their problems.

Some Africans collaborated because of personal interests and gains. They were opportunists and excepted rewards from the colonial governments. They wanted high administrative posts. An example of such persons was Semei Kakunguru of Buganda.

Other Africans collaborated because they wanted to benefit from European trade (legitimate trade). They intended to acquire European manufactured goods such as guns, clothes and glasses. An example of such Africans was Jaja of Opobo. He collaborated with the French because of trade benefits at the coast of West Africa.

Another reason was the influence of missionaries. The missionaries had softened the hearts of Africans through their preaching. They used to say, "We were all created from God's image. Love one another as you love yourself." By the time European colonialists came, the Africans were ready to practise Christianity.

Africans collaborated due to ignorance of the real intentions of colonialists. They believed that the Europeans were visitors who were in Africa for a short while. Little did they know that they had come to stay.

Lack of African nationalism was also a reason. Some Africans did not have nationalistic feelings. They therefore collaborated so as to fight fellow Africans whom they considered their enemies.

There was also the issue of effects of slave trade. African societies that were affected by slave trade collaborated because they wanted the Europeans to stop the trade.

Some Africans collaborated with Europeans because they admired the Western culture and civilisation.

There were also some succession disputes. Some kings collaborated with Europeans in order to defeat their competitors. An example is King Lenana of Maasai who collaborated with the British in order to defeat his brother Sendeyo.

Further activities for slow and fast learners

As average learners will be doing class activities in the Learner's Book, Ask the fast learners to discuss in groups the forms of African response

towards European colonial conquest. Ask the slow learners to write down the findings of the fast learners and allow fast learners to explain the points to the slow learners.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners work on **Activities 9.3** on page 140, **9.4** on page 141 and **9.5** on page 144 in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 9.13** on page 156 and the End of unit Revision Questions.

Revision Questions

1. Explain with examples how Africans responded to European colonialism.

2. Describe the causes of Nama-Herero Rebellion 1904-1907.

3. Explain the causes of African resistances to colonial rule.

4. Define the term collaboration.

5. Describe how Africans collaborated with European colonialists.

Answers to Revision Questions

Qn 1:

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

b) Collaboration: Some Africans cooperated with the Europeans. They even assisted them in the process of establishing colonial rule in Africa. For example, Kabaka Mutesa I, Semei Kakungulu of Uganda and Lewanika of the Lozi among others.

Qn 2. *a) Land alienation:* The Nama and Herero lost their land to the Germans. They were pushed into reserves. The conditions in the reserves were so harsh that it compelled the two tribes to begin a rebellion against the Germans.

b) Outbreak of natural calamities in 1897: There was outbreak of rinderpest that killed cattle in Namibia. This was blamed the on Germans.

c) Forced labour: The Nama and Herero were subjected to forced labour by the Germans in plantations, copper mines and railway construction sites.

d) Unfair taxation system: The Germans imposed a number of taxes such as land tax and hut tax on Herero. Methods of collection were unfair.

e) Germans desire to disarm the Nama: After the Herero Uprising, the Germans decided to disarm the Nama in order to avoid further challenges. This was by Africans who later formed a joint rebellion against the Germans.

f) The need to regain independence: The Nama and Herero wanted to regain their independence that they had lost to German colonial masters in Namibia.

Qn 3. - African communities resisted because some of their traditional enemies had collaborated with Europeans. For example, the Asante resisted because the Fante collaborated .

- Some African societies felt that they were militarily strong and could therefore defeat the Europeans.

- Other African communities had the desire to protect their trade monopolies and commercial prosperity.

- Africans wanted to protect their cultural practices and customs.

- Bad economic policies of Europeans such as forced labour, taxation and land alienation annoyed Africans.

- Africans resisted because they wanted to preserve their political independence of their territories.

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

Qn 5. - Some communities collaborated by signing treaties. For example the Lochner Treaty between Lewanika and BSACo.

- Some communities collaborated by providing labour and accommodation to the Europeans.

- Other collaborated by spreading Christianity and helping the Europeans in interpretation.

TOPIC AREA
WORLD HISTORY

SUB-TOPIC AREA
GREAT REVOLUTIONS AND NATIONALISM

UNIT X
INDUSTRIAL REVOLUTION

NUMBER OF LESSONS
TEN (10)

Industrial Revolution

Refer to Learner's Book page 158 - 171.

Key unit competence

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

Introduction

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

It also helps the learner understand how industrial revolution transformed Britain and Europe from subsistence production to commercial production. It also explains the conditions in Britain before industrial revolution, factors for the beginning of industrial revolution, consequences of industrial revolution and technical inventions and their inventors during the industrial revolution. The sub-topics to be covered in this topic are:

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

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the political, economic and social situation in England before industrial revolution	• Analyse the political, economic and social situation in England before industrial revolution in order to know the background of the current industries	• Appreciate the role of England in the commencement of the industrialisation process in the world

• Describe the factors that led to the industrial revolution • Discuss the effects of industrial revolution in Europe and the rest of the World Identify technical inventions and their inventors	• Examine the factors that led to the industrial revolution as to determine the contribution of each factor • Assess the effects of industrial revolution and its impact on Africa • Research the technical inventions & their inventors and how they increased the scale of world production	• Recognise the factors that led to industrial revolution • Balance the effects of industrial revolution • Appreciate the importance of technical inventions& their inventors both in England and in the rest of the world

It is important to emphasise key skills, values and attitudes to be attained at the end of each lesson.

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

based on findings from information gathered or provided.

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

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

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

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

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

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

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

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

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

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

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

(b) Summative assessment (assessment of learning)

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

Cross-cutting issues

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

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

Safety measures

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

Introduction to the unit

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

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

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

Refer to the Learner's Book pages 159 - 162.

Learning Objectives

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

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

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

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 10.2** on page 159 and **10.3** on page 162.

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

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

Notes for the teacher

Before the dawn of Industrial Revolution, Britain was quite different from the one that exists today. Industrialisation brought with it new types of roads, trains and many forms of communication. Before the Industrial Revolution, it was very hard to keep in touch with people in other parts of the country. News was spread by travelers or through messengers and goods were distributed largely within the locality in which they were produced.

The government in the UK in 1750s' was was a constitutional monarchy with a parliament. However, only wealthy male land owners were allowed to vote (about 5% of the total population). The poor had no representation in government and were offered little protection by the state.

Politics were based on land ownership and military honours won, with women and ordinary men given few rights. Life as a result was a constant battle against famine, a wicked landlord, overwork and sheer bad luck.

Economically, the vast majority of people were farmers. Subsistence farming was still very common, that is a family would have a small farm which provided for their own needs, and would sell any surplus produce. Other people would work as labourers on larger commercial farms.

Britain was reliant on cottage industries. An example of a cottage industry was weaving. Most weavers worked in their own homes, although weaving was a predominantly male occupation by this time, women and girls did the carding and spinning of wool into thread, so the whole family would be involved, everything powered by hand, animals windmills or water-wheels.

Most people in pre-industrial England lived on a subsistence level with little or no savings. Most peasants struggled simply to meet the basic needs of their families. In England between the 15th and 18th centuries, 70 to 80% of household income went to buying food.

In general, people worked in villages and small towns, working the land and relying upon the local community to provide for them.

Transport was mainly on foot, on horseback or in horse drawn vehicles, or by water. By 1750, roads were horrible. It took over two weeks to travel from the top to the bottom of the UK by road. People needed to take ships (via the ocean and, later, canals) to move quickly or to transport goods but still it could be slow.

Socially education was variable. There was no compulsory education in England, but the children of the poor might get a little elementary education at a charity school or 'dame' school. Many children were taught to read and write at home, mothers, if they were literate themselves, often gave children

their first lessons. Grammar schools educated middle class boys, the sons of tradesmen, farmers, etc

Clothing was made locally, making use of animal hides and furs nylon wasn't an option and cotton wasn't imported in large quantities until developments enabled mass production of goods.

Another clear trend in pre-industrial society saw the population not growing very much from generation to generation. Poverty, war, plague, and poor hygiene resulted in high death rates, especially among young people. Even in the 1600s, approximately 25% of newborn children died before their first birthday and another 25% died before their tenth.

Life was for the bulk of the population, the life of a farmer. By the 18th century the feudal system was long gone, but in its place was a system in which the people were as reliant upon each other and their master as before.

10.2: FACTORS THAT LED TO INDUSTRIAL REVOLUTION

Refer to the Learner's Book pages 162 - 166.

Learning Objectives
By the end of this sub-topic, learners should be able to:
- Examine the factors that led to industrial revolution.
- Describe the factors that led to the industrial revolution.
- Recognise the factors that led to industrial revolution.

Preparation for teaching

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

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activity can make the teaching/learning interactive: **Activity 10.4** on page 166.

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

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

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

Notes for the teacher

Factors that led to industrial revolution in revolution in Britain

- **The abolition of feudalism:** Members of the middle class in Britain bought land from the landlords which they put under commercial use leading to industrial development and industrial revolution.

- **Technological leadership**: Britain took the leading role in technological innovations and inventions. Machines like the water wheel, spinning jenny, spinning mill, steam engine etc were first invented in Britain. This aided the first industrial development.

- **Natural resources**: Britain had natural resources like coal, iron and steel, both from home and from her colonies. The swift running rivers that were used in the running of machines also facilitated the beginning of industrial revolution.

- **Presence of a large labour force**: Britain had a large labour force due to her increase in population as well as the influx of people from

all over the world mostly from Spain and France. This provided skilled, semi-skilled and unskilled labour needed for industrial development.

- **Ready market**: Britain had ready markets for her finished goods both from local populace as well as from her colonies in Africa and India. This motivated industrial development.

- **Enough capital**: Britain had accumulated a lot of wealth from her trade with other countries in Europe and her colonies. This was invested for industrial development and its subsequent beginning.

- **Development in the financial sectors:** Britain had enough banks which offered credit facilities to potential investors to enable them have startup capital for industrialisation while insurance companies provided security for industrial assets all which aided industrialisation to begin.

- **Renaissance (rebirth of knowledge)**: This resulted into new discoveries like the steam engine of James watt was instrumental in the beginning of industrial revolution.

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

10.3: EFFECTS OF INDUSTRIAL REVOLUTION
Refer to the Learner's Book pages 166 - 168.

Learning Objectives
By the end of this sub-topic, the learner should be able to:
- Discuss the effects of industrial revolution in Europe and the rest of the World.
- Assess the effects of industrial revolution and its impact on Africa.
- Balance the effects of industrial revolution.

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

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

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

The following suggested activities can make the teaching/learning interactive: **Activity 10.6** on page 166 and **Activity 10.7** on page 168.

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

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

Notes for the teacher

Industrialisation does not come with only positive effects, it brings along with numerous effects which are both positive and negative in outlook as shown below;

Positive effects
- There was expansion of international trade as countries produced different goods.
- It led to the increase in population in Europe due to better living conditions like good shelter as well as improved medical care.
- It increased the number of middle class who owned factories and mines.
- It led to the development of

modern transport and communication systems.
- It led to increased utilisation of idle natural resources.
- Industrial revolution led to urbanisation where urban centers developed.
- Industrial revolution increased the demand for services provided by hotels, banks, insurance companies and schools.
- It led to the collapse of feudalism in Europe.
- It helped the middle class to get political power, which later promoted democratic rule.
- Industrial revolution led to the rise of socialism which advocated state ownership of property to replace private ownership and income inequality.
- Industrial revolution increased the influence of Britain into European politics and world affairs.

The negative effects
- There was development of classes in Europe where owners of industries (merchants) became too rich at the expense of poor workers.
- It led to rural urban migration where many people ran to towns in search for jobs leading to overcrowding in towns.
- The fumes from industrial centers led to environmental degradation.
- Industrial revolution led to exploitation of workers by industrial owners like working

for long hours with low wages. Unfair dismissals which contributed to the formation of trade unions to bargain for better working conditions.

- It increased child labour in mines and mills in England. In textile mills, as new power looms and spinning mules took the place of skilled workers, factory owners used cheap, unskilled labour to decrease the cost of production. Unfortunately, child labour was the cheapest of all.
- It increased industrial accidents as the early factories were extremely unsafe.
- There was over-exploitation of natural resources in Europe especially minerals and land.
- Industrialisation led to the need of market and raw materials from Africa and subsequent colonisation of Africa.
- New machines were used like tractors and computers which created unemployment problem.
- It increased wealth and prosperity of European countries resulting into world strong economies and modern capitalism.

10.4: TECHNICAL INVENTIONS AND THEIR INVENTORS

Refer to Learner's Book pages 168 - 171.

Learning objectives

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

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

During the industrial revolution there were many inventions. Some of the inventors among others include the following:

1. **Spinning mule (Crompton's mule) by Samuel Crompton**
   It was invented in 1779, Samuel Crompton combined both the spinning jenny and the water frame to create a machine known as "Crompton's mule," which produced large amounts of fine, strong yarn.

2. **Spinning jenny by James Hargreaves**
   In 1764, James Hargreaves invented the "spinning jenny," a device which allowed one person to spin many threads at once, further increasing the amount of finished cotton that a worker could produce. By turning a single wheel, one could now spin eight threads at once, a number that was later increased to eighty.

3. **Water frame by Richard Arkwright**
   Also in 1764, Richard Arkwright created the "water frame" to produce yarn faster. The "Spinning-Frame," its ear-

lier name, was too large to be operated by hand. After experimenting with other sources of power, he decided to employ the power of a water wheel, and his machine became known as the water frame.

4. Steam engine by James Watt

In 1769, James Watt patented the steam engine and in effect created a new source of power. Early-model steam engines were introduced to drain water and raise coal from the mines, but the crucial development was the use of steam for power. The first steam engine was actually produced by Thomas Newcomen, but Watt later improved and patented it.

5. Flying shuttle by John Kay

John Kay, a mechanic from Lancashire, patented the flying shuttle. Using cords attached to a picking peg, a single weaver, using one hand, could operate the shuttle on the loom. With this invention it took four spinners to keep up with one cotton loom, and ten people to prepare yarn for one weaver.

6. Robert Fulton's "steamboat"

In 1807, Robert Fulton used steam power to create the first steamboat, an invention that would change the way and the speed in which materials could be moved between the colo-

nies of Britain. In the beginning, the ship was more expensive to build and operate than sailing vessels, but the steamship had some advantages. It could take off under its own power and it was more steadfast in storms

7. Stephenson's "steam powered train"

In 1814, Stephenson used the steam engine to create a steam powered train, which would eventually allow increased communication and trade between places before deemed too far. Soon, the steam-powered train had become an icon of success throughout the world. Britain encouraged the building of railroads in other European countries, often with British capital, equipment, and technicians. Railroads became a standard item of British export.

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

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

Answer to diagnostic assessment
Among others there is Belgium, Italy and Germany.

Revision Questions
1. Define Industrial Revolution.

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

Answers to Revision Questions

Qn 1: Industrial Revolution refers to the changes in the methods of production where machines replaced human labour. It began in Europe in 1850s before spreading to other countries.
(Refer to Learner' Book page 158).

Qn 2: Refer to Learner' Book pages 159 - 162.
Learners are expected to explain the political, economic and social situation in England based on the knowledge gained from this section of the Learner's Book as well as from other reference materials.

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

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

Qn. 3
The following are the expected answers that need to be explained in detail:
- *The aboltion of feudalism*
- *Technological leadership*
- *Natural resources*
- *Presence of a large labour force*
- *Ready market.*
- *Enough capital.*
- *Developments in the financial institutions*
- *Renaissance (rebirth of knowledge)*

(Refer to Learner' Book pages 163 - 164)

Qn. 4
- New machines were used like tractors and computers which created unemployment.
- There was expansion of international trade as countries produced different goods.
- Industrialisation led to the need of market and raw materials from Africa and subsequent colonisation of Africa.
- It led to the development of modern transport and communication systems.
- It led to increased utilisation of idle natural resources.
- It led to urbanisation.
- It led to the collapse of feudalism in Europe.
- It helped the middle class to get political power.
- Industrial revolution led to the rise of socialism.
- Industrial revolution increased

the influence of Britain into European politics and world affairs.

- There was development of classes in Europe where owners of industries (merchants) became too rich at the expense of poor workers.
- It increased the number of middle class for these owned factories, mines and some started sending their children to upper class schools.
- It led to rural-urban migration causing congestion in urban areas.

Qn. 5: The technical inventions include:

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

Further activities for slow and fast learners

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

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

b) **Slow learners**
   Ask them to list the factors that led to the industrial revolution in England.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 10.2, 10.6** and **10.8** on pages 159, 166 and 168 respectively in groups and present their findings in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 10.7** on page 168 and End of unit Revision Questions on page 171.

TOPIC AREA
WORLD HISTORY

SUB-TOPIC AREA
GREAT REVOLUTIONS AND WORLD WARS

UNIT XI
CAUSES AND IMPACT OF AMERICAN REVOLUTION

NUMBER OF LESSONS
SIX (6)

Causes and impact of American Revolution

Refer to Learner's Book pages 172 - 181.

Key unit competence

At the end of six lessons, learners should be able to explain the causes and impact of American Revolution.

Introduction

The unit on causes and effects of American Revolution provides knowledge to the learners on world wars and beginning of revolutions in the world. It also enables learners to understand the justifications of American revolution and its effects that enabled America to unite as one nation and become a respected nation as we know it today. The main sub-topics to be covered in this unit are:

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

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
▪ Describe the causes of American revolution	Analyse the causes of American revolution and Interpret the role of each cause. Assess the effects of American revolution and balance positive and negative effects.	Acknowledge the causes of American revolution and acquire the ideas of democracy and nationalism. Appreciate the consequences of American Revolution and the importance of the American ideas of liberty, equality and fraternity in the world

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

Teaching/learning materials

During the delivery of this unit, unit the following teaching aids: *S2 History Learner's Book, Internet, videos, pictures, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

When teaching this unit, ensure you draw a link to Human Rights, Constitu-

tion and Democracy in General Studies and the use of maps in Geography.

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

way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)
The learners should display ability to make judgement about the causes and effects of American Revolution

Cross-cutting issues
As you teach this unit, remember to emphasise a number of cross-cutting issues. The cross cutting issue you will tackle in this unit include:
• *Peace and values education:* Emphasise that a country without peace cannot develop. Therefore, learners should always promote peace in their respective areas by cooperating with government agencies.
• *Environmental conservation:* This is meant to create awareness about the need to conserve it and avoid desertification.

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

A revolution may be either peaceful or violent, it may be as well gradual or sudden. Examples of most notable revolutions the world has experienced include:
• Industrial revolution of 1750-1850
• American revolution of 1776

- French revolution of 1789-1799
- Chinese revolution
- Russian/Bolshevik revolution of 1917

This unit mainly talks about American Revolution of 1776 against the British oppressors who had dominated them politically, economically and socially for long. The learners will get to know about the need for democracy, constitution and fighting for human rights. They will also understand reasons why revolutions occur at the time they occur.

11.1: CAUSES OF AMERICAN REVOLUTION

Refer to the Learner's Book pages 172 - 179.

Learning Objectives

By the end of this sub-topic, learners should be able to:
- Describe the causes of American revolution.
- Analyse the causes of American revolution and interpret the role of each cause.
- Acknowledge the causes of American revolution and acquire the ideas of democracy and nationalism.

Preparation for teaching

You need to adequately read about American Revolution about its origins and other revolutions that happened before and after it such as the French revolution, Russian revolution, Egyptian and Rwanda revolution of 1959.

Teaching/learning materials

In order to teach this sub-unit with success, you need: *Senior 2 Learner's Book, Internet, videos, pictures, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views.
- In groups, ask learners to do **Activity 11.1** on page 172 and **11.2** on page 173.
- Activity **11.3** on page 177 should be done under your supervision.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively different groups can choose a group secretary, whereas one of them leads the presentation.

Notes for the teacher

The caiuses of American revolution can be broadly categorised into:
i) Political causes
ii) Economic causes
iii) Social causes

11.2: POLITICAL CAUSES

Some of the political causes, discussed in the Learner's Book (from pages 174 - 176) in detail are:
- The rise and growth of nationalism among the Americans

- The effects of Anglo-French war of 1756-63
- The role played by revolutionary leaders
- The passing of intolerable acts
- The character of king George III of England
- The oppressive rule of the British government
- The Boston massacres of 1770
- Undemocratic nature of the British leadership
- Inter-colonial congress at Philadelphia
- Need for independence
- The role of philosophers

11.3: ECONOMIC CAUSES

Some of the economic causes, discussed in the Learner's Book (from pages 176 - 177) in detail are:

- Poor economic policy of the British
- The Boston tea party in 1773
- Trade monopoly by the British
- The unfair taxation system
- Exploitation of American resources
- Inflation
- Forced labour
- Unemployment

11.4: SOCIAL CAUSES

Some of the economic causes, discussed in the Learner's Book (from pages 178 - 179) in detail are:

- The role of political philosophers
- Foreign support
- Religious intolerance
- Discrimination of Americans.

11.5: EFFECTS OF AMERICAN REVOLUTION BOTH IN AMERICA AND IN THE REST OF THE WORLD

Refer to Learner's Book pages 179 - 181.

Learning Objectives

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

- Explain the impact of American revolution
- Assess the effects of American revolution and balance positive and negative effects
- Appreciate the consequences of American Revolution and the importance of the American ideas of liberty, equality and fraternity in the world

Preparation for teaching

Read more about the impact of American Revolution to identify its consequences in the modern world.

Teaching/learning materials

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

Teaching/learning activities

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

can make the teaching/learning interactive:

- Arrange learners in groups of five and let them attempt **Activity 11.4** on page 181 in the Learner's Book and also later practice it individually.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, different groups can choose a group secretary, as one of them leads the presentation.

Notes for the teacher
Consequences of the American Revolution

- Loss of lives, here many people including soldiers, civilians, Americans the French, British all perished in the war because of heavy fighting and gunfire.
- It led to the destruction of property e.g. buildings, roads, bridges, communication lines etc due to long period of fighting for independence.
- It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed and after the revolution there was freedom of worship among the Americans.
- It led to French revolution due to the effects on the French government like financial crisis in France and the spread of revolutionary ideas by the ex-soldiers of the American war

of independence like General Lafayette.

- It led to the granting of independence to the American colonies at Paris treaty of 1783, the British king recognised the colonies of America to be free, sovereign and independent.
- There was liberalisation of trade after the American revolution and the Americans were free to carry out trade without the British monopoly.
- It created good diplomatic relationship between France and America, this was due to the assistance rendered by the French to the Americans against the British imperialists.
- It increased the status of women and subsequent women emancipation this was because women took control of the families catered for school going children while men were away fighting for independence.
- It increased the status of George Washington who later became the first American president for his role in gearing the struggle for independence as well as its success was attributed to him.
- It led to the colonisation of Africa, after the British lost control over American colonies, there was need for compensation and Africa was viewed as the next best alternative for replacing America.
- It resulted into birth of new political ideas like equality of all people, natural rights of man

and separation of government powers.

- It marked the beginning of democracy in America and the whole world, America became a democratic state and started promoting democracy in the world.
- It led to the writing of American constitution where representatives from 13 colonies joined together at Philadelphia and came up with a constitution which became the first written constitution in the world.
- It led to the decline of the British economy which was formerly dependant on American resources and economy.
- It increased religious freedom in all states of America, the citizens were no longer forced to worship Protestantism, and many churches came up while others became Muslims.
- It led to the formation of a national army of America as different states combined their efforts to fight against the British imperialists.
- There was scarcity of goods in America during the war of independence; this was because trade was put on standstill due to heavy fighting. This led to inflation and general suffering of the masses
- It led to rapid industrialisation in America.
- There was development of a strong capitalistic economy in USA.
- There was serious food short-age in America due destructions on crop farms.
- It led to the creation of USA, where the former 13 colonies were combined to form one single country we know as USA.
- The American culture came up following the end of the revolution.

Further activity
Highlight the positive effects of American revolution.

Answers to further activity
- It resulted into birth of new political ideas like equality of all people, natural rights of man and separation of government powers.
- It marked the beginning of democracy in America and the whole world, America became a democratic state and started promoting democracy in the world.
- It led to the writing of American constitution where representatives from 13 colonies joined together at Philadelphia and came up with a constitution which became the first written constitution in the world.
- It increased religious freedom in all states of America, the citizens were no longer forced to worship Protestantism, and many churches came up while others became Muslims.
- It led to the formation of a national army of America as different states combined their efforts to fight against the British imperialists.

- It led to rapid industrialisation in America.
- There was development of a strong capitalistic economy in USA.
- There was serious food shortage in America due destructions on crop farms.
- It led to the creation of USA, where the former 13 colonies were combined to form one single country we know as USA.
- The American culture came up following the end of the revolution.
- It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed and after the revolution there was freedom of worship among the Americans.
- It led to the granting of independence to the American colonies at Paris treaty of 1783, the British king recognised the colonies of America to be free, sovereign and independent.
- There was liberalisation of trade after the American revolution and the Americans were free to carry out trade without the British monopoly.
- It created good diplomatic relationship between France and America, this was due to the assistance rendered by the French to the Americans against the British imperialists.
- It increased the status of women and subsequent women emancipation this was because women took control of the families catered for school going children while men were away fighting for independence.
- It increased the status of George Washington who later became the first American president for his role in gearing the struggle for independence as well as its success was attributed to him.

Further activities for slow and fast learners

The following activities are recommended for fast and slow learners respectively:

a) **Fast learners**

Ask them to discuss the causes of the American Revolution and present their findings in the next lesson.

b) **Slow learners**

Ask them to write down the causes of American Revolution.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 11.1** on page 172, **11.2** on page 173 **and 11.3** on page 177 in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to carry out **Activity 11.4** on page 181 and End of unit Revision Questions.

Revision questions

1. Account for the outbreak of American war of independence in 1776.
2. Discuss the reasons why Americans rose against their British oppressors in 1776.
3. Asses the significance of the American Revolution in world affairs.

Answers to Revision Questions

Qn 1: The folowing are the expected answers that need to be explained in detail:

1. *The rise and growth of nationalism among the Americans*
2. *The effects of Anglo-French war of 1756-63*
3. *The role played by revolutionary leaders*
4. *The passing of intolerable acts*
5. *The character of king George 111 of England*
6. *The oppressive rule of the British government*
7. *The Boston massacres of 1770*
8. *Undemocratic nature of the British leadership*
9. *Inter-colonial congress at Philadelphia*
10. *Need for independence*
11. *The role of philosophers*
12. *Poor economic policy of the British*
13. *The Boston tea party in 1773*
14. *Trade monopoly by the British*

Qn 2:
This question should be answered as question 1 above about the causes of American war of independence.

Qn 3: *Significance of the American Revolution in world affairs:*
This question requires that learners discuss both the negative and positive effects of American Revolution. The points to be discussed are as follows:

- Loss of lives
- It led to the destruction of property
- It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed leading to freedom of worship among the Americans.
- It led to French revolution due to the effects on the French government like financial crisis in France and the spread of revolutionary ideas by the ex-soldiers of the American war of independence like General Lafayette.
- It led to the granting of independence to the American colonies at Paris Treaty of 1783.
- There was liberalisation of trade after the American revolution.
- It created good diplomatic relationship between France and America.
- It increased the status of women and subsequent women emancipation.

TOPIC AREA
SOCIETY

SUB-TOPIC AREA
HUMAN RIGHTS, DUTIES AND RESPONSIBILITIES

UNIT XII
RIGHTS, DUTIES AND OBLIGATIONS

NUMBER OF LESSONS
THREE (3)

Unit 12 Rights, duties and responsibilties

Key unit competence

At the end of three lessons, the learner should be able to analyse how rights are balanced by obligations and duties and relate this to the situation in Rwanda.

Brief introduction

The unit on rights, duties and obligations informs the learner of the duties of a citizen of a country. It also teaches the learner of what to expect from the state as well as how duties and obligations are balanced in Rwanda.

The main sub-topics to be covered under this unit are

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

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
Explain the concepts of rights, duties and obligations in the family, community and nation.	Examine the role of rights, duties and obligations in society and nation building.	Acquire the spirit of citizenship.
Describe the balance between duties and obligations in the family, community and nation.	Analyse the difference between duties and obligation	Develop the spirit of law abiding.
Identify the obligations of the state towards its population.

Explain the concepts of rights, duties and obligations. | | Recognise individual's rights and obligations towards oneself, family, society and nation. |

Describe the balance between duties and obligations. Identify the obligations of the state towards its population		Appreciate the balance between duties and obligations

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

(f) Research skills: This is being resourceful in finding answers to questions and solutions to-

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

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

Links to other subjects
As you teach this unit, try to create a link with duties and obligations as taught in General Studies.

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

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

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

gardless of their sexes or abilities. Children with disabilities must be accepted in learning institutions.
- *Genocide studies:* Remind the learners that there was violation of human rights during the 1994 Genocide against the Tutsi.

Introduction to the unit

An obligation is something by which a person is bound or obliged to do certain things, and which arises out of a sense of duty or results from custom, law while **duty** is something you feel you have to do because it is you moral or legal responsibility.

12.1: DUTIES OF A CITIZEN TOWARDS HIS/HER NATION

Refer to the Learner's Book pages 183 - 184.

Learning Objectives

By the end of this section, the learner should be able to:
- Explain the concepts of rights, duties and obligations in the family, community and nation.
- Examine the role of rights, duties and obligations in society and nation building
- Acquire the spirit of citizenship

Preparation for teaching

You need to adequately prepare by reading widely about rights and obligations. You may invite a resource person to shed more light on human rights to the learners. Get a copy of the Universal Declaration of Human Rights charter and the Constitution of Rwanda.

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activit**y **12.1** on page 183 which should be done in groups.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion for future reference.

Notes for the teacher

An **obligation** is something by which a person is bound or supposed to do, and which arises out of a sense of duty or results from custom or law while **duty** is something you feel you have to do because it is you moral or legal responsibility.

Different people have a feeling that they should enjoy their right to their maximum without limit. However this is sometimes misused by some elements and end up causing havoc to societies they live, like the right to drink beer where you over drink and start fighting or abusing everybody.

The following are some of the duties of a citizen toward his/her nation:

- *Obedience*
- *Allegiance*
- *Payment of Taxes*
- *Public Spirit/service*
- *Participate in the democratic process*
- *Help to Public Officials in the maintenance of Law and Order*
- *Work*
- *Patriotism towards your Country*
- *To promote harmony and the spirit of common brotherhood To value and preserve the rich heritage of his or her country*
- *Environmental management*
- *Serve on a jury when called upon*
- *Stay informed of the issues affecting your community.*

Each of these responsibility has been discussed in the Learner's Book between pages 183 and 184.

Further activity
State 5 duties and obligations of citizens to the state.

Answers to further activity
- **To promote harmony and the spirit of common brotherhood** amongst all the people of the nation irrespective of the religious, linguistic and regional or sectional diversities.
- **To value and preserve the rich heritage of his or her country** for example the museum, genocide memorial centers, culture and language .

- **Environmental management,** and show care for public resources such as water sources and participating in the communal work to make sure its clean.

- **Serve on a jury when called upon.** Note that citizens are supposedly to cooperate with the government agencies in case one is called upon to facilitate government to bring justice close to people at little or no cost like former Inyangamugayo judges in Gacaca courts

- **Stay informed of the issues affecting your community**, like diseases, water shortage, climate change and be part in finding the possible solutions.

12.2: OBLIGATIONS OF THE STATE TOWARDS ITS POPULATION

Refer to the Learner's Book pages 185 - 186.

Learning Objectives
By the end of this section, the learner should be able to:
- Identify the obligations of the state towards its population.
- Analyse the difference between duties and obligation.
- Recognise individual's rights and obligations towards oneself, family, society and nation
- Identify the obligations of the state towards its population.

Preparation for teaching

You need to adequately prepare by reading widely about obligations of the state towards its population. You may also invite a resource person from the government to put more light on the sub-topic.

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Ask learners to do **Activity 12.5** on page on page 185 in groups.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion so as to use notes for revision and future reference.

Notes for the teacher

1. The state is charged with the responsibility of providing security to its people as a way keeping order and peace.
2. The state has to provide the basic services to its citizens for example education, health, accommodation and electricity.
3. It is the state that is obliged with the responsibility of developing the its economies like agriculture, trade, industry using the taxes, grants and loans through construction of roads, subsidising the farmers, marketing their produce, regional integrations.
4. The state is also supposed to set laws and make sure they are respected by the citizens and eve set sanctions for the law breakers.
5. The state is supposed to keep its heritage and embrace the national cultures like setting public holidays, and the national heroes.
6. The state has to promote international relations for its country.

Follow up activity

Enquire from your elders at school and at home about the following as far as rights for women and children are concerned:
• *Isange* one stop centre
• *Umugoroba wa babyeyi*
• *Abunzi*

12.3: HOW DUTIES AND OBLIGATIONS ARE BALANCED IN RWANDA

Refer to Learner's Book pages 186 - 187

Learning Objectives

▪ Describe the balance between duties and obligations in the family, community and nation.
▪ Appreciate the balance between duties and obligations.
▪ Explain the concepts of rights, duties and obligations.

Preparation for teaching

You need to adequately prepare by reading widely about duties and obligations of a Rwandan citizen. You may invite a resource person to shed more light on the sub-topic to the learners. Get a copy of the Constitution of Rwanda.

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. The following suggested activity can make the teaching/learning interactive: Let them do **Activity 12.3** on page 184.

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

Notes for the teacher

The duties and obligations for both the state and citizens are balanced through the following points:

- The state provides all the basic needs to its population while the population maintains and protects them for example water points, roads and schools.
- In Rwanda the population pays taxes and of recent taxes are charged automatically on goods by use of the electronic billing machines (EBM) and all workers pay the taxes which are used for developments for example, construction of schools and hospitals.
- Both the state and the population are fully and actively involved in environmental management and cleanliness which is done all the time but mostly on every last Saturday of a month (*Umuganda*) and everyone who is 16 and above is expected to get involved in this communal work.
- The state and the population in Rwanda develops the constitution and set their own laws to govern the nation and they all make sure that these laws are respected and obeyed.
- The state and population in Rwanda work hand in hand to make sure that there is lasting peace and security for example people report on any insecurities or poor habits that are identified and the state does the correction of its citizens through the Rwanda correction services.
- The population chooses its own leaders to guide them and the state makes sure the leaders are serving people hence ensuring democracy and justice.

- The state and the population in Rwanda work hand in hand to ensure that disasters and natural calamities are handled and managed together for example through the poverty reduction strategies (EDPRS), famine, floods and diseases are managed.
- Parents in Rwanda work hand in hand with the government to see that their children get basic education by taking them to school and the government also caters for their tuition like in nine and twelve years education programs .
- Citizens of Rwanda pay taxes like the consumer tax, sales tax, customs tax, pay as you earn (PAYE) and the government in return provides basic services like electricity, safe water, road maintenance among others.
- Citizens in Rwanda have joined the armed forces, like the police and the army so as to protect citizens, promote peace and security in the country.

Follow up activity
Explain how duties and obligations are balanced in Rwanda.

Diagnostic assessment
State the duties of Rwandans to their country.
Answers to Diagnostic assessment
- Obeying the law
- Paying taxes
- Defending the nation

- Serving in court
- Attending school

Further activities for slow and fast learners
As average learners will be working on **Activity 12.1** on page 183 in the Learner's Book. Ask the fast learners to discuss in groups the duties of a citizen towards his or her nation. Ask the slow learners to write down their duties at home.

Interactive and multi-ability learning
To promote interactive and multi-ability learning, ask learners work on **Activity 12.4** on page 184, **12.5** on page 185 and **12.7** on page 187 in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities
Ask learners to work on **Activity 12.6** on page 186 and End of unit Revision Questions**.**

Further activity
Paying taxes is of the duties of citizens. Explain what the government does with the taxes collected.

Answers to Further activity
- Paying civil servants
- Constructing roads
- Purchasing medicine that are given in public hospitals
- Offsetting public debt
- Providing electricity

Revision exercise
1. Explain the meaning of the following terms:

- Duty
- Rights

2. Describe the duties and responsibilities that every citizen should fulfill towards his nation.
3. Mention atleast 4 duties of every citizen to the state and 4 obligations of the state to its population
4. Discuss the obligations of the state towards its population.
5. Explain how duties and obligations are balanced in Rwanda

Answers to the Revision Exercise

Qn 1: A *duty* is something you feel you have to do because it is your moral or legal responsibility. A *right* on the other hand is amoral or legal claim to have or get something or to behave in a particular way.

Qn 2: *(i) Obeying the law:* Citizens should serve specific purposes such as helping people, preventing accidents and allocating resources fairly.

(ii) Paying taxes: This is because the Government uses tax money to develop the country and to pay civil servants. People pay taxes as a percentage of what they earn. Taxes are also levied on the purchase or sale of goods or even property.

(iii) Defending the nation: All able bodied men and women above 18 years should voluntarily register with the government. They should register in order to serve in the armed forces. This way, they provide security to the citizens and their property in the country.

(iv) Serving in court: Every adult citizen must be prepared to promote justice. He or she can witness at a trial if called to do so. This will promote justice.

(v) Attending school: The government requires young people to attend school so that they get education.

(vi) Being informed: Citizens need to know what the government is doing so that they can voice their opinions. People can learn about issues and leaders by reading print publications and listening to news. They can also get the news through talking to people and searching the Internet.

(vii) Respecting others' rights: People must respect public property and the property of others. Vandalism and littering are acts of disrespect and criminal too.

(viii) Respecting diversity: Citizens should be tolerant by respecting and accepting others regardless of their beliefs, practices or differences.

(ix) Contributing towards common good: This involves taking time, putting effort, and contributing money to help others. It also involves improving the community by being an active member of the society.

Qn 3:

Duties of every citizen to the state:
- Respecting others' rights.
- Respecting diversity
- Being informed
- Attending school

Obligations of the state to the citizens:
- Constructing roads and other infrastructures
- Purchasing medicine that are given in public hospitals
- Offsetting public debt
- Providing electricity

4. The obligations of the state towards its population are;

- The state is charged with the responsibility of providing security to its people as a way keeping order and peace

- The state has to provide the basic services to its citizens for example education, health, accommodation and electricity

- It is the state that is obliged with the responsibility of developing the its economies like agriculture, trade , industry using the taxes, grants and loans through construction of roads, subsidising the farmers, marketing their produce, regional integrations

- The state is also supposed to set laws and make sure they are respected by the citizens and eve set sanctions for the law breakers.
- The state is supposed to keep its heritage and embrace the national cultures like setting public holidays, and the national heroes.
- The state has to promote international relations for its country.

5. The following explains how duties and obligations are balanced in Rwanda

- The state provides all the basic needs to its population and the population also maintains and protects them for example the electric wires, water points, roads and schools.

- In Rwanda the population pays taxes and of recent taxes are charged automatically   on goods by use of the electronic billing machines (EBM), and all workers pay the taxes which are used for developments for example , construction of schools, hospitals

- Both the state and the population are fully and actively involved in environmental management and cleanliness which is done all the time but mostly on every last Saturday of a month (Umuganda) and everyone who is 16 and above is expected to get involved in this communal work.

- The state and the population in Rwanda develops the constitution and set their own laws to govern the nation and they all make sure that these laws are respected and obeyed.

- The state and population in Rwanda work hand in hand to make sure that there is lasting peace and security for example people report on any insecurities or poor habits that are identified and the state does the correction of its citizens through the Rwanda correction services

- The population chooses its own leaders to guide them and the state makes sure the leaders are serving people hence ensuring democracy and justice

TOPIC AREA
SOCIETY

SUB-TOPIC AREA
DEMOCRACY AND JUSTICE

UNIT XIII
STATE AND GOVERNMENT

NUMBER OF LESSONS
TWO (2)

Unit 13

State and Government

Refer to Learner's Book pages 188 -194.

Key unit competence

By the end of the two lessons, learners should be able to explain the role and functions of the state and government.

Brief introduction

This unit takes the learner through definition of state and government. It also enables the learner to differentiate between the state and the government.

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

- Definition of state and government
- Difference between state and government
- Types of state and basic forms of government
- Organs, role and functions of the state and government

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
Explain the concepts of the State and government	Analyse the definition of state and government and compare them.	Appreciate the importance of state and government in order todetermine the Rwandan identity
Appreciate the importance of state and government in order to determine the Rwandan identity\n\nIdentify the difference between state and government	Apply knowledge on the types of state and forms of government	Recognise types and organs of state and forms of government in order to acquire the spirit of patriotism.
Describe the types of state and basic forms of government\n\nExplain the organs, role and functions of state and government	Assess the organs, role and functions of the state and government and determine where you belong	Judge the difference between state and government

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects: This unit is linked to organs of government, taught in General Studies.

Assessment criteria

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

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

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

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain role and functions of state and government.

Cross-cutting and emerging issues

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

- *Gender:* Among the functions of the government is to ensure gender balance. Both men and women should be given equal opportunities in schools, jobs and public office.
- *Peace and Values Education:* States require peace in order to function very well and execute its duties.
- *Inclusive Education:* With good governance, all people's rights are respected and catered for irrespective of their disabilities.

Please sensitise learners on the crosscutting issues associated with every lesson learnt.

Introduction to the unit

A **government** is the system by which a state or community is controlled. It also refers to the particular group of people, the administrative bureaucracy that controls the state apparatus at a given time. That is, government are the means through which state power is employed.

A **state** is a country considered as organised political community controlled by one government.

13.1 AND 13.2: DEFINITION OF STATE AND GOVERNMENT, DIFFERENCE BETWEEN STATE AND GOVERNMENT

Refer to Learner's Book pages 188 - 190

Learning Objectives
By the end of this sub-topic, the learner should be able to:
- Explain the concepts of State and Government
- Analyse the definition of State and Government and compare them
- Appreciate the importance of State and Government in order to determine the Rwandan identity.
- Identify the difference between State and Government.

Preparation for teaching
You need to collect information on state and government. Having books (other than the Senior 2 History and Citizenship book) or articles on state and government will be an added advantage to you. You also need to have contact with some civic educators and people who are well versed with state and government.

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

Teaching/learning activities
You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Guide the learners to form groups to discuss **Activity 13.1** on page 188 and **Activities 13.2** and **13.3** on page 189.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Ensure that that the is maximum order in class to allow good atmosphere for discussion.

Notes for the teacher
A Government is the system by which a state or community is controlled. It also refers to the particular group of people, the administrative bureaucracy that controls the state apparatus at a given time. That is, government are the means through which state power is employed.

A State is a country considered as organised political community controlled by one government.

Differences between state and the government
- A state has four elements, which are: population; territory; government and sovereignty while a government is an element of the state. It is rightly said that the state is an organic concept in which the government is a part.
- A state is more or less permanent and continuous but the government is temporary. It changes frequently. A government may come and go, but the state continues forever.

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- The state is generally composed of all citizens but all of them are not members of the government. The government consists of only a few selected citizens. The organs of the government consists of only a few selected citizens. The organs of the government are the executive, legislative and judiciary. The few selected persons will run these three organs of the government. Thus, a state is a much boarder organisation than the government. Membership of the state is compulsory but not that of the government.

- The state possesses sovereignty. Its authority is absolute and unlimited, itspower, cannot be taken away by any other instruction. Government possesses no sovereignty, no original authority, but only derivative powers delegated by the state through its constitution, power of the government are delegated and unlimited.

- A state is an abstract concept where as government is a concrete one. Nobody sees the state and the state never acts. The government is a physical manifestation and it acts for the state, it consists of a definite group of persons who can be seen and know. It is a tangible organisation which can be seen and questioned.

- All states are identical in character and nature. Whether big or small, the characteristics of a state do not undergo changes. However, governments are of different types and they may vary from state to the state. Various political scientists have given different classifications of the government. For example, Dristothe classified government into monarchy, aristocracy and democracy. A state is a universal institution having one single form with its four essential characteristics.

- Citizens have rights to go against government and not against the state. The state only acts through the government and the government may commit mistakes and not the state. Thus the citizens have only rights to go against the government not the state.

13.3: TYPES OF STATES AND BASIC FORMS OF GOVERNMENT

Refer to Learner's Book pages 190 - 191

Learning Objectives

By the end of this sub-topic, the learner should be able to:
- Describe the types of state and basic forms of government.
- Apply knowledge of the types of state and forms of government.

Notes for the teacher

1. Types of states

• *Sovereign states:* These are states that are not dependent or subject to any other power or state.

• *Federated states:* They participate in a federal union. This is whereby a territorial and constitutional community form a part of a federation.

Such states differ from sovereign states, in that they have transferred a portion of their sovereignty powers to a federal government.

• *Heterogeneous state* is one which is made up of many smaller states that are interrelated, interacting and interdependent. They usually form a complex whole that is highly coordinated and organised in its operations. They are mainly associated with military control.

• *Centralised states:* These are states in which all powers of government emanate from one location. It has a central authority.

• *Decentralised/non-centralised states:* These are states in which powers have been redistributed to different people. In a decentralised state, power is dispersed throughout the system.

• *Monolithic states:* These are large states that were often ruled by one person. They are slow to adapt to change. They do not have complicated systems of operations, always working with the initial, unaltered ways of administration. Authority flows from the central source, implemented as received by those reporting to it.

13.4: ORGANS, ROLE AND FUNCTIONS OF THE STATE AND GOVERNMENT

Refer to Learner's Book pages 192 - 194

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

• Explain the organs, role and function of state and government.
• Assess the organs, role and functions of the state and government and determine where the citizen belongs..

Notes for the teacher
Organs of states and government
1. Executive
The executive is responsible for managing the affairs of a country in accordance with the law. It also collects taxes and takes charge of operation of common services such as roads, water supply, policing and defence.

2. Legislature
The legislature makes the laws that govern the state. It defines rights and obligations of the people and of various arms of government.

3. Judiciary
The judiciary is the organ responsible for interpreting the laws passed legislative branch. It settles disputes which involve people and government. It has the authority to give appropriate punishment for violation of law.

Role and functions of the state and government
(a) Foreign diplomacy
The central government maintains formal diplomatic relations with other sovereign states in the world. It promotes good relations based on respect, mutual interests and complementarity between the state and other states aiming at enhancing peace, security and development.

The government also mobilises and attracts foreign investments.

(b) Security of the people

The government is responsible for ensuring the security of all citizens and foreigners living in the country. The government maintains armed forces in order to protect the territory and the people from attack and invasion by foreign powers.

(c) Domestic order

The government exercises control over the people it seeks to govern and protect. It must maintain internal peace of individuals and groups of the society. It must ensure that citizens live in peace and harmony.

(d) Administration of justice

A government promotes and facilitates the rule of law in the country by emphasising equality before the law. It ensures that all citizens are treated equally under the law. It should give equal opportunities and settle disputes with fairness.

(e) Protection of civil liberties

The government is also required to preserve and safeguard the basic rights and liberties guaranteed by the constitution to the individual members of the society. It should ensure that the rights of citizens are protected.

(f) Provision for and regulation of the conducts of elections

The government is menat to ensure that free and fair elections are held according to the constitution. The elections should be held fairly, honestly and peacefully. Citizens should be allowed to choose their leaders by voting.

(g) Provision for public goods and services

Public goods and services are provided by government institutions. The government get taxes from citizens to raise money to spend on goods and services which will benefi t all citizens. Examples of public goods and services are roads, street lights, schools, hospitals and sanitation. All members of society should benefi t from the provision of public goods.

(h) Promotion of economic growth and development

The government facilitates fast growth and development of its economy. The government facilitates Rwanda's economic transformation through enabling competitive private sector integrated into regional and global markets.

(i) Social welfare

The government ensures that it has programmes to provide assistance to the poor. These programmes are designed to alleviate poverty. It should provide education and healthcare to its citizens.

Further activities for slow and fast learners

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

a) **Fast learners**

Ask them to work on **Activity 13.3** on page 189 and **Activity 13.4** on page 190. Let them present their findings before the next lesson. They should also find out the functions of the state in Rwanda.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 13.5** on page 190 and **13.6** on page 191 and **13.7** on page 192 in groups and present their findings and hold class discussions.

Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 13.8** on page 193 and **Activity 13.9** on page 194. Let them present their findings before the next class.

Revision Questions

1. Give the definition of the following:
   i) State
   ii) Government
2. Explain the difference between a state and a government.
3. Identify four types of states.
4. Discuss the role and functions of the state and government.

Answers to Revision Questions

Qn 1.

i) An organised community of people occupying a definite form of territory free of external control and possessing an organised government to which people show habitual obedience.
ii) The system by which a state or community is controlled.

Qn 2.

- A state has four elements namely, population, territory, government and sovereignty while a government is narrow concept and is an element of a state.
- A state is more or less permanent while a government is temporary.

Qn 3.

i) Sovereign states: These are states that are not dependent or subject to any other power or state.
ii) Federal states: These states have transferred a portion of their sovereignty powers to a federal government.
iii) Centralised states: These are states in which all powers of government emanate from one location. It has a central authority.
iv) Decentralised states: These are states in which powers have been redistributed to different people.

Qn 4

- The government maintains formal diplomatic relations with other sovereign states in the world.
- The government provides security to all the citizens and foreigners living in the country.
- The government exercises control over the people it seeks to govern and protect.
- The government promotes and facilitates the rule of law in the country by emphasising equality before the law.
- Government institutions provide public goods and services.

TOPIC AREA

SOCIETY

SUB-TOPIC AREA

UNITY

UNIT XIV

INTERDEPENDENCE AND UNITY IN DIVERSITY

NUMBER OF LESSONS

THREE (3)

Unit 14

Interdependence and Unity in Diversity

Refer to Learner's Book page 195 - 205.

Key unit competence

At the end of the three lessons, the learner should be able to explain the interdependency and unity in diversity.

Introduction

This unit takes the learner through the need for interdependency, unity, personal identity and national identity *(Ubunyarwanda)*. The following are the main sub-topics to be covered in this unit:

- Interdependency
- Unity
- Personal identity and national identity (Ubunyarwanda)
- Patriotism
- Unity in diversity

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
Explain the concept of identity and national identity

Explain the importance of unity.

Describe the concept of interdependence among people.

Explain the concept of unity in diversity | Describe oneself identity and national identity and show people's concern about this

Evaluate the importance of unity.

Assess the interdependence among individuals.

Investigate unity in diversity | Show respect for others and love for one another.

Appreciate the importance of patriotism and self-reliance.

Develop the spirit of collaboration, co-operation, equity and equality, self respect and respect of diversity and its acceptance. |

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

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

This unit links well with topics dealing with Interdependence in Economics and Unity in Social Studies and Religious Education.

Assessment criteria

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

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

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

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

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

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

(b) Summative assessment (assessment of learning)

Learners should display the ability to explain the interdependency and unity in diversity

Cross-cutting issues

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

Gender: All Rwandans are supposed to identify themselves in relation to Rwanda without discrimination.

Standardisation culture: The government has put ways of identifying oneself in relation to Rwanda in a standard form. All Rwandans identify themselves in the same way.

Introduction to the unit

It is of great importance to have mutual reliance between two or more groups. This is due to the need for peaceful co-existence and helping one another in times of crisis as well as nation building.

14.1 AND 14.2: INTERDEPE-NDENCY AND UNITY

Refer to Learner's Book pages 196-199

Learning Objectives

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

• Describe the concept of interdependence among people.
• Explain the importance of unity.
• Assess the interdependence between individuals.
• Evaluate the importance of unity.

Information for the teacher

interdependence is the mutual

reliance between two or more groups. In relationships, interdependence is the degree to which members of the group are mutually dependent on others.

Using **Actitivity 14.1** on page 195 and **Actitivity 14.2** on page 196, ask learners to work in groups to explore the meaning of the term interdependence.

Types of interdepedence
There are four main types of interdependence. These are:
1. *Social interdependence. Its further divided into positive interdependence (cooperation) and negative interdependence (competition).*
2. *Pooled interdependence*
3. *Economic interdependence*
4. *Political interdependence*

The meaning of each of the above mentioned type of interdependence is given in the Leraner's Book, on pages 196 and 197.

Unity refers to the togetherness of people in order to achieve common ideal objectives. The unity of Rwandans dates back to time immemorial and is characterised by the following:
• Same language
• Same culture
• Same political and administrative systems
• Same nation

Ways through which unity has been kept in Rwanda
• National concern to help the poor
• National activities such as communal work (*Umuganda*).
• Participation in national development goals which include health, education, security and poverty reduction

14.3 AND 14.4: PERSONAL IDENTITY, NATIONAL IDENTITY (*UMUNYARWANDA*) AND PATRIOTISM
Refer to Learner's Book pages 199-203

Learning Objectives
By the end of this sub-topic, the learner should be able to:
• Explain the concept of identity and national identity.
• Describe ones' identity and national identity and show people's concern about this.
• Appreciate the importance of patriotism

Information for the teacher
Personal identity is the distinct personality of an individual regarded as a persisting entity. **National identity** is one's identity or sense of belonging to one state or nation. It is the sense of a nation as a cohesive whole, as represented by distinctive traditions, culture, language and politics.

Interactive and multi-ability learning
To promote interactive and multi-ability learning, ask learners to work on **Activities 14.6** on page 199, **14.7** on page 200 and **14.8** on page 202 in groups and present their findings and hold class discussions.
Ensure that learners with special needs are catered for.

Additional iformation for the teacher

A **patriot** is ready to risk his or her life for protection of national integrity, for example, Gen. Fred Gisa Rwigema who died for liberation of his country. Apart from that, **patriotism** is about:

- Being ready to respect and protect public property.
- Sacrificing one's personal interests, including life for the sake of general interests.
- Respecting national values and symbols.
- Safeguarding and promoting one's motherland image and reputation.
- Joining a combined effort in the national development.
- Protecting the national heritage.
- Fighting any wrong and insecurity for the motherland.

From time immemorial, Rwanda's history has been marked with patriotic men and women. For example, Rwoba Nyiramateke sacrificed her life so that Rwanda may not be annexed to Gisaka where she was queen. Those people who attain the highest level of patriotism are called **heroes**. In Rwanda, there are three categories of heroes namely:

(a) Imanzi
(b) Imena
(c) Ingenzi

14.5: UNITY IN DIVERSITY

Refer to Learner's Book pages 203-205

Learning Objectives

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

- Explain the concept of unity in diversity.
- Investigate unity in diversity.
- Respect the need for diversity

Information for the teacher

Unity in diversity means that diversity is a unifying factor. It means that unity is not just based on a mere tolerance of physical, cultural, religious or political differences. It is based on an understanding that difference enriches human interactions. Unity in diversity can be summarised as: Unity without uniformity and diversity without fragmentation.

Importance of unity in diversity in Rwanda

- Unity in diversity has promoted good international relationships between Rwanda and other countries.
- It has led to economic benefits, for example, through taxation on foreigners who are living and working in Rwanda.
- Unity in diversity has promoted peace and stability in Rwanda because Rwandans look at themselves as one.
- It has promoted tourism which has had a very big contribution to the country, for example, the diverse traditional dances.

Further activities for slow and fast learners

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

a) Fast learners

Ask them to discuss types of interdependence and present their findings before the next lesson. Ask them to work on **Activity 14.9** on page 203.

b) Slow learners

Ask them to list the write down the types of interdependence.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 14.4, 14.5** and **14.7** on pages 197, 198 and 200 respective**ly** in groups and present their findings and hold class discussions.

Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 14.10** and **Activity 14.11** on page 204. Let them present their findings before the next class.

Revision Questions

1. Explain what unity in diversity means.
2. Discuss the importance of unity in diversity in Rwanda.
3. Examine the characteristics of a patriot.
4. Identify forms of unity in diversity in Rwanda.
5. Explain different types of interdependence.

Answers to Revision Questions

Qn 1: Unity is not just based on mere tolerance of physical, cultural or political differences, rather on an understanding that differences enrich human interactions.

Qn 2:
- It promotes good international relationships between Rwanda and other countries.
- It promotes economic development.
- It promotes peace and stability.
- It promotes tourism sector.

Qn 3
– Respects and protects public property.
- Respects national values and symbols.
- Contribute to national development.
- Protects and safeguards his/her motherland.

Qn 4:
Religious diversity, cultural diversity, economic diversity, clan diversity and physical location.

Qn 5:
1. *Social interdependence* - It exists when the accomplishment of each individual's goals is affected by the actions of others.
2. 2. *Pooled interdependence* - in this case, each organisational department or business unit performs completely separate functions.
3. *Economic interdependence* - This is a situation of specialisation or the division of labour. It is almost applicable to almost all countries. The participants in an economic system depend on others for the products that they do not produce.
4. *Political interdependence* - It is whereby the world works hand in hand to live in peace and harmony. They help each other in times

TOPIC AREA

SOCIETY

SUB-TOPIC AREA

CONFLICT TRANSFORMATION

UNIT XV

SOCIAL COHESION

NUMBER OF LESSONS

THREE (3)

Social Cohesion

Refer to Learner's Book pages 206 -209.

Key unit competence

At the end of three lessons, the learner should be able to analyse how people can live together in harmony.

Brief introduction

The unit on 'social cohesion' takes the learner to understanding the concept of social cohesion, factors influencing social cohesion and challenges to social cohesion.

The main sub-topics to be covered in this unit are:
- Social cohesion
- Factors influencing social cohesion
- Challenges to social cohesion (discrimination, exclusion, stigma, prejudice etc

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
Explain the concept of social cohesion. Explain the factors influencing social cohesion. Identify challenges to social cohesion.	Examine the importance of social cohesion in Rwanda and other societies. Analyse different factors influencing social cohesion Describe challenges to social cohesion.	Appreciate the importance of social cohesion in Rwandan society. Judge factors influencing social cohesion and interpret its challenges. Acquire the spirit of love for one another, collaboration and cooperation, social responsibility, tolerance, kindness, and fairness.

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

Teaching/learning materials

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

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

This unit links well with social cohesion and inner peace in General Studies and Social Studies.

Assessment criteria

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

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

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

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

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

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

(b) Summative assessment (assessment of learning)

Learner should display the ability to analyse how people can live together in harmony.

Cross-cutting issues

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

- *Financial education:* Explain to the learners that conflict and violence lead to destruction of property and social infrastructure such as roads and hospitals. When this happens, the government spends a lot of money in rehabilitating and re-investing in those destroyed facilities instead of setting new development. This leads to economic backwardness.

- *Peace and values education:* Tell the learners peace enables social cohesion in society and so they should be part of the team to promote peace in their societies.

- *Genocide studies:* Remind them that lack of social cohesion is what led to the 1994 Genocide against the Tutsi and so they need social to eliminate genocide ideology forever and ever in Rwanda.

Introduction to the unit

Social cohesion refers to how members of a society or community co-exist in harmony or keeping together in society.

15.1 AND 15.2: SOCIAL COHESION AND FACTORS INFLUENCING SOCIAL COHESION

Refer to Learner's Book pages 206 - 207.

Learning Objectives

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

- Explain the concept of social cohesion
- Examine the importance of social cohesion in Rwanda and other societies
- Appreciate the importance of social cohesion in Rwandan society
- Explain the factors influencing social cohesion
- Analyse different factors influencing social cohesion and have been limited
- Judge factors influencing social cohesion and interpret its challenges

Preparation for teaching

You need to adequately prepare by reading widely about social cohesion ,factors influencing it, and the challenges to social cohesion like discrimination,exclusion, stigma, prejudice etc

Teaching/learning materials

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

Teaching/learning activities

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

- Let each learner carry out a research as given in **Activity 15.1** on page 206.
- In groups, let them attempt **Activity 15.2** on page 206 then present their findings in class.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. This is to enable them use the notes for future reference and revision purposes.

Notes for the teacher

- *History:* A shared past good or bad can enable people to live peacefully with each other or antagonistically. Colonialism has a big hand in this and the case in point is rivalry between Bunyoro and Buganda kingdoms in Uganda and that between the Luo and Kikuyu peoples of Kenya.

- *Education:* A good education system encourages unity in diversity that is education for national integration however Rwanda's past is a testimony to the fact that education can also be used as a tool for social exclusion and divisionism among people.

- *Political views:* Many times competitive elective politics can cause divisions or unity among people in a given society

- *Social economic status:* Many times when the income levels of people in a country have a wide disparity, the lower income groups tend to blame it on the better off group, they accuse them of corruption, embezzlement yet the well to do are not willing to redistribute their wealth.

- *Government regulation:* The intervention of the government in any affair of a country can have what the government wants in place. Government can direct citizens on what to do, when, where and with whom hence influencing social cohesion.

Follow up activity
In reference to your society, find out has led to harmony and peaceful co-existence amongst citizens of your cell.

15.3: CHALLENGES TO SOCIAL COHESION

Refer to Learner's Book pages 207 - 209.

Learning Objectives
By the end of the sub-topic, the learners should be able to:
- Identify challenges of social cohesion
- Describe challenges to social cohesion
- Acquire the spirit of love for one another, collaboration and cooperation, social responsibility, tolerance, kindness and fairness.

Preparation for teaching
- You need to adequately prepare by reading widely about the importance of social cohesion, factors influencing it as well as the challenges to social cohesion in Rwandan society.
- You may invite a resource person (counsellor) to shed more light on the sub-topics to the learners.

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

Teaching/learning activities
You should try as much possible to make the learning interactive. Give

the learners time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive:

Arrange the learners in groups of six to do **Activities 15.3** and **15.4** on page 207 and 208 respectively followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. This is meant to help learners keep record of what has been discussed for future reference and revision purposes.

Notes for the teacher
Challenges to social cohesion
In Rwanda social cohesion has been challenged where in some cases people are not treated the same way or equally.

- **Discrimination:** This is a concern to everybody. People complain of discrimination on accounts such as place of origin, sex, age, religious or political affiliation.

- **Exclusion:** Many times, political segments of society are denied access to certain facilities for given reasons.

- **Stigma:** Many individuals in society face stigma because of being physically handicapped, infected with HIV or suffering from AIDS or having been victims of the 1994 genocide against the Tutsi. This hinders their full integration in society.

- **Prejudice:** This is a negative general view about an entire category of people for example it is alleged that Banyarwanda women are weak which cannot be true about all Rwandan women but can hinder their interaction and integration.

- **Different income levels:** This where there is a big gap between the well to do and the poor that has also caused a very big gap in their social being and interaction hence hindering social cohesion.

- **Effects of the 1994 genocide. against the Tutsi:** After the genocide, Rwandans who ended up in different neighbouring countries are seen in respect to the country of refugee. For example, Rwandans who had gone to Uganda are referred to as Abagande, Abacongoman (DRC) Abarundi (Burundi).

- **Geographical location of people:** This has also hindered social cohesion because of the economic stand of that particular region.

Further activity
List the factors that influence social cohesion.

Answers to further activity
- Education
- Political views
- History
- Government policy

Follow up activity

Find out the importance of social cohesion in your sector

Further activities for slow and fast learners

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

a) **Fast learners**

Ask them to work on **Activity 15.5** on page 209 and present their findings before the next lesson.

b) **Slow learners**

Ask them to list the write down the factors that promote harmony.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to repeat **Activities 15.1, 15.3** and **15.4** on pages 206, 207 and 208 respectively in groups and present their findings and hold class discussions.

Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work end of unit Revision Questions.

Diagnostic assessment

Define social cohesion.

Answer to diagnostic assessment

Social cohesion refers to how members of a society or community co–exist in harmony and keeping together.

Revision Questions

- Explain the meaning of social cohesion
- Discuss the challenges to social cohesion in Rwanda
- Examine the factors that favour social cohesion in Rwanda

Answers to revision questions

Qn 1:

Social cohesion refers to how members of a society or community co–exist in harmony and keeping together.

Qn 2: Learners are expected to discuss in detail the following challenges to social cohesion in Rwanda are:

- *Discrimination*
- *Exclusion*
- *Stigma*
- *Prejudice*
- *Different income levels*
- *Effects of the 1994 genocide against the Tutsi*
- *Geographical location of people.*

Qn 3: Learners are expected to discuss in detail the following factors that favour social cohesion in Rwanda:

- *History of a shared past*
- *Education.*
- *Political views*
- *Social economic status*
- *Government regulation*

TOPIC AREA
SOCIETY

SUB-TOPIC AREA
DIGNITY AND SELF-RELIANCE

UNIT XVI
HINDRANCES OF DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY

NUMBER OF LESSONS
THREE (3)

Unit 16 — Hindrances of dignity and self-reliance in Rwandan society

Refer to Learner's Book pages 210 - 216.

Key unit competence

At the end of three lessons, the learner should be able to identify the hindrances of dignity and self-reliance in Rwandan society.

Brief introduction

This unit takes the learner through the challenges that pose a threat towards dignity and self-reliance in Rwanda. It also enables the learner to understand measures that can be adopted to solve such problems as well as the importance of dignity and self reliance in Rwandan societies.

Sub-topics to be covered in this unit are:

- Types of hindrances of dignity and self-reliance
- Importance of dignity and self-reliance in Rwandan society
- Importance of international cooperation in the respect to Rwandan aspirations
- Activities for promotion of dignity and self-reliance
- Challenges for dignity and self-reliance

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
• Describe types of hindrances of dignity and self-reliance. • Explain the importance of dignity and self-reliance in Rwandan society.	• Examine the hindrances of dignity and self-reliance in order to determine measures/strategies to overcome them • Assess the importance of dignity and self-reliance in Rwandan society • Evaluate how we can foster national pride and respect among Rwandan citizens	• Show concern for hindrances of dignity and self-reliance • Appreciate role of dignity and self-reliance in Rwandan society and advocate for them. • Appreciate the role of dignity and self-reliance in Rwandan society and advocate for them.

		• Acknowledge means used in overcoming obstacles to dignity and self-reliance
		• Develop a culture of non dependence on others
		• Foster national pride and respect among citizens
		• Appreciate fostering national pride and respect among citizens.

Teaching/learning materials

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

Teaching materials

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects
This unit links well with *dignity and self-reliance in General Studies and Communication, Kinyarwanda, French and English*.

Assessment criteria
(a) **Formative and continuous assessment (assessment for learning)**
(i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
(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:* 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 theircontribution to the success of the nation. Therefore they must be keen and be vigilant in promoting peace in Rwanda so as to achieve self-reliance. Remind them of this crosscutting issue when discussing *Abunzi.*

- *Inclusive Education*: Explain to the learners that every individual, disabled or not, should get equal opportunity to education in order to promote self-reliance in his/her country.

- Environment and sustainability: *Umuganda* helps in conserving the environment.

Introduction to the unit
Dignity: It is a condition of being worth of respect, esteem or honour.

Self-reliance: This is a state of being independent in all aspects. The independence could be social, political and economic.

Explain to the learner that Rwanda has many initiatives such as *Girinka, Agaciro* Development Fund, *Kumerera, Umuganda* and *Ndumunyarwanda* that bring dignity to us and to the country at large. The learner should appreciate such initiatives and feel proud to be Rwandan.

16.1: TYPES OF HINDRANCES OF DIGNITY AND SELF-RELIANCE

Refer to Learner's Book pages 210 - 216.

Learning Objectives
By the end of this sub-topic, the learner should be able to:
- Describe types of hindrances of dignity and self-reliance.
- Examine the hindrances of dignity and self-reliance in order to determine measures/strategies to overcome them.
- Show concern for hindrances of dignity and self-reliance.

Preparation for teaching
You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 2 History and Citizenship book) or articles on dignity and self-reliance on Rwandan society democracy will be an added advantage to you. You also need to invite a civic educator and people who are

well versed with dignity and self-reliance on Rwandan society.

Teaching/learning materials

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

Teaching/learning activities

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. **Activity 16.1** on page 214 should be done in pairs then learners to present their findings during plenary discussions.

You can also invite a civic educator or any other specialist to shed more light on dignity and self-reliance on Rwandan society.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Writing points will facilitate future reference and preparation for assessment tests and exams.

Notes for the teacher

Types of hindrances of dignity and self–reliance

As we saw in Senior 1, **dignity** is a condition of being worth of respect, esteem or honour whereas **Self-re-**liance is a state of being independent in all aspects. The independence could be social, political or economic.

16.2: IMPORTANCE OF DIGNITY AND SELF–RELIANCE IN RWANDAN SOCIETY

Refer to Learner's Book pages 211 - 212

Learning Objectives

By the end of this sub-topic, the learner should be able to:
1. Explain the importance of dignity and self-reliance in Rwandan society.
2. Assess the importance of dignity and self reliance in Rwandan society.
3. Appreciate role of dignity and self-reliance in Rwandan society and advocate for them.

Information for the teacher

Self–reliance is one's ability to make decisions and implement them so as to meet one' goals and dignity is the sense of self worth and respected. It is a combination of these two that Rwanda started developing the Dignity and self reliance program which has continued to be implemented for its various importances:
• Rwanda is able to plan and implement her budget and visualise herself in the next fifty years which cannot be possible if the country is not self–reliant.
• Self reliance has given Rwanda the capacity to optimally use the available resources to meet the needs and desires of

the citizens without waiting for help from other countries.

- Self reliance has created a feeling of bigger independence in the Rwandans because they have managed to accomplish many things without foreign aid.
- Dignity and self reliance have won Rwanda and Rwandans international respect because it is a factor that proved its potential and capacity to solve its own problems like poverty.
- The ideas of dignity and self reliance has acted as a bond that brings Rwandans together to achieve common objectives.
- Dignity and self–reliance has increased patriotism among the Rwandans.

16.3: IMPORTANCE OF INTERNATIONAL COOPERATION IN RESPECT TO RWANDAN ASPIRATIONS

Refer to Learner's Book pages 212 - 213

Learning Objectives

By the end of this sub-topic, the learner should be able to Explain the importance of international cooperation in respect to Rwandan aspirations

Notes for the teacher

- International cooperation has led to high competition in Rwandan industries which has increased improvement inefficiency of output produced.
- It has led to trade creation because Rwanda has managed to get a wider market for her goods and services and can as well get raw materials from other countries which move is toward dignity and self-reliance.
- It increases the bargaining power of Rwanda in international trade because international co–operation helps it to have bigger market.
- It has enabled Rwanda to join resources to carry out joint research that leads to innovation and invention that will lead to self–reliance
- International cooperation leads to increased investment in Rwanda because it is one way of attracting foreign investors and this will increase employment capacity hence increasing self–reliance
- Leads to increased foreign exchange earnings because Rwanda earns a lot of foreign exchange from increased exported commodities.
- It will enable Rwanda to share some common services or infrastructure like roads, projects telecommunication, air services which empower Rwanda to achieve its aspiration of self–reliance
- International cooperation increases employment opportunities because of increased factor of mobility like labour for example; there are many Kenyan, Ugandan and international teachers working in Rwanda.

- International cooperation leads to political cooperation and mutual understanding whereby countries can come up to help one another in times of instabilities and natural disasters.

Further activity

List types of hindrances to self-reliance.

Answers to further activity

- Political hindrances
- Economic hindrances
- Social hindrances

Follow up activity

Find out the measures that have been put in place to achieve self-reliance in Rwanda.

16.4: ACTIVITIES FOR PROMOTION OF DIGNITY AND SELF–RELIANCE

Refer to Learner's Book pages 213 - 214

Learning Objectives

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

- Evaluate how we can foster national pride and respect among Rwandan citizens
- Acknowledge means used in overcoming obstacles to dignity and self-reliance
- Develop a culture of non dependence on others
- Foster national pride and respect among citizens
- Appreciate fostering national pride and respect among citizens

Preparation for teaching

You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 2 History and Citizenship book) or articles on dignity and self-reliance on Rwandan society will be an added advantage to you.

Teaching/learning materials

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

Teaching/learning activities

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

- Let the learners form groups of six to do **Activity 16.4** on page 213 **Activities 16.5** and **16.6** on page 214.
- You can also invite a civic educator or any other specialist to shed more light on dignity and self-reliance on Rwandan society.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. You also need to strike a balance in the presenters in a sense that both slow and quick learners participate

in the discussions so as to achieve full intended goals in class .

Notes for the teacher

Rwanda has tried to use different ways so as to achieve dignity and self-reliance, among which is the following:

1. Rwanda has changed the education structure from the knowledge based to the competence based curriculum which started in 2016 and the intensions of the reform is to produce not only graduates with knowledge , but rather with both knowledge and skills hence self–reliance

2. Tax reforms were made to increase domestic revenue by removing tax incentives and exemptions in some cases and where it threatens private investors, ties to positive benefits such as employing a number of Rwandans

3. Diversification of the economy through development and strengthening of other economies like that of tourism, trade and commerce to supplement the agricultural sector so as to provide alternative sources of income

4. Proper land tenure program which has encouraged consolidation and crop intensification program (CIP) so as to help in maximum utilisation of land resource. In addition, storage and agro–processing programs to reduce pre and

post harvest losses among small scale farmers.

5. Rwanda has also put in place many SACCOs Savings and Credit Cooperatives as a means to allow all people irrespective of the capacity, to receive small loans so as to increase entrepreneur skills examples include; Umwalimu SACCO, Umurenge SACCO, AVEGA for women who became widows because of the genocide, in addition to other main banks.

6. Sensitising the population on the importance of saving as a means to increase investment and sustainable growth especially among the low income earners.

7. Rwanda has increased the search for market for home made products like art work, textiles. Food stuffs and the culture and traditions through retail sales

16.5: CHALLENGES TO DIGNITY AND SELF–RELIANCE

Refer to Learner's Book pages 215 - 216

Learning Objectives

By the end of this sub-topic, the learner should be able to analyse the Challenges for dignity and self–reliance.

Notes for the teacher

Rwanda has several challenges to fully attain its goals of dignity and self reliance among which include the following:

- Limited capital to exploit the available resources. Rwanda is a developing country with a low level of industrial growth that produces semi finished goods like the agro based industries and hence earning less from her exports
- Limited skilled la.bour to fit the fast growing economy due to a poor education system that produces job seekers and not job creators, this has lowered the tax base and labour market.
- Limited entrepreneural skills where many Rwandans have not put much effort to start small business. This has increased the dependency ratio especially among the uneducated on the government for survival and therefore a challenge to dignity and self-reliance
- Poor infrastructural development especially roads in the rural areas to widen market for goods that are produced in the far rural areas to increase income generation for its citizens and hence self–reliance
- In addition to the above, there is also limited market both at home because of the low population and abroad due to the rampant protectionism to trade for exports
- Low levels of technological development where the low methods of production are very common and therefore affecting productivity.

- Political instabilities in neighbouring countries affect Rwanda especially in terms of trade given that it is a land locked country which cannot conduct transactions with other countries without the support of her neighbours like Tanzania and Kenya
- Effects of the 1994 Tutsi genocide which left a very poor economy with very many social problems like orphans, widows, the disabled which vulnerable groups are all taken care of by the government to support their day today needs like education, shelter, medical insurance.
- Relief of the country has also affected its objectives of dignity and self–reliance because being mountainous, has limited mechanisation yet more than 80% of the population are employed in the agricultural sector.

Further activity
Explain the importance of international cooperation in the respect to Rwandan aspirations.

Answers to further activity
- It has led to trade creation
- It has led to international cooperation
- It has promoted healthy competition in Rwanda's' industrial sector.
- It leads to increased foreign exchange earnings

- It also increases employment opportunities etc.

Diagnostic assessment
Write short notes on the following concepts
- Agaciro development fund
- Ishema ryacu
- Ubudehe
- Kuremera
- One-dollar campaign

Answers to diagnostic assessment
1. **Agaciro development fund:** This refers to solidarity fund that has been initiated by Rwandans. The fund seeks to improve the level of financial autonomy of Rwanda.

2. **Ishema ryacu:** This started in July 2015 after the arrest of General Karenzi Karake Emmanuel. General Karenzi was arrested in Britain under the order of Spain.

3. **Ubudehe:** This is a poverty eradication programme under the ministry of finance. A pilot programme was launched in 2001. The official launch was in 2004. It is a culture of collective action and solidarity to solve problems of poverty by people themselves.

4. **Kuremera:** It is an initiative created by the government of Rwanda. It aims at solving the problem of unemployment especially among the youth.

5. **One dollar campaign**: It was an initiative by Rwandans living in the diaspora to raise some money. It was about contributing at least one dollar per head. The money would then be sent home for improvement of their society.

Further activities for slow and fast learners
As average learners will be carrying out activities in the Learner's Book, the following activities are recommended for fast and slow learners respectively:
a) **Fast learners**
   Ask them to work on **Activity 16.2** on page 211 and present their findings before the next lesson.
b) **Slow learners**
   Ask them to list the write down types of hindrances of dignity and self-reliance.

Interactive and multi-ability learning
To promote **creativity and innovation**, ask learners to work on **Activity 16.6** on page 214 then present their findings in class. Ask them to vote for the best poem which should then be hanged in class. Ensure that learners with special needs are catered for.

Extension/Remedial Activities
Ask learners to work on **Activity 16.8** on page 216 and End of Unit Revision Questions.

Revision questions

1.   Define the term self-reliance
2.   Explain the importance of dignity and self-reliance in Rwandan society
3.   Discuss the importance of international cooperation in respect to Rwandan aspirations
4.   Describe the activities that have been achieved for promotion of dignity and self-reliance.
5.   What are challenges faced towards achieving dignity and self-reliance in Rwanda.

Answers to Revision Questions

Qn 1: Self-reliance is a state of being independent in all aspects. The independence could be social, political and economic.

Qn 2: *Importance of dignity and self-reliance:*

•   Rwanda is able to plan, and implement her budget, visualizes where she wants to be in the next fifty years which cannot be possible if the country is not self–reliant.

•   Self reliance has given Rwanda the capacity to optimally use the available resources to meet the needs and desires of the citizens without waiting for help from Western countries.

•   Self reliance has created a feeling of bigger independence in the Rwandans because they have managed to accomplish many things without waiting for foreign aid for example Rwanda is was able in 2014/2015 to finance more than 60% of its budget.

•   Dignity and self reliance have won Rwanda and Rwandans international respect because it is a factor that proved its potential and capacity to solve its own problems like poverty

•   The ideas of dignity and self reliance has acted as a bond that brings Rwandans together to achieve common objectives for example many Rwandans have willingly contributed to the Fund because they believe it is for common interests

•   Dignity and self–reliance has increased patriotism among the Rwandans where the population has developed extreme love for home made products like art work, manufactured goods to the extent of organizing the expedition called " made in Rwanda" where only home made products are exposed.

Qn 3: *Importance of international cooperation in respect to Rwandan aspirations include:*

•   International cooperation has led to high competition in Rwandan industries which has increased improvement inefficiency of output produced.

•   It has led to trade creation because Rwanda has managed to get a wider market for her goods and services and can

as well get raw materials from other countries which move is toward dignity and self-reliance.

- It increases the bargaining power of Rwanda in international trade because international co–operation helps it to have bigger market
- It has enabled Rwanda to join resources to carry out joint research that leads to innovation and invention that will lead to self–reliance
- International cooperation leads to increased investment in Rwanda because it is one way of attracting foreign investors and this will increase employment capacity hence increasing self–reliance
- Leads to increased foreign exchange earnings because Rwanda earns a lot of foreign exchange from increased exported commodities.
- It will enable Rwanda to share some common services or infrastructure like roads, projects telecommunication, air services which empower Rwanda to achieve its aspiration of self–reliance.
- International cooperation increases employment opportunities because of increased factors of mobility like labour. For example, there are many Kenyan, Ugandan and international teachers working in Rwanda.

Qn 4: *The activities that have been achieved for promotion of dignity and self–reliance are as explained below*:

Rwanda has changed the education structure from the knowledge based to the competence based curriculum which started in 2016 and the intensions of the reform is to produce not only graduates with knowledge , but rather with both knowledge and skills hence self–reliance.

Tax reforms were made to increase domestic revenue by removing tax incentives and exemptions in some cases and where it threatens private investors, ties to positive benefits such as employing a number of Rwandans

Diversification of the economy through development and strengthening of other economies like that of tourism, trade and commerce to supplement the agricultural sector so as to provide alternative sources of income

Proper land tenure program which has encouraged consolidation and crop intensification program (CIP) so as to help in maximum utilisation of land resource. In addition, storage and agro–processing programs to reduce pre and post harvest losses among small scale farmers.

Rwanda has also put in place many SACCOs Savings and Credit

Cooperatives as a means to allow all people irrespective of the capacity, to receive small loans so as to increase entrepreneur skills examples include; Umwalimu SACCO, Umurenge SACCO, AVEGA for women who became widows because of the genocide, in addition to other main banks.

Sensitising the population on the importance of saving as a means to increase investment and sustainable growth especially among the low income earners.

Rwanda has increased the search for market for home made products like art work, textiles. Food stuffs and the culture and traditions through retail sales.

Qn 5: *The challenges include the following:*

- Limited capital to exploit the available resources. Rwanda is a developing country with a low level of industrial growth that produces semi finished goods like the agro based industries and hence earning less from her exports.

- Limited skilled labour to fit the fast growing economy due to a poor education system that produces job seekers and not job creators, this has lowered the tax base and labour market.

- Limited entrepreneur skills where many Rwandans have not put much effort to start small scale business. This has increased the dependency ratio especially among the un educated on the government for survival and therefore a challenge to dignity and self-reliance.

- Poor infrastructural development especially roads in the rural areas to widen market for goods that are produced in the far rural areas to increase income generation for its citizens and hence self–reliance.

- In addition to the above, there is also limited market both at home because of the low population and abroad due to the rampant protectionism to trade for exports

- Low levels of technological development where the low methods of production are very common and therefore affecting productivity.

- Political instabilities in neighbouring countries affect Rwanda especially in terms of trade given that it is a land locked country which cannot conduct transactions with other countries without the support of her neighbours like Tanzania and Kenya.

TOPIC AREA
CONCEPT OF DISABILITY

SUB-TOPIC AREA
DISABILITY AND INCLUSIVE EDUCATION

UNIT XVII
CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION

NO OF LESSONS
THREE (3)

Concept of disability and inclusive education

Refer to Learner's Book pages 217 - 221.

Key unit competence

At the end of three (3) lessons, the learner should be able to analyze causes and effects of disabilities and determine measures to prevent disability.

Brief introduction

This unit involves the causes, effects and measures to prevent disability. The main sub-topics to be covered in this unit are:

• Causes of disability
• Effects of disability
• Measures to prevent disability

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Explain the causes and effects of physical, mental and emotional disabilities	• Asses the causes and effects of disability and relate the current situation	• Appreciate the raised awareness of disability
• Explain measures to prevent disabilities	• Evaluate effetiveness of measures to prevent disabilities in Rwandan society	• Display tolerance, respect for all people, show concern for and acceptance of people with disabilities
		• Appreciate importance of good hygiene

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

Teaching/learning materials

You will need a variety of teaching/ learning materials to deliver your lessons: *These include the S2 History Learner's Books, internet, pictures, media, (news papers and videos), tactile materials, jaws software, talking globes and tactile maps and Braille materials. Sign language should be used when teaching with hearing impairment.*

Teaching/learning methods

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

Generic competences

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

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

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

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

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

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

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

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

Links to other subjects

The teacher should let the learners know that in subjects such as Biology, disease: causes, effects and measures of prevention of diseases are taught, even in science at primary level.

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

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

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

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

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

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

(b) Summative assessment (assessment of learning)

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

Cross-cutting issues

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

- *Peace and values education:* when dealing with measures to prevent disability for example respecting traffic rules keeps everybody safe and at peace

. • *Financial education:* When discussing the effects of disability in cases where the disabled are sometimes not competent for specific types of jobs. In that case if affects their finances.

- *Comprehensive sexuality education:* when discussing the whole topic. Inform learners that disability can be for everyone if they do not work hard to prevent it be it the boys and the girls.

- *Inclusivity in education:* Learners should know that even the disabled children have full right to education like the normal ones and therefore should help them achieve their goals of education.

Introduction to the unit
In this unit, we will look at Disability in general and the main sub-units are:
- Causes of disability
- Effects of disability
- Measures to prevent disability

17.1: CAUSES OF DISABILITY

Refer to Learner's Book pages 217 - 219.

Learning Objectives
By the end of this sub-topic, the learner should be able to:
- Explain the causes and the effects of physical, mental and emotional disabilities.
- Asses the causes and effects of disability and create the current situation.
- Appreciate the raised awareness of disability.

Preparation for teaching
In your preparation for this lesson, you need to read widely about disability in general. More emphasis should be on causes, effects and measures to control disability.

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

Teaching/ learning activities
During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activities will make the teaching/learning interactive:
- Organise learners in a wide area preferably a football pitch and instruct them to conduct **Activity 17.1** and **17.2** on page 217.
- After learners have tried it as individuals, select a few students to repeat the same activity as others are watching them.
- Ask learners what they found out.

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

Information for the teacher
Causes of disability
Disability is the absence of competent physical, intellectual and moral power to perform an activity in the normal way as a human being for example inability to hear, walk,

talk or see. The causes of disability vary from physiological factors to environmental ones.

These include:

1. Genetic causes
2. Drug abuse
3. Illness like cancer and heart attacks.
4. Bacterial and viral infections
5. Accidents
6. Brain damage
7. Non-execution of the immunisation schedule
8. Food scarcity (and malnutrition) and poor sanitation
9. Use of strong drugs such as insecticides and herbicides to kill insects and weeds yet the poison can always spread to the things we eat

Further activity

Explain what the government of Rwanda has done to stop disability.

Answer to further activity

- Strict road safety rules that are monitored everyday and everywhere.
- Sensitisation of masses on the importance of Immunisation
- Giving free vaccines to the citizens
- Availing councilors in all hospitals to fight mental disability
- Compulsory medical insurance for all citizens and foreigners working in Rwanda.

Follow-up activity

Let learners write down what can be done to improve the well being of the disabled.

17.2: EFFECTS OF DISABILITY

Refer to Learner's Book page 219

Learning objectives

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

- Explain measures to prevent disabilities
- Evaluate effectiveness of measures to prevent disabilities in Rwandan society
- Display tolerance, respect for all people, show concern for and acceptance of people wirh disabilities

Preparation for teaching

In your preparation for this lesson, you need to read widely about disability. More emphasis should be put on the effects of disability.

Teaching/learning materials

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

Teaching/learning activities

During the lesson, you should give the learners an opportunity to give their ideas as much as possible. The following suggested activity will make the teaching/learning interactive: **Activity 17.4** on **page 219.**

Remember to let them write points as they discuss in groups. They should appoint one person

to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Information for the teacher

Effects of disability

1. Auditory and visual problems or impairment, individual may lose these senses all together or have them function faintly
2. Difficulty or inability to mobility by one without aids which are also expensive to purchase for example the wheel chairs
3. Recurrent bone infections keeping on regular hospitalisation and drawing your resources further.
4. Social stigmatisation as some people may shun association with you because of your inconveniencing mobility and in addition people do not know how they are going to interact with you in case the disability is recent.
5. Trauma where by the disabled feel inferior in society and don't feel they can perform full duties and obligations like other members for example in school they cannot join many clubs to show their talents or capabilities
6. Poverty where by the disabled members in society are sometimes unable to do some jobs to earn them a living and in other cases, they are segregat-

ed from being employed since many people believe that disability is inability.
7. Disability can in some cases result into death whereby people become helpless and later starve to death, or cannot help themselves in time of problem for example when there is a fire outbreak.

Answers to further activity
- Visual impairment
- Physical disability
- Mental problems
- Hearing impairments

You can organise to visit a nearby hospital or health centre, specifically go to the disabled ward and do general cleaning for them.

17.3: MEASURES TO PREVENT DISABILITY

Refer to Learner's Book pages 220 - 221.

Learning Objectives
By the end of this sub-topic, the learner should be able to appreciate importance of good hygiene.

Preparation for teaching
In your preparation for this lesson, you need to read widely about disability. More emphasis should be on measures to control disability.

Teaching/learning materials
The following materials will help you during the delivery of this sub-topic: *Senior 2 History Learner's Book,*

Internet, videos, newspapers written in different languages and braille materials for visually impaired learners.

Teaching/learning activities

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

The following suggested activities will make the teaching/learning interactive

- Guide the learners in forming groups and let them do **Activity 17.5** and **17.6** on pages 220 and 221 respectively.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.

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

Notes for the teacher
Measures to prevent disability

1. Vaccination and immunisation.
2. People must ensure hygiene is maintained everywhere and every time.
3. Safety measures should be encouraged so as to avoid and limit accidents.
4. People should seek timely medication especially the pre-natal care for expecting mothers so as to avoid compounding any infections that may result into disability at some later stages.
5. Improving on the feeding habits especially for expecting mothers and children who are more vulnerable to malnutrition effects.
6. Seek aid from international and national organisations that help the needy for example World Vision and Compassion International to provide food for people in war and in poverty stricken countries.
7. Sensitising the community on how to prevent disability and even learn how to manage them
8. People should be taught on the importance of environmental conservation and the need to conserve and preserve it naturally.

Follow-up activity
You can ask learners to consult from any older people around the on what one can do to prevent disability.

Further activities for slow and fast learners
As average learners will be carrying out **Activities 17.1** and **17.2** in the Learner's Book on page 217, the following activities are recommended for fast and slow learners respectively:

a) **Fast learners**
Ask them to discuss the causes of disability and present their findings before the next lesson.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 17.3, 17.4** and **17.5** on pages 219 and 220 respectively in groups and present their findings and hold class discussions. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on **Activity 17.6** on page 221 and end of unit Revision Questions.

Revision questions

1. Discuss the causes of disability
2. Examine ways through which disability can be prevented
3. Analyse the effects of disability

Answers to Revision Questions
Qn 1:

i) Genetic causes whereby disabled parents can bear children with disabilities for example, diabetic parents can easily bear a child with a physical handicap.

ii) Drug abuse can cause mutations in chromosomes and organ building up. This is why it is warned for expectant mothers to keep off drugs like alcohol, cigarettes and other toxic substances.

iii) Illness like cancer, heart attacks that confine people to bed for long can easily result into long–time disabilities, even epilepsy and lung diseases all contribute to disabilities.

iv) Bacterial and viral infections to body organs can easily leave a person disabled. This is common with bone infections

v) Accidents for example falling off a tree, rough play result into severe injuries or even traffic accidents accidents can leave one disabled after recovering from the injuries sustained at the accident spot.

vi) Brain damage which can bring about a condition of cerebral palsy. This condition brings about difficulties in motor nerves and sensory nerves in coordination, with the brain failing to control the entire body, one easily becomes disabled.

vii) Non-execution of the immunisation schedule may cause disability especially for children of between 0 – 5 years. This puts the child at risk of contracting polio, meningitis which finally result into disability

viii) Food scarcity and poor sanitation especially in crowded areas in many areas especially those that are in war periods. This leads to deficiency in body building foods like proteins, vitamins for body protection and carbohydrates for energy production and disability may occur to both the old and young as a result.

ix) Use of strong drugs such as insecticides and herbicides to kill insects and weeds yet the poison can always spread to the things we eat for example water, food and later cause poisoning to our bodies which can also result into disability. In addition the use of asbestos for roofs causes disabling lung diseases.

Qn 2: Vaccination and immunisation as a measure of preventing children against the immunisable diseases that can cause disability for example polio, measles and in case its not easy to access the vaccines, mothers should breast feed their children for longer periods to boost natural immunity.

People must ensure hygiene is maintained everywhere and every time for example environmental hygiene, body hygiene, food hygiene, this can be done through sensitisation of the mass for example communal work that is done every last Saturday of the month in Rwanda.

Safety measures should be encouraged so as to avoid and limit accidents for example road accidents and also encourage use of public means to reduce on traffic congestion.

People should seek timely medication especially the prenatal care for expecting mothers so as to avoid compounding any infections that may result into disability at some later stage.

Improving on the feeding habits especially for expecting mothers and children who are more vulnerable to malnutrition effects. In case the balanced diet is hard to get, food supplements should be given in form of medicine for example ion tablets, vitamins etc

Seek aid from international and national organisations that help the needy for example World Vision, Compassion International, to provide food for people in war, and in poverty stricken countries.

Sensitising the community on how to prevent disability and even learn how to manage them for example by home treatment. This can as well help people to understand the importance of vaccination and, hygiene and good eating habits.

People should be taught on the importance of environmental conservation and the need to conserve and preserve it naturally without using poison, since it does not only affect the insects but even land and human lives.

Qn 3:

i) Auditory and visual problems or impairment, individual may lose these senses all together or have them function faintly.

ii) Difficulty or inability to mobility by one without aids which are also expensive to purchase for example the wheel chairs

iii) Recurrent bone infections keeping on regular hospitalisation and drawing your resources further.

iv) Social stigmatisation as some people may shun association with you because of your inconveniencing mobility and in addition people do not know how they are going to interact with you in case the disability is recent.

v) Trauma where by the disabled feel inferior in society and do not feel they can perform full duties and obligations like other members for example in school they cannot join many clubs to show their talents or capabilities

vi) Poverty where by the disabled members in society are sometimes unable to do some jobs to earn them a living and in other cases, they are segregated from being employed since many people believe that disability is inability.

vii) Disability can in some cases result into death whereby people become helpless and later starve to death, or cannot help themselves in time of problem for example when there is a fire outbreak.

TOPIC AREA
INDIVIDUAL AND FAMILY

SUB-TOPIC AREA
VALUES, ATTITUDE AND SOURCE OF SEXUAL LEARNING

UNIT XVIII
FAMILY AND PERSONAL VALUES

NO OF LESSONS
THREE (3)

Family and Personal Values

Refer to Learner's Book pages 223 - 227.

Key unit competence

At the end of three lessons, the learner should be aware of possible conflicts and appreciate differing Family and Personal Values (in relation to sexuality)

Introduction

The unit on Family and Personal Values takes the learner through real life experience in their families. The learner needs to appreciate that families are different but all of them have one major role and that is proper parenting of good citizens. It informs the learner about conflicts and misunderstandings between parents and children and the importance of parent-child dialogues.

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

- Conflict and misunderstandings between parents and children.
- Importance of parent–child dialogues about their differences and develop respect for each other's right to have different values.

Learning Objectives

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

Knowledge and understanding	Skills	Attitudes and values
• Describe how mutual trust between parents and children promotes effective communication	• Asses the family and personal values and show how they are inter related	• Acknowledge the importance of parents and personal values
• Explain the sources of misunderstandings and conflicts between parents and children (Adolescents and the youth)	• Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions to the society	• Appreciate the responsibility for personal decisions (negative and positive)

	• Analyse healthy relationship among peers and parents through dialogue and problem solving	• Show trust, respect and concern for parents and peers

Teaching/learning materials

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

Teaching/learning materials

S2 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Generic competences

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

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

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

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

(d) Communication skills: This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively, can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.

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

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

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

Links to other subjects

This unit is linked to Conflict transformation (general studies and effective communication, Nuclear and extended family (social studies)

Assessment criteria

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

i) Ability to analyse correctly a case study/scenario on possible conflicts between parental and children's values and propose related solutions:

ii) Observe and listen as learners interact during group discussions and activities. From such, you various tests to assess skills and knowledge.

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

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

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

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explore the differences in families, causes of conflict and mi understanding and the importance of parent–child dialogue about their differences and develop respect for each other's rights.

Cross-cutting issues

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

• *Financial education:* Highlight this when tackling the causes of conflict where some children and parents get mis understandings as a result financial constraints

• *Standardisation culture:* Remind the learners that barter trade was practiced during the precolonial Rwanda. There was no standard medium of exchange.

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

- *Peace and values education:* Explain to the learners that parent–child dialogue helps to bring about peace in the family .If the government has maintained peace for the citizens, it should be the case in families.

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

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

Introduction to the unit

A **family** is a fundamental social group in society typically consisting of one or two parents and their children. But the meaning of a family has changed with time. It can also be defined as two or more people, who share goals and values, have long-term commitments to one another. Most important is a family that has parents and children and how the two parties relate.

18.1: CONFLICT AND MISUNDERSTANDINGS BETWEEN PARENTS AND CHILDREN

Refer to Learner's Book pages 223 - 225.

Learning Objectives

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

- Describe how mutual trust between parents and children promotes effective communication

- Assess the family and personal values and show how they are inter–related.
- Acknowledge the importance of parents and personal values.

Preparation for teaching

You need to adequately prepare by reading widely about the Families, types and values of family especially in the Rwandan context. Make adequate research on causes of parent-child conflict especially among the adolescents. You can talk to many parents with adolescents and let them share experience especially on accessions they have disagreed.

Teaching/learning materials

The following materials will help you during the lessons: *Senior 2 History Learner's Book, Internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.*

Teaching/learning activities

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

- Guide learners to read the short story and answer questions in **Activity 18.2** on page 223.

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

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

Information for the teacher

A **conflict** is a clash or disagreement between individuals and in this case it means a situation where parents and their children have disagreements between their interests.

Causes of the parent–child conflicts

1. **Income levels** on the side of parents determine what they can and cannot afford for their children. When children's needs are not met by their parents regularly, this creates misunderstandings.

2. **Leisure choices** has brought about a wide range of leisure activities some of which parents find offending to the nurturing of their children for example pornographic videos and literature, sports betting etc. When parents control access to these, children feel denied of their rights.

3. **School performance**: Many times when school going chil-

dren especially the adolescents bring bad results, it creates misunderstandings especially if they used to perform better in lower sections like primary.

4. **Parenting styles:** Authoritarian, permissive and uninvolved parenting often prepare a clash between parents and their children at one time especially when they become adolescents.

5. **Age and peer influence** among the adolescents especially dating issues where parents normally come in to stop the intimate relations, children feel offended and therefore misunderstandings.

6. **Family break-ups** through separation and divorce, where the children are taken to stay with one of the partners and as a result they may always feel the other one with whom they don't stay with had better capacity to take good care of them.

Further activity
Other than the above factors, give more causes of parent-child conflict.

Answers to further activity
- Lack of attention and care from the parents as desired by the children sometimes makes them feel that they are neglected and hence end up into conflict.
- Sometimes conflict occurs due to generational clashes. Parents' morals and views of life can be very different from their

children's and in such cases conflict is inevitable.

- Conflicts between parents and children rise from the type of punishment they administer for example children who are always beaten by parents end up in conflict many times because with time, they get used to it.

Follow up activity
Let the learners' do **Activity 18.1** on page 223 in pairs as the extension activity.

18.2: IMPORTANCE OF PARENTS-CHILD DIALOGUES ABOUT THEIR DIFFERENCES AND DEVELOPING RESPECT FOR EACH OTHER'S RIGHTS TO HAVE DIFFERENT VALUES

Refer to Learner's Book pages 225 - 227.

Learning Objectives
By the end of the sub-topic, the learner should be able to:
- Explain the sources of misunderstandings and conflicts between parents and children (Adolescents and the youth).
- Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions to the society.
- Appreciate the responsibility for personal decisions (negative and positive).

Preparation for teaching
You need to adequately prepare by reading widely about communication and its importance in settlement of disputes. Emphasise on dialogue as a solution to parent–child conflict.

Teaching/learning materials
The following materials will help you during the lessons: *Senior 2 History Learner's Book, Internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.*

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

The following suggested activities can make the teaching/learning interactive: **Activity 18.4** on page 225. Help learners form groups of five and then discuss the problems brought about by the parent–child gap and how it can be bridged.

For **Activity 8.5** on page 227, let learners work in groups and record their points as they discuss. One of them should present their findings t the class aftwerwards.

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

Guide the learners to learn the meanings of the word *Dialogue*. Let

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

Information for the teacher

Dialogue is a live conversation or other form of discourse between two or more individuals intended for a good outcome.

It is important that parents and children discuss openly to know and commit to their duties and responsibilities, rights and liberties as follows:

1. It creates trust, confidence and self-esteem in the two parties to always do things after they have mutual agreement so as to stop misunderstandings and create peace.

2. Dialogue gives way to parents to always let their children know what they can and cannot afford instead of feeling that they are not a priority.

3. Dialogue helps parents and their children to always make choice on what type of entertainment they should have .

4. It is the only way parents can have influence on their children's lives because they are looked at as friends and guides other than being looked at as rulers and perfectionists and through this, parents can influence the type of friends their children can have hence fighting peer influence.

5. Career guidance can be effective because children can al- ways confide in their parents since these become the closest and lasting friends. This friend- ship is built through dialogue.

6. Dialogue gives chance to par- ents to witness how their children grow especially the adolescents and therefore can have chance to share experi- ence on how one must behave to overcome that period other than constant punishment and accusations.

Further activity

Using the following play, instruct learners to role play the conversation between a parent and the child. Let them form a conflict and write a dialogue on it.

Answers to Further activity

Nziza (child): *Good evening papa?*

Rugamba (parent): *Good evening dear son.*

Rugamba: *How was your day at school?*

Nziza: *Uhmmm…… fair papa.*

Rugamba: *Fair? ….. let me see your History exercise book*

Nziza: *Here it is but my History teacher put a bad comment and…..*

Rugamba: *Don't mind let me have a look at it.*

Nziza: *Papa, please am sorry (as he pulls his book out of the bag). I will never play in class again.*

Rugamba: *You are forgiven but, make sure you are always attentive in class so that you get better grades. okay?*

Nziza: Okay papa, and thank you for your advice and understanding.

From their dialogue, learners need to show how it is a way of solving parent–child cinflict.

Follow-up activity

'Dialogue is the best way to solve parent–children conflict.'

Further activities for slow and fast learners

As average learners will be doing class activities in the Learner's Book, the following activities are suggested for the fast and slow learners:

a) Fast learners

Ask them to discuss in groups the causes of parent-children conflicts in Rwanda and present their findings.

b) Slow learners

Ask the slow learners to listen to and write down the findings of the first learners.

Interactive and multi-ability learning

To promote interactive and multi-ability learning, ask learners to work on **Activities 18.3** and **18.4** on page 225 and **18.5** on page 227 in groups and present their findings. Ensure that learners with special needs are catered for.

Extension/Remedial Activities

Ask learners to work on End of Unit Revision Questions.

Revision questions

Qn 1: *The importance of parent–child dialogue in upbringing of the proper Rwandan citizens:*
- It helps to create trust and mutual co-existence between the parents and children.
- Dialogue creates time for parents to educate their children and bring them up according to the Rwanda norms and culture.
- It is the best way to teach their children about sexuality education and body changes
- It gives a strong sense of belonging to the children and this supports proper child growth and development.
- Parents can guide their children on what to do in future, that is career guidance.

Qn 2: *Importance of parent-child dialogue.*
Ask learners to work in group (while ensuring learners of all abilities are taken care of). Let them discuss then write their answers to be presented in class. Your input is valuable as you are expected to guide them during this discussion. Assess learner's responses carefully, pointing out and encouraging the correct points while correcting wrong ones. *Refer to Learner's Book pages 225 - 226.*

Qn 3: *Causes of child-parent conflict. Refer to Learner's Book pages 223 - 225.*

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