

HISTORY
Senior 4
Teacher's Guide

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present this Senior 4 History Teacher's Guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the History subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher`s guide is self- explanatory so that you can easily use it. It is divided in 3 parts:

The part 1: Explains the structure of this book and gives you the methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details the teaching guidance for each concept given in the student book.

Even though this teacher`s guide contains the answers for all activities given in the learner`s book, you are requested to work through each question and activity before judging learner`s findings.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this textbook. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

Dr. MBARUSHIMANA Nelson

Director General/REB

ACKNOWLEDGEMENTS

I wish to express my appreciation to all the people who played a major role in the editing process of this Teacher's Guide Book 4. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this book to meet the needs of competence-based curriculum. I owe gratitude to the Ministry of National Unity and Civic Engagement (MINUBUMWE), Never Again, AEGIS Trust who provided their expertise in research and recommendations which contributed to the edition of this guide.

I wish to extend my sincere gratitude to secondary schools and the University of Rwanda that allowed their teachers, lecturers who diligently worked with REB in-house textbooks production project to the successful completion of this book. I also thank illustrators, designers, and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department (CTLRD) who were involved in the whole process of in-house textbook editorial work.

Joan MURUNGI

Head of Department/CTLR

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UNIT

1

CONTRIBUTION OF THE MAIN ANCIENT CIVILIZATIONS TO THE DEVELOPMENT OF MODERN SOCIETY

1.1 Key unit competence

The learner should be able to explore the contribution of the main ancient civilizations of the world to the development of the modern society.

1.2 Prerequisite knowledge and skills

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

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

1.3 Introductory activity and guidance

a) Introductory activity (unity level)

Many books and movies have been produced on the contribution of main ancient civilization to development of modern society. By Using them, analyze Location, occupation and the expansion of the Greece and Rome civilizations,that made possible to the the contribution of main ancient civilization to development of modern society.

b) Guidance on introductory activity

At the beginning of this unit, the introductory, learning and application activities motivate learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning while learning and at the end of the subheading. This will help them identify some issues and open them to what they did not know and be inquisitive to know about contribution of the main ancient civilizations of the world to the development of the modern society.

Note that in this introductory, learning and application activities, learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning and the end of the lessons.

1.4 List of lessons

Number of the lesson	Lesson title	Number of periods (38)
1	Location, occupation and the expansion of the Greece and Rome civilizations	12
2	Elements of the Greek and Roman civilizations	12
3	Contributions of the Greek and Roman civilizations	12
4	End Unit Assessment Remediation	2

Guidance on different lessons

1.4.1 Lesson 1: Location, occupation and the expansion of the Greece and Rome civilizations.

a) Learning objective

Learners are able to explain Location, occupation and the expansion of the Greece and Rome civilizations.

b) Teaching resources

To conduct well this lesson about the Location, occupation and the expansion of the Greece and Rome civilizations, the teacher uses History learner' book for senior five, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 1.1

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do **activity 1.1** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

- From the ancient times to today, the Greeks have called their land Hellas while they call themselves Hellenes. The names Greek and Greece were used to describe them later on by the Romans. Superiority of Roman Civilisation made their names to stick.
- Greece is to be found in a rocky, mountainous southward extension of the Balkans, on the east of Mediterranean Sea. On one side, the eastern shore lays the Aegean Sea. The Ionian Sea, facing Italy, is on the western side. To the south, across the Sea of Crete from the portion of Greece known as the Peloponnesus, is to be found .
- The large island of Crete. The whole country is stunning and very beautiful. It has over one thousand islands, the sea, the mountains and numerous fertile green valleys. only 20 percent of Greece is suitable for agricultural production. Most of the high mountains ranging unto 6000 feet, narrow fertile valleys and small to medium size but fertile plains such as those of Thessaly and Boeotia are usable for agriculture.
- Rivers are small and sometimes dry up during summer thus making farming a challenge. Nevertheless, most of her climate is mild and favourable for cultivation of crops such as wheat, olive and grape vines that could support the population of ancient times. As during the Ancient times, today, the hills and mountains provide pasture to goats, sheep and cattle.
- Greece was founded on conquest. The area witnessed invasions from time to time from around 1900 BC. By the beginning of the eighth century B.C, The Greek Civilisation had taken shape.

But it was not until the 4th Century BC that it became the common cultural currency of the Mediterranean and Near Eastern worlds. This was the time of the conquests of Alexander the Great's empire.

- The Roman Civilization grew along the Tiber River in central Italy. It was mainly first concentrated in the city of Rome. This was after the Romans, conquered the Greeks in 146 B .C. They founded the city in 753 BC.
- According to Legend, this was done by two twin brothers – Romulus and Remus who were abandoned on the Tiber River as infants and raised by a she-wolf. The two decided to build the city. By the end of the Fourth Century BCE. the city was already the dominant power on the Italian peninsular. For five centuries thereafter, Rome's power steadily increased. By the first century CE, it controlled Greece and most of her colonies, as well as most of Western Europe. It expanded her hegemony in these areas through conquest.
- Rome also managed to take control of the powerful North African city of Carthage hence uniting the entire Mediterranean region. She also controlled the Mediterranean sea. At the peak of its powers, her empire covered Egypt, Greece, Asia Minor, Syria – all to her East. To her west were Tunisia, Algeria, Morocco and Spain, Portugal, France, Switzerland, Belgium and England. She managed to Conquer all these lands.
- Rome's development was greatly influenced by the geography of the Italian peninsular. The area had excellent marble and small quantities of lead, tin, copper, iron (on the island of Elba) and silver in its extensive coastline. There were few good harbours, most of which faced the west away from Greece and the Near East. Ancient Italy, nonetheless, was well endowed with large forests. It had more fertile land than ancient Greece.
- However, it was more exposed to invasion. Invaders entered it easily, as the Alps posed no effective barrier to invaders from central Europe. To make matters worse, Italian low lying coastline opened it to invaders from the sea. All these made the Romans, from an early time in their settlements, to be absorbed in military pursuits to defend their own conquests against the invaders.

1.4.2 Lesson: Elements of the Greek and Roman civilizations.

a) Learning objective

Learners are able to describe the elements of the Greek and Roman civilizations.

b) Teaching resources

To conduct well this lesson about elements of the Greek and Roman civilizations, the teacher uses History learner' book for senior five, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 1.2

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do **activity 1.2** about the spread of Islam in West Africa in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 1.2

Describe the elements of the Greek and Roman civilizations.

- **A Common language**

All the Greece islands spoke an identical language known as Greek. They were thus able to communicate easily with one another. The common language also brought feelings of togetherness among the islands' inhabitants. Greeks had forgotten their diverse backgrounds. All of them considered themselves as one race. They regarded non-Greeks as barbarians- men and women whose speech was to them meaningless noise.

The Greek language gave them a great advantage. It was something of superb beauty and clarity. The people closely associated settlement in city states with it. Greek was spoken and written. The language was also used for instruction in both private and public functions. The Greeks also had a common alphabet. This formed the basis of the Greek language. In the 8th Century BC, they adopted a simpler alphabet from the Phoenicians.

- **Settlement in cities**

By the 8th and 7th Centuries BC, cities were built almost everywhere throughout

Greece. All these cities were independent. The city-states forged alliances with one another.

Each city state was proud and jealously guarded its independence. This made them to be characterized by battle and shifting alliances. Cooperation among them also took place. The citizens were very patriotic. Where the enemy was non-Greek, the other city states came to the defense of their counterpart.

The city-states governed themselves differently. Sometimes they had kings for example at Sparta. Other cities were led by a self-imposed strong man who ruled the way they wanted. Such a leader is known as a tyrant. Sometimes the nobleman ruled, and this was called an aristocracy. Sometimes all the citizens took part in the government. This was called a democracy. It was practised in Athens. All adult male assembled together to discuss issues of interest to their polis. Other forms of government in the city states were: monarchy, oligarchy and aristocracy.

- **Ancient Greek city of Anthens**

In city states were found the *asty* (city itself) with its watchtower, the *agora* (public square/market place) and surrounding rural-agricultural lands referred to as the *chora*. The *asty* was the business, political, religious and social centre of the entire community while the *Chora* provided the food to both the villages and to the city.

- **Participation in games**

Greeks therefore participated in the Olympic games from 776 BC. During the games, fighting city-states even suspended wars between them to allow the competitions to go on. The games were held after every four years. They attracted some 40,000 Greeks into the stadium built in Olympia.

The games were dedicated to the god Zeus, father of the gods. The games lasted for more than five days. Games events included foot races, wrestling, boxing, jumping, javelin, discus throwing and chariot-riding. Athletes were proud of their bodies and emphasized physical fitness.

- **Beliefs in gods and goddesses.**

They believed in gods and goddesses. They had a common religion based on twelve chief gods and goddesses. These deities were thought to live on Mt. Olympus, the highest mountain in Greece. The gods and goddesses include the following:

- ♣ 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 .

- **Artistic heritage**

Greek art was shown in their unique architecture and sculptures. Here, they went to great lengths to show their expression of beauty. Some of these works still stand today. On architecture, their artistry was visible in the temples they built for their gods and goddesses. An example was the famous building built in the fifth century BC, the Parthenon. The first temple was built between 447 and 432 BC under the supervision of Ictinus and Callicrates as the master builders. The temple covered 23,000 square feet.

- **Love philosophy**

The philosophers explored many subjects from mathematics and music to logic (rational thinking). Some were interested in ethics and morality. Through reason and observation, the thinkers believed that, they could discover laws that governed the universe. They based their philosophy on two assumptions:

- ♣ the universe is put together in an orderly way, and subject to absolute and unchanging laws;
- ♣ people can understand these laws through logic and reason.

Then there were critics of the sophists. One of their harshest critics was **Socrates**. Socrates believed that absolute standards did exist for truth and justice. He however, encouraged Greeks to go further and question themselves and their moral character. But like the sophists, his ideas were considered radical and poisonous. He was later sentenced to death over the same. Others were **Plato** (a student of Socrates) and **Aristotle** (a student of Plato).

1.4.3 Lesson 3: Contributions of the Greek and Roman civilizations

a) Learning objective

Learners are able to outline contributions of the Greek and Roman civilizations to the world .

b) Teaching resources

To conduct well this lesson about the Contributions of the Greek and Roman civilizations the teacher uses History learner' book for senior four, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 1.3

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do activity 1.3 about the spread of Islam in West Africa in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 1.3

Contributions of Greek and Roman Civilizations to the world.

Greek Civilization

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

Roman civilization

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

1.5 Additional content

Foundation of Rome

According to legend, the city of Rome was founded by Romulus (with his brother, Remus, in some accounts) in 753 BC. Although archaeological evidence suggests earlier habitations on the site, extended human settlement may well have dated from this time.

Traces of an Iron Age village from the mid-8th century BC have been

found on the Palatine Hill. The legend of the rape of the Sabine women and the subsequent merger of the Romans and Sabines are similarly supported by excavated remains.

In Roman mythology, the founder and first king of Rome was Romulus. He and his twin brother, Remus, were the sons of Mars, god of war, and of Rhea Silvia, also called Ilia, one of the vestal virgins. Rhea Silvia was the daughter of Numitor, king of Alba Longa, who had been deposed by his younger brother Amulius. Amulius had made Rhea Silvia a priestess so that she would have no children to make claims against his throne.

After the birth of her two boys, to remove any threat against himself, he had them thrown in a basket into the Tiber River. The twins were not drowned, however. They were rescued and nursed by a she-wolf on the slope of the Palatine Hill and were later discovered by the shepherd Faustulus and reared by his wife, Acca Larentia. When they grew to manhood, the brothers deposed Amulius and placed their grandfather Numitor on the throne. The brothers then decided to build a city. After quarreling over the spot, they finally chose the Palatine Hill.

Romulus built a wall, over which Remus, to show its inadequacy, scornfully leaped; Remus was thereupon killed by Romulus or one of his companions, and Romulus became sole ruler of the city. He provided an asylum on the Capitoline Hill (Monte Capitoline) for runaway slaves and homicides and procured wives for them by seizing the Sabine women at a festival to which he had invited the Sabines. After a series of wars between Romulus and the Sabines, they were finally reconciled, with Romulus as king. According to legend, Romulus was carried up to the heavens by his father, and was later worshiped as the god Quirinus.

Alexander the Great (356-323 BC)

Alexander the Great king of Macedonia, conqueror of the Persian Empire, and one of the greatest military geniuses of all times. Alexander, born in Pella, the ancient capital of Macedonia, was the son of Philip II, king of Macedonia, and of Olympias, a princess of Epirus. Aristotle was Alexander's tutor; he gave Alexander a thorough training in rhetoric and literature and stimulated his interest in science, medicine, and philosophy.

In the summer of 336 BC Philip was assassinated, and Alexander ascended to the Macedonian throne. He found himself surrounded by enemies at home and threatened by rebellion abroad. Alexander disposed quickly of all conspirators and domestic enemies by ordering their execution. Then he descended on Thessaly (Thessalia), where partisans of independence had gained ascendancy, and restored Macedonian rule.

Before the end of the summer of 336 BC he had reestablished his position in Greece and was elected by a congress of states at Corinth. In 335 BC

as general of the Greeks in a campaign against the Persians, originally planned by his father, he carried out a successful campaign against the defecting Thracians, penetrating to the Danube River.

On his return he crushed in a single week the threatening Illyrians and then hastened to Thebes, which had revolted. He took the city by storm and razed it, sparing only the temples of the gods and the house of the Greek lyric poet Pindar, and selling the surviving inhabitants about 8,000 in number, into slavery. Alexander's promptness in crushing the revolt of Thebes brought the other Greek states into instant and abject submission.

1.6 End of unit assessment



End of Unit Assessment

Answers for end unit assessment

1. What do you understand by the term medieval?
 - Medieval means something relating to the middle ages.
2. Name two medieval civilizations in Europe.
 - Medieval civilizations in Europe; Roman and Greek Civilization
3. Outline the main elements of the Greek Civilizations to the world.
4. Mention any five gods of the Greeks and Romans and state what they were associated with.
5. 5. State the contribution of the Greek Civilization to the modern world.
 - A common language
 - Settlement in cities
 - Participation in games
 - Belief in gods and goddesses
 - Love of philosophy
 - Literature and drama
 - Writing of history
 - Trade
 - Architecture
 - Law
 - Government
 - Language
 - Literature
 - Music

- Visual art
- Religion
- Economy
- Sports
- Philosophy
- Militarisation

1.7 Additional activities

Remedial activities

1. Name atleast earliest inhabitants of Greece?
 - Cretans
 - Archeans
 - Dorians
2. Name any five gods of the Greeks and Romans and state what they were associated with.

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. Which language did the earliest inhabitants of Rome use .
 - Latin language

Consolidation activities

1. Discuss atleast five contribution of Greek and roman civilization to the world.

- **Christianity**

Rome allowed Christianity to spread and flourish in her empire. Ideas about the faith spread easily inspite of persecution from some rulers and even citizens. Today, Christianity is one of the major world religions. We owe it partly to some Roman emperors. The same can be said on monotheism e.g. emperor Constantine made Christianity legal thus elevating it above other religions. This gave it an upper hand. Rome thus helped spread Christianity to other parts of the world.

- **Government**

Representative democracy was reflected in the Roman republican system. Senators represented groups of people thus bringing an element of democracy. The people's representation injected some checks and balances in the governance process. Power was distributed and not concentrated in one office.

- **Architecture**

Architecture is one field in which the Romans made great strides in. Their knowledge and skills have been acquired in the modern world. Their architectural styles were evident in use of improved arches and columns of the Greeks; the rounded domes, sculptures, frescos and mosaics. They also used concrete, mortar and cement. This enabled them to develop some structures which have withstood the test of time such as the pantheon and the colosseum.

Roman engineering skills were also evident in the construction of aqueducts. These structures were made across rivers, and included large networks of underground channels which supplied water to cities and valleys. Later, through the aqueducts, households benefited from indoor plumbing, an efficient sewer system. Central floor heating or hot baths were also spread by the Romans even though they were not invent.

- **Entertainment**

Our idea for mass entertainment came from the Romans. People were entertained in the forum and in the colosseum, Rome's amphitheatre which had a capacity of accommodating 60,000 persons. Games were played, sports were held, musical and theatrical performances, public executions and gladiatorial combat performed. The colesseum's floors also hosted mock naval battles for public watch. Today mass entertainment is a feature of modern humanity.

- **Roads**

Roman roads have greatly influenced our modern road construction. Some of these roads are still in use today e.g. *via Appia*, an old road that connects Rome to Brindisi in southwest Italy. Their highways were straight, plane and resistant to damage. Like today's highways, these roads use the most direct route to connect cities. In fact, several of the modern roads connecting what were Roman cities have followed routes that were chosen by the Romans.

- **Calender**

The Julian calendar (named after its inventor, Galus Julius "Ceasar") gave a lot to the modern calendar. (Which was reformed by Pope Gregory 1600 years later). The calendar is still being used the way it was in many Greek Orthodox churches.

Our modern calendar has retained the names of the months as they were in the Julian calendar. All the months' names are derived from Latin e.g. January (from "Janus", god of the beginning of times) February (from "Februa" a Roman festival), March (from "Mars" the god of war), April (from "aspire" meaning "open", referring to the blossoming of plants in spring), May (from "maia," goddess of fertility), June (from "Juno", goddess of women and marriage, hence the expression "June bride"), July (from Julius Ceasar himself), August (from emperor Augustus), September (7th" as March was the First month at the time), and, October (8th), November (9th) and December (10th month). The use of calendar has remained in today's society.

- **Meal**

Ancient Romans invented the three-course meal that is popular in the world today.

Their meal was made up of starter, main dish and dessert. This tradition was prevalent in the empire.

- **Law**

The modern world has also borrowed a lot from the Roman law. The Justinian Dynasty opened the eyes of the world to the need for legal reform. This had followed the Twelve Tables. But the ascendancy of the Justinian dynasty saw steps being made towards reforming the Roman law. Beginning AD 528, a panel of experts

2. What achievements is the Greek philosopher pythagoras with?

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.

3. Through science and mathematics there are various personalities made numerous contribution to the Greek civilization to the modern world.

Greeks made most pronounced legacy in science and mathematics. Various personalities made numerous contributions. A few examples include:

Aristarchus of Samos living around 200 B.C discovered that the earth and the other planet revolved around the sun.

Eratosthenes discovered that the earth is spherical.

Euclid around 300 B.C, in his school at Alexaneria, borrowed from the ideas of other scientists from Mesopotamia and Greece and developed the basic principles of geometry. Later other Greek mathematicians developed trigonometry. In schools today, students still study Euclid geometry. Euclid also noted that light travels in straight lines and described the law of reflection.

Archimedes (287 -212 BC). He was a student of Euclid. He developed various laws of physics. His discoveries included: the principle of determining specific gravity and the basic principle of the modern conveyor belt. He is also said to have known the use of the pulley system and the lever and once used them to pull a loaded ship out of the sea and brought it to the beach. Today, there is even a screw pump which bears his name. Archimedes also defined a spiral .

Hero living in Alexandria, around 100 BC made a long list of inventions some of which includes a fire engine and steam engine.

Hippocrates is known today as the father of medicine. He believed that sickness is a result of natural cause and not a product of god's wrath. He formulated the Hippocratic Oath which outlines the responsibilities of the medical profession up to today.

Herophilus lived around 200 B .C. He made several discoveries on how the body functions. The main ones were that blood is pump.

Extended activities

1. Describe the,location,occupation and the expansion of the Greece and Rome civilizations to the modern world.
2. Mention any five gods of the Greeks and Romans and state what they were associated with.
3. What are the main elements of the Greek Civilizations to the modern world.
4. State the contribution of the Greek Civilization to the modern world.

Expected answers

1. The location, occupation and the expansion of the Greece and Rome civilizations ;
 - From the ancient times to today, the Greeks have called their land Hellas while they call themselves Hellenes. The names Greek and Greece were used to describe them later on by the Romans. Superiority of Roman Civilisation made their names to stick.
 - Greece is to be found in a rocky, mountainous southward extension of the Balkans, on the east of Mediterranean Sea. On one side, the eastern shore lays the Aegean Sea. The Ionian Sea, facing Italy, is on the western side. To the south, across the Sea of Crete from the portion of Greece known as the Peloponnesus, is to be found .
 - The large island of Crete. The whole country is stunning and very beautiful. It has over one thousand islands, the sea, the mountains and numerous fertile green valleys. only 20 percent of Greece is suitable for agricultural production. Most of the high mountains ranging unto 6000 feet, narrow fertile valleys and small to medium size but fertile plains such as those of Thessaly and Boeotia are usable for agriculture.
 - Rivers are small and sometimes dry up during summer thus making farming a challenge. Nevertheless, most of her climate is mild and favourable for cultivation of crops such as wheat, olive and grape vines that could support the population of ancient times. As during the Ancient times, today, the hills and mountains provide pasture to goats, sheep and cattle.
 - Greece was founded on conquest. The area witnessed invasions from time to time from around 1900 BC. By the beginning of the eighth century B.C, The Greek Civilization had taken shape. But it was not until the 4th Century BC that it became the common cultural currency of the Mediterranean and Near Eastern worlds. This was the time of the conquests of Alexander the Great's empire.
 - The Roman Civilisation grew along the Tiber River in central Italy. It was mainly first concentrated in the city of Rome. This was after the Romans, conquered the Greeks in 146 B .C. They founded the city in 753 BC.
 - According to Legend, this was done by two twin brothers – Romulus and Remus who were abandoned on the Tiber River as infants and raised by a she-wolf. The two decided to build the city. By the end of the Fourth Century BCE. the city was already the dominant power on the Italian peninsular. For five centuries thereafter, Rome's power steadily increased. By the first century

CE, it controlled Greece and most of her colonies, as well as most of Western Europe. It expanded her hegemony in these areas through conquest.

2. Mention any five gods of the Greeks and Romans and state what they were associated with.
 - 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 .

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. The main elements of the Greek Civilizations to the modern world.
 - A common language
 - Settlement in cities
 - Participation in games
 - Belief in gods and goddesses
 - Love of philosophy
 - Literature and drama
 - Writing of history.
 4. State the contribution of the Greek Civilization to the modern world

Greek Civilization

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

UNIT 2

POLITICAL, ECONOMIC AND INTELLECTUAL DEVELOPMENTS IN MEDIEVAL AND MODERN TIMES

2.1 Key unit competence

The learner should be able to examine the political, economic and intellectual progresses in the medieval and modern times.

2.2 Prerequisite knowledge and skills

To be able to be successful by learning this unit about Political, economic and intellectual developments in medieval and modern times; a learner should have the following prerequisites:

- Political and economic developments in medieval and modern times.
- Intellectual developments in medieval and modern times.

2.3 Introductory activity and guidance

a) Introductory activity (unity level)

Many publications have been produced on the introduction of Political and economic developments in medieval and modern times. By using internet and / or visiting your school library, make a research about introduction of Political and economic developments in medieval and modern times. then to examine the political, economic and intellectual progresses in the medieval and modern times.

Prepare a supporting written document you will use to discuss with your colleagues in order to share the findings of your research.

b) Guidance on introductory activity

At the beginning of this unit, the given introductory activity generates learners to be interested or fascinated to know/ understand what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about genocide ideology and denial in Rwanda and abroad.

One of suggested issue here is “introduction of analyse the political, economic and intellectual developments in the medieval and modern times.This problem statement can be given as homework or in class discussion.

2.4 List of lessons

Number of the lesson	Lesson title	Number of periods (33)
1	Religious life of the Christians and the Muslims in the medieval and modern times.	4
2	Changes brought by the Christianity and Islam	7
3	Origin, its spread and the effects of Christianity in Europe and the rest of the World	10
4	- Causes and the effects of the early explorations. - Impact of the Age of Enlightenment	10
5	End unit Assessment - Remediation	1
5	End unit Assessment - Remediation	1

Guidance on different lessons

2.4.1 Lesson 1: Religious life of the Christians and the Muslims in the medieval and modern times

a) Learning objective

By the end of this lesson, learner is able explain religious life of the Christians and the Muslims in the medieval and modern times.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner’ book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 2.1

To teach this lesson, teacher is required to use learner centred method.

Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 2.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to the introductory activity, the learners can give the following point;

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)

2.4.2 Lesson 2 Changes brought by the Christianity and Islam

a) Learning objective

To be able to Identify Changes brought by the Christianity and Islam .

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 2.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 2.2 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 2.2

Some of the changes which came included:

- **Belief in Allah as only God**

Muslims did away with belief in paganism which was characterized by many gods. There was now a strong belief in one supreme God - Allah and Mohammed his prophet.

- **Change in dressing**

There was a change in dressing for both men and women. Men wore robes while women were expected to wear veils covering their heads. They were also to be in long dresses which covered the whole of their body except for the feet.

- **Diety habits**

As we have observed elsewhere, Muslims were forbidden from eating some types of food. Their dietary habits were regulated strictly by the faith e.g. fasting during the month of Ramadhan was observed strictly. Muslims are also prohibited from taking pork, grasshoppers etc.

- **Prayers**

To obey the five pillars, Muslims now prayed five times a day facing Mecca. Facing Mecca was (is) a sign of respect for the holy city. The adherants strictly followed this rule.

- **Provision of charity**

Muslims were charitable. This was done as it was one of the five pillars. Alms were given to help the needy members of the society. By giving the alms, one also showed that he or she understood that material wealth were (are) a gift from God. It was thus a way of showing gratitude to the almighty.

- **Jihad**

Jihads became a regular feature of the Muslim faith. This was an obligation undertaken by a Muslim(s) to combat vice and evil, struggle against ignorance and disbelief of the faith, and the last one which has appeared as its main one, a war against unbelievers who are a threat to the faith. Due to the last obligation, the world in the medieval and even modern times has been exposed to violence.

- **Education**

Muslim scholars emerged with the advent of Islam. These people spearheaded learning in various parts of the world. Madrassa classes are today a regular feature of Islamic faith in the world.

- **Promotion of Arabic**

Islam was (is) associated with the Arabic language. It has helped in the spread of the language in different parts of the world. Today, Arabic is one of the dominant languages spoken in the world.

- **Culture**

Islamic naming, initiation and marriage practices have been adopted by people in various parts of the world. The faith has also influenced architectural works in virtually the whole world. This has been seen in the type of houses and mosques that have been built. Islamic law (*sharia*) has equally been adopted by Muslims in different parts of the world.

2.4.3 Lesson 3: Origin, its spread and the effects of Christianity in Europe and the rest of the World.

a) Learning objective

To be able to describe Origin, its spread and the effects of Christianity in Europe and the rest of the World

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 2.3

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity **2.3** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 2.3

The history of Christianity can be divided into three periods – expansion, persecution and consolidation.

- **Expansion (30-65 AD)**

This period witnessed spread of Christianity from Jerusalem to other parts of the world starting with Rome. They took a threefold approach at this time: *Kerygma* (proclamation of gospel message), *ache* (further teaching and explanation of Christianity to new converts who had accepted the *Kerygma*) and finally, the worship and liturgical activity of the early communities gathered together especially to celebrate the supper of the Lord.

Persecution (AD 65-90) The first period of expansion ended in 65 AD. By 70 AD persecution of Christians commenced. Life for Jews and Christians alike become unbearable in the Roman Empire. In spite of this, Christians were buoyed by the belief in Christ. They soldiered on.

- **Consolidation AD 90 onwards**

The early Church survived the first persecutions and now settled down to the long centuries of consolidation and development. During this period, the church was growing rapidly.

By the mid-second century, it had reached the north coast of Africa at least as far as Carthage. This was a time for deeper reflection on the meaning of the Gospel as is recorded in John's Gospel. It was also time for concern about matters of order and discipline for correcting irregularities, both of belief and of conduct in the church. After the fall of Jerusalem, the Jewish Rabbis (scholars and teachers of law)

Effects of Christianity

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

2.4.4 Lesson 4: Causes and the effects of the early explorations and Impact of the Age of Enlightenment

a) Learning objective

To explain the Causes and the effects of the early explorations and Impact of the Age of Enlightenment.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 2.4

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible. As teacher guide/organise learners into groups and then asks them to do activity **2.4** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion. Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 2.4

By attempting to respond to this learning activity, learners could explain Causes and the effects of the early explorations and Impact of the Age of Enlightenment.

Causes for early exploration

The early explorations were caused by many factors. The main ones were:

- **Commerce**

There existed a lucrative commerce between European states and the regions of Asia. Europeans had a high appetite for goods from the Asian countries. However, the trade was dominated by traders and merchants from Asia, the Near East and Italians. These people grew rich and powerful by selling a variety of goods to Europe. Spices were the most valued goods at the time.

The European powers wanted to equally benefit from this trade from the 15th Century. Spain and Portugal wanted to break the monopoly enjoyed by the Asiatic states and the Italian traders. To achieve this, they financed voyages to try and find sea route to the Far East and therefore, to completely bypass the overland route through the middle East to Asia. Apart from the goods from Asia, cloves from the coastal regions of East Africa, pepper, curry, nutmeg, ginger, cinnamon and other spices added new and very popular elements to the food consumed by the Europeans who could afford such luxury items.

- **Curiosity to understand the nations and civilizations of Asia**

Europeans are said to have become increasingly curious and interested about the nations and civilizations of the orient. They wanted to get more information about the regions especially in India and China. Many Europeans were eager to get information about the “strange” and unknown worlds beyond the boundaries of Europe. The thirst and quest for knowledge about people, civilizations, continents and other dimensions, greatly encouraged the spirit of overseas travel and exploration.

- **Desire for colonies**

Monarchs in Europe desired to get colonies in other parts of the world so as to shore up trade and wealth. They were also aware of the capacity of the colonies to provide their states with prestige. This made the rulers to go out of their way to support the voyages of exploration. Rulers took great risks to channel capital investment and manpower necessary to make the missions successful.

- **Spreading of Christianity**

Although not a major factor, the Europeans also expected to spread Christianity to other parts of the world. Many Portuguese and Spanish traders remotely intended to convert those they came into contact with during their commercial excursion.

- **National prestige and power**

Exploration was also influenced by power politics. European states were led by desire for prestige and power. This made the search of God, Gold and Glory be intertwined in the countries' quest for knowledge and wealth.

- **Major explorers**

- **Prince Henry the navigator**

He was the son of the King Juan I of Portugal. In 1419, he began to subsidize sailors, mapmakers, astronomers, shipbuilders and instruments – makers who were interested in discovering new Lands. By those discoveries and exploration, Prince Henry hoped to find more gold in Africa, and new route to the Far East. He saw this as a way to extend Portuguese trade and power. It would also increase European knowledge in science and geography and spread Christianity. Prince Henry sent parties of explores (Portuguese, Spanish, Jewish and Italians) down African's west coast. They discovered the Gold Coast and Cape Verde, as well as the Azores, Madeira and Canary Islands. They used the islands as supply stations for further explorations.

- **Bartholomew Dias**

A Portuguese captain in 1487 readied ships for a long, hard voyage. *King John II* of Portugal appointed him, on 10 October 1487, to head an expedition to sail around the southern tip of Africa in the hope of finding a trade route to India. Dias was also charged with searching for the lands ruled by *Prester John*, who was a fabled Christian priest and ruler. He was

also sent to challenge the Muslims who were in control of trading in Asia. Dias touched a several points on the African coast before strong wind blew him away from the coast southwards.

- **Vasco da Gama**

In 1497, he led a convoy or a group of four ships down the Tagus River from Lisbon, in Portugal. Da Gama had orders from the King Manuel I “to proclaim the Christian faith” and “to wrest kingdoms and new States from the hands of the barbarians”. He rounded Africa’s Cape of Good Hope on November 22nd 1497 and continued on to India. After many stops in Africa, (on Island of Mozambique and Malindi in Kenya) and problems with Muslim traders who did not want interference in their profitable trade routes; Vasco da Gama landed at Calicut in India on May 20, 1498.

At first, da Gama and his trading group were well-received but this did not last for long. Da Gama left India on August 29, 1498 and took his goods with him, together with some Indian hostages. He arrived in Lisbon in September 1499. He was treated as a hero and was rewarded by the King Manuel I.

- **Diego Cão**

He had made two voyages sailing along the west coast of Africa in the 1400s. He is well-known in Angola, because of him the country was Portuguese colony. He was the first European known to sight and enter the Congo River and to explore the West African coast between Saint Catherine and Cape Cross almost from the Equator to Walvis Bay. When King Juan II of Portugal revived the work of Henry the Navigator, he sent out Cão to open up the African coast still further beyond the Equator. He discovered the mouth and estuary of Congo River.

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

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

2.5 Additional content

Medieval Life and Times - What Was Medieval Daily Life Like?

Medieval life was in a time characterised by immense changes in social, economic, and political systems. The era was marked by the rise of Christianity, feudalism, and the spread of trade and commerce. During this time, Europe saw the emergence of great empires, significant scientific advancements, and the development of new art and literature forms. It was also a time of great turmoil, with wars, plagues, and political instability impacting the lives of millions. Despite the challenges, the medieval period played a crucial role in shaping the modern world and continues to fascinate historians and enthusiasts to this day.

Medieval Life And Times - The Lower Class

Most peasants had a thatched roof hut, with walls made from wattle and clay or dung. A fire would roar in the middle of the single-roomed hut, which would be the only source of heat, whilst also being the kitchen

oven, where rabbit stew, broth and anything vegetable based could be cooked. The air they breathed would have been very smoky.

Harvesting food was essential to living. During the Medieval life and times of a peasant, food was scarce. The ploughing would start in the autumn, then the sowing of seeds in spring, followed by harvesting in late August. If the weather was particularly bad and the harvest was poor, during late spring the food stores would start running out and people would starve to death. Simple as that.

Disease would have been rife too, with malnutrition from poor harvests and the lack of penicillin, disease could ravage entire villages in very little time. We have all heard about the plague, also known as the black death, which wiped out around one third of the European population (up to a possible 200 million people). But other diseases like the flu and TB, which today we can cope with through advances in medicine, killed people during the Medieval life and times.

In the towns, the streets would be bustling with life, more so as they were very narrow. Shops, workshops, markets and brew houses would be open for passing trade. Church bells would be heard ringing, and noisy traders would be shouting for custom. At the end of the working day, a town crier would ring the curfew bell for everyone to close up shop and go home. The town gates would then be closed and patrols would watch the town through the night.

Medieval Life and Times - The Upper Class

Not everyone in the Medieval life and times suffered as badly. Those born into high society, lead very different lives to the peasants. The Kings, Barons, Lords and Nobles controlled vast areas of land, and the peasants tended to work the land for them. In order to keep your bit of the land and title, you had to provide some form of service to the land owner.

2.6 End unit assessment



End of Unit Assessment

Answers for end unit assessment

1. Who is Muhammad in Islam.
 - Mohammed is the founder and leader of Islam. He was a prophet of God sent to mankind.
2. State at least five factors that led to the spread of the 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
 - Organization of the Arab Empire
 - Decline of the Eastern Roman and Persian empires
 - Intermarriages between Muslims and non-Muslims
 - Teachings of the Quran .
3. Describe the life of Muslims in medieval and modern times.
- Patterns of life and worship
 - Role of women
 - Structure of the church
 - Belief system
 - Use of icons
 - Emergence of monasteries and convents
4. How did 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 (Adam Smith and Marquis deMirabeau). It encouraged individual ownership of wealth.
 - 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. They advocated for total history.
 - Promotion of aesthetics – This was marked by treatises and debates over abstract questions such as the nature of taste, beauty, the sublime, imagination and creativity, and by speculation on the relations between the arts.
 - Morality – The problem of moral values was central to the Enlightenment period.

Revelation and traditional Christian doctrine were rejected. The demand for happiness and pleasure set the standards for morality. The Enlightenment period marked a turning point in human development.

2.7 Additional activities

Remedial activities

1. Compare and contrast the lives of Christians in the medieval times and the modern times.
2. Describe the five pillars of Islam religious life of Muslims in medieval and modern times.
3. Outline the major explorers during in the medieval times and modern times.

Expected answers

1. 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
2. Five pillars of Islam religious life of Muslims in medieval and modern times
 - Profession of faith (Shahada)
 - Giving of alms (Zakat)
 - Ritual prayer
 - Fasting during the holy month of Ramadhan
 - Making of pilgrimage to Mecca (Hajj)
3. Major explorers during in the medieval times and modern times.
 - Prince Henry the Navigator
 - Barthomew Dias
 - Vasco da Gama
 - Christopher Columbus
 - Ferdinard Magellan
 - Amerigo Verspucci

Consolidation activities

1. State the changes brought by Islam during medieval and modern times.
2. Outline the Changes brought about by Christianity in medieval and modern times

Expected answers

1.
 - Belief in Allah as only God
 - Change in dressing
 - Diety habits
 - Prayers
 - Provision of charity
 - Jihad
 - Education
 - Culture
 - Promotion of Arabic
 - Pilgrimage
2.
 - 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.

Extended activities

1. The explorations were made possible by advances in science which had been occasioned by discoveries during the renaissance period. What was main advances in science and technology during the time of medieval and modern?
2. Identify the origin of both Islam and Christianity during the medieval and modern time.
3. What is the age of Enlightenment?

4. Describe the factors that led to the spread of Islam during medieval and modern time.

Expected answers

1.
 - Widespread dissemination of newly rediscovered geographical knowledge about the earth; especially the realization that it was round and not flat.
 - Much improved and detailed maps, sea charts and star charts used for navigation.
 - The application of an improved compass for establishing direction.
 - Effective use of the astrolabe used in determining latitude.
 - The development of the ship's rudder and geared steering system.
 - Construction of larger and sleeker ships for speed and safety such as the three masted caravel and larger galleon.
 - Improvements in cannon fabrication and use aboard ships; used for offensive and defensive purposes.
 - Basic education and marine training instituted for ship's officers and sailors.

2.

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).

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.

3.

- 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.

4. Describe the factors that led to the spread of Islam during medieval and modern time.

- 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
- Organization of the Arab Empire
- Decline of the Eastern Roman and Persian empires
- Intermarriages between Muslims and non-Muslims
- Teachings of the Quran.

UNIT 3

ORIGIN, RISE, ORGANIZATION AND DECLINE OF EMPIRES IN WEST AND SOUTH AFRICA

3.1 Key unit competence

The learner should be able to describe the origin, rise, organization and decline of the various empires in West and South Africa.

3.2 Prerequisite knowledge and skills

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

- Origins and organizations in interlacustrine region
- Origin, organization and expansion of Rwanda Kingdom

3.3 Introductory activity and guidance

a) a) Introductory activity (unity level)

Visit the library and research on the factors that led to the rise of the kingdom of old Ghana and those that led to its downfall. Later hold a class discussion to debate your findings.

b) b) Guidance on introductory activity

At the beginning of this unit, the given introductory activity generates students to be interested or fascinated to know/ understand what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about origin, rise, organization and decline empires of West and South of Africa.

One of suggested issue here is origin and the rise of empires of West Africa and South Africa. This problem statement can be given as homework or in class discussion.

3.4 List of lessons

Number of the lesson	Lesson title	Number of periods (36)
1	Origin and the rise of the various empires of West Africa (Ghana, Mali, Songhai, Kanem Bornu) and South Africa (Zulu and Monomotapa)	11
2	Organizations of the various empires in West and South Africa	14
3	Decline of the various empires in West and South Africa	9
4	End unit Assessment Remediation	2

Guidance on different lessons

3.4.1 Lesson 1: Origin and rise of various empires in West and South Africa during the pre-colonial period

a) Learning objective

To be able to explain the origin, rise, organization of the various empires of West and South Africa.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 3.1

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 4.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader

who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By answering to introductory activity learners can list the following answers:

The ancient Ghana kingdom was founded by the Mande-speaking Soninke people between 500 and 700 AD. The following factors encouraged the rise of this Empire:

- Control of trade routes
- The use of iron
- Use of horses
- Effective administration
- Unity in the empire
- Weak neighboring states
- Presence of a strong army
- Able leaders
- Absence of succession disputes
- Good geographical location
- Natural protection

(Teacher can accept other relevant answers from the learners.)

3.4.2 Lesson 2: Organization of the various empires in West and South Africa

a) Learning objective

To be able to discuss how Ghana was politically and economically organized.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software, tactile maps and braille materials for students who are visually impaired.

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

c) Learning activities

Guidance to learning activity 3.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 4.2 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for Learning activity 3.2

Political organization of Ghana Empire:

- At the head of the empire was the king, operating from the headquarters at Kumbi Saleh.
- The king was assisted by able administrators. These men served also as secretaries.
- In the capital city there was a governor, besides the emperor. He was in charge of the civic administration of metropolitan Ghana.

In the conquered or vassal states, two types of provincial government seem to have operated: In some provinces the administration was entrusted to governor

- appointed directly by the emperor. These were places where either hostile subjects were constantly plotting to rebel or there was no centralized native provincial ruler. In other places, the local rulers were allowed a great measure of independence. All that was required of these provincial native rulers was loyalty to metropolitan Ghana, and regular payment of tax to the emperor.

- Vassal kings sent up their sons to the emperor's palace. This practice was maintained for two reasons. Firstly, as long as the sons of the vassal kings were at the emperor's palace or court, it was not wise for their fathers to rebel against the imperial authority. Secondly, these pages learnt a great deal of the arts of government from the imperial court. The experience thus gained stood them in good stead when later they returned home to assume the reins of government in their own land, in succession to their fathers. The supreme judicial power in the empire was vested in the emperor, assisted by a hierarchy of subordinate officials.
- The king did not maintain a standing army. Men were recruited or called up when the king needed them for a campaign or to defend the empire from external attack.

Economic organization of Ghana:

- The gold mines were a source of revenue. The king held a monopoly of all the gold mines in the empire. This policy helped to maintain the high value of this precious metal. It also accounted for the great wealth which the kings enjoyed.
- Ghana's middleman position helped her to benefit immensely from the Trans-Saharan trade.
- Taxation on trade goods gave the emperor good revenue. The import and export taxes yielded much revenue for the king's treasury.
- The people of Ghana used their skills in iron-working in good farming and adequate production of food.
- The people were successful fishermen. They fished from the many rivers crisscrossing the empire.
- Agriculture was also a major source of economic prosperity.

3.4.3 Lesson 3: Decline of the various empires in West and South Africa

a) Learning objective

To be able to account for the decline of the various empires of West and South Africa.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software,

tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 3.3

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 4.3 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for Learning activity 3.3

Factors for the decline of Monomotapa and Kanem-Bornou Kingdoms:

Monomotapa Kingdom

- Exhaustion of natural resources – The natural resources like salt and timber that had sustained the kingdom's economic life got exhausted. There was also over-cultivation of land which reduced its fertility.
- Vastness of the empire – A succession of weak rulers contributed to the kingdom's decline. Matope was succeeded by his son Nyahuma (1480-90) but the empire was already too big for one man to govern properly. There was a big problem of communication. Nyahuma was younger and less experienced than Changa and Togwa, the great chiefs of the south. To make matters worse, he depended on them for revenue, as they controlled the gold-producing areas. The Swahili may have influenced Changa to set up a separate kingdom, in which they would be able to control the long-distance trade.

- **Secession by southern chiefs** – In 1490 Changa and Togwa rebelled. They declared themselves independent, and then attacked Nyahuma. Nyahuma and most of his family were killed. Changa became king, taking the title Changamire. His reign, however was brief. In 1494 he was killed by Nyahuma's son Chikuyo. Chikuyo ruled from 1494 to 1530, but by now the empire was split in two. Chikuyo controlled a thousand kilometers of the south bank of the Zambezi To the south, however, Changa's son Changamire II, built a strong empire known as Urozwi.
- **Portuguese Control** – In 1629 the Mwenemutapa attempted to throw out the Portuguese. He failed and was overthrown, leading to the Portuguese installation of Mavura Mhande Felipe on the throne. The kingdom signed treaties making it a Portuguese vassal and ceding gold mines. The kingdom remained independent only by name Portugal increased control over much of southeast Africa with the beginnings of a colonial system.
- **Rebellions by tributaries** – The kingdom faced rebellions by the tributaries such as Kiteve, Madanda and Manyika, which ceased paying tribute. At the same time, a new kingdom under a Rozwi dynasty near Barwe was on the rise. All of this was hastened by Portugal retaining a presence on the coast and in the capital. In 1663, the praezeros deposed Mwenemutapa Siti Kazurukamusapa and put their own nominee, Kamharapasu Mukombwe on the throne.
- **Rise of Butwa Kingdom as a new regional power** – The rise of the Butwa Kingdom under a Rozwi dynasty contributed to the decline of Mwenemutapa Kingdom. The origin of the Rozwi is obscure. There is some evidence that they were an offshoot of the Karanga people – perhaps led by a dissident member of the Mwenemutapa family. By the 17th Century, a dynasty of Rozwi pastoralists under the leadership of a Changamire called Dombo began transforming the Butwa kingdom into a new regional power. In 1684 his forces encountered and decisively defeated those of Mwenemutapa Kamharapasu Mukombwe. In 1695, Changamire Dombo overran Manyika and took his army east and destroyed the Portuguese fair-town of Masikwesi. This allowed him complete control of all gold-producing territory from Butwa to Manyika, replacing Mwenemutapa as the premier Shona Kingdom in the region.

- Rivalry and return of the Rozwi – In 1712, another coveter of the Mwenemutapa throne invited the Rozwi back to put him on the throne and kick out the Portuguese. This they did and the kingdom again came under the control of the Rozwi Empire. The new Mwenemutapa Samatambira Nyamhandu I became a Rozwi vassal, while the outgoing king was forced to retreat to Chidama in what is now Mozambique. The Rozwi quickly lost interest in Mwenemutapa, as they sought to consolidate their position in the south. The kingdom regained its independence around 1720.
- By this time however, the kingdom had lost nearly the entire Zimbabwe plateau to the Rozwi Empire. In 1723, Nyamhandi moved his capital into the valley near Tete, under Mwenemutapa Nyatsusu. Civil war and final collapse – The Mwenemutapa died in 1759, sparking yet another civil war for the throne. This one was more destructive than its predecessors. Mwenemutapa never recovered. The ‘winners’ ended up governing an even more reduced land from Chidima. They used the title Mambo a Chidima and ruled independently of Portugal until 1917 when Mambo Chioko, the last king of the dynasty, was killed in battle against the Portuguese.

(Teacher can accept other relevant answers from the learners.)

3.5 Additional content

Pre-colonial African societies:

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, Karnem Bornu, Dahomey, Ashanti and Oyo among others. Out of these, Ancient Ghana, Mali, Songhai and later Karnem 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.

Away from Zimbabwe another kingdom emerged in South Africa. It was Zulu Kingdom began Shaka. The emergence of this empire brought great upheavals in the region. Its consequences were felt even in Eastern Africa. Shaka developed a highly centralized state. He never tolerated any opposition to his rule.

3.6 End of unit assessment



End of Unit Assessment

Answers for end unit assessment

1. List and explain the factors that helped in the growth of the kingdom of Ghana.
 - Control of trade routes
 - The use of iron
 - Use of horses
 - Effective administration
 - Unity in the empire
 - Weak neighboring states
 - Presence of a strong army
 - Able leaders
 - Absence of succession disputes
 - Good geographical location
 - Natural protection
2. Give an account of the factors that led to the decline of the empire of old Ghana. List at least five factors.
 - Almoravid attacks opened the way for internal revolts and incursions from hostile neighbors.
 - Ghana's great wealth, was a disadvantage as its envious neighbours began to make menacing attempts to seize it.
 - The rise of the strong neighbouring state of Mali was a threat that caused the collapse of the Ghana Empire.
 - The decline of the Trans-Saharan trade in Ghana due to the exhaustion of trade goods weakened the economy of Ghana leading to its downfall.
 - The large size of the kingdom of Ghana made it difficult for administration, therefore weakening the kingdom.
3. a) Why did Mansa Musa generously reward his officers?
 - In order to appreciate them and to encourage faithful and effective local administration. This was to keep the kingdom strong.

b) How did Mansa Musa contribute 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 neighboring kingdoms.
- He introduced the use of a single currency.
- He traded in slaves and this was a lucrative business.

4. a) Explain the ways in which Askia Mohammed contributed to the growth of Islam in the Kingdom of Songhai.

- 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.
- 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.
- 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) What were the results of the conquest of the 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. Discuss the religious and educational developments Songhai Empire under the leadership of 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.

3.7 Additional activities

Remedial activities

1. Why was the reign of Idriss Aluma important in the history of Kanem - Bornu?
2. Discuss the origin and the rise of Mwenemutapa Kingdom

Expected answers

1. 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 as 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.

2. Origin and rise of Mwene Mutapa Kingdom:

The Karanga are 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.

A number of factors led to the rise and expansion of the Mwenemutapa Kingdom:

- Able rulers – The rulers of the kingdom had good leadership skills and were held in great awe by their subjects. They enjoyed immense powers and prestige in the kingdom. They also exerted firm control over the commercial activities of the kingdom.
- Strategic position for commercial activities – The kingdom had a rich hinterland for resources which were in great demand at the

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 incorporated 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.

2. The social, political, and organisation of the following:

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 organization

- 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:
 - ♣ Chancellor of the kingdom
 - ♣ Court chamberlain manager of the king's house
 - ♣ Head drummer
 - ♣ Military commander
 - ♣ 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 men (nganga) who were useful in supplying herbal medicines used to cure various ailments. There were also diviners, seers, witch doctors and sorcerers.
 - ♣ 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 organization

- 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.

- 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 fibers and carving.

Extended activities

1. Describe the achievements of Mansa Musa to the growth of Mali Empire
2. Account for the reasons that led to the disintegration and decline of Zulu Kingdom

Expected answers

1. Describe the achievements of Mansa Musa to the growth of Mali Empire
 - He expanded Mali
 - He strengthened good governance
 - He promoted justice
 - He established a strong standing army
 - He protected foreign merchants
 - He built commercial centers
 - He purified and strengthened Islam
 - He made a Pilgrimage to Mecca
 - He introduced a new style of building
 - He promoted Islamic education
2. Account for the reasons that led to the disintegration and decline of Zulu Kingdom:
 - Constant wars of Shaka
 - Dictatorship of Shaka
 - Assassination of Shaka
 - Coming of the Whites in South Africa
 - Colonization of South Africa
 - Death of Cetwayo
 - Mfecane or the time of troubles in Zulu land
 - Policy of Mpande
 - Discovery of diamonds in 1867 in Kimberly
 - Introduction of poll tax of one pound per person.

UNIT

4

MAJOR EUROPEAN EVENTS BETWEEN 1789 AND 1835

4.1 Key unit competence

The learner should be able to evaluate the major events that took place in Europe from 1789 and 1835; their causes, course and its effects.

4.2 Prerequisite knowledge and skills

To be able to be successful by learning this unit about to evaluate the major events that took place in Europe from 1789 and 1835; their causes, course and its effects a learner should have the following prerequisites:

4.3 Introductory activity and guidance

a) Introductory activity (unity level)

Many publications have been produced on the introduction of Major European events between 1789 and 1835 and describe the causes and the consequences of the French Revolution. By using internet and / or visiting your school library, make a research about the causes and the consequences of the French Revolution., then describe ; their causes, course and its effects in Europe and France in particular before1789.

Prepare a supporting written document you will use to discuss with your colleagues in order to share the findings of your research.

b) Guidance on introductory activity

At the beginning of this unit, the given introductory activity generates learners to be interested or fascinated to know/ understand what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning.

This will help them identify some issues and open them to what they did not know and be curious to know about of Major European events between 1789 and 1835 of the French Revolution. By using internet and / or visiting your school library, make a research

One of suggested issue here is “introduction of the major events that took

place in Europe from 1789 and 1835; their causes, course and its effects. This problem statement can be given as homework or in class discussion.

4.4 List of lessons

Number of the lesson	Lesson title	Number of periods (47)
1	Factors for the rise of Napoleon I, his performance and the downfall	10
2	Terms, forms, reasons for the convention, achievements and the failures of the Congress system	12
3	Factors for the rise and downfall of the Austrian Empire- Prince Metternich	12
4	Causes and the consequences of 1830 European Revolutions.	11
5	-End unit Assessment - Remediation	2

Guidance on different lessons

4.4.1 Lesson 1: Factors for the rise of Napoleon I, his performance and the downfall

a) Learning objective

By the end of this lesson, learner is able to explain factors for the rise of Napoleon I, his performance and the downfall.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 4.1

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do

activity 4.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to the introductory activity, the learners can give then following:

The major events took place in Europe from 1789-1835

- The renaissance
- Colonialism and Imperialism
- The reformation
- The enlightenment
- The french revolution
- Industrial revolution
- The Russian revolution
- Interwar of Germany

Causes of 1789 and 1835

- The existing government:
- The influence of the philosophers
- influence of the American revolution
- Bankruptcy of the French government
- Character of King Louis XVI,

Course of 1789 and 1835

- 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

- Session of the 4th August 1789
- Declaration of rights of man and citizens
- March of women in Versailles
- Civil constitution of the clergy
- King's flight to Varennes of 22nd June 1791
- New Constitution of September 1791 Reign of terror
- Directory Government



Learning Activity

Answers for learning activity 4.1

- a) Napoleon (I) Bonaparte was an French 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

4.4.2 Lesson 2: Terms, forms, reasons for the convention, achievements and the failures of the Congress system.

a) Learning objective

To be able to analyse the terms, forms, reasons for the convention, achievements and the failures of the Congress system.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 4.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 4.2 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 4.2

- a) Terms of the congress systems
 -
- b) Forms of the congress systems
 - The congress of vienna 1814-15
 - The congress of aix-la-chapelle 1818
 - The congress of trappau 1820
 - The congress of verona 1822
 - Treaty of london 1827
- c) Reasons of the convention of the congress
 - Prevention of aggression by France
 - Division of disputed territories
 - Need of balance of power
 - Re-introduction of legitimacy in Europe
 - Promotion of brotherhood
 - Compensation.

d) Achievements of the congress

Having survived for fifteen years, the congress had a mixed bag. It had successes and failures in equal measure. Some of its achievements were:

- Bringing peace in Europe during the period it was in existence. No major European power fought with each other nor any major internal conflict was witnessed in any major power for a period of forty years.
- Defeat of the Great Napoleon and restoration of monarchy in France. They also reached an agreement on how to treat Napoleon on St. Helena.
- Creation of stability in most European states at the time.
- Promotion of a modicum of international cooperation among the Great powers for forty years. It was thus a first experiment at international organization.
- Granting of independence to Spanish and Portuguese' colonies in the New World.
- Conclusion of an agreement among the Great powers on the protection of Jews in Europe.

Reaching an agreement on Swedish debts to Denmark. This was done on the guidance of the system.

- A settlement was reached on the old matter of the British claim to a channel salute.
- Encouraging the idea of nationality and the independence of small states, especially those of European communities under Turkish rule like Greece.
- Entrenchment of use of agreement to settle international affairs in European diplomacy. This was to lead to many important and fruitful conferences during the 19th Century. The congress system thus heralded a period of mutual confidence among the European leaders. This was aptly seen in the idea of personal conference the rulers pursued.

e) Failures of the congress systems

The congress system, like all other attempts at international cooperation met with several failures. Some of these included:

- 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

4.4.3 Lesson 3: Factors for the rise and downfall of the Austrian Empire- Prince Metternich

a) Learning objective

To describe the factors for the rise and downfall of the Austrian Empire-Prince Metternich

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 4.3

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 4.3 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 4.3

By attempting to respond to this learning activity, learners could describe the following: **factors for the rise and downfall of the Austrian Empire- Prince Metternich .**

- 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) Factors that led to the fall of Austrian empire
 - 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

4.4.4 Lesson 4: Causes and the consequences of 1830 European Revolutions

a) Learning objective

Explain the Causes and the consequences of 1830 European Revolutions

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 4.4

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible. As teacher guide/organise learners into groups and then asks them to do activity 4.4 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 4.4

By attempting to respond to this learning activity, learners could describe the following: **Explain Causes and the consequences of 1830 European Revolutions.**

Causes of the 1830 Revolutions in Europe

- The influence of the 1789 French revolution and its success
- The censorship of the press.
- The mistakes of the Vienna settlement.
- The negative effects of the industrial revolution.
- The weakness and eventual collapse of the Congress system.
- The desire for constitutionalism mostly in France under Charles X.
- The unfair distribution of the key government posts mostly.
- Over taxation commonly practiced.
- Corruption and embezzlement of the public funds.
- The burning desire to attain unification and self – rule especially revolutions.

Effects of the 1830 Revolutions in Europe

- The 1830 revolutions contributed to the outbreak of the 1848 revolutions in Europe.
- The success of the 1830 revolutions in France inspired the Germans and the Italians.
- The 1830 revolutions led to the establishment of more oppressive policies.
- The 1830 revolutions caused a lot of chaos and instabilities in Europe.
- The 1830 revolutions led to the attainment of constitutional monarchy with three independent organs.
- The 1830 revolutions gained success over the conservative and autocratic rulers.
- The 1830 revolutions exposed the need for constitutional liberties and independence of certain countries.
- In France Charles X was overthrown and was replaced by Louis Philippe.
- Due to the 1830 revolutions, Metternich failed to influence his counterparts.
- The 1830 revolutions in Europe led to the destruction of property and life.

4.5 Additional content/text for teacher

The Treaty of London 1827

The treaty of London was signed in London on 6 July, 1827 by the United Kingdom of Great Britain and Ireland, Bourbon Restoration France and the Russian Empire. The three main European powers had called upon Greece and the **Ottoman Empire** to cease hostilities that had been going on since the Greeks *revolted against the Ottoman rule* on 17 March 1821. After years of negotiation, the European allied powers had finally decided to intervene in the war on the side of the Greeks.

The Allied powers wanted the treaty mainly to cause the Ottoman Empire to create an independent Greek state. It stated that while the Ottoman Empire would recognise the independence of Greece, the *Ottoman Sultan* would be the supreme ruler of Greece. The treaty declared the intention of the three allies to mediate between the Greeks and the Ottomans. The base arrangement was that Greece would become an Ottoman dependency and pay tribute as such. Additional articles were added to detail the response if the Sultan refused the offer of mediation

and continued hostilities in Greece. The articles detailed that the Turks had one month to accept the mediation or the Allied powers forming a partnership with the Greeks through commercial relations. Measures were also adopted that if the Sultan refused the armistice, the Allies would use the appropriate force to ensure the adoption of the armistice.

However, the Ottoman Empire, basing its decision upon its supposedly superior naval force, declined to accept the treaty. The Treaty of London allowed the three European powers to intervene on behalf of the Greeks. At the naval *Battle of Navarino*, on 20 October 1827, the Allies crushed the combined Ottoman–Egyptian fleet in an overwhelming victory that forcefully and effectively created an independent Greek state.

The Treaty of London also bound Russia to a promise not to attempt any territorial aggrandisement at the expense of Turkey or secure any exclusive commercial advantage from Turkey as the result of any subsequent Russian war with Turkey. The war between Russia and Turkey, anticipated by the treaty, actually broke out in June 1828 when Russian troops crossed the *Danube* into the Ottoman controlled province of *Dobruja*. The war became the *Russo-Turkish War of 1828–1829*. The *Treaty of Adrianople*, signed by Russia and Turkey on 14 September 1829, ended the Russo-Turkish War. Besides recognizing the independence of Greece, Turkey was forced by the treaty to give the *Danube Delta* and its islands and a considerable portion of the *Black Sea* south of the *Kuban* estuary to Russia. Because of the new territorial arrangements and the other article.

4.6 End of unit assessment



End of Unit Assessment

Answers for end unit assessment

1. Describe the reign of Clemens Von 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
2. 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.
3. Explain the 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 .
4. State 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.

4.7 Additional activities

1. What are declaration of the rights of man and citizen during revolutionary ideas

On 27 August 1789, the National Assembly adopted a set of revolutionary ideas called 'A' declaration of the rights of man and of the citizen, This document had various articles.

- The first article declared that 'men are born and remain free and equal in rights.

- The second article stated 'the aim of all political association is the preservation of the natural rights of man'. These rights included liberty, property, security and resistance to oppression.
- Other articles of the document touched on equal justice, freedom of speech and freedom of religion. As a whole, the document echoed the influence of American ideas and teachings of Rousseau on its drafters, who were the deputies to the National Assembly. It, however, excluded women from politics.

A part from the rights of man and of the citizen, the National Assembly debated and passed other crucial motions. Most of these motions affected the government and society. They included:

- A limited monarchy
- Division of the country into departments
- Abolition of the provinces which had existed since the Middle Ages
- Establishment of a state controlled-church (the church lost both its political independence and lands to the government).

The peasants did not support the changes in the Catholic Church. There was thus a wedge between them and the bourgeoisie. From this time on, the peasants often opposed further revolutionary changes

2. What are of the Causes of the Terror reign

The death of Mirabeau in April 1791

It is said that if Mirabeau had lived beyond 1791, he would have cooled the violent

tempers of the extreme revolutionaries. His death carried the last rags of the ancient

regime because he was replaced by extremists like Robespierre who planned the

Reign of Terror.

The resistance of nobles and clergy to surrender their privileges

The Nobles and Clergy who refused to surrender their privileges after the March of women were intimidated by the revolutionaries, hence the Reign terror.

The threats of emigres led to the of terror.

The Emigrés abroad were busy organizing a counter revolution and they had internal collaborators in France, and the Reign of Terror was organized to eliminate these internal collaborators.

The role of the Paris mob

Economic hardships (problems) in villages forced people to move from villages to towns, and this led to the formation of the Paris mob which was a group of desperate people who were used by Robespierre in the reign of Terror.

The role of political parties

There were different political parties which were struggling to eliminate their rival parties and they resorted to the politics of killing their rival party leaders like the killing of Danton.

The foreign invasion

The European countries organized coalition against France, and they invaded and defeated the French troops, and the revolutionary government in France passed the law of suspect, which was extravagantly applied, and whoever was quilt of lack of interest in the revolution was killed in the Reign of Terror.

The worship of reasons of Herbert

By 1793, Herbert and his followers began to worship of reason which led to religious terror where the clergy that protested against the worship of reason and civil Constitution of the clergy were either imprisoned or killed.

The weakness of king louis XVI

The king had refused to sign the reforms proposed by the revolutionaries, refused to sign declaration of rights of man, decree of 4th August and expelled Necker. These acts led to the violence during the storming of the Bastilles and March of women.

The king's association with Emigres.

The King's attempt to escape cost all the sympathy that people had to him and this was worsened when they found papers showing the association with Emigrés, indicating that he was a traitor, which led to his execution on Sunday, January 21,1793 and his wife on October 16,1793.

The economic crisis

The economic terror was used to eliminate the businessmen who were hoarding commodities creating economic crisis .The Reign of Terror made Robespierre very unpopular and Frenchmen decided to kill him on 28th July 1794, where he was imprisoned and later escaped but he was re-arrested and was killed as criminal. This marked the end of the Reign of Terror and a new government was voted and the third Constitution was written. The new government was called the Directory Government and was headed by Five Directors, ruled in France from 1795 to 1799.

Consolidation activities

1. Define revolution?
2. What do you understand by the 'Enlightenment Period'?
3. Discuss the factors that contributed to the march of women in Versailles.
4. Explain the factors that led to the downfall of the Austrian Empire.

Expected answers

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 characterized by religious, social, political and economic issues. This period led to the American and French Revolutions. It also strongly influenced the Industrial Revolution.
3. 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 from learners).
4. Rise of nationalism and liberation.
 - Social 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 from the learners)

Extended activities

1. Describe the Causes of the French Revolution.
2. State the Course of the French Revolution of 1789.
3. Outline the Consequences of the French Revolution of 1789.
4. Napoleon (I) Bonaparte was a French emperor. Mention the factors that led to the rise of Napoleon (I) Bonaparte in Italy.
5. The Congress System of 1814 -1825

Expected answers

1. Describe the 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
2. State the Course of the French Revolution of 1789.
 - 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
 - Session of the 4th August 1789
 - Declaration of rights of man and citizens
 - March of women in Versailles
 - Civil constitution of the clergy
 - King's flight to Varennes of 22nd June 1791
 3. Outline the Consequences of the French Revolution of 1789.
 - 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
 4. Napoleon (I) Bonaparte was a French emperor. Mention the 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

5. 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, and Austria.

UNIT 5

ROLE OF COLONIAL AGENTS IN COLONISATION OF AFRICA

5.1 Key unit competence

The learner should be able to discuss the role of the agents of colonial conquest.

5.2 Prerequisite knowledge and skills

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

- Assess the influence of the missionaries towards African colonization by Europeans.
- Analyze the role of Chartered companies in the colonization of Africa.

5.3 Introductory activity and guidance

a) Introductory activity (unit level)

b) Guidance on introductory activity

At the beginning of this unit, the introductory, learning and application activities motivate learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning while learning and at the end of the subheading. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the role of played by different colonial agents and assess the consequences of colonial agent in Africa.

Note that in this introductory, learning and application activities, learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organised at the beginning and the end of the lessons.

5.4 List of lessons

Number of the lesson	Lesson title	Number of periods (13)
1	Activities of the colonial agents in Africa	3
2	Roles played by the colonial agents in the process of colonisation of Africa.	4
3	Problems faced by the colonial agents in Africa	2
4	Consequences of the colonial agents in Africa	3
5.	- End Unit Assessment - Remediation	1

Guidance on different lessons

5.4.1 Lesson 1: The different activities of the colonial agents in Africa

a) Learning objective

By the end of this lesson, learner is able to assess the roles played by the colonial agents in the process of colonization of Africa.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 5.1

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do **activity 5.1** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class

secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to the introductory activity, the learners can give the following points:

- Evaluate the impact of the activities of European missionaries in Africa.
 - ♣ Missionaries succeeded in spreading Christianity in Africa through evangelization, and then Africans took up new faith abandoning their traditional religion.
 - ♣ Missionaries campaigned against slave trade and succeeded in having it abolished in most part of Africa. They would receive and give protection to people running away from slave raiders.
 - ♣ They built schools where Africans received Western education and taught Africans how to write, read and to calculate. Some languages learnt were English, French, Portuguese and German.
 - ♣ Missionaries established health centers and hospitals which were to basically benefit the Whites and their converts and they were signs of social development in Africa.
 - ♣ Missionaries undermined and tried to uproot African way of life because they replaced Africans ways of life by their home civilizations and cultures.
 - ♣ African Christian converts stopped polygamy, widow inheritance, sharing of wives, human sacrifice and killing of twins.
 - ♣ Missionaries contributed to the spread of European languages through education. However, there are some missionaries who studied and mastered African languages and were able to write and translate African languages. There were like Krapf who translated the New Testament of the Bible into Swahili.

- ♣ Missionaries improve on agriculture by introducing new crops like coffee, cotton, sweet potatoes, palm oil trees and cacao and new methods of farming.
- ♣ Missionaries collaborated with traders and established the means of transport and communication lines in Africa.
- ♣ Missionaries tried to bring peace and security in areas they were operating.
- ♣ However, in other areas they increased and planted seeds of divisionism and conflicts. They also involved themselves in the local politics.
- ♣ Missionaries paved way for the colonization of Africa as they were the forerunners of the European imperialism. They signed treaties which meant the surrender of territories of the signing chiefs, they called upon their home governments to come and give them protection together with their converts.

5.4.2 Lesson 2: Roles played by the colonial agents in the process of colonisation of Africa

a) Learning objective

By the end of this lesson, learner is able to assess the achievements and factors for the downfall of the Second Republic of Rwanda (1973 – 1994).

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 5.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do **activity 5.2** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class

secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 5.2

Learners could provide the following answers:

5.5 Additional content/text for teacher

COLONIAL AGENTS IN AFRICA

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.

5.6 End of unit assessment



End of Unit Assessment

Expected answers for the end of unit assessment

1. Discuss the problems faced by the colonial agents while on Africa.
 - They faced the problems of communication and transport because in Africa there were no roads, railways and water bodies like rivers and lakes were not yet open for navigation;
 - Language barrier hampered their work since they came from different countries and thus spoke different language and they worked among Africans with diverse languages;
 - They faced a problem of diseases like malaria, yellow fever and sleeping sickness which claimed their life. Some of victims were Bishop Mackenzie Krapf and his wife and David Livingstone and his wife;
 - They met hostility from some tribes and chiefs, e.g. the Yao and the Ngoni forced Livingstone to withdraw from Malawi, in Buganda Kabaka Mwanga complicated the work of the missionaries while in West Africa the missionaries were buried from entering in the Islamic empires like Sokoto and Tukolor.
 - They faced the problem of harsh African climatic conditions as compared to what they were used to in Europe: it was sometimes too hot or too cold.
 - They met wild animal such as lions, reptiles and killed most of them.
 - Problems of African traditional religion and Islam because some Africans were deeply rooted in their faith and were so conservative and Islam in West Africa was still spreading by the Jihadists;

- In some areas, explorers were manifesting racial tendencies, being harsh, cruel and marginalizing the Africans;
 - They lacked support from their home governments. This was due to long geographical separation between Europe and Africa, which led to limited supplies in form of food, medicine and clothes.
 - They faced opposition from slave traders who looked at them as their enemies who were trying to close their source of income and other benefits. This was because most European explorers claimed to have come to stop slave trade. The explorers lacked enough manpower. This was due to coming in few professionals compared to the big tasks they had. Some died or were sick and were unable to work. This led to overworking leaving some areas unattended.
 - One big problem faced was that they were lost in Africa due to lack of geographical maps and compasses. They relied on local guides and if they got lost nobody could help them.
2. Assess the impact of the activities of European missionaries in Africa.
- Missionaries succeeded in spreading Christianity in Africa through evangelization, and then Africans took up new faith abandoning their traditional religion.
 - Missionaries campaigned against slave trade and succeeded in having it abolished in most part of Africa. They would receive and give protection to people running away from slave raiders.
 - They built schools where Africans received Western education and taught Africans how to write, read and to calculate. Some languages learnt were English, French, Portuguese and German.
 - Missionaries established health centers and hospitals which were to basically benefit the Whites and their converts and they were signs of social development in Africa.
 - Missionaries undermined and tried to uproot African way of life because they replaced Africans ways of life by their home civilizations and cultures. African Christian converts stopped polygamy, widow inheritance, sharing of wives, human sacrifice and killing of twins.

- Missionaries contributed to the spread of European languages through education. However, there are some missionaries who studied and mastered African languages and were able to write and translate African languages. There were like Krapf who translated the New Testament of the Bible into Swahili.
 - Missionaries improve on agriculture by introducing new crops like coffee, cotton, sweet potatoes, palm oil trees and cacao and new methods of farming.
 - Missionaries collaborated with traders and established the means of transport and communication lines in Africa.
 - Missionaries tried to bring peace and security in areas they were operating. However, in other areas they increased and planted seeds of divisionism and conflicts. They also involved themselves in the local politics
 - .Missionaries paved way for the colonization of Africa as they were the forerunners of the European imperialism. They signed treaties which meant the surrender of territories of the signing chiefs, they called upon their home governments to come and give them protection together with their converts.
3. Analyze the role of Chartered companies in the colonization of Africa.
- Chartered companies paved way for European colonization by signing treaties with African leaders. To Europeans these treaties meant surrender of the Africans thus such areas for their home government.
 - They exaggerated the mineral wealth of Africa, which created more appetite to colonize Africa. The British South African Company (BSACo) exaggerated the mineral wealth of South Africa; Leopold's company said that the Diamonds and copper in Congo extend up to the coast of East Africa.
 - Troubles of slave trade were exaggerated which forced some countries to come on a ticket of humanitarianism. These companies argued that slave trade could only be controlled if the social, economic and political lives of the Africans were firmly governed by Europeans hence leading to colonial conquests.
 - The Chartered companies created peace, established law and order and courts to promote justice in Africa. When all these were done, their metropolitan countries saw the situation ready for take over from the Chartered companies.

- Chartered companies built social facilities like hospitals and schools that helped the colonialists to come to do their work. The fear of diseases were reduced which encouraged the imperialists to come to Africa.
 - Chartered companies, in collaboration with missionaries, created manpower that was to help the imperialists in colonial administration as they financed some schools that trained clerks, interpreters and administrators as colonial auxiliaries.
 - Chartered companies trained and equipped African Loyal Army which was used in suppressing African resistance and rebellion. It was used also in the annexation of more land for the Europeans.
 - Chartered companies drew the maps and boundaries of the areas under their control and their establishment meant that the partition of Africa began when the companies were still operating.
 - Chartered companies supported religious, internal and external wars in Africa. This was meant to weaken African military, make them become enemies to each other and force one of these seek for European protection.
 - Chartered companies exploited the interior of Africa, opening it to the colonialists and they drew the map of African interior locating the fishing grounds, fertile soils, forests, mineral locations, mountains and other African economic potentials. All these had to attract the colonial powers to take over Africa.
4. 4. Discuss the influence of the missionaries towards African colonization by Europeans.
- Missionaries exaggerated the wealth of Africa. For instance, Livingstone and Rev. Moffat said that the minerals of South Africa were found in all areas from South Africa to Cairo. This attracted the Europeans to come and control these areas in order to exploit Africa's wealth.
 - Missionaries gave alarming reports about slave trade and human sacrifice which raised deep humanitarian fillings. According to them those could end if the African chiefs are overthrown and replaced by whites in colonial environment.
 - Missionaries financed bankrupt – chartered companies as a means of enabling them to finish the assigned duties and completed the preliminary work of colonization.

- Missionaries played key roles in the signing treaties as long as they were working in fraternity with chartered companies and other colonial agents in luring Africans to sign treaties.
 - Missionaries agitated for the coming of many white settlers to come and occupy Africa. According to their plan, the white settlers would in turn seek for protection from their metropolitan countries.
 - Missionaries with collaboration of chartered companies trained Africans who became army men and later used by the colonialists to defeat African resistances.
 - Missionaries condemned African cultures and customs as backward primitive and barbaric. This weakened the African spirit of resistance and made it easy for Europeans to take over.
 - Missionaries built schools where they trained Africans that were to receive and work for colonialists. In such schools, missionaries trained Clerks administrators, interpreters and the masses taught the new language that imperialists would when they joined them.
 - Missionaries established communication facilities which were seen by European powers as favoring factors for their take over. Since they were assured of easy movements into most parts of Africa especially the interior, they did not hesitate to come to Africa to colonize it.
 - Missionaries did the work of softening the minds and hearts of the Africans. In their constant preaching, they emphasized on “Love one another as you love yourself”. This meant that the European strangers should not be killed, but loved; which neutralized African resistance but Africans might receive European colonialists in a hospitable behavior.
5. Describe how Carl Peters led the Germans to the encroachment of East Africa.

5.7 Additional activities

Remedial activities

1. Why it was difficult for European traders to establish themselves in the interior Africa.
2. a) Identify the Role of imperial British East Africa company. (IBEAC).
b) Discuss the problems faced by the colonial agents on Africa (IBEA).
3. a) Role of Harry Johnston in Nyasaland.
b) Causes of the struggle between the British and the Portuguese in Central Africa.
4. Why the chartered companies were used in the colonization of Africa.

Expected answers

1. 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.
2. 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.
3. a) Role of Harry Johnston in Nyasa land.
 - 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 .
4. Why the chartered companies were used in the colonization 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.

Consolidation activities

1. Describe the reasons why European missionaries were interested in to African continent.
2. Discuss the influence of the missionaries towards African colonization by Europeans.
3. What do you understand by the terms exploration and colonisation?
4. Explain why the Congo was named a free state at the time of colonisation.
5. Describe how Carl Peters led the Germans to the encroachment of East Africa.
6. Discuss causes of the struggle between the British and the Portuguese in Central Africa.

Expected answers

1. Reasons why European missionaries were interested in to African continent.
 - Missionaries came to Africa on a mission of spreading Christianity because the people of Africa were seen as though they did not have a rightful religion or none at all.
 - Missionaries came under the guise of cultural civilization because they regarded African cultures and customs as barbaric and archaic. Therefore, they felt that, as “men of God”, it was their duty to spread their civilization in Africa.
 - Missionaries came to Africa as philanthropists in order to stop slave trade that was rampant in Africa. It also said that they wanted to end human suffering that prevailed in Africa.
 - Missionaries wanted to counteract the spread of Islam as a rival religion because Islam in North and West Africa was being spread under Jihads while in East Africa was being spread by Arab traders.

- Missionaries came to Africa because they wanted to promote legitimate trade since they were coming from industrialized countries; they had an ambition of creating market for their manufactured goods.
 - Missionaries also came to exploit the health of Africa as they tried to get raw materials for their home industries. When they came, they started plantation agriculture growing cash crops and exploited minerals.
 - Missionaries also came because of love for adventure or other similar reasons like fame, fortune and some on academic research. Some of these came with an interest of seeing the blacks of African continent, the physical features and its climate.
 - Missionaries came to Africa not only to preach the “Word of God” but in some case to preach the gospel of French revolution ideas such as freedom, equality and fraternity of men to Africans, especially to the leaders.
 - Missionaries were inspired and got “visions and calls” from God requesting them to spread the “Good News” throughout the world including Africa which was, according to them, still regarded as a dark continent that needed the light.
 - Missionaries came to Africa so as to prepare for the coming of the colonialists because most of them were colonial agents, e.g. Rev. R.S Moffat of the British South Africa Company, Dr. Livingstone. Reason why a historian called Roland Oliva said: “The flag followed the cross”.
2. Discuss the influence of the missionaries towards African colonization by Europeans.
- Missionaries exaggerated the wealth of Africa. For instance, Livingstone and Rev. Moffat said that the minerals of South Africa were found in all areas from South Africa to Cairo. This attracted the Europeans to come and control these areas in order to exploit Africa’s wealth.
 - Missionaries gave alarming reports about slave trade and human sacrifice which raised deep humanitarian fillings. According to them those could end if the African chiefs are overthrown and replaced by whites in colonial environment.
 - Missionaries financed bankrupt – chartered companies as a means of enabling them to finish the assigned duties and completed the preliminary work of colonization.
 - Missionaries played key roles in the signing treaties as long as they were working in fraternity with chartered companies and other colonial agents in luring Africans to sign treaties.
 - Missionaries agitated for the coming of many white settlers to come and occupy Africa. According to their plan, the white

settlers would in turn seek for protection from their metropolitan countries.

- Missionaries with collaboration of chartered companies trained Africans who became army men and later used by the colonialists to defeat African resistances.
 - Missionaries condemned African cultures and customs as backward primitive and barbaric. This weakened the African spirit of resistance and made it easy for Europeans to take over.
 - Missionaries built schools where they trained Africans that were to receive and work for colonialists. In such schools, missionaries trained Clerks administrators, interpreters and the masses taught the new language that imperialists would when they joined them.
 - Missionaries established communication facilities which were seen by European powers as favoring factors for their take over. Since they were 105 assured of easy movements into most parts of Africa especially the interior, they did not hesitate to come to Africa to colonize it.
 - Missionaries did the work of softening the minds and hearts of the Africans. In their constant preaching, they emphasized on “Love one another as you love yourself”. This meant that the European strangers should not be killed, but loved; which neutralized African resistance but Africans might receive European colonialists in a hospitable behavior.
3. What do you understand by the terms exploration and colonisation?
 - 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.
 4. Explain why the Congo was named a free state at the time of colonisation.

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.

5. Describe how Carl Peters led the Germans to the encroachment of East Africa.
 - 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.
6. 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.

Extended activities

1. Identify the consequences of exploration of Africa.
2. Describe the effects of the missionaries on African societies.
3. Discuss the problems encountered by colonial agents in Africa.

Expected answers

1. Consequences of exploration of Africa
 - The introduction of new products in Europe like gold and silver flooded into Europe especially in Spain because it was more involved in explorations.
 - The exploration led to the improvement of the European economic conditions and the increasing of the population in Europe.
 - The exploration led to the motion of vast colonial empire to European leaders like French, British, Spanish, Portuguese and Belgians who got colonies in Africa. It also contributed to the discovery of African rivers and lakes by Europeans like Victoria, Zambezi, Malawi, etc.
 - The exploration led to the development of industries, commercial routes and banking system.
 - There was also evolution and spread of the Christianity religion because almost European explorers were Christians and along their paths they had introduced their religion. The exploration prepared the ground to the slave trade. Slaves were taken from Africa and were brought to America as the workers in different kinds of plantations and mining.
 - Explorers discovered much economic potential in Africa and this made them call upon their home government to come to occupy the regions in order to exploit which led later to colonization of the African continent.
 - Explorers exposed the hostile tribes and the tribes who were so

welcoming which facilitated the coming of the colonialists.

- They also encouraged the treaty signing that consequently facilitated the colonization in non-European territories.
2. Effects of the missionaries on African societies.
- Missionaries succeeded in spreading Christianity in Africa through evangelization, and then Africans took up new faith abandoning their traditional religion.
 - Missionaries campaigned against slave trade and succeeded in having it abolished in most part of Africa. They would receive and give protection to people running away from slave raiders.
 - They built schools where Africans received Western education and taught Africans how to write, read and to calculate. Some languages learnt were English, French, Portuguese and German.
 - Missionaries established health centers and hospitals which were to basically benefit the Whites and their converts and they were signs of social development in Africa.
 - Missionaries undermined and tried to uproot African way of life because they replaced Africans ways of life by their home civilizations and cultures. African Christian converts stopped polygamy, widow inheritance, sharing of wives, human sacrifice and killing of twins.
 - Missionaries contributed to the spread of European languages through education.
3. Problems encountered by colonial agents in Africa
- They faced the problems of communication and transport because in Africa there were no roads, railways and water bodies like rivers and lakes were not yet open for navigation.
 - Language barrier hampered their work since they came from different countries and thus spoke different language and they worked among Africans with diverse languages.
 - They faced a problem of diseases like malaria, yellow fever and sleeping sickness which claimed their life. Some of victims were Bishop Mackenzie Krapf and his wife and David Livingstone and his wife.
 - They met hostility from some tribes and chiefs, e.g. the Yao and the Ngoni forced Livingstone to withdraw from Malawi, in Buganda Kabaka Mwanga complicated the work of the missionaries while in West Africa the missionaries were barred from entering in the Islamic empires like Sokoto and Tukulor.
 - They faced the problem of harsh African climatic conditions as compared to what they were used to in Europe: it was sometimes too hot or too cold.
 - They met wild animal such as lions, reptiles... and killed most of them.

- Problems of African traditional religion and Islam because some Africans were deeply rooted in their faith and were so conservative and Islam in West Africa was still spreading by the Jihadists.

UNIT 6

AFRICAN RESPONSE TO COLONIAL RULE

6.1 Key unit competence

The learner should be able to assess African reactions towards the European colonization.

6.2 Prerequisite knowledge and skills

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

- Assess the reasons of resistance and collaboration in Africa.
- Identify the effects of resistance and collaboration in Africa.

6.3 Introductory activity and guidance

a) Introductory activity (unity level)

Many books and movies have been produced on the reasons and effects of resistance and collaboration in Africa. By Using them, analyze the reasons and effects that made possible to the resistance and collaboration in African response to colonial rule.

b) Guidance on introductory activity

At the beginning of this unit, the given introductory activity generates students to be interested or fascinated to know/ understand what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about the resistance and collaboration in African response colonial rule.

One of suggested reasons here is “the resistance and collaboration that made possible to the African response to colonial rule. This problem statement can be given as homework or in class discussion.

6.4 List of lessons

Number of the lesson	Lesson title	Number of periods (14)
1	- Forms of collaboration - Reasons for collaboration	3
2	Consequences of the collaboration	3
3	- Forms and methods of the resistance	3
4	- Reasons and the consequences for the resistance	4
5	- End Unit Assessment - Remediation	1

Guidance on different lessons

6.4.1 Lesson 1: Forms and reasons for collaboration African response to colonial rule.

a) Learning objective

To be able to assess the reasons of resistance and collaboration of African response to colonial rule.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 6.1

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do **activity 6.1** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

To assess the reasons of resistance and collaboration of African response to colonial rule, however, the following factors made it possible:

- There was need to preserve African independence because some African people had nationalistic and patriotic feeling to their societies. Those who resisted saw it as a means of keeping away foreign intruders and maintaining the independence of their kingdoms. Such people were like Kabalega of Bunyoro, Samoure Toure of the Mandika, Menelik and Theodore of Ethiopia, etc.
- Some African chiefs and societies resisted because they trusted their military strength and they hoped defeating the Europeans. For instance, Kabalega with his Abarusura army, Mosheshe of Suto, Ngoni, Zulu, Samoure Toure, etc.
- Some Africans resisted because their traditional enemies had collaborated. Bunyoro resisted because Buganda had collaborated and gave a base to the British, Samoure Toure resisted because Sikaso had collaborated with the French.
- Some Africans resisted because they were struggling to keep and guard their trade monopolies as they knew that the coming of Whites would force them out of trade.
- Some Africans resisted hoping that the Europeans could not withstand some African geographical environment using examples of explorers, traders and missionaries who had died because of the conditions in Africa.
- Some Africans resisted in order to safeguarding their traditional religion because they supposed that their ancestors were not happy with the Christianity introduced by the Whites in Africa.
- Some Africans resisted because of presence and pressure of Islam because it was known in some areas of Africa before the Christianity, which forced the Africa Moslem to counter the spread of Christianity and the Europeans.

- collaborators had been mistreated, undermined and politically subjected. Some chiefs who come to know about this decided to resist.
- Some African chiefs resisted because they had a long standing enmity with the Whites. That long enmity was developed by explorers, missionaries and traders. For instance, Kabalega of Bunyoro quarreled with Samuel Baker and Samoure Toure with the French.
- Some African chiefs and societies resisted because the European colonial administrative and economic policies were so oppressive and exploitative like forced labor, high taxes, land alienation and overthrowing of the traditional political leaders.
- Some African chiefs resisted because they had known that the earlier



Learning Activity

Answers for learning activity 6.1

a) Forms for collaboration to African response to colonial rule.

- **Career collaborators:** The people who were not traditional political leaders but ordinary men who were more opportunists. They chose to collaborate for political, prestigious and social reasons only. E.g. Kinyajwi of Kenya, Nuwa Mbangula, Appollo Kaggwa, Kakungulu, etc.
- **Collaborators:** They were legitimate African chiefs who worked hand in hand with the foreign infiltrators in their society. They gave the imperialists much of the necessary assistance like military protection, land and food. E.g. Kabaka Mutesa, Apolo Kagwa, Lewanika, among others.

b) Reasons for collaboration to African response to colonial rule.

- By signing treaties
- Provision of accommodation
- Spread of Christianity
- Helping in interpretation

6.4.2 Lesson 2: Consequences of the collaboration

a) Learning objective

To be able to describe the Consequences of the collaboration of African response to colonial rule.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 6.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do **activity 6.2** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 6.2

To give the answers to this question of learning activity, learners can describe the following consequences of the collaboration of African response to colonial rule.

- **Spread of Christianity:** Africans who collaborated with Europeans did not delay to embrace Christianity as a new religion introduced by Europeans.

- **Adoption of European civilization:** in order to show their loyalty to their colonial masters, Africans collaborators adopted European civilization such as the way of dressing, food diet, administrative and judicial systems, etc.
- **Failure of African resistances:** due to the role of collaborators who provided food, offered protection and even military support as they revealed the African defense secrets to the Europeans.
- **Stability of some African States:** some African leaders who collaborated were given protection and defense against their neighboring hostile kingdoms or empires. E.g. The Fante against the Asante, Toro and Buganda against Kabalega of Bunyoro, the Shona were against the Ndebele, the Yao were against the Hehe, etc.
- **Loss of African culture and the disappearance of African religions:** African collaborators actually lost their religions and they were forced to abandon their culture in favor of those of Europeans. This way, several elements of African cultures disappeared or even mixed those of Europeans through colonial education.
- **Alignment of Africans to European policies:** most of African collaborators peacefully adopted the European colonial policies such as tax collection, education system, growing cash crops, and forced labor among others.
- **Enrichment of some Africans:** Those who collaborated managed to become rich and gaining high status in their respective societies.
- **Recruitment of some Africans:** Africans who collaborated with European got a chance of getting jobs in European enterprises and in colonial administration.

6.4.3 Lesson 3: Forms and methods of the resistance to African response to colonial rule

a) Learning objective

To be able to analyse the forms and methods of the resistance to African response to colonial rule.

b) Teaching resources

To conduct well this lesson about c, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the

learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 6.3

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do **activity 6.3** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 6.3

By attempting to give answers to this activity, learners can explain the following forms and methods of the resistance to African response to colonial rule.

Forms of resistance

- **Primary resistors:** They were Africans who blocked the imperialists from the borders of their territories. E.g. Omukama Kabalega of Bunyoro, Samoure Toure, Menelik, Lubengula etc.
- **Secondary resistors:** They were Africans who had initially accepted the imperialists to operate into their territories, but later rose against them after understanding their intentions. E.g. Mwanga, Maji-Maji, Nandi etc.

Methods of resistance

- **Use of weapons:** some Africans took up arms against Europeans, and faced them in battlefield. Example Maji-Maji, Nama-Herero, Shona Ndebele.

- **Strikes:** In some parts of Africa, Africans demonstrated against Europeans due to their harsh rule and colonial exploitation. These strikes were both peaceful and violent, and took place either in mines or in plantations.
- **Boycotts:** for example, by refusing to buy European goods, failing to attend European schools, churches, and hospitals. The aim of these boycotts was to ensure that Europeans made losses in their business, and this was one way of forcing them to return to Europe.
- **Formation of political parties:** political parties were formed and acted as uniting factor for Africans to fight against colonial rule.
- **Creation of African Independent churches:** independent churches like Ethiopian, Messianic and Zionist churches were formed and they criticized the atrocities done by Europeans to Africans like exploitation (forced labor, high taxation system, land alienation...), discrimination...
- **Use of diplomacy:** Africans negotiated with Europeans for fairness in administration and they wrote letters to colonial governments to grant African independence (Ghana).

6.4.4 Lesson 4: Reasons and the consequences for the resistance.

a) Learning objective

To be able to describe the reasons and the consequences for the resistance to African response to colonial rule.

b) Teaching resources

To conduct well this lesson about the reasons and the consequences for the resistance however, the teacher uses History learner' book for senior four, internet, documentary films about a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 6.4

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do **activity 6.4** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities

By attempting to give answers to this activity, learners explain the following reasons and the consequences for the resistance to African response to colonial rule.

- There was need to preserve African independence because some African people had nationalistic and patriotic feeling to their societies. Those who resisted saw it as a means of keeping away foreign intruders and maintaining the independence of their kingdoms. Such people were like Kabalega of Bunyoro, Samoure Toure of the Mandika, Menelik and Theodore of Ethiopia, etc.
- Some African chiefs and societies resisted because they trusted their military strength and they hoped defeating the Europeans. For instance, Kabalega with his Abarusura army, Mosheshe of Suto, Ngoni, Zulu, Samoure Toure, etc.
- Some Africans resisted because their traditional enemies had collaborated. Bunyoro resisted because Buganda had collaborated and gave a base to the British, Samoure Toure resisted because Sikaso had collaborated with the French. Some Africans resisted because they were struggling to keep and guard their trade monopolies as they knew that the coming of Whites would force them out of trade.
- Some Africans resisted hoping that the Europeans could not withstand some African geographical environment using examples of explorers, traders and missionaries who had died because of the conditions in Africa.
- Some Africans resisted in order to safeguarding their traditional religion because they supposed that their ancestors were not happy with the Christianity introduced by the Whites in Africa.
- Some Africans resisted because of presence and pressure of Islam because it was known in some areas of Africa before the Christianity, which forced the Africa Moslem to counter the spread of Christianity and the Europeans.
- Some African chiefs resisted because they had known that the earlier

collaborators had been mistreated, undermined and politically subjected. Some chiefs who had collaborated were later overthrown and replaced by others. So, other chiefs who come to know about this decided to resist.

- Some African chiefs resisted because they had a long standing enmity with the Whites. That long enmity was developed by explorers, missionaries and traders. For instance, Kabalega of Bunyoro quarreled with Samuel Baker and Samoure Toure with the French.
- Some African chiefs and societies resisted because the European colonial administrative and economic policies were so oppressive and exploitative like forced labor, high taxes, land alienation and overthrowing of the traditional political leaders.



Learning Activity

Answers for learning activity 6.4

Teacher is requested to invite the learners to give answers to the following questions of Learning activity 6.4. By attempting to give answers, the learners can provide the following:

Describe the the consequences to the resistance of African response colonial rule

To respond this question, a learner is, at least, talk about the following points:

6.5 Additional content/text for teacher

AFRICAN RESPONSES TO EUROPEAN COLONIAL RULE

By the second half of the 19th century, Africans started responding to European colonization 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 while 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, armed 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 neighbour. Such communities were driven by pride and the desire to safeguard their independence. Most were centralized 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. 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; Collaboration was thus a feature of communities which were either on a decline or the weaker ones requiring protection from their powerful neighbours.

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.

6.6 End of unit assessment



End of Unit Assessment

Answers to the end unit assessment

The learners will define and mention the following questions.

1. Define 'collaboration' and 'resistance'
 - 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.
2. Name at least five African leaders who collaborated with European Colonialists.
 - i. Mumia Nabongo King of the Wanga.
 - ii. Sir Apolo Kagwa of the Baganda.
 - iii. Lewanika of Zambia.
 - iv. Laibon Lenana of the Masai.
3. 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.
4. Discuss the reasons why some Africans decided to collaborate with European Imperialists.
 - Some Africans collaborated because they believed that invading imperialists were far superior militarily, well-experienced and had better weapons. "He who makes the gun wins the battle" commented Gerere, chief of Dahomey.
 - Some chiefs collaborated because they were seeking protection and defense against their neighboring hostile kingdoms or empires. E.g. The Fante against the Asante, Toro and Buganda against Kabalega of Bunyoro, the Shona were against the Ndebele, the Yao were against the Hehe, etc.
 - African opportunists collaborated because they saw it as a chance of getting job, prestige, becoming rich and gaining high status in their respective societies.

- The societies that were politically segmented collaborated because of lack of coordination to resistance. They had no single identified leader who could organize them and they did not have a standing army and no military equipment;
 - The weaknesses of some African societies caused by the constant and prolonged wars led them to collaborate with the imperialists. These were like the Batoro weakened by the Banyoro, Fante weakened by Asante and the Shona who were weakened by the Ndebele.
 - The role of the missionaries, who had prepared the Africans to be humbled, softened and made obedient to the people with the white skin. They had been told not to fight foreigners because it was against the will of God.
 - The chiefs who had lost their throne collaborated in order to get support from the Europeans so that they could re-ascend it. That was in case of King Lenana of Masai against his brother Sendeyo and Mwanga of Buganda against his brother Kalema supported by the Muslims
 - Some societies collaborated because their neighboring societies which had tried to resist had been defeated and with heavy losses. In order to avoid similar suffering and loss of independence, they decided to collaborate with the infiltrators. The Chagga and Nyamwezi witnessed in the Abushiri war.
 - Some Africans collaborated because they were economically weak, like the Masai, and they could not finance the war for a long time.
 - Some other African societies collaborated because their ancient enemies had resisted and their collaboration was a means of getting military supplies, assistance and destroying the enemy totally. E.g. Buganda and Toro collaborated because Bunyoro had taken up resistance and the Masai collaborated because the Nandi had resisted.
5. Describe the causes of African resistance to colonial rule.
- There was need to preserve African independence because some African people had nationalistic and patriotic feeling to their societies. Those who resisted saw it as a means of keeping away foreign intruders and maintaining the independence of their kingdoms. Such people were like Kabalega of Bunyoro, Samoure Toure of the Mandika, Menelik and Theodore of Ethiopia, etc.

Some African chiefs and societies resisted because they trusted their military strength and they hoped defeating the Europeans. For instance, Kabalega with his Abarusura army, Mosheshe of Suto, Ngoni, Zulu, Samoure Toure, etc.

Some Africans resisted because their traditional enemies had collaborated, Bunyoro resisted because Buganda had collaborated and gave a base to the British, Samoure Toure resisted because Sikaso had collaborated with the French.

Some Africans resisted because they were struggling to keep and guard their trade monopolies as they knew that the coming of Whites would force them out of trade.

Some Africans resisted hoping that the Europeans could not withstand some African geographical environment using examples of explorers, traders and missionaries who had died because of the conditions in Africa.

Some Africans resisted in order to safeguarding their traditional religion because they supposed that their ancestors were not happy with the Christianity introduced by the Whites in Africa.

Some Africans resisted because of presence and pressure of Islam because it was known in some areas of Africa before the Christianity, which forced the Africa Moslems to counter the spread of Christianity and the Europeans.

Some African chiefs resisted because they had known that the earlier collaborators had been mistreated, undermined and politically subjected. Some chiefs who had collaborated were later overthrown and replaced by others. So, other chiefs who come to know about this decided to resist.

Some African chiefs resisted because they had a long standing enmity with the Whites. That long enmity was developed by explorers, missionaries and traders. For instance, Kabalega of Bunyoro quarreled with Samuel Baker and Samoure.

6.7 Additional activities

Remedial activities

1. Examine the factors that contributed to the failure of African resistances towards the colonial conquest.

Expected answers

At the time of the arrival of the imperialists in Africa, the chiefs and African societies had attempted to resist them but they failed due to the following reasons or factors:

- Africans were militarily weak comparing to the well-trained and well-armed colonial invaders while the Africans were poorly armed with traditional arms.
- Disunity among resistors themselves because the African armed resistors did not organize a coordinated and joint struggle against Europeans.
- Role played by the missionaries and explorers that had facilitated easy European penetration in Africa by identifying the strong and weak societies and preparing the minds of Africans.
- Effects of slave trade because the Europeans had took the Africans who were strong able to defend their continent and left those who were too old, weak, sick and very young who could not contribute much towards the success of resistance.
- The role played by the collaborators who provided food, offered protection and even military support as they revealed the African defense secrets to the Europeans.
- Use of diplomacy and treaty signing by the Europeans which meant the surrender and submission of African sovereignty because most African leaders were illiterate and ignorant about the content of the document they signed.
- Constant civil wars among the African societies made them vulnerable to European defeat because the Africans had been weakened by those constant wars and no longer to defend their kingdoms or empires.
- Africans were economically weak and they failed to get finances for purchasing modern weapons that would level them with the Europeans and the Europeans imposed arms embargo on Africans.
- Lack of patriotic and nationalism spirit because some Africans had no sense of political maturity and love for their territorial integrity.
- Europeans were determined to colonize Africa while some Africans seemed relaxed and never sought support from their neighbors while the Europeans used all means to get victory against the Africans.

Consolidation activities

1. Explain how Africans collaborated with colonialists.
2. Discuss the Course of the Maji Maji resistance to African response to colonial rule.

3. Describe establishment of Portuguese rule in Angola and African resistance to it.
4. Discuss the Course of the Maji Maji resistance to African response to colonial rule.

Expected answers

1. Explain how Africans collaborated with colonialists.
 - **By signing treaties:** treaties which were signed in favor and protection of European interests for example giving them authority over land.
 - **Provision of labor;** Africans also provided labor on European schemes like in farms, construction projects ... Africans went ahead mobilizing their fellow Africans to work for Europeans.
 - **Provision of accommodation:** Africans also collaborated by giving accommodation to the Europeans. They also guided them through the areas which they did not know, especially places that were not easy to locate.
 - **Helping in the Spread of Christianity:** Africans helped Europeans to preach Christianity to their fellow Africans. This softened their mind thus attracting more collaborators.
 - **Helping in interpretation:** Some Africans who were taught European languages helped the Europeans acting as interpreters. They went ahead to interpret to their counterparts who could not understand European languages.
2. Identify different forms of collaboration by giving examples.
 - **Career collaborators:** The people who were not traditional political leaders but ordinary men who were more opportunists. They chose to collaborate for political, prestigious and social reasons only. E.g. Kinyajwi of Kenya, Nuwa Mbangula, Appollo Kaggwa, Kakungulu, etc.
 - **Collaborators:** They were legitimate African chiefs who worked hand in hand with the foreign infiltrators in their society. They gave the imperialists much of the necessary assistance like military protection, land and food. E.g. Kabaka Mutesa, Apolo Kagwa, Lewanika, among others.
3. Describe 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.
4. Discuss the Course of the Maji Maji resistance to African response to colonial rule.
- 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.

Extended activities

1. Discuss the reasons for resistance to the African response to the colonial rule.
2. Assess the reasons for Samoure toure' down fall to African response to colonial rule.
3. Describe the consequences of the maji-maji rebellion.

Expected answers

1. Discuss the reasons for resistance to the African response to the colonial rule.

Starting from Senegal, the French were expanding eastwards to the interior with the aim of conquering all of West Africa. Samoure first felt their threat when they occupied Bamako. He resisted them for a number of reasons:

- The French threatened his independence, which he was determined to maintain.
- They threatened his commercial monopoly in the region.
- Being Christians, they were a threat to Islam.
- He himself was busy expanding his empire in the direction from where the French were advancing and the French stood in the way.
- Samoure Toure defended Mandika independence from being colonized by the French.
- Defense of Islam since the French colonialists were Christians while the Mandika were Muslims. Consequently, resisting them was a purposeful action to defend Islamic state against infidels.
- Samoure Toure defended trade because the French domination would monopolize the trade in the empire by out competing the Mandika merchants.
- The French colonial administration was very oppressive and repressive as it was in Algeria and Senegal.
- Samoure Toure defended the land from the French settlers because they were looking the fertile soils which were under the ownership of the Malinke people.
- Samoure Toure wanted to conclude an alliance with the British because he had shown the willingness to hand over his empire to the British protection other than the French.
- Samoure Toure defended Mandika culture which the French were set to destroy and replace it with the French culture through their policy of Assimilation.
- The French plan to use Tiebe of Sikasso to attack and when Toure found out he dissolved the treaty he had concluded with Sikasso and attacked them before it was too late. Unfortunately, Samoure Toure was defeated.
- False foreign support because Samoure Toure had been falsely encouraged by the military support had expected from the British, Creoles of Sierra Leone and Tokolor against the French. However, they had betrayed him when they left him alone in the battleground.

- Europeans were exploitative in nature; they subjected Africans to forced labor, over taxation and its brutal collection like the hut tax in Sierra Leone. Aware of this nature of Europeans, Samoure Toure of Mandika had to resist.
2. Assess the reasons for Samoure toure' down fall to African response to colonial rule.

A number of factors explain Samoure Toure's fall:

- He was unsuccessful in winning British support against the French. Britain had decided that the Mandinka area was a French sphere of influence.
 - There were differences and lack of unity among African ruler. Samoure did not get the support of his neighbours, such as Ahmadou Sekou of Tukolor, Tieba of Sikasso.
 - Samoure was faced with local resistance due to his scorched earth policy and ruthless aggression against his neighbours. He thus dissipated his energy fighting the French and fighting wars of conquest in the east at the same time.
 - Non-Mandinka subjects – largely captives – were cruelly treated and did not give the right level of support against the French. They even tended to welcome the French, whom they saw as their liberators.
 - 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 amori was also cut off from Freetown where he used to buy firearms. So he had to rely entirely on his military workshops for supplies, which were not adequate.
3. Describe the consequences of the maji-maji rebellion.

Maji Maji had a number of short-time consequences:

- ***Destruction and devastation.*** The immediate consequences of the rising were tragic. The German forces left behind a trail of destruction and devastation that led to three years of the most terrible famine. This was the period known as Fugafuga, when survivors took to eating insects and wild fruit. Villages had been destroyed and families broken up. It has been estimated that 75,000 Africans died as a result of the fighting and the famine.
- ***Inadequacies of religious organisation.*** Maji Maji taught the Africans that the religious unity that had enabled them to fight together was not enough. Their weapons were weak compared to those of the Germans, and they needed better organisation. The Africans realized that armed resistance was no use; instead better methods had to be found. In addition to organisation,

they were to learn the importance of leadership in any campaign against oppressive foreign rule.

- **Reforms of Governor Count Freiherr von Rechenberg.** The German government had also learnt a lesson. They had defeated the Africans but it had not been easy. They realised the need for better rule in their colony. They had to take their colony more seriously, and treat the Africans better. The German government appointed a new and more understanding governor. His name was Count Freiherr von Rechenberg (1906 – 12). Rechenberg was an extremely able administrator who knew the colony well, since he had served there as a judge (1893) and had also been German Consul in Zanzibar (1896 – 1900).
- **He had mastered the Swahili language.** He believed that the interests of the native inhabitants should not be subordinated to those of the white settlers. He strongly opposed the indiscriminate use of the whip and insisted that corporal punishment should be inflicted only by due process of law.
- **There was loss of lives.** It is estimated that about 80 000 people were died and some parts of Tanganyika got depopulated. The rebellion caused famine in Tanganyika because no cultivation was done, yet the Germans used “scorched earth policy” where everything on the ground was burnt.
- There was spread of diseases and other epidemics because of having many dead bodies not buried and this were accelerated by the fact that people were living in forests, because of destruction of their houses.
- Corporal punishment also reduced following the rebellion. The policy of indirect rule was put in place where some Africans were given political authority with minimum powers. The rebellion led to large scale migration of people from the areas affected to .
- The new empire was surrounded by the French and the British. The French attacked from the Ivory Coast; the British occupied Asante in 1896; the French had also occupied all the surrounding areas by 1898. Therefore Samoure was stack at his second empire at Dabakala.
- His troops suffered heavy losses.
- The empire was too large for him to manage effectively. Samoure was tricked into believing that if he surrendered, he would be allowed safe conduct and quiet retirement in his home village. But the French did not keep their promise, and when he surrendered in 1898, he was deported to Gabon, where he died in 1900.

UNIT 7

RWANDA UNDER GERMAN AND BELGIAN COLONIAL RULE

7.1 Key unit competence

The learner should be able to assess the performance of the German and Belgian colonial rule, the 1959 crisis and the process of the independence in Rwanda

7.2 Prerequisite knowledge and skills

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

The political organization of precolonial Rwanda.

7.3 Introductory activity and guidance

a) Introductory activity (unity level)

From 1897 up to 1962, Rwanda was under European colonial rule, mainly the German and Belgian colonial rule. Different authors have discussed reasons supporting this colonial rule and assessed its impact on Rwandan society. According to you, to what extent Europeans were justified to colonize Africa and Rwanda in particular?

b) Guidance on introductory activity

At the beginning of this unit, the given introductory activity generates students to be interested or fascinated to know/ understand what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about Rwanda under German and Belgian colonial Rule.

One of suggested issue here is “the structure and strategies that made possible the Rwanda under German and Belgian colonial rule. This problem statement can be given as homework or in class discussion.

7.4 List of lessons

Number of the lesson	Lesson title	Number of periods (14)
1	Causes of German and Belgian colonial rule in Rwanda	3
2	European exploration of Rwanda	3
3	The German administration in Rwanda	3
4	World War I and the end of German Administration	2
5	Impact of German colonization on Rwanda	2
6	Evaluation	1

Guidance on different lessons

7.4.1 Lesson 1: Causes of German and Belgian colonial rule in Rwanda

a) Learning objective

To be able to explain the different causes of German and Belgian colonial rule in Rwanda.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 7.1

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 7.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class. From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By answering to introductory activity learners can list the following answers:

- Need for raw materials
- Growing demand for land to grow cash crops
- Need for more land to resettle their growing population
- Need to decrease the unemployment rate in Europe
- Need for areas to invest their surplus capital

(Teacher can accept other relevant answers from the Learners)



Learning Activity

Answers for learning activity 7.1

By responding to this activity, the Learners discuss the following factors:

- Need for political prestige and glory,
- Need to spread Christianity,
- Green light given by the 1884 – 1885 Berlin Conference
- Need for markets:
- Need to promote Western civilization
- Need for areas to invest their surplus capital

(Teacher can accept other relevant answers from the learners.)

7.4.2 Lesson 2: European exploration of Rwanda;

a) Learning objective

To be able to describe the activity of some of European exploration of Rwanda.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 7.4.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 7.2 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 7.2

By responding to this activity, the learners can list the following European exploration of Rwanda.

- Count Gustave Adolf Von Götzen
- Dr. Richard Kandt
- Richard Francis Burton, John Hanning Speke and James Augustus Grant
- Henry Morton Stanley
- Dr. Oscar Bauman.

7.4.3 Lesson 3. The German administration in Rwanda.

a) Learning objectives

To be able to outline the activity of some of the German administration in Rwanda from 1897-up to 1916.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four , internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

To teach this lesson, teacher is required to use learner centered method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 7.3 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 7.3

By responding to this activity, the Learners briefly outline phases of German administration in Rwanda from 1897 up to 1916.

- The military phase (1897 - 1907)
- Civil administration phase (1907 - 1916).

7.4.4 Lesson 4: World War I and the end of German Administration

a) Learning objective.

To be able to describe the fighting between the Germans and Belgians during the first world war in Rwanda.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four , internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 7.4

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 7.4 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 7.4

- The beginning of the hostilities came from a simple mistake
- The beginning of the war, on the western border of the *Deutsch Ost Afrika*, Germany was well equipped in terms of weapons and munitions with white and black staff.

- During World War I, King Musinga did all to support Germany by availing soldiers for German East Africa. This support included providing armed warriors of Iziruguru
- German officers mastered the topography and resources of Rwanda.

7.4.5 Impact of German colonization on Rwanda.

a) Learning objective

To be able to, briefly discuss the impact of German colonial rule in Rwanda from 1897 up to 1916.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four , internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 7.5

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organize learners into groups and then asks them to do activity 7.5 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 7.5

Briefly, explain impact of German colonial rule in Rwanda from 1897 up to 1916.

- Political impact
- Economic impact
- Social and cultural impact

7.5 Additional content/text for teacher

THE MISSIONARIES, THE COURT, AND THE LOCAL COMMUNITY

In the struggle for power at the Court, Kabare could argue that although Ruhinankiko had mustered European support at critical junctures, he had not managed to restrain the growth of European power. While the Court was occupied with internal dissensions, by the end of 1903 the Fathers had established three more stations in addition to those existing in Save and Zaza, one without the Court's consent.

The three, Nyundo, Rwaza, and Mibirizi, were all distant from the Court at Nyanza, but in combination with Save and Zaza they formed a chain encircling the kingdom. Besides supporting enemies of the Court like Mpumbika, the missionaries had gone so far as to expel several notables from the domains they had received from the Court. The Fathers then appointed replacements of their own choice or assumed command of the domain themselves. On such an occasion, one Father commented that rule by the missionaries could give nothing but satisfaction to "these poor people." He continued: "Certainly no harm could come from this transfer of authority into the hands of a true Father of a religion whose motto is 'Justice and Fraternity.'"² By 1904 word of the power of the Fathers had spread even to Burundi and the Congo, where rulers facing difficulties sent pleas for help to stations in Rwanda.

As Kabare's influence with Kanjogera grew, he persuaded her that the Court must act more vigorously against the missionaries. When the Fathers at Zaza placed a catechist in Buganza, an area of eastern Rwanda highly prized by the Court for its fine pastures and its historical associations with the birth of the dynasty, the Court immediately demanded an explanation of this action, which had been taken without its consent. The Fathers answered in a conciliatory fashion that they did not plan a permanent establishment in the area, so the Court let the matter drop

temporarily. But when the catechist continued his preaching, Kabare ordered his house burned and the teacher driven out. At about the same time, the Court dispossessed Mpumbika, indicating to the Fathers that it was planning to take a firmer stand against their clients.

Even Kabare was forced to acknowledge the impossibility of an outright attack on the well-guarded missions. Instead, in February 1904, he began a campaign of harassing messengers and caravans traveling to the missions: this hampered the work of the Fathers while warning Rwandans that the Court disapproved of any association with them. The Court resented the arrival of foreign traders—European, Arab, Indian, and East African—as much as it did the installation of the Until the mid-nineteenth century, foreign traders had been excluded from Rwanda and had had to exchange their goods at the frontier. Musinga's father, Rwabugiri, had permitted a certain number of East African traders, known as *basumbwe*, to enter the kingdom and to trade after having paid tribute to the Court.

At the beginning of Musinga's reign, the Court still regarded the right to trade as a grant it gave to its clients, Rwandan or foreign, and from which it could draw a profit. Even transactions among Rwandans at the few Court-established markets in the northwest and southwest were supervised and taxed by Court appointees. Not understanding or not wishing to recognize the Court's prerogative, the Germans did not require traders who entered Rwanda after the establishment of the protectorate to observe the customary procedures. Nor did they impose regulations of their own: in their eyes, Rwanda was open to all who cared to trade there.

By 1904 several hundred traders had come to take advantage of the opportunities.⁵ Some of the caravan leaders, especially the Europeans, visited the Court on their own initiative, either because they wanted an escort to requisition provisions for them en route or because they realized the Court had accumulated the greatest concentration of resources with which to buy goods. But many of the smaller traders held that the potential aid or purchases by the Court would be outweighed by the demands that it would make in return.

They avoided Nyanza altogether. Caravan leaders who did not secure Court representatives to accompany them sometimes traded for the supplies they needed, but more often they simply expropriated provisions from the local people. Traders who hoped to sell cloth or beads in return for cattle or cattle hides found that most Rwandans valued their cattle more than the foreign goods.

To stimulate the desire to trade, the foreigners resorted to force or threat of force. As a German official commented, the Rwandans had no defense against the demands of the traders unless they were ready to use violence

themselves. Many of the East African traders were from Buganda and were at least nominal Christians; they usually sought shelter at the That is in part why external traders mostly avoided formal markets overseen by Court officials; in the nineteenth century and the early years of the twentieth century most commerce was carried out through individual barter by itinerant trader, link to the Fathers to extract more provisions or to force more trade with the reluctant people of the area. Troubled though Rwandans were by persistent and demanding traders, they never suffered the ravages of large-scale slave trading. Rwandans had long kept in bondage some of their fellow countrymen or foreigners captured in war.

But generally they treated these servants (known as *baja*) well, sometimes adopting them into their families. During the reign of Rwabugiri a limited trade in slaves from west of Lake Kivu and from north western Rwanda began to develop. Some East Africans and Arabs came to buy slaves at a market at Kivumu in north-central Rwanda, but they never made raids of their own to obtain victims. As elsewhere in Africa, the trade was most vigorous during times of famine, when people were obliged to sell others to obtain food for themselves. Occasionally Rwandans sold children from their own households or lineages, but such a sale was condemned by the rest of the community. More often the victims were strangers or orphans with no kin to protect or avenge them. Although some of the traders may have paid court to the mwami, they apparently did so as general traders rather than as slave traders. The Court, at least under Musinga, did not acknowledge that the trade existed within the kingdom. Rwandans regarded the traffic as shameful, to be carried on as privately as possible, Tutsi notables, however, sometimes aided the traders in making purchases in return for part of the profits.

Because external traders who disregarded the authority of the Court had first dared enter Rwanda in the wake of the Germans, and because many of them found refuge with the Fathers, the Court saw them as clients of the Europeans. Like messengers and porters traveling to the missions, these clients were far more vulnerable than the Europeans themselves. Hoping both to frighten the traders into leaving Rwanda and to demonstrate its resentment at the traders' patrons, the Court began attacking East African, Arab, and Indian traders in May 1904.

By the following September, between one and two hundred traders (and their servants and wives) had been killed and all their goods pillaged.⁹ The district officer, Captain von Grawert, was in Rwanda at the time of the first attack. As yet unaware of the abuses committed by the traders, he retaliated against the Rwandans who had assailed them, pillaging and burning homes and crops for two days. While von Grawert was at Nyanza,

however, the Court won him over to its position; when he returned to Rwanda in June and July, he refused to aid traders who had survived Rwandan attacks or to punish the Rwandans who had assailed.

Throughout the kingdom, Rwandans interpreted it as a victory for the Court. Probably with the encouragement of the Court, some spread the story that von Grawert had become a *mugaragu* (client) of Musinga and would henceforth do his bidding. The longer and further the story circulated, the more fantastic it grew: some related that the Court had actually killed the German officer.

7.6 End of unit assessment



End of Unit Assessment

Answers for end unit assessment

1. Explain the circumstances under which the Belgian rule was established in Rwanda.
 - During the First World War the Germans who were the first to arrive in Rwanda fought with the Belgians and in 1916 the Germans were defeated.
 - From then Belgians took over control of Rwanda and in 1924 the League of Nations confirmed this occupation.
 - The Belgian rule in Rwanda went from 1916 to 1962.
2. What were the different stages of the Belgian rule in Rwanda?
 - Belgian Mandate
 - Belgian Trusteeship
 - Belgian Military occupation.
3. Identify the political, economic and socio-cultural performance of the Belgians in Rwanda.

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 organizations with the support of the colonial government
4. Evaluate the effects of the political reforms undertaken by the Belgians in Rwanda.

The political reforms led to the 1959 crisis in Rwanda, which had the following effects:

- The 1959 crisis
 - Divisions among Rwandans
 - Antagonism between King Mutara III Rudahigwa,
 - The Belgian colonial authorities and the catholic missionaries.
5. Identify the 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.
6. Describe the 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 PARMEHU

A series of activities followed after this which culminated to Rwanda's independence.

7. Describe the different steps that led to achievement of independence in Rwanda.

Steps that led to achievement of independence in Rwanda

- **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.

7.7 Additional activities

Remedial activities

Which two colonial powers settled in Rwanda?

1. Name any five reforms that were brought in Rwanda by the colonialists.
2. List down any five causes of German and Belgian colonization in

Rwanda.

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.

Expected answers

1. Germany and Belgium
2.
 - a) Deposition of Mwami Musinga
 - b) Abolition of Ubwiru, Umuganura appoint and dismiss his chiefs and and Itorero sub-chief Introduction of force labor
 - c) Limitation of the king's right to
 - d)
 - e) Banning of the king's right over life akazi and death over his subjects
3. Main causes of German and Belgian colonization in Rwanda are the following:
 - Need for raw materials
 - Growing demand for land to grow cash crops
 - Need for more land to resettle their growing population
 - Need to decrease the unemployment rate in Europe
 - Need for areas to invest their surplus capital
 - Need for markets
 - Need to promote Western civilization
 - Need to spread Christianity
 - Need for political prestige and glory
 - Green light given by the 1884 – 1885 Berlin Conference

(Teacher accepts other correct answers from the learners).

Consolidation activities

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

Expected answers

The German colonial rule in Rwanda had the following impact:

- The country was opened to outside influence and later encouraged the coming of other Europeans, including the missionaries among others.
- The Germans settled and helped King Musinga to gain greater nominal control over Rwanda affairs.
- During the German colonial rule in Rwanda, there was border demarcation. they started economic exploitation by implementing the road infrastructure.
- The German colonization of Rwanda led to the introduction of head tax on male adult Rwandans.
- There was an introduction of some eucalyptus trees and a few coffee trees were planted.
- There was an introduction of some eucalyptus trees and a few coffee trees were planted.
- German colonization of Rwanda led to the export of large quantities of hides and skins and livestock out of Rwanda.
- There was introduction of western education through the establishment of the first schools in Rwanda.

(Teacher accepts other correct answers from the learners).

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)
- 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).
- 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).

It sent different missions to check on the political, economic and social progress in Rwanda in the following years 1948, 1951, 1954, 1957 a 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).

Mark correctly explained arguments with sufficient points.

Extended activities

1. The Belgian rule influenced both negative and positive changes in Rwanda. Discuss.
2. Identify the causes of the 1959 crisis in Rwanda.
3. Describe the effects of the 1959 crisis in Rwanda.
4. Why did King Mutara III Rudahigwa break relations with the colonial rule in the 1950s?
5. Describe the different steps that led to achievement of independence in Rwanda.

Expected answers

1. 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.

2. 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.

3. 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 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 8

COLONIAL DIVISIONISM IN RWANDA

8.1 Key unit competence

The learner should be able to understand European divisionism and role played by colonization in dividing Rwandans.

8.2 Prerequisite knowledge and skills

To be able to be successful by learning this unit about colonial divisionism in Rwanda; a learner should have the following prerequisites:

German and Belgian colonial rule in Rwanda, its reforms and impact in Rwanda.

8.3 Introductory activity and guidance

a) Introductory activity (unity level)

Many publications have been produced on the introduction of colonial divisionism and the role played by colonization in dividing Rwandans. By using internet and / or visiting your school library, make a research about introduction of colonial divisionism in Rwanda, then assess how European colonialists introduced divisionism in Rwanda.

Prepare a supporting written document you will use to discuss with your colleagues in order to share the findings of your research.

b) Guidance on introductory activity

At the beginning of this unit, the given introductory activity generates learners to be interested or fascinated to know/ understand what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about genocide ideology and denial in Rwanda and abroad.

One of suggested issue here is “introduction of colonial divisionism and the role played by colonization in dividing Rwandans”. This problem statement can be given as homework or in class discussion.

8.4 List of lessons

Number of the lesson	Lesson title	Number of periods (8)
1	European theories on Rwandan immigration and settlement	2
2	Role of colonial power and catholic clergy in promoting ethnicity in Rwandan society	2
3	The Belgian Trusteeship (1946-1962) and ethnic awakening	2
4	The 1959-1962 changes	1
5	Evaluation	1

Guidance on different lessons

8.4.1 Lesson 1: European theories on Rwandan immigration and settlement

a) Learning objective

By the end of this lesson, learner is able explain the different European theories on the settlement of Rwanda.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 8.1

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity **8.1** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class. From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to the introductory activity, the learners can give the following points:

- European colonialists introduced divisionism in Rwanda through the interpretation of different theories on settlement of Rwanda;
- Through education system they have introduced in Rwanda where at the beginning they favored one group of Rwandans;
- Through formation of political parties where they supported some political parties based on ethnics;
- Through the introduction of Identify card with ethnic mentions;
- Through some reforms they have introduced in Rwanda where some chiefs were only revoked from their service because they were one of ethnic group.



Learning Activity

Answers for learning activity 8.1

Mainly, the following hypotheses have been used by Europeans to justify the settlement of Rwanda:

- Linguistic theories;
- Anthropological interpretation theories

Lesson 2: Role of colonial power and Catholic clergy in promoting ethnicity in Rwandan society

a) Learning objective

To be able to identify the different elements which promote ethnicity among the Rwandans by Belgian colonial power and Catholic clergy during the Belgian mandate period in Rwanda.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 8.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 8.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to the introductory activity, the learners can give the following pints:

- European colonialists introduced divisionism in Rwanda through the interpretation of different theories on settlement of Rwanda;
- Through education system they have introduced in Rwanda where at the beginning they favored one group of Rwandans;
- Through formation of political parties where they supported some political parties based on ethnics;
- Through the introduction of Identify card with ethnic mentions;
- Through some reforms they have introduced in Rwanda where some chiefs were only revoked from their service because they were one of ethnic group.



Learning Activity

Answers for learning activity 8.1

Mainly, the following hypotheses have been used by Europeans to justify the settlement of Rwanda:

- Linguistic theories;
- Anthropological interpretation theories

8.4.2 Lesson 2: Role of colonial power and Catholic clergy in promoting ethnicity in Rwandan society

a) Learning objective

To be able to identify the different elements which promote ethnicity among the Rwandans by Belgian colonial power and Catholic clergy during the Belgian mandate period in Rwanda.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 8.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 8.2 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 8.2

- Support and promotion of some aristocratic from one ethnic group, the Tutsi;
- Neglect and undermine of other members of the other ethnic group such as Hutu and Twa.
- Interpretation of the origin of different ethnic groups settling Rwanda with their period of coming.
- Description of physical appearances, behaviours, attitudes and values of the three ethnic groups they found in Rwanda.
- Weakening and undermining the king Musinga's powers while the king was a unifying factor among the Rwandans.
- Abolition of "Umuganura".
- Some colonial reforms introduced in Rwanda by the Belgian government.
- Introduction of Identity card (Ibuku) with the mention of ethnic groups.
- Replacement.

8.4.3 Lesson 3: The Belgian Trusteeship (1946-1962) and ethnic awakening

a) Learning objective

To be able to analyse the content of two memoranda published in 1957.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 8.3

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity **8.3** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Suggested answers for activity 8.3

Between February and March 1957, there was publication of two memoranda, with different content.

The first one is called "*Une Mise au Point*" published by High National Council. It focused on the following points:

- Promoting a more developed educational system (with a university),
- Giving more power to the king and the Higher National Council,
- Establishing tangible economic and social development programs and
- Abolishing racial discrimination between Whites and Blacks.

The second is called "*Le Manifeste des Bahutu*" (The Bahutu Manifesto), it was published by a group of "évolués" known as "Hutu leaders".

This document focused on only one aspect of the colonial dispute, namely the relationship between the Hutu and Tutsi:

- The exploitation of the Hutu by The Tutsi for centuries.
- The political and socio-economic monopoly of the Tutsi aristocracy,
- The access of the Hutu to education (particularly the education that enabled people to work in administration),
- The promotion of professional and crafts education,
- The improvement of the living conditions of the peasantry.

However, it completely ignored the scores of political and socio-economic demands that the majority of the Rwandese were confronted with, especially the responsibility of the Trusteeship and the Roman Catholic Church in aggravating the relationships between the Hutu and Tutsi.

8.4.4 Lesson 4: The 1959-1962 changes

a) Learning objective

To describe the main changes that took place in Rwanda between 1959 – 1962.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 8.4

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 8.4 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 8.4

By attempting to respond to this learning activity, learners could describe the following events which brought many changes in political, economic, and social situation in Rwanda:

- Death of King Mutara II Rudahigwa;
- Birth of political parties;
- The ethnic and political violence of November 1959.

8.5 Additional content

The Hamitic Hypothesis in Rwanda During Colonial Rule

By AWA Princess Zadi (2021), *The Hamite Must Die! The Legacy of Colonial Ideology in Rwanda*, Dissertations, Theses and Capstone Projects, City University of New York. Page 33 – 39

As mentioned earlier, the orientalization of Rwanda inhabitants started during the first encounters between European explorers. The project also continued when Rwanda came under control by German and Belgian during the colonial period. In fact, colonial administrators orientalized Tutsis and Hutus using the Hamitic ideology as a justification for their institutionalization of ethnic differences in Rwandan society.

After the 1884 Berlin conference, what would become present-day Rwanda, came under the suzerainty of Germany in 1897, before being passed down to Belgium in 1922. At the time of its colonization, Rwandan society did not rely on ethnicity as a marker of social difference, but rather on socio-economic factors. The structure of society was fluid as it allowed upward mobility to occur from one class to another under the Gucupira system, which was mentioned in the previous chapter. Identities were not racialized since Rwandans themselves did not establish such distinctions among themselves. Colonization changed the turn of Rwandan history as the racist Hamitic ideology informed many reforms which led to the formation of deep ethnic cleavages which continued even after the independence.

The claims Europeans had established about the existence of a superior Hamite group, informed the way the colonial administrators structured Rwandan society to maintain control. Even though Germany and Belgium assumed control of Rwanda at different times, they both came during times when Rwanda was a monarchy led by Tutsi kings called Mwamis. These colonial administrators admired the system of governance, these kings had managed to sustain. They also realized that the society had in fact a hierarchy in which Tutsis who were mostly pastoralists, occupied a higher position in contrast to the Hutus who were mostly agriculturalists. This for them was an irrefutable proof of the racial difference and the superiority of Tutsis. They also noted the physical differences between Hutus, Tutsis, and Twas and according to Newbury (2001), they concluded that:

Tutsi” ethnicity was associated with power, pastoralism, and a distinctive physique-tall, thin, and often light-skinned; “Hutu” were assumed to be linked to servitude, horticulture, and stockier build; and “Twa” were seen as hunters or potters, living on the margins of the political order, and

with their own physical characteristics-short of stature, with stocky legs, round heads, broad noses.

From their skewed observations, they interpreted these differences in racial and ethnic terms as they believed, these differences to be concluding with the premises of the Hamitic ideology: 'Tutsis had similar physical characteristics as Europeans, were intelligent rulers and were pastoralist.' It is without doubt that Tutsis already had a superior status in society over Hutus. The existence of clientelism which involved Tutsis as patrons and Hutus as clients, the ownership of cattle, the Ubureetwa,³⁶ the scorned label of Hutus; are evidence of the advantage Tutsis had in most aspects of society. However, they never expressed such superiority in racial or ethnic terms. Under German and Belgian rule, they became receptive and supportive of European ideologies about their superiority as they realized the benefits they could gain. Desforges made a similar claim as she stated that:

In the early years of colonial rule, Rwandan poets, and historians, particularly those from the milieu of the court, resisted providing Europeans with information about the Rwandan past. But as they became aware of European favoritism for the Tutsi in the late 1920s and early 1930s, they saw the advantage in providing information that would reinforce this predisposition. They supplied data to the European clergy and academics who produced the first written histories of Rwanda. The collaboration resulted in a sophisticated and convincing but inaccurate history that simultaneously served Tutsi interests and validated European assumptions.

The Hamitic hypothesis did not only have an ideological impact on Rwandan society, but also an institutional one. As German and Belgian officials were certain of the superiority of the Tutsi race over the Hutu's, the next step to making these differences tangible, was to institutionalize these racial distinctions. The same way that orientalism established the West, its people and culture as superior to those of the orient, colonial administrators relied on their Eurocentric ideologies of race to place Tutsis above the Hutus. While they considered Tutsis to be closer to Europeans than the Hutus, Belgians and Germans rulers still believed in maintaining their own superiority over both groups. Tutsis might have been like them, but they were not equal as the European race was considered as the supreme civilizing race. They, therefore, had to devise a ruling system which would not only allow them to control both Hutus and Tutsis but also assert the superiority of the Tutsis over the Hutus. By letting their racist ideologies of differences influence their decisions, European administrators started reforming Rwanda's traditional structure by institutionalizing Tutsi superiority in society.

The first institutions which were reformed to reflect the Hamitic ideology of race and therefore, the superiority of Tutsis, was the local government and other administrative institutions. Since Tutsis were considered a civilizing race as premised by the Hamitic ideology, German and Belgian officials saw them fit to rule on their behalf. Consequently, they decided to adopt the indirect rule system which was also a profitable alternative for them. Indirect rule significantly reduced the power of the King as many changes were implemented. For example, *in 1917, the Mwami was forbidden from pronouncing a death sentence without the permission of the head of the Belgian administration, the resident. From 1922 on, he was assisted in the exercise of his judicial duties by a resident's representative. In 1923, he was additionally forbidden to make or revoke appointments of provincial chiefs..*

enforced by Tutsi chiefs using sanction, exploitation, and force which in most cases targeted Hutus whether they were affluent or poor. Most Hutus being agriculturalist, the group was required to perform various activities from which wealthy as well as petit Tutsis were excluded. For example, Hutus were not only required to pay taxes, but they were also tasked with doing Ubureetwa and Akazi. The Ubureetwa practice which was introduced by king Rwabugiri in the 19th century, required Hutus in some regions to perform a variety of unpaid labor for chiefs. It was reformed and legalized under Belgian policy, making it not only “compulsory” but also the norm in the whole region.”

Similarly to the Ubureetwa, Akazi was a type of forced unpaid labor which Hutus had to perform. They included “road and terrace construction and maintenance... compulsory cultivation of food crops such as cassava (to fight against famine) or of cash crops such as coffee”and so on. Because these activities were a requirement, Hutus who failed to perform faced a variety of punishments. As stated by Dominique Uwizeyimana, these punishments include “public flogging (or sjamboking, ikiboko, a sentence of eight strokes with a stick or leather whip) and prison.”

Education was another institution through which the Hamitic hypothesis was spread, and the Catholic church played a significant role in the dissemination of the Hamitic ideology.

Many schools at the time were administered by missionaries who also influenced by the racist ideologies of the time made no effort to redress the wrongs being made to Hutus. The education system had an instrumental value, it was used to construct and perpetuate inequality among the groups by furthering the ideology of Tutsis’ superiority. Some of the first schools opened in the early and mid-1900s only sought to educate the children of Tutsi elites. However, by the 1930’s, while certain schools were restricted to Tutsi children, those that admitted both Hutu and Tutsi kids

adopted a different training system meant to socialize each group in their future role in society. For example, Tutsi children were taught French and given a rigorous education meant to prepare them “as auxiliaries to both the missionaries and the colonial administration.” In contrast, Hutu children received a different training in the local language. This training was meant to “prepare them for manual labor but also to underline the political fact that educated Hutus were not destined for common citizenship”⁴⁸ as were children of Tutsi elites. It is also noteworthy to add that while children of the Tutsi elites could pursue higher education, “Hutus were excluded from higher education which was meant mostly as preparation for careers in the administration.”⁴⁹ These administrative positions were reserved for Tutsis.

One of the most decisive moments in the racialization process was the census of 1933. It was a challenge for Belgians to identify Tutsis from Hutus because the physical characteristics they relied on were not always consistent due to intermarriage. They mostly had to retrace individuals’ group affiliation by checking their family history. The use of genealogy to indicate an individual’s status had its own flaws “it was time consuming and could be inaccurate given that individuals could change categories as their fortunes rose or fell.”⁵⁰ As Belgians rulers sought to legally identify members of their colonies to facilitate the distinction between both groups and provide resources accordingly, it made sense to implement a system which would help ensure that these resources went in the right hands. They did so by doing a census which culminated into the introduction of the identification card. The identity card helped consolidate what Belgians saw as a racial difference between Hutus and Tutsis, by attributing to each group, a fixed ethnic identity. This classification of groups did take into consideration European ideologies about the presupposed differences between the groups in terms of physical characteristics. It was also done based on the 10-cow rule which stated that “whoever owned ten or more cows was classified as a Tutsi.”⁵¹

The implementation of the identity card helped structure society in accordance with the Hamitic ideology. It helped set Tutsis apart from Hutus by legalizing the categorization between both groups, meaning that Rwandans could only identify either as Tutsi or Hutu from that moment. It also made it impossible for both groups to continue the Gucupira system, which in pre-colonial times allowed wealthy Hutus to become Tutsis and vice versa. Moreover, it is important to add that the institution of the identity card did not only affect society back then. It had further repercussions even after the independence, as it served a salient role in the demise of Tutsis during the genocide. It allowed perpetrators to identify their victims and kill them afterward

8.6 End of unit assessment



End of Unit Assessment

1. Explain the different theories used by Europeans to explain the settlement of Rwanda.
2. Identify the different measures undertaken by the Belgian government aiming at undermining and weakening the power of king Yuhi V Musinga.
3. Analyse the content of the two memoranda published in 1957.
4. Identify the different solutions suggested to rectify the imbalance found in education by 1959.

Answers for end unit assessment

1. **Linguistic theories:** At the end of the nineteenth century and the beginning of the twentieth century, linguists found a community speaking a Prototype-Bantu language. This Bantu language was said to have developed in Asia and to have been introduced in Sub-Saharan Africa by groups of Hamites. According to this theory, Hamites are considered to be blacks of a superior race who were responsible for bringing civilization to this part of Africa. In the second half of the twentieth century, the Hamitic ideology was replaced by one of the Bantu. The Bantu became the centre of all ideological and historical conceptions.

Anthropological interpretation theories: According to this theory, the history of settlements in Eastern Africa that emanates from this perception is presented as follows. The Bushmanoid and Khoisanoid groups formed an ancient stratum, to which the Caucasoid group from North Africa was combined. The lithic, or Caspean, industry and Neolithic innovations were associated with this group.

The advent of the Negroids in Central, Eastern, and Southern Africa was linked to the expansion of Bantu language speakers. This theory won a lot of support until skeletons were analyzed in the interlacustrine region and in Eastern Africa.

2. The measures adopted by the Belgian government to undermine the power of King Yuhi V Musinga included the following:
 - Suppression of the right to life and death;
 - Declaration of freedom of worship (July 1917);
 - Undermining Mwami's judicial powers (1922);
 - Limitation of King Musinga's powers to make political nominations (1923);
 - Abolition of "Ubwiru" and "Ubuganura" in 1925.

3. Between February and March 1997, there was publication of two memoranda, with different content.

The first one is called “*Une Mise au Point*” published by High National Council. It focused on the following points:

- Promoting a more developed educational system (with a university),
- Giving more power to the king and the Higher National Council,
- Establishing tangible economic and social development programs and
- Abolishing racial discrimination between Whites and Blacks.

The second is called “*Le Manifeste des Bahutu*” (The Bahutu Manifesto), it was published by a group of “*évolués*” known as “Hutu leaders”.

This document focused on only one aspect of the colonial dispute, namely the relationship between the Hutu and Tutsi:

- The exploitation of the Hutu by The Tutsi for centuries.
- The political and socio-economic monopoly of the Tutsi aristocracy,
- The access of the Hutu to education (particularly the education that enabled people to work in administration),
- The promotion of professional and crafts education,
- The improvement of the living conditions of the peasantry.

4. Several solutions were suggested to rectify the imbalance based on ethnicity that has been found in schools.

- It was proposed that a thorough campaign be launched among Hutu children of school-going age to enroll for primary school.
- It was also proposed that scholarships be granted to poor children at post-primary and higher levels of education.
- There was another proposal on setting up a fund made up of private people.
- It was also proposed that nepotism should stop in the administrative option in the Groupe Scolaire of Astrida.
- Other proposals were made to sensitize teachers so that children do not drop out of primary school without completing the full cycle.
- It was also proposed that sufficient premises should be found to run compulsory education. No other proposal convinced the majority of the members than the principle of zero-tolerance on discrimination in school admissions.

8.7 Additional activities

Remedial activities

1. Identify the two theories used by Europeans to explain the settlement of Rwanda.
2. List down the measures adopted by the Belgian government to undermine the power of King Yuhi V Musinga.

Expected answers

1. Europeans have used the following theories to explain the settlement of Rwanda: Linguistic theories and Anthropological interpretations theories.
2. The measures adopted by the Belgian government to undermine the power of King Yuhi V Musinga included the following:
 - Suppression of the right to right to life and death;
 - Declaration of freedom of worship (July 1917);
 - Undermining Mwami's judicial powers (1922);
 - Limitation of King Musinga's powers to make political nominations (1923);
 - Abolition of "Ubwiru" and "Ubuganura" in 1925.

Consolidation activities

1. Identify the main characteristics of the stages developed in the linguistic theories about the settlement of Rwanda.
2. Analyse the solution to the "Hutu-Tutsi problem" proposed by MDR Parmehutu.

Expected answers

1. **The first stage** is characterized by theories that link the origin of African people to Asia. The Pygmies and Bushmen, or San, were the first settlers in Africa. They settled in the forest and savannah, respectively. These theories deal with two last migratory waves, those of the Hamites and the Bantu.

The second stage stretched from the end of the first quarter of the twentieth century to the end of the Second World War and was characterized by questioning the nature of outside migrations. The Australopithecus discoveries in eastern and southern Africa in the 1920s contributed to skepticism that Africans had foreign origins

The third stage was characterized by the questioning of the Hamitic theory and controversy regarding the origin of Bantu languages. The location of Bantu origins and the means used to arrive at a theory of origins were also questioned.

The fourth stage was dominated by the Greenberg theory, which located the home of the Bantu in the northwest of the current Bantu territory.

2. To solve the problem of Hutu-Tutsi divide, MDR PARMEHUTU suggested the formation of a confederation of two separate regions for the two groups, namely “the Hutu and Tutsi separate regions”. This was a similar arrangement organized between the Flemish and Walloons in Belgium. The justification for this proposal was based on “the insurmountable difference between the Hutu and Tutsi groups” as well as the divergent political opinions held by the two groups.

Extended activities

1. Linguistic theories on settlement of Rwanda is explained through 4 stages. Examine them.

Expected answers

The first stage occurred around the end of the nineteenth century and the beginning of the twentieth century – between 1863 and 1924. It is characterized by theories that link the origin of African people to Asia. The Pygmies and Bushmen, or San, were the first settlers in Africa. They settle in the forest and savannah, respectively. These theories deal with two last migratory waves, those of the Hamites and the Bantu. The distinction between the Hamites and Bantu was not clear during this period. The Hamites were at first identified with the Bantu by John Speke, as opposed to being related to the blacks and Pygmies. Later, however, when Speke arrived in Ethiopia, he deemed that Tutsi and Galla pastoralists were related.

The second stage stretched from the end of the first quarter of the twentieth century to the end of the Second World War and was characterized by questioning the nature of outside migrations. The Australopithecus discoveries in eastern and southern Africa in the 1920s contributed to skepticism that Africans had foreign origins. During this second period of theory, the Hamitic hypothesis was widely taught in Burundian and Rwandan schools, where it fell on fertile ground for two reasons.

The third stage was characterized by the questioning of the Hamitic theory and controversy regarding the origin of Bantu languages. The location of Bantu origins and the means used to arrive at a theory of origins were also questioned. The Hamitic myth conceived at the end of the nineteenth century to explain civilizational trends in Africa was opposed by 1949 and dismantled by 1954.

The fourth stage was dominated by the Greenberg theory, which located the home of the Bantu in the northwest of the current Bantu territory. This theory is accepted by many linguists. The expansion of Bantu speakers is illustrated by the map proposed by three linguists from the map indicates the routes followed and the stages of expansion.

UNIT

9

COMPARISON OF THE GENOCIDES

9.1 Key unit competence

The learner should be able to understand comparison of different genocides in 20th century.

9.2 Prerequisite knowledge and skills

To be able to be successful by learning this unit about comparison of the 1994 genocides against Tutsi in Rwanda and other genocides; a learner should have the following prerequisites:

- Understanding of genocides and other mass crimes
- Features of genocide

9.3 Introductory activity and guidance

a) Introductory activity (unity level)

Many publications have been produced on the introduction of comparison of the genocides and the similarities and differences between the 1994 Genocide against the Tutsi and other genocides. By using internet and/ or visiting your school library, make a research about introduction of comparison of the genocides in Rwanda, then Explain different genocides, where and when they occurred.

Prepare a supporting written document you will use to discuss with your colleagues in order to share the findings of your research.

b) Guidance on introductory activity

At the beginning of this unit, the given introductory activity generates learners to be interested or fascinated to know/ understand what happens or what will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about comparison of the genocides and the similarities differences in Rwanda and abroad.

One of suggested issue here is “introduction of comparison of the genocides and the similarities and differences between the 1994 Genocide against the Tutsi and other genocides. This problem statement can be given as homework or in class discussion.

9.4 List of lessons

Number of the lesson	Lesson title	Number of periods (10)
1	Different genocides in the 20th century (e.g. Holocaust, 1994 genocide against the Tutsi).	3
2	Similarities and the differences between the 1994 genocide against the Tutsi and the other genocides.	2
3	Measures that have been taken to reconstruct the Rwandan society after the 1994 genocide against the Tutsi	3
4	-End unit Assessment - Remediation	1
5	Evaluation	1

Guidance on different lessons

9.4.1 Lesson 1: Explain different genocides, where and when they occurred

a) Learning objective

By the end of this lesson, learner is able explain the different genocides between the 1994 genocide against the Tutsi and the other genocides.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner’ book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 9.1

To teach this lesson, teacher is required to use learner centered method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 9.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to the introductory activity, the learners can give the following points:

- The 1994 Genocide against the Tutsi in Rwanda.
- The Holocaust (1941 – 1945): it was a genocide against the Jews in Germany and other European territories under German control during the Second World War.
- Genocide against the Herero in Namibia by the German colonialists (1907).



Learning Activity

Answers for learning activity 9.1

By attempting to give answer to this activity, a learner can give the following points as stipulated in UN Convention on Prevention and Punishment of the Crime of Genocide of 1948:

1. killing members of the group;
2. causing serious bodily or mental harm to members of the group;
3. deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
4. imposing measures intended to prevent births on the group;
5. Forcibly transferring children of the group to another group.

9.4.2 Lesson 2: Identify the similarities and differences between the 1994 Genocide against the Tutsi and other genocides.

a) Learning objective

To be able to identify 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.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 9.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 9.2 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 9.2

Similarities between the 1994 genocide against the Tutsi and the other genocides:

- Through 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.

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 neighbour. 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 recognized 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.

9.4.3 Lesson 3: Measures that have been taken to reconstruct the Rwandan society after the 1994 Genocide against the Tutsi.

a) Learning objectives

To be able to analyse the measures that have been taken to reconstruct the Rwandan society after the 1994 Genocide against the Tutsi.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 9.3

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 3.3 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 9.3

- The 1994 Genocide against Tutsi came to an end only after the Rwandan Patriotic Front (RPF) defeated the genocidal forces in July 1994.

- On July 17th, 1994 the RPF established a Broad Based Government of National Unity which carried out a number of national reconciliation activities aimed at helping Rwandans to live together in harmony.
- The Rwandan Government guaranteed security to returning refugees and to all citizens. Security organs were supported in carrying out their activities.
- It promotes national unity by encouraging people and political groups to forget their past and live together in harmony.
- It reconstructed government institutions since they had collapsed during the first and second republics.
- It ensured justice to the victims of the 1994 Genocide against Tutsi. *Gacaca* Courts provided both justice and reconciliation.
- It established different commissions to promote national unity and reconciliation e.g the National Unity and Reconciliation Commission and the Human Rights Commission.
- It established the office of the ombudsman to receive complaints against injustices.
- It promoted activities of civil societies like non-governmental organisations (NGOs) to help in rebuilding the communities as well as the economy.
- The National Constitution was reviewed in 2003. It promotes human rights observance and gives the Judiciary independence i.e. the decisions made are respected.
- The teaching curricula were updated e.g. Curriculum for Political Education.
- The Government of Rwanda also promoted participative leadership at all levels through equity, meritocracy and accountability.
- It set up the National Commission for the Fight against Genocide to organise a permanent framework for the exchange of ideas on genocide, its consequences and strategies for its prevention and eradication

9.5 Additional content

SREBRENICA GENOCIDE

The ***Srebrenica massacre***, known as the ***Srebrenica genocide***, refers to the July 1995 killing, during the Bosnian War, of more than 8,000 Bosniaks (Bosnian Muslims), mainly men and boys, in and around the town of **Srebrenica** in Bosnia and Herzegovina, by units of the **Army of Republika Srpska (VRS)** under the command of **General Ratko Mladić**.

A paramilitary unit from *Serbia* known as the **Scorpions**, officially part of the Serbian Interior Ministry until 1991, participated in the *massacre* and it is alleged that foreign volunteers including the *Greek Volunteer Guard* also participated.

The multiethnic *Socialist Republic of Bosnia and Herzegovina* was inhabited by mainly Muslim **Bosniaks** (44 percent), **Orthodox Serbs** (31 percent) and Catholic **Croats** (17 percent). Following a declaration of national sovereignty on 15 October 1991 as the former Yugoslavia began to disintegrate, a *referendum for independence* was held on 29 February 1992. The result, in favor of independence, was rejected by the political representatives of the Bosnian Serbs who had boycotted the referendum.

The *Republic of Bosnia and Herzegovina* was formally recognized by the *European Community* on 6 April 1992 and by the United States the following day. Following the declaration of *independence*, Bosnian Serb forces, supported by the *Serbian government* of **Slobodan Milošević** and the **Yugoslav People's Army** (JNA), attacked the Republic of Bosnia and Herzegovina in order to unify and secure Serb territory. A fierce struggle for territorial control ensued, accompanied by the ethnic cleansing of the non-Serb population from areas under Serb control; in particular, the Bosniak population of Eastern Bosnia, near the border with Serbia.

The predominantly Bosniak area of Central Podrinje (the region around Srebrenica) had a primary strategic importance to Serbs, as without it there would be no territorial integrity within their new political entity of Republika Srpska. They thus proceeded with the *ethnic cleansing* of Bosniaks from Bosniak ethnic territories in Eastern Bosnia and Central Podrinje.

In neighboring Bratunac, Bosniaks were either killed or forced to flee to Srebrenica, resulting in 1,156 deaths, according to Bosnian government data. Thousands of Bosniaks were also killed in Foča, Zvornik, Cerska and Snagovo.

By the evening of 11 July 1995, approximately 20,000 to 25,000 Bosniak refugees from Srebrenica were gathered in Potočari, seeking protection within the UN compound there. Several thousand had pressed inside the compound itself, while the rest were spread throughout the neighboring factories and fields. Though the vast majorities were women, children, elderly or disabled, 63 witnesses estimated that there were at least 300 men inside the perimeter of the UN compound and between 600 and 900 men in the crowd outside. The Dutch claimed their base was full. Conditions in Potočari were deplorable. There was very little food or water available and the July heat was stifling.

From the morning of 12 July 1995, Serb forces began gathering men

and boys from the refugee population in Potočari and holding them in separate locations and as the refugees began boarding the buses headed north towards Bosniak-held territory, Serb soldiers separated out men of military age who were trying to clamber aboard. Occasionally, younger and older men were stopped as well (some as young as 14 or 15).

These men were taken to a building in Potočari referred to as the “White House”. As early as the evening of 12 July 1995, Major Franken of the Dutchbat heard that no men were arriving with the women and children at their destination in Kladanj.

On 13 July 1995, Dutchbat troops witnessed definite signs that the Serb soldiers were murdering some of the Bosniak men who had been separated. When the Dutchbat soldiers told *Colonel* Joseph Kingori, a **United Nations Military Observer (UNMO)** in the Srebrenica area, that men were being taken behind the “White House” and not coming back, Colonel Kingori went to investigate. He heard gunshots as he approached, but was stopped by Serb soldiers before he could find out what was going on.

Some of the executions were carried out at night under arc lights, and industrial bulldozers then pushed the bodies into mass graves. According to evidence collected from Bosniaks by French policeman Jean-René Ruez, some were buried alive; he also heard testimony describing Serb forces killing and torturing refugees at will, streets littered with corpses, people committing suicide to avoid having their noses, lips and ears chopped off, and adults. The main mass killing sites were Potocari, Kamenica Hill, Sandici, Mount Udrac, Snagovo, Baljkovica, Jadar River, Cerska Valley, Kravica, Tisca, Petkovici, Branjevo, Kozluk, Grbavci and Orahovac.

The vast majority of those killed were adult men and teenage boys but the victims included boys aged fewer than 15, men over the age of 65, women and reportedly even several babies. The Preliminary List of People Missing or Killed in Srebrenica compiled by the Bosnian Federal Commission of Missing Persons contains 8,373 names, some 500 of them under 18, and includes several dozen women and girls. As of June 2011, 6594 genocide victims have been identified through DNA analysis of body parts recovered from mass graves and 5,138 victims have been buried at the *Memorial Centre of Potočari*.

9.6 End of unit assessment



End of Unit Assessment

1. Explain the difference between the 1994 Genocide against the Tutsi and the genocide against the Herero.
2. Discuss different genocides in the 20th century (e.g. Holocaust, 1994 genocide against the Tutsi).
3. Define the term Genocide?
4. Describe the common features of genocide?

Answers for end unit assessment

1. Difference between the 1994 Genocide against the Tutsi and the genocide against the Herero.
 - The 1994 genocide against the Tutsi was the fastest and cruellest genocide ever recorded. Over one million innocent Tutsi perished in one hundred days. It was planned and executed by Rwandans to annihilate other Rwandans and it was also stopped by Rwandans.
 - While the genocide against the Herero was instigated by the German's who were colonialists against the natives, Herero people.
2. Different genocides in the 20th century (e.g. Holocaust, 1994 genocide against the Tutsi).
 - The Holocaust (1941 – 1945): it was a genocide against the Jews in Germany and other European territories under German control during the Second World War.
 - 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.

3. Define the term Genocide

The word 'genocide' was derived from two words. It originated from a Greek word 'genos' meaning origin or species, and a Latin verb 'caedere', meaning to kill. It was coined by Raphael Lemkin, a Polish-born American lawyer who taught law at the University of Yale in the 1940s. He used the term for the first time in his book, *Axis Rule in Europe*, published in 1944. He used this term 'genocide' uniquely to make it different from other crimes of mass killings.

A universal definition of genocide is found in Article II of the Convention on the Prevention and Punishment of the Crime of Genocide. This was approved by the General Assembly of the United Nations. It is contained in Resolution 260 A III of December, 1948. It defines genocide as any of the following acts committed with intent to destroy, in whole or in part a national, ethnic or religious group, by:

- causing serious bodily or mental harm to members of the group;
- deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- imposing measures intended to prevent births on the group;
- forcibly transferring children of the group to another group.

The 1994 genocide against the Tutsi was the fastest and cruellest genocide ever recorded. Over one million innocent Tutsi perished in one hundred days.

It was planned and executed by Rwandans to annihilate other Rwandans and it was also stopped by Rwandans.

While the genocide against the Herero was instigated by the German's who were colonialists against the natives, Herero people.

The Holocaust (1941 – 1945): it was a genocide against the Jews in Germany and other European territories under German control during the Second World War.

4. 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.
- 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 neighbour. 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 longtime to be recognised by UNO. The Security Council 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.
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- It did not take a longtime to be recognised by UNO. The Security Council The government agents, church members and security organs were all actively involved in the 1994 Genocide against the Tutsi.

9.7 Additional activities

Remedial activities

1. a) Who was Adolf Hitler?
b) Briefly describe the Holocaust.
c) Which people did he target in the Holocaust?

Expected answers

- a) The leader of the Nazi group that was responsible for the Holocaust.
- b) He targeted the Jews.
- c) It was a genocide against the Jews in Germany and in German occupied territories of Europe from 1941 to 1945.

(Accept correct explanations from learners)

Consolidation activities

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

Expected answers

1. The Holocaust (1941 – 1945): it was a genocide against the Jews in Germany and other European territories under German control during the Second World War.

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.

2. 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.

Similarities between the 1994 genocide against the Tutsi and the other 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.

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 neighbour. 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.
3. Some measures that have been taken to reconstruct the Rwandan society after the 1994 Genocide against the Tutsi.
- The Rwandan Government guaranteed security to returning refugees and to all citizens. Security organs were supported in carrying out their activities.
 - It promotes national unity by encouraging people and political groups to forget their past and live together in harmony.
 - It reconstructed government institutions since they had collapsed during the first and second republics.
 - It ensured justice to the victims of the 1994 Genocide against Tutsi. *Gacaca* Courts provided both justice and reconciliation.

- It reconstructed government institutions since they had collapsed during the first and second republics.
- It established different commissions to promote national unity and reconciliation e.g the National Unity and Reconciliation Commission and the Human Rights Commission.
- It established the office of the ombudsman to receive complaints against injustices.
- It promoted activities of civil societies like non-governmental organisations (NGOs) to help in rebuilding the communities as well as the economy.
- The National Constitution was reviewed in 2003. It promotes human rights observance and gives the Judiciary independence i.e. the decisions made are respected.
- The teaching curricula were updated e.g. Curriculum for Political Education.
- The Government of Rwanda also promoted participative leadership at all levels through equity, meritocracy and accountability.
- It set up the National Commission for the Fight against Genocide to organise a permanent framework for the exchange of ideas on genocide, its consequences and strategies for its prevention and eradication.

Extended activities

What are the different phases of the 1994 Genocide against the Tutsi?

Expected answers

Different phases of the 1994 Genocide against the Tutsi.

- From April 7th 1994, the country was ignited in several weeks of intense and systematic genocidal massacres of Tutsi, the long planned Genocide against the Tutsi started in Kigali City. It was started on the political officials in the opposition namely; Minister Frederick Nzarambaho, Faustin Rucogoza, Agathe Uwiringiyimana, Landouald Ndasigwa as well as Joseph Kavaruganda (Supreme Court) Killing the persons who could first oppose it was a strategic method used to freely commit the Genocide against the Tutsi in Rwanda. The genocidaires went on to kill the Tutsi all over the country within a very short time.
- Some state officials in the newly formed 'Government' (Guverinoma y'Abatabazi) led by Theodore Sindikubwabo, (then a.i President of the Republic), Jean Kambanda (a.i Prime Minister), the Prefects of the Prefectures, Commune Burgomasters up to the cells leaders sensitised people to kill the Tutsi. The 1994 Genocide against the Tutsi was possible through the involvement of different actors. They

included the following:

- ♣ The Government of Rwanda that did not use its coercive power to stop killings, prohibit or punish the killers. It even provided funds to make the killings possible.
- ♣ Armed forces starting with the Republican guards (Garde Presidentielle), Gendarmes (Police), Militias Interahamwe (MRND), Impuzamugambi (CDR militias) and military commanders at the local level and the Communal police.
- ♣ Local government officials such as prefects of prefecture (as province today), burgomasters (as mayors today), communal coordinators, Conseillers de Secteur (as executive secretaries of sectors) and cell leaders ; Responsable de cellule (as executive secretaries of cells).
- ♣ Individuals such as traders, local leaders of political parties, opinion leaders (intellectuals), faith-based missionaries, observers or bystanders and accomplices to killers etc.
- All these actors played a major role in killing the Tutsi within a period of three months.

The genocide that lasted three months from April up to July 1994 was then stopped by the RPF when they defeated the genocidal forces.

UNIT 10

HUMAN RIGHTS CODIFICATION AND ITS IMPACT

10.1 Key unit competence

The learner should be able to explain how the Human Rights have been codified since second World War and the impact this has had in Rwanda and other countries.

10.2 Prerequisite knowledge and skills

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

- Concept of human rights, citizen duties and responsibilities and ways of preventing human rights violations
- National and international human rights instruments and the protection of human rights

10.3 Introductory activity and guidance

a) Introductory activity (unity level)

Check on the Internet or visit the library and look for books with relevant information about codification of Human Rights all over the world since World War II, then analyse how Human Rights have been codified. Prepare a summary you will use in class discussion.

b) Guidance on introductory activity

At the beginning of this unit, the introductory, learning and application activities motivate learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning while learning and at the end of the subheading. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the human rights codification and its impacts.

Note that in this introductory, learning and application activities, learners may not be able to find the right solution but they are invited to predict

possible solutions or answers. Solutions are provided by learners gradually through discovery activities organised at the beginning and the end of the lessons.

10.4 List of lessons

Number of lesson	Lesson title	Number of periods (10)
1	Human rights codification since Second World War	4
2	Constitution of the Republic of Rwanda in respect of human rights	4
3	End Unit Assessment Remediation	2

Guidance on different lessons

10.4.1 Lesson 1: Human rights codification since Second World War in Rwanda and in other countries

a) Learning objective

By the end of this lesson about Human rights codification since Second World War in Rwanda and in other countries, learners are able to explain how human rights were codified since the Second World War in Rwanda and in others countries in general.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner's book for senior Four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 10.1

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 10.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the

questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to this activity, a learner can give the following answer:

By the end of the Second World War, the human rights were codified through the following instruments:

- 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 18 December 1979;
- Convention of the United Nations of the Children Rights 1989;
- The American Convention of the Human Rights
- The European Convention of the Human Rights
- The African Charter of the Human Rights and People's Rights, (1981)
- The Constitution and other Laws at national level for each country.



Learning Activity

Answers for learning activity 10.1

By responding to this activity, learner can suggest the following answer:

By the end of the Second World War, they are the following codes of laws:

- 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 18 December 1979;
- Convention of the United Nations of the Children Rights 1989;
- The American Convention of the Human Rights
- The European Convention of the Human Rights
- The African Charter of the Human Rights and People's Rights, (1981)
- The Constitution and other Laws at national level for each country.

10.4.2 Lesson 2: Constitution of the Republic of Rwanda in respect of the human rights

a) Learning objective

By the end of this lesson, the learners are able show how the respect of human rights is guaranteed by the Constitution of the Republic of Rwanda.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 10.2

To teach this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do **activity 10.2** in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 10.2

Learner can attempt by giving the answer to this activity by the following way:

Through different articles of the Constitution of the Republic of Rwanda, the human rights and freedoms are guaranteed to all and to any person as the following:

- In the fifth paragraph of its preamble, the Constitution of the Republic of Rwanda is committed to building a State governed by the rule of law, based on the respect for human rights, freedom and on the principle of equality of all Rwandans before the law as well as equality between men and women.
- It provides for Fundamental Human Rights and the Rights and Duties of the Citizens. All Articles under chapter Four about Human rights and freedoms, commit to protecting human rights. The constitution of Rwanda guarantees the citizens their rights and freedoms. Article 13 describes human (persons) beings as sacred and inviolable.
- Article 161 gives the Rwanda National Police the mandate of safeguarding the fundamental rights guaranteed by the constitution and the law.
- Article 140 provides for The National Commission for Human Rights as an independent institution.

10.5 End of unit assessment



End of Unit Assessment

Answers for end unit assessment

1. Discuss the international Human Rights codifications that have come 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 18 December 1979;
 - Convention of the United Nations of the Children Rights 1989;
 - The American Convention of the Human Rights
 - The European Convention of the Human Rights
 - The African Charter of the Human Rights and People's Rights, (1981)
 - The Constitution and other Laws at national level for each country.
2. List the Human Rights codifications of post-World War II and the regions where they are found.
 - The American Convention of the Human Rights
 - The European Convention of the Human Rights
 - The African Charter of the Human Rights and People's Rights,
 - The Constitution and other Laws at national level for each country.

3. Discuss how the Constitution of Rwanda shows respect for Human Rights.
 - By its preamble, the Constitution of the Republic of Rwanda is committed to building a State governed by the rule of law, based on the respect for human rights, freedom.
 - It provides for Fundamental Human Rights and the Rights and Duties of the Citizens. It guarantees the citizens their rights and freedoms.
 - Article 161 gives the Rwanda National Police the mandate of safeguarding the fundamental rights guaranteed by the constitution and the law.
 - Article 140 provides for The National Commission for Human Rights as an independent institution.

10.6 Additional activities

Remedial activities

1. What do you understand by “Human rights?”
2. Identify the first written document on human rights.

Expected answers

1. Human rights are basic legal entitlements that justifiably belong to every person.
2. Magna Carta or the Great Charter (1217) written in England.

Consolidation activities

1. Identify the importance output of French revolution and American war independence in terms of respect of human rights.
2. How does United Nations Organization’s Charter defend the human rights?

Expected answers

1. By the end of two revolutions, there were different declaration about human rights:
 - Proclamation that Human Rights be respected by the political powers;
 - The declaration of rights of man in France in August 1789.
2. The UN charter declared the people’s trust for fundamental human rights, their dignity, values and the equality of men and women as well as the nations.

Extended activities

1. Analyse the content of the International Covenant on Civil and Political Rights of 16th December 1966
2. Discuss about the role of Convention of the United Nations of the Children Rights 1989 on respect of Children's rights.

Expected answers

1. The International Covenant on Civil and Political Rights was adopted by the UN General Assembly Resolution 2200 A (XXI) of 16th December 1966. It entered into force on 23rd March 1976 in accordance with article 49.

It recommends the ideals of free human beings enjoying civil and political freedom in accordance with the universal declaration of human rights. The implementation of the covenant on civil and political rights is entrusted to the human rights committee.

2. The Convention on Child Rights was voted for by the United Nations on 20th November 1989. It came into force in September 1990. The convention of children's rights focuses on four great principles. It requires that all member states of the convention must ensure that all the children who belong to their jurisdiction enjoy all their rights fully.

UNIT 11

NATIONAL COHESION, IDENTITIES AND THE RESPECT OF HUMAN RIGHTS

11.1 Key unit competence

The learner should be able to survey the factors affecting the national cohesion, identities in terms of culture, history and economical activities and respect of Human Rights.

11.2 Prerequisite knowledge and skills

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

- Concept of human rights, citizen duties and responsibilities and ways of preventing human
- rights violations
- Forms and principles of democracy
- Identifying oneself differently in reference to Rwanda
- Forms, causes and consequences of conflict and violence
- Dignity and self-reliance in the Rwandan society

11.3 Introductory activity and guidance

a) Introductory activity

National cohesion refers to a unified society that is composed of people from different backgrounds who have come together to achieve one common objective. Through the use of different books, documents and internet, make a research and provide the meaning of the concept national cohesion, identity and culture. Prepare a written supporting document you will use during the class discussion. Then, prepare a written document to be used during class discussion.

b) Guidance on introductory activity

At the beginning of this unit, the introductory, learning and application activities motivate learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons

of this unit, they themselves discover answers to the questions they were asking at the beginning while learning and at the end of the subheading. This will help them identify some issues and open them to what they did not know and be inquisitive to know about national cohesion, identities and the respect of human rights.

Note that in this introductory, learning and application activities, learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning and the end of the lessons.

11.4 List of lessons

Number of the lesson	Lesson title	Number of periods (10)
1	Concepts of national cohesion, identity and culture	3
2	Factors of national cohesion and identities	3
3	How national cohesion, identity and culture have influenced the respect of Human rights	3
4	End Unit Assessment Remediation	1

Guidance on different lessons

11.4.1 Lesson 1: Concepts of national cohesion, identity and culture

a) Learning objective

Learners are able to define the concepts of national cohesion, identity and culture

b) Teaching resources

To conduct well this lesson about the concepts of national cohesion, identity and culture, the teacher uses History learner' book for senior four, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 11.1

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do activity 11.1 about the meaning of national cohesion, identity and culture in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers to introductory activity

1. How national cohesion, identity and culture have influenced the respect for Human Rights in Rwanda:
 - They influence the sense of fairness and inclusion in a society. This brings respect for Human Rights.
 - 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. This ensures respect for Human Rights.
 - National cohesion and identity bring respect for national laws and institutions. These laws and institutions value and uphold human rights, therefore, people observe them. These laws are such as the constitution and institutions such as law courts and National Unity and Reconciliation Commission of Rwanda NURC).
 - Respect for cultural diversity brings people together and they embrace each other regardless of their various cultures. People respect each other's rights and this prevents conflicts.

- National cohesion, identity and culture breed peace. When there is peace, people live in harmony respecting each other's rights. Peaceful people value human dignity even in conflicts.
- Citizens are encouraged to express their thoughts and opinions freely. All of these are put into consideration while formulating national policies.



Learning Activity

Answers for learning activity 11.1

1. The meaning of national cohesion, identity and culture:
 - National cohesion is a made up of positive relations which link citizens of the same nation and compel them to respect each other and share the same country while observing the same rights.
 - People's sense of belonging to a particular nation strengthens national cohesion. It entitles one to human rights and at the same time demands that the citizen fulfills certain obligations such as living together harmoniously and participating in social activities.
 - Certain factors that obstruct or kill national cohesion are such as ethnic hatred or discrimination, social divisions, religious conflicts, political divisions, racism and failure to embrace cultural diversity among others.
 - National identity is a person's sense of belonging to the nation that is their country. This sense is shared with other people who belong to the same country. People come together as a whole regardless of their various cultures, traditions, language and politics.
 - National symbols create a sense of national identity. They include the national flag, national anthem, national motto and the seal of the republic.
 - Culture is the characteristic and the way of living of a particular group of people that distinguishes them from another group. It comprises customs, beliefs, language, material objects such as houses and clothing, religion and art among many others. As Rwandans, we have activities that our national culture; ie the umuganda the monthly day of participation in public service.

11.4.2 Lesson 2: Factors of national cohesion and identities

a) Learning objective

Learners are able to account for the success of self-reliance policies of some African leaders.

b) Teaching resources

To conduct well this lesson about the factors that promote national cohesion and identity, the teacher uses History learner' book for senior four, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 11.2

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do activity 11.2 about the factors of national cohesion and identities in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 11.2

1. Factors that promote national cohesion and identity:
 - Peace is an important factor for national cohesion and identity. Peace thrives when people choose to embrace each other and live together despite their differences. When there is no peace, dialogue can be used to restore it.

- Justice. This means maintaining the administration of law. Nobody is above the law in the presence of justice. Everybody respects the fundamental rights of fellow citizens.
- Good governance. It is a process of making and implementing decisions. This promotes cohesion and identity when citizens are allowed to participate and contribute in the decision-making process and their views put into consideration.
- Equality and fairness. This involves treating all people equally and being fair while rewarding them. All people should be treated fairly based on merit and competence in education, employment and in distribution of national resources.
- Gender equality with the aim of giving women and men the same rights in the economic, social and political domains.
- National symbols such as the national flag, national anthem, national emblem and national motto.
- The national language
- National territory marked by national borders
- Values of the national culture
- Existence of national institutions for unity and reconciliation, for example, National Unity and Reconciliation Commission (NURC). This commission was created in March 2009 and mandated to promote unity and reconciliation among Rwandans in the aftermath of the 1994 Genocide against the Tutsi.

11.4.3 Lesson 3: How national cohesion, identity and culture have influenced the respect of Human rights

a) Learning objective

Learners are able to provide examples of African leaders whose self-reliance policies succeeded.

b) Teaching resources

To conduct well this lesson about the examples of African leaders whose self-reliance policies succeeded, the teacher uses History learner' book for senior four, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 11.3

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do activity 11.3 about the success of some African leaders in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 11.3

1. Ways by which national cohesion, identity and culture have influenced the respect of Human Rights for the promotion of unity after the 1994 Genocide against Tutsi:
 - They influence the sense of fairness and inclusion in a society. This brings respect for Human Rights.
 - 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. This ensures respect for Human Rights.
 - National cohesion and identity bring respect for national laws and institutions. These laws and institutions value and uphold human rights, therefore, people observe them. These laws are such as the constitution and institutions such as law courts and National Unity and Reconciliation Commission of Rwanda (NURC).
 - Respect for cultural diversity brings people together and they embrace each other regardless of their various cultures. People respect each other's rights and this prevents conflicts.

- National cohesion, identity and culture breed peace. When there is peace, people live in harmony respecting each other's rights. Peaceful people value human dignity even in conflicts.
- Citizens are encouraged to express their thoughts and opinions freely. All of these are put into consideration while formulating national policies.

11.5 Additional content

Violation of human rights

Human rights are violated or abused when they are: Ignored, Not recognized and Not respected.

Some cases of violation of Human Rights include the following:

- Slave Trade (16thC-19thC) - During this period, basic human rights of Africans were violated. They were taken away to work as slaves in plantations in America.
- Colonial Rule imposed on Africa (the 19th Century to the 1960s) violated the basic right of self-determination of Africans.
- Slave Trade (16thC-19thC) - During this period, basic human rights of Africans were violated. They were taken away to work as slaves in plantations in America.
- Colonial Rule imposed on Africa (the 19th Century to the 1960s) violated the basic right of self-determination of Africans. Apartheid in South Africa (1948-1994). Under this political system, only white people had full political rights and other people, especially black people, were forced to live in separate reserves from white people. They were also forced to attend separate schools.
- Racial segregation in the USA up to the 1970. Black people were discriminated against by the white people.
- Discrimination against the minority under the first and second Republics (1962-1994)
- Genocide crimes
- War crimes in the war-torn countries like DRC, Somalia, and Sierra Leone etc.
- Violation of physical integrity. In some societies the strongest impose their strength on the weak ones. In families men mistreat their wives...
- The social discrimination of gender i.e. when the members of a given society do not enjoy the same rights, the same participation, the same access and control of the resources based on the fact of

being male or female.

- Inhuman treatment. Some practices morally and physically torture individuals. E.g. insults based on physical appearances, punishments inflicted on children at home as well as at school and gender-based violence. All these should be condemned and violators punished by law.
- Arbitrary imprisonment. The action of imprisoning someone without the due legal procedures. This kind of things often happens in countries where dictatorship reigns.
- Sexual violence. The use of force to make someone to have sex without his/her consent. It manifests itself in rape and pedophilia. Cases of sexual violence are high in the war-torn countries like DRC and South Sudan.

11.6 End of unit assessment



End of Unit Assessment

Answers to the end unit assessment

1. Definition of terms:
 - i. National cohesion: It is a made up of positive relations which link citizens of the same nation and compel them to respect each other and share the same country while observing the same rights. People's sense of belonging to a particular nation strengthens national cohesion. It entitles one to human rights and at the same time demands that the citizen fulfills certain obligations such as living together harmoniously and participating in social activities.
 - ii. National identity: It is a person's sense of belonging to the nation that is their country. This sense is shared with other people who belong to the same country. People come together as a whole regardless of their various cultures, traditions, language and politics. National symbols create a sense of national identity. They include the national flag, national anthem, national motto and the seal of the republic.
2. Factors that promote national cohesion and identity:
 - Peace is an important factor for national cohesion and identity. Peace thrives when people choose to embrace each other and live together despite their differences. When there is no peace, dialogue can be used to restore it.
 - Justice. This means maintaining the administration of law. Nobody is above the law in the presence of justice. Everybody respects the fundamental rights of fellow citizens.

- Good governance. It is a process of making and implementing decisions. This promotes cohesion and identity when citizens are allowed to participate and contribute in the decision-making process and their views put into consideration.
 - Equality and fairness. This involves treating all people equally and being fair while rewarding them. All people should be treated fairly based on merit and competence in education, employment and in distribution of national resources.
 - Gender equality with the aim of giving women and men the same rights in the economic, social and political domains.
 - National symbols such as the national flag, national anthem, national emblem and national motto.
 - The national language
 - National territory marked by national borders
 - Values of the national culture
 - Existence of national institutions for unity and reconciliation, for example, National Unity and Reconciliation Commission (NURC). This commission was created in March 2009 and mandated to promote unity and reconciliation among Rwandans in the aftermath of the 1994 Genocide against the Tutsi.
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. This brings respect for Human Rights.
 - 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. This ensures respect for Human Rights.
 - National cohesion and identity bring respect for national laws and institutions. These laws and institutions value and uphold human rights, therefore, people observe them. These laws are such as the constitution and institutions such as law courts and National Unity and Reconciliation Commission of Rwanda (NURC).
 - Respect for cultural diversity brings people together and they embrace each other regardless of their various cultures. People respect each other's rights and this prevents conflicts.

- National cohesion, identity and culture breed peace. When there is peace, people live in harmony respecting each other's rights. Peaceful people value human dignity even in conflicts.
- Citizens are encouraged to express their thoughts and opinions freely. All of these are put into consideration while formulating national policies.

11.7 Additional activities

Remedial activities

1. What is a culture?
2. National symbols create a sense of national identity. Name them.

Expected answers

1. Culture is the characteristic and the way of living of a particular group of people that distinguishes them from another group. It comprises customs, beliefs, language, material objects such as houses and clothing, religion and art among many others. As Rwandans, we have activities that our national culture; ie Umuganda, the monthly day of participation in public service.
2. National symbols include: The national flag, national anthem, national motto and the seal of the republic.

Consolidation activities

1. Explain how Justice and good governance had contributed to the promotion of national cohesion and identity
2. Provide any two influences of national cohesion, identity and culture to the respect of Human Rights.

Expected answers

1. Contribution of Justice and good Governance to the promotion of national cohesion and identity:
 - Justice. This means maintaining the administration of law. Nobody is above the law in the presence of justice. Everybody respects the fundamental rights of fellow citizens.
 - Good governance. It is a process of making and implementing decisions. This promotes cohesion and identity when citizens are allowed to participate and contribute in the decision-making process and their views put into consideration.
2. Any two influences of national cohesion, identity and culture to the respect of Human Rights:
 - Discouraging 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. This ensures respect for Human Rights.

- Respect for national laws and institutions. These laws and institutions value and uphold human rights, therefore, people observe them. These laws are such as the constitution and institutions such as law courts and National Unity and Reconciliation Commission of Rwanda (NURC).

Extended activities

1. How Rwandan society might be looking like if there was no promotion of national cohesion, identities and the respect of Human rights?

Expected answers

- There might be sense of unfairness and exclusion in a society. This would bring no respect for Human Rights.
- There might be discrimination in the society. When there is no national cohesion, diverse aspects such as gender, ethnicity, culture and religion among others are not brought together and there is exclusion. This ensures non respect for Human Rights
- No national cohesion and identity, no respect for national laws and institutions. These laws and institutions cannot value and uphold human rights, therefore, people do not observe them. No respect to the constitution and institutions such as law courts and National Unity and Reconciliation Commission of Rwanda (NURC).
- No respect for cultural diversity, people are not brought together and they embrace each other basing on their various cultures. People do not respect each other's rights and this provoke conflicts.
- No national cohesion, identity and culture, there is no peace. When there is no peace, people live in disharmony and are not respecting each other's rights.
- Citizens are not encouraged to express their thoughts and opinions freely. All of these are not put into consideration while formulating national policies.

UNIT 12

ROLE OF GACACA AND ABUNZI IN CONFLICT SOLVING

12.1 Key unit competence

The learner should be able to examine the role of Abunzi and Gacaca jurisdictions in solving conflicts in Rwandan society.

12.2 Prerequisite knowledge and skills

In order to study this unit, the learner should have knowledge, skills and competences on the following issues:

Contribution of Home grown solution towards good governance, dignity and self-reliance;

In addition, the learner should have some understanding on the importance of peace and conflict resolution in societies.

12.3 Introductory activity and guidance

a) Introductory activity (unity level)

Through a well-documented research, discuss and analyse the organisational structure of the Abunzi and Gacaca. Find out what their roles in solving conflicts and bringing reconciliation in our country. Summarise your findings and write them down on your notebooks and thereafter have a class discussion.

b) Guidance on introductory activity

At the beginning of this unit, the introductory, learning and application activities motivate learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning while learning and at the end of the subheading. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the role of Gacaca and Abunzi in conflict solving.

Note that in this introductory, learning and application activities, learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually

through discovery activities organised at the beginning and the end of the lessons.

12.4 List of lessons

Number of lesson	Lesson title	Number of periods (10)
1	The structure of Abunzi and Gacaca courts	3
2	The roles of Abunzi and Gacaca in conflict solving and reconciliation	3
3	Problems faced during the operations of Abunzi and Gacaca courts and proposed solutions.	2
4	End Unit Assessment Remediation	2

Guidance on different lessons

12.4.1 Lesson 1: The structure of Abunzi and Gacaca courts

a) Learning objective

The learner should be able to describe the structure of Abunzi and Gacaca courts.

b) Teaching resources

To teach well this lesson about the structure of Abunzi Committee and Gacaca Court, the teacher uses History learner's book for senior Four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 12.1

To teach this lesson about the structure of Abunzi Committee and Gacaca Courts, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 12.1 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class

secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers for introductory activity

By attempting to give answer to this activity, learners can suggest the following answers:

- According to the law establishing the organ of Abunzi Committee play a big role in conflicts resolution where due to their competences they make trials of the problems that affect the Rwandans;
- The abunzi committee in Rwanda is an illustrative example of the interactions between the state and the local processes of conflict resolution;
- Abunzi reduced the number of the cases introduced in ordinary courts because many problems are resolved in local communities.
- As the problems are locally resolved, Abunzi pave a strong way to national reconciliation because the solutions are coming from the neighbours.
- The activities of Abunzi cement the national unity as well as all social categories are equally treated by these kinds of courts.
- Economically, the Abunzi improve the economic conditions of the Rwandans.
- The Gacaca process separated the truth from the lies and revealed the specific circumstances of deaths of the victims as well as the locations where their remains had been disposed of so that they could be buried with dignity.
- The Gacaca process reduced the frustration of the survivors regarding the unknown fate of their loved ones;
- Access to the truth generally reduced the degree of suspicion and consequently led to the restoration of more or less normal social relations between the families of survivors and their innocent neighbours who had previously been suspected of betraying the victims.

- The Gacaca process prevented the generalization of guilt by distinguishing the innocent from the guilty.
- Regarding the relations between families of the survivors and those known to be guilty of participating in the genocide, the reconciliation process depended on several factors, mainly; revelation of the truth about their role in the massacres, genuine repentance, preparing for face-to-face meetings by sending respected and credible messengers to request the survivors to be present during the confessions of guilt.
- In addition the process also ensured reduced sentences for those who voluntarily confessed within the window period provided for by the law.
- Refer to the official law governing the creation of Gacaca courts; the definitive contribution expected from these courts was to reveal the capacity of the Rwandan people to find solutions to national problems.
- In view of the results achieved by the Gacaca process as regards access to the truth, the fight against impunity and the acceleration of trials as well as in terms of its contribution to national reconciliation;
- During the Gacaca activities, the Rwandan people were involved in finding solutions, while taking into account the fact that genocide is an immutable crime.
- The Gacaca process was a vivid illustration of the ability of the Rwandan people to overcome their pain and participate in seeking solutions to the critical problems facing their society.



Learning Activity

Answers for learning activity 12.1

Learners attempt to give answer to this activity in the following way:

Structure of Abunzi Committee

At the Cell and Sector levels, the Abunzi Committee is comprised of seven (7) persons of integrity who must all be residents of the Cell and the Sector respectively and well-known for their conciliation skills.

Members of Abunzi Committee are elected for a renewable term of five (5) years. At least thirty percent (30%) of members of Abunzi Committee must be females.

The Abunzi Committee at the Cell and Sector level is headed by a Bureau composed of a Chairperson and a Vice Chairperson elected by their peers.

Structure of Gacaca Court

A Gacaca Court was created, in each Cell, Sector, District 'or Town' and Province/ Kigali City of the Republic of Rwanda. This court is responsible for handling crimes of genocide and other crimes against humanity committed in Rwanda between October 1st, 1990 and December 31st, 1994 within the limits of the law.

Each Gacaca Court is comprised of a General Assembly, a Bench and a Coordination Committee.

12.4.2 Lesson 2: Role of Abunzi Committee and Gacaca Courts in Conflict solving

a) Learning objective

By the end of this lesson, learners are able to explain the roles of Abunzi and Gacaca in conflict solving and reconciliation.

b) Teaching resources

To teach well this lesson about the structure of Abunzi Committee and Gacaca Court, the teacher uses History learner's book for senior Four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 12.2

To teach this lesson about the structure of Abunzi Committee and Gacaca Courts, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 12.2 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 12.2

By attempting to respond to this activity, learners give the following answers:

- According to the law establishing the organ of Abunzi Committee play a big role in conflicts resolution where due to their competences they make trials of the problems that affect the Rwandans;
- The abunzi committee in Rwanda is an illustrative example of the interactions between the state and the local processes of conflict resolution;
- Abunzi reduced the number of the cases introduced in ordinary courts because many problems are resolved in local communities.
- As the problems are locally resolved, Abunzi pave a strong way to national reconciliation because the solutions are coming from the neighbours.
- The activities of Abunzi cement the national unity as well as all social categories are equally treated by these kinds of courts.
- Economically, the Abunzi improve the economic conditions of the Rwandans.
- The Gacaca process separated the truth from the lies and revealed the specific circumstances of deaths of the victims as well as the locations where their remains had been disposed of so that they could be buried with dignity.
- The Gacaca process reduced the frustration of the survivors regarding the unknown fate of their loved ones;
- Access to the truth generally reduced the degree of suspicion and consequently led to the restoration of more or less normal social relations between the families of survivors and their innocent neighbours who had previously been suspected of betraying the victims.
- The Gacaca process prevented the generalization of guilt by distinguishing the innocent from the guilty.

- Regarding the relations between families of the survivors and those known to be guilty of participating in the genocide, the reconciliation process depended on several factors, mainly; revelation of the truth about their role in the massacres, genuine repentance, preparing for face-to-face meetings by sending respected and credible messengers to request the survivors to be present during the confessions of guilt.
- In addition, the process also ensured reduced sentences for those who voluntarily confessed within the window period provided for by the law.
- Refer to the official law governing the creation of Gacaca courts; the definitive contribution expected from these courts was to reveal the capacity of the Rwandan people to find solutions to national problems.
- In view of the results achieved by the Gacaca process as regards access to the truth, the fight against impunity and the acceleration of trials as well as in terms of its contribution to national reconciliation;
- During the Gacaca activities, the Rwandan people were involved in finding solutions, while taking into account the fact that genocide is an immutable crime.
- The Gacaca process was a vivid illustration of the ability of the Rwandan people to overcome their pain and participate in seeking solutions to the critical problems facing their society.

12.4.3 Lesson 3: Problems faced during the operations of Abunzi and Gacaca courts and proposed solutions.

a) Learning objective

By the end of this lesson, the learners are able to discuss the different problems faced during the operations of Abunzi and Gacaca courts and propose some solutions.

b) Teaching resources

To teach well this lesson about the problems faced during operations of Abunzi Committee and Gacaca Court and proposed solutions, the teacher uses History learner's book for senior Four, internet, videos, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 12.3

For the best delivery of this lesson about the problems faced during operations of Abunzi Committee and Gacaca Court and proposed solutions, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher guide/organise learners into groups and then asks them to do activity 12.3 in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 12.3

The following are the suggested answers from the learners:

Some problems faced by Abunzi Committee are:

- Lack of resources.
- Mediator absenteeism.
- Inadequate access to laws, legal documentation and textbooks on mediation leads to a low level of expertise in mediation techniques and poorly reasoned decisions.
- Lack of justification for mediation committee decisions
- Neglect of the capacities of Abunzi
- Some Abunzi Committee members are less motivated because are not remunerated for their service.
- Some Abunzi Committee members are acting like judges and not as mediators.

Some problems faced by Gacaca Courts are:

- Persistence of the genocide ideology;
- Killing and intimidation of survivors of genocide, witnesses and Inyangamugayo judges;



Learning Activity

- Destruction of equipment used in data collection (filing cabinets, books, forms);
- Inyangamugayo judges accused of participation in the crime of genocide (1,226 individuals identified);
- Leaders 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-categorisation or maximum penalties;
- Serious trauma cases (193 cases).

12.5 Additional content

CHAPTER IV: FUNCTIONING OF THE ABUNZI COMMITTEE

Section One: Consideration of the dispute referred to the Abunzi Committee

Article 13: Referring a dispute to the Abunzi Committee

The Executive Secretary of the Cell receives disputes to be submitted to the *Abunzi* Committee at the Cell level. Disputes are submitted verbally or in writing and are registered on the list of disputes of the *Abunzi* Committee.

On the day of receipt of a dispute, the Executive Secretary fills out forms which contain a brief description of the dispute and submits them to the *Abunzi* Committee to allow it to summon the respondent and decide on the venue, the day and the time of consideration of the dispute.

The Executive Secretary of the Sector receives disputes to be submitted to the *Abunzi* Committee at the Sector level.

In case of absence of the Executive Secretary or when *Abunzi* are involved or interested in the dispute referred to them, the dispute is received by a person who deputizes for him/her in his/her daily duties.

In no case, shall the Executive Secretary of the Cell or Sector take part in the hearing panel.

Article 14: Summoning the respondent

The summons is delivered, with acknowledgment of receipt, to the office of the Cell or Sector of the respondent's place

of residence or to the secretariat of the institution where the respondent works.

The summons briefly describes the dispute, the venue, date and time set for the respondent's appearance before the *Abunzi* Committee, with notification to the applicant.

The summoned person is given a period of at least seven (7) days to appear before the *Abunzi* Committee from the date the summons is served on him/her.

Article 15: Choosing *Abunzi*

On the day of appearance referred to in Article 14 of this Law, the parties agree on three (3) *Abunzi* to whom they refer their dispute.

Where parties fail to agree on the *abunzi*, each party chooses one and the two (2) choose the third one. Where parties agree on the same *umwunzi*, the latter chooses the two (2) others from *Abunzi* Committee to assist him/her. Parties have no right to refuse *umwunzi* or *abunzi* chosen following this procedure.

The *Abunzi* Panel chooses from among its members a Chairperson and a rapporteur who must be literate.

Article 16: The Panel to examine a dispute involving *Abunzi* Committee or the majority of its members

Umwunzi shall not sit on a panel examining a dispute involving him/her or in which he/she has an interest. *Umwunzi* may recuse him/herself from the panel on his/her own motion or in response to a motion by the applicant.

When the dispute considered involves all or the majority of members of *Abunzi* Committee at the Cell or Sector level, thereby making it impossible to form a panel, the chairperson of *Abunzi* Committee notifies the coordinator of activities of *Abunzi* Committee at the District level of the issue in writing within fifteen (15) days of the day when the problem is noticed.

The Coordinator of activities of the *Abunzi* Committee in collaboration with the Executive Secretary of the Cell or Sector in which the problem is noticed seeks support from *Abunzi* of the nearest Cell or Sector to determine the dispute.

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The Executive Secretary of the Sector receives disputes to be submitted to the *Abunzi* Committee at the Sector level.

In case of absence of the Executive Secretary or when *Abunzi* are involved or interested in the dispute referred to them, the dispute is received by a person who deputizes for him/her in his/her daily duties.

In no case, shall the Executive Secretary of the Cell or Sector take part in the hearing panel.

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The summons is delivered, with acknowledgment of receipt, to the office of the Cell or Sector of the respondent's place

of residence or to the secretariat of the institution where the respondent works.

The summons briefly describes the dispute, the venue, date and time set for the respondent's appearance before the *Abunzi* Committee, with notification to the applicant.

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When the dispute considered involves all or the majority of members of *Abunzi* Committee at the Cell or Sector level, thereby making it impossible to form a panel, the chairperson of *Abunzi* Committee notifies the coordinator of activities of *Abunzi* Committee at the District level of the issue in writing within fifteen (15) days of the day when the problem is noticed.

The Coordinator of activities of the *Abunzi* Committee in collaboration with the Executive Secretary of the Cell or Sector in which the problem is noticed seeks support from *Abunzi* of the nearest Cell or Sector to determine the dispute.

decide on the dispute in the summoned party's absence.

However, if the summoned party fails to appear on reasonable grounds, *Abunzi* reschedule the conciliation session for another date and notify him/her thereof in the manner provided for in Paragraph One of this Article.

Provisions of Paragraphs One and 2 of this Article also apply in the case of non-appearance of the applicant.

Article 19: Right to intervene in a dispute under examination by *Abunzi* Panel

Every person has the right to intervene in a dispute under consideration by the *Abunzi* Panel, where he/she is neither an applicant nor a respondent, if the verdict in the dispute is likely to affect his/her interests. He/she may intervene voluntarily or be forced to do so by *Abunzi* Panel. However, forced intervention that could seek to obtain a conviction of the intervener cannot be made for the first time in appeal.

The person intending to intervene in a dispute before *Abunzi* Committee shall submit his/her request to the Executive

Secretary of the concerned entity, who in turn submits it to *Abunzi* Committee. The summoning procedure is made in accordance with the provisions of Article 14 of this Law.

If the intervener is not satisfied with the verdict of *Abunzi* Committee, he/she has the right to use remedies provided for by this Law.

Section 2: Rendering a verdict

Article 20: Deliberations and decision-making

After the dispute consideration, *Abunzi* withdraw themselves to make a decision.

The *Abunzi*'s decision is taken by consensus or, where there is no such consensus, by an absolute majority of votes.

The decision is recorded in minutes signed on each page by all members of *Abunzi* Panel and the concerned parties right after the procedure of conciliation.

The verdict must be written and signed by *Abunzi* on every page and available within a period not exceeding ten (10) days from



the day on which the decision was made; otherwise the concerned *Abunzi* may face disciplinary sanctions relating to *Abunzi* profession as provided for by the order of the Minister in charge of justice.

8° *Abunzi* names as well as their signatures or their fingerprints;

9° the rapporteur's names as well as his/her signature or fingerprint.

Article 21: Content of the verdict of *Abunzi* Committee

The verdict of *Abunzi* Committee is sealed with the seal of the *Abunzi* Committee and is kept by the Executive Secretary who submits it to the concerned parties.

The verdict of *Abunzi* Committee indicates the following:

- 1° the parties' identification;
- 2° the summary of the dispute;
- 3° the arguments put forward by the involved parties;
- 4° the decision with which all parties agree;
- 5° the decision to which one of the parties does not agree, if any;
- 6° the date and place of the dispute settlement;
- 7° signatures or fingerprints of parties in conflict;

Where one of *Abunzi* holds a dissenting opinion, the issue and the reason thereof are stated in the verdict.

The Chairperson of *Abunzi* Panel that examined the dispute notifies the parties of the written verdict of the *Abunzi* Committee, within five (5) days from the day on which the verdict was available.

Source: REPUBLIC OF RWANDA, (2016), Law No 37/2016 of 08/09/2016 determining organization, jurisdiction, competence and functioning of *Abunzi* Committee, in Official Gazette n° 37bis of 12/09/2016.

12.6 End of unit assessment



End of Unit Assessment

Answers for end of unit assessment

Q1. Describe the organizational structure of Abunzi Committee.

At the Cell and Sector levels, the Abunzi Committee is comprised of seven (7) persons of integrity who must all be residents of the Cell and the Sector respectively and well-known for their conciliation skills. Members of Abunzi Committee are elected for a renewable term of five (5) years. At least thirty percent (30%) of members of Abunzi Committee must be females.

Members of Abunzi Committee are elected by the Cell Council or the Sector Council. Before entering in their functions, elected members take oath before the population and the Chairperson of the Council of the concerned entity or its Vice Chairperson in case of absence of the Chairperson. The oath of office is received by the Primary Court of the area of operation of the Abunzi Committee.

The Abunzi Committee at the Cell and Sector level is headed by a Bureau composed of a Chairperson and a Vice Chairperson elected by their peers.

Q2. Evaluate the role played by Gacaca Courts in conflict solving and reconciliation in Rwanda.

- The Gacaca process separated the truth from the lies and revealed the specific circumstances of deaths of the victims as well as the locations where their remains had been disposed of so that they could be buried with dignity.
- The Gacaca process reduced the frustration of the survivors regarding the unknown fate of their loved ones;
- Access to the truth through Gacaca Courts generally reduced the degree of suspicion and consequently led to the restoration of more or less normal social relations between the families of survivors and their innocent neighbours who had previously been suspected of betraying the victims.
- The Gacaca process prevented the generalization of guilt by distinguishing the innocent from the guilty.
- Regarding the relations between families of the survivors and those known to be guilty of participating in the genocide, the reconciliation process depended on several factors, mainly; revelation of the truth about their role in the massacres,

- genuine repentance, preparing for face-to-face meetings by sending respected and credible messengers to request the survivors to be present during the confessions of guilt.
- In addition, the process also ensured reduced sentences for those who voluntarily confessed within the window period provided for by the law.
- Refer to the official law governing the creation of Gacaca courts; the definitive contribution expected from these courts was to reveal the capacity of the Rwandan people to find solutions to national problems.
- In view of the results achieved by the Gacaca process as regards access to the truth, the fight against impunity and the acceleration of trials as well as in terms of its contribution to national reconciliation;
- During the Gacaca activities, the Rwandan people were involved in finding solutions, while taking into account the fact that genocide is an immutable crime.
- The Gacaca process was a vivid illustration of the ability of the Rwandan people to overcome their pain and participate in seeking solutions to the critical problems facing their society.

Q3. Analyse some problems faced during Abunzi Committee's activities.

- Lack of resources.
- Mediator absenteeism.
- Inadequate access to laws, legal documentation and textbooks on mediation leads to a low level of expertise in mediation techniques and poorly reasoned decisions.
- Lack of justification for mediation committee decisions
- Neglect of the capacities of Abunzi
- Some Abunzi Committee members are less motivated because are not remunerated for their service.
- Some Abunzi Committee members are acting like judges and not as mediators.

Q4. Suggest some solutions to the problems faced by Gacaca Courts during their daily activities.

- 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.

12.7 Additional activities

Remedial activities

1. List the objectives of the Gacaca courts in Rwanda.
2. Identify the duties of the Bureau of Abunzi
3. List two problems faced by Abunzi and Gacaca courts in Rwanda and suggest their solution.

Expected answer

1. Gacaca Courts had the following main objectives:
 - Revealing the truth about Genocide;
 - to speed up the cases of Genocide and other crimes against hum
 - to eradicate the culture of impunity;
 - to strengthen unity and reconciliation among Rwandans;
 - To prove the Rwandans' capacity to solve their own problems.
2. The Bureau of the Abunzi Committee, in general has the following duties:
 - To ensure coordination of activities of the Abunzi Committee.
 - To supervises the performance and conduct of members of the Abunzi Committee.
To gives to the Abunzi Committee all instructions and necessary advice for the smooth performance of duties.
 - To prepare all the documents relating to the functioning of the Abunzi Committee

3.

a) Two problems faced by Gacaca courts and Abunzi in Rwanda are:

- Persistence of Genocide ideology because those who have deeply participated in preparation and execution of genocide were still denying their role;
- Killing and intimidation of survivors of Genocide, witnesses and “Inyangamugayo” Judges;

b) Two solutions on Gacaca court and Abunzi on their problems are:

- In order to overcome the problems encountered during Gacaca Courts and Abunzi Committees’ activities, the following solutions have been proposed and even others were implemented:
- Mobilizing the population for active participation of everyone in Gacaca process because some Rwandans considered the Gacaca activities as not their matter;
- Involving all classes and categories of the Rwandan society because during Gacaca Courts’ sessions some people missed to participate as they consider they were not concerned; much as they were neither genocide survivors nor accused.

Consolidation activities

1. Read clearly the status of Abunzi and suggest other articles that needed to be included to enhance the activities of Abunzi.
2. As an experienced learner, show how to complete the verdict of Abunzi.

Expected answers

1. Other articles to be included in Abunzi status are:
 - Transport means
 - Feeding fees
 - To have a permanent representative of Abunzi on cell and sector level
 - To increase the cases to be solved by Abunzi
2. The verdict of Abunzi Committee indicates the following:
 - the parties’ identification;
 - the summary of the dispute;
 - the arguments put forward by the involved parties;
 - the decision with which all parties agree;
 - the decision to which one of the parties does not agree, if any;
 - the date and place of the dispute settlement;
 - signatures or fingerprints of parties in conflict;

- Abunzi names as well as their signatures or their fingerprints;
- The rapporteur's names as well as his/her signature or fingerprint.

The verdict of Abunzi Committee is sealed with the seal of the Abunzi Committee and is kept by the Executive Secretary who submits it to the concerned parties.

Extended activities

1. Suppose that you are elected to represent the Abunzi on Cell level. Suggest any three strategies you will put in your opening speech of Abunzi committee.
2. Kamali is one of the Abunzi panel and is involved in resolving the conflict between the conflicting parties. After the conflicting parties refused to sign on verdict of Abunzi and accused the panel to be corrupted. Give advises to those Abunzi pa panel.

Expected answers

1. The following are some of the strategies he/she can include in his/her speech:
 - To implement the status of Abunzi
 - To emphasis on qualities of Abunzi
 - To thank the persons on both parties
2. It can do the following:
 - To elect another panel of Abunzi
 - To let them to choose another panel of Abunzi
 - To ask advises to the coordinator of Abunzi
 - If the problem persists, the problem may be transferred to Abunzi committee on Sector level.

UNIT 13

VARIOUS FORMS OF INTERDEPENDENCE

13.1 Key unit competence

The learner should be able to understand interdependence concept, analyze its causes, its effects and its various forms.

13.2 Prerequisite knowledge and skills

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

- Different identities in Rwanda
- The importance of living together in harmony
- Dignity and self-reliance in the Rwandan society

13.3 Introductory activity

a) Introductory activity

Interdependence refers to mutual reliance between two or more parties. It could be between people, groups, organizations or nations. It is characterized by sharing, interaction agreement and desire for togetherness. Through the use of different books, documents and internet, make a research and provide the meaning of interdependence. Prepare a written supporting document you will use during the class discussion. Then, prepare a written document to be used during class discussion.

b) Guidance on introductory activity

At the beginning of this unit, the introductory, learning and application activities motivate learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning while learning and at the end of the subheading. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the concept of interdependence.

Note that in this introductory, learning and application activities, learners may not be able to find the right solution but they are invited to predict

possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning and the end of the lessons.

13.4 List of lessons

Number of the lesson	Lesson title	Number of periods (10)
1	Concept of interdependence	2
2	Different forms of interdependence	3
3	Causes and effects of interdependence	3
4	End Unit Assessment Remediation	2

Guidance on different lessons

13.4.1 Lesson 1: Concept of interdependence

a) Learning objective

Learners are able to define the concept of interdependence

b) Teaching resources

To conduct well this lesson about various forms of interdependence, the teacher uses History learner' book for senior four, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 13.1

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do activity 13.1 about various forms of interdependence in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader

who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher gives a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Introductory Activity

Answers to introductory activity

1. Definition of interdependence
Interdependence refers to mutual reliance between two or more parties. It could be between people, groups, organizations or nations. It is characterized by sharing, interaction agreement and desire for togetherness. Interdependence involves co-operation. It is worth noting that the world is becoming increasingly interdependent.
2. Discuss the importance of the interdependence
 - It ensures that there is responsibility by every member in the family and each
 - member participates to the contribution of the family welfare.
 - It allows people to be responsible. Individuals know the roles they must play
 - and obligations to fulfil.
 - People learn new skills from each other as they work closely together.
 - Interdependence at the family level can encourage laziness. Some people can
 - just relax while waiting for other family members to work and provide for them.
 - Community members are able to help each other.
 - Interdependence creates environment for peaceful coexistence among community members.
 - It brings cooperation in matters such as trade; defence and security;
 - Education and job opportunities for people in the involved nations.
 - It also promotes peaceful coexistence among nations.
 - It promotes joint partnership in developing and sharing infrastructure and working together to lower the costs of doing business in the countries involved.



Learning Activity

Answers for learning activity 13.1

1. The meaning of interdependence and the way it works:
 - Interdependence refers to mutual reliance between two or more parties. It could be between people, groups, organizations or nations. It is characterized by sharing, interaction agreement and desire for togetherness.
 - It works through:
 - ♣ Trade activities: Different regions produce different items. Even if they produce same items they do not usually do it at the same time. This makes it necessary for exchange of such items from one region with different items from another region. This kind of activity is called trade.
 - ♣ Investment: This is dedicating money to an activity or buying an asset to generate profit in future. Different places or regions do not have the equal opportunities for investment. Where there is interdependence, people move to places with opportunities for investment that favour them. For example, people who are interested in agricultural investments will look for places with favourable conditions for agriculture such as fertile land, water supply and market for their produce among other factors. The same case housing investors will move to places where demand for housing is high such as cities and urban centers where human population is high.
 - ♣ Transport and communication network: These infrastructure are very necessary to enable interdependence of different regions. With reliable transport and communication network, people are able to easily move from one place to another and interrelate with others, and this helps to boost interdependence. Transport and communication networks makes it easy to connect people even if they are continents apart.
 - ♣ Science and Technology: Some regions/countries are specialized in one area or another. Interdependence will be necessary to share these skills.
 - ♣ Tourism: Tourist attraction features are varied in different regions or countries. Some countries are endowed with attractive physical features such as beaches, mountains, lakes; plateaus etc, while others have various kinds of wildlife. Interdependence among countries creates chances for tourists to move from one country to another. This also avails foreign currency which is used in trade.

- ♣ Political affairs this involves defense, security, international relations and diplomacy are facilitated by presence of interdependence among countries. An example is International Criminal Police Organization (Interpol), which is an international police organization to fight crime among nations.
- ♣ Roles played by United Nations and some international organizations are as a result of interdependence.

13.4.2 Lesson 2: Different forms of interdependence

a) Learning objective

Learners are able to describe different forms of interdependence.

b) Teaching resources

To conduct well this lesson about different forms of interdependence, the teacher uses History learner' book for senior four, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 13.2

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do activity 13.2 about different forms of interdependence the factors of national cohesion and identities in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 13.2

1. Forms of interdependence are:
 - Economic interdependence. Economic interdependence of national economies is observed across the world through a rapid increase in cross-border movement of goods, service, technology and capital.
 - Political interdependence. In general, interdependence may ultimately reduce the importance of nation states. Supranational institutions such as the European Union, the WTO, the G8 or the International Criminal Court replace or extend national functions to facilitate international agreement.
 - Cultural interdependence. Cultural interdependence has increased cross-cultural contacts but may be accompanied by a decrease in the uniqueness of once-isolated communities.

13.4.3 Lesson 3: Causes and effects of interdependence

a) Learning objective

Learners are able to identify and explain causes and effects of interdependence.

b) Teaching resources

To conduct well this lesson about causes and effects of interdependence, the teacher uses History learner' book for senior four, internet, documentary films about this lesson, a projector and laptop, etc. For the learners with special needs, the following teaching aids can be used: jaws software, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 13.3

To be effective while teaching this lesson, teacher is required to use learner centred method. Here, the interactive learning can be achieved while the learners have been given an opportunity to give their opinions as much as possible.

As teacher organize learners into groups and then asks them to do activity 13.3 about the causes and effects of interdependence in their textbook.

Learners get into groups and discuss, try to find out answers to the questions asked. Each group should appoint one person to act as a class secretary to note down points agreed on and another person as leader who represent them during plenary discussion.

Thereafter, the group leaders present their answers to the whole class.

From the answers given by learners, teacher give a synthesis through a summary from the content that is in Learner's Book.

Suggested answers for activities



Learning Activity

Answers for learning activity 13.3

1. Causes and effects of interdependence:

a) Causes

- Need for goods and products that are not found locally. Some countries for example, import oil while the export other minerals such as gold, diamond copper etc
- Need to supplement what is locally produced. One country may be producing maize in plenty but needs beans or rice, for instance, to supplement their staple food. If they are not able to supplement these supplements; they turn to other countries which produce them to buy or to exchange with what they have.
- Security makes it necessary for interdependence among countries. A country ges into a situation where it gets into serious security challenges and feels the need for help from other countries. An example here in Africa is Nigeria which is struggling to fight terrorist militants Boko Haram. It needs military assistance from the neighbours to be able to deal with the terrorists thoroughly.
- Humanitarian needs. This kind of needs is required to save human lives who are under threat from various factors for example a disease outbreak or a natural disaster caused by floods or earthquakes. Such countries need help from others, therefore the need for interdependence. An example is when there was outbreak of Ebola, a deadly infectious viral disease in West African countries of Liberia and Sierra Leone. Countries with high medical abilities like France and the United States of America (USA) came in to help.

- Transport and communication. Countries need to interact with each other for them to grow. This interconnection raises the need for good means of transport and communication. Our country which is landlocked for instance, needs port services from countries such as Tanzania and Kenya to ship in equipment such as farming machinery.

b) Effects

- Interdependence nurtures peace among people and countries. It brings people together and they are able to interact and cooperate in understanding with each other. People with disabilities and those living with HIV and AIDS are embraced also. Interdependence creates a conflict-free environment.
- It brings about economic advancement. This is characterized by factors such as; infrastructural development. This is building of roads, railways, hospitals schools etc. Secondly, there is economic growth as a result of increased trade. Goods and services are easily exchanged. Another aspect of economy that is boosted by interdependence is exchange of skills in the area of Information and Communication Technology (ICT), improved healthcare etc.
- Interdependence has resulted to formation of regional and international organizations. These organizations are formed to advocate for the welfare of member states in trade, military cooperation, peace building, education etc. Our country, for instance is a member to regional trade organizations such as Common Market for East and Southern Africa (COMESA) and the East African Community (EAC). Other regional organizations are such as South African Development Community (SADC) and African Union (AU). International organizations are such as the United Nations Organization (UN) and Commonwealth.
- It has led to improved control and response to calamities such as draughts, disease outbreaks, floods, earthquakes etc. With interdependence, countries have come together and managed to help each other in times of need when calamities strike.

- Interdependence has helped boost industrialization around the globe. Inventions and innovations in science and technology have been shared and this has led to development in many sectors among them industrialization. This has resulted to creation of more employment opportunities especially for the youth.
- It has resulted to formation of organizations that press for the welfare of human beings. Examples in our country are National Union of Disabilities Association of Rwanda (NUDOR), which promotes and strengthens the voice and welfare of disabled people. Another one is the Association of People Living with HIV/AIDS which has the purpose of social support and encouraging positive living among members.

13.5 Additional content/Text for teacher

Roles of identity and importance of living together in harmony

- Identity plays different roles in our lives. Here, we will just pick a few of them, such as the following: Determining a person's position in the society, i.e. one can identify as a politician, student, president, teacher etc. Identity shows where people come from; this could tell about their nationality or ethnicity and region etc., example, a person can identify as a Rwandese, Ugandan, American, Swiss and so on. It tells about the various races in which we belong. These are such as Caucasian, negroids, blacks; mongoloid etc. race identity can be used to show our affiliations to culture, religion among other aspects. It is because of race that human beings are able to deal with each other appropriately. For instance, how one deals with women, especially on emotional issues is very different from how one would deal with men on the same, it would also be different when dealing with children on the same issue altogether.
- Living together in harmony is very important for national development for the following reasons: It enhances justice. This enables people to value each other and to respect the established laws. Promoting non-violence. People who live together in harmony live in peace with each other, therefore avoiding conflicts and violence. It enhances impartiality. Nurturing confidence among citizens and in the government. It makes it possible to satisfy people's needs because national wealth is equally distributed. It enhances national development because everybody's merits are equally recognized.

13.6 End of unit assessment



End of Unit Assessment

Answers to the end unit assessment

1. Definition of interdependence:
Interdependence refers to mutual reliance between two or more parties. It could be between people, groups, organizations or nations. It is characterized by sharing, interaction agreement and desire for togetherness.
2. List of six areas of interdependence:
 - Trade activities
 - Investment
 - Transport and communication network
 - Science and Technology
 - Tourism
 - Political affairs that involves defense, security, international relations and diplomacy are facilitated by presence of interdependence among countries.
 - Roles played by United Nations and some international organizations.
3. Various forms of interdependence:
 - Interdependence at the family level. It ensures that there is responsibility by every member in the family and each member participates to the contribution of the family welfare.
 - Interdependence at the village level. The community members are able to help each other. This kind of interdependence creates environment for peaceful coexistence among community members.
 - Interdependence at national and international level. It brings cooperation in matters such as trade; defense and security; education and job opportunities for people in the involved nations. It also promotes peaceful coexistence among nations.
4. Causes of interdependence among nations:
 - Need for goods and products that are not found locally. Some countries for example, import oil while the export other minerals such as gold, diamond copper etc

- Need to supplement what is locally produced. One country may be producing maize in plenty but needs beans or rice, for instance, to supplement their staple food. If they are not able to supplement these supplements; they turn to other countries which produce them to buy or to exchange with what they have.
- Security makes it necessary for interdependence among countries. A country gets into a situation where it gets into serious security challenges and feels the need for help from other countries. An example here in Africa is Nigeria which is struggling to fight terrorist militants Boko Haram. It needs military assistance from the neighbors to be able to deal with the terrorists thoroughly.
- Humanitarian needs. This kind of needs is required to save human lives who are under threat from various factors for example a disease outbreak or a natural disaster caused by floods or earthquakes. Such countries need help from others, therefore the need for interdependence. An example is when there was outbreak of Ebola, a deadly infectious viral disease in West African countries of Liberia and Sierra Leone. Countries with high medical abilities like France and the United States of America (USA) came in to help.
- Transport and communication. Countries need to interact with each other for them to grow. This interconnection raises the need for good means of transport and communication. Our country which is landlocked for instance, needs port services from countries such as Tanzania and Kenya to ship in equipment such as farming machinery.

13.7 Additional activities

Remedial activities

1. What are the characteristics of interdependence?
2. Provide two Kinyarwanda proverbs expressing how Rwandans appreciated the necessity of interdependence.

Expected answers

1. Characteristics of interdependence are: a) Sharing, b) Interaction agreement c) Desire for togetherness. It also involves co-operation.
2. Kinyarwanda proverbs are:
 - a) Abantu ni magirirane (men are interdependent)
 - b) Inkingi imwe ntigera inzu (one tree does not make a forest).

Consolidation activities

1. Explain how does interdependence at the village level work?

Expected answers

2. Interdependence at the village level works as follows:

Through this, community members are able to help each other. Interdependence creates environment for peaceful coexistence among community members. Inter marriages are also possible where there is interdependence at this level. People from one community intermarry with those from communities in other villages. People trade and exchange commodities from different places. Items that are not locally produced are obtained from other villages and exchanged with locally available ones. The Kinyarwanda proverbs that support village interdependence are: Agasozi kamanutse inka kamuzuka umugeni (A cow descending a hill is a dowry worth a fiancée in return) and Wanga guhinga kure ukahaha (You refuse farming far from your home but you end up supplying food from there).

Extended activities

1. Interdependence at national and international levels is highly needed because the world is becoming increasingly interdependent. Agree or disagree this statement.

Expected answers

Learners can show their positions by agreeing or disagreeing and provide relevant supporting ideas.

Example: Yes, it is needed because:

- It brings cooperation in matters such as trade; defense and security; education and job opportunities for people in the involved nations.
- It also promotes peaceful coexistence among nations.
- It promotes joint partnership in developing and sharing infrastructure and working together to lower the costs of doing business in the countries involved. etc

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