

HISTORY
Senior 5
Teacher's Guide

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present this Senior 5 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 5. 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.



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Head of Department/CTLR

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UNIT 1

ORIGIN OF ISLAM AND ITS IMPACT IN WEST AFRICA

1.1. Key unit competence

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

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:

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

1.3. Introductory activity and guidance



Introductory Activity

a) Introductory activity (unity level)

By 622 A.D there was foundation of a new religion, called “Islam”. By reading some documents, carry out research about the Islamic religion in West Africa and examine its role in expansion of West African empires. 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 origin of Islam and its impact in West 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 organized at the beginning and the end of the lessons.

1.4 List of lessons

Number of the lesson	Lesson title	Number of period (20)
1	Origins of Islam	6
2	Spread of Islam West Africa	6
3	Jihad movement in West Africa	6
4	End of Unit Assessment Remediation	2

Guidance on different lessons

1.4.1 Lesson 1: Origins of Islam

a) Learning objective

Learners are able to explain the origin of Islam

b) Teaching resources

To conduct well this lesson about the origin of Islam, 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

- Once Islamic religion was introduced in West Africa, it has placed the following role in expansion of West African empires:
- It facilitated the education in West African;
- It encouraged commercial activities between West Africa and North Africa;
- It increased the social cohesion;
- It facilitated the laws enforcement which created the security in West Africa.
- It facilitated the tax payment, hence increasing the economy of West African empires.



Learning Activity

Answers for learning activity 1.1

In order to give answer to this activity, a learner can give the following answers:

Islamic religion is originated from Saudi Arabia and it was founded by Muhammad Ibn Abdullah in 622 A.D. It is based on the following pillars:

1. The confession of faith (**shahada**), "There is no god but God, Muhammad is the messenger of God, Allah" (La ilaha illa Allah; Muhammadun rasulu Allah).
2. To pray five times a day while facing Mecca at dawn, noon, late afternoon, sunset and evening (**salat**).

3. To give charity to the poor (**zakat**)
4. To fast from sunrise to sunset during the holy month of Ramadhan (**sawm**)
5. To do pilgrimage (**hajj**) to Mecca two months after Ramadhan. Every able bodied Muslim is obliged to make pilgrimage to Mecca, at least once in their lifetime.

1.4.2 Lesson: Spread of Islam West Africa

a) Learning objective

Learners are able to examine the means applied in order to facilitate the spread of Islam in West Africa.

b) Teaching resources

To conduct well this lesson about the spread of Islam in West Africa, 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

To spread out Islam in West Africa, Arabs used the following methods:

- Commercial activities:
- Migration
- Muslim missionaries
- Education
- Conversion of local leaders
- Jihads
- Prestige
- Muslim solidarity
- Similarity with African culture
- Oppression from African leaders

1.4.3 Lesson 3: Jihad movement in West Africa

a) Learning objective

Learners are able to discuss the main causes of Jihad carried out in West Africa.

b) Teaching resources

To conduct well this lesson about the jihads in West Africa, 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 1.3

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

1. What is a jihad?

A jihad is an Islamic religious movement or a holy war that is fought by fanatic Muslims against those who do not believe in their faith. It aims at spreading, purifying and strengthening Islam.

2. Who were the main jihad leaders in West Africa?

In West Africa, main Jihad leaders are the following:

- Ibrahim Musa,
- Sulayman Bal,
- Uthman Dan Fadio
- Seku Ahmadu of Macina,
- Al Hajj Umar of Tukolor
- Ahmed Bello.

3. Discuss the main causes of the jihad movements in West Africa.

- To purify Islam:
- To stop unfair judgments in courts of law:
- Local political competition:
- Widespread belief in the Mahdi (Saviour):
- To overthrow pagan governments:
- To spread Islam:
- Desire to spread Islamic education:
- Over-taxation:
- Methods used to collect taxes:
- Defence of African independence:

1.5 Additional content

ISLAM IN WEST AFRICAN STATES

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

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

Spread of Islam in West Africa

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

It was for this reason that Muslim-Arab historians referred to Bilad al-Tekur as 'The Land of the Black Muslims.' War-jabi, son of Rabis, was the first ruler of Tekur in whose reign Islam was firmly established in Tekur and the Islamic Shari'ah system enforced. This gave a uniform Muslim law to the people. By the time the Al- Murabitun of the Almoravids began their attack on Tekur in 1042 ce, Islam had made a deep impact on the

people of that area. Al-Idrisi in 1511 described Tekur as 'secure, peaceful and tranquil.' The capital town of Tekur had become a centre of commerce. Merchants used to bring their wool for sale from Greater Morocco and in return, took with them gold and beads.

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

There were famous trade routes, like the one from Sijilmasa to Taghaza, Awdaghast, which led to the empire of Ghana, and another from Sijilmasa to Tuat, Gao and Timbuktu. Others connected present day Nigeria with Tripoli via Fez to Bornu and Tunisia with Nigeria via Ghadames, Ghat, and Agades to Hausa land. These routes made all the above mentioned places famous trade centres. These centres of trade became centres of Islamic learning and civilisation. New ideas came through visiting traders in administrative practices.

Islam in the Ancient Empire of Ghana

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

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

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

Islam in the Empire of Mali

The influence of Islam in Mali dates back to the 15th century when Al-Bakri mentions the conversion of its ruler to Islam. There was a miserable

period of drought which came to an end by offering Muslim prayers and ablutions. The Empire of Mali arose from the ruins of Ghana Empire. There are two important names in the history of Islam in Mali: Sundiata (1230–1255) and Mansa Musa (1312–1337). Sundiata was the founder of the Mali Empire but was a weak Muslim, since he practiced Islam with syncretic practices and was highly disliked by the scholars. Mansa Musa was, on the other hand, a devout Muslim and is considered to be the real architect of the Mali Empire. By the time Sundiata died in 1255, a large number of former dependencies of Ghana had also come under his power. He was followed by Mansa Uli (1255–1270) who made a pilgrimage to Mecca.

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

Islam in the Empire of Songhai

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

Sunni Ali was a nominal Muslim who used Islam for his ends. He even persecuted Muslim scholars and practiced local cults and magic. When the famous scholar Al-Maghilli called him a pagan, he punished him. The belief in cults and magic was, however, not something new in Songhai.

It existed in other parts of West Africa until the time the revivalist movements gained momentum in the 18th century. It is said of Sunni Ali that he tried to compromise between paganism and Islam, although he prayed and fasted. The scholars called it merely a mockery.

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

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

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

Islam in Kanem-Bornu Empire

Kanem-Bornu in the 13th century included the region around Lake Chad, stretching as far north as Fezzan. Kanem today forms the northern part of the Republic of Chad. Islam was accepted for the first time by the Kanem ruler, Umme-Jilmi, who ruled between 1085-1097 ce, through a scholar named Muhammad B. Mani, credited for bringing Islam to Kanem-Bornu. Umme-Jilmi became a devout Muslim. He left on a pilgrimage but died in Egypt before reaching Mecca. Al-Bakri also mentions that Umayyad refugees, who had fled from Baghdad following plans to liquidate their dynasty at the hands of the Abbasids, were residing in Kanem.

With the introduction of Islam in Kanem, it became the principle focus of Muslim influence in the central Sudan and relations were established with

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

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

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

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

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

Islam in Hausa-Fulani land

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

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

Muhammad Rumfa consulted Muslim scholars on the affairs of government. It was he who had asked the famous Muslim theologian Al-Maghilli to write a book on Islamic government during the latter's visit to Kano in the 15th century. The book is a celebrated masterpiece and is called *The Obligation of the Princes*. Al-Maghilli later went to

Katsina, which had become a seat of learning in the 15th century. Most of the pilgrims from Mecca would go to Katsina. Scholars from the Sankore University of Timbuktu also visited the city and brought with them books on divinity and etymology. In the 13th century, Katsina produced native scholars like Muhammadu Dan Marina and Muhammadu Dan Masina (d. 1667) whose works are available even today.

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

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

1.6 End of Unit Assessment Answers



End of Unit Assessment

A. Multiple Choice Question

1. The following are the pillars of Islam except:
 - a) Confession of faith (shahada)
 - b) Praying five times a day at dawn, noon, late afternoon, sunset and evening; they pray facing Mecca (salat)

- c) Giving charity to the poor (zakat)
 - d) Fasting from sunrise to sunset during the holy month of Ramadhan (sawm)
 - e) Fighting a jihad war
2. The following are Hausa States except:
 - a) a) Daura,
 - b) b) Kano,
 - c) c) Katsina,
 - d) d) Zaria,
 - e) e) Bornu
 3. The success of Jihads in West Africa was due to the following factors:
 - a) Disunity among non-Islamic States in West Africa against fanatic Muslims
 - b) Jihad movement in West Africa enjoyed good leadership
 - c) These jihads were led by elites who had very convincing rhetoric or persuasive speech that won them big numbers of followers
 - d) The possession of fire arms by the jihadists
 - e) All of them.
 4. The causes of jihads in West Africa are the following
 - a) To purify Islam
 - b) Methods used to collect taxes
 - c) Defence of African independence
 - d) Over taxation
 - e) Methods used to collect taxes
 - f) All of them
 5. The Arabs were successful in their conquests for many reasons except the following:
 - a) They believed those who fought infidels went to paradise, which encouraged fighting.
 - b) The Arabs were fearless fighters and were led by strong leaders.
 - c) Their leaders planned and carried out attacks on their enemies completely by surprise.
 - d) They were skilled in fighting using camels and horses.
 - e) They ensured the protection to the people who gave in without a fight and allowed them to keep their land.
 - f) The possession of nuclear bombs.

B. Fill in the Blanks

1. In 610 AD, when he was about 39 years old, Muhammad had a revelation or _____.
2. The Muslims call their God with the name of _____.
3. In Saudi Arabia, the holiest shrine of Islam is called _____.
4. Finally, in 630, Muhammad returned in triumph to Mecca; where he destroyed the idols in the Kaaba and dedicated the black stone to _____.
5. The first Khalifa was Abu Bakar, Muhammad's _____.
6. Jihads were launched to stop unfair judgments in courts of law. These courts were full of _____ and _____ which were against the teaching of Islam.
7. Uthman Dan Fodio went on missionary tours throughout Hausaland especially _____, _____ and _____.

C. Answer True or False

1. Islam has five pillars including fighting a holy, a jihad war against infidels.
2. Eating pork is not forbidden by Islam Religion.
3. The successors of Muhammad have the title of caliph.
4. Only two jihad leaders existed in West Africa.
5. Yatrib was the former name of Medina.
6. In West Africa two brotherhoods were in a great antagonism: Quadiriyya and Tijaniyya.

Answers to the end of unit Assessment Questions

a) Multiple choice Questions

1. E 2. E 3. E 4. F 5. F

b) Fill in the Blanks

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

c) Answer True or False

1. False 2. False 3. True
4. False 5. True 6. True

d) Open Questions

1. *Origin of Islam*

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

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

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

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

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

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

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

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

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

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

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

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

3. *The jihad leaders succeeded in their holy wars due to the following factors:*

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

4. *The causes of jihads in West Africa are as follows:*

- The need to purify Islam.
- The need to stop unfair judgments in courts of law.
- Widespread belief in the Mahdi (Savior).
- The need to overthrow pagan governments.
- Desire to spread Islamic education.
- Over-taxation.
- Harsh or unfair methods used in the collection of taxes.
- Defence of African independence.

Achievements of Uthman Dan Fodio

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

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

- Because of this, he soon built up a large number of followers most of whom believed that he was the Mahdi or the saviour. His fame attracted the administration of Sultan Bawa, the leader of Gobir.
- He was employed as the tutor of his son. All these increased Fodio's influence.
- Because of this, he successfully negotiated with Sultan Bawa of Gobir the release of all Muslim prisoners.
- He also requested the king to grant freedom of worship and exempt Muslims from un-Islamic taxes.
- Uthman Dan Fodio soon fell out of favour with the leadership of Gobir. He along with his brother Abdullah, his son Mohammed Bello and many followers fled to Gudu. This was referred to as the hegira.
- At Gudu, many Fulani tribesmen joined him and he was elected commander of the faithful Amir Al Munimin. He then, declared a jihad on the non-believers and in 1804 confronted the Yunfa's army.
- Fodio founded the capital of the Sokoto caliphate and he became the undisputed caliph.

Achievements of the Jihad leader of All Hajj Umar

- He revived and spread Islam in his region.
- He settled at a place called Fouta Djallon. From here he made extensive tours, teaching, preaching and converting.
- He wrote a book Rinah, in which he attacked evil and illegal practices. He condemned mixed Islam. He appealed to the people, assuring them of favoured treatment on the day of judgement as members of the Tijaniyya.
- His fame as a scholar and teacher attracted a large following. He was regarded as the Mujaddid (soldiers fighting in support of their strong Muslim beliefs).
- He established an armed camp composed of his disciples as well as learners. These were mainly from the lower classes.
- In 1852, Umar fought a holy war against all infidels in the Sudan. In 1854, he conquered the Wangara states. By 1857, he was ready to attack the Bambara of the Segou state. This brought him in conflict with the Muslim state of Massina. After this, Umar also fought against French imperialists although he was defeated.

5. *The consequences of the jihads in West Africa*

- Closer contacts with the outside world especially Saudi Arabia and the Middle East. A pilgrimage made by Al Hajji Umar to Mecca in 1825 further exposed the Sudan to the outside world.
- The spread and revival of Islamic culture; for example, the way of dressing with items such as the veil, the turban and others like daily prayers and the Hijja.
- Employment of literate Muslim officials by kings and emperors as clerks, secretaries, judges, auditors, inspectors and teachers.
- Large and powerful Islamic states were founded by Muslim rulers like Uthman Dan Fodio of Sokoto, Muhammad Bello of Sokoto, Seku Ahmad of the Macina, Al Hajji Umar of Tokolar and Al Kanemi of Dinguiray.
- Jihads caused clashes and conflicts between the pagans and the Muslims; for example, there was enslavement of non-Muslims. This led to tribal wars and antagonism.
- Formation of states which were strong enough to resist European infiltration because the jihads united the masses behind their leaders against colonialists; such as, the French.
- A centralised system which was based on the Koran was introduced.
- Stability and efficient management of economies in the Islamic states because they abolished unlawful taxes and introduced taxing according to the Koran.
- They led to the decline of the African traditional religions because the leaders and people that refused to convert to Islam were executed.
- The jihads, checked the spread of Christianity in West Africa because the European Christian missionaries were not allowed to enter Muslim lands.

1.7 Additional activities

Remedial activities

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

Expected answer

- a) The founder of Islam is Muhammad Ibn Abdullah.
- b) Jihad is an Islamic holy war that is fought by fanatic Muslims against those who do not believe in their faith aiming at

spreading, purifying and strengthening Islam.
Caliph is the title given to the successor of Muhammad.

Consolidation activities

1. Explain the causes of Jihad in West Africa
2. Evaluate the consequences of jihad movements in West Africa.

Expected answers

1. Causes of jihads:

- The need to purify Islam.
- The need to stop unfair judgments in the courts of law.
- The need to overthrow pagan governments.
- Desire to spread Islamic education.
- Over taxation.

2. Consequences of jihads:

- Closer contacts with the outside world (Saudi Arabia and the Middle East).
- Spread and revival of Islamic culture.
- Employment of literate Muslim officials by kings and emperors as clerks, secretaries, etc.
- Large and powerful Islamic states were formed (Sokoto, Macina, etc).

Extended activities

1. Examine the means used in the spread of Islamic civilization.
2. Analyse the effects brought by the spread of Islamic religion in West Africa.

Expected answers

1. Methods used to spread Islamic civilisation:
 - Commercial activities between North Africa and West Africa.
 - Migration. Communities from North Africa and the Sahara region migrated and settled in western Sudan and the forest region of West Africa.
 - Education. Many Muslims schools were built in West Africa by Arabs scholars.
 - Muslim missionaries came to West Africa to win followers.
 - Conversion of West African leaders.
 - Muslim fanatics forced people to convert to Islam.

2. Effects of the spread of Islam in West Africa:

- Introduction of literacy as well as Muslim education; for example, Arabic language and writing were taught.
- Increased and strengthened trading links between west and North Africa to the Arab world and Europe.
- Rise and growth of new states.
- Introduction of Sharia law in governments of some states.
- It discouraged slave trade among Muslims in West African states, etc.
- The Jihads led to the closer contacts with the outside World.
- They led to the spread and revival of Islam culture.
- They led to the employment of literate Moslem officials by Kings and Emperors.
- The large and powerful political states were formed as Islamic States under Moslem rulers.
- They created clashes and conflicts between the traditional pagans and the Moslems.
- The formation of States enough to resist European.
- The creation of a new order of administration known as a centralized system of administration and the rule in accordance to the requirement of Koran.
- The stabilization and efficient management of the economy in the Islamic states.
- They led to the decline of the African traditional religions.
- By the Jihads, there was a control of the spread of Christianity in West Africa.

UNIT 2

MAJOR EUROPEAN EVENTS FROM 1836 TO 1878

2.1 Key unit competence

The learner should be able to evaluate the major events that took place in Europe from 1836 to 1878; their causes, course and the effects.

2.2 Prerequisite knowledge and skills

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

- Political, economic and intellectual developments in medieval and modern times
- Major European events between 1789 and 1835

2.3 Introductory activity

a) Introductory activity

The 1848 European Revolutions were a series of uprisings in Europe. The revolutions were started by the middle class and nobility who demanded constitutional and representative governments, and by workers and peasants who revolted against capitalist practices that were responsible for poverty.

By reading some documents, carry out research about 1848 Revolutions in Europe and examine their role in promoting democracy in Europe. 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 1848 Revolutions and examine their role in promoting democracy in Europe.

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.

2.4 List of lessons

Number of the lesson	Lesson title	Number of period (90)
1	The 1848 European revolutions	22
2	The Italian and German Unifications	25
3	Similarities and differences in Italian and German Unifications	8
4	The Eastern Question	25
5	The 1856 Paris Treaty and its impact on Europe	8
6	End of Unit Assessment Remediation	2

Guidance on different lessons

2.4.1 Lesson 1: The 1848 European Revolutions

a) Learning objective

Learners are able to explain the causes, common characteristics and effects of the 1848 Revolutions

b) Teaching resources

To conduct well this lesson about the causes, common characteristics and effects of the 1848 Revolutions, 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 2.1

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 6.1 about causes, common characteristics and effects of 1848 European Revolutions 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

The 1848 European Revolutions were a series of uprisings in Europe. The revolutions were started by the middle class and nobility who demanded constitutional and representative governments, and by workers and peasants who revolted against capitalist practices that were responsible for poverty.

The revolutions broke out in France, Austria, and the Italian and German states. People rose against conservative governments and demanded for political, social and economic reforms. Those revolutions were also against the negative consequences of the Vienna settlement and Metternich system. Despite the violent efforts of governments to crash the revolutions, new revolutionary ideas such as democracy, liberalism, nationalism and socialism gained popularity.



Learning Activity

Answers for learning activity 2.1

- The causes, common characteristics and effects of 1848 European Revolutions are:
 - ♣ Causes of 1848 European Revolution
- Need to end the unfair decisions of the Vienna Settlement
- Oppressive regime of Metternich

- Collapse of the Congress System
- Growth of nationalism
- Effects of epidemic diseases
- Negative effects of the rapid population growth
- Corruption and inefficiency of the rulers
- Influence of socialist ideas
- Rise of new personalities in European politics
- Success of the previous revolutions
- Negative impact of industrialization
- Long term effects of the 1789 French Revolution
 - ♣ Common characteristics of 1848 European Revolution
- All the 1848 Revolutions were urban-based, meaning that they were concentrated in cities and towns, while the countryside remained peaceful
- Many of the 1848 Revolutions were led by educated people like professors, doctors, lecturers, lawyers, journalists and even teachers who understood the weaknesses of their home governments. E.g. Mazzini in Italy, Louis Blanc and Lamartine in France and Kossuth in Hungary.
- The 1848 Revolutions lacked foreign assistance because they occurred at the same time and each country was busy suppressing its own revolution. This also explains why they were defeated.
- Almost all the revolutions of 1848, except in France, were against the unfairness of the Vienna Settlement which restored bad leaders, neglected the principles of nationalism, and encouraged domination of small countries by the big powers
- The 1848 Revolutions took place at the same time: from January to March 1848
- The revolutions took place in less industrialized and agricultural states like Italy, German, Hungary and France
- All of them had an element of the French revolution of 1789: the demand for constitutional changes
- All the revolutions failed, except in France where King Louis Philippe was removed
- The revolutions, except the revolution in France, were organized and carried out against the common enemy: Metternich of Austria and his spy network system
- The revolutions were partly caused by the effects of natural disasters like bad weather, epidemics, starvation and scarcity.

This explains why there were no revolutions in Britain where these natural disasters did not occur.

- The revolutions except in France lacked the support of the national armies. For instance in Germany, Italy and Hungary the revolutionaries were not supported by their national armies. This was due to the ignorance of revolutionaries about the use of the army. In Italy, and Austria the soldiers feared to participate because their kings were dictators.
- The revolutions had similar effects such as loss of lives, destruction of property and exiling of the leading politicians except in France.
 - ♣ Effects of 1848 European Revolutions
- Loss of lives on a large scale. More than 500 people were killed in France. In Berlin over 300 and 3000–5000 in Austria. In Hungary 13 generals and 1000 other politicians were killed.
- Many demonstrations against Metternich who fled to exile in London. This led to the decline and collapse of his system.
- Many people (except Metternich) were forced into exile. These included Louis Philippe, Mazzini, Kossuth, Garibaldi, Prince Metternich and Charles Albert. In addition, ordinary people rose to high positions.
- Rise of Italian and German Unification in 1871 because the Metternich System which posed obstacles to the unification had collapsed. In addition the revolutions led to the rise of new men who provided able leadership that led to the unifications. These included Otto Von Bismarck and Stephen in Germany, and Victor Emmanuel II of Piedmont, Gavainag and Louis Blanc in France.
- End of feudalism and serfdom. In September 1848, Emperor Francis I of Austria passed the Emancipation Act under which peasants were permitted to own land. Serfdom was also brought to an end in Hungary. This improved lives of peasants in Europe.
- End of privileges for the nobles and clergy in many parts of Europe.
- Learnt lesson that for any revolution to be successful it should be militarily strong instead of relying solely on intellectual ideas.
- Success for a short time in some states. For example in Hungary, Lajos Kossuth established the Hungarian republic and a parliament at Budapest in March 1849; the Frankfurt

Assembly was established in May 1848 for the German states; in Italy, Garibaldi and Mazzini set up a Roman republic in 1849. However, these republics were shortly lived.

- Marking the awakening of various peoples to national consciousness. In that year the Germans and the Italians started their movements for the unification and creation of nation-states.
- 1848 movements gathered strength in subsequent years. After a long struggle, an Italian kingdom was created in 1861 and a German empire in 1871. Other European peoples who agitated for national independence in 1848 include the Poles, the Czechs, the Hungarians, and the Christian peoples in the Balkans under the rule of the Ottoman sultan.
- Success of socialism in Europe. The socialists successfully organized the workers and peasants to fight against capitalism. Although socialism was suppressed, it later dominated Eastern Europe, divided Europe into the two ideologies of communism and capitalism up to 1989 and beyond.
- Rise of dictatorial governments and the politics of revenge in the countries where they failed. For example in Hungary and Austria, the constitutional reforms were canceled. General Haynau forced Kossuth into exile and killed many Hungarians. In Bohemia Wanschgratz killed many Czech rebels as revenge.

2.4.2 Lesson 2: The Italian and German Unifications

a) Learning objective

Learners are able to explain the causes, course and effects of Italian and German unifications

b) Teaching resources

To conduct well this lesson about the causes, course and effects of Italian and German unifications, 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 2.2

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 6.2 about the political situation in Italy before 1815 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

Analyze the political situation in Italy before 1815

A/ Before 1815, Italians were under the control of Austria. In 1805, Napoleon I forced Austria out of Italy in the famous "Italian Campaign". He divided the Italian states in three parts: the kingdom of Italy in the north, kingdom of Naples in the south and central Italian states. Many Italians had admired Napoleon for his victories over the Austrians, and for the republican ideas that took root in the parts of Italy under French control during the Napoleonic wars.

After the defeat of Napoleon Bonaparte in 1815, the Italian states had high hopes for regaining their independence and freedom. However, by the Vienna Settlement these Italian states were put under foreign domination as follows:

- Lombardy, Venetia, Parma, Modena and Tuscany under Austria
- Papal states under Pope Pius IX
- Naples and Sicily under the Spanish King
- Piedmont and Sardinia were left under the Italian King Victor Emmanuel II

The Italian nationals hated foreign domination and they started several nationalistic movements. In 1820, a secret society called Carbonari Movement was formed by Giuseppe Mazzini. He believed that Italy should not only be independent, but also a united republic.

2.4.3 Lesson 3: Similarities and differences in the Italian and German Unifications

a) Learning objective

Learners are able to explain similarities and differences in the Italian and German Unifications

b) Teaching resources

To conduct well this lesson about similarities and differences in the Italian and German Unifications, 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 2.3

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 organizes learners into groups and then asks them to do activity 2.3 about similarities and differences in the Italian and German Unifications 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

1. Discuss the common features of the Italian and German Unifications

A/

- Both unifications had Austria as a common obstacle in their unification struggle
- Both unifications had the Franco-Prussian war as the final event after which they concluded the unification
- Both unification struggles were an attempt to overthrow the arrangement of the 1815 Vienna Settlement which had put both German and Italian states under foreign domination
- Both unifications used force and violence to accomplish the goal
- Both unifications were held and delayed by the Metternich system where it was not possible to organize revolutions
- In both unifications, there was one state that led the struggle. That was Piedmont in Italy and Prussia in German
- In both unifications there was one outstanding leader who played a big role, Cavour in Italy and Bismarck in Germany
- Both unifications were frustrated by their kings, Charles Albert of Piedmont and Frederick William I of Prussia
- To some extent, all the unifications used diplomacy by their leaders; Bismarck and Cavour
- Both unifications were achieved in the same year, 1871

2.4.4 Lesson 4: The Eastern Question

a) Learning objective

Learners are able to explain the Eastern Question

b) Teaching resources

To conduct well this lesson about The Eastern Question, 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 2.4

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 organizes learners into groups and then asks them to do activity 6.4 about the Eastern Question 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

1. Analyze the factors that led to the decline of the Ottoman Empire in 1820s.

A/ The Eastern Question started with the decline of the Ottoman Empire and this decline was due to the following factors:

- Big size: The Ottoman Empire had become too large to be effectively controlled by one administration based at Constantinople. This encouraged the captured states to break away and get their independence.
- Growth of nationalism: This was prompted by the desire of different nationalities to struggle for independence from Turkey. For example, Serbia and Egypt became independent in 1805, Algeria in 1807, and Greece in 1832.
- Financial crises: The Turkish administrators were corrupt and embezzled funds which led to a financial crisis, and the decline of the empire.
- Decline of military strength: The Empire had lost its military strength by the end of the 18th century. That was why revolts like the 1821 Greek war of independence were successful.

- Religious differences: The Muslims leaders exposed Christians to a lot of suffering and discrimination in education, administration and unfair taxation. Most of the revolts against Turkey were caused by the persecution of Christians. Revolts of Christians in Greece and Bulgaria weakened Turkey. The persecutions attracted the attention of the Christian countries of Russia, Austria and France. Their intervention worsened the problem leading to the success of the revolts in Greek and Bulgaria.
- Influence of French revolutionary ideas: The states under the Turkish domination took advantage of the success of the French revolution to also demand for their independence.
- Presence of powerful rival states: The interests of the big powers also contributed to the collapse of the Turkish Empire. Britain competed with Turkey in international trade while Austria and France were opposed to the influence of Turkey over the many states that it controlled.
- Weak leaders: After its expansion to the Middle East, the Ottoman Empire was ruled by weak sultans such as Muhammad and Abdul Al Majid.
- Rise of influential personalities: Popular leaders in Greece like Prince Alexander Hysplant and Capdistrious who challenged the sultans of the Ottoman Empire led to conflicts.
- European selfish interests: European major powers like Britain, France and Russia aimed to break up the Ottoman Empire so as to expand their influence.
- Russia constantly attacked Turkey and even exaggerated the problems in Turkey to the extent of referring to Turkey as “the sick man of Europe”. This was because of the various political, economic, military and administrative weaknesses. Russia and other foreign powers incited and supported the Greeks, the Wallachians, Moldavians, Bosnians and Bulgarians to revolt against Turkey.

2.4.5 Lesson 5: The 1856 Paris Treaty and its impact on Europe

a) Learning objective

Learners are able to assess the impact of the 1856 Paris Peace Treaty on European politics

b) Teaching resources

To conduct well this lesson about the 1856 Paris Treaty and its impact on Europe, 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 2.5

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 organizes learners into groups and then asks them to do activity 6.5 about the 1856 Paris Treaty and its impact on Europe 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

Answers for learning activity 2.5

1. Assess the impact of the 1856 Paris Peace Treaty on European politics

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

- The Paris Peace Treaty ensured the integrity and independence of the Turkish Empire and admitted Turkey to the concert of Europe.
- This treaty forced the sultan of Turkey to grant fair treatment to his Orthodox Christian subjects and temporarily checked Russian ambitions in the Balkans.
- The Paris Peace Treaty also revised the Straits Convention of 1841 declaring the Black Sea neutral. It also made territorial adjustments by giving Bessarabia to Moldavia from Russia.

- The treaty internationalized the navigation of Danube River and increased Napoleon III's prestige and popularity both in France and in Europe.
- The treaty recognized Italy and Italy got support for her unification.
- The treaty humiliated Russia following her territorial losses and worsened relations between the European powers with Russia.
- Finally, the treaty led to the disintegration of the Turkish Empire by granting self-governance to Moldavia and Wallachia.

2.5 Additional content

ECONOMIC CRISES AND THE EUROPEAN REVOLUTIONS OF 1848

Many historians investigating the 1848 revolutions in Europe emphasize the force of ideas as their leading cause. The economic crisis starting with the bad harvest of 1845 is regarded, at most, as one of numerous enabling factors. In view of the analysis put forward in the present study, this view severely underestimates the political dynamics resulting from the extreme economic fluctuations of 1845–1848. A more pointed statement of this view would be that it was economic misery, rather than “ideas,” that caused the outbreak of revolutions in early 1848.

As an initial step, we have here established a propagation mechanism linking the agricultural crisis of 1845–1847 with the subsequent industrial crisis of 1846–1848. Using a number of standard time-series tools, it has been shown that over the period 1820–1850 there was a systematic and significant relationship between agriculture and industry in France, Prussia, Austria, Hungary, and Sweden—but not in England, the world's leading and most highly industrialized economy, nor in the Netherlands. In particular, there is evidence that an increase in grain prices—a good proxy for the cost of living at the time—led after a certain lag to a decline in manufacturing activity. As such, the dramatic increase in food prices in 1845–1847 must have had a strong negative effect on production and employment in the industrial sectors by 1848, the year of political unrest. This result is potentially important. It allows us to draw direct inferences about the occurrence of revolutionary activity from the rich data on European grain prices.

In a second step, we have demonstrated the regional pattern of the economic shocks that hit various European countries prior to 1848. It turns out that “shocks,” defined as significant forecast errors based on an adaptive expectations model, help to predict revolutionary activity: if—

and only if—a country was subject to a shock in 1845–1848, it experienced revolution. Using the much sparser available data on manufacturing we find that France, Prussia, Austria, and Hungary suffered a shock-like decline in industrial production in 1848, paralleled by significant revolutionary activity. While this result is very much in line with the economic view of the 1848 events, it is based on a rather small number of observations. However, making use of the link established above between agriculture and manufacturing, we again turn to grain prices for help. In fact, the regional pattern of grain-price shocks is very similar to that of industrial crises: if a country was subjected to a grain-price shock between 1845 and 1847, then it went on to undergo revolution in 1848. Of 21 countries subject to a grain price shock, 20 followed this crude but obviously powerful rule, Norway being the peaceful exception. Among the six countries that escaped grain-price shocks, only Denmark experienced far-reaching, and in our sense revolutionary, constitutional reform. These results are very robust with regard to the underlying definition of an economic shock. We conclude that the occurrence of an economic shock in the later 1840s was an important factor in triggering the 1848 revolutions across Europe.

While institutions—namely, the presence or absence of a repressive political regime—add little to the explanation of revolutionary activity as such, we find that they did exert a significant influence on the form that this activity took. The revolutions of 1848 tended to be violent if the regime was repressive. We conclude that the presence of repressive regimes did not trigger revolutionary events, but did help to shape them. Ideology also played a role, but probably only in combination with economic crisis. The peasants and artisans of the 1840s, suffering a severe deterioration in their socioeconomic status, needed some kind of alternative vision—realistic or otherwise—before they would become revolutionaries.

At the time, these alternatives were offered by peasant leaders who appealed to traditional conceptions of fairness (E. P. Thompson’s “moral economy”⁵⁵) and by politically discontented townsmen who called for liberalism and democracy. In contrast to the crises of 1816/17, when there was still hope that the forces of restoration could be defeated, the crisis of 1845–1848 took place in the context of a much larger and more popular variety of political alternatives that called for immediate action.

Here, at least, we see historical singularities. The likelihood that revolutionary ideology was a necessary condition for upheaval transcends a narrow economic approach. But although the economic crises did not provide the brains, they did supply the brawn. Revolutionary agitators, pursuing their goals in an undemocratic and often repressive political environment, needed violence (or the credible threat of it) as a political instrument, and only the “crowd” could provide it. We conclude that without the economic

crisis of 1845–1848, which so obviously endangered the economic welfare of so many people and discredited the Ancien Régime so thoroughly, there would not have been the critical mass to support these new ideas. Hence no explanation of the European revolutions of 1848 should neglect short-term economic factors.

2.6 End of Unit Assessment Answers



End of Unit Assessment

Answers to the End of Unit Assessment

1. Account for the outbreak of the 1848 Revolutions:

The 1848 European Revolutions were a series of uprisings in Europe. The revolutions were started by the middle class and nobility who demanded constitutional and representative governments, and by workers and peasants who revolted against capitalist practices that were responsible for poverty.

The revolutions broke out in France, Austria, and the Italian and German states. People rose against conservative governments and demanded for political, social and economic reforms. Those revolutions were also against the negative consequences of the Vienna settlement and Metternich system.

Despite the violent efforts of governments to crush the revolutions, new revolutionary ideas such as democracy, liberalism, nationalism and socialism gained popularity.

2. The 1848 Revolutions resulted into the following effects:
 - Loss of lives on a large scale. More than 500 people were killed in France. In Berlin over 300 and 3000–5000 in Austria. In Hungary 13 generals and 1000 other politicians were killed.
 - Many demonstrations against Metternich who fled to exile in London. This led to the decline and collapse of his system.
 - Many people (except Metternich) were forced into exile. These included Louis Philippe, Mazzini, Kossuth, Garibaldi, Prince Metternich and Charles Albert. In addition, ordinary people rose to high positions.
 - Rise of Italian and German Unification in 1871 because the Metternich System which posed obstacles to the unification had collapsed. In addition the revolutions led to the rise of new men who provided able leadership that led to the unifications. These included Otto Von Bismarck and Stephen in Germany, and Victor Emmanuel II of Piedmont, Gavainag and Louis Blanc in France.

- End of feudalism and serfdom. In September 1848, Emperor Francis I of Austria passed the Emancipation Act under which peasants were permitted to own land. Serfdom was also brought to an end in Hungary. This improved lives of peasants in Europe.
 - End of privileges for the nobles and clergy in many parts of Europe.
 - Learnt lesson that for any revolution to be successful it should be militarily strong instead of relying solely on intellectual ideas.
 - Success for a short time in some states. For example in Hungary, Lajos Kossuth established the Hungarian republic and a parliament at Budapest in March 1849; the Frankfurt Assembly was established in May 1848 for the German states; in Italy, Garibaldi and Mazzini set up a Roman republic in 1849. However, these republics were shortly lived.
 - Marking the awakening of various peoples to national consciousness. In that year the Germans and the Italians started their movements for the unification and creation of nation-states.
 - 1848 movements gathered strength in subsequent years. After a long struggle, an Italian kingdom was created in 1861 and a German empire in 1871. Other European peoples who agitated for national independence in 1848 include the Poles, the Czechs, the Hungarians, and the Christian peoples in the Balkans under the rule of the Ottoman sultan.
 - Success of socialism in Europe. The socialists successfully organized the workers and peasants to fight against capitalism. Although socialism was suppressed, it later dominated Eastern Europe, divided Europe into the two ideologies of communism and capitalism up to 1989 and beyond.
 - Rise of dictatorial governments and the politics of revenge in the countries where they failed. For example in Hungary and Austria, the constitutional reforms were canceled. General Haynau forced Kossuth into exile and killed many Hungarians. In Bohemia Winschgratz killed many Czech rebels as revenge.
3. The common characteristics of the 1848 Revolutions were:
- All the 1848 Revolutions were urban based, meaning that they were concentrated in cities and towns, while the countryside remained peaceful.

- Many of the 1848 Revolutions were led by educated people like professors, doctors, lecturers, lawyers, journalists and even teachers who understood the weaknesses of their home governments. E.g. Mazzini in Italy, Louis Blanc and Lamartine in France and Kossuth in Hungary.
 - The 1848 Revolutions lacked foreign assistance because they occurred at the same time and each country was busy suppressing its own revolution. This also explains why they were defeated.
 - Almost all the revolutions of 1848, except in France, were against the unfairness of the Vienna Settlement which restored bad leaders, neglected the principles of nationalism, and encouraged domination of small countries by the big powers.
 - The 1848 Revolutions took place at the same time: from January to March 1848.
 - The revolutions took place in less industrialized and agricultural states like Italy, Germany, Hungary and France.
 - All of them had an element of the French revolution of 1789: the demand for constitutional changes.
 - All the revolutions failed, except in France where King Louis Philippe was removed.
 - The revolutions, except the revolution in France, were organized and carried out against the common enemy: Metternich of Austria and his spy network system.
 - The revolutions were partly caused by the effects of natural disasters like bad weather, epidemics, starvation and scarcity. This explains why there were no revolutions in Britain where these natural disasters did not occur.
 - The revolutions except in France lacked the support of the national armies. For instance in Germany, Italy and Hungary the revolutionaries were not supported by their national armies. This was due to the ignorance of revolutionaries about the use of the army. In Italy, and Austria the soldiers feared to participate because their kings were dictators.
 - The revolutions had similar effects such as loss of lives, destruction of property and exiling of the leading politicians except in France.
4. The reasons for Britain to have escaped the 1848 Revolutions are:
- Britain like Belgium had already established the parliamentary system. Many constitutional changes had

taken place and they were also easily implemented by parliament without the use of force like in other countries.

- In Britain the parliamentary system had focused on improving working conditions. The working day was already shortened. The working conditions of women and children were also addressed. In 1834, the British parliament passed a law to improve the living conditions of the poor.
 - Britain was a more advanced industrialized society. It was able to meet the needs of the growing population, especially employment, compared to other European countries where the effects of industrialization caused political instability.
 - By 1846 Britain had a law to improve the living conditions in slums. Improvements in sanitation, drainage, street lighting and medical services led to better conditions of living in comparison to central Europe.
 - Britain was also never affected by the Vienna Settlement which created a lot of political dissatisfaction in Europe. This helped Britain to escape the revolutions of 1848.
5. All the 1848 revolutions in Europe failed with the exception of France because:
- In other countries of Europe, the revolutions were not supported by the peasants and lacked foreign support because most countries were facing the same situation. As a result of economic hardships, the revolutionary leaders and their supporters were very poor and could not finance a prolonged struggle or afford to purchase fire arms.
 - Ideological conflicts and lack of proper common strategy weakened the revolutions. For example in Germany the northern states wanted a little Germany under Prussia while the southern states wanted a big Germany under Austria.
 - Austria had a strong army led by efficient army commanders like General Windschgratz who defeated revolutionaries in Vienna and Hungary, and Raditsky who defeated the Italian revolutionaries at Novaro and Custoza.
 - The revolutionaries failed to fulfill the promise made to their supporters. They concentrated on talking and failed to deliver what they had promised, for example in the German and Italian states.
 - Poor mass mobilization also contributed to the failure of the revolutions. They were urban centred and failed to involve people in rural areas.

- Religious differences among the revolutionaries weakened the revolutions. In Germany the southern states supported Austria, a fellow Catholic state, while the northern states which were Protestant supported Prussia. Charles Albert, a Catholic did not want to attack Austria while Pope Pius IX supported Austria against the revolutionaries.
 - The dismissal of liberal ministers in September 1848 by King Fredrick William IV also played a role in the failure of the revolution in Prussia.
 - Unfair representation in the constituent assembly mainly in Prussia also contributed to the failure of the revolutions in the German states.
6. The factors that delayed the Italian unification are:
- Economic backwardness: The Italian economy lacked industries, it was poor, and transport and communication networks were not well developed. Therefore, without a strong economic base, Italian unification was always frustrated.
 - Austria and Metternich system: Austria had a very large, well trained, organized and equipped army which was effectively commanded. Metternich had established a strong spy network, and used a policy of divide and rule. The Italians were not militarily strong by 1848 and that is why the Carbonari Movement and the Young Italian Movement failed to unify Italy.
 - The Vienna Settlement of 1815: The Vienna settlement negatively affected the unification of Italy, because the peacemakers enlarged the Italian states and again put them under foreign control. This made unification difficult.
 - Lack of strong leaders: Italian unification delayed because of lack of capable leaders. The leaders who had tried like Mazzini and Garibaldi did not get support from the nobles and clergy because they were from peasant families.
 - Problem of Pope Pius IX: Pope Pius IX did not have the vision of a united Italy. He was greatly opposed to the unification of Italy because he did not want the two Catholic countries to go to war. However, he had encouraged liberalism and nationalism to grow throughout the Italian peninsula.
 - Foreign interference: In 1848 Mazzini and Garibaldi attacked the Papal States and formed the Roman republic. But in 1849, France under Napoleon III intervened and the pope was restored by the French troops under General Cudinol.

- Geographical terrain: The Italian terrain made movement and communication difficult. Communication across the rivers was impossible as they freeze in winter. So, the movements of nationalists spreading the ideas of unification were hindered.
- High level of illiteracy: About 90 per cent of Italians were not educated and therefore had no political ideas which made it difficult for the masses to understand the struggle for unification. This is why, the struggle for unification only took place around urban areas as the rural people were not actively involved.
- Ideological differences: Many Italians lacked a common stand while others served in the army. They had no common language which made it hard to criticize and mobilize other Italian states for unification.
- Divisions among Italian nationalists: The Italians in piedmont supported monarchism and used French as their language, while Garibaldi and Mazzini who spoke Italian supported republicanism. As a result they did not unite in their struggle and they were defeated.
- Lack of secrecy: As a result of Metternich's spy network, the Austrian police penetrated the secret societies by pretending to support the Italian cause. The Austrian Secret Police was so effective that it leaked the plans and activities of the Italian movements before-hand and as a result they were suppressed.
- Military weaknesses: The Italians were militarily weak; they lacked good weapons, military leaders, military bases and good military tactics.
- Anti-reform leaders: The leaders who led the different stages during the early days of the unification never wanted to support the struggle for the unification. In addition, some Italian kings collaborated with Austrian rulers to persecute Italian nationalists who wanted unification.
- Negative attitude of European powers: Some European powers had a negative attitude towards the Italian unification. France feared an independent Italy as her neighbor. Austria never wanted to allow Italians to get independence because Italy was her colony, while Britain was indifferent about Italian unification.
- Violent methods: The leaders of the unification process used a lot of force to achieve their goal. This forced Austrian rulers to also react violently. The use of violence scared away many Italians who supported the unification struggle. This weakened the Italian struggle.

2.7 Additional activities

Remedial activities

1. Which countries of Europe did not experience the 1848 Revolutions?
2. Who were the architects of Italian unification?

Expected answers

1. Britain, Belgium, Holland and Russia
2. Giuseppe Mazzini, Giuseppe Garibaldi, Camillo Benzo di Cavour, Victor Emmanuel II and Pope Pius IX.

Consolidation activities

1. Provide different stages of Italian unification
2. Religious differences were one of the causes for the decline of Ottoman Empire. Explain

Expected answers

1. They include: The Prombières pact and liberation of Lombardy, The revolt of the central states and their annexation to Piedmont, Liberation of Naples and Sicily and annexation to Piedmont, Liberation of Venetia and Annexation of Rome.
2. The Muslims leaders exposed Christians to a lot of suffering and discrimination in education, administration and unfair taxation. Most of the revolts against Turkey were caused by the persecution of Christians. Revolts of Christians in Greece and Bulgaria weakened Turkey. The persecutions attracted the attention of the Christian countries of Russia, Austria and France. Their intervention worsened the problem leading to the success of the revolts in Greek and Bulgaria.

Extended activities

1. To what extent did Bismarck's domestic policies help in making possible the unification of Germany?
2. Describe the reasons behind the outbreak of the Greek War of independence

Expected answers

1. The internal policies of Bismarck had the following inherent features liable to make possible the unification as follows:
 - The policy against Catholics: The Catholics were not in good relationship with the new German Empire because it was led by Protestant Prussia. They wanted to teach the dogma of papal infallibility in schools while Bismarck could not accept this. To solve this problem, Bismarck introduced the May Law in 1873 by which he expelled stubborn Catholics from Germany, imprisoned and killed some Catholic bishops, took over the authority to appoint

priests and bishops, withdrew the German ambassador from the Vatican, and forced Catholic schools to sit examinations set by the state. However, this law caused much criticism from socialists so that he was forced to repeal it.

- The constitution of 1871: Bismarck introduced a new constitution which guaranteed the freedoms and rights for all the Germans and provided for two assemblies in the parliament, i.e. the Bundesrat (lawmaking body) and the Reichstag (for debating and suggesting amendments to the laws).
 - The policy against socialists: The socialists were another problem in the new empire of Germany. They demanded the abolition of capitalism, introduction of state socialism and for more powers to vote in the parliament. To solve this problem, Bismarck introduced the exceptional laws in which he exiled the stubborn socialists, arrested and killed some of them, and banned socialist meetings and newspapers. However, these laws failed and Bismarck was forced to withdraw them. He introduced sickness insurance in industries, old age insurance for workers, laws against child labour and the public employment board to supervise the working conditions.
 - Military reorganization: Bismarck introduced compulsory military service and built new military industries to produce new military equipment. He also nominated able military commanders. This strengthened the German army which helped him to prevent a war of revenge from France.
 - Administrative policy: Bismarck introduced a federal government in which he allowed states to control their own local affairs in education, religion and culture among others. The central government controlled taxation, army, trade and foreign affairs among others.
2. The reasons behind the outbreak of the Greek War of independence are:
- Nationalism: The Greeks were part of the Ottoman Empire since the 14th century when the Turks conquered and colonized them. By the beginning of the 19th century, nationalism had grown in Greece. In 1821 the Greeks started demanding for their independence in one of the districts called Morea where the Christians started killing Muslims and Muslims reacted by killing Christians. This led to the war for Greek independence.
 - The Greeks revolted against Turkish administration because of the desire for self-rule and liberation from Turkish domination.
 - Greek ancient glory: The Greeks are credited with the beginning of modern civilization. They believed in their superiority over the Turkish colonial masters. They revolted against Turkey in order to

revive their ancient glory.

- **Level of literacy:** Greece was the most civilized of Turkey's colonies. The Greeks were well educated. Because of their education, they were able to organize a rebellion against the Turkey.
- **Religious persecutions:** The Ottoman Empire consisted of different religious groups that often turned against one another and the Muslim leaders of the empire did not respect other religions. There was no freedom of worship and many Christians were killed by the Muslims. The Greeks rose up in 1821 in order to get freedom of worship.
- **Influence of the French revolution of 1789:** The success of the French revolution and the spread of revolutionary ideas in the empire inspired the Greeks to revolt. The Greek nationalists used the revolutionary ideas of liberty, equality and fraternity to mobilize the Greeks to fight for their independence.
- **Foreign assistance:** The Greeks were supported by other European countries like France, Britain and Russia which inspired them to fight Turkey for their independence.
- **Collapse of the Congress System:** The Congress System which was formed in 1815 as an association to fight the forces of nationalism and liberalism, had by 1821 started to collapse. The Greeks took advantage of this demand for their independence.
- **Unfair taxation:** The Muslims imposed unfair taxation on Greeks. Greeks paid a lot of taxes and Muslims benefited at the expense of taxpayers. The Greeks rose up to get their independence and to stop unfair taxation.
- **Weaknesses of Turkey:** In the 19th century, the Turkish military and political control weakened. This encouraged the Greeks to revolt against Turkish domination. The Greeks had also acquired naval supremacy over the Ottoman Empire and this encouraged them to go in for war to gain their independence.
- **Birth of a secret society:** This was known as Heteria Philika, or the association/society of friends, led by Alexandros Ypsilantis and Capodistrous. It was founded in 1814 with the major aim of driving the Turkish administration from Greece. By 1821, the society had become the official mouthpiece of the Greek war of independence with over 20,000 members.

UNIT 3

EUROPEAN DOMINATION AND THE EXPLOITATION OF AFRICA IN THE 19TH CENTURY

3.1 Key unit competence

The learner should be able to describe the European domination, exploitation in Africa and its consequences in the 19th Century.

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:

- Role of agents of colonial conquest
- African response to colonial rule.

3.3 Introductory activity

a) Introductory activity

Many books talk about the coming of European imperialists in Africa. Using them, provide the factors that motivated European imperialists to come to Africa. Afterwards, explain the different reasons that led Otto von Bismarck to convene a diplomatic summit of European powers in the late nineteenth Century. 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 main factors that motivated European imperialists to come to Africa and the reasons that led Otto von Bismarck to convene a diplomatic summit of European powers in the late nineteenth Century.

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.

3.4 List of lessons

Number of the lesson	Lesson title	Number of period (22)
1	The Colonial Conquest and Domination of the African continent	5
2	Colonial Methods of African Exploitation	5
3	Consequences of colonial economy	5
4	Consequences of European domination in Africa	5
5	End of Unit Assessment	2

Guidance on different lessons

3.4.1 Lesson 1: The Colonial Conquest and Domination of the African continent

a) Learning objective

Learners are able to explain the reasons for the colonial conquest and domination of African continent

b) Teaching resources

To conduct well this lesson about the colonial conquest and domination of the African continent, 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 3.1

To be effective while teaching 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 organize learners into groups and then asks them to do activity 4.1 about the European colonial methods of taxation and forced cash crop growing in the economic exploitation of Africa. Present the results of your

discussion to the class 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. What are the main factors that motivated European imperialists to come to Africa?

They include:

- Need for raw materials for European industries
- Market for the manufactured goods
- Need for areas where to invest their surplus capital
European countries had accumulated a lot of capital from their industrial products; they had to look for areas outside Europe where they could invest their surplus capital.
- Need to control economically strategic areas to improve trade
- Discovery of minerals in most parts of Africa
- To give protection to European traders and trading companies
- To resettle high population from Europe and provide them with jobs
- To control strategic areas
- British occupation of Egypt in 1882
- French occupation of Tunisia and Morocco
- Growth of nationalism and jingoism
- Compensation for major losses
- Activities of King Leopold II of Belgium in Congo
- The activities of Pierre Savroigna de Brazza in Congo and Ivory Coast

- The influence of the 1884–1885 Berlin Conference
 - Humanitarian factors
2. Explain the different reasons that led Otto von Bismarck to convene a diplomatic summit of European powers in the late nineteenth Century.
- Prince Otto von Bismarck convened a diplomatic summit of European powers in the late nineteenth Century because he was fearing that the scramble for Africa would result into inter-imperialist conflicts and even wars.
 - Britain, France Germany, Belgium, Italy, Portugal, and Spain were competing for power within European power politics. One way to demonstrate a country's power was through the acquisition of territories around the world, including Africa.
 - The social factor was the third major element. As a result of industrialization, major social problems emerged in Europe: unemployment, poverty, homelessness, social displacement from rural areas, and so on. These social problems developed partly because not all people could be absorbed by the new capitalist industries. One way to resolve this problem was to acquire colonies and export this “surplus population.”
 - The establishment of settler-colonies in Algeria, Tunisia, South Africa, Namibia, Angola, Mozambique, and central African areas like Zimbabwe and Zambia. Eventually the overriding economic factors led to the colonization of other parts of Africa.
 - The economic, political, and social factors and forces. Africa and the attempts by European commercial, military, and political agents to declare and establish control in different parts of Africa through commercial competition, the declaration of exclusive claims to particular territories for trade, the imposition of tariffs against other European traders, and claims to exclusive control of waterways and commercial routes in different parts of Africa.



Learning Activity

Answers for learning activity 3.1

Explain the European colonial methods of taxation and forced cash crop growing in the economic exploitation of Africa. Present the results of your discussion to the class.

A/

Taxation

It was the main method of generating revenue for supporting colonial administration. The commonest were the hut and gun taxes. The method of collection was brutal and harsh, and often caused resistance wars. For instance, the Hut Tax War of 1898 in Sierra Leone.

Taxation was also important to force or condition Africans either to grow cash crops or to work on European farms. This was because in order to get money for paying taxes these were the only possible alternatives. In some areas like the Congo Free State and Angola, taxes were paid in form of natural products and animals. Failure to pay taxes in these areas would lead to confiscation of property and sometimes mutilation.

Forced cash crop growing

To meet the primary demand for colonization of Africa, cash crop growing had to be boosted. Some crops like rubber were grown traditionally, some were grown such as pyrethrum by Europeans while others like coffee and cotton were grown by Africans under the supervision of Europeans. These cash crops were needed to supply raw material to industries in Europe.

Europeans did not encourage the production of food. Forced labour undermined the production of food crops. This led to famine in African societies which had been traditionally self-sufficient in food. The African economies were developed as producers of raw materials in form of cash crops and minerals, and as consumers of European manufactured goods.



Application Activity 3.1

1. Analyze the European colonial methods of forced labor and land alienation in the economic exploitation of the African countries

A/

- Forced labor

Africans were forced to work on European farms, mines and construction sites of colonial offices and roads. Their labor was either paid cheaply or not paid at all. In the Portuguese colonies

of Angola and Mozambique there was a unique form of forced labour called contract labour. Africans were rounded up and taken to Principe and Sao Tome to work in sugar cane plantations.

Due to this forced labor, African societies experienced famine. A lot of time was spent on work for Europeans.

- Land alienation

This was the most evil form of exploitation of natural resources. Africans in settler colonies were hit hardest by this practice, for example in Kenya, South Africa, Rhodesia, Algeria, Angola and Mozambique. In some areas of Africa, Africans were forced to settle in reserve camps leaving fertile and mineralized plots of lands to Europeans. This policy caused resistance in many areas of Africa.

In Rwanda, the church alienated huge chunks of land to build churches, schools and people were forced out of their land.

2. Examine the use of legitimate trade in the economic exploitation of African countries.

A/

After realizing the benefits of slave trade and its abolition, they introduced legitimate trade. This form of trade is said to have brought peace and stability as it eliminated the raids and suffering caused by slave trade.

Legitimate trade was monopolized by Europeans who transferred all the profits to their countries. They paid low prices for African products and highly priced their exports to Africa. Worse still, the legitimate trade involved the exchange of high valued African products like gold, copper, diamonds, cotton, coffee, rubber, and palm oil among others. Exports to Africa included beads, used clothes, bangles, spices and glassware.

In Rwanda, the European trader named Borgrave d'Altena purchased cows at very low prices so as to supply beef to the colonialists.

3. Discuss the colonial method of discouraging industrialization in the economic exploitation of African countries. Present the results of your discussion to the class.

A/

To control the monopoly for trade in raw materials and market

for their manufactured goods in Africa, Europeans extremely discouraged manufacturing industries. In Egypt, Lord Cromer established processing plants for cotton lint while cotton cloth production was done in Britain.

Cromer also set up tariffs on locally manufactured foods and on imported coal. He also set up heavy fines on smokers to kill the tobacco industry.

In Senegal, the French never set up any industries to the extent that even groundnuts were exported in their shells. Only primary processing industries were set up to reduce the volume of raw materials. The prices for raw materials were very low while the manufactured goods from Europe were sold at high prices. This was a clear indication of colonial exploitation.

3.4.2 Lesson 2: Colonial methods of African exploitation

a) Learning objective

Learners are able to explain the colonial methods of African exploitation

b) Teaching resources

To conduct well this lesson about the colonial methods of African exploitation, 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 4.2

To be effective while teaching 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 organize learners into groups and then asks them to do activity 4.2 about the Colonial methods of African exploitation 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



Learning Activity

Answers for learning activity 4.2

Describe the colonial transport policy in the economic exploitation of Africa. Present the results of your discussion to the class.

A/

To support legitimate trade, road and railway transport networks were established. These networks connected the interior of African colonies to the coast. Roads were mainly established in areas rich in resources where colonialists had direct gains. The main purpose was to facilitate the effective exploitation of raw materials.

In Togo, Germany constructed railway lines and named them according to the produce they were meant to carry such as Cotton line, Palm oil line and Iron line.

In Rwanda, the railway project planned by the Germans from Dar-Es-Salaam via Tabora to Rusumo stopped because of World War I.



Application Activity

Application Activity 3.2

Discuss the colonial education policies in the economic exploitation of the African countries. Present the results of your discussion to the class.

A/

The colonial education system was controlled by Christian missionaries. In the colonial schools, Africans were trained to serve as lower cadres, known as "colonial auxiliaries". The main products of these schools best suited the posts of houseboys, house girls and clerks. They could not make engineers, doctors and other professional careers.

The colonial education system produced people who liked European ways of life. As a result they exploited fellow Africans. In Rwanda, education was exclusively given to the sons of chiefs. In French, Portuguese and Italian colonies education was used for assimilation purposes.

Liberal subjects such as, political science, literature and history were neglected in order to keep Africans away from forming revolutionary movements against colonialists. To colonialists, the best subjects fit for Africans were bible study, reading and writing of languages.

3.5 Additional content

Methods of colonial conquest in Africa

In life, some people will do anything to achieve what they want. Likewise, the colonialists used various methods to colonise Africa. The methods are discussed below.

- **Use of explorers.** Explorers drew maps showing fertile areas and rich mineral areas. They shared information about how rich Africa was. This attracted their home governments to come and take over African areas.
- **Use of missionaries.** European missionaries encouraged their governments to establish colonial rule in Africa so that they could put an end to the wars between African states, stop the slave trade and protect them from attacks by the locals and Muslims. They also softened African hearts by preaching to them and persuading them to accept Europeans and support their goals.
- **Use of traders (chartered companies).** Companies such as IBEACo and GEACo facilitated the colonisation of Africa. The trading companies through their agents signed treaties with the African rulers. Carl Peters of Imperial Germany East Africa Company for example, signed treaties with Sultan Sakwa of Kavirondo, William Mackinnon of Imperial British East Africa Company signed treaties with various Kenyan chiefs.
- **Use of force.** Africans did not meekly accept the imposition of foreign rule. Many communities resisted this. In the face of such resistance, the European powers resorted to military conquest. They used force to subdue the Africans. This method was mainly used by the French, British and Germans.
- **Treaty signing.** Europeans also signed treaties with African Chiefs to take over African areas. For example, Moffat Treaty, Rudd Concession and the Buganda Agreement.

- **Use of gifts and presents.** Some African rulers were lured into accepting Europeans through presents such as beads, clothes, weapons and intoxicating drinks. Others were made chiefs while some were promised western education, for example, Semei Kakungulu of Uganda.
- **Use of tricks.** This is where Europeans deceived African chiefs and took over their areas. For example, Jaja of Opobo was convinced to board a war ship in 1887 by Johnston and deported to the West Indies.
- **Divide and rule tactics.** Europeans used the divide and rule tactics by playing off one community against another. They encouraged warfare between African communities. Once weak, the European powers occupied it. This was the case with Nupe against the Fulani, the Baganda against the Banyoro and the Maasai against the Nandi.

3.6 End of Unit Assessment Answers



End of Unit Assessment

Answers to the End of Unit Assessment

1. What are the main reasons for European colonization of Africa? They include:
 - Need for raw materials for European industries
 - Market for the manufactured goods
 - Need for areas where to invest their surplus capital European countries had accumulated a lot of capital from their industrial products
 - Need to control economically strategic areas to improve trade
 - Discovery of minerals in most parts of Africa
 - To give protection to European traders and trading companies
 - To resettle high population from Europe and provide them with jobs
 - To control strategic areas
 - British occupation of Egypt in 1882
 - French occupation of Tunisia and Morocco
 - Growth of nationalism and jingoism
 - Compensation for major losses
 - Activities of King Leopold II of Belgium in Congo

- The activities of Pierre Savroigna de Brazza in Congo and Ivory Coast
- The influence of the 1884–1885 Berlin Conference
- Humanitarian factors

2. Explain the term “scramble”

A/ The Scramble for Africa was the invasion, annexation, division, and colonization of most of Africa by seven Western European powers during an era known as “New Imperialism” (between 1833 and 1914). The 10% of Africa that was under formal European control in 1870 increased to almost 90% by 1914, with only Liberia and Ethiopia remaining independent.

3. Describe the features of the colonial economy

A/

- It was characterized by coercive apparatus in a sense that instruments like army, police, prison as well as courts were accompanied with colonial economy to ensure that the production run smoothly as well as maintaining discipline and to African (To stop resistance)
- Instructional construction of infrastructure such as railways , roads and ports so as to facilitate production as well as exportation of products (goods) from the interior of the coast ready to be shipped to the European countries.
- Land alienation more especially in those areas where plantations and settlers economies were dominant. In this case many Africans were forced to be out of their fertile land and taken to marginalized (unfertile) land.
- Labor intensive economy as it depended heavily on both migrant labor as well as cheap paid labor whose duty was only to provide their labor power in plantations and mines.
- Money –oriented economy. This was simply because, money was introduced to be used only as a medium of exchange in the colonies and also the use of money facilitated capitalist exchange and colonial exploitations due to the fact that, for the one to make any transaction he/she was forced to have cash mean while it was difficult to get cash unless you are being provided a very heavy and tiresome job by colonialists.
- Limited/few numbers of industries in Africa. This was because during the colonial economy to make Africans keep on being dependent to European manufactured goods , as well as stop reduce competition over European goods (produce) they killed

African industries and technology by introducing subsistence industries that involved oil refineries, and cotton gunneries aiming to increase the quality and quantity of raw materials that had to be exported to Europe

- It was export-oriented economy in a sense that whatever was produced in Africa in a form of cash crops like agricultural crops (cotton, coffee, and sisal) and mineral raw materials were to be transported to Europe in order to feed European hungry industries.
 - Monoculture. As single crop was specialized in one region in order to increase productivity. *Eg Sisal in Tanganyika, Coffee in Kenya, Cocoa in Ivory Coast and Palm oil in Nigeria*
 - Taxation where Africans were forced to pay taxes in terms of poll, hut and cattle taxes which serves/ aimed to benefit them (Africans) in turn Africans became in secured in the whole process of tax collection because, European powers used force to collect taxes from Africans.
4. The colonial activities in Africa were only profitable to Africans to a small extent.

Discuss

- Colonial activities led to creation of bigger African states. This was as a result of combining small African societies which were combined by the colonialists.
- Colonial activities in Africa led to abolition of slavery and slave trade among African societies. For example, the Europeans stopped the Yao, Nyamwezi and Akamba who participated in slave trade.
- There was introduction of Western education in the colonies. This brought new scientific knowledge and new languages such as English and French into Africa.
- There was establishment of communication networks and infrastructures such as roads and railways in African colonies. A case in point is the Uganda railway and Tanzania railway.
- Colonial activities in Africa led to the development of agriculture in Africa through introduction of new crops. The new crops included coffee, cotton, cocoa, rubber and sugar cane in addition to plantations agriculture.
- Colonial activities in Africa led to the spread of Christianity in Africa. Many Africans dropped their traditional religion and were converted to Christianity. Today there are many Christians especially in central, eastern and southern parts of Africa.

- Western cultures such as ways of dressing, dancing, eating and marriage were introduced in Africa. For example in Senegal, Africans who got assimilated dressed and ate like the French.
- Colonial activities in Africa led to introduction and expansion of legitimate trade in Africa. Africans acquired European manufactured goods in exchange for the African raw materials. The materials included clothes, sauce pans and utensils. They were exchanged for gold, hides and skins.
- There was emergence and growth of towns and urban centers in African during the colonial period. Such towns started as administrative centres for colonial governments which were developed into modern towns today.
- Colonial activities in Africa led to rise of African nationalism where Africans wanted to rule themselves instead of being ruled by Europeans. This brought unity of African people against Europeans.
- Colonial activities in Africa opened up parts of African continent to the outside world. This led to the creation of links between African countries and the rest of the outside world.

3.7 Additional activities

Remedial activities

1. Name any four countries that colonized Africa
2. Who was Otto Von Bismarck?

Expected answers

1. Four countries that colonized Africa are: France, Britain, Belgium and Portugal
2. Otto, Prince of Bismarck was a Prussian and later German statesman and diplomat. From his origins in the upper class of Junker landowners, Bismarck rose rapidly in Prussian politics, and from 1862 to 1890 he was the minister president and foreign minister of Prussia.

Consolidation activities

1. Explain how humanitarian factor was one of the reasons for the scramble for Africa
2. Provide the ways by which European education became a good tool in the colonization of Africa

Expected answers

1. Humanitarians in Europe urged their countries to occupy territory in Africa to stop slave trade and improve the way of living for Africans.

The scramble, partition and conquest of Africa by the Europeans was followed by the introduction of colonial economic policies which helped them to effectively exploit Africa. The Europeans adopted new methods of exploitation which were similar in different areas of Africa.

2. The colonial education system was controlled by Christian missionaries. In the colonial schools, Africans were trained to serve as lower cadres, known as “colonial auxiliaries”. The main products of these schools best suited the posts of houseboys, house girls and clerks. They could not make engineers, doctors and other professional careers.

The colonial education system produced people who liked European ways of life. As a result they exploited fellow Africans. In Rwanda, education was exclusively given to the sons of chiefs. In French, Portuguese and Italian colonies education was used for assimilation purposes.

Liberal subjects such as, political science, literature and history were neglected in order to keep Africans away from forming revolutionary movements against colonialists. To colonialists, the best subjects fit for Africans were bible study, reading and writing of languages.

Extended activities

1. To which extent colonial economy affected African ways of living?
2. Describe the ways by which Christianity replaced African religious beliefs

Expected answers

1. Colonial economy caused migration, resettlement of Africans, exploitation of Africans, dependence of African economy on European economy and development of infrastructure as follows:

- **Migration**

The colonial powers used forced labour in the exploitation of Africa. This economic policy was introduced in order to exploit Africa. All adults were subjected to forced labour. Those who failed to accomplish it were punished. Africans were also beaten or had their properties confiscated.

As result of this forced labour, some Africans resisted European colonialists. Others preferred to migrate to the neighbouring countries where the situation was quite different. E.g. Some Rwandans migrated to Uganda which was under British control. Others were forced to migrate to Democratic Republic of Congo as workers in mines.

- **Resettlement of Africans**

Another consequence of colonial economic policies was the resettlement of Africans due to land alienation. They were displaced from their fertile soils to provide space for colonial economic projects such as infrastructure.

- **Exploitation of Africans**

All colonial economic policies resulted in the exploitation of Africans. Examples include taxation and labour policies.

- **Dependence of African economy on Europeans**

The over dependence of the African economy was due to poor colonial economic policy. This policy discouraged industrialization and also destroyed local African industry. The African economy was reduced to a market for European goods. The Europeans got the raw materials at low prices while their manufactured goods were sold at high prices in Africa.

- **Development of infrastructure**

1. Europeans colonialists succeeded in the development of communication lines. Railways were constructed in many parts of Africa to connect the interior of Africa to the coast. The aim was to facilitate the economic exploitation of Africa. Communication lines only extended to areas rich in resources; for example, minerals.
2. The introduction of Christianity led to suppression of many ancient practices, although some survived. Some had already been introduced to the Caribbean islands by African slaves. Tribes often competed for colonial industrial products. In some cases, tribes still warred among each other as before colonialism. An aristocratic class of European managers and directors sprang up to operate the colonies. Like the American Indians, many African tribes lost their lands, were mistreated, or became second-class citizens in a segregated society.

UNIT 4

IMPACT OF THE COLONIAL RULE ON THE AFRICAN SOCIETIES

4.1 Key unit competence

The learner should be able to assess the political, economic and social transformations brought by the colonial rule in Africa.

4.2 Prerequisite knowledge and skills

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

- Colonial masters and their colonies.
- European domination in the 19th Century.
- Methods of African exploitation.
- Consequences of European domination and exploitation of Africa in the 19th Century.

4.3 Introductory activity and guidance

a) Introductory activity (unity level)

From 1900's most of African countries were under the colonial rule. It was characterized by total domination and total exploitation of Africa and Africans. Through your research, assess the impact of this colonial on African societies. Prepare a written document where you summarize your work to be presented in the classroom.

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 impact of the colonial rule on the African societies.

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.

4.4 List of lessons

Number of the lesson or bunch of lessons	Lesson title	Number of periods (18)
1	Types of colonialism and colonial activities in Africa.	2
2	Negative impact of European colonial rule in Africa.	7
3	Positive impact of European colonial rule in Africa.	7
4	End of Unit Assessment Remedial activities	2

Guidance on different lessons

4.4.1 Lesson 1: Types of colonialism and colonial activities in Africa

a) Learning objective

By the end of this lesson, the learners are able to identify the types of Colonialism applied in Africa by European colonialists.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior five, 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 responding to introductory activity, learners can give the following answers; both positive and negative impact:

- Loss of African independence
- Division of African tribes
- Loss of political power
- Killing and inhuman treatment
- They bore children who were later abandoned.
- Colonialism also caused a lot of suffering.
- Change of African lifestyle
- Exploitation of African resources
- Introduction of taxes and forced labour
- Distortion of the African economy
- Retarding of development
- Development of the education system
- Development of modern transport infrastructure
- Introduction of new crops
- Development of the health system



Learning Activity

Answers for learning activity 4.1

The following are expected answers from the learners:

- Settler colonialism
- Exploitation colonialism
- Plantation colonies
- Surrogate colonialism
- Internal colonialism

4.4.2 Lesson 2: Negative impact of European colonial rule in Africa

a) Learning objective

By the end of this unit, learners are able to assess the negative impact of European colonial rule in Africa.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior five, 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

Expected answers from the learners are the following:

- Loss of African independence
- Division of African tribes
- Loss of political power
- They bore children who were later abandoned.

- Killing and inhuman treatment
- Colonialism also caused a lot of suffering.
- Change of African lifestyle
- Exploitation of African resources
- Introduction of taxes and forced labour
- Distortion of the African economy
- Retarding of development

4.4.3 Lesson 3: Positive impact of European colonial rule in Africa

a) Learning objective

By the end of this lesson, the learners are able to identify the positive impact of European colonial rule on African societies.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior five, 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

Expected answers from the learners including the following:

- Development of the education system
- Development of modern transport infrastructure
- Introduction of new crops
- Development of the health system
- Introduction of Modernization and Advancement of Technology.

4.5 Additional content

COLONIAL IMPACT IN AFRICA

Colonialism impacted the African continent socially, politically and economically both positively and negatively. But at large extent, colonialism was negative. From the European point of view, colonialism was fundamentally positive. For instance, they will consider as positive impacts the following: the introduction of Christianity which brought about more religious mission opportunities. Most of the missionaries introduced education in Africa by establishing mission schools to educate the local people and helped them to learn more about their land and culture. The Europeans defended the Africans against their enemies or gave them weapons to enable them defend themselves whenever they were attacked by their enemies and this made some of the Africans feel safer.

The Europeans brought new technology to Africa; they were provided with tools for farming and introduced new crops like maize and manioc from the New World. They built more infrastructures like medical facilities, transport and communication network, schools and established plantations for the growing of cash crops like cocoa, coffee, tea, rubber and cotton. Many Africans learned the languages of their colonial masters like English, French and Portuguese which has given them more advantage to be able to communicate in the present globalised world without any difficulties. Colonialism also made the world aware of Africa's rich culture although they adopted some the European culture, its abundance in natural and mineral resources and introducing the countries to trade on the international markets. New goods including household goods were introduced to Africa. More African jobs were created and some of

the people learnt new trade making especially the tribal groups that sided with Europeans richer. More stronger and better institutions were established to govern the people which they exist in most of the countries till today.

Some of the negative effects are that the Africans were taken as slaves to the new world and forced to work on the plantations without pay. On the African continent the Europeans seized land from the Africans to establish plantations for the growing of cash crops and forced the people to work on these plantations for a meagre. The African culture was diluted, traditions were taken away and their ways of life were destroyed. The African tradition religion was also destroyed due to the introduction of Christianity, they forced the people to learn their language, taught them how to eat European food and dress like Europeans abandoning their own traditional way of eating habits and dressing and the spread of virulent diseases. Families were torn apart due to partition of Africa which created new boundaries leading to present conflicts and the slave trade which millions of people away from their families and homelands. The Europeans took away most of their resources especially gold, diamonds, ivory and agricultural primary products. This never gave the Africans the opportunity to learn how to use their own resources for development. Lastly the Africans occupied only the inferior positions of the colonial administration and never had a say in the government of their own countries. Those employed by the colonial administration felt proud and more superior to the others and it eventually led to social inequality in the colonies.

4.6 End of Unit Assessment Answers



End of Unit Assessment

Answers for End of Unit Assessment

1. Describe the types of colonialism
 - Settler colonialism
 - Exploitation colonialism
 - Plantation colonies
 - Surrogate colonialism
 - Internal colonialism
2. Explain the negative effects of colonisation on the African societies.
 - Loss of African independence
 - Division of African tribes
 - Loss of political power

- Killing and inhuman treatment
 - They bore children who were later abandoned.
 - Colonialism also caused a lot of suffering.
 - Change of African lifestyle
 - Exploitation of African resources
 - Introduction of taxes and forced labour
 - Distortion of the African economy
 - Retarding of development
3. Find out and explain the positive effects of colonisation on the African societies.
- Development of the education system
 - Development of modern transport infrastructure
 - Introduction of new crops
 - Development of the health system
 - Introduction of Modernization and Advancement of Technology.

4.7 Additional activities

Remedial activities

1. Mention two types of colonialism used by Europeans in Africa
2. Name two negative impact of European colonization on African societies.

Expected answer

1. A learner can mention two of the following:
 - Settler colonialism
 - Exploitation colonialism
 - Plantation colonies
 - Surrogate colonialism
 - Internal colonialism.
2. A learner can name two of the following:
 - Loss of African independence
 - Division of African tribes
 - Loss of political power
 - Killing and inhuman treatment
 - They bore children who were later abandoned.
 - Colonialism also caused a lot of suffering.
 - Change of African lifestyle
 - Exploitation of African resources
 - Introduction of taxes and forced labour

- Distortion of the African economy
- Retarding of development

Consolidation activities

1. Explain the following terms:
 - a) Colonialism
 - b) Exploitation colonialism
2. To which consists of surrogate colonialism?

Expected answers

1. By attempting to give answer to this question, a learner can give the following answers:
 - a) Colonialism:** is the policy and practice of a power in extending control over weaker people or areas. Colonialism is also defined as a relationship of domination between an indigenous (or forcibly imported) majority and a minority of foreign invaders.
 - b) Exploitation colonialism:** focuses on the exploitation of natural resources and the local population as cheap labour that benefits the mother country economically.
2. **The surrogate colonialism consists of** involving a settlement project supported by a colonial power, in which most of the settlers do not come from the ruling power.

Extended activities

Colonization had had a very great impact on African societies. Discuss.

Expected answer

By giving answer to this question, a learner should discuss, both, positive and negative sides of European colonization on African societies:

- Loss of African independence
- Division of African tribes
- Loss of political power
- Killing and inhuman treatment
- They bore children who were later abandoned.
- Colonialism also caused a lot of suffering.
- Change of African lifestyle
- Exploitation of African resources
- Introduction of taxes and forced labour
- Distortion of the African economy
- Retarding of development
- Development of the education system
- Development of modern transport infrastructure
- Introduction of new crops
- Development of the health system

UNIT 5

THE FIRST AND THE SECOND REPUBLICS OF RWANDA

5.1 Key unit competence

The learner should be able to examine the achievements and the failures of the First and the Second Republics of Rwanda.

5.2 Prerequisite knowledge and skills

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

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

5.3 Introductory activity and guidance

a) Introductory activity (unity level)

From 1962 up to 1994, Rwanda was under the regime of the First and Second republics. Through the use of different books, documents and internet, make a research and assess the failures of those republics. Prepare a written supporting document you will use during the 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 rise of 1st and 2nd Republics, their achievements, failures and downfalls.

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.

5.4 List of lessons

Number of lesson	Title of lesson	Number of Period (s) (12)
1	Achievements and failures of the First Republic of Rwanda	5
2	Achievements and factors for the downfall of the Second Republic of Rwanda	5
3	End of Unit Assessment Remediation	2

Guidance on different lessons

1.4.1 Lesson 1: Achievements and failures of the First Republic of Rwanda (1962 – 1973)

a) Learning objective

By the end of this lesson, learner is able to examine the achievements and the failures of the First Republic leading to its collapse in 1973.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior five, 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/organize 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:
- Government institutions were not respected. Grégoire Kayibanda and his MDR-PARMEHUTU denied the rights of the parliament to supervise the Government.
- Temptation of some members of MDR Parmehutu from the south of the country to monopolize the power.
- Culture of impunity.
- Institutionalization of discrimination against Tutsi.
- Regionalism.
- There was increasing discontent among emerging cadres, students and individuals with primary and secondary education.
- Dismissing several northern dignitaries, them from jobs and removing them from locations associated with power.



Learning Activity

Answers for learning activity 5.1

By answering this activity, learners can give the following answers:

a) Achievements of the First Republic

- The Constitution was adopted for the first time in the existence of Rwanda.
- A government headed by the president was formed. It was the birth of a republic.
- There was creation of infrastructure like schools, roads and hospitals.
- There was development of the first five-year social and economic development plan
- Some political institutions were created like the national assembly and the Supreme Court.

- Some financial institutions like banks were put in place which managed to finance a few factories and industrial companies.
- Establishment of National University of Rwanda.

b) Failures of the First Republic

- Interpersonal and regional differences in the ranks of PARMEHUTU and serious accusations against President Kayibanda.
- Constitutional amendment of May 18th, 1973 by the National Assembly to increase the duration of presidential terms of office from five to seven years, and allowed Grégoire Kayibanda to stand for a third term.
- Violence and “ethnic” cleansing of the Tutsi where Tutsi children were massacred and chased out of schools and the few Tutsi in minor administrative positions were dismissed, and others murdered.
- The impunity which degenerated into regional confrontation.
- No respect of the Republican institutions.
- Elimination of other political parties and monopartism under the First Republic.
- Failure to solve the refugees’ problems.
- Poor functioning of the monetary and customs union between Rwanda and Burundi.

5.4.2 Lesson 2: Achievements and factors for the downfall of the Second Republic of Rwanda (1973 – 1994)

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/organize 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:

Answer to 5.2.a

- Dissolution of national assembly;
- Suspension of constitution;
- Abolition of political parties;
- Formation of M.R.N.D (Mouvement Révolutionaire National pour le Développement) in 1975 and by 1978 it became one and single political party.
- By 1978, there was adoption of a new constitution.
- Development of a cult of personality towards the president Habyarimana.
- Harassment of opposition leaders and critics against the government. Some
- Human rights abuses where many people were imprisoned and kept into prisons without going to courts of laws for trial.
- There existed armed robbery, political violence against civilians.
- Establishment of a National Peace and Unity Committee composed of 11 senior officers to replace the ousted government.

Answer to 5.2.b

By 1994, the Second Republic collapsed, and a number of factors can explain its collapse including the following:

- Gross violation of Human Right
- Economic crisis
- Institutionalization of ethnic and regional balance or quota system
- Centralization of power in the hands of a small group of people “Akazu”
- Glorification of Habyarimana and dictatorship
- The culture of impunity
- Crashing all forms of opposition
- No significant effort to solve the refugee problems
- The liberation war (1990-1994)

5.5 Additional content

RWANDA: 1961 – 1994; A BRIEF VIEW

Independence (1961)

On 25 September 1961, a referendum was held to establish whether Rwanda should become a Republic or remain a kingdom. Citizens voted overwhelmingly for a Republic. After parliamentary elections held on the same day, the first Rwandese Republic was declared, with Kayibanda as prime minister. Mbonyumutwa was named the first president of the transitional government.

Between 1961 and 1962, the Rwandan refugees staged attacks into Rwanda from neighboring countries. Rwandan troops responded, and thousands more were killed in the clashes. On 1 July 1962, Belgium, with UN oversight, granted full independence to the two countries of Rwanda and Burundi. Rwanda was created as a Republic governed by the majority MDR-Parmehutu, which had gained full control of national politics. In 1963, the Rwandan refugees’ invasion into Rwanda from Burundi pushed the Government of Rwanda to kill about 14,000 innocent Tutsi. The economic union between Rwanda and Burundi was dissolved and tensions between the two countries worsened. Rwanda became a dominated one-party state.

Kayibanda became Rwanda’s first elected president, leading a government chosen from the membership of the directly elected unicameral National Assembly. Peaceful negotiation of international problems, social and

economic elevation of the masses, and integrated development of Rwanda were the ideals of the Kayibanda regime. He established formal relations with 43 countries, including the United States, in the first ten years. Despite the progress made, inefficiency and corruption developed in government ministries in the mid-1960s.

The Kayibanda administration established quotas to try to increase the number of Hutu in schools and the civil service. This effort ended up penalizing the Tutsi. They were allowed only nine percent of secondary school and university seats. The quotas also extended to the civil service. With unemployment high, competition for such opportunities increased social tensions. The Kayibanda government also continued the Belgian colonial government's policy of requiring ethnic identity cards.

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

Military rule

On July 5, 1973, Defence Minister Major General Juvénal Habyarimana overthrew Kayibanda. He suspended the constitution, dissolved the National Assembly and imposed a strict ban on all political activity.

In 1975, President Habyarimana formed the Mouvement Révolutionnaire National pour le Développement (MRND) whose goals were to promote peace, unity, and national development. The movement was organized from the "hillside" to the national level and included elected and appointed officials.

Under MRND aegis, a new constitution making the party a one-party state under the MRND was approved in a referendum in December 1978. These were shortly followed by presidential elections a few weeks later. Habyarimana, as president of the MRND, was the only candidate on the ballot. He was re-elected in 1983 and again in 1988, each time as sole candidate. However, in a minor concession to democracy, voters were given a choice of two MRND candidates in elections to the National Assembly. Responding to public pressure for political reform, President Habyarimana announced in July 1990 his intention to transform Rwanda's one-party state into a multi-party democracy.

The Liberation War and the 1994 Genocide against the Tutsi

Some Rwandan refugee Rwandan Tutsis in Uganda had joined the rebel forces of Yoweri Museveni in the Ugandan Bush War and had then become part of the Ugandan military upon the rebel victory in 1986. Among these were Fred Rwigema and Paul Kagame, who rose to prominence in

the Rwandan Patriotic Front (RPF). On October 1, 1990, the RPF invaded Rwanda Uganda. RPF blamed the government for failing to democratize and resolve the problems of more 500,000 refugees living in diaspora around the world.

After 3 years of fighting and multiple prior “cease-fires,” the government and the RPF signed a “final” cease-fire agreement in August 1993, known as the Arusha Accords, in order to form a power sharing government, a plan which immediately ran into problems.

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

The 1994 Genocide against Tutsi

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

Military and militia groups began rounding up and killing Tutsi in masse, as well as political moderates irrespective of their ethnic backgrounds. The killing swiftly spread from Kigali to all corners of the country; between April 6 and the beginning of July. More than 1, 000,000 Tutsi were killed. Even ordinary citizens were called on by local officials to kill their neighboring Tutsi who were called Inkotanyi - Cockroaches by the local radio stations inciting fear and hatred. The president's MRND Party was implicated in organizing many aspects of the genocide. The genocidaires were abetted by the Radio Télévision Libre des Mille Collines broadcasting hate speech advocating violence against Tutsis. It broadcast at the same time as Radio Muhabura broadcast from Uganda, sponsored by the RPF and their Ugandan allies.

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

5.6 End of Unit Assessment Answers



End of Unit Assessment

1. Discuss the man achievements under the First Republic
 - Plans were made to tarmac all the roads linking Rwanda to her neighbours in the five-year development plan (1966–1971).
 - Rusumo Bridge at the Akagera River and the Nyabarongo River Bridge were constructed.
 - In rural development, emphasis was placed on the reclamation of marshlands in order to improve agricultural production and the distribution of improved seeds and plants in some parts of the country.
 - Besides, new crops like rice were introduced. In terms of animal production, some cattle dips were constructed to fight ticks.
 - The first university was opened on November 3rd 1963 with the assistance of Switzerland and Canada. In 1966, the Higher Institute of Education was started.
 - In health, new dispensaries were built. The number increased from 67 to 142 in 1972. Breastfeeding mothers received training in maternal health care.
 - The government also set up nutrition centres for malnourished children.
 - A centre for children with disabilities was built at Gatagara while a psychiatry centre was built at Ndera. Vaccination campaigns were introduced between 1965 and 1970.
2. Explain why Grégoire Kayibanda failed to unify the Rwandan citizens.
 - Firstly, he institutionalized discrimination against the Tutsi.
 - Secondly in addition to ethnicism, regionalism was introduced.
 - There was increasing discontent among cadres, learners and individuals with primary and secondary education. Fierce local political competition was combined with rivalries at the national level. Bourgomestres and préfets competed intensely.
 - The purges which began in February 1973 were initially provoked by learners, but also encouraged or led by the authorities.
 - Along with PARMEHUTU, the authorities aimed at strengthening the regime by defining a common enemy.

The purges involved the posting of lists of Tutsi learners and staff, asking them to leave universities and companies. This later evolved beyond the control of the central authorities.

3. The causes of the economic crisis in Rwanda during this period included the following:
 - Drastic fall of the world coffee and tin prices.
 - Over devaluation of the Rwandan franc.
 - Poor management of public funds.
 - Demographic explosion prevailing in Rwanda since 1940s.
4. Reasons that led to the failure of the 1978/1979 Education Reform:
 - Lack of teaching aid materials.
 - Lack of qualified teachers in various newly introduced subjects in the new curriculum.
 - Lack of appropriate evaluation methods for the reform.
5. The failures of the First and Second Republics:
 - Thousands of Rwandans had become refugees in different neighbouring countries.
 - The First and Second Republics divided Rwandans instead of uniting them.
 - The problem of insecurity due to the incursions launched by Inyenzi from neighbouring countries and the reaction of the Rwandan leaders by killing thousands of Tutsi who had remained in the country.
 - Rwanda also encountered a problematic economic situation because it lacked enough resources to insure its financial self-reliance.
 - The Habyariman a regime was characterised by bad governance;
 - Corruption
 - Dictatorship
 - Nepotism and regionalism;
 - Ethnic division;
 - Mismanagement and embezzlement of public funds;
 - Violence against members of the opposition including journalists;
 - Arbitrary imprisonments;
 - Political assassinations;
 - Economic crisis in the period from 1987 onwards;
 - Refusal to address the problem of the Rwandan refugees.

5.7 Additional activities

Remedial activities

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

Expected answer

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

Consolidation activities

The regime of Gregoire Kayibanda was responsible for its decline. Explain.

Expected answers

To attempt to give answer to this question, a learner should remind main factors which decidedly led to the decline of the regime of Kayibanda, including the following:

- Interpersonal and regional differences in the ranks of PARMEHUTU and serious accusations against President Kayibanda.
- Constitutional amendment of May 18th, 1973 by the National Assembly to increase the duration of presidential terms of office from five to seven years, and allowed Grégoire Kayibanda to stand for a third term.
- Violence and “ethnic” cleansing of the Tutsi where Tutsi children were massacred and chased out of schools and the few Tutsi in minor administrative positions were dismissed, and others murdered.
- The impunity which degenerated into regional confrontation.
- No respect of the Republican institutions.
- Elimination of other political parties and monopartism under the First Republic.
- Failure to solve the refugees’ problems.
- Poor functioning of the monetary and customs union between Rwanda and Burundi.

Extended activities

To which extent was the Second Republic expected to collapse by 1994?

Expected answer

By proving answer to this question, a learner can talk about the following points:

- Gross violation of Human Right
- Economic crisis
- Institutionalization of ethnic and regional balance or quota system
- Centralization of power in the hands of a small group of people “Akazu”
- Glorification of Habyarimana and dictatorship
- The culture of impunity
- Crashing all forms of opposition
- No significant effort to solve the refugee problems
- The liberation war (1990-1994)

UNIT 6

GENOCIDE DENIAL AND IDEOLOGY IN RWANDA AND ABROAD

6.1 Key unit competence

Be able to analyze crucial stages of genocide committed against the Tutsi in 1994 in Rwanda and abroad and devise ways of reconstructing Rwandan society as well as preventing Genocide from happening again.

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:

- The roots - causes of 1994 Genocide against the Tutsi.
- Planning and execution of the 1994 Genocide the Tutsi.

6.3 Introductory activity and guidance

a) Introductory activity (unity level)

Many books and movies have been produced on the 1994 Genocide against the Tutsi. Using them, analyze the structure and strategies that made possible the 1994 Genocide against the Tutsi. Afterwards, suggest how genocide can be prevented from happening again.

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 genocide ideology and denial in Rwanda and abroad.

One of suggested issue here is “the structure and strategies that made possible the genocide committed against the Tutsi in 1994. 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 period (14)
1	Concepts of Genocide and other mass atrocities	1
2	Steps of genocide development	2
3	Causes, origins and ideological dimensions of the Genocide committed against the Tutsi in 1994	2
4	Course of the Genocide committed against the Tutsi in 1994	2
5	Denial of Genocide committed against the Tutsi in 1994 in Rwanda and abroad	2
6	Ways of fighting against forms and channels of genocide denial and ideology in Rwanda	2
7	Ways of fighting against forms and channels of genocide denial and ideology abroad	2
8	Evaluation	1

Guidance on different lessons

6.4.1 Lesson 1: Concepts of Genocide and other mass atrocities

a) Learning objective

To be able to compare and contrast the crime of Genocide with other mass atrocities.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner' book for senior five, 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

The genocide committed against the Tutsi in 1994 was preventable, however, the following factors made it possible:

- The loss of cultural identity
- The hatred culture of Rwandans vis-à-vis other Rwandans under the two Republics
- Institutionalization of untruthfulness and the culture of impunity
- Persecution and impunity
- Genocidal Ideology in Rwanda Post-Independence
- Discriminatory leadership



Learning Activity

Answers for learning activity 6.1

Genocide:

According to Convention on the Prevention and Punishment of the Crime of Genocide, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group;
- 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 within the group;
- Forcibly transferring children of the group to another group.

Mass atrocities:

Mass atrocities” refers to widespread and systematic acts of violence committed against civilians, often with the intention of causing terror, destruction, or achieving specific political, ideological, or social objectives. These acts can include genocide, crimes against humanity, war crimes, ethnic cleansing, and other egregious violations of human rights.

6.4.2 Lesson 2: Steps of genocide development

a) Learning objective

To be able to describe the different steps through which the genocide is developed with reference to the genocide committed against the Tutsi in 1994.

b) Teaching resources

To conduct well this lesson, the teacher uses History learner’ book for senior five, 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 activity



Learning Activity

Answers for learning activity 6.2

To give the answers to this question of learning activity, learners can list the following stages through which the genocide committed against the Tutsi was developed:

- i. Classification
- ii. Symbolization
- iii. Discrimination
- iv. Dehumanization
- v. Organization
- vi. Polarization
- vii. Preparation
- viii. Persecution
- ix. Extermination
- x. Denial

6.4.3 Lesson 3: Causes, origins and ideological dimensions of the Genocide committed against the Tutsi in 1994

a) Learning objective

To be able to analyse the causes and ideological dimensions of the genocide committed against the Tutsi in 1994.

b) Teaching resources

To conduct well this lesson about the causes, origins and ideological dimensions of the Genocide committed against the Tutsi in 1994, the teacher uses History learner' book for senior five, 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 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

By attempting to give answers to this activity, learners can explain the following causes which rooted to the genocide committed against the Tutsi in 1994:

- The loss of cultural identity
- The hatred culture of Rwandans vis-à-vis other Rwandans under the two Republics
- Institutionalization of untruthfulness and the culture of impunity
- Persecution and impunity
- Genocidal Ideology in Rwanda Post-Independence
- Discriminatory leadership

6.4.4 Lesson 4: Course of the Genocide committed against the Tutsi in 1994

a) Learning objective

To be able to describe the course of the genocide committed against the Tutsi in 1994.

b) Teaching resources

To conduct well this lesson about the course of the genocide committed against the Tutsi in 1994, the teacher uses History learner' book for senior five, internet, documentary films about the course of Genocide committed against the Tutsi in 1994, 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

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.

Guidance to learning activity 6.4

Suggested answers for activities

By attempting to give answers to this activity, learners explain the following causes which rooted to the Genocide committed against the Tutsi in 1994:

- The loss of cultural identity
- The hatred culture of Rwandans vis-à-vis other Rwandans under the two Republics
- Institutionalization of untruthfulness and the culture of impunity
- Persecution and impunity
- Genocidal Ideology in Rwanda Post-Independence
- Discriminatory leadership



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 2.4. By attempting to give answers, the learners can provide the following:

1. Describe the course of the Genocide committed against Tutsi in 1994.

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

- Starting time: from the 7th April 1994.
- Impact of the meetings of the High Command of the Forces Armées Rwandaises.
- Different operations adopted by the regime of Abatabazi government.
- Some tools used in killings during the Genocide committed against the Tutsi in 1994.
- Some death camps.
- Defeat of the regime of Abatabazi government by Rwanda Patriotic Army.

2. Discuss the main actors of genocide against the Tutsi.

By attempting to give answer to this question, learner can mention the following points:

- Soldiers of the Rwandese Army Forces (FAR) and Gendarmerie.
- Civil authorities from the top to the local authorities.
- Militias such as “Interahamwe, Impuzamugambi” and members of “Hutu Power”.
- Civilians who were mainly the mass population of extremists Hutu.

6.4.5 Lesson 5: Denial of Genocide committed against the Tutsi in 1994 in Rwanda and abroad

a) Learning objective

To be able to identify the different forms of genocide denial

b) Teaching resources

To conduct well this lesson about the course of the denial of genocide committed against the Tutsi in 1994, the teacher uses History learner’ book for senior five, internet, documentary films about the course of genocide committed against the Tutsi in 1994, 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 6.5

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 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 6.5

By responding to this question, a learner can assess the following forms of denial against the genocide committed against the Tutsi in 1994:

- Literal denial (1994-1998)
- Interpretative denial (1998-2003)
- Implicatory genocide denial (2003 to date)

6.4.6 Lesson 6: Ways of fighting against forms and channels of genocide denial and ideology in Rwanda

a) Learning objective

To be able to identify different ways to be used fighting against forms and channels of genocide denial and ideology in Rwanda and abroad.

b) Teaching resources

To conduct well this lesson about the different ways to be used fighting against forms and channels of genocide denial and ideology in Rwanda and abroad, the teacher uses History learner' book for senior five, internet, documentary films about the course of genocide committed against the Tutsi in 1994, 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 6.6

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 2.6** 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 responding to this question, a learner can identify the different following ways to be used fighting against forms and channels of genocide denial and ideology in Rwanda and abroad:

- To dismantle these denial narratives by leveraging on the youth who make up 70% of the population.
- To amplify the voices of the survivors, relate to the facts, and explain that there was indeed Genocide against the Tutsi.
- To come together in responding and fighting back against revisionists like Judi Rever and other likeminded promoters of the 'double genocide' myth.
- Rwandans should publish more on the Genocide against the Tutsi and promote reliable/truthful literature.
- Countries should condemn, in the strongest terms, any efforts to deny or minimize the genocide against the Tutsi the same way they do with the Holocaust.
- To accelerate the processes of extradition and prosecution of genocidaires still at large.

6.5 Additional content

WHY RWANDA NEEDS THE LAW REPRESSING GENOCIDE DENIAL AND IDEOLOGY?

By Martin NGOGA

In the year 2003, Rwanda enacted Law N° 33 Bis/2003 repressing the crime of Genocide, crimes against Humanity and War crimes.

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

The Rwandan legislation cited above has been subject of massive criticism by the Western press and Non-Governmental organizations. In their usual fashion of criticism in general terms without regard to the Nature, content and background, they have created an impression of uniqueness of this legislation.

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

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

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

The Council of European Union framework Decision on Racism and Xenophobia adopted on 28 November 2008 provided for punishment in all European union states anyone who:" Publicly condoned, denied, or grossly trivialized crimes of genocide, crimes against humanity and War crimes as defined in Articles 6,7, and 8 of the statute of the International criminal court".

The Australian National Socialism Prohibition Law of 1947 as amended

in 1992 provides that” Whoever denied, grossly plays down, approves or tries to excuse the National Socialist Genocide or other national socialist crimes against humanity in a print publication, in broadcast or other media shall be punished”.

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

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

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

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

Garaundy V. France the Court ruled” denying crimes against humanity is therefore one of the most serious forms of racial defamation of Jews and of incitement to hatred of them.

The denial or rewriting of this type of historical fact undermines the values of which the fight against racism and anti-Semitism is based and constitutes serious threat to public order. Such acts are incompatible with democracy and human Rights because they infringe the rights or others”.

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

Double standards exist even in the Interpretation of International instruments we all share. Such details as the provisions of Article 19 of the International covenant civil and political Rights are never considered when criticising and demonized our legislations and the way we apply them. The article provides:

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

It may therefore be subject to certain restrictions, but these shall only be such as are provided by Law and are necessary

For respect of the rights or reputations of others

For the protection of national security or of public order, or of public health and moral”

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

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

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

It is as clear that these Laws do not exist in all countries as it is that they exist in countries that have experienced Genocide or related atrocities and this is where the relevance of context arises.

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

6.6 End of Unit Assessment Answers



End of Unit Assessment

Answers to the End of Unit Assessment

1. Describe the 10 stages of genocide according to Gregory H. Stanton.

The learners will describe the following stages:

1. Classification
2. Symbolization
3. Discrimination
4. Dehumanization
5. Organization
6. Polarization
7. Preparation
8. Persecution
9. Extermination
10. Denial

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

The learners can explain the following causes which rooted to the genocide committed against the Tutsi in 1994:

- The loss of cultural identity
- The hatred culture of Rwandans vis-à-vis other Rwandans under the two Republics
- Institutionalization of untruthfulness and the culture of impunity
- Persecution and impunity
- Genocidal Ideology in Rwanda Post-Independence
- Discriminatory leadership

3. Describe the forms of Genocide denial.

The learners can describe the following forms of denial against the genocide committed against the Tutsi in 1994:

- Literal denial (1994-1998)
- Interpretative denial (1998-2003)
- Implicatory genocide denial (2003 to date)

4. Describe Rwanda immediately after the 1994 Genocide against the Tutsi.

- In 1994, after the genocide against Tutsi, Rwanda was a failed State.
- All indicators for a failed state were there.
- No working system was in place.
- No laws to punish genocidaires despite Rwanda being member to the 1948 Convention, inexistent judicial system, as all was destroyed, judges died or fled the country, the economy was in shambles, education, health, infrastructure, agriculture, investment, travel banning, etc.
- There were on one hand thousands of victims and survivors struggling to have a minimum of life and in need of justice, and on the other hand, thousands of genocide suspects filling up prisons, also in need of timely justice.

5. Explain how we can fight genocide denial.

Learners can explain the following ways to fight against the genocide denial:

- To dismantle these denial narratives by leveraging on the youth.
- To amplify the voices of the survivors, relate to the facts, and explain that there was indeed Genocide against the Tutsi.

- To come together in responding and fighting back against revisionists like Judi Rever and other likeminded promoters of the 'double genocide' myth.
- Rwandans should publish more on the Genocide against the Tutsi and promote reliable/truthful literature.
- Countries should condemn, in the strongest terms, any efforts to deny or minimize the genocide against the Tutsi the same way they do with the Holocaust.
- To accelerate the processes of extradition and prosecution of genocidaires still at large.

6.7 Additional activities

Remedial activities

1. What do you understand by the term "genocide"?
2. List down any five stages of any genocide.

Expected answer

1. *What do you understand by the term "genocide"?*

It is the mass extermination of a whole group of people, an attempt to wipe them out of existence.

2. *List down any five stages of any genocide.*

1. Classification
2. Symbolization
3. Discrimination
4. Dehumanization
5. Organization
6. Polarization
7. Preparation
8. Persecution
9. Extermination
10. Denial

Consolidation activities

1. Identify the main crimes committed during the crime of genocide.
2. To take place in any society, any genocide is committed through different ten stages. Explain them.

Expected answers

1. Identify the main crimes committed during the crime of genocide.
 - Killing members of the group;
 - 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 with the group;
 - Forcibly transferring of the group to another group.
2. To take place in any society, any genocide is committed through different ten stages. Explain them.
 1. Classification
 2. Symbolization
 3. Discrimination
 4. Dehumanization
 5. Organization
 6. Polarization
 7. Preparation
 8. Persecution
 9. Extermination
 10. Denial

Extended activities

1. To which extent the genocide as a crime itself leads to the other crimes?
2. Describe the different “operations” which accomplished during the genocide committed against the Tutsi in 1994.

Expected answer

1. *To which extent the genocide as a crime itself leads to the other crimes?*

While the genocide is being committed, the following crimes are also committed:

- Killing members of the group;
 - 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 with the group;
 - Forcibly transferring of the group to another group.
2. *Describe the different “operations” which accomplished during the genocide committed against the Tutsi in 1994.*

The government of Abatabazi accomplished the following so called “Operations” aiming killing the Tutsi:

- Hironnelle operation”
- Insecticide operation

UNIT

7

THE NATIONAL DUTIES AND OBLIGATIONS

7.1 Key unit competence

To be able to analyse the national duties and obligations

7.2 Prerequisites of this unit

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

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

7.3 Introductory activity and guidance

a) Introductory activity (unity level)

“Home Grown Solutions (HGS), as national duties and obligations, are Rwanda’s ‘trade mark’ solutions developed by Rwandans based on local opportunities, cultural values and history to fast track their development.” Through your research by using internet or visiting your school library, assess the role played by such national duties and obligations in the development of the country. Prepare a written document to present your findings to your classmates.

b) Guidance on introductory activity

At the beginning of this unit about the National duties and obligations, 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 impact of the colonial rule on the African societies.

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.

7.4 List of lessons

Number of lesson	Lesson title	Number of periods (32)
1	Itorero ry'igihugu	6
2	Urugerero	6
3	Umuganda	6
4	Imihigo	6
5	Community Policing	6
6	End of Unit Assessment Remediation	2

Guidance on different lessons

7.4.1 Lesson 1: Itorero ry'igihugu

a) Learning objective

By the end of this lesson, learners are able to describe the historical background and specific objectives of Itorero ry'Igihugu.

b) Teaching resources

To conduct well this lesson about Itorero ry'Igihugu, the teacher uses History learner' book for senior five, 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 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/organise 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 attempting to give answer to this activity, learners can suggest the following answers:

- Promotion of patriotism and nationalism among the Rwandans;
- Sensitization and mass mobilization of the citizens towards national issues;
- Promotion of national values and volunteerism among the Rwandans;
- Educate Rwandans in building and promoting the culture of peace based on mutual trust, respect, humility, respect of human rights, and protection against discrimination and genocide ideology;
- Sensitizing the community on the importance of mutual health insurance, adult literacy, fighting against drug abuse, legalizing marriages especially for families that are cohabitating, and environmental protection;
- Rebuilding the nation after the genocide against the Tutsi;
- Promotion of competitiveness towards achievement the national social and economic strategic goals.
- Promotion of equitable local development by enhancing participation and strengthening the local government system;
- Poverty reduction and enhancing effectiveness and efficiency in the planning, monitoring, and delivery of services;
- Maintenance and promotion of national security, laws and order in the country;
- Prevention of crime and disorder, by partnering with the public to increase police visibility in all communities so as to solve, prevent and reduce crime.



Learning Activity

Answers for learning activity 7.1

Learner attempts to respond to the learning activity 7.1 by providing the following points:

- Equip Rwandans with the capacity to analyze their problems in order to find solutions.
- Promote the Kinyarwanda language.
- Mentor Rwandans in collective action, team spirit and promotion of innovation and performance contracts.
- Mentor Rwandans to understand and participate in the implementation of national programmes.
- Educate Rwandans to be physically fit, clean in their homes, protect the environment, strengthen democracy, engage in constructive debate, enforce the law, and fight corruption and violence.
- Educate Rwandans in building and promoting the culture of peace based on mutual trust, respect, humility, respect of human rights, and protection against discrimination and genocide ideology.
- Educate Rwandans to be efficient in service delivery, courageous, and to deliver goods and efficient services.

7.4.2 Lesson 1: Urugerero

a) Learning objective

By the end of this lesson, the learners are able to evaluate the achievements of Urugerero towards social and economic development.

b) Teaching resources

To conduct well this lesson about Urugerero, the teacher uses History learner' book for senior five, 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 7.2

To teach this lesson about Urugerero, 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 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.

Suggested answers for activities



Learning Activity

Answers for learning activity 7.2

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

Intore after training in Itorero, they join Urugerero program and the following are some achievements:

- Sensitizing Rwandans on the eradication of genocide and its ideology.
- Sensitizing the community on the importance of mutual health insurance, adult literacy, fighting against drug abuse, and legalizing marriages.
- Educating the community on Rwandan cultural values, unity, patriotism, and development.
- Educating the population on personal hygiene and cleanliness of their environment.
- Some groups of Intore in Urugerero opted to demonstrate how speedy and exceptional service could be rendered while working with various public offices.
- Intore also performed activities relating to manual community work include vegetable gardening for family consumption, construction of shelters for vulnerable families, participation in the construction of cell offices and landscaping of their compounds.
- In environmental protection, Intore constructed terraces and planted trees as a measure of preventing soil erosion.

7.4.3 Lesson 3: Umuganda

a) Learning objective

By the end of this lesson, the learners are able to:

Identify the main goals of Umuganda, as it is weekly performed each last Saturday of each month;

Identifying the achievements of Umuganda in social, economic and political development of the country.

b) Teaching resources

For the best teaching and learning of this lesson about Umuganda or Community work, the teacher uses History learner' book for senior five, 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 7.3

To teach this lesson about Umuganda, 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 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.

Suggested answers for activities



Learning Activity

Answers for learning activity 7.3

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

- Traditionally, Umuganda was a mutual support between the members of community. It refers to a pole used in the construction

of a house. The pole typically supports the roof, thereby strengthening the house.

- During the period immediately after independence, Umuganda was often referred to as umubyizi, meaning 'a day set aside by friends and family to help each other'.
- On February 2, 1974, Umuganda became an official government programme and was organised on a more regular basis; usually once a week.
- After the Genocide committed against the Tutsi in 1994, Umuganda was reintroduced to Rwandan life in 1998 as part of efforts to rebuild the country.

7.4.4 Lesson 4: Imihigo

a) Learning objective

By the end of this lesson, the learners are to:

- Describe the historical background of Imihigo;
- Assess the contribution of Imihigo towards development of national economy;
- Discuss the challenges faced during implementation of Imihigo.

b) Teaching resources

For the best delivering of this lesson about Imihigo or Contract performances, the teacher uses History learner' book for senior five, 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 7.4

To teach this lesson about Imihigo, 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 7.4** in their textbook.

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

Suggested answers for activities



Learning Activity

Answers for learning activity 7.4

By attempting to give answer to the Learning activity, learners can suggest the following:

Background of Imihigo

- Imihigo, also known as performance contracts, is the plural Kinyarwanda word of Umuhigo, which means to vow to deliver.
- During the pre-colonial period, Imihigo was performed as cultural practice where an individual sets targets or goals to be achieved within a specific period of time. The person must complete these objectives by following guiding principles and be determined to overcome any possible challenges that arise.
- Since 2000, Imihigo was seen as a tool for monitoring and evaluation of the local government entities.
- By 2006, Imihigo was introduced to address social and economic issues faced by the local population in their respective local communities.

7.4.5 Lesson 5: Community Policing

a) Learning objective

By the end of this lesson, the learners are able to identify the contribution of Community Policing in ensuring the national security.

b) Teaching resources

For the best delivering of this lesson about Community Policing, the teacher uses History learner' book for senior five, 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 7.5

To teach this lesson about Imihigo, 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 7.5** in their textbook.

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

Suggested answers for activities



Learning Activity

Answers for learning activity 7.5

- Community policing was adopted to encourage citizens to participate in crime-solving.
- It is focused on the prevention of crime and disorder.
- Community policing enables the police to engage citizens in reporting incidents.
- Community policing allow people to be in good relationship with the institutions enforcing the law and order, like Rwanda National Police.
- Community policing has improved police response to crime, because many reports are now provided by community members. This shows that they trust the police.
- Unlike the previous law enforcers who served the criminal desires of a genocidal regime, the police now serve the citizens professionally and ensure that they have a say in the security of their communities.
- Community Policing made the citizens trust the Police. This is an indicator of professional services, discipline and partnership.
- It is when the community and the police work together for their common good that citizens will trust the police.
- Once the citizens trust the officers, they will provide them with information to help prevent or solve crimes and to arrest criminals.
- Through working hand –in- hand with the Community Policing, the Rwanda National Police serve communities better and to fulfill its mission of making the people living in Rwanda feel safe and secure.

7.5 Additional content/text for teacher

THE CONCEPT OF IMIHIGO

Imihigo is a performance management tool whereby most government ministers on behalf of their ministries and all the district mayors, and the mayor of the City of Kigali, on behalf of citizens sign a performance contract with His Excellence the President of Rwanda every year. The initiation of Imihigo was intended to accelerate the achievements of government development programmes and priorities. The government decentralisation policy that was launched in 2000 required a greater level of accountability. The policy, therefore, had as its main objective to make public agencies and institutions more effective and accountable in their implementation of national programs and accelerate the socioeconomic development agenda.

The districts are responsible for implementing programs under this broad agenda while Central Government assumes the task for planning and facilitating. Planning ensures that national objectives of growth and poverty reduction are attained. The decentralisation policy is also designed to deepen and sustain grassroots-based democratic governance and to promote equitable local development by enhancing citizen participation and strengthening the local government system, while maintaining effective functional and mutually accountable linkages between Central and Local Governments entities (MINALOC 2012). This entails enhancing citizens' participation, promoting the culture of accountability, fast-tracking and sustaining equitable local development as a mechanism to enhance local fiscal autonomy, employment and poverty reduction and enhancing effectiveness and efficiency in the planning, monitoring, and delivery of services. The principle of subsidiary underpins the decentralisation policy, which is designed to ensure transparency and accountability for local service delivery through citizen participation in planning as well as civil society and faith-based organisations, the private sector and development partners.

Imihigo are used across government as performance contracts to ensure accountability. All levels of government from the local district level to ministries and embassies are required to develop their Imihigo and to have them evaluated. Further, members of the public service also sign Imihigo with their managers or heads of institutions. In this sense, Imihigo is a subset of a district's action plan showing priority activities to be used as a performance measure. District Development Plans are designed to locally contextualize EDPRS-2 priorities in order to address the needs of the local population. Districts are held accountable by the government for meeting targets through the Imihigo performance contracts which

the mayor signs with H.E the President on behalf of all citizens living in the district.

Partnership between the government and local communities is seen as essential to building confidence in government and enabling ordinary Rwandans to take responsibility for their own development. Residents are mobilised via sectors, cells and villages to contribute to the realisation of the targets but local government is also answerable to local residents for the quality of service that they deliver.

At its inception, a limited evaluation process took place between 2006 and 2009 whereby the best ten performing Districts from across the nation were reviewed, two from each province and the City of Kigali. Ever since, the Imihigo evaluations have been expanded as noted above and have come to symbolise the tradition of accountability. The evaluation exercise is significant because the government of Rwanda assesses the degree to which ministry and district priorities and targets are realised against their Imihigo.

Over time, Imihigo have become institutionalised as a means to keep local leaders accountable to their communities and the Government. It is a means of planning to accelerate the progress towards economic development and poverty reduction and is designed to: speed up the implementation of government policies and programs; ensure stakeholder and citizen ownership of the development agenda; promote transparency and accountability; and encourage partnership between government, development partners, community based organisations and the private sector. It is a compact between all Rwandans, public sector institutions, public sector employees and citizens whereby they commit themselves to make the best contribution they can towards the development of the country by agreeing on what they will achieve. The performance targets are based on government priorities designed to drive forward the development process and achieve *Vision 2020*. Central government ministries' and district councils' performance targets are identified the outcomes for the districts are announced at the National Dialogue Council. This process is designed to ensure that government policies and priorities are implemented and there is a strong incentive in place for good performance.

While Imihigo has undoubtedly played a significant role in the development progress that has been achieved since 2006 a number of concerns have been expressed. Despite the importance of Imihigo implementing national priorities the *EDPRS-1* evaluation (Ministry of Finance 2012; Ministry of Local Government 2012) concluded that to some extent there was a lack of synergy between national priorities and local development plans. It was clear that there were some weaknesses and

perhaps break downs in the planning chains as is also noted in the 2012/13 evaluation of Districts Imihigo (Ministry of Local Government 2013). This has made the tracking of progress towards the desired outcomes somewhat challenging.

There have been challenges in data quality management and insufficient technical skills in M&E in local government and central government. Baseline, targets and indicators have been not clearly defined to inform on output indicators. However, once continuously improve, Imihigo is a best tool to accelerate socio-economic development and will be able to play more significant role in the implementation of EDPRS 2 targets and realisation of vision 2020.

Importance of planning and implementing Imihigo

Given a properly constructed contract and operational plan and a simple but adequate records system, evaluation is simply a matter of comparing outputs to targets – perhaps with some negotiation as to whether a given target may be excluded because failure to achieve it was out of the control of the district or ministry in question. It is when the plan and contract are being drawn up that careful thought and scrutiny are needed:

Are the targets so organised that it is clear what measure should be used to assess success and what level of performance is to be expected? Is there a baseline to help establish what level of performance can be expected? ('Open-ended' commitments that depend on the ministry identifying classes of case whose numbers are not known in advance and then claiming success for dealing with them might be part of the assessable operational plan but should have no place in *imihigo*).

Are the actions to be taken clear, and is it clear what counts as a separate action?

For the *Imihigo* contract, are the outcomes which the ministry is committed to furthering clearly linked with an EDPRS2 priority or some other government policy or commitment?

Are the target outputs which they are committed to delivering clearly and logically linked to the outcome they represent – is there *good* reason to believe that taking action to deliver these outputs will make the achievement of the outcome more likely?

Are the commitments realistic, in the light of available human and financial resource and the extent to which their achievements depend on factors outside the District or Ministry's control?

Imihigo are the result of a participatory process of identifying priorities from the grass roots to the national level. Imihigo are developed through a number of stages:

Step 1: Identification of National Priorities

Identification of national priorities: Based on *EDPRS-2* as well as 7YR Government priorities, each line ministry identifies national priorities to be implemented at the local level for which they have earmarked resources that they will transfer to local governments.

Central Government consolidates the priorities paying special attention to quick wins, synergy and avoiding unnecessary duplication.

Step 2: Communication of National Priorities to Local Government

List of central government priorities are communicated and discussed with local government leaders in the Forum of Central and Local Government.

Step 3: Identification of Local Priorities

Districts consult their district development partners (DDPs) and consultative meetings are held at the different local authority levels (district, sector, cell, village) to discuss and consolidate emerging priorities.

Step 4: Preparation and Approval of District Imihigo

District level consultations with DDPs to integrate local priorities and national priorities as communicated in the Forum of Central and Local Government.

Consolidation of national and local priorities at district level and discussion of draft Imihigo.

Discussion of draft district Imihigo with Quality Assurance Technical Team (Prime Minister's Office, Ministry of Local Government and Ministry of Finance and Local Government).

Presentation of priorities to stakeholders.

Approval of Imihigo.

7.6 End of Unit Assessment Answers



End of Unit Assessment

Answers for End of Unit Assessment

1. Explain the main objectives of *Itorero ry'igihugu*.
 - Equip Rwandans with the capacity to analyze their problems in order to find solutions.
 - Promote the Kinyarwanda language.
 - Mentor Rwandans in collective action, team spirit and promotion of innovation and performance contracts.

- Mentor Rwandans to understand and participate in the implementation of national programmes.
 - Educate Rwandans to be physically fit, clean in their homes, protect the environment, strengthen democracy, engage in constructive debate, enforce the law, and fight corruption and violence.
 - Educate Rwandans in building and promoting the culture of peace based on mutual trust, respect, humility, respect of human rights, and protection against discrimination and genocide ideology.
 - Educate Rwandans to be efficient in service delivery, courageous, and to deliver goods and efficient services.
2. Evaluate the achievements of Umuganda.
- Successful projects include the building of schools, medical centres and hydro-electric plants as well as rehabilitating wetlands and creating highly productive agricultural plots;
 - Umuganda has contributed to infrastructure development;
 - Umuganda represents the idea of mutual assistance, mutual social responsibility, social obligation, self-help and traditional strategies for development;
 - Umuganda contributes to environment protection through erosion control, tree planting, and cleanings;
 - Umuganda has also contributed to a good relationship between the army and National Police with the population;
 - Doing Umuganda strengthens cohesion between persons of different backgrounds;
 - Umuganda contributed to unity and reconciliation through conflict arbitration between community members;
 - Umuganda also enables to spread the good image of the country;
 - Umuganda promotes dialogue between national leaders and the population;
 - Umuganda is indeed a crucial tool of community mobilisation and sensitization.
3. Assess the challenges of Imihigo performance contracts
- Problems of measurements
 - Budget versus needs
 - Competing agendas
 - Low ownership of Imihigo
 - Understaffing and low capacity
 - Delays in funds disbursement

4. Describe the role played by community policing in the security of Rwanda.
- Community policing was adopted to encourage citizens to participate in crime-solving.
 - It is focused on the prevention of crime and disorder.
 - Community policing enables the police to engage citizens in reporting incidents.
 - Community policing allow people to be in good relationship with the institutions enforcing the law and order.
 - Community policing has improved police response to crime, because many reports are now provided by community members.
 - By interacting with Community Policing Committees, National Police now serve the citizens professionally and ensure that they have a say in the security of their communities.
 - It is when the community and the police work together for their common good that citizens will trust the police.
 - Once the citizens trust the officers, they will provide them with information to help prevent or solve crimes and to arrest criminals.
 - Through working hand-in-hand with the Community Policing, the Rwanda National Police serve communities better and to fulfill its mission of making the people living in Rwanda feel safe and secure.

7.7 Additional activities

Remedial activities

1. Identify the Rwanda's national taboos according to Itorero ry'Igihugu.
2. Identify the mission of Itorero ry'Igihugu.

Expected answers

1. Rwanda's national taboos are following:
 - Inattention to results: status and ego.
 - Avoidance of accountability: missed deadlines.
 - Lack of commitment: ambiguity.
 - Fear of conflict: artificial harmony.
 - Lack of trust: invulnerability.
2. To mentor Intore with:
 - Values based on Rwandan culture;
 - Motivation for positive change;

- A desire to promote opportunities for development using Rwandan cultural values;
- Respect for dignity (ishema) and the heroic aspects (ibigwi) of Rwandan culture and Rwanda's national values.
- Speed and respect for time;
- Customer service mentality;
- Quality of delivery;
- Completion or aiming at results;
- Self-respect: National pride.

Consolidation activities

1. Identify the rationale of Itorero ry'Igihugu.
2. Analyse the achievements of pioneer of Urugerero.

Expected answers

1.
 - Through Itorero ry'igihugu, Intore would be mainly trained in debating matters of national interest and in Rwandan cultural values.
 - Itorero ry'Igihugu has the objective of training self-respecting citizens who are identified by their national values.
 - Itorero ry'Igihugu also aims at cultivating visionary, patriotic, and exemplary leaders who promote the well-being of people at all levels of governance.
 - What the Itorero ry'igihugu teaches is unique because it is based on principles and values of Rwandan culture.

2. Achievements of Urugerero

The pioneer group of Urugerero achieved the following:

- Sensitizing Rwandans on the eradication of genocide and its ideology.
- Sensitizing the community on the importance of mutual health insurance, adult literacy, fighting against drug abuse, legalizing marriages especially for families that are cohabitating, and environmental protection.
- Educating the community on Rwandan cultural values, unity, patriotism, and development.
- Educating the population on personal hygiene and cleanliness of their environment.
- Some groups of Intore in Urugerero opted to demonstrate how speedy and exceptional service could be rendered while working with various public offices.
- Activities relating to manual community work include vegetable

gardening for family consumption, construction of shelters for vulnerable families, participation in the construction of cell offices and landscaping of their compounds.

- In environmental protection, Intore constructed terraces and planted trees as a measure of preventing soil erosion.

Extended activities

Discuss the contributions of the national duties and obligations in the social and economic development of Rwanda.

Expected answers

The national duties and obligations contribute a lot to social and economic development of Rwanda as the following:

- Promotion of patriotism and nationalism among the Rwandans;
- Sensitization and mass mobilization of the citizens towards national issues;
- Promotion of national values and volunteerism among the Rwandans;
- Educate Rwandans in building and promoting the culture of peace based on mutual trust, respect, humility, respect of human rights, and protection against discrimination and genocide ideology;
- Sensitizing the community on the importance of mutual health insurance, adult literacy, fighting against drug abuse, legalizing marriages especially for families that are cohabitating, and environmental protection;
- Rebuilding the nation after the genocide against the Tutsi;
- Promotion of competitiveness towards achievement the national social and economic strategic goals.
- Promotion of equitable local development by enhancing participation and strengthening the local government system;
- Poverty reduction and enhancing effectiveness and efficiency in the planning, monitoring, and delivery of services;
- Maintenance and promotion of national security, laws and order in the country;
- Prevention of crime and disorder, by partnering with the public to increase police visibility in all communities so as to solve, prevent and reduce crime.

UNIT 8

NATIONAL AND INTERNATIONAL JUDICIAL SYSTEMS AND INSTRUMENTS

8.1 Key unit competence

The learner should be able to analyze the national, international judicial systems and instruments, and how justice has been delayed and denied in the Rwandan society.

8.2 Prerequisite knowledge and skills

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

- Human rights codification and its impact
- National cohesion, identities and respect of human rights

8.3 Introductory activity

a) Introductory activity

Judicial system is the system of law courts that administer justice and constitute the judicial branch of government. It is also the branch of government that is endowed with the authority to interpret and apply the law, adjudicate legal disputes, and otherwise administer justice. By reading some documents, carry out research about national and international judicial systems and instruments and examine their role in regulating international and national legal issues. 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 and international judicial systems and instruments and examine their role in regulating international and national legal issues.

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.

8.4 List of lessons

Number of the lesson	Lesson title	Number of period (20)
1	Concepts of International and National Judicial Systems and Instruments	3
2	International Judicial Systems and Instruments	6
3	Structure and Organization of the International Judicial Systems	6
4	Ways in which justice has been denied and delayed in Rwanda	3
5	End of Unit Assessment Remediation	2

Guidance on different lessons

8.4.1 Lesson 1: Concepts of International and National Judicial Systems and Instruments

a) Learning objective

Learners are able to provide the meaning of international and national judicial systems and instruments

b) Teaching resources

To conduct well this lesson about the concept of international and national judicial systems and instruments, 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 8.1

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 8.1 about the analysis of the international judicial systems and their instruments 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

- Judicial system is the system of law courts that administer justice and constitute the judicial branch of government. It is also the branch of government that is endowed with the authority to interpret and apply the law, adjudicate legal disputes, and otherwise administer justice, (Hamilton, 2005).
- The judicial system usually consists of a Court of final appeal (called the “Supreme Court” or Constitutional court) together with lower courts.

Note: the concept “judicial system” is also used to refer collectively to the personnel such as judges, magistrates and other adjudicators who form the core of a judiciary (sometimes referred to as “Bench”) as well as the staffs who keep the system running smoothly.

- Judicial instrument refers, in this way, to any legal instrument (legal document) recorded with and authenticated by a public office or employee. To carry weight, any such instrument, must be genuine and authentic. Legal instruments consequently must bear the name, title, and seal of the official that issued them, and should be written in the presence of witnesses who attested to them, (Jennings, 1995).



Learning Activity

Answers for learning activity 8.1

Analysis the international judicial systems and their instruments:

The **International judicial system** is mainly dominated by international courts (these are formed by treaties among nations or under the authority of an international organization such as the United Nations-especially since 1945) and include ad hoc tribunals and permanent institutions but exclude any courts arising purely under national authority. The table below gives examples of international courts and ad hoc tribunals.

The ICJ was established in 1945 by the UN Charter. The court started its work in 1946 as the successor to the Permanent Court of International Justice. The statute of the International Court of Justice, similar to that of its predecessor, is the main constitutional document constituting and regulating the court.

The court covers a wide range of judicial activity. Chapter XIV of the United Nations Charter authorizes the UN Security Council to enforce the court's rulings. However, such enforcement is subject to the veto power of the five permanent members of the council.

An **International judicial instrument** is any international legal instrument (legal document) recorded with and authenticated by international bodies in the respect of the international law. The international legal instrument obliges all states to enact, implement and monitor legislation agreed upon by all states parties.

International judicial instruments include: Charters, Constitutions, Treaties (agreement, protocol, covenant, convention, pact, or exchange of letters), Universal declarations, recommendations, etc.

8.4.2 Lesson 2: International Judicial Systems and Instruments

a) Learning objective

Learners are able to provide and explain the International Judicial Systems and Instruments

b) Teaching resources

To conduct well this lesson about the analysis of International Judicial Systems and Instruments, 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 8.1.2

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 8.1.2 about what are the international judicial systems and their instruments 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 8.1.2

1. Explain the role of international judicial systems and their instruments

International judicial systems are formed for:

- Settle disputes arising among nations by pacific means- if not always amicable ones;
- Provide forums to try, hear, condemn or acquit those members of the society charged with the disturbing the public peace or with the infringement of the rights of others;
- Form a bulwark to protect individual members of the society against predatory and capricious government powers.
- Note: Courts are permanent bodies, with nearly the same composition for each case.

Some examples of international judicial bodies: International Court of Justice; International Tribunal for the Law of the Sea; European Court of Human Rights; Inter-American Court of Human Rights, etc.

International judicial instruments are: International judicial instruments include: Charters, Constitutions, Treaties (agreement, protocol, covenant, convention, pact, or exchange of letters), Universal declarations, recommendations, etc.

8.4.3 Lesson 4: Ways in which justice has been denied and delayed in Rwanda

a) Learning objective

Learners are able to discuss different ways in which justice has been denied and delayed in Rwanda.

b) Teaching resources

To conduct well this lesson about different ways in which justice has been denied and delayed in Rwanda, 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 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 8.2 about different ways in which justice has been denied and delayed in Rwanda 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

1. Discuss different ways in which justice has been denied and delayed in Rwanda

During the First and the Second Republics, the culture of impunity was prevailing in Rwanda. The Tutsi were targeted and killed and the perpetrators of these crimes were not punished. Moreover, the properties of the Tutsi were either destroyed or confiscated. For instance in 1963, more than 8,000 Tutsi were killed in Gikongoro. In the same period, Kayibanda ordered the execution of 27 leaders of UNAR and RADER who had been imprisoned in Ruhengeri without any form of legal procedure. In 1973, a big number of Tutsi were chased from their jobs and schools. Their killers however remained unpunished.

During the Liberation War that started on October 1st, 1990, the Tutsi were attacked by government soldiers and Interahamwe. Many Tutsi in Bugesera, Kibuye, Ngororero, Murambi in Byumba, the Bagogwe in Ruhengeri and Gisenyi and the Bahima of Mutara were killed. The people who committed these crimes did not face justice.

After the 1994 Genocide against the Tutsi, justice faced the problem of delay due to the following reasons:

Absence of laws punishing the crime of genocide:

- There was lack of competent judiciary tribunals and judges because many of them had either been killed during the 1994 Genocide against the Tutsi or had fled the country. In addition, the few judges who remained were not skilled enough.
- The situation was complicated by the big number of genocide prisoners. It was difficult to judge all the criminals in a short time. This is why in 2005 the government of Rwanda introduced the Gacaca courts to judge the perpetrators of the 1994 genocide against the Tutsi.
- Many countries which host the genocide criminals refuse to judge them or to send them to Rwanda; for example, France.

8.5 Additional content

RWANDA NATIONAL JUDICIAL SYSTEM: STRUCTURE AND ORGANIZATION

In the case of Rwanda, the national judicial system is composed of ordinary and specialized courts. The ordinary courts are the Supreme Court, Court of Appeal, high courts of the Republic, Intermediate courts, primary (lower) courts, and mediation committees; while the specialized courts are the military courts and commercial high court.

The Supreme Court is the highest court in the country. The decisions of the Supreme Court are not to be subjected to appeal in terms of petitions for the exercise of the prerogative of mercy or revision of a judicial decision. Its decisions are binding on all parties concerned whether such are organs of the State, public officials, civilians, military, judicial officers or private individuals.

The Court of Appeal is established to adjudicate on appeal level, cases handled by the High Court, the Commercial High Court and the Military High Court in accordance with relevant laws. This Court is an ordinary Court.

The High Court courts have jurisdiction to try in the first instance certain serious offences committed in Rwanda as well as some offences committed outside Rwanda as specified by the law.

Intermediate Courts are defined in law N° 51/2008 and they are responsible for trying civil and criminal cases. They include a number of specialized chambers, some to provide judgments on cases involving minors and others to try administrative and social matters, (www.minijust.gov.rw)

Lower Courts. According to an Organic Law N° 51/2008 of 09/09/2008, the seat of each Lower Court is determined by the Superior Council of the Judiciary after consultation with all the Councils of the concerned Sectors. They include: Local Courts of Kigali City, of Eastern Province and of Western Province.

Commercial Courts. Article 155 of the Constitution, establishes the jurisdictions of commerce (Commercial High Courts and Commercial Courts) to judge commercial cases. An Organic Law establishes the organization, functioning and competence of the commercial jurisdictions. The commercial high court is in charge of handling all issues related to business. It has three branches: Nyarugenge, Huye and Musanze.

For the specialized courts such as military courts which comprise of the Military Tribunal and the Military High Court. The Military Court tries in the first instance all offences committed by military personnel irrespective of their rank. The Military High Court shall try in the first instance, all offences

which constitute a threat to national security and murder committed by soldiers irrespective of rank. The Military High Court is an appellate court in respect of decisions rendered by the Military Tribunal.

All these organs in their daily duties, use different legal instruments such as the constitution, the international conventions or treaties, organic laws, ordinary laws, presidential decrees, ministerial decrees as well as rules and regulations.

8.6 End of Unit Assessment Answers



End of Unit Assessment

Answers to the End of Unit Assessment

1. Justice has been denied and delayed in Rwanda in the following ways:
 - During the First and the Second Republics, the culture of impunity was prevailing in Rwanda. The Tutsi were targeted and killed and the perpetrators of these crimes were not punished. Moreover, the properties of the Tutsi were either destroyed or confiscated. For instance in 1963, more than 8,000 Tutsi were killed in Gikongoro. In the same period, Kayibanda ordered the execution of 27 leaders of UNAR and RADER who had been imprisoned in Ruhengeri without any form of legal procedure.
 - In 1973, a big number of Tutsi were chased from their jobs and schools. Their killers however remained unpunished.
 - During the Liberation War which started on October 1st, 1990, the Tutsi were attacked by government soldiers and Interahamwe. Many Tutsi in Bugesera, Kibuye, Ngororero, Murambi in Byumba, the Bagogwe in Ruhengeri and Gisenyi and the Bahima of Mutara were killed. The people who committed these crimes did not face justice.
2. Organization of the International Court of Justice:

The ICC is governed by an assembly of states parties, which is made up of the states which are party to the Rome Statute. The assembly elects officials of the court, approves its budget, and adopts amendments to the Rome Statute. The court itself, however, is composed of four organs: the Presidency, the judicial divisions, the Office of the Prosecutor, and the registry.

 - The presidency is responsible for the proper administration of the court (apart from the Office of the Prosecutor). It comprises the president and the first and second vice-presidents-three judges of the court who are elected to the

presidency by their fellow judges for a maximum of two three-year terms.

- The judicial divisions consist of the 18 judges of the court, organized into three chambers; the pre-trial chamber, trial chamber and appeals chamber which carry out the judicial functions of the court. Judges are elected to the court by the Assembly of States Parties. They serve nine-year terms and are not generally eligible for re-election. All judges must be nationals of states party to the Rome Statute, and no two judges may be nationals of the same state. They must be “persons of high moral character, impartiality and integrity who possess the qualifications required in their respective states for appointment to the highest judicial offices”.
- The Office of the Prosecutor is responsible for conducting investigations and prosecutions. It is headed by the chief prosecutor, who is assisted by one or more deputy prosecutors.
- The Rome Statute provides that the Office of the Prosecutor shall act independently. No member of the office may seek or act on instructions from any external source, such as states, international organizations, non-governmental organizations or individuals.
- The Registry is responsible for the non-judicial aspects of the administration and servicing of the court. This includes, among other things, the administration of legal aid matters, court management, victims and witnesses’ matters, defense counsel, detention unit, and the traditional services provided by administrations in international organizations, such as finance, translation, building management, procurement and personnel. The Registry is headed by the registrar, who is elected by the judges to a five-year term.

8.7 Additional activities

Remedial activities

1. Define judicial instrument?
2. What is: a) ICC b) ICJ in full

Expected answers

1. Judicial instrument refers, in this way, to any legal instrument (legal document) recorded with and authenticated by a public office or employee. To carry weight, any such instrument, must be genuine and authentic.
2. a) International Criminal Court b) International Court of Justice

Consolidation activities

1. Charter is one of the international judicial instruments. What is it does exactly?
2. To be classified as an international judicial body, some conditions should be met. Discuss!

Expected answers

1. A Charter is:
 - a document, issued by a sovereign or state, outlining the conditions under which a corporation, colony, city, or other corporate body is organized, and defining its rights and privileges;
 - a document issued by a government that gives rights to a person or group;
 - a document which declares that a city, town, school, or corporation has been established;
 - a document that describes the basic laws, principles, etc., of a group.
2. Conditions are:
 - Being permanent. Its existence must be independent from the vicissitudes of a given case;
 - Having been established by an international legal instrument. E.g a treaty;
 - Resorting to international law when deciding on cases submitted to it;
 - Deciding the cases submitted basing on the rules of procedure preexisting the case which can be not modified by the parties;
 - Legally binding the outcomes of the process of the case;
 - Being composed of judges chosen before the submission of a case through an impartial mechanism;
 - Deciding disputes between two or more entities of which at least one is a sovereign state or an international body.

Extended activities

1. To what extent does the International Court of Justice resolve the disputes?
2. Describe national instruments in the case of Rwanda

Expected answers

1. The International Court of Justice resolves the disputes basing on its competence as follows:
 - by entering into a special agreement to submit the dispute to the Court;

- by virtue of a jurisdictional clause, i.e., typically, when they are parties to a treaty containing a provision whereby, in the event of a dispute of a given type or disagreement over the interpretation or application of the treaty, one of them may refer the dispute to the Court;
- Through the reciprocal effect of declarations made by them under the Statute whereby each has accepted the jurisdiction of the Court as compulsory in the event of a dispute with another State having made a similar declaration. A number of these declarations, which must be deposited with the United Nations Secretary-General, contain reservations excluding certain categories of dispute.
- All members of the UN are automatically parties to the Statute of the International Court of Justice.

2. National judicial instruments are described as follows:

- The constitution: this is the supreme law of the State. All laws of Rwanda shall be in conformity with the constitution and any inconsistent law is void (art. 200 of the Const.). The constitution of the Republic of Rwanda regulates the State and the sovereignty (arts.1-9), the fundamental liberties and rights and duties of the citizen (arts. 10-51), political parties (arts. 52-59) and the trias politica, the Executive, the Legislative and the Judiciary (arts. 60-168), the security and defense of the State (arts. 169-175), etc.
- International treaties and conventions: According to art. 190 of the Constitution, upon their publication in the official gazette, international treaties and agreements that have been conclusively adopted in accordance with the provisions of law shall be more binding than organic laws and ordinary laws except in the case of noncompliance by one of parties.
- Organic Law: Organic laws govern all matters reserved for them by the Constitution as well as matters that require related special laws. An organic law may not contradict the Constitution. Neither may an ordinary law or decree-law contradict an organic law nor may an Order or Regulations contradict law. Organic laws are passed by a majority vote of three fifths of the members present in each Chamber.
- Law (ordinary law) & Decree law: The law is sovereign in all matters. This means that in matters of regulating, the law has the universal application except only some matters governed by other laws in a specific way. Ordinary laws are passed by an absolute majority of members of each Chamber present.
- Regulations: These are rules enacted by the Executive and are ranked the last in the hierarchy of primary legal sources in Rwanda. These are: Presidential order and Prime Minister's order.

UNIT 9

DIGNITY AND SELF-RELIANCE

9.1 Key unit competence

The learner should be able to identify the lessons that can be learnt from the successful self-reliance policies of the African leaders

9.2 Prerequisite knowledge and skills

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

- Various forms of interdependence

9.3 Introductory activity

a) Introductory activity

Dignity refers to a proper sense of pride and self-respect i.e a sense of your own importance and value while self-reliance is defined as the ability to do things and make decisions by yourself, without needing other people to help you. 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 dignity and self-reliance.

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.

9.4 List of lessons

Number of the lesson	Lesson title	Number of period (20)
1	Definition of concepts of dignity and self-reliance	4
2	Factors for success of self-reliance	4
3	Examples of African leaders whose self-reliance policies succeeded	4
4	Lessons learnt from successful self-reliance policies of African leaders	4
5	Lessons learnt from successful self-reliance policies of African leaders	2
6	End of Unit Assessment Remediation	2

Guidance on different lessons

9.4.1 Lesson 1: Concepts of dignity and self-reliance

a) Learning objective

Learners are able to define the concepts of dignity and self-reliance

b) Teaching resources

To conduct well this lesson about the concepts of dignity and self-reliance, 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 9.1

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 9.1 about the concepts of dignity and self-reliance 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. Explanation of concepts of dignity and self-reliance:
Dignity refers to a proper sense of pride and self-respect i.e a sense of your own importance and value. According to Cambridge Dictionary (online), dignity is the importance and value that a person has, that makes other people respect them or makes them respect themselves. Self-reliance is defined as the ability to do things and make decisions by yourself, without needing other people to help you. It is also “the value which consists of the use of the blessings and abilities God has given to you to care for yourself and your family and to find solutions for your own problems”.



Learning Activity

Answers for learning activity 9.1

1. Define the concepts of dignity and self-reliance
 - Dignity refers to a proper sense of pride and self-respect i.e a sense of your own importance and value. According to Cambridge Dictionary (online), dignity is the importance and value that a person has, that makes other people respect them or makes them respect themselves. E.g in Rwanda, Dignity was one of the main characteristics of the social value UBUPFURA each Rwandan was supposed to have.
 - Self-reliance is defined as the ability to do things and make decisions by yourself, without needing other people to help you. It is also “the value which consists of the use of the blessings and abilities God has given to you to care for yourself and your family and to find solutions for your own problems”. Matthew W. of South Africa says, “I think you are

self-reliant when you don't need your parents to do everything for you because you know how to take care of yourself." Self-reliance is important for everyone. When you are self-reliant, you can depend on your own skills to support yourself and to help others in your family and community.

For a country, Self-reliance refers to the ability of a country to depend on itself to meet its own needs (Rwanda National Dialogue Council December, 13-14, 2012).

9.4.2 Lesson 2: Factors for success of Self-Reliance

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 the success of self-reliance policies of some African leaders, 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 9.2

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 9.2 about the success of self-reliance policies 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.



Learning Activity

Answers for learning activity 9.2

1. Account for the factors for success of self-reliance policies of some African leaders:

Some African leaders were successful in their self-reliance policies due to many factors including:

- Favorable population mindset: In many countries, the African leaders took advantage of the situation because it was immediately after the achievement of African independence. The Africans massively supported their new African leaders, leading to the success of their policies.
- Negative effects of colonialism: Africans had for long suffered from colonial constraints. This is why self-reliance policies were successful in many African countries.
- Economic crisis after the independence: The economic crisis was among the immediate problems faced by Africans. Self-reliance was seen as solution to these problems. This led to their success because they were supported by the population.
- Recovery of African identity: During colonization, all African initiatives were undermined by Europeans. When Africans recovered their independence, their leaders wanted also to recover the African identity by implementing internal solutions to their problems. It was due to this that they found these policies successful.
- Sign of obedience to their own leaders: Another factor for the success of the self-reliance policies is that Africans accepted them as one way to express their obedience to their new leaders.

9.4.3 Lesson 3: Examples of African leaders whose self-reliance policies succeeded

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 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 9.3

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 9.3 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.



Learning Activity

Answers for learning activity 9.3

1. Examples of some African leaders successful in self-reliance include:
 - King Mutara III Rudahigwa (1931–1959);
 - Self-reliance in Kenya under Jomo Kenyatta;
 - Ujamaa policy in Tanzania; Kenneth Kaunda's Mulungushi Declaration;
 - Mandela's vision;
 - Nkrumah's reforms.

9.4.4 Lesson 4: Lessons learnt from successful self-reliance policies of African leaders

a) Learning objective

Learners are able to provide lessons learnt from successful self-reliance policies of African leaders.

b) Teaching resources

To conduct well this lesson about the Lessons learnt from successful self-reliance policies of African leaders lessons learnt from successful self-reliance policies of African leaders, 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 9.4

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 9.4 about the lessons learnt from successful self-reliance policies of 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.



Learning Activity

Answers for learning activity 9.4

1. Lessons from the success of the self-reliance as initiated and achieved by some African leaders include:
 - The success of self-reliance in some African countries inspires other developing countries and especially other African countries.
 - We also learn about the importance of dignity. The need to encourage Africans to be proud of our continent, our culture and customs.

- We appreciate the importance of home growth solutions. It is a testimony that only Africans can find solutions to their problems.
- The success of self-reliance supports respect of human rights and the campaign against racial discrimination. During European colonial rule, Africans were denied their rights. They were considered unable to manage their own affairs.

9.5 Additional content

IMPORTANCE OF INTERNATIONAL COOPERATION IN RESPECT TO RWANDAN ASPIRATIONS

Rwanda is a member of East African Community. Members of EAC are interdependent and help each other in the political, social and economic aspects. This has helped her to get what she does not produce from other trade partners. She also exports her produce to other countries. International cooperation is important for Rwanda's aspiration because of the following reasons:

- International cooperation has led to high competition in Rwandan industries. This has increased improvement of Rwanda's output.
- It has led to improvement of trade because Rwanda has managed to get a wider market for her goods and services. Rwanda can as well get raw materials from other countries. This is a good towards Rwanda's dignity and self-reliance.
- It increases the bargaining power of Rwanda in international trade markets because international cooperation helps it to have a bigger market.
- It has enabled Rwanda to pull up resources to carry out joint research that leads to innovation and invention. That will lead to self-reliance.
- International cooperation leads to increased investment in Rwanda. This is because it is one way of attracting foreign investors. This will no doubt increase employment capacity hence increasing self-reliance.
- It leads to increased foreign exchange earnings because Rwanda earns a lot of foreign exchange from increased exported commodities.
- It will enable Rwanda to share some common services and infrastructure. These will include roads projects, telecommunication and air services. All these will empower Rwanda to achieve its aspiration of self-reliance.
- International cooperation increases employment opportunities because of increased factors of mobility such as labor. For example,

there are many Kenyan, Ugandan and international teachers working in Rwanda.

- International cooperation leads to political cooperation and mutual understanding. Countries can come up to help one another in times of instabilities and natural disasters.

9.6 End of Unit Assessment Answers



End of Unit Assessment

Answers to the End of Unit Assessment

1. Three African leaders and their self-reliance policies:

Kwame Nkrumah:

- Nkrumah improved transport and communication by setting up a number of roads and bridges.
- During his rule, piped water and electricity were extended in most villages and towns.
- He improved health by setting up health centres like Kumasi Hospital and also set up district and regional hospitals.
- He reformed the education system by constructing several primary, secondary and tertiary institutions such as Ghana University.
- He introduced scientific methods of farming like irrigation, mechanized farming, use of fertilizers and pesticides.
- He Africanized the civil service by replacing European expatriates with Africans.
- He emphasized the need to respect African culture and supported local artists to compose African songs and plays.
- He ended sectarian and regional tendencies by defeating all the sectarian parties in the 1954 and 1956 elections. After winning them, he called for unity.

Julius Nyerere:

Nyerere used Ujamaa as the basis for national development. He translated the Ujamaa concept into a political economic management model through several approaches:

- The creation of a one-party system under the leadership of the Tanganyika African National Union (TANU) in order to consolidate the cohesion of the newly independent Tanzania.
- The institutionalization of social, economic, and political equality through the creation of a central democracy.

- The abolition of discrimination based on ascribed status.
- The nationalization of the economy's key sectors.
- The villagization of production, which essentially collectivized all forms of local productive capacity.
- The fostering of Tanzanian self-reliance through two dimensions: the transformation of economic and cultural attitudes. Economically, everyone would work for both the group and for him/herself; culturally, Tanzanians had to free themselves from dependence on developed countries. For Nyerere, this included Tanzanians learning to do things for themselves and learning to be satisfied with what they could achieve as an independent state.
- The implementation of free and compulsory education for all Tanzanians in order to sensitize them on the principles of Ujamaa.
- The creation of a Tanzanian rather than tribal identity through the use of Swahili.

King Mutara III Rudahigwa:

- He mediated between the Belgian colonialists and the Catholic Church.
- He highly advocated for equality, justice and the welfare of Rwandans by eliminating clientelism (Ubugake) by obliging rich Rwandans to share cows and land equally by their servants.
- He advocated for democracy and fighting against injustice through the King's Court by fighting for independence and self-determination of Rwandans.
- He worked hard to educate Rwandans through the establishment of the Mutara Fund that helped Rwandans students to study secondary schools and Universities in Europe without waiting for Belgians support for educating Rwandans.
- Rudahigwa later set up the Islamic College in Nyamirambo-a Kigali City Suburb: This show that Rudahigwa helped all people without regarding their religion.
- Rudahigwa offered scholarships to many Rwandans to study in Europe: He was interested in education of Rwandans without depending on foreign scholarship.
- Under his monarchy, he eliminated all forms of slavery and advocated for unity and reconciliation among Rwandans: He did not want to continue applying the forms of inequality, injustice and slavery increased by Belgians.

- He created High National Council that could solve political problems of Rwandans through dialogue without violence. All these achievements led to Rwandan dignity and self-reliance during his reign .And this is the reason why Rwandans choose Rudahigwa as one of Rwandan heroes.
2. Factors for the success of self-reliance policies of some African leaders:
 - Favourable population mindset: In many countries, the African leaders took advantage of the situation because it was immediately after the achievement of African independence. The Africans massively supported their new African leaders, leading to the success of their policies.
 - Negative effects of colonialism: Africans had for long suffered from colonial constraints. This is why self-reliance policies were successful in many African countries.
 - Economic crisis after the independence: The economic crisis was among the immediate problems faced by Africans. Self-reliance was seen as solution to these problems. This led to their success because they were supported by the population.
 - Recovery of African identity: During colonization, all African initiatives were undermined by Europeans. When Africans recovered their independence, their leaders wanted also to recover the African identity by implementing internal solutions to their problems. It was due to this that they found these policies successful.
 - Sign of obedience to their own leaders: Another factor for the success of the self-reliance policies is that Africans accepted them as one way to express their obedience to their new leaders.
 3. The lessons from successful self-reliance policies of African leaders:
 - The success of self-reliance in some African countries inspires other developing countries and especially other African countries.
 - We also learn about the importance of dignity. The need to encourage Africans to be proud of our continent, our culture and customs.
 - We appreciate the importance of home growth solutions. It is a testimony that only Africans can find solutions to their problems.

- The success of self-reliance supports respect of human rights and the campaign against racial discrimination. During European colonial rule, Africans were denied their rights. They were considered unable to manage their own affairs.

9.7 Additional activities

Remedial activities

1. Name any three African leaders who struggled for self-reliance
2. When did King Mutara III Rudahigwa start the struggle for self-reliance

Expected answers

1.
 - a) King Mutara III Rudahigwa of Rwanda
 - b) Julius Kambarage Nyerere of Tanzania
 - c) Jomo Kenyatta of Kenya
 - d) Kwame Nkrumah of Ghana
2. He started:
 - His dreams started becoming the reality when the Triple Tacit Accord (Colonial rule-King Mutara III Rudahigwa- Catholic Church) on the systematic plan to rule over Rwandans made in early 1940s split apart in 1948. Many versions on the death of the King mention that this struggle may be one of factors that ended up to cost his life on July 25th, 1959.

Consolidation activities

1. Describe the factors that pushed President Milton Obote of Uganda to struggle for self-reliance
2. What are the achievements of Kenneth Kaunda of Zambia in terms of self-reliance struggle?

Expected answers

1. Factors for Milton Obote's self-reliance:

- Market-oriented and pluralistic system. Obote's administration started off in response to both constitutional upheavals in Uganda and ideological trends in neighboring Tanzania.
- Milton Obote was a good orator and rhetoric. Obote and his Uganda People's Congress Party began to manifest a shift by 1969, this shift had certainly become a "move to the left" Uganda

was in the early stages of trying to build a socialist state, guided by The Common Man's Charter.

- The influence of Julius K. Nyerere's Arusha Declaration was unmistakable. Milton Obote like Julius K. Nyerere before interpreted socialism as self-reliance rather than as interdependence with neighbors. In the case of Nyerere, Obote followed the logic of the Arusha declaration.
- Declaration on Socialism and Self-Reliance of 1967. It seemed to force him to take action against free movement of labor and capital between Tanzania and the other two members of the East African Community, Kenya and Uganda.
- The growth of Pan-Africanism. Obote's first administration demonstrated a trade-off between rising socialism and diminishing. It was during the leftist atmosphere of Obote's "Move to the Left" that he expelled from Uganda Kenyan workers (mainly Luo).
- Good diplomatic relationship with neighboring countries. He led this way in trying to improve relations with Khartoum that inspired him for self-relying policies.
- The country flirted with socialism at home while remaining basically part of the Western camp in foreign policy. Obote tried to turn the country into a socialist country without distancing himself too far from the West.
- Nationalization, national service and centralized economy. The stage was being set for some nationalization measures, for a national service, and for a more centralized economy.
- Pro-Western socialism foreign policy. In his socialist phase Milton Obote was indeed basically but did draw the line on American involvement in Vietnam and in the Congo (formerly Zaire) in the 1960s and on soft British policies towards the Republic of South Africa and towards Rhodesia under Ian Smith.

2. Kenneth Kaunda's achievements:

- Kaunda implemented an education policy that provided children with free school supplies such as pens, pencils and exercise books. Children were given these supplies regardless of their parents' financial situation.
- In 1966, he opened the University of Zambia and Kaunda appointed its Chancellor;
- In 1968, he introduced the Mulungushi Reforms, in which he planned to acquire major shares in foreign-owned firms in order to boost the economy. He managed to acquire shares in the Anglo American Corporation and the Rhodesia Selection Trust, consolidated the two companies, and called the new company Nchanga Consolidated Copper Mines (NCCM).

- In 1983, NCCM and Roan Consolidated Mines merged and became the Zambia Consolidated Copper Mines Ltd (ZCCM).
- In 1964, during the Lumpa Crisis, Kaunda banned the Lumpa Church which was opposing his political orientation.
- To dignify Zambians, after his retirement from politics, Kaunda has worked towards fighting HIV/AIDS.

Extended activities

To which extent struggle for self-reliance of Nelson Mandela was different from the ones of his peer African leaders?

Expected answers

Nelson Mandela's struggle for self-reliance revolved around the effects of Apartheid policy and the personality of Mandela:

- Abolition of Apartheid policy instituted since 1948-1994. This policy mainly basing on curtailing the rights, associations, and movements of the majority black inhabitants and other ethnic groups to maintain white minority rule, its abolition created the vacuum for dignity and self-reliance as blacks had to live as whites.
- Advocacy for unity and reconciliation. Mandela advocated for unity and reconciliation among South Africans: When Mandela took power he encouraged unity and reconciliation between black people and white people.
- The use of truth and justice for all in South Africa. After 1990 when ANC win election the commission for truth and justice was established in order to bring social cohesion among South Africans.
- Advocacy for no vengeance and no violence. Mandela who was in Jail for 27 years won the first democratic election as a candidate of ANC didn't use to revenge himself against white people who applied Apartheid against black people.
- Advocacy for democracy and good leadership in South Africa. Mandela shoes to lead South Africa one term and prepare a peaceful election for his following president.
- Respect of Human rights and freedom in South Africa. On Mandela leadership the respect of human rights and freedom was highlighted in South Africa.
- Advocacy for self-worth, self-reliance and freedom in South Africa. Mendela in his speeches he always encouraged South Africans especially Black people to be self-reliant.
- The use of nonviolence method or Gandhism by Mandela in South Africa. Mandela used sit down strikes, boycotts, demonstrations and other forms of civil disobedience.

- Visionary leadership. Mandela dedicated his life for the achievement of freedom and justice for his people and future sustainable cohesive society of South Africa.
- The Humanism, humility, equity and freedom. Indeed, Mandela paid so much for Humanism, humility, equity of freedom of South Africans.

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