

Achievers

History

For Rwandan Schools

Senior 4

Teacher's Guide

Theophile Sebazungu
Assa Okoth
Agumba Ndaloh



**East African
Educational Publishers Ltd.**

Kigali • Nairobi • Kampala • Dar es Salaam • Lilongwe • Lusaka

Published by
East African Educational Publishers Ltd.
Kijabe Street, Nairobi
P.O. Box 45314, Nairobi – 00100, KENYA
Tel: +254 20 2324760
Mobile: +254 722 205661 / 722 207216 / 733 677716 / 734 652012
Email: eaep@eastafricanpublishers.com
Website: www.eastafricanpublishers.com

East African Publishers Rwanda Ltd.
Tabs Plaza, 2nd Floor, Room No. 12. Kimironko Road,
Opposite Kigali Institute of Education, Kigali
P.O. Box 5151, Kigali, RWANDA
Tel: +250 787 309702 / 722 562101
Email: eap@eastafricanpublishers.com

East African Educational Publishers also has offices or is represented in the following countries: Uganda,
Tanzania, Rwanda, Malawi, Zambia, Botswana and South Sudan.

© Theophile Sebazungu, Assa Okoth, Agumba Ndaloh, 2016

All rights reserved

First published 2016

ISBN 978-9966-56-179-4

Printed in Kenya by
Autolitho Limited

Contents

Section A: INTRODUCTION AND METHODOLOGY	1
INTRODUCTION.....	2
SECTION B: INTERPRETATION OF THE SYLLABUS	62
Unit 1: The reforms of the Belgian rule in Rwanda.....	74
Unit 2: Comparison of genocides	84
Unit 3: Origin, rise, organisation and decline of empires in West and South Africa	89
Unit 4: Role of agents of colonial conquest	105
Unit 5: African response to colonial rule	111
Unit 6: Contribution of main ancient civilisations to the development of the modern society.....	118
Unit 7: Political, economic and intellectual developments in medieval and modern times.....	123
Unit 8: Major European events between 1789 and 1835.....	131
Unit 9: Human rights codification and its impact	140
Unit 10: National cohesion and identities and respect of human rights	144
Unit 11: Role of Gacaca and Abunzi in conflict solving.....	148
Unit 12: Various forms of interdependence	154

Section A:
INTRODUCTION AND
METHODOLOGY

INTRODUCTION

This Teachers' Guide is meant to assist the teacher in interpreting the topics in the syllabus for the History for Rwanda. It breaks the topics into units to enable the teacher's role in implementation of the syllabus easy and manageable. The resource should be used alongside the Student's Book and other recommended reference materials.

The Teacher's Guide breaks the content into units. The units should be further sub-divided into subunits which should constitute the subtopics. This is aimed at making the teacher's work easy and manageable.

This Teacher's Guide is divided into two parts. Part one deals with methodology while part two delves into the interpretation of the syllabus. Part one examines teaching techniques, teaching and learning resources, assessment procedures, planning for instruction, how to handle learners with various challenges i.e. inclusive learning and differentiation. In part two, the teacher is taken through the processes of interpreting and presenting each subtopic to the learners. There are instances where two subtopics are merged in a lesson. In such situations, the teacher should bear in mind the independence of each subtopic.

Generally, it encourages the teacher to play the role of a facilitator in the instructional process. He or she should encourage more learner participation as he or she guides them. Independent learner investigation should be stressed. During the teaching and learning exercise, questioning should be encouraged. The teacher should create an enabling environment for learning by ensuring a free learning environment where a learner can ask or answer questions without fear. Such an environment will promote the learning of History.

Definition of History

The term history is derived from the Greek word "Historia" which closely translates to an enquiry designed to elicit truth or search for truth before unveiling the findings. Today, history is defined as a critical and systematic study of human beings' past vital activities in a chronological perspective. In most cases, the past vital activities are from the current society's stand point. They cover the socio-political and economic development aspects of human development.

As a subject, History is anchored on seven points which must be paid attention to in the instructional process. Indeed these are what constitute the nature of the subject. They are that history:

- Is the study of human beings;
- Is concerned with human beings in time;
- Is concerned with human beings in space (environment);
- Explains the present and the past,
- Is a dialogue between the events of the past and progressively emerging future trends;
- Is the growth of human consciousness, both in its individual and collective aspects; and
- Continuity and coherence are the necessary requisites of history.

Any study of History and Citizenship must be based on the seven points to make the examination complete. This should be reflected in how the subject is taught in our schools.

Aims of teaching History in Rwanda

The teaching of History in Rwanda is based on the general aims of teaching the subject the world over.

Generally history is taught due to among others, the following reasons:

- Promotion of knowledge on diverse issues related to human beings.
- Provision of proper conception of time, space and society.
- Enabling a learner to assess the values and achievements of their own age.
- Inculcation of tolerance in a learner. Cultivation of valuable intellectual attitudes.
- Broadening the intellect by adding a third dimension to the two-dimensional world – past, present and future.
- Influencing learner behaviour positively.
- Imparting mental training in the learner.
- Training the learner on how to handle controversial issues in life.
- Guiding the learner into respecting and appreciating the country's diverse and rich cultural heritage.
- Improving a learner's communication ability.
- Helping a learner to resolve the societal contemporary social and individual problems.
- Fostering national feelings.
- Developing international understanding.
- Developing some useful mechanical skills.
- Serving as a basis for specialisation in various careers.
- Enjoyment i.e. pleasure and inspiration to the individual.

Development of skills in History

The teaching of History pays attention to the development of skills in the learner. As a teacher, you should guide the learner into developing these skills in a systematic and focused manner. The most critical skills are those that enable the learner to effectively participate in societal life, encourage critical and creative thinking, social skills and those that make the learner understand the self- life skills.

Generally, the skills to be developed can be categorised into:

a) Communication skills

These are skills which enable the learner to effectively communicate with those he or she interacts with. They are also known as study skills. Examples of such skills are; ability to talk, locate, organise and get information through reading and answering questions, listening and observation. Others are ability to express self in verbal and written forms, interpretation of pictures and other graphic materials. History teaching abounds with instances where these skills can be, through the assistance of the teacher, developed by the learner. The teacher should therefore, be keen to exploit such opportunities.

b) Intellectual skills

Intellectual skills deal with advanced mental operations. At secondary school level, the learners should be exposed to a variety of these skills as they are expected to carry independent exploration of content through desk and field research. Intellectual skills are also known as research skills. They include ability to form concepts, interpret, analyse, apply, evaluate and synthesise information, ability to differentiate facts from opinion, logical and clear thinking, deduction, critical judgement and making generalisations on the basis of evidence.

c) Social skills

These are also known as interpersonal or group skills. Through them, a learner is able to play and socialise or interact with those he or she comes across – both in the immediate and distant environment. The school is an agent of socialisation and both curricula, co-curricular and extra-curricular activities should encourage the learner into becoming a useful social being. Failure to nurture them in the learner, will impact negatively in the whole instructional exercise.

d) Motor skills

Learners need to be exposed to opportunities which allow them to move whole or parts of their body in the course of instruction so as to enable them physically coordinate and manipulate objects.

e) Inculcation of values and desirable attitudes

Learning deals with change in behaviour, a change which should positively impact on the learner. Behaviour is largely influenced by the values, ideals and attitudes held by an individual. History is a value-learning subject. This can only be made possible by the teacher during the teaching and learning process. To become a useful member of the society, a learner should be guided by the teacher into developing these values. In addition, they should be given ample opportunity to practice the values and desirable attitudes. It is vital that those the learner interacts with are of high integrity. This should be reflected in how they behave so that if a learner emulates them, he or she, copies the right behaviour. The teacher, should also where possible, give the learners examples of role models in their immediate, proximate and distant environment.

In History, desirable attitudes and values imply the following:

- Developing attitudes to take up social and civic responsibilities to enable the learner to become an active participant and informed individual.
- Developing attitudes to act in line with the cherished democratic principles and values.
- Developing attitudes of patriotism, cooperation, respect, self reliance, love, self discipline, tolerance, adaptability, justice, sympathy and awareness towards change.
- Developing attitudes to appreciate the viewpoints of others and making one's own contribution.
- Developing attitudes to life, based on sound moral values.

Techniques of teaching desirable attitudes and values

Attitudes and values in History, should be integrated in the learning experiences and be reflected in the planning and execution stages of every lesson. These can be done by the teacher through the following:

- Provision of information on what is right and wrong in the society.
- Provision of examples or role models to learners from the society.
- Presentation of moral dilemmas to the learners or asking them to come up with some moral dilemmas themselves which they can discuss in groups.
- Provision of experiences in the immediate environment to shape learner attitudes. This helps the learner to be directly involved in carrying out the activity e.g. providing assistance to the needy or helping to plant trees to conserve the environment.

Specific issues on the teaching of History

There are specific issues that a teacher of History confronts in the course of planning and implementation of the curriculum. These issues need to be thoroughly thought out prior to implementation or during the implementation process. They include but are not limited to the following:

a) Specific objectives/instructional objectives/learning outcomes

These are the things a teacher intends to achieve by the end of a lesson in exposing a learner to a given content. They are formulated by the teacher from the syllabus in line with learner characteristics. Ideally, they should cover all the three learning domains of cognitive, psychomotor and affective. However, at times this is not possible. It depends on the nature of the subtopic or lesson. Whichever way, they should be specific, measurable, achievable, realistic and time bound (SMART). This should clearly be reflected in the verbs in which they are formulated in.

Generally, as the teacher formulates the instructional objectives, he or she should strive to get answers to two cardinal questions:

- i. What do I want the learner to learn?
- ii. How do these specific objectives relate to the long term objectives of History?

Specific objectives in history should bear the following attributes:

1. State clearly what the learner is expected to do by the end of the lesson or session i.e. how does the learner stand to benefit by exposure to content?
2. State the conditions or constraints under which the behaviour should be shown.
3. Provide a clear indication of the minimal standard of performance that is considered acceptable.

All specific objectives should be stated in behavioural terms and should focus on the learner as a unique individual.

- It assists the teacher in planning, delivery, methodology and resource sourcing and use.
- It lays emphasis on learner activities.
- It offers a means for learner evaluation during the teaching exercise.
- It enables the learner to be aware of what is expected of him or her thus strive to attain the same during the instructional process.
- It assists the teacher to organise the lesson in a systematic and logical way.

The three domains of learning are usually covered by the specific objectives. Each has a particular group of verbs to be used when stating them. The cognitive domain for example, usually allows verbs such as state, explain, assess, compare

and contrast, name, describe, analyse etc. The psychomotor domain, deals with skills hence uses verbs like draw, apply, observe etc. The affective domain deals with values and attitudes and uses verbs such as appreciate, cooperate, share, love etc. In History, more often than not, most specific objectives tend to be skewed towards the cognitive and affective domains. There are nonetheless, situations which demand formulation of specific objectives along the psychomotor domain.

b) Teaching and learning activities

In the lesson, both the teacher and learners have what they are expected to undertake. These are what are known as the teaching and learning activities. The former are those done by the teacher while the latter are undertaken by the learner. There are a few points a teacher of History needs to bear in mind when organising for the teaching and learning activities. These include:

- activities chosen should be within learner level and ability;
- every teaching activity must have a corresponding learning activity;
- activities should be varied within a lesson, and from lesson to lesson;
- simple activities should come before complex ones i.e begin the lesson with simple activities as you advance to more complex ones;
- choose activities which encourage active learner participation in the teaching and learning exercise;
- learning activities should take the lion's share of the lessons' time;
- all teaching and learning activities should be in-built in the planning stage of the lesson.
- the teaching and learning activities should be spread throughout the lesson.

c) Teaching methods and techniques

The teaching and learning of History is based on known methods and techniques. Learner centred methods and techniques are recommended for use by the teacher from time to time. The teacher should make sure that a learner is actively engaged in the instructional process.

Even though the choice of a teaching method is at the teacher's discretion, it should be informed by among other factors, the following:

- Specific objectives
- Class size i.e. enrollment
- Learner characteristics i.e. age, ability, experience, interest or level of motivation, etc.
- Time available to teach the content.
- Available relevant teaching and learning resources.
- Nature of the subject matter/content.

- The teacher's predilections e.g teacher's teaching style, likes, interest, communication ability, etc.
- Professional managerial support.
- Level of inclusion and differentiation. The former implies catering for the needs of learners with challenges in class with other learners while the latter refers to the practice of acknowledging and allowing for different levels of attainment in a group of learners. It may be done through differentiation in activity, which involves the teacher in planning and providing different activities for learners who may be working at a higher or lower level of attainment than the majority.
- The degree to which the learners need to be actively involved in the lesson/ degree of learner involvement in the lesson.
- Class environment e.g. weather, ventilation, lighting, physical state of the classroom, etc.

These are pertinent factors which must be strictly observed in a teacher's choice of a method of teaching History.

Criteria for choice of a suitable method in History

A good method in History should have the following characteristics. It should:

- arouse, develop and sustain learner interest to content
- help to develop a learner's positive attitude towards History
- lay emphasis on active and creative learning.
- be able to stimulate learner curiosity for further learning and independent investigation of historical facts.
- encourage individual and collective work.
- inculcate desirable habits, values and attitudes in the learner.
- encourage purposeful, realistic and concrete situations in learning to replace rote learning among learners.
- encourage application of learned material.
- evolve out of the teacher's own experimentation on actual classroom situation/ ease of use by the teacher.
- aim at developing in a learner, the capacity for 'clear thinking'.

Generally, a teacher of History should be conversant with a variety of teaching procedures to be able to pick up the appropriate ones at any one particular time. Every learning situation due to the requirements of the subtopic, should force the teacher to apply the diverse knowledge and skills that suits it.

In a lesson, it is recommended that a teacher of History uses more than a single method. However, care should be taken not to congest a lesson with methods. Between three and four methods are acceptable. Using more than one method of teaching is recommended in teaching because it breaks monotony, reaches a

large segment of learner population as it caters for diverse learner differences, reduces the limitations of each method and brings more satisfaction to both the learner and teacher as it exposes them to changes in activity. A skilled teacher of History should have a repertoire of methods to use so as to indicate or demonstrate a confident flexibility of approach in the subject.

Teaching techniques

These are the specific activities performed by both the teacher and the learner in class to enable attainment of specific objectives be possible. Like methods, they should be learner-centred and encourage active learner participation. In addition, they should be systematic and logically arranged to enable them help in the realisation of specific objectives. They are actually the building blocks of teaching. There are many techniques which may be used by a History teacher. Examples include: grouping; small group discussion, singing and dancing, modelling, demonstration, drawing etc. It behooves a teacher to come up with the techniques that suits a lesson, interviews of topic and specific objectives. One should be innovative and creative to enrich the teaching exercise. Below are methods which can be effectively used to teach History at the secondary school level.

Lecture/explanation/exposition

This method involves the teacher's systematic presentation of the subject matter to learners through verbal means. As the teacher presents the material, he/she usually stands in a position where learners are able to view him or her and all the other learning materials being used. The method comes in two forms – formal and informal. The latter, which is also known as explanation or exposition is what is recommended for use to learners of History at the secondary school level. It permits a two way communication between the teacher and learner(s) through a variety of teaching and learning activities.

The lecture method should be used cautiously in teaching History. Care should be taken to make it well structured, interesting and meaningful to enable maximum benefit to be derived from it. At all times, the teacher should be cognisant of the fact that the effectiveness of the method hinges on how it is transmitted, received and processed. It is only through this that the teacher will cultivate learner interest, influence the learner, motivate him or her to the lesson and stimulate him or her so as to participate meaningfully in the lesson.

Points to put into consideration while using the lecture method

A History teacher should pay attention to the following points when using the lecture method:

- planning the lesson well e.g. by preparing a synopsis of the lecture
- language level of the learner(s)
- incorporate a variety of instructional resources
- making the lecture interesting to the learner
- highlighting the key points in the lecture on the writing board
- encouraging learners to ask questions, make comments and suggestions on the subtopic
- pausing to allow learners to get time to take notes while taking note of the note-taking speed of the learners
- provision of allowance of time towards the end of lesson for reviewing the lesson
- incorporating various teaching and learning activities e.g. singing, dancing, discussion, acting, etc
- basing the lecture on specific objectives/organising the lecture on specific objectives
- organising the lecture in a systematic and orderly manner
- assisting the learner(s) to see the logic of the lecture, deduction, cause and effect and chronology during the presentation
- the nature of the subject matter in the lesson
- the lecture, during presentation should be cohesive and comprehensive i.e. addressing everything that are central to the subtopic
- using gestures and other body movements to add flavour to the presentation hence ease achievement of specific objectives
- talking to the learners, not to oneself or the writing board.
- being keen and observant of any forms of non-verbal communication from the learner(s) e.g. yawning, forced cough, stretching hands, moving desks, sneezing in a forceful manner, etc. appropriate action should be taken when any of these is noticed
- varying or changing voice from time to time during the lecture
- where characters are involved, the teacher should try to impersonate them
- shifting or moving his or her position from one point of the classroom to another
- timing the lecture not to exceed 20 minutes for secondary school learners/ base the lecture on learner attention span
- guarding against writing on the writing board while talking/speaking to the learners at the same time.

When to use the lecture method in History

We can use the method in the following situations:

- When introducing a subtopic or concept of interest.

- When guiding the learners on content that is not available in textbooks/ hence cannot be within learner reach when/ expanding content to the learner.
- When summarising key points at the end of the lesson/revising the lesson/ concluding a lesson.
- When the teacher wants to cover a substantial part of the syllabus in a limited time.
- When explaining theoretical and complex concepts which cannot be easily demonstrated.
- When clarifying or interpreting issues to the learner/when content is new to the learner(s).
- When adding variety to the teaching and learning process so as to motivate the learner(s) to the content.
- When faced with large classes.
- When the teacher is using the small group technique he or she informs the learners of what is expected of them through a lecture.
- When giving instructions to learners.
- When giving learners an assignment, the teacher can use explanation to enable the learner know how to go about carrying out the assignment.

The teacher should try to use the lecture method cautiously and sparingly in teaching History. Teacher dominance in the instructional process is one of its hallmarks hence negating the essence of putting the learner at the heart of the teaching and learning process. Follow-up activity should always accompany any use of the lecture method.

Story telling/narration

This refers to a method of teaching where the teacher or learner develops an account of historical facts on aspect of content of interest through verbal means. They may be based on things which actually happened or not; such as myths and legends.

Characteristics of stories

A good story in History should:

- be simple, short and to the point, e.g. avoid long explanations, many dates and names of people, places or things;
- be based on learner characteristics e.g. age, ability, interest and experience;
- be interesting to the learner/possess humorous elements;
- be enjoyable;

- have a lot of illustrations such as metaphors or similes to make the story interesting;
- be action-packed hence inspiring the learner to action;
- not have many characters;
- have moral lessons, by emphasising that good is rewarded and evil punished;
- be morally sound;
- have a happy ending;
- have an introduction, main body and conclusion to enable it be told in a sequential manner;
- be relevant to the subtopic;
- help in the realisation of specific objectives (learning outcomes);
- be convincingly real with authentic details hence making the characters alive to the learner(s);
- be based on real life situations;
- not hurt feelings of any section of the audience.

Demonstration

Demonstration refers to a teaching method where the teacher explains a process or an idea through a combination of verbal, visual and practical means. There are times a learner can also talk to the others, of course through the guidance of a teacher, in the process. Once the learner has been shown how to do something or how it works, he or she is also expected to practice what has been demonstrated.

Characteristics of a good demonstration

A good demonstration in History should have the following characteristics:

- It should be done in a point where it can be observed by all the learners.
- It should present only one major idea to avoid confusing a learner.
- It should be striking, clear and convincing to a learner.
- In case of varied demonstrations, they should be well spaced throughout the lesson.
- It should encourage active learner participation.
- It should help in the achievement of specific objectives.

Question and answer

Question and answer is a teaching method where the teacher and the learners are involved in asking and answering questions on different aspects of the subject matter. The teacher's questions should be well designed and be planned in advance prior to entry to the classroom while learners' questions usually are a response to the teacher's facilitation of the instructional process.

The teacher should ensure every learner's attempt at providing answers to a question responded to in a manner that encourages the learner to further participate in the teaching and learning exercise so as to establish a smooth flow of information from either side.

Good questioning techniques demands that the teacher incorporates the questions in the planning of the lesson. As this is done, the teacher should try to spread the questions in all the six levels along Bloom's cognitive domain:- knowledge, comprehension, application, analysis, synthesis and evaluation.

Categorisation of questions

Questions can be grouped broadly into lower and higher order questions. The former require a learner to recall facts, concepts and principles, define terms and describe procedures while the latter require that a learner make value judgements on an issue through an agreed criteria (high order evaluative questions) and give alternative views hence accommodate divergent opinion (high level order divergent questions).

Characteristics of good questions

Good questions in History should have the following attributes:

- They should be posed using a simple language to enable learners follow it with utmost ease (should be clear and straight forward).
- The questions should not be too easy or too difficult for the learner(s). Both its vocabulary and sentence construction should be within the level of understanding of the learner (they should be challenging and thought provoking).
- Questions should be directed to the whole class, but formulated with a definite group of learners in mind (bright as well as slow learners).
- Questions should not be ambiguous or vague.
- Questions should suit learner ability and age.
- The teacher should not repeat questions or learner answers unless there is a good reason to do so. Repeating questions encourages inattentiveness.
- Avoid integrating two questions in a way which encourages a learner to guess the correct response i.e. guessing questions which give a learner a clue about the response i.e. leading or suggestive questions.
- Do not pose questions which require a learner to say a lot of things i.e. pumping questions.
- Questions should be short, clear and coherent (be orderly and well coordinated).
- Questions should be interesting.

Situations when to use question and answer

The method can be used in the following situations:

- When introducing a new subtopic or concept.
- When arousing learner interest in a subtopic so as to focus learner attention to the same (adding variety to the lesson by breaking boredom and monotony).
- When you want to promote critical thinking and problem solving (when you want the learner to develop the art of reasoning).
- When you want to encourage active learner participation in a lesson
- When you want to establish rapport with the learners so as to make them be involved in the lesson.
- When the teacher wants to get immediate feedback from the learner(s).
- When you want to ascertain learner understanding on concepts and skills in a subtopic
- When you want a learner to elaborate or clarify his or her response i.e. using questions as a follow up on learner response.
- At lesson introduction, to establish learner entry behaviour.
- When you want a learner to apply the knowledge gained.
- When you want learners to observe and interpret historical material presented in a lesson.
- When the teacher wants to build self-confidence in a learner.

How to handle learner questions

In the question and answer method, as we have already mentioned, learners are allowed to also ask questions. The questions are usually directed to the teacher who may redirect them to the class. The teacher may follow the guidelines below:

- encourage learners to ask questions
- show pleasure and appreciate learner's genuine efforts
- treat learner questions with respect
- pay attention to all learner questions
- if possible, ask a series of sequential questions based on learner's knowledge and experience.
- use linked questions to elicit the answer from another learner
- incorporate the use of instructional resources in replying to learner questions
- apportion time taken while responding to learner attempts on the basis of simplicity/complexity in terms of its demand
- where a learner poses an irrelevant question, you can inform him or her that you will answer it outside the class while where it is related to a new subtopic promise it will be handled then

- dismiss rude or useless questions from a learner in a polite way
- occasionally provide the learners with reference materials to search for answers to their questions
- do not allow a learner or a group of learners to dominate the questioning exercise
- where you don't know the correct response, be honest and tell the learners so and promise to go and investigate the correct response. Ensure that you keep your promise.

Discussion

This method involves the teacher initiating a process where the learners through his or her effort, facilitate exchange of points of view on a given aspect of content before they arrive at a conclusion on the issue. The learners, may also initiate a discussion on an issue related to content as they provide more than one point of view on the issue. The learners in large numbers, should freely make their remarks (opinions) on the item through the guidance of the teacher. Most of the times, the teacher and the learners exchange views in the class while the learners also do the same among themselves.

During the discussion, learners will converse going back and forth and around an issue of interest from the History syllabus. It thus facilitates increased learner involvement and active participation towards the achievement of specific objectives. Discussion in class may be deliberate or spontaneous. As a thoughtful consideration of the relationships involved in an aspect of content, it involves analysis, comparison, evaluation and making conclusions on an issue of interest. Participants usually organise, outline and relate the facts on the issue of interest.

There are two approaches to the method- expository and inquiry oriented. The former involves the teacher defining the objective (s) of the lesson, explaining the learning activities, allowing for discussion, inviting questions before finally concluding the exercise. The inquiry oriented discussion on the other hand entails the teacher arranging for the activity without specifying the objective(s). It also involves conducting the activity in an open-ended manner. The approach does not also involve making of specific conclusions and in it, unlike in the expository approach, the teacher's role is facilitative rather than leading the activity. Both approaches may be used in History at the secondary level.

Techniques of discussions

There are various types of discussions that may be used by a teacher of History at the secondary school. The main ones include:

- Whole class discussion
- Discussing in pairs

- | | |
|---------------------------|------------------|
| c) Small group discussion | f) Brainstorming |
| d) Debate | g) Symposium |
| e) Panel discussion | |

How to organise for a discussion

The method can be successful if the following points are paid attention to:

- (i) Adequate planning/preparation.
- (ii) During the discussion,
 - Ensure that class control is strictly observed.
 - Allow as many learners as possible to give their views.
 - Do not allow a learner or group of learners to dominate the discussion.
 - Be sincere, courteous and well mannered when guiding the discussion.
 - Create an enabling environment for learners to discuss the issue freely – let the environment be relaxed and informal.
 - Ensure that the activity is cooperative rather than competitive.
 - If necessary, especially where there is no consensus among the learners, give your view on the issue to conclude the discussion.
 - Where grouping is used, group the learners and let them choose their leaders in the respective groups.

- (iii) Evaluate the discussion at the end of the activity.

The discussion should have resulted in increasing learner knowledge on an issue, lessened or removed prejudice, changed attitudes, increased the change of learner interest or altered ideas about views previously held on an issue.

For a discussion to be successful, the participants need sufficient background knowledge on the issue of interest. The teacher needs to clarify agreement and disagreements among the learners and provide direction and guidance on basic skills of communication to the learners. A teacher must also make the discussion fit into the available time. The learners on the other hand need to support their arguments with facts; only speak when given a chance, listen attentively and reflectively and speak clearly to be heard by all the class members. They should also word questions carefully and clearly; and take part in the activity expecting to learn from the others.

Role-play

Role-play is a teaching method where the teacher asks selected learners to act out a real life situation based on a content or an aspect of it from the syllabus. In this method, the learners take up roles of other people and try as much as possible, to imitate certain behaviours or activities undertaken by those whose roles they assume. In this method, learners spontaneously act out different

roles related to the content from the syllabus. Role play is thus extemporaneous (without preparation) form of drama. It is therefore, unrehearsed dramatisation. The actors have a chance to employ their imaginative abilities and express original thoughts on aspect of content of interest. They should nonetheless try as much as possible to act as those whose roles they assume. The teacher should stress the fact that those role playing are not portraying their own characters. Learners can role play in pairs or as a group. Those without direct roles usually serve as an audience.

Situations where role-play may be used

They include:

- When the teacher wants to add variety in the instructional process.
- Where the specific objectives demand that a learner develops a concept on an issue or process.
- In a subtopic where personalities who played roles or have different responsibilities to do are covered. (Helping learners appreciate other people's point of view or responsibilities.)

Dramatisation

Dramatisation refers to a teaching method where learners play roles that are decided upon in advance and based on a subtopic from the syllabus.

Unlike role play, it involves formal acting where skits and scripts are well prepared. Learners also extensively rehearse the different roles they are to act. It thus involves more organisation and preparation compared to role play. Learners are expected to act out words and actions on a stage from a well prepared script. The method also involves more players. Participants are also expected to remember the words and actions involved in the subtopic or aspect of content of interest.

Qualities of a good drama

The teacher should ensure that the play has the following qualities:

- It has a literary value.
- It is easily understood and appreciated by the learner.
- It should have an entertainment value.
- It should not be vulgar.
- It should not have parts/contents which are objectionable.

Field trip/educational visit/excursions

This is a trip organised by the teacher for the learners to visit a place of interest outside the school for them to gain practical experience, listening and knowledge

on an aspect of the topic. The learners observe and where applicable, interview subjects in the field to gather information about a historical issue hence coming into contact with people, place (s) and things.

A History teacher should answer the following questions in the affirmative before embarking on using the method:

- Will the visit be relevant to educational objectives?
- Will the visit be of genuine interest to the learners?
- Will it be suitable for the age and class level?
- Are educational values for the planned visit definite and clear?
- Will it produce learning that is justified for time consumed and trouble taken?
- Will it provide observational experience which is not available?
- Will it fit naturally in the sequence of learners' work?
- Is the trip in harmony with the school's timetable?
- Is it economically viable for all the parents, guardians and the school?
- Have you established rules and regulations to guide learners' conduct during the trip?
- Is there a specific task to be undertaken by the learners during the visit?
- Do you have a follow-up activity to be accomplished by the learners after the trip?

When to use the method

The method may be used in History in the following situations:

- When the topic demands taking learners outside the classroom.
- In situations where the learners lack prior experiences vital in making concepts under investigation.
- When you want to provide experience to build ideas which are new to the learners.

After the visit

After the visit, the following should be done either by the teacher or learners:

- making a review of the trip
- taking time to correct wrong ideas or impressions held by learners about the trip/take time to consolidate the findings of the trip
- giving learners some quizzes to attempt to establish whether the specific objective was achieved.
- dispatch letters thanking the authorities at the place which had been visited
- give learners time to compile their reports

- asking each group to compile their reports
- asking each group (where grouping was done) to report their findings
- compile a report on the trip for the school/make a summary or outline of the main ideas or observations experienced during the trip.

Imaginary visit

This is a method of teaching which involves a teacher weaving facts around a visit to the actual place of interest without making a physical visit by the class. It is thus a shadowy or illusionary visit undertaken by the class to a place of interest which may not allow for an actual visit due to distance, cost and other factors.

Learners in this method, are expected to study in abstract situations as though they are making an actual visit to the place for purposes of learning. The teacher on his or her part, should tell (narrate) the learners what is involved in carrying out the illusionary visit so as to enhance imagination and create interest among the learners.

Situations which call for the use of this method

In History, the method may be used in the following situations:

- When teaching things that are remote, the teacher should take the learners' minds to the time. He or she should ask them to imagine they are living at the time and to visualise how they would have reacted in a given situation at that time.
- When the place under discussion can't be visited due to distance, insecurity, lack of finance or limited time.
- When teaching topics which are not interesting but lend themselves to making a visit away from the school to enable learners visualise the events vividly as if they are occurring presently.
- When the teacher intends to nurture the learner's imaginative powers.

Project method

This is a teaching method where the teacher guides the learner(s) into finding information about a given aspect of content. Learner(s) are expected to explore the issue from a broad perspective and to report their findings to the whole class. The project can be individual or group and can be done within or outside the school depending on the objectives the teacher wants to achieve. A project is thus an activity willingly undertaken by learners in order to address a felt need.

In carrying out a project in History, a learner may gather information from varied sources. The main ones include; oral traditions, textbooks, experts on

the topic, personal observation, journals and ephemeral publications such as newspapers, magazines etc. The Internet should also be exploited as it abounds with information on a wide range of issues.

The method has a wide connotation in History. It may include an activity like dramatics, pageants, modelling, drawing, picture collection, going on historical tours, arranging exhibitions and organisation of debates which help learner(s) to learn History. During the course of the project, the learner is able to learn things in other subjects.

Basic principles of the project method

They include:

- Activity – The project should involve activities which may be mental or motor.
- Purpose – Activities should have a purpose – they should be learner felt needs and be informed by the realisation of specific objectives (learning outcomes).
- Experience – It should provide varied types of experiences to a learner e.g. manipulative, concrete, mental, etc.

Types of projects

There are three types of projects that a teacher of History may give learners. What usually informs the choice of a project is the time available, level of learners and objectives that the teacher intends to attain. Nonetheless, a project should be specific and flexible, it should also cater for the varied learner differences and enrich what the learners have or should cover in class.

The types are:

- Producer projects – these demand a learner to develop or construct real things and models e.g. In examining the Ancient Egyptian Civilisation, a teacher may ask the learners to make a model of the Giza Pyramids.
- Consumer projects – Here a learner is expected to utilise an already made material e.g. watching a play on Mansa Musa, a teacher may ask the learners to write his contributions to the rise and expansion of the Ancient Kingdom of Mali.
- Problem solving project – This involves learners being exposed to a problem to solve in History. The solution to the problem could be book-based or field-based or both e.g. explaining the factors which led to the expansion of the Mwenemutapa Kingdom.

Discovery/inquiry

Discovery is a teaching method in which a learner is allowed to explore and become actively involved with concepts, objects or the physical environment in order to develop their understanding of it. The teacher's role is usually to facilitate the process as he or she organises a rich or appropriately resourced learning environment and to encourage the learner's self-directed curiosity and problem solving skills.

In using the method, a teacher should base his/her planning and teaching on learner needs in relation to their social, emotional and personal development. In doing this, topics to be selected should have direct interest and relevance to the learner(s). Learners should freely interact among themselves in the teaching and learning processes as they systematically explore the problem.

Through the inquiry method, a learner should carefully observe, design and where possible measure an issue of interest. The issue must be from the History syllabus and should have been brought to the learner's attention by the teacher.

Types of inquiry

A teacher of History may use any of the following types of inquiry:

- **Guided inquiry**
It involves the teacher posing a problem to the learner(s), breaks it into manageable tasks and explaining to the learner(s) how to go about solving the problem.
- **Free inquiry**
Here a learner(s) has the freedom to select the problem, of course through the teacher's facilitation, make a decision on how to undertake it, collect the information, analyse and evaluate it before making conclusions or generalisations.
- **Modified free inquiry**
This combines the above two. A teacher helps the learner(s) to make a proper discovery before guiding them in making conclusions or generalisations.

In History, at the secondary school level, a teacher should use the free and modified free inquiry types. The two encourage a higher latitude of independence on the part of the learner to enable him or her either to come across a new thing, or add something to a discussion which others never thought about or to synthesise an aspect of content in a way that generates a unique interpretation.

Steps in the inquiry method

They are:

- Identification of the problem.
- Stating the problem clearly/definition of a problem.
- Collecting data and testing of tentative solutions.
- Making conclusions and drawing generalisations.

Criteria for selection of a problem in History

A problem should be judged against the following criteria:

- Its level of practicality.
- Being intellectually challenging.
- Being interesting.
- Its ability to stimulate critical thinking in the learner.
- Its ability to evoke the desire to seek a cause and effect relationship.
- It should be researchable by having many sources of information (material availability).

Factors to pay attention to in using the method

The teacher should consider the following factors:

- Establish a free learning environment.
- Guide learners to access relevant instructional resources and other materials.
- Plan alternative learning activities to cater for diverse learner abilities.
- Help learners to interpret findings and draw conclusions.
- Encourage learners to engage one another through meaningful discussions.

Games

This is a teaching method which involves a teacher of History guiding the learners in a form of play where learners compete in the process of learning. The most common games that are used are the word games such as the scrabble and crossword puzzles. At the end of the game, there is usually a winner.

Apart from entertaining the learner, games have the ability to create and sustain learner interest in the teaching and learning process.

Points to note while using games

The teacher should:

- Ensure that the purpose for which the game is intended is clearly stated to the learner(s).

- Inform the learners the rules of the game.
- After the game, there should be a discussion or plenary in which the learning outcomes are discussed and clarified.
- Choose a game which does not require a lot of time.
- The game should be simple and easily performed by the learner(s).

When to use games

In History, games may be used in the following situations:

- When introducing a lesson (as a warm up activity).
- To initiate discussion on a sensitive topic.
- When you want the learner to practice a skill.
- When you want to create variety in the teaching and learning process.
- When you want to encourage the development of critical and creative thinking.
- When you want to review content.
- Where the content demands teaching of a process.

Simulation

Simulation refers to a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality or the act of pretending something is real when it is not. As a method of teaching, it refers to the allotment of roles by the teacher to the learners to pretend that something they are undertaking is real so as to promote historical understanding of an issue. During the process, although learners compete in an activity, at the end, there are no winners or losers. Most of the times learners play imaginary events being guided by a set of rules.

Characteristics of simulation

They include:

- Lack of winners or losers at the end of an activity (there are however, some cases where this may not be applicable i.e. there are winner and losers).
- There are rules and instructions to be followed during the activity.
- The rules and instructions have an inbuilt potential for conflict of interests or alternative action.
- The activity is self-directing, accommodating and integrating.
- It usually provides feedback on learner progress in the activity. It is rewarding to the learner once he or she has accomplished a task.

After the simulation has been concluded, an analysis should be carried out to enable learners share their feelings interpretations and perceptions of their experiences. This will also enable them analyse feelings and project applications to real life.

When to use the method

A teacher of History may use simulation when he or she intends to:

- Review content.
- Encourage critical and creative thinking.
- Teach content as well as process.
- Add variety and change of pace to the instructional process.
- When you want to teach learners to acquire or practice a variety of skills i.e. interpersonal and intrapersonal, problem solving, decision making, negotiation and communication.
- Modify learner behaviour/observe and analyse their own and other's feelings and behaviours.
- When he or she wants a learner to understand another person's role from his or her point of view.
- Help learners to assume new roles in future and understand one's role in the proper perspective.

Use of resource person(s)

This is a teaching method which involves a teacher inviting a knowledgeable and skillful person in a given topic to come and share his/her knowledge and skills with the learners. A resource person can be within the school or come from the school community. These people, due to their knowledge level, do bring with them first hand knowledge on the issue being covered in the lesson hence useful in helping learners understand historical facts and skills.

When to use a resource person(s)

A teacher of History can use the method in the following situations:

- When the ideas and concepts can be brought out clearly by an expert in the area or one who has experience on the issue of interest.
- When the information lacks in textbooks yet is known by experts in the community who are knowledgeable in the topic.
- Where the topic may be covered well by visiting a museum or a place of historical interest.
- Where the topic lends itself to carrying out research in the field.
- Where the teacher is not very conversant with the issues being dealt with in the topic.

Teaching and learning resources

These are the materials which are incorporated in teaching and learning to enhance learning. The resources do promote greater understanding of the learning experiences. They are also known as instructional resources, media resources or teaching and learning materials. Where they are used by the teacher, they are known as teaching resources while where they are used by the learner, they are known as learning resources. Either way, they are essential in enhancing learning. This is why Schramm (1977) in Olatunde (2010) defines them as “information-carrying technologies that are used for instructional purposes with the hope of delivering educational information very quickly and widely”. The resources should be carefully planned and integrated in the teaching and learning process. They can be purchased or made by either the teacher or the learner.

Importance of teaching and learning resources

Instructional resources are indispensable in the teaching of History. As teachers, we should ensure that all our lessons incorporate these resources to enable the instructional process to be complete. Their essence is based on the following points:

i) They help to support the teaching and learning strategy

The resources contribute to the efficiency, depth and variety of learning. They simplify learning as they enable the teacher to reach the learner through a multiplicity of his or her sensual organs. Learners retain a substantial part of content learned where the resources are used.

ii) They motivate and arouse learner interest to the content

The introduction of the materials in class, engenders creativity and innovativeness which motivates the learner to the content under investigation. These resources also rekindle learner interest, curiosity and inspiration to the lesson. Without them, teaching becomes dry, difficult, boring and ineffective. Where they are used, a learner participates actively in the lesson.

iii) They allow for effective use of instructional time

Teaching and learning resources enable the teacher to utilise instructional time effectively thus going against the contrary held view that their use is time demanding. They reduce the number of words a teacher would have used to explain or describe an issue in History hence making a learner to understand faster, thus saving time.

iv) They assist to emphasise areas that need reinforcement

Instructional resources give the teacher the chance to examine areas that require emphasis. They build on previous learning and offer additional historical

information to enrich the teaching and learning process. As a result, they help to keep the goals and objectives of teaching History in proper perspective and provide a concrete basis for conceptual thinking which is crucial in the promotion of historical understanding thus making learning meaningful.

v) *They contribute to learner vocabulary development*

These resources, when well used, help to expand and enrich learner vocabulary of historical concepts or words. Being simple and direct, a learner is able to pick out the key words from the resources than from mere verbal communication hence develop concepts. There are also instances where the teacher introduces new terms through the resources thus help expand the repertoire of learner vocabulary.

vi) *They help to concretise learning outcomes*

Teaching and learning resources help the learner to recall a lot of facts as they appeal to several sensual organs. Where their manipulation by the learner is also possible, they make the learner(s) to associate the learning of History with real issues. As a result, a learner is able to understand difficult or abstract historical concepts with utmost ease as he or she enjoys the lesson. The resources make learning more concrete, effective and vivid. It is for this reason that they have been described as helping to clear the channel between the learner and the things that are worth learning. We should use them as they help minimise abstraction that is associated with the learning of History especially where, they are successfully used to clarify concepts and new terms.

Categorisation of teaching and learning resources

There is a wide array of instructional resources that may be incorporated in a History lesson. These resources are categorised through the various ways. However, the commonly accepted approach is one which divides them in the following way:

- (i) Printed materials e.g. textbooks, newspapers, magazines, reference books, etc.
- (ii) Graphic materials e.g. graphs, charts, posters, maps, diagrams, photographs, pictures, cartoons, flash cards, graffiti, etc.
- (iii) Three dimensional materials e.g. models, real objects (realia), globes, dioramas, mobiles, mock ups, puppets, pageants, statutes, etc.
- (iv) Electronic visual materials e.g. slides, film strips.
- (v) Audio materials e.g. radio, tape recorders, audio CD player, phonograph discs, record players, gramophones, computers etc.
- (vi) Audio visual resources e.g. motion pictures, television, VCD and DVD players, computers, etc.

- (vii) Tactile materials e.g. realia.
- (viii) Display board materials e.g. bulletin boards, chalkboard/writing boards, flannel boards, felt boards, etc.
- (ix) Community resources e.g. human and non-human resources found in the community.

Criteria for selection of instructional resources

A History teacher should select the resources in the teaching of the subject against the following criteria:

- Relevance to the specific objectives and content
- Cost effectiveness
- Appealing in appearance/aesthetics
- Durability
- Availability and adequacy of the resource (s)
- Friendliness to the learner's socio-cultural background
- Variety
- Safety during use
- Age appropriateness
- Versatility/multifunctionalism
- Functionability/use/ease of operation
- Accessibility
- Storage
- Size i.e they should be large enough to be seen by all the learners
- Simplicity i.e. they should not be complicated in any way.

Improvisation of instructional resources

Teachers of History will from time to time be forced to make the resources or ask the learners to prepare the same. This is what is referred to as improvisation. We should keenly observe the commercially produced or the resources which for one reason or the other are beyond the reach of the school and make them. In making the resources, high levels of imagination, creativity and care should be observed. One should in the process come up with new materials by making use of the available resources, modify them or use them in their raw form.

Like the other resources, the improvised ones should be cheap, simple, attractive and guarantee learner/teacher safety during use. In addition, they should be as near the real resources as much as possible and help in the realisation of specific objectives.

Improvisation does the following:

- engender creativity in both the learner and teacher
- be cost effective

- should be made with the learner interest in mind.
- should always be accessible because they are under the teacher's control.

Information technologies in teaching History

Information and communication technology may be defined as the computing and communication facilities and features that variously support teaching and learning and a range of other activities in education. It also comprises the knowledge and skills needed to use ICT.

Technology has a big role in improving teaching so as to enhance learning. It is for this reason, that as a teacher of History, you should be conversant with the emerging technologies which are relevant in the discipline. These technologies demand that the teacher correctly uses them to be able to get maximum benefit. The main equipment that has radically changed technological use in education is the computer. Through skillful use of the equipment and associated ones, we can achieve our specific objectives.

A teacher should be cognisant of the fact that there is a difference between using computers in History lessons and effective use of ICT to improve teaching and learning. We should thus make good use of the computer in the classroom. Attempts should be made to use ICT effectively by building into the scheme of work and other elements in the teacher preparation. You should also design opportunities for learners to develop their ICT skills and where possible incorporate e-learning resources in the instructional process. ICT should thus be used systematically by the teacher in teaching while the learners should also use the same in teaching History e.g. use of data bases have been known to sharpen up users (teacher/learners') historical thinking. Using historical evidence you should be at ease with the following:

- Using Microsoft Word.
- Using software such as PowerPoint to put your presentations
- Searching and using the web with due regard to the reliability of information
- Using e-mail
- Being familiar with virtual learning environments such as blackboard, websites or taking part in discussion forums
- Using digital cameras/digital video
- Being familiar with websites such as You Tube and file share sites.

As we use ICT in History, we should remember that it is meant to speed up historical enquiry by removing drudgery. Avoid giving learners tasks that make them to cut and paste or low level activities which offer minimal challenge.

Ensure that all data is entered correctly and where possible involve the learners in some tasks. Learner involvement in the tasks should also be encouraged.

The stages of historical questioning and enquiry that databases encourage, are diverse. They range from the relatively simple to the complex:

- What does the evidence tell me?
- How can I use the spreadsheet or database to find out?
- How do I ask questions from the database?
- What fields do I need to combine to give me an answer?
- How does a database help me to construct a hypothesis?
- How do I interpret the evidence?
- Can I explain the unexpected?

A teacher of History may also use a virtual learning environment to promote historical understanding. The benefits of this include:

- It enables the teacher to maintain contact with the rest of his or her colleagues.
- Teachers can use it as a forum for sharing experiences on instructional issues.
- It serves as an ideal medium for sharing teaching ideas and resources.
- It links the teacher with a wider community of stakeholders in education in general and History in particular.

In conclusion, ICT can be used for instructional purposes in History for storing and manipulating information, obtaining information, drawing, imaging and to communicate different aspects of historical content.

Assessment

Assessment is the process undertaken by the teacher to establish how a learner's behaviour has been changed by exposure to specified learning experiences in the light of given instructional objectives. It involves gathering and interpreting evidence on changes in learner behaviour during the teaching and learning process. Assessment is thus an all-inclusive concept which indicates all kinds of efforts and means put in place by the teacher to ascertain the quality, value and effectiveness of desired outcomes, hence is an integral part of a teacher's everyday teaching.

This process is continuous and should be undertaken through observation, recording and evaluation of learner performance.

Information on learner performance may be gathered in informal ways such as through observation and verbal exchange. It can also be gathered through formal means such as tests, assignments and written reports.

Purpose of assessment

A teacher's decision about how and what to assess in History depends on the exact purpose or purposes he or she has in mind for the exercise. Teachers are from time to time, faced with the challenge of making skillful and effective use of assessment. This is more evident in the need to strike a balance between the uses and purposes of the exercise at the same time and to ensure that any undesirable side effects are avoided or limited as much as possible.

In History, the purposes can be reduced to:

- Provision of the learner with educative feedback.
- Provision of feedback to the teacher on learner progress.
- Provision of a record of progress on learner performance.
- Motivation of learner on positive steps on performance.
- Provision of a statement of current attainment which may form the basis of certification or a formal statement issued to parents or guardians of a learner.
- Learner promotion from one level to another.
- Basis of guidance and counselling of learner or parents/guardians.
- Provision of evidence of teacher and school effectiveness.
- Assessment of learner readiness for future learning.

In summary, assessment has four main functions. These are to inform:

- (i) The current teacher about planning for future teaching.
- (ii) Learners about their own learning and progress.
- (iii) Subsequent teachers about learner's learning and progress in the teaching and learning process.
- (iv) Parents/guardians and other stakeholders on learning and progress being made by a learner.

Types of assessments

There are several types of assessments which a teacher of History may use. The main ones include:

a) Norm referenced assessment

It measures a learner's achievements compared to other learners so as to enable the teacher to rank the learners on the basis of the order of achievement or performance. A teacher is thus able to arrive at comparisons of learners on the basis of performance.

b) Criterion – referenced assessment

In this type of assessment, a criteria is set for success prior to carrying out the activity. A learner is assessed to the extent that he or she has performed against the criteria. No consideration is paid to performance or achievements made by other learners. There are minimum competence cut off levels, below which one is deemed not to have achieved. It usually requires that a learner fulfills a given set of criteria, a pre-defined and absolute standard of outcome.

c) Domain referenced assessment

It is an outgrowth of criterion referenced assessment. Here, significance is paid to the content of the domain (particular area of History being assessed) which will be assessed. The domain is set out clearly and fully to enable the full depth and breadth of content to be established.

d) Authentic assessment

Authentic assessment relates assessment to the real world of what people actually do rather than using some easy-to-score responses to questions. It uses real evidence from real situations.

e) Performance assessment

It is carried out on tasks or activities in which learners can demonstrate their learning through performance in real situations. This type of assessment often uses some form of portfolio assessment.

Techniques of learner assessment

There are several techniques which a teacher can use to assess learners in History. They include: observation, oral questioning and teacher-made tests. Out of all these, teacher-made tests and oral questioning are the ones which are commonly used in History. Oral questioning has elaborately been addressed in the section which has dealt with methods of teaching under the question and answer method. We are therefore going to examine teacher-made tests in greater detail.

Teacher-made tests

This is the most popular technique in learner assessment in History at various levels of the curriculum. Teacher-made tests as the term implies are tests which are planned and written or set by the teacher to gauge learner mastery of an aspect of content.

Testing, as it is also known, should respect the individual learner cultural, linguistic and gender orientations. Care should be taken not to hurt a learner's feeling in any way through the test items.

Guidelines for teacher-made tests

A teacher of History when constructing tests should follow these guidelines:

- Make explicit the purpose of the tests
- Ensure that the type of the test is appropriate
- Ensure the objectives of the test are specific, measurable, achievable, realistic and time bound (SMART).
- Ensure the test content should be in harmony with the syllabus
- Pay attention to item analysis, item discriminability and item difficulty.

Test construction

To develop good teacher-made tests, one needs to be skilled in test construction. This is achieved by learning and experience. Both demand keenness and consultation with peers and other experts.

The first thing to do is to plan the test. This is the most vital step. The way it is done will have a bearing on the quality of the test. Key issues to be addressed include:

- identification of the purposes of the test.
- identification of the test qualifications.
- selection of the contents of the test.
- consideration of the form the test will take.
- making a decision on the type of test items and subtype writing of the test items.
- making a decision on the layout of the test.
- considering the timing of the test.
- planning the scoring of the test.
- considering special adaptation to the test.

Points to put into consideration when constructing a test

Having planned for the test, the next important step is to construct the test items. There are a few issues one needs to pay attention to while undertaking the exercise. Nasibi and Kioo (2005) provides the following:

- Definition of learner task(s) as completely and clearly as possible in the light of the specific objectives.
- Writing the test items clearly and specifically to enable a learner understand what they demand.
- The expected responses from the learners should relate to significant content and behaviour as indicated in the table of specifications and objectives.
- Restricting the content to be covered by each question.
- Indication of the area of emphasis in the question by either bolding, underlining or writing it in italics.

- Making the question interesting and challenging enough and ensuring that it is at the proper level of difficulty relative to the learners and the test purpose.
- Structuring the questions in a way that an overall understanding of a learner can be assessed.
- Ensuring that each question should be easy to follow from the learners' point of view.
- Ensuring that the questions are not linguistically or conceptually ambiguous.
- Restricting the questions to specific skills a learner has been exposed to.
- Comparing your answers with colleagues or other experts so as to establish the adequacy of the questions.
- Providing generous time limits for the test on the basis of the number of items and complexity.
- Ensuring that the test measures the intended objectives.
- Making a marking scheme so as to have a common basis for scoring.

Characteristics of a good test

A good test in History should be judged against the following characteristics:

- It should be valid.
- It should be objective.
- The time and other resources required for the test should be of a lower value than the information to be derived i.e usability.
- It should be able to discriminate learners on the level of performance based on the content covered.
- It should be easy to administer.
- It should be easy to score.
- It should be easy to interpret.
- It should be authentic i.e. being congruent with reality.

Table of specifications

A table of specifications is a chart or table which is usually prepared by the teacher to help the test serve its intended purpose by representatively sampling the intended learning outcomes and instructional content. This document is also known as a test map, test grid or test blueprint.

The document essentially examines the content vis a vis their distribution along the six levels of Bloom's Cognitive Domain in a given test. The six levels are: knowledge, comprehension, application, analysis, synthesis and evaluation.

This document must be prepared by a teacher whenever he or she plans to administer a test in History.

Importance of table of specifications

We should prepare the table of specifications every time we are constructing a test due to various reasons. The main ones include:

- Enabling the teacher to cover in the test, most aspects of a content area.
- Enabling the teacher to spread the questions through all the six levels along the cognitive domain thus providing each content area and level of learning adequate attention.
- Provision of guidance to the teacher in devising the type of test items to construct.
- Enabling the teacher to make a decision about the levels of learning to test the learners on.
- Providing the teacher with a clear picture of the scope of emphasis of the test in question.

Preparation of a table of specifications

There are several ways through which a teacher may prepare a table of specifications. The easiest and most popular one entails:

- (i) Identification of the content area to be covered.
- (ii) Preparation of a grid chart.
- (iii) Listing of the content areas to be tested vertically in the chart.
- (iv) Provision of a breakdown of the six levels of learning along the cognitive domain in Bloom's taxonomy.
- (v) Making a decision on the number of items (questions) to be set in a given content area.
- (vi) Making a decision on the number of items per topic and the appropriate level of testing.
- (vii) Ensuring that there is more concentration in the middle levels of learning with limited items in the two extremes of the cognitive domain in Bloom's taxonomy.

Note

As we prepare the document, we should note the following:

- (i) Content does not always fall in a single cognitive level. There are times it overlaps into two or more areas.
- (ii) The number of items per learning level is subject to the amount of content covered and the proportion of emphasis accorded to the same during the teaching and learning process.
- (iii) It is at times challenging to differentiate between some levels of learning e.g. analysis, synthesis and evaluation.

Below is a sample table of specifications in History.

Levels of learning

	20%		60%		20%			
Course content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total questions	Total percentage
The reforms of the Belgian rule in Rwanda	0	1	2	1	0	0	5	25
Comparison of genocides	0	1	2	1	0	1	5	25
Origin, rise, organisation and decline of empires in West and South Africa	1	0	1	2	1	1	5	25
Role of agents of colonial conquest	1	0	2	1	1		5	25
Total no. of questions	2	2	7	5	2	2	20	100
Percentage	10	10	35	25	10	10	20	

Bloom's taxonomy

Learning ever since Benjamin Bloom came up with his taxonomy in 1956 has been heavily guided by what has become known as the Bloom's Taxonomy. Bloom developed the cognitive and psychomotor domains. Later, alongside Krathwohl, they came up with the Affective domain. These three domains completed what has become known as the Bloom's Taxonomy.

Later, in 2001 Anderson and Krathwohl revised the original cognitive domain. But like the earlier domains, the levels have been sequenced in a hierarchical order. They progress from the simple to the complex. This is not limited to the cognitive domain.

The sequential order of the levels have made it possible for learning to proceed from lower to higher levels. This has been informed by the understanding that, especially in the cognitive domain, each subsequent level, builds on and integrates the prior set of knowledge.

The cognitive domain

Bloom first developed the cognitive domain. This domain, basically deals with acquisition of knowledge. He gave six levels for this domain. These were developed in a hierarchical order. They include from the lowest to the highest in the following order: knowledge, comprehension, application, analysis, synthesis and evaluation.

As we have already observed, Anderson and Krathwohl later revised the cognitive domain. They did this to make it conform to the progress in contemporary knowledge of how human beings learn and how teachers teach. Nonetheless, the revised cognitive domain does not differ much with its predecessor. It captures all the substance of the latter. It's only exception is that it brings a new dimension to the domain through four kinds of knowledge:

- Factual: content elements.
- Conceptual: complex organised knowledge.
- Procedural: knowing how to do something.
- Meta cognitive: knowledge of cognitive processes.

The affective domain

This domain deals with values and attitudes. Learning involves the development of desirable values and attitudes. History, being a subject that deals with human beings, has a large share of values and attitudes. Value development thus holds a central position in the curriculum.

The affective domain thus describes the way people react emotionally and their sense of empathy towards other living things and fellow human beings. Objectives in this domain targets the awareness and growth in attitudes, emotion, and feelings.

Characterising

In this level, the learner tries to build abstract ideas. He or she now holds a particular value, viewpoint or belief got from research and reflection. The position they take exerts influence on their behavior and thinking hence making it become a characteristic.

Psychomotor domain

Skills in this domain describe the ability to physically manipulate a tool or instrument. The objectives usually focus on change and/or development in

behaviour and/or skills. In History as we have already observed, the domain is viewed liberally. It does not necessarily involve use of a tool or equipment.

Types of tests

There are two broad ways in which categorisation of teacher-made tests can be achieved. These are the selected response (objective) and constructed response types (essays). Each of these has its own strong and weak points. They nonetheless have been used for years in the assessment of learners in History.

Selected response (objective) tests

These are tests which require that a learner provides a clear-cut response to the test item. In this test, there lack margins for subjectivity, interpretation or speculation on the part of the assessor or examiner.

Objective tests are divided into three sub-groups:

a) Supply item tests

These require the learner to provide the missing information with a word, phrase or symbol.

b) Selection item

A learner in these tests is supposed to select the most suitable alternative among several givers. Examples include; True – False or Yes – No type, matching items tests and multiple choice tests.

c) Rank order item tests

Here, a learner is expected to indicate or provide an appropriate order of elements or issues upon which the assessment is based. The order could be serially, logically or alphabetically.

Essay tests

Essay tests are those tests made, written or set by the teacher which demand that a learner provide lengthy answers to items tested. The answers are usually supposed to be in continuous prose or in a narrative form. In attempting these tests, a learner is supposed to demonstrate originality of thought, organisation of ideas and show creativity in expression of ideas. In addition, they test abilities to interpret data, apply principles and describe events among others.

Types of essay tests

There are two types of essay tests which are commonly used by teachers in teaching History. These are:

a) Extended essay type tests (open ended)

In this group, the learner is not restricted in the response he or she should give. One is allowed to give as many points as possible in an item. Freedom on how to organise ideas is also observed.

The open-ended essay questions allow the learner to demonstrate ability to utilise factual knowledge, evaluate it, organise ideas and present them in a logical and coherent manner.

Most of the times, these tests are appropriate at the level of analysis, synthesis and evaluation along the cognitive domain of learning. The key terms commonly used are: account for, discuss, evaluate, explain, apply, analyse, assess, etc.

b) Restricted response (structured) essay type tests

Here, the learner is restricted in the form and scope of the response that is demanded. The questions do guide the learner on the specific context that should be observed in attempting them. These types of questions are usually appropriate in testing the lower levels along the cognitive domain – knowledge, comprehension and application. The key terms that are used in these type of questions are: outline, state, define, identify, give, describe, name, compare and contrast, classify, etc.

Characteristics of essay questions

Essay type tests in History have the following characteristics;

- They require learners to organise and express themselves in their own words.
- They are made up of a few questions, which require lengthy answers.
- They are relatively easy to prepare and cumbersome to score accurately.
- Their quality depends on the skill of the setter and the scores.

Planning for instruction

Planning for instruction refers to the work (preparation) made by the teacher before the lesson in readiness for the actual teaching and learning exercise. It strives to enable the teacher to address the learning needs of the learner (s) and make the teaching and learning process fit into a wider programme of learning for the learner(s). Planning may be long, medium or short term. At the secondary school level, we are mainly concerned with the last two. Plans are usually working documents and should be subjected to constant review wherever the need arises. As a process, it cuts across the whole teaching and learning exercise.

The process involves paying attention to the following:

- Identification of the relevant content for learners.
- Interrogating the available educational policy documents and what they suggest for use in the realisation of the broad goals of education through History at a given level. Some of the crucial documents include: the syllabus, scheme of work, lesson plan, learner progress records, record of work covered, lesson notes, timetable and school calendar of the events. These are also known as professional or essential documents.

The documents help the teacher in planning the instructional process. Some are readily available as they have been prepared by the Ministry of Education through the Rwanda Education Board (R.E.B). From them, a teacher is expected to be guided into preparing other documents. In this category, from REB are: the syllabus and the school calendar of events.

At the school level, the authorities should oversee the preparation of the time table. While the teacher should prepare the scheme of work, lesson plan, learner progress records, records of work covered and lesson notes. All these documents are informed by the syllabus.

Other issues the teacher should pay attention to include; learner level of learning and entry behaviour, nature of the learning environment, available physical facilities, areas of content to lay emphasis on during the instructional process and extent of learner involvement in different learning activities.

Planning lessons ensures that a teacher covers the syllabus effectively.

The scheme of work

This is a plan which sets out how the syllabus will be translated into teaching and learning activities, including the sequencing of content, the amount of time spent on each topic and how the specified learning objectives (outcomes) will be assessed. The teacher should be able to draw (develop) the document.

Importance of a scheme of work

A scheme of work serves the following purposes in the teaching and learning process.

- (i) It enables the teacher to allocate adequate time to each topic or subtopic on the basis of (a topic's or subtopic's requirements from the syllabus. This makes the teacher to address every topic from the syllabus).
- (ii) It allows the teacher to look for the relevant instructional resources, choose the right methods and content for use in a lesson in advance.
- (iii) It allows the teacher to reorganise the topics or subtopics on the basis of the level of difficulty.

- (iv) It provides continuity in teaching whenever a teacher is not available due to several reasons e.g. sickness, transfer, death, desertion, absenteeism, etc. It thus enhances smooth handing over between teachers hence useful during transition.
- (v) It gives the teacher a rough picture of the pending work.
- (vi) It helps in preparation of lesson plans in the subject i.e. facilitates lesson planning.
- (vii) It makes the instructional process to be systematic and orderly.
- (viii) It facilitates proper time management as it enables the teacher to budget well for the time to allocate and use in content delivery for the contents in the syllabus.
- (ix) It regulates/controls the teachers pace of teaching.
- (x) It instills confidence and security in the teacher due to the wide interrogation of different sources.
- (xi) It enables the teacher by the end of the period in question to gauge his or her teaching. One can be able to establish the quality of teaching and what may have been left out.
- (xii) It enables educational leaders to be able to establish the quality of instruction in History of the teacher whose scheme of work is under scrutiny. i.e. helps in monitoring and evaluation of the instructional of the subject.

Factors to consider when preparing a scheme of work

A History teacher should bear the following points in mind while preparing a scheme of work.

- Resources available to the teacher and learners.
- Learner characteristics.
- Constraints that he or she may encounter.
- Teaching environment.
- Familiarisation with the provision of the most current History syllabus.
- Ascertaining the number of weeks and lessons or periods allocated to History in the period of interest.
- Allocation, distribution and arrangement of topics in a meaningful manner.
- Interrogation (examination) of the relevant sources of information on content under investigation.
- The teachers teaching style and competence.

Components of a scheme of work

A scheme of work should first and foremost bear information on administrative details e.g name of teacher and school, subject, year and term e.t.c. This information is usually found at the top of the document thus serving as the title.

Below the administrative details are the following elements or components in the order of their arrangement.

Week

This usually indicates the week of the term in which the topic and /or the subtopic is covered.

Lesson

The lesson usually indicates the lesson of the week in which the subtopic will be taught.

Topic/theme

This is usually the wider area of content from the syllabus to be broken into bits for purpose of coverage.

Subtopic/ subtheme

The sub – topic is usually an aspect of the theme or topic which has been broken in order to be covered in a lesson.

Learning outcomes/specific objective

These are the changes a teacher intends to develop in the learner by exposing him or her to an aspect of the content. Learning outcomes should be specific, measureable, achievable, realistic and time bound (SMART). They should be stated in specific behavioural terms and where applicable, they should cover all the three domains of learning – cognitive, psychomotor and affective.

Teaching and learning activities

These are those activities that are undertaken in the classroom. Those that are done by the teacher are known as teaching activities while those that are done by the learner(s) are known as learning activities.

Teaching and learning methods

As we have already noted elsewhere in this Teacher’s Guide, these are strategies, activities or procedures adopted by the teacher for teaching or supporting learning. Learner centred methods are preferred over the teacher – dominated ones.

Format of a unit plan/scheme of work

42

Academic year: 2016 Term: 1 School: Rwamagana High School
 Subject: History Teacher's name: Alex Manzi Class+ combination: S.4 HEG Number of periods per week: 7

Date	Unit title	Lesson titles and evaluation	Learning objectives	Teaching methods & techniques	Resources & references	Observations
Week 1 11/01/2016 -15/01/2016 7 periods	The reforms of the Belgian rule in Rwanda	<p>Lesson 1: Reforms introduced by the Belgian rule on the political level.</p>	<p>Knowledge and understanding: Identify and discuss the political reforms introduced by the Belgians to Rwanda.</p> <p>Skills: Evaluate the political reforms that were introduced by the Belgian rule in Rwanda showing how they reigned from negative to positive.</p> <p>Attitudes and values: Appreciate the importance of the political reforms that were brought about by the Belgian rule in Rwanda.</p>	<ul style="list-style-type: none"> - Group work - Brainstorming - Guided discovery - Reflection - Question and answer - Skills lab 	<ul style="list-style-type: none"> - Achievers History Student's Book 4 by Theophile Sebazungu, Assa Okoth and Agumba Ndaloh - National Curriculum Development Centre: The History of Rwanda; A participatory Approach. Teacher's Guide for Secondary Schools. - Charts - Printouts 	

		<p>Lesson 2: Reforms introduced by the Belgian rule on the economic plan of Rwanda.</p>	<p>Knowledge and understanding: Outline the economic reforms introduced by the Belgians to Rwanda.</p> <p>Skills: Evaluate the economic reforms that were introduced by the Belgian rule in Rwanda showing how they reigned from positive to negative.</p> <p>Attitudes and values: Appreciate the importance of the economic reforms that were brought about by the Belgian rule in Rwanda.</p>	<ul style="list-style-type: none"> - Group work - Brainstorming - Guided discovery - Reflection - Question and answer - Skills lab 	<ul style="list-style-type: none"> - Achievers History Student's Book 4 by Theophile Sezazungu, Assa Okoth and Agumba Ndaloh - National Curriculum Development Centre: The History of Rwanda; A participatory Approach. Teacher's Guide for Secondary Schools. - Charts - Printouts 	
--	--	--	---	--	---	--

		<p>Lesson 3 Reforms introduced by the Belgian rule on the social and cultural plan of Rwanda.</p>	<p>Knowledge and understanding: Identify and discuss the social and cultural reforms introduced to Rwanda by the Belgians. Skills: Analyse the social and cultural reforms introduced by the Belgian rule to Rwanda. Attitudes and values: Appreciate the social and cultural reforms introduced by the Belgian rule to Rwanda.</p>	<ul style="list-style-type: none"> - Group work - Guided discovery - Explanation - Discussion - Brainstorming - Reflection - Question and answer 	<ul style="list-style-type: none"> - History Student's Book 4 by Theophile Sebazungu, Assa Okoth and Agumba Ndaloh - National Curriculum Development Centre: The History of Rwanda; A participatory Approach. Teacher's Guide for Secondary Schools. - Charts - Printouts 		<p>Lesson 4 Formative assessment on the work covered (written)</p>	<ul style="list-style-type: none"> - Individual work 		
--	--	--	--	---	---	--	---	---	--	--

		<p>Lesson 5 Causes of the 1959 crisis in Rwanda.</p>	<p>Knowledge and understanding: Identify and explain the causes of the 1959 crisis in Rwanda.. Skills: Evaluate the causes of the 1959 crisis in Rwanda and test the validity. Attitudes and values: Recognise the root causes of the 1959 crisis in Rwanda as an outcome of the strong disunity among the Rwandan society..</p>	<ul style="list-style-type: none"> - Group work - Guided discovery - Explanation - Discussion - Brainstorming - Reflection - Question and answer 	<ul style="list-style-type: none"> - History Student's Book 4 by Theophile Sebazungu, Assa Okoth and Agumba Ndaloh - National Curriculum Development Centre:The History of Rwanda; A participatory Approach. Teacher's Guide for Secondary Schools. - Charts - Printouts - Internet 	
	<p>Lesson 6. Consequences of the 1959 crisis in Rwanda.</p>	<p>Knowledge and understanding: Explain the consequences of the 1959 crisis in Rwanda. Skills: Evaluate the consequences of the 1959 crisis in Rwanda. and test the validity. Attitudes and values: Recognise the effects of the 1959 crisis in Rwanda as an outcome of the strong disunity among the Rwandan society.</p>	<ul style="list-style-type: none"> - Group work - Guided discovery - Explanation - Discussion - Brainstorming - Reflection - Question and answer 	<ul style="list-style-type: none"> - National Curriculum Development Centre:The History of Rwanda; A participatory Approach. Teacher's Guide for Secondary Schools. - History Student's Book 4 by Theophile Sebazungu, Assa Okoth and Agumba Ndaloh. - Charts - Printouts - Internet 		

<p>Week 2 18/01206- 22/01/2016</p>	<p>Lesson 7. Summative evaluation</p>	<p>Key unit competence: To be able to assess the performance of the Belgian rule, the 1959 crisis and the process of the independence of Rwanda.</p>	<p>Evaluation procedures: Written test</p>	<p>Remarks</p>	
	<p>Lesson 8. Steps that were taken to achieve independence in Rwanda.</p>	<p>Knowledge and understanding: Describe the process of independence in Rwanda. Skills: Assess how independence was achieved by indicating poor conditions in which Rwanda was placed. Attitudes and values: Recognise different steps that were taken by Rwandans to achieve independence as means of increasing the spirit of nationalism.</p>	<ul style="list-style-type: none"> - Group work - Guided discovery - Explanation - Discussion - Brainstorming - Reflection - Question and answer 	<ul style="list-style-type: none"> - History Student's Book 4 by Theophile Sebazungu, Assa Okoth and Agumba Ndaloh - National Curriculum Development Centre: The History of Rwanda; A participatory Approach. Teacher's Guide for Secondary Schools. - Charts - Printouts 	

Teaching and learning resources

These are materials that are incorporated in the lesson by the teacher to enhance learning. As we have noted elsewhere, they should be varied. Only relevant resources should be chosen.

Assessment

Assessment refers to the suggested modes of measurement which will be employed by the teacher to ascertain the extent to which the specific objectives or learning outcomes have been achieved.

References

References usually indicate the source of information for the content to be covered by the teacher. It is recommended that we use current sources of information where possible. However, as we have already observed, use of both primary and secondary sources is highly acceptable. Try to provide all the critical information about the source of content e.g. if it is a book, author(s), year of publication, title, town where published, publisher and the pages from where the information is found.

Lesson plan

A lesson plan is usually a document prepared by the teacher from the scheme of work. It shows or specifies the teaching and learning activities in the lesson and other crucial details on a subtopic. This document gives an orderly sequence of activities that will take place in class. It may be for a single or double lesson. You will get a sample lesson plan for every unit in this guide.

Importance of lesson planning

Every teacher should prepare a lesson plan. This document should be prepared in advance. It serves the following purposes:

- It makes teaching to be systematic and orderly hence encouraging logical preparation and development of the lesson.
- It guides the teacher on effective time management.
- It instills security and confidence in the teacher hence helps to avoid nervousness while presenting the lesson.
- It gives the teacher a chance to think out new ways and means of making the lesson interesting and introducing thought provoking questions.
- It helps the teacher in effective teaching as it puts the learners in a central position in the instructional process.

- It serves as a ‘memory bank’ hence ensuring that the teacher does not ‘dry up or forget a vital point about the content of interest.
- It serves as a guide or a roadmap to the teacher hence enabling him or her to avoid vagueness and irrelevancies during the lesson presentation.
- It improves the teacher’s performance as a basis for future planning.

Components of the lesson plan

There is no one ideal format to follow for a lesson plan in History. The format adopted should reflect the position of the authorities or institutions where one is based. However, there are certain prerequisites that must be present in a lesson plan. These include:

i) General information

This part usually bears the administrative information on the teacher and learners e.g. name, class, stream (where applicable) subject, roll (expected and actual), time and finally the date when the lesson will be taught.

ii) Lesson specifics

These are usually carefully extracted from the scheme of work and should immediately follow the administrative details mentioned in (a) above. It should bear information on the following issues which directly relate to the lesson; topic, subtopic, specific objectives, relevant instructional resources and references.

iii) Lesson presentation

The lesson is usually presented in three or four stages or steps depending on the institution or authority of the school. Nevertheless, it must have an introduction, main body (lesson development) and conclusion hence taking ‘a beginning – middle-end’ structure. In each step or stage, the learners’ and teacher’s activities should clearly be spelt out. Ensure that every teacher’s activity has a corresponding learner activity.

Step 1: Introduction

It is of paramount interest to the teacher to put in place measures to focus learner attention to the lesson. This demands that the teacher should create an enabling learning environment to make learner interest focused and sustained in the lesson. Some of the critical issues to be undertaken here include:

- making links with earlier work to orient the learners to the lesson;
- making the purpose of the lesson clear to the learners;
- putting consideration to the starting activity with utmost care.

Some methods of introducing a lesson in History include:

- (i) Reviewing the previous lesson.
- (ii) Informing the learners of the specific objective(s).
- (iii) Displaying a teaching and learning resource.
- (iv) Narrating a story that is relevant to the subtopic under investigation.
- (v) Singing a song that is relevant to the subtopic.
- (vi) Drawing upon learner experiences.
- (vii) Finding learner entry behaviour i.e. knowledge a learner has on the subtopic to be covered.

We should vary the way we introduce lessons on a periodic basis. This step should not take more than five minutes.

Steps 2: Main body of a lesson/lesson development

In this step the teacher should cover the subtopic. The teacher should thus ensure that this is introduced immediately after the introduction to enable learner(s) partake of the learning activities. If teaching is focused on specific activities, then learners should be given the relevant explanation and how to practice the skill i.e. they discover the what, why and how of what they are expected to be able to do, before they practice the skill in line with the specific objectives.

If the lesson is focused on acquisition of knowledge, the learners are exposed to activities which require them to process the subtopic or issue under investigation.

Lastly, a lesson focusing on inculcation of desirable values and attitudes is better handled by exposing the learner(s) to experiences in their immediate environment.

Generally, the subject matter in these steps, should be presented systematically and orderly by beginning with the simple before you move to the complex. In addition, the teacher should ensure that the teaching and learning activities are varied.

Step 3: Conclusion

This is the last step in a lesson. It explains how to end a lesson. This varies with subtopics and with the teaching and learning activities. The lesson should be concluded in an orderly and systematic manner to enable what has been learned become clear, summarised and noted down by the learner. We can conclude a lesson in the following ways:-

- Posing questions on the subtopic to establish whether the specific objectives have been realised.
- Allowing learners to seek clarification on issues based on the content covered.
- Summarising or highlighting the main points in the lesson.
- Providing a follow up activity(ies) to be undertaken by the learner(s).

- Asking a learner to give the key points learned during the lesson.
- Telling the learners the content to be covered in the next lesson.
- Displaying a chart and asking learner(s) to interpret its contents.

iv) Writing board summary/plan

This component, usually indicated on paper, shows how the teacher will organise work on the writing board. It should thus try to give a rough picture of how you intend to use the writing board. The plan should be concise, neat, and systematic. This component is vital because of the following reasons.

- It enables the teachers' work on the board to be orderly thus presentable.
- It makes the learners to make notes neatly and in an organised way.
- Learners are able to follow the main points of the lesson with utmost ease as these are usually shown in the middle part of the writing board. (That is, if the writing board is large enough to allow for the three divisions that are conventionally accepted).
- It helps the teacher to take charge of unexpected questions from the learners.

v) Self evaluation

This is an integral component of the lesson plan. It deals with post-lesson assessment of the content which was covered. The assessment can vary widely in specificity and level of formality. Sometimes, it will come from information gained during the question and answer sessions. Sometimes it issues from information gleaned from group work, individual work, or completion of class activities. At other times, it takes a formal dimension thus involving a test or quiz.

Under self evaluation, you should give a picture of what took place during the lesson. Indicate the strengths or good things which took place and the bad things which you might also have noted in your lesson. You should make a critical self-appraisal of your lesson. Ndaloh et al (2009:134) provides the following areas to be covered in a self evaluation:

- Achievement of specific objectives.
- Quality depth and suitability of content.
- Adequacy and appropriateness of the instructional resources.
- Relevance and effectiveness of the evaluation procedures.
- Strategies for improved future instruction of the topic or subsequent lessons.
- Need for remedial classes for whole or group of learners.(If the latter, then you should design enrichment activities for those having no difficulty before you move to the next lesson.)
- Time management.
- Learner response to lesson.
- Condition of the learning atmosphere.

- Any other issue of relevance e.g. class discipline, lesson coverage interference of the lesson from external sources etc.

This part should be filled immediately after the lesson and as one fills it, a high level of honesty should be observed.

Record of work covered

This is a summary of what has been covered by the teacher over a given period. It should be filled immediately after the lesson. Where an assessment is made, the teacher should provide his or her views about the same by providing comments on learner performance. The document should be properly made and kept for easy accessibility.

Importance of the record of work covered

A teacher should prepare and fill this document because of the following reasons:

- In the absence of the teacher, a new teacher will get information of what the learners had been exposed to by the previous teacher. This will make the new teacher know where to begin his or her lesson from. It thus ensures a smooth transition.
- Where tests were administered, it usually gives us a picture of learner performance thus making us know, collectively their ability.
- It assists educational leaders to keep track of the work done by the teacher as they check them regularly to monitor the instructional process.
- It helps the teacher to adjust the style of preparation for instruction especially where poor progress is noted on learner performance. This will be reflected in the subsequent lessons.
- It assists the teacher to keep abreast of what has been covered with the learners.
- It enables the teacher to cover the subject matter in an orderly and systematic way.
- Through the remarks column, a teacher can ascertain the extent to which he or she has achieved the specific objectives.

A sample record of work covered

School: Kigali Secondary School

Name of teacher: Mr. John Kagame

Subject: History

Class: Senior 4

Week	Date	Lesson	Work covered	Remarks
2		1	Explained the political reforms introduced by Belgians to Rwanda	Learners were able to outline the political reforms introduced by the Belgian rule to Rwanda.

Learner's progress record

The learner's progress record is a document which a teacher prepares to keep the record of learner performance in tests, assignments and quizzes indicated in the scheme of work. It usually shows the intellectual abilities and skills of the learners whenever an evaluation is made. Marks for exercises given in class are not supposed to be shown in the document.

The document usually bears information on learner names, dates when the test or assignment was administered, mark obtained by a learner, scores in the tests or assignments or quiz and the topic or subtopic whose content was assessed.

Once scores of a learner in several tests or quizzes have been filled in, the teacher should analyse the results by calculating the range and average score.

Importance of a learner's progress record

The document is essential because of the following reasons:

- (i) It provides a picture on the progress of the learners' performance to stakeholders. This can form the basis for remedial work or guidance and counselling of a learner.
- (ii) Administrators can use it to monitor learner progress in an institution over a specified period.
- (iii) A new teacher may use it to establish the needs and abilities of learners.

A sample learner's progress record

Class: Senior 4 Nile

Name of teacher: Jane Rugema

Name	Date	Topic	Continuous Assessment Test (CAT 1) Marks	Continuous Assessment Test (CAT 2) Marks	Continuous Assessment Test (CAT 3) Marks	Remarks
Nicholas Habyarimana	26/09/2015	The reforms of the Belgian in Rwanda	8/10			The learner's performance has been declining after the first test.
	2/10/2015	Comparison of genocides		5/10		
	1/11/2015	Origin, rise, organisation and decline of empires in West and South Africa			3/10	

Handling learners with special needs

As a teacher, you are likely to have learners who have special needs. Such learners can be categorised as follows:

1. The gifted and talented learners (fast learners)
2. The slow learners
3. Learners with the following handicaps:
 - visual problems
 - hearing problems
 - mental retardation
 - other physical challenges.

Gifted and talented students

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

- They complete tasks faster than others.
- They get bored faster due to early completion of tasks.
- They can be disruptive due to idleness.

The teacher can assist them by:

- providing extra activities so as to keep them occupied
- assigning them responsibilities to assist other students
- providing counselling sessions where necessary.

Slow learners

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

- give them more attention
- be more patient with them
- guide them carefully and create time for them after the lesson
- encourage them by telling them they can do better
- ensure that they have understood a subtopic before moving on to the next subtopic.

Visually impaired learners

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

- They write unusually large letters.
- They often scratch their eyes.
- Their eyes may appear watery.
- They cannot focus in bright light.
- They cannot focus on distant objects.

The teacher should assist the visually impaired learners through:

- encouraging them to sit at the front of the class
- confirming that the student can read what is displayed on the chalkboard
- using a large and legible handwriting on the chalkboard
- using large charts and other visual aids
- ensuring good colour contrast on learning aids
- talking to the parents or guardians and recommending medical intervention for such learners.

Hearing impaired students

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

- Turning their head towards the source of sound.
- They shout when talking.
- Regular consultation with those sitting next to them.
- Delayed response unless the learners are looking at the teacher.
- Irrelevant responses.
- Paying less attention and are often inactive during the lesson.
- Always looking at the lips of the person they are talking with or the lips of the teacher.

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

- ensure they are audible enough while teaching
- encourage the learners to sit at the front in class
- regularly check the learners' notes to ensure they are writing the right things
- use a lot of visual aids when teaching
- learn basic sign language and use them when teaching
- sometimes, have them repeat what you have said without drawing undue attention to individuals
- talk to parents or guardians and recommend medical intervention
- ask other students to help him or her in performing certain tasks.

Physically challenged learners

These are learners with physical impairment. They may exhibit challenges in using their hands to write, sitting in class, using the toilet, walking or climbing stairs. They may also display excessive fatigue after performing light duties.

You can help such students by:

- working with the school administration to ensure there is a friendly school environment e.g. building ramps on all entries to rooms.
- networking with organisations that can provide wheelchairs to the students.
- allowing such students more time to complete their tasks.
- encouraging other students to treat the physically challenged with respect and dignity.

Students with communication disorders

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

You can assist them by:

- referring them to a speech therapy specialist when need be
- avoiding to interrupt them when they are talking; display high level of patience
- paying attention to all their needs
- whenever possible, demonstrate various concepts
- giving clear instructions.

Behaviour disorders

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

- truancy
- stealing
- failure to complete tasks
- disrupting lessons through playing
- fighting others.

To assist such students, the teacher can:

- reinforce their positive behaviour through rewards
- involve parents or guardians in correcting such behaviours
- set reasonable levels of expectations and ensure they are met
- be firm when dealing with unacceptable behaviour
- refer the student to a professional counsellor if necessary.

Multi-ability learning

This is also known as mixed-ability learning. It involves the teacher dealing with different categories of learners with diverse abilities. Many schools in Rwanda have this type of learners in the classrooms. The teacher should be able to interact with all ability groups in the classroom in a productive way. This task is never easy hence the need for differentiated instruction. Through it, a teacher will effectively manage the mixed abilities of the learners in class – from below, through average to above average levels.

Differential instruction allows teachers to address specific skills and difficulties.

They should thus transform their practices from a programme-based pedagogy to a learner-based pedagogy. We should make attempts to adapt pedagogical interventions to the needs of each learner, acknowledging that each learner differs in interests, learning profile and level of functioning. Differentiated instruction facilitates high levels of both learning engagement and curricula achievement.

Through differentiated instruction, a teacher is able to know how to teach content to a range of learners through a variety of approaches. Learners can develop their potential if they are provided with appropriate activities in an environment that is planned and organised to meet their needs. A History teacher can differentiate one or a number of the following elements in any classroom learning situation.

- The content (what is to be learnt).
- The processes (the activities).
- The products (the accomplishments following a learning period).

The teacher can achieve differentiated instruction by:

- using a variety of groupings to meet learner needs
- providing accommodated instruction/assessment activities where required
- challenging learners at an appropriate level (through modification) in light of their readiness, interests and learning profiles.

Instructions in a differentiated set-up should be provided at the level learners have reached in terms of the content coverage. To achieve this, learning needs should be adjusted to the abilities of each learner. Learners should be observed and evaluated in the learning situation to determine what the expectations should be, using affirmative approach. Periodic overviews of skills should be undertaken and decisions made based on individual learner progress.

The teacher may also achieve differentiated instruction by using flexible grouping strategies. This should involve all learners working on the same activity—individually, in small groups or a whole group and assigning different tasks in

different situations. Here, we should use varied techniques that allow the learner to acquire the requisite historical knowledge and skills so as create alternative ways for learners to demonstrate knowledge and skills, such as using drawings or other visual means to organise or generate ideas.

In addition, explore ways to infuse logical accommodations that can benefit learners. For example, you can highlight words or key concepts in the content or even allow learners to record their answers on a tape recorder.

Use of a variety of instructional techniques, such as cooperative learning, project-based or problem-based approaches to learning and explicit learning may facilitate differentiated instruction. Cooperative learning emphasises small group work. Here, the teacher puts learners with diverse abilities and talents into a small group and assigns that group with a specific task. The learners are required to work together to achieve the goal. The project-based approach requires the teacher to facilitate learning through projects thus allowing learners to take responsibility for acquiring knowledge and interacting with peers and the environment. The teacher's role is to present learners with a realistic, believable problem that they can solve only through the acquisition of a new skill. In it, learners reflect on the self process or strategy for solving the problem and are also encouraged to develop or question effective procedures used in other problem situations.

Teachers can create some problem situations for very specific purposes, and allow others to arise in a less planned manner. Either way, the teachers should carefully plan what they want to work on and what cognitive challenges they may wish to provide their learners.

Lastly, explicit instruction is informed by the understanding that learners' abilities to learn independently fall on a continuum, so teachers must provide learners with a range of structured to unstructured learning opportunities.

Some learners, especially those with special educational needs, will require instruction that uses clear thinking processes for example, using modelling and think-aloud, or what is sometimes referred to as explicit instruction.

Cross-cutting issues

Cross-cutting issues are those issues which are found in more than one subject. Teachers are expected to utilise the issues in presenting knowledge, attitudes, values, skills and competencies in topics and subtopics across the curriculum level. The issues affect us in our society. Some are general to humanity while others are peculiar to Rwanda.

These issues have been integrated in the respective subjects hence form part and parcel of the content to be covered. Those that are not integrated may be

brought through infusion. Generally, we should strive to bring to the learner's attention as many cross-cutting issues as possible.

Cross-cutting issues come in two shades; there are those which are positive and others which are negative. Some are constant throughout the curriculum levels. Others are found in all the subjects in the school curriculum. There are a number of cross-cutting issues that are found in the Rwandan History school curriculum. The main ones include;

a) Genocide studies

Rwanda was faced with genocide. The country became among the few countries in the world to go through such a traumatising moment. The memories are still etched in the national psyche. As citizens, we should not erase the memories from our mind.

It is vital for the school curriculum to provide young people with an understanding of the circumstances which led to the genocide. Besides, they should be provided with a chance to partake of the remarkable story of recovery and efforts that have been made by the government towards re-establishing national unity. This is what is aimed at by incorporating genocide studies in the curriculum. All citizens, young and old, should make every effort to prevent a repeat of the genocide which engulfed the country.

In the school curriculum, genocide studies have been incorporated in Social Studies, History, General Studies, Religious Education, ICT and Music. In these subjects, genocide studies have been integrated. It thus is a part of the content covered.

b) Gender

The government has made great strides to promote gender equality. These efforts should be complemented by the curriculum so as to address the inequality that has been seen in the society which has generally disadvantaged women. Women represent a large sector of the population and should thus be brought at the centre of the country's socio-economic and political life. They should be given opportunity to exploit their full potential. This is what has informed the inclusion of gender in the school curriculum. It is hoped that with a good understanding of the principles of gender equality, it is intended that future generations will ensure that the potential of the whole population is realised. The government has gone out of its way to ensure that this is realised.

Gender issues are tackled in an integrated manner in the History curriculum. Other subjects where this is also the case are: Social Studies, General studies, English, French, Kinyarwanda, Kiswahili, Entrepreneurship, Economics, Literature in English, ICT, Music, Physical Education and Physics.

c) Comprehensive sexuality education

The issues tackled here are; HIV/AIDS, STI's, family planning, gender equality and reproductive health. The youth are today faced with many challenges. Some of which demand that they be addressed in the curriculum. This is where comprehensive sexuality education comes in. The education should be age appropriate, gender sensitive and life skills based. Learners need to get the right knowledge and skills to enable them to make informed choices about their sexuality and life style. Failure to do this exposes learners to abuse, exploitation and coercion.

Some learners have found themselves in challenges which have exposed them to early pregnancies, sexually transmitted infections including HIV and AIDS, drug and substance abuse among others. Many young people approach adulthood faced with conflicting and confusing messages about sexuality and gender. This is often made worse by embarrassment, silence, disapproval and lack of open discussion on sexual matters by adults such as parents and teachers at their time of need. As adults shy away from discussing the issues freely with the young learners, the only recourse they have is from the mass media – a source that worsens an already bad situation.

Comprehensive sexuality education supports a rights based approach in which values such as respect, acceptance, tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human rights.

The History curriculum has incorporated aspects of comprehensive sexuality education.

d) Peace and values education

Peace and values education is vital in socio-political and economic development of any society. At the individual level, peace education, is instrumental in personal achievement. Values education on the other hand, forms a key element of the strategy for ensuring young people recognise the importance of contributing to the society, working for peace and harmony and being committed to avoiding conflict.

All subjects in the curriculum have aspects of peace and values education incorporated in them. This has been made due to the central role education holds in an individual's socio-political and economic development. Every effort should thus be put towards this goal.

e) Standardisation culture

Standards are crucial in individual and societal development. Every citizen should strive to observe high standards in life. This should begin early in life hence the inclusion of the standardisation culture in the curriculum. It is with this

understanding that standardisation culture has been made to be a cross-cutting issue in the curriculum. It is understood that while education is the foundation and strength of our nation, standards are one of the key pillars of sustainable economic development.

The culture develops learners' understanding of the importance of standards as a pillar of economic development and in the practices, activities and lifestyle of the citizens.

Our government attaches a lot of importance to the standardisation culture. Adoption of the culture is envisaged to help impact upon health improvement, economic growth, industrialisation, trade and general welfare of the people. The standardisation culture cuts across all the curriculum areas in our schools.

f) Inclusive education

Inclusive education is another cross-cutting issue found in all curriculum areas in the school. Every society, ours included, have learners with various challenges and gifts. It is vital to treat both the gifted and those with challenges in a way that makes them equally benefit from the instructional process.

Today, these learners are found in ordinary schools. The teacher should, equally cater for both the gifted learners and those with various challenges. This is the gist of inclusive education.

Inclusive education involves ensuring all learners are engaged in education and that the gifted and those with various challenges are welcomed by the other learners to enable each achieve his or her potential. We should accept and be guided by the philosophy that learners with challenges, are abled differently.

To achieve the aims of inclusive learning, the teacher should undertake some positive steps such as having positive attitudes, adapting various approaches to cater for both inclusion and differentiation and creating of a conducive learning environment for both the gifted, challenged and ordinary learners. Teachers should thus at the planning and implementation of the curriculum, cater for all types of learner needs.

g) Environment and sustainability

This is not explicitly provided for in the History curriculum. Nonetheless, teachers should be encouraged to bring it through infusion.

The youth should be equipped with knowledge, skills and values which safeguard the environment from ruin. Use of the environment in a sustainable way should thus be stressed during the teaching and learning process even though it is not integrated in the History curriculum. Nonetheless, there exists various topics

where it is implied. This is what makes it resonate well with the History and citizenship curriculum.

h) Financial education

Human beings need rudimentary knowledge on financial education. Through this, the financial capability of citizens is promoted. It is with this understanding that the government has placed a lot of importance on financial education. The school curriculum stresses financial literacy from the lowest to the highest level.

Even though this cross-cutting issue has not been integrated in the History and citizenship curriculum, teachers should bring it up through infusion. It is crucial that citizens have sound money management practices on earnings, spending, saving, borrowing and investing. Financial education enables people to take appropriate financial services – both formal and informal that are available to them and encourages financial behaviour that enhances their overall economic well-being. In this line, our curriculum places importance to financial literacy.

All the above cross-cutting issues should be given room in the History instructional process. Every effort should thus be put in place by the teacher towards this end.

SECTION B: INTERPRETATION OF THE SYLLABUS

In this section, attempts have been made to interpret the syllabus to enable its easy interpretation. A total of 12 units are covered. A step-by-step approach on a wide aspect of the content has been made. It is hoped that this will make implementation of the curriculum easier. However, the teacher should treat the recommendations as guidelines. They are not cast on stone. There is adequate room for their modification to suite any unique classroom needs. In the following sections, the cognitive domain allied objectives have been given as the learning outcomes while those in the psychomotor and affective allied domains have been covered under skills and values respectively.

Content map for the History Senior 4 Teacher’s Guide

Table I

	Unit 1	Unit 2	Unit 3	Unit 4
	The reforms of the Belgian rule in Rwanda	Comparison of genocides	Origin, rise, organisation and decline of empires in West and South Africa	Role of agents of colonial conquest
Number of periods	14	8	36	14
Introduction	Reforms introduced by the Belgian rule on: <ul style="list-style-type: none"> – Political level – Economic plan – Social plan – Culture 	Defining genocide and discussing the various genocides in the 20th Century	Describing the empires of West and South Africa	Identifying the colonial agents in Africa and their activities
Classroom organisation	Whole class orientation followed by group work and individual work	Whole class orientation, working in pairs and individual work	Whole class orientation, working in pairs and individual work	Whole class orientation, working in pairs and individual work
Equipment required	Maps, charts, globe, tactile materials, textbooks and braille materials	Pictures, textbooks, maps, tactile and braille materials, films and the Internet	Textbooks, maps, Atlas, globe, pictures, charts, films, photographs, tactile and braille materials	Textbooks, maps, Atlas, globe, pictures, charts, films, sound recorded programmes

<p>Activities</p>	<ul style="list-style-type: none"> • Locating Rwanda on a map • Discussing the Belgian rule and its reforms • Explaining the 1959 crisis • Drawing the map of Africa • Explaining the Belgian reforms • Reading textbooks • Asking and answering questions • Writing notes 	<ul style="list-style-type: none"> • Defining genocide. • Discussing other genocides as well as the 1994 Genocide against the Tutsi • Writing notes • Listening • Asking and answering questions • Reading textbooks • Explaining the similarities between the 1994 Genocide against the Tutsi and other genocides • Discussing measures taken to reconstruct Rwanda 	<ul style="list-style-type: none"> • Discussing the empires of West and South Africa. • Writing notes • Listening • Reading textbooks • Asking and answering questions • Locating West and South Africa on a map of Rwanda. • Explaining the origin and rise of various empires. • Reading textbooks 	<ul style="list-style-type: none"> • Locating West and South Africa on a map of Africa. • Discussing the origin, rise, organisation and decline of the empires in West and South Africa. • Reading textbooks and information from the Internet • Writing notes • Listening • Asking and answering questions
<p>Competences practiced</p>	<ul style="list-style-type: none"> • Communication skills • Research and problem solving skills • Critical thinking • Cooperation through team work • ICT skills • Literacy • Numeracy 	<ul style="list-style-type: none"> • Research and problem solving skills • Critical thinking • Communication skills • Cooperation through team work • ICT skills • Literacy • Numeracy • Lifelong learning 	<ul style="list-style-type: none"> • Communication • Cooperation through team work. • Critical thinking • Research and problem solving • Presentation of findings • Creativity and innovation • Literacy • Numeracy 	<ul style="list-style-type: none"> • Cooperation • Communication • Critical thinking • Creativity and innovation • Research • Problem solving • Lifelong learning

Language	Discussions in groups, written assignments and presentation of classroom findings.	Discussions in groups, written assignments and presentation of findings.	Discussions in groups, written assignments and presentation of classroom findings.	Discussions in groups, written assignments and presentation of classroom findings.
Vocabulary acquisition	Terms related to the Belgian reforms.	Terminologies related to genocides	Terminologies related to the origin, rise, organisation and decline of empires in West and South Africa	Terms related to the role of agents of colonial conquest
Study skills	<ul style="list-style-type: none"> • Writing notes • Researching using the Internet and textbooks • Organising ideas for presentation • Analysing the various reforms • Explaining the reforms 	<ul style="list-style-type: none"> • Writing notes • Organising ideas for presentation • Researching using the Internet and other textbooks • Describing the occurrence of the genocides • Comparing and contrasting other genocides with the 1994 Genocide against the Tutsi. • Outlining the measures that have been taken to reconstruct the Rwandan society. 	<ul style="list-style-type: none"> • Writing notes • Organisation of ideas for presentation • Researching using textbooks and the Internet • Comparing the political, social and economic organisation of the various empires both in West and South Africa. • Locating the empires in West and South Africa 	<ul style="list-style-type: none"> • Writing notes • Listening • Organisation of ideas for presentation • Further reading using textbooks and the Internet • Analysing the activities, roles, problems and consequences of colonial agents
Revision	Activities and the end of unit and the revision exercise provided	Activities and the end of unit and the revision exercise provided	Activities at the end of the unit and the revision exercise provided	Activities at the end of the unit and revision exercise provided

<p>Assessment</p>	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others. • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others • Ability to correctly answer the oral questions asked by the teacher and the questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Outlining the activities of the colonial agents in Africa • Explaining the roles played by colonial agents in the process of colonisation in Africa • Identifying the problems faced by colonial agents in Africa • Analysing the consequences of colonial agents in Africa
<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others. • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Defining genocide • Discussing the different genocides that occurred in the 20th Century • Identifying the similarities and differences between the 1994 Genocide against the Tutsi and other genocides • Outlining the measures that have been taken to reconstruct the Rwandan society after the 1994 Genocide against the Tutsi 	<ul style="list-style-type: none"> • Describing the reforms brought by the Belgians to Rwanda • Explaining the causes and effects of the 1959 crisis in Rwanda • Describing the steps taken to achieve independence in Rwanda 	<ul style="list-style-type: none"> • Describing the origin and rise of various empires of West and South Africa • Explaining the political, social and economic organisation of the empires in West and South Africa • Discussing the decline of the empires of West and South Africa 	

	Unit 5	Unit 6	Unit 7	Unit 8
	Unit 5	Unit 6	Unit 7	Unit 8
	African response to colonial rule	Contribution of main ancient civilisations to the development of the modern society	Analyse the political, economic and intellectual developments in medieval and modern times	Major European events between 1789 and 1835
Number of periods	14	38	32	52
Introduction	Defining collaboration and discussing its forms	Locating the Greek and Roman Civilisations on a map of the world.	Defining and differentiating between Christianity and Islam religions.	Describing the conditions in Europe and France before 1789
Classroom organisation	Whole class orientation, group work and individual work	Whole class orientation, group work and individual work	Whole class orientation, group work and individual work	Whole class orientation, group work and individual work
Equipment required	Textbooks, charts, films, pictures and photographs, tactile and braille materials	Maps, charts, textbooks, pie charts, realia and Internet	Maps, charts, textbooks, pie charts, realia and Internet	Textbooks, Internet, films, charts, Atlas, pictures, maps, photographs, papers, pens, personal computers and printers

Activities	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and information from the Internet • Asking and answering questions • Locating the countries where the collaboration and resistance took place on a map of Africa • Listening • Discussing 	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and sourcing for information from the Internet • Asking and answering questions • Listening • Discussing 	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and sourcing for information from the Internet • Asking and answering questions • Listening • Discussing • Comparing the political, economic and intellectual developments in medieval and modern times 	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and information from the Internet • Asking and answering questions • Listening • Discussing • Organisation of ideas for presentation
Competences practiced	<ul style="list-style-type: none"> • Cooperation • Communication skills • Critical thinking • Creativity • Research and problem solving 	<ul style="list-style-type: none"> • Research and problem solving skills • ICT skills • Creativity • Communication • Cooperation 	<ul style="list-style-type: none"> • Problem solving • ICT skills • Communication skills • Cooperation 	<ul style="list-style-type: none"> • Communication skills • Cooperation through team work • Note taking • Research skills • ICT skills
Language	<ul style="list-style-type: none"> • Discussions in groups • Written assignments 	<ul style="list-style-type: none"> • Discussions • Written assignments 	<ul style="list-style-type: none"> • Discussions • Written assignments 	<ul style="list-style-type: none"> • Discussions • Written assignments
Vocabulary acquisition	Terminologies related to African response to colonial rule	Terms related to the ancient civilisations and their contribution to development on the modern society	Terms related to the political, economic and intellectual developments in medieval and modern times	Terms related to major European events between 1789 and 1835

<p>Study skills</p>	<ul style="list-style-type: none"> • Notes • Locating areas on maps • Organising ideas for presentation • Researching for information using textbooks and the Internet 	<ul style="list-style-type: none"> • Writing notes • Locating areas on the map of Africa where the ancient civilisations began. • Discussing with the other class members the contribution of main ancient civilisations to the development of the modern society • Researching from textbooks and the Internet information on the contribution of ancient civilisations to the development of the modern society 	<ul style="list-style-type: none"> • Writing notes • Analysing the political, economic and intellectual developments in medieval and modern times • Researching from textbooks and the Internet information on the political, economic and intellectual developments in medieval and modern times 	<ul style="list-style-type: none"> • Making notes • Locating Europe on a map of the world • Researching on the European events between 1789 and 1835.
<p>Revision</p>	<p>Activities and the end of unit revision exercise provided</p>	<p>Activities and the end of unit revision exercise provided</p>	<p>Activities and the end of unit revision exercise provided.</p>	<p>Activities and the end of unit revision exercise provided</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others. • Ability to correctly answer the oral questions asked by the teacher and question asked in the revision exercise provided. 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others • Ability to correctly answer the oral questions asked by the teacher and the questions asked in the revision exercise provided

Learning outcomes	<ul style="list-style-type: none"> Identifying the forms of collaboration Finding out the reasons for collaboration Discussing the consequences of collaboration Identifying the forms and methods of resistance Stating the reasons and consequences for resistance 	<ul style="list-style-type: none"> Location of the ancient Greek and Roman Empires on a map of the world Discussing the occupation and expansion of the ancient Greek and Roman Civilisations Identifying the elements of the ancient Greek and Romans civilisations Assessing the contributions of the ancient Greek and Roman Civilisations 	<ul style="list-style-type: none"> Analysis of the religious life of Christians and Muslims in medieval and modern times Finding out the changes brought about by Christianity and Islam Tracing the origin, spread and effects of the early explorations Assessing the impact of the Age of enlightenment 	<ul style="list-style-type: none"> Finding out the conditions in Europe and France before 1789 Explaining the causes, course and consequences of the French Revolution Identifying the factors for the rise of Napoleon I, his performance and downfall Outlining the terms, forms, reasons for the convention, achievements and failures of the congress system Analysing the factors for the rise and downfall of the Austrian Empire Discussing Prince Metternich Finding out the causes and consequences of the European Revolutions
	Unit 9	Unit 10	Unit 11	Unit 12
Number of periods	10	12	12	10
Introduction	Defining human rights and human rights codification	Defining national cohesion, identity and culture	Explaining the roles of the Abunzi and Gacaca Courts in conflict resolution and reconciliation	Defining the concept of interdependence
	Human rights codification and its impact	National cohesion, identities and respect of human rights	Role of Gacaca and Abunzi in conflict solving	Various forms of interdependence

Classroom organisation	Whole class orientation, group work and individual work	Whole class orientation, group work and individual work	Whole class orientation, group work and individual work	Whole class orientation, group work and individual work
Equipment required	Textbooks, The Rwandan Constitution, pictures, paper, pens, printers and braille materials	Books, charts, posters, newspapers, films, Braille materials, The Rwandan Constitution	Chart, films, pictures, photographs, textbooks, newspapers, braille materials	Textbooks, charts, national anthem, pictures, braille materials
Activities	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and information from the Internet • Asking and answering questions • Listening • Discussing • Reading the constitution 	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and information from the Internet • Asking and answering questions • Researching and identifying elements of national cohesion, identity and culture • Listening • Discussing 	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and sourcing for information from the Internet • Asking and answering questions • Listening • Discussing 	<ul style="list-style-type: none"> • Writing notes • Reading textbooks and sourcing for information from the Internet • Asking and answering questions • Listening • Discussing
Competences practiced	<ul style="list-style-type: none"> • Communication skills • Cooperation through team work • ICT skills • Research skills • Problem solving skills • Creativity 	<ul style="list-style-type: none"> • Cooperation through team work • Communication skills • Critical thinking • Creativity • Research skills • Problem solving skills 	<ul style="list-style-type: none"> • Problem solving skills • ICT skills • Creativity • Communication • Cooperation 	<ul style="list-style-type: none"> • Research skills • Problem solving skills • ICT skills • Communication skills • Cooperation through team work • Creativity
Language	<ul style="list-style-type: none"> • Discussions • Written assignments 	<ul style="list-style-type: none"> • Discussions in groups • Written assignments 	<ul style="list-style-type: none"> • Discussions • Written assignments 	<ul style="list-style-type: none"> • Discussions • Written assignments
Vocabulary acquisition	Terms related to human rights codification and impact	Terms related to national cohesion, identity and respect of human rights	Terms related to the role of the Gacaca Courts and Abunzi in conflict resolution	Terms related to the various forms of interdependence

<p>Study skills</p>	<ul style="list-style-type: none"> • Making notes • Researching using textbooks and the Internet • Identifying specific human rights from the constitution • Organising ideas for presentation 	<ul style="list-style-type: none"> • Writing notes • Identifying elements of national cohesion, identity and respect of human rights • Organising ideas for presentation • Researching for information using textbooks and the Internet • Using resource persons to get information about national cohesion, identity and respect of human rights 	<ul style="list-style-type: none"> • Writing notes • Discussing with the other class members the role of the Gacaca and Abunzi in of the modern society • Researching from resource persons about the operations of the Abunzi and Gacaca Courts in ancient Rwanda 	<ul style="list-style-type: none"> • Writing notes • Analysing the different forms of interdependence • Researching from textbooks and the Internet information on the different levels of interdependence
<p>Revision</p>	<p>Activities and the end of unit revision exercise provided</p>	<p>Activities and the end of unit revision exercise provided.</p>	<p>Activities and the end of unit revision exercise provided.</p>	<p>Activities and the end of unit revision exercise provided.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others. • Ability to correctly answer the oral questions asked by the teacher and question asked in the revision exercise provided 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others. • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others. • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided 	<ul style="list-style-type: none"> • Ability to work in groups and to communicate ideas with others. • Ability to correctly answer the oral questions asked by the teacher and questions asked in the revision exercise provided

<p>Learning outcomes</p>	<ul style="list-style-type: none"> • Identifying the human rights codification since WWII in Rwanda and in other countries • Reading and mastering the Rwandan constitution in respect to human rights • Appreciating the respect of human rights 	<ul style="list-style-type: none"> • Understanding the concepts of national cohesion, identity and culture • Analysing the factors of national cohesion and identities • Finding out how national cohesion, identity and culture have influenced the respect of human rights 	<ul style="list-style-type: none"> • Understanding the roles of the Gacaca Courts and Abunzi in conflict solving and reconciliation. • Explaining how the Abunzi and Gacaca Court handle conflict resolution • Identifying the problems faced during the operations of the Abunzi and Gacaca Courts • Suggesting solutions to the problems faced by the operations of the Abunzi and Gacaca Courts in conflict resolution. 	<ul style="list-style-type: none"> • Understanding the concept of interdependence • Analysis of the different forms of interdependence • Finding out the causes and effects of interdependence
---------------------------------	--	---	--	---

Template of a competence-based lesson plan

School name: Gitarama Sec. School
Teacher's name: Mr. Manzi

74

UNIT 1

The reforms of the Belgian rule in Rwanda

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
1	10/01/2016	History	S.4 HEG	1	1 of 14	40 mins.	30
Type of special education needs and number of learners		3 learners with speech and communication difficulties. 1 learner with physical disability (wheel-chaired learner)					
Topic area		History of Rwanda					
Sub-topic area		History of ancient , colonial and post-colonial Rwanda					
Unit title		The reforms of the Belgian rule in Rwanda					
Key unit competence		To be able to assess the performance of the Belgian rule, the 1959 crisis and the process of independence in Rwanda					
Title of the lesson		Political reforms of the Belgian rule in Rwanda					
Instructional objective		Using textbooks and the Internet, learners should be able to assess the political reforms introduced in Rwanda by the Belgian rule correctly.					
Plan for this class(location: in/outside)		Inside the classroom					
Learning materials for all learners		Textbooks, charts, pictures, writing board, Braille materials and the Internet					
References		Achievers History for Rwandan Schools Senior 4 Student's Book					

Timing for each step	Description of teaching and learning activities		Generic competencies and cross-cutting issues to be addressed
	Teacher's activities	Learner 's activities	
	The teacher should divide the learners into groups and ask them to find out the different reforms introduced by the Belgians to Rwanda. Further, the teacher should ask the learners to categorise the reforms into either political, economic social or cultural reforms.		

<p>Introduction (5 minutes)</p>	<ul style="list-style-type: none"> - Introduce the lesson by asking the learners to mention the colonial powers that colonised Rwanda. - Respond to the answers given by the learners and give them the correct answers. 	<ul style="list-style-type: none"> - Answering questions asked by the teacher - Learners take notes - Learners predict the day's lesson 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Cooperation through group work on the reforms brought to Rwanda by the Belgians in Activity 1.1 on page 2 of the Achievers History for Rwandan Schools Senior 4 Student's Book. • Communication skills including listening, discussion and class presentations on the changes brought to Rwanda by the Belgian reforms in Activity 1.1 on page 2 of the Achievers History for Rwandan Schools Senior 4 Student's Book. • Critical thinking and problem solving skills through questioning, answering and manipulating ideas about the positive and negative influences brought about by the Belgian rule in Activity 1.1 on page 2 of the Achievers History for Rwandan Schools Senior 4 Student's Book.
<p>Development of the lesson (30 minutes)</p>	<ul style="list-style-type: none"> - Ask the learners in their groups to mention specific reforms that were introduced to Rwanda by the colonialists. - Allow them time to do the activity. - After the activity, allow the members to make brief presentations on their findings. 	<ul style="list-style-type: none"> - Participating in group discussions - Listening - Taking notes - Asking and answering questions <p>Special Education Needs (SEN)</p> <ul style="list-style-type: none"> - Ask the teacher and their peers questions in a language that they best 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving skills in analysing the positive and negative changes brought to Rwanda by the Belgian rule in Activity 1.1 on page 2 of the Achievers History for Rwandan Schools Senior 4 Student's Book. • Research skills applied through the use of textbooks, resource persons and the Internet to find out the reforms brought to Rwanda by the Belgians in doing Activity 1.1 on page 2 of the Achievers History for Rwandan Schools Senior 4 Student's Book.

	<ul style="list-style-type: none"> – Allow other members to comment on the other presentations. – Guide the learners in discussing the various reforms of the Belgian rule to Rwanda; Begin with the reforms at the political level. – Give the learners lesson notes on the same. <p>Special Education Needs Cases (SEN)</p> <ul style="list-style-type: none"> – Work closely with groups which contain the SEN cases and guide them towards finding answers to the questions on their own. 	<p>understand; especially the learners with speech and communication difficulties.</p> <ul style="list-style-type: none"> – Ask their group members for clarification on concepts that they might not have well understood especially the learners with speech and communication difficulties. – The group with the learner with a physical disability should be placed at the front of the class. 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Communication skills including listening, discussions and class presentations on the reforms brought to Rwanda by the Belgians in Activity 1.1 on page 2 of the Achievers History for Rwandan Schools Senior 4 Student’s Book. • Cooperation through group work in discussing and answering questions about the Belgian reforms to Rwanda in Activity 1.1 on page 2 of the Achievers History Senior 4 Student’s Book. <p>Cross-cutting issues to be addressed</p> <ul style="list-style-type: none"> • Gender equality through reforms that equally applied to both men and women and involving all learners both males and females in group discussions and class assignments. • Peace education through discussing the political reforms that were aimed at bringing peace and unity in Rwanda.
<p>Conclusion (5 minutes)</p>	<ul style="list-style-type: none"> – Summarise the lesson on the political reforms introduced by the Belgian rule in Rwanda. – Ask the learners to prepare for the next lesson on the economic and cultural reforms introduced by the Belgian rule in Rwanda. 	<ul style="list-style-type: none"> – Noting down the main points of the lesson. – Rearranging and cleaning the classroom. 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Communication skills through questioning and answering as well as discussions about the Belgian reforms to Rwanda in Activity 1.1 on page 2 of the Student’s Book. • Cooperation through teamwork in the group discussions on the reforms introduced to Rwanda by the Belgian rule in Activity 1.1 on page 2 of the Student’s Book.
<p>Teacher self-evaluation</p>	<p>Basing on the answers provided by the learners during the course of the lesson, the objectives of the lesson were achieved. Therefore, the lesson was well taught.</p>		

Learning objectives

By the end of the unit, the learner should be able to:

- Describe the performance of the Belgium rule in Rwanda.
- Explain the causes and effects of the 1959 crisis in Rwanda.
- Describe the process of independence in Rwanda.

Skills to be developed

- Critical and creative thinking
- Reflective thinking
- Observation
- Discussion
- Writing
- Questioning
- Cause and effect relationships
- Problem solving

Values and attitudes to be acquired

- Cooperation
- Appreciation
- Justice
- Respect
- Sacrifice
- Fortitude

Teaching and learning resources

- Achievers History Student's Book 4
- Charts
- Pictures
- Writing board
- Films

Teaching and learning activities

- Observation
- Discussion
- Explanation
- Making notes
- Asking and answering questions

Teaching steps

1. Introduce the topic to the learners and take them through the learning objectives.
2. Using the the Achievers History Student's Book 4, guide the learners in a discussion on the performance of the Belgian rule in Rwanda. Take them step-by-step through the reforms that were introduced in Rwanda by the Belgians and their effects on culture, political, social and economic organisation.
3. Explain to the learners the 1959 crisis in Rwanda.
4. Display to the learners a chart showing the causes of the 1959 Rwandan crisis.
5. Initiate a discussion among the learners on the causes of the 1959 crisis in Rwanda.
6. Show the learners pictures of the effects of the 1959 crisis in Rwanda.
7. Guide the learners in a discussion on the effects of the 1959 crisis in Rwanda.
8. Direct the learners to carry out Activity 1.1, where they are required to utilise all the available resources to find more information on the achievements and failures of the Belgian rule in Rwanda. In the same activity they are also required to research and analyse all the activity, that led to the achievement of independence in Rwanda. They should also analyse their findings for a class discussion with your guidance.

9. Explain to the learners the process of independence of Rwanda.
10. Ensure that learners write notes in their notebooks as you discuss. This will enable them to revise easily
11. Ask the learners to attempt answering the End of unit revision questions the end of in the Achievers History Student’s Book 4 as an assignment.

Additional information for the teacher

The Germans were the first Europeans to come to Rwanda. However, after the formation of the League of Nations in Europe in 1920, the mandate to govern Rwanda was given to the Belgians. The Belgians introduced a lot of reforms which changed the way things were done in pre-colonial Rwanda. These changes affected political, economic and social activities as well as culture. Most of these reforms brought positive changes to the lives of Rwandans that have lasted to this moment. A new style of leadership among other changes came with these reforms. The reforms are clearly laid out in the Achievers History and Citizenship Student’s Book 4.

Apart from impacting positively, these reforms had some negative influence. The Belgian rule led to the 1959 Rwanda crisis. It created ethnic divisions between the majorly Hutu and Tutsi. After this crisis, the Rwandans began fighting for their freedom which was achieved on the 1st July 1962.

Use alternative materials such as books, journals and academic papers to research on the history of colonisation and Belgian activities in Rwanda.

Unit summary

This unit deals with the reforms that were introduced by the Belgians to Rwanda. Belgium was given the mandate to govern Rwanda by the League of Nations in 1924 after World War I. During this time, the Rwanda territory was known as Ruanda-Urundi.

Belgian rule in Rwanda was categorised into three periods which are: Belgian Military Occupation (1916 – 1925), Belgian Mandate (1924 – 1946) and the Belgian Trusteeship (1946 – 1962).

The economic reforms introduced in Rwanda under the Belgian rule focused more on agriculture, mining and forestry.

In the period of the Belgian rule in Rwanda, a compulsory order to grow cash crops (*ishiku*) was imposed.

In 1927, the Belgians introduced a currency known as “ Franc Congolais”. This was so as to facilitate the exchange of goods and services and the payment of taxes by the locals.

The Belgians also introduced a type of forced labour which was known as the *Akazi*.

The political reforms introduced under the Belgian Trusteeship period allowed Rwandans to participate in the elections organised in 1953 and 1956.

The social and cultural reforms introduced by the Belgian rule led to construction of schools, hospitals and dispensaries.

The 1959 crisis in Rwanda was majorly caused by the 'divide and rule' policy commonly used by the Belgians. They undertook a series of reforms aiming at transforming the traditional social classes into ethnic groups therefore, classifying Rwandans into the Hutu, the Twa and the Tutsi.

The "*Mise au Point*" was a memorandum that was prepared by the High Council of the State in February 1957. It demanded more representation of Rwandans in the political administration of the country.

Rwanda later got her independence from the Belgians on 1st July 1962.

Assessment methods

- Asking oral questions
- End of unit revision exercise
- Come up with special assessment questions to assist students who are slow learners. Avail materials to help learners with special needs such as Braille machines and papers. Begin asking the slow learners easy questions as you gradually move on to difficult ones.
- Written tests
- Observation

Examples of questions for:

Slow learners

1. Which two colonial powers settled in Rwanda?
2. Name any five reforms that were brought in Rwanda by the colonialists.
3. Explain the effects of the different reforms on the lives of Rwandans.
4. Discuss the steps that led to the attainment of independence in Rwanda.

Talented learners

1. What were the effects of the political reforms undertaken by the Belgians in Rwanda?
2. Describe the effects of the 1959 crisis in Rwanda.
3. Suggest steps that could be taken to prevent 1959 crisis in Rwanda.
4. Discuss the role of the Trusteeship Council towards the independence of Rwanda.
5. Do you think the Trusteeship Council contributed to the 1959 crisis in Rwanda? If yes, explain how.

Suggested answers for the questions for slow learners:

1. Germany and Belgium
2. (a) Economic reforms (d) Cultural reforms
(b) Political reforms (e) Land reforms
(c) Social reforms

3. Accept correct explanations based on the different reforms. Refer to the text on page 8 to 9 of the Student's Book.

Suggested answers for the questions for talented learners.

1.
 - The Rwandans were restricted in the participation on various issues that affect their country.
 - It brought enmity between the ethnic groups in Rwanda.
 - It weakened the kingship.(Accept other correct answers)
2.
 - Many people lost their lives.
 - Property was destroyed.
 - People were displaced from their homes.
 - The people who migrated to other countries became refugees.
 - Rwanda inherited ethnic based ideologies.
 - It sowed hatred among Rwandans.(Accept other correct answers).
3.
 - The Belgians would have allowed participation of the locals in leadership without discrimination.
 - Avoidance of the divide and rule policy by the Belgians.Accept other correct answers).
4.
 - It sent different missions to check on the political, economic and social progress in Rwanda in the following years 1948, 1951, 1954, 1957 and 1960.
 - It signed a trusteeship accord with Belgium proposing reforms for the future self-rule.
 - It urged Belgium to create representative institutions in Rwanda with elected positions.
 - It advocated for the integration of indigenous people in high political ranks.(Accept other correct answers).
5.
 - Mark correctly explained arguments with sufficient points.

Answers to Revision questions

1. Belgium was given the mandate to govern Rwanda by the League of Nations in 1924 when World War I ended. The Rwanda territory under Belgium rule was initially known as Rwanda-Urundi. This was after the Germans, who were the first Europeans to leave Rwanda, left the territory in 1916. Belgium took over and ruled Rwanda from then up to 1962.

2. – Belgian Mandate
 - Belgian Trusteeship
 - Belgian Military occupation
3. Political reforms
 - Banning the king’s right over life and death (1917).
 - A new judicial system was introduced on 28th, April, 1917.
 - Introduction of freedom of worship
 - Administrative reforms were introduced by George Mortehan

Economic reforms

 - New system of agriculture was introduced
 - The Belgian administration paid attention to animal husbandry
 - Introduction of industry, mining and trade
 - Transport and communications network was improved

Social reforms

 - Christianity was strengthened
 - Education was provided by religious organisations with support from the colonial government
4. The political reforms led to the 1959 crisis in Rwanda, which had the following effects:
 - They resulted to the ‘divide and rule’ policy that was commonly used by colonial powers.
 - It led to racial divisions among Rwandans.
 - It caused antagonism between King Mutara III Rudahigwa and the Belgian colonial administration
 - It led to divisions among Rwandans along political lines. For example, PARMEHUTU rose against UNAR.
5. The Belgian rule influenced both positive and negative changes in Rwanda. (Mark the learners’ work according to the arguments given.)
6. Causes of the 1959 crisis in Rwanda
 - The ‘divide and rule’ policy commonly used by colonial powers in their respective territories.
 - The Belgians arbitrarily allocated to Rwandans of different origins, distinctive racial characteristics, discriminatory national identification and unequal intellectual abilities.
 - There was antagonism between King Mutara III Rudahigwa and the Belgian colonial administration (1954-1959) resulting from the king’s opposition to the church’s monopoly in education.

- The sudden death of King Mutara III Rudahigwa on 25th, July, 1959 disoriented the fight for independence. The king was a good symbol of unity between the Hutu and Tutsi.
 - Effects of the cold war that influenced the world in terms of siding with either the communist or capitalist supported nations.
7. Effects of the 1959 crisis in Rwanda
- A lot of people lost their lives. Many Tutsi people and members of UNAR were killed.
 - Property was destroyed. These included houses, livestock crops and businesses.
 - People were displaced from their homes. They migrated to hostile areas like Nyamata, which was highly infested by tsetse flies.
 - People migrated to the neighbouring countries and became refugees. As a result of this, the Belgian authority gave power to PARMEHUTU.
 - A series of activities followed after this which culminated to Rwanda's independence on 1st, July, 1962.
8. He was in disagreement with the Belgian colonial administration (1954-1959). As a result, he opposed the church's monopoly in the education sector. The king also pushed for more representation of Rwandans in the political administration of the country. This bred hatred towards the Rwandan Tutsi elite by the Belgians. The Tutsi elite reacted by undermining the Belgian rule through mass uprisings.
9. Steps that led to independence in Rwanda
- **In February 1957:** The "Mise au Point" memorandum was prepared by the High Council of the State demanding more representation of Rwandans in political administration of the country.
 - **In March 1958:** King Mutara III Rudahigwa created a committee that had to analyse the Hutu-Tutsi social problem.
 - **In June 1958:** The reaction of the High Council of the State on the above committee report noted the existence of a socio-political problem on the administration level that was not ethnic in nature. The problem was resolved by the removal of the ethnic mention from the identity cards.
 - **On May 8th, 1959:** the statutory order set up political parties, namely UNAR (l'Union Nationale Rwandaise) formed on September 3rd, 1959, APROSOMA (l'Association pour la Promotion Sociale de la Masse) formed in February 1959, PARMEHUTU (le Parti du Mouvement de l'Emancipation des Bahutu) formed on October 9th, 1959, RADER (Rassemblement Democratique du Rwanda) formed on September

14th,1959. On 25th, July 1959, King Mutara III Rudahigwa died under mysterious circumstances.

- **In June – July 1960**, communal elections took place and on 30th July, 1960, PARMEHUTU was declared the winner with 74.4% of the votes. However, UNAR and the king protested against the results.
- **On October 26th, 1960**, a provisional government was put in place by the Resident Jean-Paul Harroy and Gregoire Kayibanda became the first prime minister.
- **On January 28th, 1961**, The Coup d'état of Gitarama took place. Many decisions were made including the abolition of the monarchy, the proclamation of the republic and nomination of Dominique Mbonyumutwa as the first president while Kayibanda Gregoire remained prime minister.
- **In February 1961**, there was the recognition of the new regime by the Belgian Trusteeship.
- **On September 25th, 1961**, legislative elections and a referendum (Kamarampaka) for or against the monarchy regime was conducted. The monarchical system was voted against in favour of the republic.
- **On October 26th, 1961**, Kayibanda Gregoire was elected and confirmed as the president of the first Republic of Rwanda.
- **On July 1st, 1962**, Rwanda got her independence from the Belgians.

UNIT 2

Comparisons of genocides

Ref: Student's Book Page 17-24

Learning objectives

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

- Explain different genocides, where and when they occurred.
- Identify the similarities and differences between the 1994 Genocide against the Tutsi and other genocides.
- Describe the measures that have been taken to reconstruct the Rwandan society after the 1994 Genocide against the Tutsi.

Skills to be developed

- Critical and creative thinking
- Reflective thinking
- Problem solving
- Discussion
- Observation
- Note taking

Attitudes and values to be acquired

- Empathy
- Justice
- Love
- Respect
- Appreciation
- Cooperation
- Diligence
- Forgiveness
- Integrity

Teaching and learning resources

- Achievers History Student's Book 4
- Charts
- Realia- i.e. things that were used or artifacts kept at the Genocide Museum in Kigali
- Writing board

Teaching and learning activities

- Observation
- Explanation
- Asking and answering questions
- Writing an essay on genocide in the 20th Century
- Discussion
- Taking notes

Teaching steps

1. Ask the learners what they understand by the term genocide. Lead them to recalling what they learnt about genocide in Senior 1.
2. Using the Achievers History Student's Book 4, guide the learners in a discussion on the different genocides, where and when they occurred. They should be taking notes as you discuss
3. As suggested in Activity 2.2, organise a film watching session. Look for movies or documentaries covering the Jewish Holocaust and the 1994 Genocide against the Tutsi. Let the learners watch the movies or documentaries.
4. Initiate a discussion among the learners on the similarities and differences between the 1994 Genocide against the Tutsi and other genocides. Ensure that learners appreciate the measures taken to reconstruct societies where genocide occurred.
5. Display to the learners flip charts showing the measures that have been taken to reconstruct the Rwandan society after the 1994 Genocide against the Tutsi.
6. Assign learners in groups to do the Activity 2.4 after which you hold a question and answer session with the whole class.
7. Ensure that learners have answered all the end of unit revision questions correctly. Assist the learners in revising their areas of weakness. You can recommend that they revise the questions in a group discussion.

Additional information for the teacher

The 1994 against Genocide the Tutsi was a very horrific experience that of us would wish to happen again. It claimed lives of over one million people and left millions of others with injuries and pain of the loss of their loved ones.

Apart from the 1994 Genocide against the Tutsi , a few other places in different parts of the world have also had similar experiences of genocide.

In addition, there was holocaust (1939-1945), a genocide which targeted and claimed lives of over thousands Jews in Germany, under the Nazi rule led by Adolf Hitler.

Another genocide is the one that affected the Herero people which took place in Namibia in 1907. It was caused by the German colonialists who wanted to take their land by force and completely wipe out the natives who showed any signs of resistance. Create in leaners the value of nationalism and teach them how they can counter similar challenges in future so as to live harmoniously with each other.

Make use of alternative materials such as books on the History of the 1994 Genocide against the Tutsi, the Holocaust and other recorded video documentaries and journals.

Unit summary

This unit explains the genocide concept in depth and identifies the genocides that happened in the 20th Century as well as the circumstances under which they happened. Apart from the 1994 genocide against the Tutsi that occurred in Rwanda, there are other genocides that happened in different places such as the genocide against the Herero in Namibia and the Holocaust that happened in Germany.

The Herero were opposed to the invasion of their land by the Germans and their intention of building a railway line across the land that belonged to the Herero.

The Holocaust was genocide against the Jews that occurred in Germany and its occupied territories.

The cause of the 1994 Genocide against the Tutsi was the history of a long process of violence, hatred, injustice and ethnic divisions among the people of Rwanda. This genocide lasted for three months from April to July 1994. It came to an end when the Rwandan Patriotic Front (RPF) defeated the genocidal forces.

The post genocide Government of Rwanda put measures in place that ensured reconstruction of the Rwandan society. It ensured justice was served to the victims of the 1994 Genocide against Tutsi. This was done through the establishment of the *Gacaca* Courts which facilitated conflict resolution and reconciliation.

Assessment methods

- Asking oral questions
- Revision exercise at end of Unit 2
- Written tests
- Observation
- Asking learners easy questions like the definition of a genocide and what they know about the genocide. This will help you to gauge their comprehension of the concept of the unit. Give the fast learners some complex questions like the ones that involve analysis as you gradually help the slow learners to get up to the level of their counterparts. For example, discuss the various events in the process of independence for Rwanda. Name the various personalities involved and their contribution to the struggle for independence in Rwanda.

Examples of questions for:

Slow learners

1. Define genocide

2. (a) Who was Adolf Hitler?
(b) Which people did he target in the Holocaust?
3. Briefly describe the Holocaust.

Talented learners

1. Explain the difference between the 1994 Genocide against the Tutsi and the genocide against the Herero.

Suggested answers to the questions for:

Slow learners

1. Genocide is any of the following acts committed with the intent to destroy in whole or in part a national, ethnic or religious group by:
 - killing members of the group causing serious bodily harm or mental harm to members of the group.
 - deliberate inflicting on a group conditions of life calculated to bring about its physical destruction in part or whole.
 - imposing measures intended to prevent births on the group.
2. (a) The leader of the Nazi group that was responsible for the Holocaust.
(b) He targeted the Jews.
3. It was a genocide against the Jews in Germany.
(Accept correct explanations)

Talented learners

1. – The 1994 Genocide against the Tutsi was between two tribes of the same nation while the genocide against the Herero was instigated by the German's who were colonialists against the Herero who were the natives.
(Accept other correct explanations)

Answers to Revision questions

1. Genocide is a crime committed with intent to destroy, in whole or in part a national, ethnic or religious group.
2. Genocides that occurred in the 20th Century.
 - Genocide against the Herero in Namibia by the German colonialists (1907).
 - The Holocaust (1939 – 1945) – it was a genocide against the Jews in Germany.
 - The 1994 Genocide against the Tutsi in Rwanda.

3. Common features of genocides

- Thorough preparation and execution by the concerned governments. They are always a result of poor leadership.
- Intention of destroying or completely wiping out the targeted group.
- Large scale killing of the targeted group.
- Innocent people are killed because they belong to the targeted group.
- Cruel methods are used to torture the victims before killing them.
- Negative effects like trauma and poverty are common among the survivors.
- There are mechanisms of denying the genocide committed.
- Most of them are generated by internal divisions.
- They mostly occur during war times.

4. Differences between the 1994 Genocide against the Tutsi and other genocides

- The 1994 Genocide against the Tutsi was executed within a short period of time. It claimed lives of more than one million people in a period of one hundred days.
- Many people were involved in killing their fellow citizens, their relatives and their neighbours. Killers and victims shared citizenship and culture.
- The government agents, church members and security organs were all actively involved in the 1994 Genocide against the Tutsi.
- The international community did not intervene to stop the genocide in Rwanda. The 1994 Genocide against the Tutsi was stopped by Rwandans themselves. It came to an end when the Rwandan Patriotic Front (RPF) defeated the genocidal forces in July 1994.
- Cruel and extreme forms of violence were used in the 1994 Genocide against the Tutsi e.g. torturing victims before killing them, throwing victims in septic tanks alive, burying them alive in common graves, gathering them in churches and other places and burning them alive using gasoline, raping women before killing them, crushing babies in mortars or smashing them against walls.
- It did not take a long time to be recognised by UNO. The Security Council created the International Criminal Tribunal for Rwanda (ICTR) by Resolution 955 of 8th, November, 1994. Based in Arusha, the ICTR was established to deal with the prosecution of the people responsible for the 1994 Genocide against Tutsi.

UNIT 3

Origin, rise, organisation and decline of empires in West and South Africa

Ref: Student's Book Page 26-75

Sample lesson plan

School name: Joy Town School Teacher's name: Mr. Gasana

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
1	05/07/2016	History	S.4 HEG	3	8 of 36	40 mins.	30
Type of special education needs and number of learners							
<ul style="list-style-type: none"> • 2 learners with speech and communication difficulties. • 1 learner with physical disability (wheel-chaired learner) 							
Topic area		History of Africa					
Sub-topic area		History of Ancient Africa					
Unit title		Origin, rise, organisation and decline of empires in West and South Africa					
Key unit competence		To be able to describe the origin, rise, organisation and decline of various empires in West and South Africa					
Title of the lesson		Political organisation of the Mali Kingdom of West Africa					
Instructional objective		Using textbooks and the Internet, the learners should be able to research on the political organisation of the Mali Kingdom of West Africa appropriately.					
Plan for this class (location: in/ outside)		Inside the classroom					
Learning materials for all learners		Textbooks, charts, pictures, sound recorded programmes, writing board, Braille materials and the Internet					
References		Achievers History for Rwandan Schools Senior 4 Student's Book					
Timing for each step	Description of teaching and learning activities						Competencies and cross-cutting issues to be addressed
	The teacher should divide the learners into groups and ask them to use textbooks and the Internet to research on the political organisation of the Mali Kingdom of West Africa.						
Teacher's activities			Learner's activities				

<p>Introduction (5 minutes)</p>	<ul style="list-style-type: none"> – Introduce the lesson by asking the learners to recall what they learnt in the previous lesson. – Ask the learners to divide themselves into their groups. 	<ul style="list-style-type: none"> – Answering questions asked by the teacher, – Learners predict the day's lesson 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Cooperation through group work learnt from Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools on the political structure and organisation of the Mali Kingdom. • Communication skills including listening, discussion and class presentations for Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools on the political structure and organisation of the Mali Kingdom. • Critical thinking and problem solving skills through questioning, answering and manipulating ideas on the comparison between the political organisation of the Mali Kingdom and the pre-colonial kingdom of Rwanda as expressed in Activity 3.4 on page 32 of Achievers History Senior 4.
<p>Development of the lesson (30 minutes)</p>	<ul style="list-style-type: none"> – Ask the learners in their groups to use textbooks to describe the political organisation of the Mali Kingdom of West Africa. – Allow them time to do the activity. – After the activity, allow the members to make brief presentations on their findings. – Allow other members to comment on the other presentations. 	<ul style="list-style-type: none"> – Participating in group discussions – Listening – Taking notes – Asking and answering questions 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving skills in discussing the political structure of the Mali Kingdom in Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools. • Communication skills including listening, discussions and class presentations on the political organisation of the Mali Kingdom in Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools. • Research skills applied through searching the Internet and textbooks to find out information and describe the political organisation of the Mali Kingdom as required in Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools.

	<ul style="list-style-type: none"> – Guide the learners in discussing the political structure or organisation of the Mali Kingdom of West Africa. – Give the learners lesson notes on the same. <p>Special Education Needs Cases (SEN)</p> <ul style="list-style-type: none"> – Work closely with groups which contain the SEN cases and guide them towards finding answers to the questions on their own. 	<p>Special Education Needs (SEN)</p> <ul style="list-style-type: none"> – Ask their peers and the teacher questions in a language that they best understand; especially the learners with speech and communication difficulties. – Ask their group members for clarification on concepts that they might not have well understood especially the learners with speech and communication difficulties. – The group with the learner with a physical disability should be placed at the front of the class. 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Cooperation through group work on the political organisation of the Mali Kingdom • in Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools. <p>Cross-cutting issue to be addressed</p> <ul style="list-style-type: none"> • Peace education through discussing the orderly political structure of the Mali Kingdom for the sake of peace in the kingdom.
<p>Conclusion (5 minutes)</p>	<ul style="list-style-type: none"> – Summarise the lesson on the political organisation of the Mali Kingdom. – Ask the learners questions on the political organisation of the Mali Kingdom as a way of revising the lesson covered. – Ask the learners to prepare for the next lesson on the decline of the Mali Kingdom. 	<ul style="list-style-type: none"> – Noting down the main points of the lesson. – Answering the revision questions asked by the teacher on the political organisation of the Mali Kingdom. – Rearranging the classroom and cleaning. 	<p>Generic competencies to be addressed</p> <ul style="list-style-type: none"> • Communication skills through asking and answering questions about the political organisation of the Mali Kingdom in Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools. • Cooperation through team work in answering questions on the political organisation of the Mali Kingdom in Activity 3.4 on page 32 of Achievers History Senior 4 for Rwandan Schools.
<p>Teacher self-evaluation</p>	<p>Basing on the answers provided by the learners during the course of the lesson, the objectives of the lesson were achieved. Therefore, the lesson was well taught.</p>		

Learning objectives

By the end of the unit, the learner should be able to:

- Describe the origin and rise of various empires in West and South Africa during the pre-colonial period.
- Explain the political, social and economic organisation of various empires in West and South Africa.
- Identify the factors for the decline of the various empires in West and South Africa.

Skills to be developed

- Critical thinking
- Problem solving skills
- Reflective thinking
- Note taking
- Communication
- Map reading and interpretation
- Observation
- Drawing
- Creativity

Attitudes and values to be acquired

- Cooperation
- Self-reliance
- Diligence
- Appreciation
- Sacrifice
- Courage
- Industry
- Temperance
- Patience

Teaching and learning resources

- Achievers History Student's Book 4
- Chalk/writing board
- Pictures
- Charts
- Films

Teaching and learning activities

- Asking and answering questions
- Discussion
- Explanation
- Observation
- Listening
- Drawing

Teaching steps

1. Ask learners to mention some kingdoms in pre-colonial Africa that they know.
2. Improve on their responses as you link them to pre-colonial empires in West and South Africa.
3. Display to the learners a map of Africa showing some empires in West and South Africa.

4. Guide learners in a discussion on the origin and rise of selected empires in West and South Africa.
5. Discuss the origin, the rise and the decline of various Kingdoms in West and South Africa. These include Kingdoms such as Ghana, Mali, Songhai, Kanem-Bornu, Zulu and Monomotapa. Discuss the organisational structures of the ancient Kingdoms of Mali, Ghana, Songhai and Kanem-Bornu in West Africa
6. Guide the learners in a discussion on the political, social and economic organisation of the empires of Ancient Ghana, Mali, Songhai and Kanem Bornu; as have been outlined in the History Learner's Book 4.
7. Explain the social, economic and political organisation of each of the kingdoms in West and South Africa as explained in the Achievers History and Citizenship Student's Book 4.
8. Ask the learners to answer the End of Unit 3 revision exercise to gauge their understanding of the content. Help them in tackling the questions they find difficult.

Additional information for the teacher

Pre-colonial African societies were divided into decentralised and centralised societies. The former outnumbered the latter. The centralised states were mainly found in Central, South and West Africa. The other regions had limited centralised states.

In West Africa, the main empires were Ancient Ghana, Mali, Songhai and later there were the Hausa, Fulani, Kanem Bornu, Dahomey, Ashanti and Oyo among others. Out of these, Ancient Ghana, Mali, Songhai and later Kanem Bornu represented highly centralised and/or organised political entities. These empires were founded on trade, conquest, able leadership, religion and diplomacy. Except for Ancient Ghana, all the others followed the Islamic faith. All the empires rose to great fame and glory in the region and beyond. They also involved sound political, social and economic institutions which made them tower above others.

As West Africa was witnessing a rise in centralised societies, similar developments were occurring in Southern Africa. The Mwenemutapa Kingdom emerged in present day Zimbabwe. It covered a vast area and had sophisticated socio-political and economic systems. The details for its rise, organisation and decline are well articulated in the student's textbook.

Away from Zimbabwe, another empire developed in South Africa. It was begun by Shaka of the Zulu. The emergence of this empire brought great upheavals in the region. Its consequences were felt even in Eastern Africa. Shaka developed a highly centralised state. He never entertained any opposition to his rule. The details of this empire have been well addressed in the History Learner's Book 4.

Use other materials for reference such as books on the History of ancient African kingdoms and historical maps.

Unit summary

This unit deals with the origin, organisation and decline of the empires in West and South Africa.

The kingdom of ancient Ghana was founded by the Mande-speaking Soninke people between 500 and 700 AD. The growth of the kingdom of old Ghana was majorly supported by the Trans-Saharan trade. The kingdom was led by a king whose palace was at Kumbi-Saleh. The kingdom had gold mines, which earned it great wealth. This kingdom declined due to many attacks from its neighbours who wanted to take over the gold mines.

The original name of the Mali Empire was Kangaba. The kingdom of Mali arose, led by Sundiata, after the collapse of the kingdom of old Ghana. The strategic position of Mali kingdom enabled it to grow strong as it had good farming land and it was less vulnerable to attacks from the desert tribes such as the Sanhaja and the Tuaregs. The Mali Empire flourished more because of trade. It also had minerals such as gold and salt, which supported it economically. Mansa Musa made the Mali Empire a Muslim state. He encouraged the establishment of Islamic schools. The Mali Kingdom collapsed due to internal causes such as rebellion by vassal states and external causes such as attacks by its neighbouring kingdoms.

The Songhai Kingdom arose due to factors such as trade, influence of Islam and strong leadership. This kingdom also had able leaders such as Askia Mohammed. The Songhai Empire derived much of its wealth from farming and fishing. When Morocco conquered the kingdom of Songhai, it turned it into one of its provinces therefore, weakening the empire.

The ruler in the Kanem-Bornu Empire was known as Mai. He was considered sacred. Kanem-Bornu rose during the reign of Mai Idris Aluma (1571 – 1603). This ruler was known for his military skills, administrative reforms, and devotion to Islam. Trade was the greatest source of income in Kan-Bornu Empire. Goods such as grain, copper, kola and slaves were exchanged for products such as potash, cowries and cloth. The Kanem-Bornu Empire started to decline in the 1700s, when the Fulani people invaded it and made major advances inside. The Fulani, led by Usman dan Fodio, proclaimed a jihad (holy war) on the irreligious Muslims of the areas they conquered.

The Mwenemutapa Kingdom was able to expand due to able leadership, a strong army and a strong economic base. The Shona people believed in a supreme being called Mwari. The coming of the Portuguese led to the decline of the Mwenemutapa Kingdom.

Assessment methods

- Oral questions
- End of unit 3 revision exercise
- Give learners practical assignments like drawing the map of Africa and locating the various kingdoms i.e. Mwenemutapa, Zulu and Kanem Bornu kingdoms. Ensure the learners draw the map and have a discussion in class with their maps. Help learners with disabilities by allowing them more time to finish identifying the locations of these kingdoms on the maps.
- Observation
- Written tests

Examples of questions for:

Slow learners

1. What is an empire?
2. Name any five ancient African empires.
3. Discuss the political, economic and social settings of the Zulu Kingdom.
4. Identify modern practices that have been influenced by the reign of the Kanem Bornu Kingdom.

Talented learners

1. Discuss the religious and educational developments introduced in the Songhai Empire under the leadership of Askia the great.
2. Describe the social, political and economic organisation of the Mwenemutapa Kingdom.
3. Outline the factors that led to the decline of the Mali Kingdom.
4. Discuss the contribution of Ghana Kingdom to the present day nation of Ghana.

Suggested answers to the questions for:

Slow learners

1. An empire is a group of states or countries under a single supreme authority such as a king.
2. (i) The Ghana Empire (iv) The Kanem-Bornu Empire
(ii) The Mali Empire (v) The Mwenemutapa Empire
(iii) The Songhai Empire
3. Mark correct descriptions given by the learner on the political, economic and social settings of the Zulu Kingdom refer to page 62-74 of the Student's Book.
4. -Spread of Islam
- Expansion of trade
-Mark the correct points explained by the learners.

- The large size of the kingdom of Ghana made it difficult for administration, therefore weakening the kingdom.
3. a) Why Mansa Musa generously rewarded his officers
In order to appreciate them and to encourage faithful and effective local administration. This was to keep the kingdom strong.
 - b) How Mansa Musa contributed to the social and economic development of the Mali Empire
 - He made Mali a Islam practicing country.
 - He promoted education by encouraging the establishment of Islamic schools.
 - He brought about new architecture by bringing renowned Muslim architects and scholars into the kingdom.
 - Mansa Musa promoted trade with neighbouring kingdoms.
 - He introduced the use of a single currency.
 - He traded in slaves and this was a lucrative business.
 4. a) How Askia Mohammed contributed to growth of Islam in the Songhai Kingdom.
 - As a Muslim, he used Islam as a unifying force and adopted Islamic principles as guidelines for the conduct of his people. Askia appointed judges in each important town of the empire. These judges followed the Koranic law and the Sharia.
 - In 1497, Askia Muhammad made a pilgrimage to Mecca. This had important effects on the development of his empire. He bought a hostel at Cairo for Sudanese pilgrims going to and returning from Mecca. In recognition of his strict adherence to and promotion of Islam, Askia was awarded the title of 'Caliph of the Blacks'.
 - Like Mansa Musa, Askia returned from the pilgrimage with a number of celebrated Islamic scholars. They served the empire as educators administrators, advisors and judges. As more Muslims were attracted to Songhai, relations with the Muslim world improved. This meant an increase in trade. These Muslim immigrants also had a far-reaching influence on the political, social and cultural life of the empire.
 - Inspired by North African Islamic theologians like Al-Maghili, he abolished the practice of sand-divining and the belief in the talisman.
 - He made laws against the ill-use of pregnant slave women; and further, he legislated against nudity among adults.
 - b) Results of the conquest of Songhai Kingdom
 - Trade increased in the kingdom with Gao as the centre of trade in the kingdom.
 - It led to the spread of Islamic influences which helped in the development of the kingdom.

- It grew strong and eventually it gained its independence from the kingdom of Mali.
 - Able and strong leaders such as Askia Mohammed and Suni Ali emerged. They steered the kingdom above the rest.
5. Religious and educational developments in Songhai under Askia the Great.
- **Religion** – Askia Muhammad used Islam as a unifying force and adopted Islamic principles as guidelines for the conduct of his people. He appointed judges in each important town of the empire. These judges followed the Koranic law and the Sharia. As a devout Muslim, Askia Muhammad made a pilgrimage to Mecca in 1497, which had important effects on the development of his empire. He bought a hostel at Cairo for Sudanese pilgrims going to and returning from Mecca. In recognition of his strict adherence to and promotion of Islam, Askia was awarded the title of ‘Caliph of the Blacks’. From his pilgrimage, he returned with a number of celebrated Islamic scholars. These served the empire as educators, administrators, advisors and judges. As more Muslims were attracted to Songhai, relations with the Muslim world improved. This meant an increase in trade. These Muslim immigrants also had a far-reaching influence on the political, social and cultural life of the empire. He was inspired by North African Islamic theologians like Al-Maghili, leading to the abolishing of the practice of sand-divining and the belief in talisman. He also made laws against the ill-use of pregnant slave women; and further, he legislated against nudity among adults.
 - **Education** – Askia Muhammad encouraged the spread of education. During his reign, there were as many as 150 Koranic schools in Timbuktu alone. The standard of learning at centres such as the Sankore Mosque in Timbuktu, in Jenne and in Gao reached a very advanced level. Scholars from all over the Islamic world came to these centres for further studies. The growth of literacy had a great influence on the social, cultural and political life of the empire; it also helped to promote the trade in books.
6. Importance of Idriss Aluma in the history of Kanem-Bornu.
- He introduced military innovations which included the employment of fixed military camps (with walls); permanent sieges and ‘scorched earth’ tactics, where soldiers burned everything in their path. His soldiers were trained by Turkish military advisers.
 - He had good diplomatic relations with other empires such Tripoli, Egypt, and the Ottoman Empire.
 - He introduced a number of legal and administrative reforms based on his religious beliefs and Islamic law (sharia).

- Idris Aluma was a great patron of Islam and used his great power to boost the process of Islamisation within his sphere of influence.
- He used his political alliances to seek loyal and competent advisers and allies. He frequently relied on slaves who had been educated in noble homes. Aluma regularly sought advice from a council composed of heads of the most important clans. He commanded the loyalty and support of the Kanuri who came to identify themselves with the Bornu Empire.
- He made a strong economic base. The Kingdom Kanem-Bornu under Aluma was very wealthy. Government revenue came from tributes, sale of slaves, and duties on participation in the Trans-Saharan trade.

7. Origin and rise of Mwenemutapa Kingdom

- The Mwenemutapa Kingdom was a Shona-speaking kingdom of the Karanga people. The kingdom stretched between the Zambezi and Limpopo rivers of Southern Africa in the modern states of Zimbabwe and Mozambique.
- The name Mutapa means ‘the conquered lands’. The Mwene (Bantu term for “lord,”) was the title. This gave rise to the state being referred to as Mwenemutapa. The kingdom was inhabited by the Karanga, a subgroup of the Shona. The other subgroups include the Rozwi, Zezuru, Korekore and Manyika. They migrated in AD 1000 and settled in an area north of River Limpopo and South of the Zambezi River. They founded the Great Zimbabwe.
- Chief Chuka was the founding ruler of the Great Zimbabwe Kingdom. Nyatsimba Mutota later expanded the chiefdom. He expanded it to the north to control the long-distance trade. The kingdom was later abandoned in 1450 because it had exhausted its salt and trade.
- After abandoning the original kingdom, the Shona then established Mwenemutapa Kingdom, as Mutota conquered other lands in the north. The Mwenemutapa kingdom got its name from the Barwe and Manyika communities who described the king’s action of extreme force to expand his territory.
- It was located in Mazoe valley. Mwenemutapa became the royal title. Eventually, the name of the kingdom which was ruled by Mutapa. The kingdom was known for its gold. Mwenemutapa kingdom later collapsed in 1480.

The kingdom was able to rise due to the following factors

- | | |
|--|------------------------------|
| • Able rulers | • A vibrant craft industry |
| • Strategic position for commercial activities | • A common religion |
| • Strong economic base | • Increase in its population |

8. a) Factors that led to the rise of the Zulu Kingdom.

- The kingdom had a well organised military control under King Shaka – he had a well trained army waiting in every district which was ready to fight for the kingdom.
- Strong political and administrative organisation – Shaka adopted a military form of government whereby he was the absolute ruler.
- Firm economic organisation and control – the Zulu Kingdom raided other kingdoms for cattle and human captives. He also established a state control on food production so as to be able to feed his large army.
- There were frequent wars for the expansion of the kingdom – Shaka invaded and defeated other strong kingdoms owing to his skills in military organisation.

b) Effects of military and political changes introduced by Shaka

- The army regiments served a nation-building purpose as well as a military one. Recruits from all over the new state were mixed together in each regiment, where they built up a loyalty to the regiment and to Shaka as king. They forgot their separate individuals. By living and fighting together, they grew to understand and trust each other.
- Shaka adopted more of the military form of government as an absolute ruler. He assumed executive, legislative and judicial powers and functions and therefore made all decisions. He was the commander-in-chief, high priest and the supreme justice.
- The success of the regiments made members to develop pride in the regiment and the state which it served, prior to political identity. They were able to fight and defeat any uprising against the kingdom. This resulted to a social and political unity.
- He adopted the people of the conquered territories in his kingdom and replaced their chiefs with his own subjects. They had to adopt the Zulu language, traditions and culture.
- Under Shaka, loyal subjects won prestige and wealth through service to the king; those suspected of disloyalty ran the risk of being executed.

c) Why the Zulu Kingdom declined after the death of Shaka.

- His successors were not as strong as him. His younger brother Mpande for instance relaxed the severe military discipline left by Shaka.
- Shaka's younger brothers, Mpande and Dingane, were always in succession disputes, at the expense of ruling the kingdom. Each of them had a different view of how the kingdom ought to have been run.

- Shaka's successors Mpande and Dingane, established relations with the whites. The whites tricked them leading to the gradual collapse of the kingdom.
- The Bambatha uprising which led to collapse of the Zulu Kingdom and eventually establishment of colonial rule.

9. a) Mali Kingdom

Social organisation

- It was an Islamic state governed by Sharia laws.
- Formal education was encouraged through establishment of Islamic schools.
- Modern architecture was introduced by Muslim scholars and architects who were brought by Mansa Musa on his return from pilgrimage.

Political organisation

- Decentralisation of administration – the farther a territory was from Niani, the more decentralised the Mansa's power became.
- The kingdom had skillful leaders such as Sundiata and Mansa Musa, who established institutions designed to promote effective government.
- Mali was divided up into two main administrative units; the metropolitan area which comprised the state of Mali itself and a collection of provincial states annexed through conquest. The king was assisted by ministers and counselors. He exercised personal control over the administration of his own Mandingo people in the metropolitan territory.
- Administration of justice - The king made sure that no one received preferential treatment in the law courts.
- Provinces picked their own governors via their own custom (election, inheritance, etc.). They were recognised as dyamani-tigui (province master) by the Mansa. They had to be approved by the Mansa and were subject to his oversight. If the Mansa didn't believe the dyamani-tigui was capable or trustworthy, a farba would be installed to oversee the province or administer it outright.
- At the local level (village, town, city), kun-tiguis elected a dougou-tigui (village-master) from a bloodline descended from that locality's semi-mythical founder.

Economic organisation

- The Mali Empire flourished because of trade. It mainly traded in gold and salt. It also taxed gold and salt that entered its borders.
- Traders were taxed in order to raise revenue for the kingdom.
- The Sahelian and Saharan towns of the Mali Empire were organised as both staging posts in the long-distance caravan trade and trading centres for the various West African products.

- At Taghaza, for example, salt was exchanged; copper was traded at Takedda. Ibn Battuta observed the employment of slave labour in both towns.

b) Mwenemutapa Kingdom

Social organisation

- Divine kingship – the king was divine or a priest-king. His subjects approached him crawling on their stomachs.
- Belief in one supreme being – The Shona-speaking people believed in one god, Mwari, who was believed to have been the creator of the Earth.
- System of priesthood – Priests led worship in the shrines throughout Mashona land. They acted as several organs of the creator.
- Clan organisation – The Shona were organised along clan lines which followed strict totemism. These clans were named after animals such as the monkey, the leopard, the hyena and the lion.
- Age-groups and age-sets – Age groups were formed by those born at the same period. The members therefore underwent initiation at the same time.
- Specialists – The Shona had specialists in various fields like medicine men (nganga) who were useful in supplying herbal medicines used to cure various ailments. There were also diviners, seers, witch doctors and sorcerers.
- Dwellings – The houses were built of stones.

Political organisation

- The king was the head of state and government. At the king's court there was:

<ul style="list-style-type: none"> – Chancellor of the kingdom – Court chamberlain-manager of the king's house – Head drummer – Military commander 	<ul style="list-style-type: none"> – Keeper of fetishes – Head door keeper – Chief cook – Nine provincial wives of the king – Concubines and waiting-women
--	---
- Outside the king's court there were;
 - Council of chiefs – There was a council made up of selected chiefs who advised the ruler.
 - Unity of political and religious life – The political and religious life was inseparable in the Shona society.
 - The royal fire – The royal fire was a key institution and burnt so long as the king lived.

- Sacred animal – The king’s spirit was supposed to take up residence in a lion.
 - A standing army – The rulers also had a standing army whose main function was to defend and expand the kingdom.

Economic organisation

- Crop farming – The climate in Mashonaland was good for agriculture.
- Livestock keeping – The Shona kept cattle, goats, sheep and poultry.
- Trade – This took place at the local, regional and international levels. The Shona participated in the long distance trade with the Swahili and Arabs from the East African Coast.
- Hunting and gathering –The men hunted elephants for ivory and other animals for food to supplement their diet.
- Fishing – The Shona supplemented their food supply with fish. The activity was carried out in rivers and lakes found in the empire.
- Craft industry – The industry concentrated on iron working, gold smelting, cloth making from wild cotton and fibres and carving.

(c) Songhai Kingdom

Social organisation

Religion – the kingdom was purely Islamic.

Education – education was offered through Koranic schools.

- Political organisation
- Territorial expansion.
- Administration – there was an elaborate administrative system. The empire was divided into four regions. At the head of each, there was a vice-roy or governor.
- The king had a council of ministers as follows;
 - *Katigi-farma* - responsible for finance
 - *Asari-mundia* - responsible for justice
 - *Balama* - responsible for defence
 - *Hi-koy* - responsible for the navy
 - *Korey-farma* - responsible for foreign affairs
 - *Sao-farma* - the minister in charge of forestry
 - *Hari-farma* - in charge of rivers, lakes and fisheries
 - *Kari-farma* - the chief priest of the indigenous religion of the Songhai
 - *Barey-koy* - he was in charge of the imperial court arrangements.
- The kingdom also had a very well organised military.

Economic organisation

- Weights and measures – Askia established a unified system of weights and measures throughout the empire. He legislated against cheating in trade, and appointed inspectors to control weights and measures and prices.
- Other sources of revenue for the kingdom were;
- Farming - the revenue from these state farms went into the imperial treasury.
- Crafts - teams of slaves were also organised for the production of boats, spears and arrows. Some were sold to replenish the imperial treasury.
- Tributes – these were collected from vassal states.
- Taxes - taxes were collected from farmers by the regional governors and were sent regularly to the capital.
- Tolls and duties - revenue was also collected in the form of tolls and customs duties.
- Court fines - These were another source of imperial revenue.

UNIT 4

Role of agents of colonial conquest

Ref: Student's Book Page 77-139

Learning objectives

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

- Identify different colonial agents.
- Explain the roles played by different colonial agents.
- Describe the problems faced by colonial agents.
- Asses the consequences of colonial agent in Africa

Skills to be developed

- Critical and creative thinking
- Reflective thinking
- Communication
- Problem solving
- Observation
- Note-taking
- Cause and effect relationship.

Values and attitudes to be acquired

- Appreciation
- Cooperation
- Perseverance
- Sacrifice
- Industry
- Empathy
- Justice
- Respect

Teaching and learning resources

- Achievers History Student's Book 4
- Chalk/writing board
- Charts
- Pictures
- Sound recorded programme
- Maps.

Teaching and learning activities

- Asking and answering questions
- Discussion
- Observation
- Explanation
- Researching
- Writing notes.

Teaching steps

1. Introduce the unit by asking the learners to look up in the dictionary the meaning of the word agent and link it with its meaning in this unit.
2. Mention to the learners the various categories of colonial agents who came to Africa.
3. Initiate a discussion among the learners on different colonial agents.
4. Explain to the learners the roles played by different colonial agents.
5. Using the Achievers History Student's Book 4, guide the learners in a discussion on the problem faced by colonial agents in Africa.

6. Discuss the consequences of the colonial agents in Africa.
 7. Initiate a discussion among the learners on the consequences of the colonial agents in Africa. Ensure the learners note down the main points as you discuss.
 8. Ensure that the learners have carried out all the activities that are in this unit as this will enhance their learning and grasp of the content.
 9. Ask the learners to answer the questions asked in the end of unit revision exercise in the Achievers History Student's Book 4.

Additional information for the teacher

There were various colonial agents in Africa. All these groups had one objective; making it possible for the colonial power to stamp its foot in the continent. The main agents were missionaries, chartered companies, explorers and later administrators. Africa also attracted a horde of imperialist spies. These hid their motives from the hapless Africans who only realised much later the situation their dalliance with the Europeans had put them in.

The agents had specific roles to undertake to enable colonial conquest be a reality. The missionaries were pre-occupied with evangelisation. Through the word of God, the missionaries were able to endear the Africans to western ways. In areas where they experienced hostility, they were forced to invite the colonial authorities. This is what led to the idea of the flag following the cross.

On their part, the chartered companies were driven by the economic motives. Theirs was to exploit the resources in the continent so as to increase their profit margins. There were companies which were actively involved in this.

Explorers were equally involved as agents in colonial conquest. They came from Britain, France, Germany, Italy and other states. Once the explorers saw a place, they passed the information to their governments which hurriedly claimed the place.

It was not easy going for the colonial agents. They were faced with many problems and challenges. Some of which even proved fatal. Nonetheless, they endured and achieved their goal. The problems and consequences of the agents are well articulated in the Student's Book.

Aside from the content, it is important for you to try and relate this unit to what is happening in the society today. This is especially concerning missionaries, chartered companies and even explorers. The consequences are also visible in our society today.

Generally, you should make the lessons as interactive as practically possible. This should be seen in all the stages i.e planning and implementation of the lesson. Use supplementary materials such as journals on the exploration of Africa. Also use maps on the exploration and trade routes in Africa. You can make use of the globe, History of Rwanda, newspaper articles, recorded radio programs and documentaries.

Unit summary

This unit deals with the different agents of colonisation. Most of these agents were Europeans who acted as agents of their respective governments. They came to Africa as; traders, hunters, explorers and missionaries.

The Royal Geographical Society picked two army officers, Richard Burton and John Hanning Speke in 1856, to lead an expedition from Zanzibar to trace the source of the Nile. The two set out as explorers.

They faced the challenges of tropical diseases such as malaria and dysentery in the interior of Africa. Unfortunately these diseases had no cure at the time.

Missionaries were also sent out to different parts of Africa. For example, the two important missionary organisations in West Africa were the Church Missionary Society and the Wesleyan Missionary Society.

African rulers and their subjects believed that the white men were spirits and therefore, unnatural. They treated the whites as bringers of evil who would bring famine and destruction.

The earliest European missionary in East Africa was Dr Johann Ludwig Krapf, a German who had been sent by the Church Missionary Society in England. Kabaka Mwanga II supported missionary activities in the Buganda Kingdom leading to the strong establishment and growth of Christianity.

The problems experienced by early missionaries included: insecurity, poor communication facilities, unfavourable climate, diseases and slave trade.

The Europeans also established chartered companies that operated in Africa to enable them to exploit the resources of their colonies in Africa.

There were also traders who were sent to trade in Africa even though the trade balance was unfair as Africans benefitted less than the Europeans.

Assessment methods

- Asking oral questions
- Revision questions at the end of Unit 4
- Observation
- Drawing the map of Africa tracing the areas and routes covered by various agents.
- Evaluate how the learners have grasped the concept of this unit by letting them carry out all the activities in the unit. Discuss with them their findings in class or group discussions to gauge how they have captured the concept of the unit. Help slow learners by introducing simple questions to them and then gradually progressing on to complex ones. Test the learners with special needs by making use of various equipment that they need in their weak areas.

Examples of questions for:

Slow learners

1. What do you understand by the terms exploration and colonisation?
2. Name five agents of colonisation who that to Africa.

Talented learners

1. Explain why the Congo was named a free state at the time of colonisation.
2. Describe how Carl Peters led the Germans to the encroachment of East Africa.

Suggested answers to questions for:

Slow learners

1. (a) Exploration is the act of searching with the purpose of obtaining information or resources.
(b) Colonisation is the process by which a powerful country dominates a weaker country with its people.

Talented learners

1. Mark correct explanation.
2. Accept correct descriptions and explanations.

Answers to Revision questions

1. a) Problems faced in the colonisation of Congo by the Belgians
 - The concessionaire companies owned large areas of land under contracts made with Leopold.
 - They still controlled the trade of a still larger area.
 - The Congo was heavily in debt.
 - Congo was still a poor country; its people had no income that could be taxed to pay for more development.
 - The Africans had been hostile to Leopold, and this hostility continued when the Belgian government took over.b) Why Congo was named 'Congo Free State' at the time of its colonisation
It was decided in the Conference of Berlin of 1884 that there should be 'freedom of navigation' on the Congo River. This was to resolve the conflict between Britain and King Leopold. France kept her territory north of the river, but Leopold took the rest of the Congo basin down to the Congo- Zambezi watershed. His territory was to be known as the 'Congo Free State', and it was to be the property of Leopold himself – not the Belgian government.
2. a) George Goldie – he was the founder of Royal Niger Company
Captain Joseph Grove Ross – Holland Jacques and Company of London

- b) Role of European traders in the colonization of Nigeria
These companies acted as the forerunners and agents of colonialists, therefore, their activities attracted colonialists into Nigeria.
3. a) Seyyid Said was the Sultan of Zanzibar and a trader.
b) Carl Peters was a trader and a traveler. He made way for German and other European merchants and shippers in the commercial prospects of East Africa.
c) Terms of the Heligoland Treaty of 1890
- Germany gained the islands of Heligoland in the North Sea.
 - It also acquired the coast of Dar es Salaam that would form the core of German East Africa (In exchange, Germany handed over to Britain the protectorate over the small sultanate of Wituland on the Kenyan coast.
 - The treaty established the German sphere of interest in German South-West Africa (most of present-day Namibia) and settled the borders between German Togoland and the British Gold Coast (now Ghana), as well as between German Kamerun and British Nigeria.
4. Why it was difficult for European traders to establish themselves in the interior Africa
- Hostility by African natives.
 - They were affected by tropical diseases such as malaria.
 - They encountered rough terrain which was difficult for them to explore.
 - There were no navigation routes therefore they lost direction.
5. a) Role of IBEA
- It focused on reaching the lakes and its populous surroundings to acquire big territories for the British colony and to establish its authority.
- b) Problems faced by IBEA
- Lack of exportable produce
 - Poor means of transport
 - Administrative challenges within the company
6. a) Role of Cecil Rhodes in colonization of central and Southern Africa
- He sent home reports that gold was to be found in Matabeleland.
 - He invited his countrymen to settle in the fertile lands in the interior of Africa.
 - He was an imperialist himself, therefore, he started establishing colonial authority in the places he visited.
 - He traded in gold with the Portuguese therefore opening up central and Southern Africa to other European imperialists.
- b) BSA – British Southern Africa Company
7. a) Role of Harry Johnston in Nyasaland

- He was sent to Lisbon to negotiate the British and Portuguese spheres of influence.
 - He also went to Lake Nyasa to resolve the fight between Arab traders and the African Trading Company.
 - He was appointed the commissioner of British Central Africa company, paving way for colonialism.
- b) Causes of the struggle between the British and the Portuguese in Central Africa
- Struggle for control of territories
 - Uprisings resulting from divided loyalties by local inhabitants
 - Military might and weapons
 - Economic might of both powers
8. Why the chartered companies were used in the colonisation of Africa
- to acquire and exercise commercial and administrative rights.
 - to extend the infrastructure of modern capitalism (including railways) across Africa for the benefit of their mother countries.
 - they established political administration.
 - they wanted to profit commercially through its own operations or by renting out land, receiving royalties on the mining of minerals, levying customs duties, and collecting other fees.
 - each chartered company was supported militarily to fight rival European powers or local rebellions.

UNIT 5

African response to colonial rule

Ref: Student's Book Page 140-191

Learning objectives

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

- Identify different forms of collaboration by giving examples.
- Discuss the reasons for collaboration
- Describe the effects of the collaboration
- Explain different forms of resistance and its effects by giving examples

Skills to be developed

- Critical and creative thinking
- Problem solving
- Discussion
- Observation
- Note making
- Cause and effect relationship
- Drawing and interpretation

Attitudes and skills to be acquired

- Appreciation
- Cooperation
- Justice
- Industry
- Diligence
- Courage
- Respect
- Perseverance.

Teaching and learning resources

- Achievers History and Citizenship Student's Book 4
- Chalk/writing board.
- Charts

Teaching materials

- Maps
- Pictures
- Films
- Atlas

Teaching and learning activities

- Asking and answering questions
- Discussion
- Explanation
- Observation
- Drawing
- Reading

Teaching steps

1. Explain to the learners the meaning of the term African response as you relate it to colonialism.
2. Using the Student's Book, guide the learners in a discussion on different forms of resistance. Allow learners' interludes as they ask questions and ensure you answer them appropriately.

3. Initiate a discussion among the learners on different forms of resistance. As you discuss, make sure you emphasise the important points by either repeating, explaining in details or engaging the learners in questions etc.
4. Initiate a discussion among the learners on the effects of resistance. Keep reminding learners to be noting down the important points as you continue the discussion.
5. Explain to the learners the meaning of the term collaboration as you relate it to African response.
6. Guide learners in a discuss on different forms of resistance.
7. Giving examples from various African societies, explain to the learners the effects of African collaboration with the Europeans during the colonial rule.
8. Instruct learners to carry out Activity 5.2 in groups in the History Student's Book 4. Collect the essays for marking and then have a class discussion for every group essay.
9. Ensure that the learners have answered all the end of unit revision questions correctly and discuss with them in class.

Additional information for the teacher

Africans responded to European colonisation from the second half of the 19th Century in different ways. Their response can be divided into three ways; collaboration, resistance and mixed responses. Collaboration involved a community or group of communities readily welcoming the colonialists, Resistance on the other hand, took the form of refusal to work with the invaders and instead presenting an armed response to the occupation of their territories. Mixed reaction on its part, involved at one time a community or group of communities receiving the colonialists with an open arm and at another time waging an armed resistance.

African communities had different reasons for responding the way they did. Generally, resistance or active resistance as it was also known, was common in communities which were undergoing a period of success and rise in power among their neighbours. Such communities were driven by pride and the desire to safeguard their independence. Most were centralised states. Communities witnessing a decline in their power on the other hand, had no option but to accept colonial protection.

Collaboration was thus a feature of communities which were either on a decline or the weaker ones requiring protection from their powerful neighbours. The reason for either collaboration or resistance are well covered in the Student's Book. It is advisable to examine them. In Africa, examples of communities which formed themselves into armed responses included the Southern Tanganyika groups under the Maji Maji rebellion, the Madinka of West Africa under Samouri

Toure, the Nandi of Kenya, the Ndebele of Zimbabwe and the Somali of Eastern Africa. Those which collaborated were; the Baganda of Uganda, Masai of Kenya, Lozi of Zambia, Barotse of Botswana and the Shona of Zimbabwe. Examples of mixed responses also abound among African communities e.g. the Luo and Agikuyu of Kenya and Banyoro of Uganda among others.

Collaboration and resistance had almost identical effects. No European power had the interest of the African at heart; nonetheless, there were positive consequences. In an equal measure, there were also negative consequences. The effects of the African responses have been adequately addressed in the Student's Book. It is vital to try to look at them. As you address the consequences, begin with the positive ones as you narrow down to the negative consequences.

Either way, do not instill racial hatred in the learners as you cover the chapter. We have to ensure that the oneness of humanity is respected and promoted in spite of the bad things either race may have meted on the other.

Use supplementary materials such as journals on the exploration of Africa. Use maps on exploration and trade routes in Africa. Also make use of the globe. History of Rwanda, newspaper articles, recorded radio programs and documentaries.

Unit summary

This unit looks at the reception and reaction that the Europeans colonialists got in their different territories in Africa. The arrival of European colonialists in Africa was received in two major ways which are; collaboration and resistance.

The Africans who resisted the coming of the European colonialists include the Fulani, Banyoro, Hehe and Ndebele people.

The African communities who welcomed the Europeans and collaborated with them include; the Wanga, Maasai, Baganda, Lozi and Ngwato people.

Assessment methods

- Oral questions
- End of unit 5 revision questions
- Observation
- Asking learners to read a range of materials and write an essay on the topic.
- Drawing the map of Africa, indicating the areas where different communities with different responses to colonial rule were located.
- Ask learners simple questions first; like defining the simple terms such as i) collaboration ii) resistance, and giving examples of their various forms. From the responses you get, you can tell which learners are quick and which ones are weak. Come up with ways of assisting the weak ones and those with special needs by creating remedial lessons for them.

Examples of questions for:

Slow learners

1. Define 'collaboration' and 'resistance'.
2. Name at least five African leaders who collaborated with European colonialists.

Talented learners

1. Describe the establishment of the Portuguese rule in Angola and the nature and extent of African resistance up to 1898.
2. Describe the course of the Maji Maji rebellion.

Suggested answers to the questions for:

Slow learners

1. Collaboration is cooperation, in this case with the colonial power while resistance is the attempt to refuse the imposition of the colonial rule by the Europeans.
 - (i) Mumia Nabongo King of the Wanga.
 - (ii) Sir Apolo Kagwa of the Baganda.
 - (iii) Lewanika of Zambia.
 - (iv) Laibon Lenana of the Masai.

Talented learners

1. Mark correct explanations and descriptions.
2. Accept correct explanations of the course of the Maji Maji rebellion.

Answers to Revision questions

1. a) Resistance refers to the attempts by Africans to refuse the imposition of the colonial rule by the Europeans
b) Collaboration in this case refers to African cooperation with European colonial masters
2. African communities who collaborated
 - Buganda
 - Wanga
 - Masai
 - Lozi
 - NgwatoAfrican communities who resisted
 - Shona
 - Ndebele
 - Ngoni
 - Nandi
 - Hehe
 - Dinka
 - Bunyoro
3. Nabongo Mumia
 - Nabongo Mumia was the king of Wanga.

- He collaborated with the British because:
 - he wanted the British to help him against his enemies.
 - he knew what would befall him if he attempted to resist the British especially after learning of the defeat of his neighbours.
 - he knew his community was small and ill-equipped to face the British.
 - it was his friendly habit having welcomed Swahili and Arab traders earlier.

Consequences of his collaboration

- He was made a Paramount Chief in
 - Due to this, Elureko became administrative headquarters of the British in western region.
 - Mumias town became a major trading centre; it was a resting point for traders en route to Uganda.
 - Mumia and his people got material wealth like clothes, fire arms and bicycles.
4. Why Lewanika of the Lozi collaborated with the British
- the desire for his people to get a new type of education, which only the missionaries could give
 - he wanted the British to protect his kingdom from the threats of invasion it faced from all directions.
 - Lewanika was eager to seek British protection first against Ndebele attacks.
 - He himself feared Portuguese or German interference from the west and desired British protection in order to further his missionary work.
5. Reasons for Samori Toure Downfall in his resistance against French occupation.
- He was unsuccessful in winning British support against the French.
 - There were differences and lack of unity among African ruler. Samori did not get the support of his neighbours.
 - Samori was faced with local resistance due to his scorched earth policy and ruthless aggression against his neighbours.
 - Non-Mandinka subjects – largely captives – were cruelly treated and did not give the right level of support against the French.
 - French troops were better armed and trained.
 - Shifting of the empire eastwards weakened him economically. He was cut off from the gold fields of Wangara where he used to obtain his gold.
 - Samori was also cut off from Freetown where he used to buy firearms.
 - The new empire was surrounded by the French and the British. The French attacked from the Ivory Coast; the British occupied Asante in 1896.
 - His troops suffered heavy losses.
 - The empire was too large for him to manage effectively.

- Samori was tricked into believing that if he surrendered, he would be allowed safe and quiet retirement in his home village.
6. Establishment of Portuguese rule in Angola and African resistance to it.
- During the Berlin Conference of 1884 – 1885, Portugal was given authority over Angola and Mozambique.
 - The Portuguese introduced a system known as ‘pacification’, whereby they forced the inhabitants to work for them.
 - They later introduced contract labour, which too was hated by Africans.
 - The Portuguese forcefully acquired African land leading to resistance.
 - Angolans did not welcome colonial rule, therefore they resisted.
7. Course of the Maji Maji resistance

The Germans had fought and defeated every tribe that had resisted their invasion.

The Africans had no weapons to match the rifles of the German troops.

In the year 1904, a prophet arose. His name was Kinjikitile Ngwale.

Kinjikitile taught Africans that they were one and that his medicine – the maji of the uprising’s name – was stronger than European weapons.

His fame spread and reached the Matumbi through a whispering campaign called Njwiywila.

Pilgrimages to Ngarambe followed quickly upon the phase of Njwiywila in early 1905.

The medicine consisted of a mixture of millet flour in water, and was smeared or sprinkled on the forehead of the prospective fighter.

Kinjikitile then sent representatives through the surrounding country to mobilise and train the people for war.

By July 1905 no order had come, and the Wamatumbi became impatient and began to look for ways of provoking the Germans. They decided to uproot a few cotton shoots from the Jumbe’s plantation.

The Germans were completely taken by surprise and were ill-prepared for this mass explosion.

On 31st July 1905. The Maji Maji wars had begun.

Later, some African communities joined the Germans against their fellow Africans, considerably boosting German military strength

Maji Maji leaders were executed, or escaped into neighbouring countries.

Towards the end of 1906, and by the beginning of 1907, the movement was dead.

8. a) Circumstances that led to the Hut Tax War of 1898 in Sierra Leone

In 1896, Governor Frederick Cardew declared the interior of Sierra Leone a Protectorate, despite strong protests from the native kingdoms.

A white district officer was placed over each district administered his territory with the help of members of the Frontier Police, who kept order and peace

Members of the Force in remote places occasionally appointed chiefs of their own choice. Doing this was contrary to the traditions of the people. The district officers put the under surveillance, therefore denying the freedom

In 1898 disturbances began. These escalated into a war between the natives and the British. This armed conflict is referred to as the House (Hut) Tax War.

b) Course of the Hut Tax War

Dissatisfaction in the hinterland exploded into violence in 1898.

The chiefs of the Temne in the North tried peaceful methods of protest to petition the colonial government. A delegation spent some time in Freetown for the purpose.

The protests were unheeded, and people resulted to violence. The House Tax became the climax and symbol of all their grievances.

The people refused to pay house taxes to the British.

Bai Bureh was blamed for this.

Troops were sent to arrest him, but they could not withstand the local people's resistance.

Guerilla tactics were conducted against the British for nearly a year. Reinforcements were sent from Freetown.

Eventually the troops defeated Bai Bureh and his men.

The resistance broke down when a newly recruited force, the West African Regiment, containing men who were familiar with West African conditions, replaced the original (black) West Indian Regiment.

UNIT 6

Contribution of main ancient civilisations to the development of the modern society

Ref: Student's Book Page 193-224

Learning objectives

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

- Locate on the world map where Greek and Roman Civilisations begun.
- Explain the main elements of the Greek and Roman Civilisations and make a decision on what made them so powerful.
- Identify the contributions of Greek and Roman Civilisations to the modern society.

Skills to be developed

- Critical and creative thinking
- Discussion
- Writing
- Drawing
- Map reading and interpretation
- Reflective thinking

Attitudes and values to be acquired

- Appreciation
- Cooperation
- Hard work/diligence
- Perseverance
- Persistence
- Honour,
- Respect
- Integrity
- Patriotism
- Sacrifice

Teaching and learning resources

- Maps
- Achievers History Student's Book 4
- Pictures.
- Chalk/writing board.
- Chart

Teaching and learning activities

- Observation
- Listening
- Discussion
- Explanation
- Asking and answering questions
- Reading/research
- Drawing

Teaching steps

1. Explain to the learners the meaning of the term civilisation as you mention examples of ancient civilisations.
2. Display the map of the world in the classroom and show the learners the location of origin of the Greek and Roman Civilisations.
3. Guide the learners in locating the areas where the two civilisations began.
4. Display to the learners a chart showing the elements of the Greek Civilisation.
5. Guide the learners in a discussion on the elements of Greek Civilisation.
6. Using the Achievers History Student's Book 4, initiate a discussion among the learners on the elements of the Roman Civilisation.
7. Assign learners all the activities in this unit as this will improve their learning and boost the acquisition of the required values. Pay special attention to Activities 6.4 and 6.5. these activities are concerned with promotion of gender equality and protecting children's rights respectively. Mark the work to ensure that the learners have addressed the issues comprehensively.
8. Explain to the learners what made the two civilisations so powerful. (link these to the elements)
9. Ask the learners to write an essay on 'What the Greeks and Romans did for us'.
10. Ensure that the learners have correctly answered all the end of unit revision questions and assist them to revise the weak areas.

Additional information for the teacher

The Greek Civilisation began in Greece while the Roman one began in Italy. The two countries neighbour one another. They are all located in the Mediterranean region. The two countries were inhabited by communities of European origin. At different times, there evolved institutions which made them tower above other people in the world.

Their lead was noticeable in some elements which they evolved over time. These elements are well addressed in the Student's textbook. Make an effort to look at them. It is vital to differentiate the Greek from the Roman elements. You should also examine one element at a time. As you examine the elements, clearly bring out the fact that the Greek Civilisation was the first one to occur before it was followed by the Roman one. Bring out the fact that the latter borrowed a lot from the former. In addition, mention the elements that were peculiar to each civilisation.

The two civilisations, like other ancient ones have bequeathed to us a lot. Their contributions have been adequately covered in the Student's book 4 and should thus be examined by the teacher. As you tackle the subtopic, try to relate it as much as possible to what presently happens in the Rwandan society. It is vital

for the learner to appreciate the contribution of the two civilisations to their life today. Ensure that you also bring out the issue of creativity and patience which largely informed the two civilisations.

Make use of other books on the history of civilisations such as Greek and Roman Civilisations as well as journals and recorded programs.

Unit summary

This unit deals with the ancient civilisations in the medieval and modern times and their contribution to the modern world.

The earliest inhabitants of Greece during the time of its civilisation were the Dorians, the Cretans and the Archaens. The Greek Civilisation contributed greatly in the areas of literature, philosophy, mathematics and architecture in the modern world. The olympic games also originated from ancient Greece.

The Roman Civilisation grew along the Tiber River in Central Italy. The early Roman republic had a written code of laws known as the 'Twelve Tables or tablets', which was heavily based on custom. The Roman republican system practiced representative democracy, setting the pace for other countries in the world. The ancient Roman Civilisation had great contributions in christianity, architecture, government, entertainment, roads, calendar, literature, philosophy, history, art, mathematics, science, law, currency and trade.

Assessment methods

- Oral questions
- End Unit 6 revision questions
- Observation
- Drawing of a map of the world and locating Greece and Italy.
- Assess the learners' ability to grasp the unit by asking them to mention the facts they know about the Greek Civilisation. Let learners explain, for example how the Greek Civilisation has contributed to developments in the modern world. You can have a class discussion where you ask learners questions randomly to be able to know how quickly they are learning the concept of this unit.

Examples of questions for:

Slow learners

1. What do you understand by the term medieval?
2. Name two medieval civilisations in Europe.
3. Outline the main elements of the Greek Civilisations.
4. State the contribution of the Greek Civilisation to the modern world.

Talented learners

1. Compare the achievements made during Greek and Roman Civilisations.
2. What were the main elements of the Roman Civilisation?
3. Identify the contribution of the Roman Civilisation to modern society.
4. Name three philosophers that arose from the Greek Civilisation.

Suggested answers to the questions asked for;

Slow learners

1. Medieval means something relating to the middle ages.
2. Medieval civilisations in Europe; Roman and Greek Civilisations.
3.
 - A common language
 - Settlement in cities
 - Participation in games
 - Belief in gods and goddesses
 - Love of philosophy
 - Literature and drama
 - Writing of history
 - Trade
4.
 - Sports
 - Literature
 - History
 - Philosophy
 - Government and law
 - Art, music and dance
 - Religion
 - Belief in the military of a country.

Talented learners

1. Mark correct comparisons as explained by the learners.
 2.
 - Architecture
 - Law
 - Government
 - Language
 - Literature
 - Music
 - Visual art
 - Religion
 - Economy
 - Sports
 - Philosophy
 - Militarisation
 3.
 - Christianity
 - Government
 - Architecture
 - Entertainment
 - Roads
 - Calendar
 - Law
 - Art
 4.
 - Plato
 - Socrates
 - Aristotle
- (Mark other correct answers.)

Answers to Revision questions

1. Earliest inhabitants of Greece
 - Cretans
 - Archeans
 - Dorians
2. Gods of Greeks
 - Zeus – the chief god and father of the gods

- Athena – goddess of wisdom and craft
- Apollo – god of the sun and poetry
- Aphrodite – goddess of love and beauty
- Poseidon – brother of Zeus and god of the seas and earthquakes
- Hades – the god of the underworld – where the spirits of the dead went
- Nemesis – god of vengeance
- Nike – goddess of victory
- Apollo – god of archery, music, poetry, prophecy, medicine and later on god of the sun

Gods of romans

- Jupiter – father of the gods
 - Juno - Jupiter’s wife who supposedly watched over women
 - Minerva – goddess a wisdom and of the arts and crafts
 - Vesta – goddess of home.
3. **Pythagoras** – as a mathematician, Pythagoras investigated the ratios of lengths corresponding to musical harmonies and developed methods of geometric proof. In geometry, he developed the Pythagoras theory or Hypotenuse theorem.
 4. Latin
 5. Comparison of achievements by Greek and Roman Civilisations – mark the learners work according to the answer given.
 6. Contributions of Greek and Roman Civilisations to the world

Greek Civilisation

- | | |
|---------------------------|------------------------|
| - Sports | - Government and law |
| - Literature | - Art, music and dance |
| - Philosophy | - Religion |
| - Science and mathematics | - Military power |
| - Architecture | |

Roman civilisation

- | | |
|-----------------|--------------------------------------|
| - Christianity | - Law |
| - Government | - Art |
| - Architecture | - Science and mathematics |
| - Entertainment | - Literature, philosophy and history |
| - Roads | - Currency and trade |
| - Calendar | |
| - Meal system | |

UNIT 7

Political, economic and intellectual developments in medieval and modern times

Ref: Student's Book Page 225-259

Learning objectives

By the end of the unit, the learner should be able to:

- Explain the position of Christianity in medieval and modern times.
- Identify the major changes brought by Christianity and Islam.
- Describe the origin, spread and effects of Christianity and Islam.
- Describe the causes of the early explorations and their effects.
- Identify the impact of the age of enlightenment.

Skills to be developed

- Critical and creative thinking
- Reflective thinking
- Writing
- Map reading and interpretation
- Cause and effect relationship
- Observation
- Listening
- Leadership

Attitudes and values to be acquired

- Cooperation
- Appreciation
- Love
- Justice
- Respect
- Self sacrifice
- Integrity
- Perseverance and patience
- Persistence
- Honour
- Empathy
- Trust
- Diligence
- Resilience
- Courage
- Charity
- Faith
- Accommodation of divergent views.

Teaching and learning resources

- Achievers History Student's Book 4
- Writing/chalkboard
- Pictures
- Maps
- Realia e.g Rousseau's 'Emile', Machiavelli's 'The Prince' or any of Shakespeare's books.

- Holy books eg Bible, the Quran
- Internet
- Films

Teaching and learning activities

- Observation
- Listening
- Reading/research
- Discussion
- Asking and answering questions
- Explanation
- Drawing.

Teaching steps

1. Inform the learners about the learning objectives.
2. Engage the learners in defining and understanding the terms medieval and modern times.
3. Using the Achievers History Student's Book 4 on pages 219 – 224 explain to the learners the position of Christianity in both medieval modern times.
4. Discuss how Christianity originated, its spread and its effect in Europe and the rest of the world.
5. Initiate a discussion on the similarities and differences of the positions of Christianity in medieval and modern times.
6. Using the Bible, explain to the learners the major changes, brought by Christianity.
7. Display to the learners a map showing the place of origin of Christianity.
8. Display to the learners a map showing the spread of Christianity in the world.
9. Using the chalkboard, guide the learners in a discussion on the effects of Christianity.
10. Show the learners a map of Palestine showing the places where Islam originated and areas it where it spread.
11. Explain to the learner the origin of Islam and its spread to different parts of the world.
12. Display to the learners a chart showing the effects of Islam and guide them in a discussion on the effects of Islam in both the medieval and modern world
13. Ask the learners who explorers were while giving examples of some.
14. Show learners pictures of early explorers explaining to them the relationship between the pictures and early exploration. Insist that they should note down the important points.
15. Display to the learners a chart showing the causes of early explorations and discuss the cause of early explorations.
16. Using the Achievers History Student's Book 4, initiate a discussion among the learners on the effects of early explorations.

17. Explain to the learners the impact of the age of enlightenment. Create intervals for questions and answers. Repeat the areas where the learners may seem slow to understand.
18. Assign learners the end of unit revision exercise to discuss in groups of five after which they should ask for clarifications on what they found difficult before you move on to the next unit.

Additional information for the teacher

Explain Christianity and Islam to the learners. But as you tackle them. Try to bring out the relationship that exists between them.

Christianity began as one of the small religions in Palestine before it spread during the Roman era and became a world religion. Today, it is among the major world religions. It has followers in virtually every part of the world. During the medieval times, it developed an identity guided by the teachings of Jesus Christ of Nazareth. Today, it enjoys a prominent position in the world. As you teach the subtopic, bring to the learners' attention the fact that as a religion, it has evolved into various denominations but all these are still anchored on the teachings of its founder. Along the road, it has also been domesticated to suit the diverse cultural backgrounds of its adherents. The details about the position, changes it brought, origin and development and effects are adequately catered for in the Student's Book. Try also as much as you can to use the Bible and other literature on Christianity while teaching the topic. It is also vital to use learners' information as much as possible.

After Christianity came Islam. It also just developed in Palestine. Islam shares a lot with Christianity. It was founded by prophet Muhamad in Mecca after the 7th Century A.D. The religion borrowed the following from Christianity: belief in one God, common history, a single set of scriptures, community organisation and belief that Jesus Christ was the son of God hence one of the prophets. Borrowing among faiths is a common practice and is not limited to only the two religions. Islam also had its unique teachings. These were based on the five pillars and the basic beliefs of Muslims. Just like with Christianity, try to relate the faith to learners real life experience. Details on the origin, spread and development and effects have been elaborately addressed in the Student's Book.

Exploration involved Europeans travelling by sea to other lands in order to find out what was available in these far flung areas. The Portuguese, Spaniards, English and Dutch led in these missions. All explorers were looking for a sea route to India. The land route was expensive and challenging in other areas. Governments sponsored the explorers so as to benefit from the information and/or resources they would bring from their excursions. Notable names of the leading personalities were; Diego Cam, Bartholomew Diaz, Vasco da Gama and Pedro Alvares Cabral all from

Portugal. From Spain came Christopher Columbus, Amerigo Vespucci and Ferdinand Magellan. From England came John Davis, Martin Frobisher, John Hawkins, Francis Drake, Richard Chancellor and Hugh Willoughby among others. Frenchmen and the Dutch equally had a good share of the explorers. Exploration was a product of commercial interests, curiosity, desire for colonies, spread of Christianity and national prestige and power.

The details on the course and consequences of early exploration are well articulated in the Student's Book. You should make an effort to look at them. As you guide the learners through this subtopic, make sure you relate it to what is happening in the society presently. Human beings still explore environments away from them.

Make use of alternative materials such as books of political, economic and social developments in the medieval and modern times.

Unit summary

This unit examines with the political, economic and intellectual developments in medieval and modern times. The medieval time is estimated to be the period between A.D 300 to A.D 1500.

Christianity is believed to have been founded by Jesus Christ of Nazareth over 2,000 years ago. Early Christians shared a common faith in the teachings of Jesus Christ.

The word Islam means submission to Allah (Arabic for God). Muslims believed that Muhammad was the messenger and the prophet of God. Every Muslim was/ is expected to make a pilgrimage to Mecca at least once in a lifetime.

The Age of Enlightenment was a period in European history in the mid-18th Century when scholars believed in the use of reason and in the scientific methods. The scholars in the Age of Enlightenment applied the methods of new science which had been developed during the scientific revolution to study human behaviour and provide solutions to political and economic problems facing them.

Assessment methods

- Oral questions
- End of unit revision exercise
- Provoke a debate among the learners on how they perceive both Christianity and Islam. Ask them oral questions about the origin and development of these two religions, their differences and similarities and their contribution to the modern world. If you find problems with some learners in trying to interpret the various events, assist them by discussing in class or in groups led by the brightest students.
- Observation
- Written tests

Examples of questions for

Slow learners

1. Who is Mohammed in Islam?
2. List ten results of exploration.

Talented learners

1. Describe the Age of Enlightenment.
2. Compare and contrast the lives of Christians in the medieval times and the modern times.

Suggested answers to questions for;

Slow learners

1. Mohammed is the founder and leader of Islam. He was a prophet of God sent to mankind.
2.

(a) Trade	(f) Expansion of empires
(b) Curiosity to understand other civilisations.	(g) Introduction of new products in Europe
(c) Colonialism	(h) Slave trade
(d) Spread of Christianity.	(i) Cultural exchange
(e) National prestige and power	(j) Mineral exploitation

Talented learners

1. Mark correct explanations and descriptions.
2. Accept correct explanations and descriptions

Answers to Revision questions

1. a) Medieval period – is the period around A.D 300 to A.D 1500
b) Origin of Christianity
 - Christianity emerged from a Jewish background.
 - It marked an important break with the dominant values of the Greek and Roman worlds.
 - The Jews looked forward to a Messiah who would save Israel from oppression, bring the kingdom of God and establish a true paradise on earth.
 - The Jewish kingdom was made a Roman province and placed under the direction of a Roman official called a procurator by 6 A.D.

- Many Jews revolted because they hated being under foreign rule. But there was little room of freeing themselves from the Romans.
- In the background of their struggle from Roman authority, Jesus of Nazareth, the founder of Christianity emerged. His teachings (done through parables) were to contrary to those of Judaism.
- Many people believed he was the Messiah who would bring an end to their oppression and found God's kingdom on earth.
- Jesus, however, spoke of a heavenly kingdom, not an earthly one
- Conservative religious leaders alongside the Roman authorities too had a bone

Origin of Islam

- Islam sprang up in Palestine alongside Christianity and Judaism.
- The three religions are interlinked and all worship one God, though with different names.
- In historical terms, Islam is the youngest of the three. The word Islam means submission to Allah (Arabic word for God).

2. Mark the learner's answer according to the explanation given, basing on the following points:

Life of Muslims in medieval times

- They believed that there is no other God but Allah the almighty.
- They believed Muhammad to be the messenger of God.
- They professed to the five pillars of Islam as follows:
 - Profession of faith (Shahada);
 - Giving of alms (Zakat);
 - Ritual prayer;
 - Fasting during the holy month of Ramadhan;
 - Making of pilgrimage to Mecca (hajj).

Life of Christians in medieval times

- Patterns of life and worship
- Role of women
- Structure of the church
- Belief system
- Use of icons
- Emergence of monasteries and convents

3. Changes brought about by Christianity;

- Belief in one God.
- Belief in the Trinity – God the father, the son and the Holy Spirit.
- Belief in salvation and eternal life to those who accept the faith.
- Forgiveness to ones’ enemies.
- Observation of justice in an individual’s life.
- Following a morally upright life and ending wickedness.
- Belief in life after death.
- Belief in punishment for those who fail to repent and death for sinners.
- Leading a humble life i.e. humility.
- Equality of humanity.
- Promotion of social justice by providing a combination of spiritual food, education and medicine to people.

4. Effects of Christianity

- | | |
|--|--|
| • Emergence of monotheism | • Promotion of western culture |
| • Belief in salvation | • Encouragement of trade and urbanization |
| • Promotion of justice in the society | • Rise in religion and fundamentalism |
| • Promotion of equality in the society | • Souring relations between Christians and Muslims |
| • Promotion of social services | |

5. According to Islam, Muhammad is the the messenger of God.

6. Factors that led to the spread of Islam

- Prophet Muhammad’s military expeditions
- Signing of treaty between Muhammad and Mecca in A.D 628
- Role of merchants
- The Hajj ceremonies
- Establishment of a federation of Arab tribes
- Organisation of the Arab Empire
- Decline of the Eastern Roman and Persian empires
- Intermarriages between Muslims and non-Muslims
- Teachings of the Quran

7. Religious lives of Muslims in medieval and modern times

- They believed that there is no other God but Allah the almighty.
- They believed Muhammad to be the messenger of God.

- They professed to the five pillars of Islam as follows:
 - Profession of faith (Shahada)
 - Giving of alms (Zakat)
 - Ritual prayer
 - Fasting during the holy month of Ramadhan
 - Making of pilgrimage to Mecca (Hajj)

8. Effects of exploration

- Expansion of empires
- Spread of wars in colonies
- Cultural exchange
- Slave trade
- Mineral exploitation
- Increased population
- Development of mercantilism
- Emergence of banking industry
- Emergence of factory system
- Discovery of biodiversity
- Spread of Christianity
- Introduction of new products in Europe

9. Age of Enlightenment

This period is also known as the age of reason, the Enlightenment took place between 1720 and 1790. The Enlightenment was a period in European history in the mid-18th Century when scholars believed in the use of reason and in the scientific method. It was started by Voltaire and other intellectuals, who believed that in a society, ruled by reason, injustice would not be present.

10. How the age of enlightenment impacted to the modern world

- Emergence of modern European feminism.
- Promotion of individual rights.
- Separation between the Church and the State.
- Promotion of democracy in the governance process.
- Promotion of the capitalist ideology
- Separation of power of the three arms of government for efficiency in the governance process.
- Provision of equal educational opportunities for both boys and girls.
- Creation of an enabling environment for the child (learner).
- Role of education in liberation.
- Broadening of historiography (writing of history) so as to cover political, social and cultural aspects of humanity's life.
- Promotion of aesthetics
- Morality – The problem of moral values was central to the Enlightenment period.

UNIT 8

Major European events between 1789 and 1835

Ref: Student's Book Page 260-316

Learning objectives

By the end of the lesson, the learner should be able to:

- Explain the conditions in Europe and France in particular before 1789.
- Describe the causes and consequences of the French Revolution.
- Explain the factors for the rise of Napoleon I, his performance and downfall in 1814.
- Identify the forms, reasons for the conventions, achievements and failures of the congress system between 1814 – 1825.
- Explain the factors for the rise and downfall of the Austrian Empire and Prince Metternich.
- Describe the causes and consequences of 1830 European revolutions.

Skills to be developed

- Critical and creative thinking
- Reflective thinking
- Leadership
- Discussion/speaking
- Observation
- Problem solving
- Writing
- Reading
- Cause and effect relationship
- Map reading and interpretation

Values and attitudes to be acquired

- Appreciation
- Cooperation
- Justice
- Respect
- Hard work
- Courage
- Determination
- Perseverance
- Sacrifice
- Empathy
- Prudence
- Trust

Teaching and learning resources

- Maps
- Achievers History Student's Book 4
- Pictures
- Charts
- Internet
- Writing board
- Films
- Sound recorded programme

Teaching and learning activities

- Observation
- Taking notes
- Discussion
- Explanation
- Drawing
- Researching from books
- Listening
- Asking and answering questions

Teaching steps

1. Display the map of Europe showing its division by 1789.
2. Explain to the learners the political divisions and developments in Europe by 1789. At the end of the lesson. Give learners an assignment to discuss the causes, course and consequences of the French Revolution in groups of five. This should be done before the next lesson.
3. Using the Student's Book, guide the learners in a discussion on the causes of the French Revolution.
4. Explain to the learners, (using a variety of resources) the course of the French revolution. Using the writing board, guide the learners in a discussion on the consequences of the French Revolution.
5. Assign Activity 8.2 to the learners in groups of five after which you will guide them in a discussion to share the findings of each group.
6. Play to the learners a sound recorded programme on the life and times of Napoleon Bonaparte of France.
7. Divide learners into small groups to discuss the factors for the rise of the Great Napoleon to power in France.
8. Show the learners a chart on the performance of the Great Napoleon of France. Initiate a whole class discussion on the performance of the Great Napoleon.
9. Using Achievers History Student's Book 4, guide the learners in a discussion on the causes of the downfall of the Great Napoleon from power in 1814.
10. Explain to the learners the meaning of 'congress system' as applied to the period between 1814 – 1848 in European history.
11. Using a power point presentation, show the learners the forms and reasons for the convention of various congresses between 1814 and 1825.
12. Initiate a discussion among the learners on the forms and reasons for the convention of various congresses between 1814 and 1825.
13. Explain to the learners the achievements of the congress system between 1814 – 1825.
14. Using the writing board, guide the learners in a discussion on the failures of the congress system between 1814 – 1825.
15. Show the learners a map on the Austrian Empire between 1789 – 1848.
16. Describe to the learners, the major political developments in the Austrian empire by 1848.
17. Show the learners a chart on the factors for the rise of the Austrian Empire.
18. Initiate a discussion among the learners on the factors for the rise of the Austrian Empire.
19. Using the Student's textbook, guide the learners in a discussion on the factors for the decline of the Austrian Empire by 1848.
20. Play to the learners a sound recorded programme on the life and times of Prince Metternich of Austria between 1814 to 1848.
21. Using the writing board, initiate a discussion among the learners on the factors for the rise to power of Prince Metternich in European diplomacy.

22. Explain to the learners the reasons for the fall from power of Prince Metternich of Austria.
23. Explain to the learners the political developments in Europe by 1830.
24. Discuss with learners the causes of the 1830s revolutions in Europe.
25. Organise the learners into small groups to discuss the causes and course of the 1830s revolution. They can discuss referring to the Achievers History Student's Book 4.
26. Instruct the learners to read on their own the causes and consequences of the 1830 European revolutions after which you should have a class discussion on the same.
27. Learners should discuss the end of unit revision questions in groups and later ask you to explain the questions that challenged them.

Additional information for the teacher

This is a very wide and challenging unit. It exposes the learner to a variety of skills in History. The unit should be covered carefully and on a step-by-step basis. Every effort should be made to enrich the lessons with media resources of all types and shades.

The major development in the period of interest was the French Revolution. This event is only comparable to the period of the other two major political and socio-economic developments; the Industrial and American Revolutions. The three events greatly shaped the developments in the world from their occurrence to the present. It is prudent to try to show to the learners the relationship between the three revolutions and how they have influenced the present society.

In discussing the French Revolution, begin by bringing out the conditions in Europe and France in particular before 1789. This background should be used to initiate a discussion among the learners on the causes, course and consequences of the French Revolution as you show how it did increase the spirit of democracy in the society.

Out of the prominent statesmen, Europe has produced since the 19th Century, the Great Napoleon or Napoleon I, ranks as one of the leading lights. In the 19th Century, he is only in the league of Prince Metternich of Austria and Otto Von Bismarck of Germany. A comprehensive study of the factors for the rise, performance and fall of Napoleon I should be undertaken. As you do this, try to bring out the concept of leadership in the society by relating it to the learners' immediate, proximate and distant environments. Bring the link between leadership today and relate it to leadership during Napoleon's time.

Like with all leaders, Napoleon had his own 'mixed basket'. He had many successes and failures. Try to link his failures to the rise of Metternich in European diplomacy between 1814-1848. The main development immediately after the fall of Napoleon I was the congress system in European diplomacy. Metternich was a key player. Bring out both his role and those of other players. As you examine the congress system, guide the learners through its forms, reasons for the convention, achievements and failures of the system. Emphasis on the

failures should be aimed at making the learners learn from them in order to lead a better life on their day to day basis.

A key power in Europe between 1789 – 1848 was the Austrian Empire. It was under two monarchs in the period but Metternich dominated its diplomatic excursions. This empire emerged due to various reasons. Explain the reasons to the learners. You should also explain to the learners the reasons for the decline of the empire. As you do this, ensure that you clearly bring out the fact that the reasons for the decline were partly caused by its leadership and partly by forces beyond its leadership. Nonetheless, you should show the role of leadership in the decline. You should also prominently examine the rise and performance of Prince Metternich in European diplomacy at the time. As the lord of the status quo, show how he was partly responsible for the events occurring in Europe within the period under review.

The teacher should lastly address the issue of the 1830s revolutions. These were major revolutions whose consequences were felt beyond Europe. Guide learners in examining the causes, course and consequences of these revolutions. Bring out the fact that they began in France. Give the explanations for this. While examining the causes of the revolutions, try to highlight the unique areas in one country to the other.

Content for this unit has been adequately tackled in Achievers History Student's Book 4. You should look at these. You should also refer to other reference materials in the area. Ensure that you further split the content into manageable units to suit your learners' needs. More attention should be given to learners with special needs. Aside from this, try as much as you can to employ various techniques while teaching the contents of the unit. Lastly but not least, make the teaching and learning process as interesting as practically possible.

Use materials such as the map of ancient Europe, the globe and other books on the history of Europe.

Unit summary

This unit studies the major European events that occurred between 1789 and 1835. The first major European event in the period 1789 – 1835 was the French Revolution which happened in 1789.

The French Revolution was the greatest revolution that has ever been experienced in the history of humanity. Increased unemployment caused people move to towns such as Paris with the hope of getting jobs and better living conditions. Due to idleness and desperation, these people supported the French Revolution movement and caused chaos.

As a result of the French Revolution, many people especially those who were marching on the streets, lost their lives.

The French Revolution and the war the country waged against other powers instilled a strong sense of nationalism in the French people. They developed a strong sense of identity with their country.

Napoleon Bonaparte's military genius enabled him to lead the French army to military success against the foreign armies.

The French Revolution of 1830 sparked subsequent revolutions in other European countries such as in Belgium, Portugal, Poland, Italy and Switzerland.

The Congress System/ the Concert of Europe was a period in which the European powers come up with an effort to produce a unified policy on issues that confronted them at the time. It brought the main European powers together.

The main achievement of the Congress System was bringing peace in Europe. There were no major conflicts between the European powers for a period of forty years.

Assessment methods

- Oral questions
- Observations
- Drawing the map of Europe by 1789.
- Exercise at the end of Unit 8.
- Written tests
- Test the learners' understanding on the location of the various countries in Europe. Once they do that, let them discuss in class the positions where the Roman and Greek Civilisations were found and the various activities that took place during these civilisations. For example, discussing the causes, development and effects of the French Revolution. Ask random questions in class to test the learners' understanding of the events in Europe between 1789 and 1835 and their reflection on the modern world. Evaluate their responses and assist in weak areas.

Examples of questions for:

Slow learners

1. Define revolution.
2. What do you understand by the 'Enlightenment Period'?

Talented learners

1. Discuss the factors that contributed to the march of women in Versailles.
2. Explain the factors that led to the downfall of the Austrian Empire.

Suggested answers to the questions for:

Slow learners

1. A revolution is a forceful overthrow of a government or social order in favour of a new system.
2. This is the period in the 18th Century in which there was an intellectual and scientific awareness that was characterised by religious, social,

political and economic issues. This period led to the American and French Revolutions. It also strongly influenced the Industrial Revolution.

Talented learners

1.
 - The king's lukewarm acceptance of the reforms.
 - Deteriorating economic conditions.
 - Famine.
 - Unemployment.
 - The king's invitation of a regiment to Versailles where they met the Royal bodyguard.

(Accept other correct answers).
2.
 - Rise of nationalism and liberation.
 - Class differences in society.
 - Rise of the revolutionary tide in Europe.
 - Rise of Prussia.
 - Weaknesses of Emperor Ferdinand I.
 - Poor financial status.

(Mark other correct answers)

Answers to Revision questions

1.
 - a) The Enlightenment Period was also known as the age of reason.
 - b) Events that took place during the Enlightenment Period:
 - Colonial wars among European nations
 - Political problems in France
 - Deterioration in economic conditions
 - Social problems in France
2.
 - a) Causes of the French Revolution
 - The influence of philosophers
 - Taking example from the American Revolution
 - Poor practices by the existing government
 - Bankruptcy of the French Government
 - Bad weather f 1788
 - Inflation
 - Character of King Louis XVI
 - b) Course of the French Revolution
 - Summoning of the estates- general by the king
 - The Tennis Court Oath
 - Storming of the Bastille
 - Declaration of rights of man and citizens

- March of women in Versailles
 - The reign of terror
3. Factors that contributed to the march of women in Versailles
- The King's lukewarm acceptance of the reforms and the deteriorating economic conditions
 - Famine and unemployment reached record highs.
 - The king's calling of a regiment to Versailles where they met with their counterparts, the Royal Bodyguard. The two regiments greeted each other with a banquet at which the tri-coloured hat was insulted.
4. Consequences of the French Revolution
- Loss of lives
 - Overthrow of the ancient regime
 - Spread of revolutionary ideas
 - Promotion of human rights
 - Lawlessness in the society
 - Delinking of the church from state
 - Rise in nationalism
 - Promotion of social reforms
 - Emergence of new artistic styles
5. a) Napoleon (I) Bonaparte was an Italian emperor
- b) Factors that led to the rise of Napoleon (I) Bonaparte in Italy
- He was a military genius
 - Weaknesses of the directory
 - Poor economic conditions
 - Napoleon's personality
 - Napoleon's support for the revolution
 - Military support
 - Attacks from French enemy powers
 - Reconciliation with the Catholic Church
6. a) The Congress System of 1814 -1825
- This was a period in Europe in which diplomacy was regulated by meetings (congresses) of the powers at the time.
 - The period was also referred to as the 'concert of Europe'.
 - It saw the European powers come up with a genuine effort to produce a unified policy on issues that confronted them at the time.
 - The congress system was conceived and popularized by the Quadruple and Quintuple Alliances which brought the main powers together.
 - The Quadruple Alliance had been brought during the second treaty of Paris and it witnessed Russia, Britain, Austria and Prussia.
- b) The forms of conventions in the congress system

- The Congress of Vienna (1814 – 1815)
 - The congress of Aix-la-Chapelle (1818)
 - The Congress of Troppau (1820)
 - Congress of Verona (1822)
 - Treaty of London (1827)
- c) Factors that led to the failure of the congress system
- Differences of opinion among its key personalities
 - Failure to support nationalism
 - Dictatorship of the Great Powers
 - Suspicions among the Great powers
 - Competing interests of the Great powers
 - Failure of the congress system to capture European public opinion
7. a) Factors that contributed to the rise of the Austrian Empire
- Failure of the congress system to capture European public opinion
 - Rise of Metternich in the Austrian Government
 - The Congress system
 - Existence of remarkable rulers
 - Central position in Europe
 - Support from other Germanic states
- b) Role of Emperor Francis (I) in the rise and growth of the Austrian Empire
- Francis I joined the other European powers to occasion Napoleon's downfall in 1814.
 - He played host to the sovereigns of Europe in the congress of Vienna between September 1814 and June 1815.
 - He led the empire autocratically. The king on matters internal, ruled single handedly.
 - During his rule, the empire slapped strict censorship to keep the people from liberal ideas. He only favoured Catholicism, yet other denominations such as the Greek Orthodoxy were pursued by sections in the empire
- c) Factors that led to the failure of the congress system
- Rise in nationalism and liberalism
 - Class differences in the society
 - Rise of the revolution tide in Europe
 - Rise of Prussia
 - Weakness of Emperor Ferdinand I
 - Poor financial state
8. a) Reign of Peter Metternich in the Austrian Government from 1809
- He stamped out revolutionary ideas
 - He ensures there was peace in Europe
 - He prevented upheavals in France

- He checked Russia's ambition to acquire Poland
 - He imposed firm grip over Germany
- b) How the congress in Europe contributed to the growth of the Austrian Empire
- The congress of Europe too greatly contributed to the rise of the Austrian Empire gave her a major seat in European diplomacy.
 - The congress also legitimized dictatorship seen in its lending support to monarchism and the subjugation of the smaller nationalities.
 - These two, were the pillars upon which the Austrian Empire survived on.

9. Causes and consequences of the 1830 European Revolution

- The 1830 European revolutions began in France. The French city at the time was riddled with divisions brought by liberalism vs conservatism.
- Louis XVII had introduced several reforms in issuing a new constitution, the charter of French liberties.
- Upon his death, his younger brother, Charles X, took over power rejected the idea of the charter.
- Charles X suspended the legislature, limited the right to vote and restricted the press.
- The people responded swiftly by erecting barricades across the narrow streets of Paris. As they did this, they attacked the soldiers and within a few days, they took control of the town.
- As the people demonstrated, the revolutionary tricolor flew from the towers of Notre Dame Cathedral. All these, frightened the king to abdicate and flee to England. The revolutionaries had overthrown a monarchy. Radicals among them wanted to set up a republic while moderate liberals were for a constitutional monarchy.
- Deputies of the Lower House of the French legislature, chose Louis Philippe, a cousin to Charles X, as the new king. Philippe was a supporter of the revolutionary cause.
- Events in France ignited revolutions in other parts of Europe.

UNIT 9

Human rights codification and its impact

Ref: Student's Book Page 318-323

Learning objectives

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

- Describe how human rights have been codified since WWII.
- Explain how codification of human rights has affected Rwanda and the world.
- Explain how the Rwandan Constitution respects human rights.

Skills to be developed

- Critical and creative thinking
- Leadership
- Discussion
- Problem solving
- Observation
- Note taking
- Questioning
- Map reading and interpretation
- Respecting human rights

Attitudes and values

- Appreciation
- Cooperation
- Respect
- Justice
- Fidelity
- Prudence
- Diligence

Teaching and learning resources

- Achievers History Student's Book 4
- Writing board
- Tactile materials
- Realia e.g. Rwandan Constitution.

Teaching and learning activities

- Observation
- Asking and answering questions
- Discussion
- Explanation
- Writing
- Listening
- Researching on human rights codification and its impact.

Teaching steps

1. Ask learners to recap what they learned in Senior 1 about human rights.
2. Explain to the learners the meaning of the term 'codification'.

3. Using PowerPoint, explain to the learners how human rights have been codified since WW II.
4. Initiate a discussion among the learners on how the codification of human rights has affected Rwanda and the rest of the world.
5. Produce a copy of the Rwandan constitution and guide learners in a discussion on how it encourages the respect for human rights.
6. Ensure that learners have carried out Activity 9.1 and also answer the end of unit revision exercise. Collect their books for marking and evaluating their grasp of the content.

Additional information for the teacher

Every human being is entitled to legally justifiable basic human rights. These rights are essential to all human beings and nobody should be discriminated when it comes to freedom and enjoyment of their rights.

Human rights have been codified and captured in many legal frameworks. After the occurrence of World War II, a lot of activities revolving around human rights have taken place and most of them have resulted to many laws that guard and protect human rights both at the local and international level.

A good example is our constitution. Other codifications are well articulated in the Achievers History Student's Book 4.

Use alternative materials such as the constitution of Rwanda and the UN codification on human rights.

Unit summary

This unit deals with the codification of human rights internationally. The tragedies caused by World War II created consciousness about human rights in people.

The Universal Declaration of Human Rights of 10th, December, 1948 states that the essential human rights and essential freedoms cover all men and women including the societies they live in, all over the world, without any discrimination.

The constitution of Rwanda guarantees the citizens their rights and freedoms. Article 10 of the constitution describes human (persons) beings as sacred and inviolable.

Observance of human rights has attracted foreigners to invest in Rwanda and has promoted bilateral relations with other countries.

Assessment methods

- Oral questions
- End of Unit 10 revision questions

- Written tests
 - Observation
 - Ask learners to discuss in class what human rights are. Every learner should mention at least one human right that they know. Be patient with slow learners and allow them more time to think and more than one chances to attempt answering the questions before moving on with the fast learners.

Examples of questions for:

Slow learners

1. What are human rights?

Talented learners

2. Discuss the international human rights codifications that have come up after World War II.

Suggested answers to questions for:

Slow learners

1. Human rights are basic legal entitlements that justifiably belong to every person.

Talented learners

1.
 - The Universal Declaration of Human Rights (UDHR) of 10th, December, 1948
 - The International Covenant on Civil and Political Rights of 16th, December, 1966
 - The International Convention for Eliminating all forms of Racial Discrimination, 1965
 - Convention on the Elimination of all forms of Discrimination against Women (CEDAW) of 18th, December, 1979
 (Accept correct discussions on the above.)

Answers to Revision questions

1. Human rights – These are basic legal entitlements that justifiably belong to every person.
2. International human rights codifications that came up after world War II
 - Universal Declaration of Human Rights (UDHR) of 10th December 1948
 - The International Covenant on Civil and Political Rights of 16th December 1966
 - The International Covenant on the Economic, Social and Cultural Rights of 16th December 1966
 - The International Convention for Eliminating all forms of Racial Discrimination, 1965

- Convention on the Elimination of all forms of Discrimination against Women (CEDAW) of 18th December, 1979
 - Convention of the United Nations of the Children Rights 1989
3. America - The American Convention of the Human Rights
- Europe - The European Convention of the Human Rights
- Africa - The African Charter of the Human Rights and People's Rights, (1981)
4. How constitution of Rwanda shows respect for human rights
- In the ninth paragraph of its preamble, the Rwandan Constitution of 4th June 2003 reaffirms its commitment to the principles of Human Rights as they are defined in the international instruments for Human Rights promotion.
 - It provides for Fundamental Human Rights and the Rights and Duties of the Citizens. All Articles under this title commit to protecting human rights.
 - The constitution of Rwanda guarantees the citizens their rights and freedoms. Article 10 describes human (persons) beings as sacred and inviolable.
 - Article 170 under National Defence and Security gives the Rwanda National Police the mandate of safeguarding the fundamental rights guaranteed by the constitution and the law.
 - Article 177 provides for National Commission for Human Rights as an independent institution.

UNIT 10

National cohesion, identities and respect of human rights

Ref: Students Book page 325-329

Learning objectives

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

- Explain the concepts of national cohesion, identity and culture and relate it to the Rwandan situation.
- Explain the factors of national cohesion and identities and how they have influenced the respect of human rights in Rwanda.
- Describe how national cohesion, identity and culture have influenced the respect of human rights.

Skills to be developed

- Critical and creative thinking
- Observation
- Discussion
- Researching
- Writing notes
- Problem solving
- Reflective thinking

Attitudes and values to be acquired

- Appreciation
- Cooperation
- Respect
- Fidelity
- Love
- Justice
- Faith
- Prudentce
- Integrity

Teaching and learning resources

- Chalk/writing board
- Achievers History Student's Book 4
- Charts
- Internet

Teaching and learning activities

- Asking and answering questions
- Discussion
- Explanation
- Observation

- Writing
- Listening
- Researching

Teaching steps

1. Ask the learners to brainstorm the concepts of national cohesion, identity and culture.
2. Improve on learner response by giving the proper explanations with examples.
3. Explain to the learner the application of the concepts of national cohesion, identity and culture to the Rwandan situation.
4. Discuss with the learners the factors that promote national cohesion and identity. Urge the learners to be noting down the important points on their notebooks.
5. Guide learners in a discussion on the factors of national cohesion and identities.
6. Ensure that learners have done Activities 10.1 and 10.2. Supervise them to make sure they have done it correctly and have got the right information.
7. Explain to the learners how national cohesion, identity and culture have influenced the respect of human rights in Rwanda. Ask learners to mention examples as you give them more.
8. Assign the end of unit revision exercise to the learners in groups of five, and find time to have a question and answer session with them on the same.

Additional information for the teacher

National cohesion and identity are very important ingredients for promoting peace and togetherness among the people living in a certain country like ours. When we bring our diversity together as a result of national cohesion and identity, we will definitely observe and respect each other's rights. These will promote respect and tolerance towards each other. There are many factors that promote national cohesion and identity in our country. These are comprehensively covered in Achievers History Student's Book 4.

Refer to books on Social Studies, the Constitution of Rwanda and other books on nationalism and human rights.

Unit summary

The unit gives clarifications on the concepts of identity, cohesion, national cohesion, national identity and culture and their respective roles in the society. It also discusses the factors that promote national cohesion, culture and identity and the manner that they have influenced the respect of human rights in the context of Rwanda especially after the 1994 Genocide against the Tutsi for the promotion of unity.

Identity entails the distinctive characteristics that distinguish an individual or a certain group of people and differentiate them from another group.

National cohesion thrives when there is love and peace in the society.

National identity brings people together as one, regardless of their various cultures, traditions, language and politics.

The culture of a people comprises of their customs, beliefs, language, material objects such as houses and clothing, religion and art among many other things.

Assessment methods

- Oral questions
- End of unit revision exercise
- Observation
- Written tests
- Assist slow learners by asking them easy questions at first and then progressing on to complex ones. Supervise and guide learners in carrying out every activity in this unit and be patient with slow learners. Guide them slowly until they get it.

Examples of questions for:

Slow learners

1. Define cohesion.
2. Differentiate between national cohesion and national identity.

Talented learners

1. Identify stanzas and phrases that show national cohesion in the Rwandan National Anthem.
2. The country's national anthem is a symbol of_____.
3. Give the relationship between the respect of human rights and national cohesion, identity and culture.
4. Outline the factors that promote national cohesion, culture and identity in Rwanda.

Suggested answers to the questions for;

Slow learners

1. Cohesion means coming together to form a united whole.
2. National cohesion is the unity of people in a nation while national identity is a person's sense of belonging to the nation that is their country.

Talented learners

1. Mark correct stanzas and phrases shown by the learners that show national cohesion from the Rwandan National Anthem.

2. The country's national anthem is a symbol of national identity.
3. Accept correct explanations that show the relationship between the respect of human rights, national cohesion and identity.
4. Accept correct answers as explained by the learners. Make reference to the Student's Book.

Answers to Revision questions

1.
 - i) National cohesion – National cohesion refers to a unified society that is composed of people from different backgrounds who have come together to achieve one common objective.
 - ii) National identity – National identity is a person's sense of belonging to the nation that is their country.
2. Factors that promote national cohesion and identity
 - Peace
 - Justice
 - Good governance
 - Equality and fairness
 - Gender equality
 - National symbols
 - National territory
 - Values of the national culture
 - National institutions for unity and reconciliation
3. Roles of national cohesion and national identity in the promotion of human rights
 - They influence the sense of fairness and inclusion in a society.
 - National cohesion, identity and culture discourage discrimination in the society.
 - When there is national cohesion, diverse aspects such as gender, ethnicity, culture and religion among others are brought together and exist without exclusion.
 - National cohesion and identity bring respect for national laws and institutions. Respect for cultural diversity brings people together and they embrace each other regardless of their various cultures.
 - National cohesion, identity and culture breed peace. When there is peace, people live in harmony respecting each other's rights.
 - Citizens are encouraged to express their thoughts and opinions freely. All of these are put into consideration while formulating national policies.

UNIT 11

Role of Gacaca and Abunzi in conflict solving

Ref: Student's Book Page 330-340

Learning objectives

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

- Explain the concepts of Abunzi and Gacaca in relation to conflict transformation.
- Explain the role of Abunzi and Gacaca in conflict transformation.
- Describe the structure of Abunzi and Gacaca jurisdictions in conflict management.
- Discuss the problems during the operations of Abunzi and Gacaca.
- Explain the solutions during the operations of the Abunzi and Gacaca systems of conflict management.

Skills to be developed

- Critical and creative thinking
- Problem solving
- Communication
- Reflective thinking
- Note taking
- Researching
- Observation

Attitudes and values to be acquired

- Cooperation
- Justice
- Fidelity
- Prudence
- Love
- Empathy
- Appreciation
- Sacrifice
- Diligence
- Forgiveness
- Trust

Teaching and learning resources

- Achievers History Student's Book 4
- Pictures
- Charts
- Posters
- Braille materials
- Writing/chalk board

Teaching and learning activities

- Discussion
- Explanation
- Asking and answering questions
- Drawing the organisational structure of the Abunzi and Gacaca Court systems

- Researching on the Gacaca and Abunzi systems of justice
- Observation
- Writing notes

Teaching steps

1. Introduce the unit by asking the learners what they understand by *Abunzi* and *Gacaca*. Explain to them in detail what these concepts are while asking them to give examples.
2. Explain to the learners the roles played by *Gacaca* and *Abunzi* systems in conflict transformation.
3. Organise the learners into groups of five to carry out Activity 11.1, whereby they are required to analyse and discuss the structure of Abunzi and Gacaca and their jurisdiction in solving conflicts and bringing reconciliation in our country. Have a class presentation later to discuss and share the findings of each group.
4. Explain the structure of the *Abunzi* and *Gacaca* systems in conflict transformation.
5. Using the learner's textbook, guide the learners in a discussion on the problems during the operations of *Abunzi* and *Gacaca* systems.
6. To enhance learners' understanding and effectiveness of the *Abunzi* and *Gacaca* systems, organise for a role playing activity by the learners, according to Activity 11.2. They are required to enact a Gacaca Court with *inyangamugayo* judges, while another group acts as the *Abunzi* mediators handling cases that have been brought to them. After this, they should write personal essays on the effectiveness of the *Abunzi* and *Gacaca* Courts highlighting the problems they faced and the solutions they brought during their operations.
7. Using powerpoint, explain to the learners solutions to the problems during the operations of *Abunzi* and *Gacaca* systems.
8. Ensure that the learners have answered all the questions at the end of Unit 11 in their respective groups.

Additional information for the teacher

Gacaca is a court system that has been running in our country. It was adopted from the traditional court system. These courts were mostly used after the 1994 Genocide against Tutsi to bring justice and reconciliation in the society. In these courts, the offenders were urged to repent and reconcile with other community members.

There has also been the *Abunzi*, or the reconcilers. These are respected society or community members with the mandate to play mediation roles. The *Abunzi* system has been adopted by our government as a cultural and traditional method of conflict resolution with an aim to provide home-grown solutions and restore harmony in the society.

More information about the systems of *Abunzi* and *Gacaca* are outlined in the Achievers History Student's Book 4, including their structure, challenges that they faced and solutions.

Use books and other materials on the history of the 1994 Genocide against the Tutsi, and the laws that established *Gacaca* and *Abunzi*.

Unit summary

This unit explains reasons for the establishment of the Gacaca Courts and Abunzi committees, their structures as well as functioning in Rwanda. It also evaluates their respective roles at the same time analysing the environment in which they operated and still operate. It goes further to discuss the ways problems in the Rwandan society are handled.

The *Abunzi* are mediation committees responsible for providing mediation services to warring groups or parties. People who are elected into the *Abunzi* must have demonstrated ability to resolve disputes and conflicts. Lack of resources such as funds and infrastructure is one of the major challenges that affects the smooth operations of the *Abunzi* committees.

The *Gacaca* Courts was a system of justice that was put in place by the Government of Rwanda to deal with crimes of the 1994 Genocide against the Tutsi at the community level.

The members of the Bench of the *Gacaca* Courts were known as *Inyangamugayo* judges.

The main problem that faced the operation of *Gacaca* courts was the killing and intimidation of the survivors of genocide, witnesses and the *Inyangamugayo* judges by the accused parties.

Assessment methods

- Oral questions
- Observation
- Written tests
- End of Unit 11 revision exercise
- Guide the learners in answering revision questions at the end of this unit in groups. Hold a class discussion on all the questions. Ensure that each and every student participates in answering at least two questions in the class discussion. Guide them to improve in their weak areas. Place the students with special needs at strategic points where they will be able to learn easily.

Examples of questions for:

Slow learners

1. Define *Gacaca* and *Abunzi*.
2. Give the functions of the *Abunzi* in the traditional Rwandan setup.
3. Explain how the Gacaca Courts worked in the post-genocide era in Rwanda.

Talented learners

1. Describe the organisational structure of *Gacaca* and *Abunzi*.
2. Analyse the differences that exist between the *Gacaca* Courts and the *Abunzi*.
3. Outline the similarities in the operations of the *Gacaca* Courts and the *Abunzi* in the post-genocide era in Rwanda.
4. Do you think both the *Gacaca* courts and the *Abunzi* brought about the much desired cohesion within the Rwandan society?

Suggested answers to questions for;

Slow learners

1. *Gacaca* is a traditional Rwandan court system that dealt with civil and social conflicts between members of the community while *Abunzi* is the traditional mediation committee.
2. – To strengthen the regular justice system.
– To mediate between warring parties.
– To reform the judicial system.
3. – Accept correct explanations on how the courts worked.

Talented learners

1. Mark correct descriptions in words or in drawings of the organisational structure of the *Gacaca* and *Abunzi*.
2. The *Gacaca* Courts functioned as local courts during the post-genocide era with the *inyangamugayo* judges while *Abunzi* is a mediation committee that consists of local elders and other men of integrity.
3. – Both were formed to assist the judicial courts to settle cases that involved crimes of genocide.
– Both were constituted by members who were deemed to be of good moral standing within the communities. i.e men of integrity.
– Both were present at the cell, sector and province level.
– (Accept other correct answers)
4. Mark correct arguments fronted by the learners.

Answers to Revision questions

1. *Abunzi* – they are also known as the mediation committees. They are organs responsible for providing mediation services as a prerequisite for parties

to bring an action before competent courts in matters provided for in the competence of the Mediation Committee.

Gacaca – it is a community court system that was especially used by elders in the community and individuals well-known for their integrity and wisdom, to discuss and resolve problems and conflicts within the community.

2. Organisational structures of:

Abunzi

- The *Abunzi* operated at Cell and Sector levels.
- *Abunzi* committees at both levels are composed of twelve people of integrity who are elected by the community members. To be elected into the *Abunzi* committee, one must be a resident of the concerned Cell or Sector.
- People who are elected into the *Abunzi* must have demonstrated ability to resolve disputes and conflicts.
- After election, the *Abunzi* appoint their president, vice president and executive secretary.
- The executive secretary receives claims on behalf of the *Abunzi*.

Gacaca

Each *Gacaca* Court comprised of the following

- The General Assembly
- The Seat
- The Coordination Committee
- a) Problems faced by *Inyangamugayo* of *Gacaca* and *Abunzi* during their operations.
- Lack of resources
- Mediator absenteeism
- Inadequate access to laws, legal documentation and textbooks on mediation
- Lack of justification for mediation committee decisions
- Persistence of the genocide ideology
- Killing and intimidation of survivors of genocide, witnesses and *Inyangamugayo* Judges
- Destruction of equipment used in data collection (filing cabinets, books, forms)
- *Inyangamugayo* judges accused of participation in the crime of genocide
- Leaders were accused of genocide crimes
- Refusal to testify
- People moved to provinces where they were unknown;
- Refugees who fled *Gacaca* Courts

- Partial confession of crimes causing re-categorization or maximum penalties
- Serious trauma cases (193 cases)

b) Solutions to the problems listed in (a) above

- Mobilising people for active participation in the Gacaca Court processes.
- Ensuring that everybody participated in the judicial process regardless of their status in the Rwandan society.
- Continuous sensitisation of genocide suspects about the procedures of confession, repentance, apologies and reintegrating with the society.
- Stopping intimidation and killing of genocide survivors, witnesses and judges who presided over those cases.
- Setting up security measures to protect the equipment of the Gacaca Courts from being destroyed so as to enable cases to go on.
- Taking care of traumatised individuals medically, psychologically and materially.
- Building capacities of the Inyangamugayo judges through continuous training.
- Replacing the Inyangamugayo judges accused of genocide and those found culpable of other crimes such as corruption.

UNIT 12

Various forms of interdependence

Ref: Student's Book Page 341-346

Learning objectives

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

- Explain the concept of interdependence
- Identify different forms of interdependence.
- Identify causes and effects of interdependence.

Skills to be developed

- Critical and creative thinking
- Problem solving skills
- Discussion
- Observation
- Note taking
- Reflective thinking
- Cause and effect relationship
- Researching

Attitudes and values to be acquired

- Appreciation
- Cooperation
- Respect
- Industry
- Sacrifice
- Integrity

Teaching and learning resources

- Chalk/writing board
- Charts
- Internet
- Brailled materials
- Pictures
- Achievers History Student's Book 4

Teaching and learning activities

- Asking and answering questions
- Explanation
- Discussion
- Observation
- Researching
- Note taking
- Listening

Teaching steps

1. Ask the learner to explain the meaning of the concept of interdependence.
2. Improve on learners' responses and give a conventional definition of the term.

3. Display to the learners a chart showing the concept of interdependence.
4. Explain to the learners the concept of interdependence as you show its importance in reference to ancient and modern Rwandan society.
5. Guide the learners in a discussion on different forms of interdependence by showing their advantages and disadvantages.
6. Using the writing board, guide the learners in a discussion on the causes of interdependence at national and international levels. Write down examples on the chalkboard. Instruct them to carry out Activity 12.1 at this point to help them grasp this concept well.
7. Display to the learners pictures showing the effects of interdependence at national and international levels.
8. Initiate a discussion among the learners on the effects of interdependence at national and international levels.
9. Assign the learners the end of unit revision exercise for them, to discuss in groups of five.

Additional information for the teacher

Interdependence refers to the mutual reliance between two or more parties. These parties could be people, families, groups, organisations, nations and many more. Interdependence has existed between individuals, countries and regional blocs such as COMESA, ECOWAS and EAC among others. At the international level, interdependence has resulted to international cooperation among countries. This has resulted to mutual support in times of crises or disasters. International cooperation promotes trade, tourism and exchange of technological innovations among others. Different factors lead to the different needs for cooperation among the involved parties. Mutual benefits for each party determine the cooperation partners to choose and the form of interdependence to engage in.

Use materials such as on life skills and other journals on interdependence.

Unit summary

This unit defines the concept of interdependence, explains how it works and discusses types, areas and the necessity of interdependence at international, regional and local levels. This is for promoting the well-being of the people around the world since no man is an island. Interdependence has more advantages than disadvantages.

Interdependence refers to mutual reliance between two or more parties. According to the level of interdependence, it can take different forms such as; at the family, village and national as well as international level.

Interdependence at national and international level brings cooperation in matters such as trade; defence and security; education and job opportunities for people in the involved nations.

Interdependence has resulted to the formation of regional and international organisations which advocate for the welfare of member states in areas such as trade, military cooperation, peace building and education.

Regional trade organisations that have been formed as a result of interdependence among countries include; Common Market for East and Southern Africa (COMESA) and the East African Community (EAC).

Assessment methods

- Oral questions
- End of unit revision exercise
- Guide the learners in a discussion on how they are interdependent amongst themselves and how this has been of help. This will help them to quickly understand interdependence at different levels. Give examples of situations of interdependence, by using a student with special need(s) and a normal student to show how this helps in promoting interdependence. Ask learners to discuss applicable scenarios of interdependence and assist them in choosing the right examples.
- Observation
- Written test

Examples of questions for:

Slow learners

1. What do you understand by interdependence?
2. List at least six areas of interdependence.
3. Explain the three different forms of interdependence.

Talented learners

1. Explain what causes interdependence at family, national and international level.
2. Analyse the effects of interdependence at national and international level.
3. Outline the benefits of interdependence to Rwanda.
4. Discuss the flipside of interdependence to countries such as Rwanda.

Suggested answers to questions for;

Slow learners

1. – Interdependence refers to mutual reliance between two or more parties. It could be between people, groups, organisations or nations.

2.
 - Trade activities
 - Investment
 - Transport and communication networks
 - (Accept other correct answers)
3.
 - Interdependence at family level
 - Interdependence at the village level
 - Interdependence at national and international level.

Talented learners

1. Family level

- The need to belong.
- The need to exercise responsibility.
- The need to support each other.

2. National and International level

- The need for cooperation in matters such as trade, security, education and jobs.
 - The need to supplement what is locally available.
 - Promotion of partnerships in developing and sharing infrastructure.
 - The need to work together to lower costs of doing business in the countries involved.
 - The need for goods and services that are not locally produced.
 - Humanitarian needs.
 - Transport and communication.
 - It nurtures peace among counties.
 - It brings about economic advancement
 - It leads to the formation of regional and international organisations.
 - It has led to improved control and response to calamities such as droughts and disease outbreaks.
 - It has brought about industrialisation
 - It has resulted to the formation of organisations that advocate for observance of human rights.
3.
 - It has promoted peace.
 - It has encouraged partnerships in trade with other countries in the EAC.
 - It has helped to improve the transport and communication network.
 - It has promoted tourism.
 - (accept other correct answers.)

4. – It can cause too much foreign interference in the internal matters of a country.
 - It can lead to trade imbalances.
 - It encourages the supply of substandard low quality goods to a country thus turning it into a dumping ground.(Accept other correctly explained points.)

Answers to Revision questions

1. Interdependence – It refers to mutual reliance between two or more parties. It could be between people, groups, organisations or nations
2. Areas of interdependence
 - Trade activities
 - Investment
 - Transport and communication networks
 - Science and technology
 - Political affairs this involves defense, security, international relations and diplomacy are facilitated by presence of interdependence among countries.
 - Roles played by United Nations and some international organisations are as a result of interdependence
3. Forms of interdependence
 - Interdependence at the family level
 - At the village or community level
 - At the national and international level
4. Causes of interdependence
 - Need for goods and products that are not found locally
 - Need to supplement what is locally produced.
 - Security makes it necessary for interdependence among countries
 - Humanitarian needs.
 - Transport and communication.
5. Effects of interdependence at the national and international level
 - It brings about economic advancement.
 - Interdependence has resulted to formation of regional and international organisations.
 - Interdependence has resulted to formation of regional and international organisations.
 - It has led to improved control and response to calamities such as draughts, disease outbreaks, floods, earthquakes etc.
 - Interdependence has helped boost industrialisation around the globe.
 - It has resulted to formation of organisations that press for the welfare of human beings.

References

- Ade Ajayi and Crowther Michael, (eds), *History of West Africa*, Vol. 11, Longman 1974.
- Akitoye SA, *Emergent African States*, Longman, London, 1976.
- Arrighi G and Saul JS, *Essay on the Political Economy of Africa*, Monthly Review Press, New York, 1973.
- Black J. et al., *Atlas of World History*, London, 1999.
- Byanajashé Deo, *Histoire du Rwanda au XX^{ème} Siècle (Notes de Cours)*, UNR, Butare, 2005.
- Isichei Elizabeth, *History of West Africa Since 1800*, Macmillan, 1977.
- Ministry of East African Community Affairs: *East African Community Projects, Training Module*, 2010.
- Museveni Yoweri K, *The Struggle for Freedom and Democracy in Uganda*, Macmillan.
- National Commission for Human Rights: *African Instruments on Human Rights*, Kigali, 2008.
- National Curriculum Development Centre: *The History of Rwanda; A participatory Approach. Teacher's Guide for Secondary Schools*, Kigali, 2010.
- Prunier Gerard, *The Rwanda Crisis: History of Genocide 1959-1994*, Fountain Publishers, Kampala, 1995.
- Repubulika y'U Rwanda, *Komisiyo y'Igihugu yo Kurwanya Jenoside: Kwibuka 21, Ukuri kuri Jenoside yakorewe Abatutsi*, Kigali, 2015.
- Rutembesa F., *Histoire Comparée des Génocides (Notes de Cours)*, UNR, Butare, 2006.
- The World Encyclopedia: Chicago, 2001.
- www.rwandapedia.rw, *Gacaca Courts Genesis, Implementation and Achievements*, posted by [admin](#) on Tuesday, October 2nd, 2012 07:25 a.m.

